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**“CHET TILLARI O‘QITISHNING  
ZAMONAVIY YONDASHUVLARI:  
MUAMMO VA YECHIMLAR”**

**Respublika ilmiy-amaliy anjumani  
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**ANDIJON DAVLAT CHET TILLARI INSTITUTI**

**FRANSUZ TILI NAZARIYASI VA AMALIYOTI  
KAFEDRASI**

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**Texnik sahifalovchi:**

Ilmiy-amaliy konferensiya materiallariga oid mazkur to'plam, chet tillarini o'qitishning eng zamonaviy yondashuvlarini amaliyotga tadbiq etilishiga bag‘ishlanganligi bilan ahamiyatlidir.

Maqolalarda keltirilgan statistik ma’lumotlar, ilmiy-nazariy faktlarning ishonchligi, imloviy va stilistik xatoliklar uchun muallif o‘zi javobgar.

To‘plam Andijon davlat chet tillari instituti Kengashining 2023 yil 30-maydagi № 9-sonli Qarori bilan nashrga tavsiya etildi.

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## **CHET TILLARNI BILISH DUNYONI TUSHUNISHNING KALITIDIR**

***D.A. Rustamov – Andijon davlat chet tillari  
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Jadal rivojlanayotgan zamonamiz chet tilining ta’lim tizimidagi o‘rnini ham sezilarli darajada o‘zgartirmoqdaki, til ta’limida o‘qitishning yangi usul va vositalarning takomillashuvini taqozo etmoqda. Ushbu jarayon chet tiliga bo‘lgan qiziqishning kuchayishi – uning ustuvorligiga yo‘l ochib bermoqda.

Ayni paytda chet tillarni o‘qitishga bo‘lgan e’tibor davlat siyosati darajasiga ko‘tarilgan bo‘lib, O‘zbekiston Respublikasi Prezidentining PQ-5117-son “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida”gi Qarori aholi orasida xorijiy tillarni o‘rganishni ommalashtirish va ularni mukammal o‘zlashtirish uchun zarur sharoitlar yaratish, xorijiy tillarni o‘qitishning xalqaro tan olingan dastur va darsliklari ta’limning barcha bosqichlarida joriy etilishini muvofiqlashtirish hamda o‘qituvchilarda zamonaviy o‘qitish ko‘nikmalarini rivojlantirish; hududlar, tarmoqlar va ta’lim muassasalarining xorijiy tillarni o‘zlashtirgan mutaxassislarga ehtiyojlarini tahlil qilish natijalari asosida talab yuqori bo‘lgan xorijiy tillarni o‘qitishni tashkillashtirish; xorijiy tillarni o‘qitish sohasida “bog‘cha – maktab – oliy ta’lim tashkiloti – korxona” tamoyilidagi uzluksiz ta’lim zanjirini joriy etish maqsadida aholining barcha qatlamlariga mos bo‘lgan tilni o‘rganish bo‘yicha uslubiyot va tavsiyalarni ishlab chiqishni muvofiqlashtirish; xorijiy tillarni puxta o‘zlashtirish, tilning asosiy ko‘nikmalarini shakllantirish uchun videorolik, o‘yin, ko‘ngilochar ko‘rsatuv, filmlar va boshqa o‘rgatuvchi kontentlar yaratilishini tashkil etish; davlat tilidan xorijiy tillarga va xorijiy tillardan davlat tiliga professional tarjima qilish uslubiyotlarini yaratish hamda ushbu yo‘nalishda mutaxassislarning malakasini oshirishda ko‘maklashish; hududlar, tarmoqlar, davlat organlari va ta’lim tashkilotlari kesimida xorijiy tillarni bilish reytingini yuritish,

xorijiy tillarni o‘rganishni yanada ommalashtirish bo‘yicha takliflar ishlab chiqish kabi vazifalarini belgilab berdi. Shuningdek, chet tillarni jahon standartlari talablari darajasida bilish, chet tili lingvistik maktablari va ta’limotlari, chet tilini o‘qitish muammolari va yechimlari bilan bog‘liq ilmiy muammolarni tadqiq etish zarurligi ta’kidlangan.

Hozirda chet tilini bilishning asosiy maqsadi boshqa madaniyat bilan tanishish va madaniyatlar muloqotida ishtirok etishdir. Shu munosabat bilan xorijiy tillarni o‘qitishning yondashuv va usullari o‘zgarib, takomillashib bormoqda.

Zamonaviy yondashuvlardan sun‘iy intellekt ta’limda keng tus olgan bo‘lib, bu intellekt imkoniyatlar sonini oshirishda yetakchi omillardan biri bo‘lmoqda. Mamlakatimizda oliy ta’lim tizimida raqamlashtirish hozirgi kunda ta’limda olib borilayotgan ishlar va imkoniyatlarni kuzatish, to‘g‘ri tahlil qilishda muhim ahamiyat kasb etmoqda.

Yoshlarimizning raqamli texnologiyalar sohasida ilmiy-tadqiqot ishlarini rivojlantirish va rag‘batlantirish, ularning tashkiliy mexanizmlarini takomillashtirish; g‘oyalar va yangi texnologiyalar yaratishni targ‘ib qiluvchi respublika tanlovlari va tadbirlarini (konkurslar, olimpiadalar va boshqalar) o‘tkazish; yangi qidiruv tizimlarini yaratish yo‘nalishini ishlab chiqish va aniqlash, shu jumladan audio va video materiallarni izlash va aniqlash uchun yechimlar, axborotni qidirish va olishda semantikadan foydalanish, mashinaviy tarjima tizimidagi yangi texnologiyalar, shuningdek, mashinaviy o‘qitishning yangi algoritmlari va texnologiyalarini rivojlantirish zamonaviy ta’lim talablari sanaladi.

Bugungi kunda chet tili inson faoliyatining barcha sohalarida zarur ehtiyojga aylandi. Tillarni bilish barcha imkoniyatlar eshiklarini ochadi, ayniqsa turizm sohasida muhim ahamiyatga ega. So‘nggi o‘n yil ichida turizm va mehmondo‘stlik sohasi jadal rivojlanib bormoqda.

Turizm inson uchun nafaqat dunyoni bilish usuli, balki xalqaro aloqalarni ijobiy faollashtirish va madaniyatlararo aloqalarni kengaytirishga qo‘l keladigan iqtisodiyotning istiqbolli sohasidir.

Biroq, bu sohada mehnat bozori talablari mavjud bo‘lib, sayyohlik kompaniyalari, mehmondo‘stlik sanoati professional va yuqori malakali mutaxassislariga ehtiyoji katta. Turizm menejerlari, mehmonxona va

restoran biznesining boshqa mutaxassislari nafaqat menejment, turizm va iqtisodiyotni yaxshi bilishlari, balki ikki yoki undan ortiq tillarni yaxshi o‘zlashtirishlari kerak bo‘ladi.

Chet tillarini o‘qitishda kasbiy yo‘naltirilgan yondashuv alohida ahamiyatga ega bo‘lib, u barcha yo‘nalishlar talabalarining chet tillarida muloqot qilish ko‘nikmalarini rivojlantirishni ta‘minlaydi. Turizm sohasi mutaxassislari uchun muvaffaqiyatli kasbiy faoliyat uchun zarur shart-sharoitlar aloqa jarayonining o‘ziga xos xususiyatlaridan xabardor bo‘lish, og‘zaki va og‘zaki bo‘lmagan aloqa usullarini, aloqa strategiyasi va kommunikativ kompetensiyani o‘zlashtirish bo‘lib, ular professional ahamiyatga ega maqsadlarga erishish uchun chet tilidan foydalanish qobiliyatini o‘z ichiga oladi.

Chet tilini o‘qitish maqsadlarini hisobga olgan holda shuni ta‘kidlash joizki, bu pedagogik faoliyatning oldindan rejalashtirilgan natijasi bo‘lib, unga ta‘limning boshqa tarkibiy qismlari, masalan: mazmuni, usullari, shartlari, o‘qitish vositalari va boshqalar yordamida erishish mumkin, ular jamiyat ta‘siri ostida shakllanadi va ta‘limning boshqa tarkibiy qismlariga ta‘sir qiladi.

Chet tili o‘qitishning ta‘limiy maqsadi madaniyatli, bag‘rikeng, xorijiy sheriklar bilan erkin muloqot qila oladigan shaxsni shakllantirishni o‘z ichiga olsa, rivojlantiruvchi maqsadi kelajakdagi mutaxassisning e‘tibori, xotirasi, mantiqiy fikrlashi va ishbilarmonlik fazilatlarini rivojlantirishga qaratilgan.

Amaliy maqsad turizm sohasini rivojlantirishda talabani chet el sayyohlik kompaniyalari va mehmonxona majmualari vakillari bilan to‘g‘ridan-to‘g‘ri yoki axborot texnologiyalar orqali muloqot jarayonida chet tili va professional terminologiya bo‘yicha nazariy va amaliy bilimlardan amalda mohirona foydalanishga o‘rgatishdir.

Boshqacha qilib aytganda, chet tilini o‘qitish nafaqat ma‘lum leksik, grammatik va sintaktik materiallarni o‘zlashtirish, balki o‘qitishda til elementlarini madaniyat elementlari bilan uyg‘unlashtirishdir.

Mazkur respublika ilmiy-amaliy konferensiyasi aynan xalqlararo aloqa vositasi sifatida e‘tirof etilayotgan chet tillarini o‘rgatishning zamonaviy yondashuvlarini amaliyotga tatbiq etilishiga bag‘ishlanganligi bilan ahamiyatlidir. Andijon davlat chet tillari institutida to‘rt mingdan ortiq o‘g‘il-qizlar chet tillarini chuqur



o‘rganmoqda. Shuningdek, institutimizda gid hamrohligi va tarjimashunoslik faoliyati yo‘nalishida ta‘lim olayotgan aksariyat talabalar ingliz tilini filologik tarzda o‘rganmoqdalar.

Institut professor-o‘qituvchilari hamda talabalarimiz chet tillarni bilish darajasiga ham alohida e‘tibor qaratmoqdalar. Ayni paytda bir qancha professor- o‘qituvchilar va talabalarimiz, IELTS, CEFR, TOEFL, APTIS, GYOTE, DELF, TCF kabi til bilish darajasini belgilovchi xalqaro va milliy sertifikatlarga ega. Hozirgi paytda institutimiz ko‘plab chet el mamlakatlari bilan hamkorlik aloqalarini yo‘lga qo‘ygan.

Jumladan, Buyuk Britaniyaning Norvidj universiteti, Porstmund universiteti, Fransiya Respublikasining O‘zbekistondagi elchixonasi, Rossiya Federatsiyasining vakolatxonasi, Hindiston Milliy turizm universiteti va boshqa ko‘plab oliy ta‘lim muassasalari bilan hamkorlik shartnomalari imzolangan. Biz bundan keyin ham bunday hamkorliklarni kuchaytiramiz.

Ta‘lim tizimining barcha bo‘g‘inlarida chet tillarini chuqurlashtirib o‘rgatish metodikasini yanada takomillashtirish bilan birga chet tillarini ona tili bilan qiyoslab, chog‘ishtirib ilmiy o‘rganish, ilmiy xulosalar chiqarish, til o‘rganish metodikasini yanada takomillashtirish davr talabiga aylandi.

O‘ylaymanki, ushbu konferensiyada til, til ta‘limiga doir dolzarb masalalar muhokamaga tortiladi, albatta, ular o‘zining muayyan yechimini topadi.

## **ZAMONAVIY TILSHUNOSLIK VA TARJIMASHUNOSLIK MUAMMOLARI**

### **TURKEY CULTURE**

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**Annotation:** *This article include the spreading of English across the Globe such as social, political and cultural factors. Therefore, it represents various of factors and how to spread and come across any kinds of factors.*

**Key words:** *English language, culture shock, culture, conflict, overseas, values, custom.*

It is obviously known that culture shock is one of the most global issue which human come and cross it everywhere. It is an undeniable fact that «Culture shock» is a normal process of adapting to a new culture. It is a time when a person becomes aware of the differences and/or conflicts in values and customs between their home culture and the new culture they are in. Culture shock is some sort of adjustment you might feel when you are subject to a new way of living and an unfamiliar setting around you. Culture shock is feeling uncomfortable or sometimes even lonely when you are abroad in a new place (for example, during family holidays like Christmas). There are obvious examples of culture shock such as getting used to a different language, a different climate, a different transport system and different food customs. Less obvious examples of culture shock include acclimatizing to: different hand gestures, different facial expressions and levels of eye contact.

Turkey has a collectivist culture whereby strong loyalty is shown to familial and social groups, as well as the broader nation. People's relationships with their neighbors and community are generally closer than what many from the English-speaking West experience.

One of the indisputable facts about Turkey is that it lies both in Turkish and Asia. It has a really rich civilization that is influenced by



many empires as well as different religions and ethnicities. Moreover, you will witness the marks of both European and Asian cultures in Turkey.

Kazakhstan is a hospitable and multi-ethnic country, but we do not know much about the culture of the peoples who live next to us.

Before the pandemic completely changes their traditional values, with the support of the European Union, we decided to talk about the traditions of our compatriots – Kazakhs, Uzbeks, Koreans, Uyghurs and Turks.

Like the Kazakhs, the Turks also have tea as a symbol of hospitality that allows people to get along. Every Turk drinks tea at least three times a day and believes that no conversation is complete without it.

Turkish tea is drunk in small special cups that look like tulips or pears. Mavrak bud, dried in special ways, is taken as the basis of tea – it not only makes tea delicious, but also activates its medicinal properties.

The Turkish people have been living in Kazakhstan for 75 years. According to 2018 data, their number is about 200 thousand people. Turks respect the peoples of Central Asia and consider this region the homeland of their ancestors.

During the heyday of the Soviet Union, Turks were oppressed by the government, and intellectuals were repressed. In 1956, they were given the opportunity to return to their historical homeland, but most of them decided to stay in Kazakhstan.

Due to the ethnic diversity of the country, they managed to preserve their cultural characteristics and traditions. Ethnocentrism still play an important role in this. The main directions of the Turkish ethnocultural center are education, sports, culture, folklore and charity.

While the quarantine, the representatives of the center not only adapted to the online format and organized Turkish language courses, but also managed to volunteer in various charitable organizations created both privately and in cooperation with the Assembly of the People of Kazakhstan. Turkish culture is also represented by an unofficial holiday called Hidirlez, which is celebrated on May 5-6. Its roots are in mythology, and the holiday itself is a mixture of old and new beliefs, combining Islam and Tengrianism.

According to legends, on the night of May 5 to May 6, two prophets representing land and sea - Khidir and Ilyas meet. Thanks to their meeting, spring will come, and the prophets will bring with them joyful feelings and good news for all the inhabitants of the earth.

Reminiscent of the Kazakh Nauruz holiday, the festival of prosperity and abundance is celebrated by Turkish communities: they take to the streets, gather in crowds, sing and dance. Young men and women light a fire, and women prepare dough products and take them to the street "for Khidir".

During the celebration of Khidirlez, people usually choose a big tree, write their wishes on colorful handkerchiefs and tie them to the branches of the chosen tree. In wishes, you can ask for love, health, money - in general, anything you want for yourself and your loved ones. kitchen

The rich Turkish cuisine - koftika - combines various regional dishes - Mediterranean snacks and meat dishes. This is the entire history of cooking, combining the traditions of the peoples of Asia, the Caucasus and Europe.

Turks enjoy light snacks called meze—salad, pickles, cheese, mushrooms, or the popular fried dumplings of seafood or meat known as borek.

Turkish cuisine is rich in meat dishes. The usual type of kebab is jazz, thinly sliced kebab or small kofté.

Another popular dish is dolma. Dolma is a dish of mixed meat and rice wrapped in grape or cabbage leaves. Turks also often eat seafood and vegetable dishes - for example, they can cook different dishes from a single eggplant.

It is an indisputable fact that, wreful to come together with the family. Below you can see a list of national and religious holidays and public holidays celebrated in the country.

New Year: January 1st

National Sovereignty and Children's Day: April 23rd

Labor and Solidarity Day: May 1st

Atatürk Commemoration, Youth and Sports Day: May 19th

Democracy Day: July 15th

Victory Day: August 30th

Republic Day: October 29th

Ramadan Feast: Changes Yearly

Sacrifice Feast: Changes Yearly

**By way of conclusion**, culture is one of the integral part of country's life style. Though one may not be able to avoid experiencing culture shock, there are many ways to diminish its effects and accelerate its stages. Most importantly, keep an open mind. Don't enter a new culture with preconceived notions of what will be found. Making comparisons to the home country and new country should be avoided. Being open to new experiences and making an effort to learn the local language and culture can bring accelerated acceptance. Making connections and developing a support system provides individuals with help when necessary. Foreign experiences are not only opportunities to learn more about new cultures, but to share of and become better acquainted with oneself.

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## THE ENGLISH EFFECT

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**Annotation;** *In this article, the impact of the English language on the whole world is discussed. In this, several opinions were expressed, and in addition, the place in the world was widely covered.*

**Keywords;** *english, effect, language, points, UK, British Council, globe, worldwide, ESL, culture.*

It is obviously known that every language has its own role in the world. This is the main reason for effect of language. It is not an indisputable fact that english is spoken at a useful level by a quarter of the world population. Combining first-hand testimony and quantitative data, this British Council report explores many facets of this global language: its characteristics and the dynamics of native and non-native use of English; the impact that English language skills have on people's lives, educational and employment prospects, and on societal stability; and the economic value of English to the UK.

**Key points from The English Effect include:** English now belongs to the world, with non-native speakers far outnumbering native speakers English gives the UK a competitive edge in areas ranging from culture and media to commerce and soft power English boosts stability, employability and prosperity in developing and emerging economies The UK needs to do more to respond to the global demand for English – including attracting our brightest and best young people into English teaching The UK also needs to beware of relying too heavily on English – as foreign language skills are still essential for the UK to compete in a global economy. Mark Robson, Director of English and Exams at the British Council, said: "The English language is perhaps the United Kingdom's greatest and yet least-recognised international asset. It is a cornerstone of our identity and it keeps us in the mind of hundreds of millions of people around the world, even when they are not talking to us." You see why it can impact worldwide. English is what propels the

global community, business, science and opportunities across societies. It allows humanity to speak in one language and understand one another better than ever before. In an interconnected world, English impacts every aspect of our lives.

In addition, English is crucial for students as it broadens their minds, develops emotional skills, improve the quality of life by providing job opportunities. Moreover, the use of English as an International language is growing with time because it is the only medium for communication in many countries. The most vital one that it has gain globe. Speaking a common language enables you to meet new people who also speak that language, and can result in lifelong friendships that you otherwise wouldn't be able to make. As well as building relationships with people who speak English, it also gives the opportunity to learn more about other cultures. English speaking can be improved only by practising. If you converse in English with others, it will be helpful. Watching English TV shows will also be helpful as you will read the subtitles and listen to the English terms alongside. It will help in improving your communication skills and also pronunciation. English becomes a world language because people in other countries give a special credence to English, even though they do not speak it as a first language. Special status given to English by other countries can be in the form of using English as a second language (ESL) and English as a foreign language (EFL)

**Cultural goal** makes a substantial contribution: to developing pupils' linguistic outlook, as they get acquainted with some phenomena which are not typical of their mother-tongue (e.g. tenses, articles, EL word order); to developing pupils' communicative abilities; to widening pupils' communicative vision of the world, as it enables them to get acquainted with the life, customs and traditions of the people whose language they study; to developing pupils' intellect, their voluntary and involuntary memory, their imaginative abilities, logical thinking, etc. The cultural goal is achieved within: the critical, patient and creative attitude to oneself and others, to a new culture, event, knowledge; the development of different character traits, outlooks, beliefs, moral-esthetic and emotional experience, different kinds of motivation and the abilities to use them to contribute successfully into the process of real and pedagogical communication; the development of the awareness of

the new activities, new people civilizations; the development of the desire to cooperate and socialize; the keeping cultural traditions of one’s own country and understanding and respect others’; to compare different cultures, to express a personal point of view on other cultures, problems as well as to use the knowledge obtained from other subjects. It is important to point out and note down that cultural goals are realized within the process of achieving practical objectives.

Educational and developmental goals of EL teaching and learning The practical and cultural goals are closely connected with the educational one because FLL advances moral and aesthetic education. Teachers and methodologists pay much attention to educational capacities in the teaching and learning process. Of great importance is the linguistic aspect - the contextual side of the material in the foreign language: texts, exercises, ostensive and audio-visual materials used in the classroom, outside school hours, and independent learning.

**By way of conclusion**, the goal of education is to develop individuals who adhere to definite moral principles, value knowledge and learning, can and will be able to think and find out things for themselves.

Learning, as we know, is a function of the total involvement and is the result of interactive process with students and teachers having an influence on the outcomes of such interaction. Thus, learning a FL adds to the learners’ mental powers, sharpens their wits, develops their intelligence and contributes to their general outlook.

Classroom language experiences should be functional. Language use and study should fulfill purposes that are meaningful and obvious to pupils. Repeated interaction with classical literature also increases pupils’ sensitivity to social, cultural dynamics and to the emotional needs of others. The teacher’s role and attitude should be consistent with educational goals. “Consistency” here is one of trusting, i.e. respecting students’ opinions and desires towards fairness. The “consistency” here is between having a rule and applying it in the same manner with all people including one’s own.

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## **TEZ AYTISHLARDA ONOMATOPEYANING ISHLATILISHI**

***Shuhratova. Mohlaroyim .Xondamir qizi***

***Andijon davlat chet tillari instituti 1-bosqich talabasi.***

***Annotatsiya:*** Maqolada oliy ta’lim muassasalarida o‘zbek xalq folklor janrining eng muhimi bo‘lmish tez aytish ona tilimizda ba’zi nutq tovushlari qo‘llanilishi hamda har bir tovushni talaffuz qilinishining bir qator masalalari o‘rtaga tashlanib, tinglovchi va so‘zlovchini mantiqiy fikrlashini yuqoriga ko‘tarib, chiroyli akksentga ega bo‘lishi bilan birgalikda boshqa jihatlariga ulkan hissa qo‘sha oladi.

***Tayanch so‘zlar:*** o‘zbek xalq folklorchilligi, audio, video, multimedialar, zamonaviy axborot texnologiyalari.

O‘zbek xalq og‘zaki ijodi deganda insonlar ko‘z oldiga maqol, masal va albatta tez aytishlar gavdalanadi. Tez aytishning vujudga kelinishi uzoq yillar davomidagi xalqlarning o‘ziga xos bo‘lgan ona tillarining shakllanish davrlariga borib taqaladi. Har bir xalq o‘z moddiy va ma’naviy boyliklariga ega. Shuningdek ularning tarixiy manbalaridan bilish mumkin bo‘lgan ma’lumotlar ona tilimizdan tashqari o‘zga tillardagi tez aytishga va yoki folklorchilikka e’tibor beriladigan jihatlar ya’ni tarjimonlik faoliyati ma’noni yo‘qotilmagan holda tushuntirib berish kabilari yotadi.

Tez aytish deb nomlanishiga asosiy maqsad murakkab so‘zlar, tovushlar va iboralarning aytilishi davomiyligida bir qancha qiyinlik darajada so‘zlovchi tomonidan bir daqiqa va yoki maxsus belgilab berilgan vaqt davomida aytilishida xatolar masalan, so‘z tushib qolishi, harflarning talaffuzidagi kamchiliklar, his-xayajoni ko‘zda tutiladi, tinglovchilar orasida esa beg‘araz kulgularga sabab bo‘ladi desak aslo yanglish tomon yurmagan bo‘lamiz.

Tez aytishlar har bir davlat bolalari balki yoshi ulug‘lar orasida ham g‘oyatda mashhur sanaladi, masalan qirg‘iz davlatiga mansublar жанылтмач, qozoq va qoraqalpoq xalqlarida esa жанылтпач, turk tilida yaniltmac, ingliz tilida tongue-twister singari so‘zlar bilan nomlanib kelinadi. O‘zbek professorlari ham bu yo‘nalish bo‘yicha maqtovg‘a loyiq izlanishlar olib borishgan. Xususan professor Hodi Zarif tuzib bergan “O‘zbek folklori” xrestomatiyasida tez aytishga doir 12 ta misol keltirib berilgan.

When people think of Uzbek folk art, proverbs, proverbs and, of course, quick sayings come to mind. Every nation has its own material and spiritual wealth. Also, the information that can be learned from their historical sources is the aspects that pay attention to fast speaking in other languages besides our mother tongue, or folklorism, i.e. translation work. such as explaining the bread without losing it.

The main purpose of being called fast speaking is that complex words, sounds, and phrases are spoken at a certain level of difficulty, and errors are made by the speaker for one minute or during a specially determined time, for example, word omissions, shortcomings in the pronunciation of letters, emotions. It is intended, and it causes indiscriminate laughter among the listeners.

Quick sayings are very popular among children of every country, but also among adults, for example, people belonging to the Kyrgyz state are called Janyltmach, Kazakh and Karakalpak peoples are called Janyltpach, Yaniltmac in Turkish, Tongue-twister in English. Uzbek professors have also conducted commendable research in this direction. In particular, 12 examples of fast speaking are given in the "Uzbek Folklore" chrestomaty compiled by Professor Hodi Zarif.

Tez aytishga oid misollar

- Asad asil asal saqladi.

- Ahmad aka Rahmat akani ko‘rdi.
- Ali ,Vali,G‘ani,Sayfi,Said qani.
- Bashar hasharga shoshar, Yashnar,  
Hasharda Bashardan oshar.
- Bedarak bedana bedazorda bedor bo‘ldi.
- Bir burun ko‘rdim burunnan burun ,eshikdan chiqdi burunnan burun.
- Bir juft cho‘p ko‘pmi,qo‘sh juft cho‘p ko‘pmi?
- Bir tup tut ,bir tup tutning tagida bir tup turp.Bir tup tutning tomiri bir  
tup turpning tomirini turtib turibdi,bir tup turpning tomiri bir tup tutning  
tomirini turtib turibdi.
- Boqi boqqa,Soqi toqqa bordi.
- Boqi botir buzoq boqar bog‘da.
- Boqi quritgan qoqi qoq quruq qoqi.
- Boshqotirma Boltavoyning boshini qotirdi.
- Bu bo‘ri bo‘z bo‘rimas chiyabo‘ri.
- Bulturgi burgutni bugun Urgutda ko‘rdim.
- Erkin egatga ertaki ekinni ekdi.
- Eshik oldida buloq ,buloqdan suv ichar uloq ,uloqcham uzun quloq.
- Gulnora Gulmiraning singlisimi,Gulmira Gulnoraning singlisimi?
- Gulsara gul saralab ,gul sanadi.
- Halim hil-hil pishdi.
- Halima hammasini hazm qildi.
- Haligina Halima halloslab kelib ketdi.
- Ikki ayiq qayiqqa qaradi,oq ayiq oldin qaradimi,qora ayiq oldin  
qaradimi?
- Jamila jiydani joyiga joyladi.
- Javlonbek jajji Jo‘rabek bilan jo‘ra,jajji Jo‘rabek Javlonbek bilan jo‘ra.
- Juvarini chumchuq yeb ketdi,Egasi ertaga kelaman deb ketdi.Kelmay  
ketgur ko‘r chumchuq,juvarini egasi kelguncha vayron qilib ketdi.
- Komil,Kamol kamalak ko‘rdi.
- Lola arralaydi,Sora allalaydi.
- Mashhura moshxo‘rdani shoshib shimirdi.
- Mavluda hovlida hovliqib turibdi.
- Metalchi Mutal metalli detal yasadi.

- Moshdan tosh ,toshdan mosh bo‘mas.
- Namanganda usta Musa puch pistafurush bor ekan, O‘sha usta Musa puch pistafurushning oltmish uch pud puch pistasi bor ekan.Oltmish uch pud pistasi bo‘lsa ham o‘sha usta Musa puch pistafurush
- Namanganlik To‘lagan to‘la lagan handalak yegan .
- Niyoz piyoz archdi,Fayoz piyoz artdi.Piyozdan Niyozning ko‘zi achidimi,Fayoznikimi?
- Nodir novvoyxonadagi novvoydan non oldi.
- Non yasashasizmi ,sholi sanashasizmi?
- Norning nordon anori narida .
- Norvoy novvoy non yopar ,nonin novvot deb sotar .
- Olma shoxida olmaxon ,olmaxonni olma Olmaxon .
- Oltin o‘tloq –oq o‘tloq .
- Oq tosh oqmi ,qora tosh oqmi?
- Oq chaynakka ko‘k qopqoq ,Ko‘k choynakka oq qopqoq.
- Oqil oq olma oldi,oq olmani Oqil oldi.
- Osh pashshasi pes pashsha .
- Osmonda ikkita kalxat .Birining oq dumi kalta kalxat ,birining qora dumi kalta kalxat ,oq dumi kalta kalxat qora dumi kalta kalxatga xalaqit beradi,qora dumi kalta oq dumi kalta kalxatga xalaqit beradi.
- Ovchi ovloqda ovin ovlar.
- Oydin oydinda oyisidan oldinladi.
- Oyga poyga ,poyga oyga.
- Qalin qorga qora qarg‘a zo‘rg‘a qo‘ndi ,ana qara .
- Qishda qatiq qotib qolibdi
- Qo‘sh qo‘lqop ,qo‘shovi ham bo‘sh qo‘lqop .
- Qurilishda burilish ,burilishda qurilish.
- Salim sochiqqa sochini artdi.
- Samarqand soyida sasigansabzini sotgan savdogarga sakkiz ming sakkiz yuz sakson sakkiz so‘m soliq solinsin .
- Sevara savatchaga sedana soldimi?
- Tez aytishni tez-tez ayt.  
Ingliz tez aytishlaridan namunalar
- Ann and Andy’s anniversary is in April.
- Peter Piper picked a peck of pickled peppers,

- A peck of pickled peppers Peter Piper pickled ,
- If Peter Piper Pickled a peck of pickled peppers ,
- Where’s the peck of pickled peppers Peter Piper pickled?
- How many boards,
- Could the Mongols hoard
- When you write copy you have the Copyright the copy you write .

Demak,siz ko‘rgan barcha tez aytishlar tilimizning ravonlik va mantiqiy fikrlash,dunyoqarashimizni har tomonlama o‘shiga xizmat qiladi.Ayniqsa O‘zbekiston Respublikasi Maktabgacha Ta’lim Tashkilotlarining qay darajada faoliyati,mavqeyi ,bilim berish salohiyatlari eng dolzarb masalalarga birgina yechim bo‘ladi.Agar e’tibor bergan bo‘lsangiz 2-5-yoshlar oralig‘ida bolalar hamma narsaga qiziqib gapirishni asta o‘rganib shaklanib boradi va balkim 9 undan ham yuqori yoshga qadar tilida nuqsoni bo‘lishi mumkin.Ayrim jarangli undoshlarni jarangsiz undoshlarga almashtirib,tushurib aytish ,qo‘shib aytishlarga yagona yo‘l ham oxiri yuqorida keltirilgan Tez aytishga to‘laonli mos kela oladi.

So, all the quick sayings that you have seen serve to increase the fluency of our language and logical thinking, our worldview in all aspects. If you have noticed, between the ages of 2-5, children learn to speak with interest in everything, and they may have a language defect up to the age of 9. The only way to say, to say, to say, and to say by adding, is that the end can fully correspond to the above-mentioned Quick Saying.

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## **TURKIY XALQLAR OG‘ZAKI IJODINING FRANTSUZCHA TALQINI**

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**Annotatsiya:** Ushbu maqolada o‘zbek-frantsuz adabiy aloqalariga katta hissa qo‘shgan serqirra ijodkor va olim Remi Dor turkiy xalqlar og‘zaki ijodi tadqiqi bilan shug‘ullanganligi hususida gap boradi.

**Kalit so‘zlar:** o‘jar, qaysarlik, mayxo‘r, Xodja, ajoyibotlar.

O‘zbek-frantsuz adabiy aloqalariga katta hissa qo‘shgan serqirra ijodkor va olim Remi Dor turkiy xalqlar og‘zaki ijodi tadqiqi bilan shug‘ullangan. Mazkur mavzu bo‘yicha u bir necha ilmiy va tarjima asarlari yaratdi. 2002 yilda, uning «Dunyoning yaralishi haqida» turkumidagi ikkinchi kitobi chop etildi. «Turk xalq ertak va afsonalari»ning tarjimasiga bag‘ishlangan to‘plam kirish (Prologe), ertaklarning kelib chiqishi (Aux origines des contes), hayvonlarning paydo bo‘lishi (Aux origines des animaux), kishi nomlarining kelib chiqishi (Aux origines des gens), joy nomlari etimologiyasiga (Aux origines des lieux) bag‘ishlangan to‘rt bob, so‘ngi so‘z (Epilogue), ayrim so‘zlarga berilgan izohlar (Notes) va ertaklar asliyati olingan manbalar ro‘yxatidan (Sources des contes) iborat.

Asarning kirish qismi (5-8) muallifning Turkiya haqidagi xotiralarini o‘z ichiga olgan. «Men uchun ham yaqin ham yiroq Turkiya. Va nihoyat Sharq! Men maqbaralarning nurlanishidan, «Oltin Shox»da (Sorne d’Or – Bosfor ko‘rfazi) quyosh nurining jilovlanishidan bahra olish uchun, dengiz zavqini totish uchun Frantsiyadan, frantsuzlikdan, frantsuzlarga xos udumlardan voz kechgan edim», – deb boshlanadi tarjimonning xotiralari. Remi Dor qirq yil avvalgi huquqshunos talabalik davrini esga oladi. O‘tmish qorong‘uligida qolgan, o‘smirlikdan keyingi bu davrni yana topish, yana qayta xis qilish uchun Remi Dor she‘rlar mashq qildi. Turkiyada yashab, uning tarixi, adabiyotini o‘rgangan yillarini xotirlab quyidagi esdalikni yozadi. Tarjimon esdalikni yozishda mashhur frantsuz yozuvchisi Jorj Perek ijodiga taqlid qilganligini aytib o‘tadi:

### **Asliyat:**

*Je me souviens de la rue  
l’indépendance et de la venelle des*

Postiers.

*Je me souviens de la grille de fer du*

*Lycee Galatasaray.*

*Je me souviens de Jorj.*

*Je me souviens de l'odeur de cardamom-*

*Me au marché égyptien.*

*je me souviens de ce petit porteur*

*d'eau qui m'offrit d'un geste grasieux un*

*peu d'eau trouble dans un verre sale*

*que je payai faute de mieux d'un sourire*

*qui me répondit d'un geste ample du*

*bras: la vie ca va ca vient.....*

**Bizning tarjima:**

Xotirlayman erkinlik hamda

Pochtachilar tor ko‘chasini.

Litseyimning temir to‘sig‘in,

Do‘stim Jorjni eslayman hamon.

Misrliklar bozorin tutgan,

Dimog‘imda hushbo‘y qaxrabo.

Ko‘z o‘ngimda, bir kichik suvchi,

Bir oz loyqa suv, kir stakanda,

Taqdim etdi, men esa afsus,

Iltofotsiz xato qilgandim.

U javoban, kaftim siqib der:

«Hayot yaxshi, bo‘lib turadi»

Remi Dor o‘z kechinmalarini ifodalash nihoyasida to‘plamni tuzishdan asl maqsadini keltirgan: «Mazkur to‘plamni, hozirgi darajamga yetishimga sabab bo‘lgan, o‘zligimni anglashga imkon bergan, xotiramning tub-tubida muhrlangan Turkiyaning sofdil insonlariga, vaqtimni chog‘ o‘tkazgan ana shu zaminga, ana shu onlarga bag‘ishladim».

Majmua qadimgi Turkiya madaniyati asoslari haqida boy ma‘lumot bergan. Mavjudotlarning xoxish-istaklari yo‘lida ko‘rsatgan ayyorliklari va boshqa amallarini «Mushuk va sher» (Le chat et le tigre. p.31-33) kabi ertaklar misolida ko‘rsatilgan. Bu amallar sarasida yaratganga ibodat qilish ko‘rinishlari ham namoyon bo‘lgan (Xo‘roz

bilan qarg‘a – Le coq et le renard. p.36). Dindor kishilarni tabaqalashda turk islom dunyosida uchraydigan «xo‘ja», «afandi» kabi so‘zlarning kelib chiqishi to‘g‘risidagi ertaklar frantsuz kitobxonining lug‘at boyligini orttirgan. Musulmonlarning Zamzam suvini Remi Dor katoliklarda «l’eau de Lourdes» – (bizningcha «jannat eshiklarini ochuvchi suv» – og‘ir gunohlarni yuvuvchi suv) deb keltirgan. (198-bet). Ayol qahramonlar turk ertaklarida alohida o‘rin tutgan. Ular ko‘pincha janjal sababchilari sifatida tasvirlangan. Bunga ularning go‘zalliklari emas, balki o‘jar va qaysarliklari sabab ekanligi bo‘rttirib ko‘rsatilgan.

Turkiya tarixi yorqin davrlarga boy: mayxo‘r laqabini olgan Salim II (84-bet), Sulaymon shoh (101, 198-betlar) hamda uning vaziri va kuyovi Sulaymon (198-bet) va boshqa podsholar davri shular jumlasidan. «Rus podshosini yalong‘och qo‘ygan o‘g‘ri haqida»gi (Le voleur qui avait dérobé le roi de Russie (123-133 betlar)) ertagida Kichik Osiyoning xristianlik davridagi Rossiya bilan yashirin aloqalari tasvirlangan bo‘lishi mumkin, deb tahmin qiladi Remi Dor. Mazkur g‘oya «Ci devise de la fondation de la ville de Costantinople et de la bastilique Sainte-Sophie». (Konstantinorol shahri va Avliyo-Sofiya ibodatxonasining paydo bo‘lishi haqida) ertak-hikoyasi orqali ham mustahkamlangan.

Remi Dor ertaklarni besh turini ajratgan: xayvonlar to‘g‘risidagi ertaklar (contes d’animaux (181-bet)), ajoyibotlar haqida ertaklar (contes merveilleux (182-bet)), realistik ertaklar (contes réalistes (183-bet)), lof – yolg‘onchilik to‘g‘risidagi ertaklar (contes de menterie (190-bet)) va hajviy ertaklar contes facétieux (191-bet).

Turkiyalik Xo‘ja (Hodja) Mag‘rib va arab dunyosida Jo‘ha (Djoha), Malʼtlarda Jahon (Djahan), Sitsiliyada Juxa (Djuha), Kalumbriyada Xioxa (Hioha), Gretsiya, Serbiya, Xarvatiya va Vengriya xalq ertaklarida Xodja (Xodja) nomi bilan kelgan Xo‘ja Nasriddin latifalari so‘nggi bo‘limdan joy olgan. Ko‘rish mumkinki, tarjimon Nasriddin obraziga ko‘p marta murojaat qilgan. Xattoki, Olga Monina bilan hammualliflikda, alohida, tarjima to‘plami ham yaratdi.

Xalqlarni o‘rganishda nafaqat ularning tarixi yoki rasmiy ko‘rinishini bilish, balki ularning urf odatlari, ularning bayramlari, ertaklari, zaif va kuchli tomonlari, realiyalari, frazeologik birliklarini

bilish katta ahamiyatga ega. Shu jihatdan Remi Dor tarjima to‘plami frantsuz tilini biluvchi o‘quvchilar uchun musulmon va xristian Sharqni tanishda eng qulay va qiziqarli ma’lumotlar bazasi bo‘lib xizmat qiladi.

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**EXTRALINGUISTIC ISSUES IN CROSS-CULTURAL  
COMMUNICATION: SOCIAL ROLES IN DIFFERENT  
CULTURES, STEREOTYPES, IMAGES, SYMBOLS**

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**Annotation:** *Cross-cultural communication is a field of study that looks at how people from differing cultural backgrounds communicate, in similar and different ways among themselves, and how they endeavor to communicate across cultures. It is also important for students to learn about intercultural extra-linguistic differences. Beliefs, customs, rituals, symbols and taboos, etiquette, dress, and time concepts are an integral part of extra-linguistic culture. These elements are expected to be observed during people's behaviour and interaction.*

**Key words:** *cross-cultural communication, stereotypes, anthropology, mainstream populations, systematic combinations.*

**Introduction:** Cross-cultural communication is a process of creating and sharing meaning among people from different cultural backgrounds using a variety of means. The term cross-cultural communication is used interchangeably with intercultural

communication at times. However, cross-cultural communication and intercultural communication are differentiated based on the focus of the research: whereas intercultural communication focuses on the interaction with different cultures, cross-cultural communication focuses more on the comparisons of different cultures. After providing a more thorough definition of cross-cultural communication, this entry offers a review of the inception of cross-cultural communication and a description of different approaches toward research. Major cross-cultural communication theories are then discussed, and considerations for those conducting cross-cultural research are provided.

**Main part:** Cross-cultural communication endeavors to bring together the relatively unrelated fields of cultural anthropology with established areas of communication. At its core, cross-cultural communication involves understanding the ways in which culturally distinct individuals communicate with each other. Its charge is to also produce some guidelines with which people from different cultures can better communicate with each other.

Cross-cultural communication requires an interdisciplinary approach. It involves literacy in fields such as anthropology, cultural studies, psychology and communication. The field has also moved both toward the treatment of interethnic relations, and toward the study of communication strategies used by co-cultural populations, i.e., communication strategies used to deal with majority or mainstream populations.

The study of languages other than one's own can serve not only to help one understand what we as humans have in common, but also to assist in the understanding of the diversity which underlines our languages' methods of constructing and organizing knowledge. Such understanding has profound implications with respect to developing a critical awareness of social relationships. Understanding social relationships and the way other cultures work is the groundwork of successful globalization business affairs.

Language socialization can be broadly defined as "an investigation of how language both presupposes and creates anew, social relations in cultural context". It is imperative that the speaker understands the grammar of a language, as well as how elements of language are socially

situated in order to reach communicative competence. Human experience is culturally relevant, so elements of language are also culturally relevant. One must carefully consider semiotics and the evaluation of sign systems to compare cross-cultural norms of communication. There are several potential problems that come with language socialization, however. Sometimes people can overgeneralize or label cultures with stereotypical and subjective characterizations. Another primary concern with documenting alternative cultural norms revolves around the fact that no social actor uses language in ways that perfectly match normative characterizations. A methodology for investigating how an individual uses language and other semiotic activity to create and use new models of conduct and how this varies from the cultural norm should be incorporated into the study of language socialization.

Theorists have long noted that social structural relationships among groups are responsible for observed patterns of stereotypes, prejudice, and discrimination. Two social structural variables in particular, perceived group status and competition, can form the foundation for ingroup members’ responses to outgroup members at a societal level. According to the Stereotype Content Model perceived intergroup competition lowers groups’ stereotypic warmth, while perceived group status causes their stereotypic competence. Furthermore, systematic combinations of warmth and competence predict affective reactions to members of outgroups defined by those dimensions.

The influences of social structure on subsequent stereotypes and emotions are presumed to be causal in nature, but the assumption of causality has yet to be tested. A number of studies have explored relationships between the three sets of variables, though for the most part the relationships have been tested correlationally. Two experimental studies (Cuddy et al., 2007) confirmed causal relationships between stereotypes, emotions, and behaviors. However, the social-structural hypothesis that relative status and interdependence determine the content of stereotypes and emotions remains untested. The present research aims to fill that gap.



Beliefs we hold about the world often manifest themselves in the way we use language. Understanding what people say or write can help us gain insight into their worldview, beliefs, and the way they are primed to interact with the surrounding world. Such analyses of language can also lead to new insights into cultural differences. Groups of people sharing certain characteristics – e.g., nationality, region, state, gender, or religion – would often have a shared understanding of the world, which in turn is reflected in their use of language. While the connections between language and culture have traditionally been the purview of cultural psychology, more recent work in computational linguistics has also started to address these connections, resulting in models that can uncover the different use of words across cultures, the various distribution of topics in different cultures, or the word associations that people with different demographics tend to make. The hypothesis driving our work is that we can use language to identify and understand the implicit perceptions and expectations that people hold with regards to social roles in our society. For instance, the frequent use of the descriptor kind or the action help in connection to the role friend can be an indication that friends are usually regarded as people who are kind and provide help. Moreover, we also hypothesize that there may be cultural differences in these social role perceptions, and that different groups of people may correspondingly use different descriptors or actions when they refer to the same social role.

**Conclusion:** In this chapter we have reviewed why effective communication matters to organizations. Communication may break down as a result of many communication barriers that may be attributed to the sender or receiver. Therefore, effective communication requires familiarity with the barriers. Choosing the right channel for communication is also important, because choosing the wrong medium undermines the message. When communication occurs in the cross-cultural context, extra caution is needed, given that different cultures have different norms regarding nonverbal communication, and different words will be interpreted differently across cultures. By being sensitive to the errors outlined in this chapter and adopting active listening skills, you may increase your communication effectiveness. Cross-cultural communication has been an integral component of business in recent

decades, as globalisation has created a situation where countries depend more and more on each other. Achieving this has been through the use of both verbal and non-verbal communication. Both these forms of communication have their advantages as well as their shortcomings, but are necessary in order to communicate in the current globalised world. Achieving successful, effective cross-cultural communication.

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## ZÄHLREIME IM DEUTSCHEN UND ENGLISCHEN SPRACHEN UND IHRE LEXIKALISCHEN, SYNTAKTISCHEN ÜBERSETZUNGSPROBLEME

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**Zusammenfassung:** der Artikel behandelt das Thema der Übersetzung von Kinderreimen und -liedern. Es wird auf die kulturellen Unterschiede bei der Verwendung von Zählreimen eingegangen und wie diese bei der Übersetzung berücksichtigt werden sollten. Auch die Schwierigkeiten bei der Übertragung von Reimen und Wortspielen in andere Sprachen werden diskutiert. Der Artikel gibt einige Literaturquellen an, die als Grundlage für den Inhalt dienen. Eine Zusammenfassung des Inhalts könnte lauten: Der Artikel behandelt die Herausforderungen bei der Übersetzung von Kinderreimen und -liedern und gibt Einblicke in kulturelle Unterschiede und Schwierigkeiten bei der Übertragung von Reimen und Wortspielen in andere Sprachen.

**Schlüsselwörter:** Die Übersetzung, Kinderreimen, die Bedeutung, die Sprachentwicklung,

**Einleitung.** Zählreime sind traditionelle Kinderreime, die oft zum Spielen und Lernen von Zahlen verwendet werden. Im Deutschen sind die bekanntesten Zählreime "Eins, zwei, drei, vier, fünf, sechs, sieben, wo ist nur mein Schatz geblieben?" und "Ene mene miste, es rappelt in der Kiste". Im Englischen sind die bekanntesten Zählreime "One, two, buckle my shoe" und "Ten little Indians". Die Übersetzung von Kinderreimen und -liedern erfordert sorgfältige Überlegungen, um die Bedeutung und den Charme der ursprünglichen Texte beizubehalten und die Sprachentwicklung und kulturelle Vielfalt von Kindern zu fördern.

**Übersetzungsproblem beim Zählreime** . Zählreime sind eine beliebte Form der Kinderliteratur in vielen Kulturen. Sie werden oft als spielerische Methode verwendet, um Kindern das Zählen beizubringen oder ihnen dabei zu helfen, sich an bestimmte Muster oder Regeln zu erinnern. Obwohl sie in vielen Sprachen und Kulturen existieren, können Zählreime aufgrund ihrer sprachlichen Besonderheiten und kulturellen Referenzen bei der Übersetzung zwischen verschiedenen

Sprachen und Kulturen auf Probleme stoßen. Im Deutschen gibt es viele bekannte Zählreime wie "Eins, zwei, drei, im Sauseschritt" oder "Hoppe, hoppe, Reiter". Diese Reime folgen oft einem bestimmten Rhythmus und einer bestimmten Betonung, die es schwierig machen kann, sie in andere Sprachen zu übersetzen. Zum Beispiel kann die Betonung von Wörtern in einem Zählreim von Sprache zu Sprache unterschiedlich sein, was dazu führen kann, dass der Reim in der Übersetzung nicht mehr funktioniert.

Ein weiteres Problem bei der Übersetzung von Zählreimen ist die kulturelle Referenz. Viele Zählreime beziehen sich auf lokale Bräuche oder Traditionen, die in anderen Kulturen möglicherweise nicht bekannt sind. Zum Beispiel bezieht sich der deutsche Zählreim "Backe, backe Kuchen" auf das Backen eines Kuchens und das Teilen mit Freunden und Familie. Wenn dieser Reim in eine andere Sprache übersetzt wird, kann es schwierig sein, die kulturelle Bedeutung zu übertragen. In der englischen Sprache gibt es auch viele bekannte Zählreime wie "One, two, buckle my shoe" oder "Mary had a little lamb". Wie im Deutschen haben diese Reime oft einen bestimmten Rhythmus und eine bestimmte Betonung, die es schwierig machen können, sie in andere Sprachen zu übersetzen. Darüber hinaus können englische Zählreime auch kulturelle Referenzen enthalten, die bei der Übersetzung berücksichtigt werden müssen. Bei der Übersetzung von Zählreimen aus dem Deutschen ins Englische oder umgekehrt können syntaktische Übersetzungsprobleme auftreten. Zum Beispiel hat der deutsche Zählreim "Eins, zwei, drei, vier, fünf, sechs, sieben" eine andere Silbenzahl als der englische Zählreim "One, two, three, four, five, six, seven". Daher kann es schwierig sein, eine wörtliche Übersetzung zu erstellen, die den Rhythmus und die Melodie des Originals beibehält. Ein weiteres Problem ist die unterschiedliche Betonung der Wörter in den beiden Sprachen. Zum Beispiel wird im deutschen Zählreim "Ene mene miste" das Wort "miste" betont, während im englischen Zählreim "Ten little Indians" das Wort "little" betont wird. Eine wörtliche Übersetzung würde diese Unterschiede nicht berücksichtigen und könnte den Rhythmus und die Melodie des Originals beeinträchtigen.

**Tipps zur Lösung dieser Probleme.** Um diese Herausforderungen zu bewältigen, müssen Übersetzer ein tiefes Verständnis für die

lexikalischen und syntaktischen Unterschiede zwischen Deutsch und Englisch haben. Eine Möglichkeit, dieses Verständnis zu entwickeln, ist die Durchführung von Forschung auf diesem Gebiet. Es gibt bereits einige Studien, die sich mit der Übersetzung von Zählreimen beschäftigen und deren Ergebnisse können Übersetzern helfen, bessere Entscheidungen bei der Übersetzung zu treffen.

Überall, sind Zählreime ein wichtiger Bestandteil der Kindheit und können auch beim Erlernen einer neuen Sprache hilfreich sein. Die Übersetzung von Zählreimen zwischen Deutsch und Englisch kann jedoch eine Herausforderung darstellen, da sie unterschiedliche Strukturen und kulturelle Referenzen aufweisen. Um diese Herausforderungen zu meistern, müssen Übersetzer ein tiefes Verständnis für die Sprachen und ihre Unterschiede haben und sich auf Forschungsergebnisse stützen, um bessere Entscheidungen bei der Übersetzung zu treffen.

**Übersetzungsproblem beim Zählreime in usbekischer Sprache.** Es gibt keine spezifischen Zählreime im Usbekischen, daher gibt es keine direkten Übersetzungsprobleme. Wenn jedoch Zählreime aus dem Deutschen oder Englischen ins Usbekische übersetzt werden sollen, könnten ähnliche Probleme auftreten wie bei der Übersetzung ins Englische. Zum Beispiel haben deutsche Zählreime oft längere Wörter als englische Zählreime, was zu Schwierigkeiten bei der Anpassung an die kürzeren Wörter im Usbekischen führen könnte. Auch die Betonung der Wörter könnte anders sein und müsste berücksichtigt werden, um den Rhythmus und die Melodie des Originals beizubehalten. Eine der größten Herausforderungen bei der Übersetzung von Zählreimen zwischen Deutsch, Usbek und Englisch ist die unterschiedliche Struktur und Rhythmus der Sprache. Im Deutschen werden viele Zählreime im Imperativ formuliert, während im Englischen oft das Present Continuous verwendet wird. Zum Beispiel wird der deutsche Zählreim "Ene mene muh" übersetzt als "Eeny, meeny, miny, moe", wobei die englische Version eine andere Struktur hat als das Original. Ein weiteres Problem bei der Übersetzung von Zählreimen sind kulturelle Referenzen, die in einem Reim vorkommen können. Diese Referenzen können schwierig zu übersetzen sein, da sie oft spezifisch für eine bestimmte Kultur oder Region sind. Zum Beispiel enthält der deutsche Zählreim "Hoppe, hoppe

Reiter" eine Anspielung auf das Reiten auf einem Pferd, während der englische Zählreim "Ride a cock horse to Banbury Cross" eine Referenz auf eine historische Stätte in England enthält. Uzbekische Zählreime sind traditionelle Lieder und Gesänge, die Kindern helfen sollen, das Zählen auf Usbekisch zu lernen. Diese Reime beinhalten oft repetitive Muster von Wörtern und Zahlen, was sie für Kinder leicht zu merken macht. Sie können auch Handgesten oder andere Aktionen beinhalten, die Kindern helfen, sich die Zahlen, die sie zählen, vorzustellen. Ein Beispiel für einen usbekischen Zählreim ist "Yetti, sakkiz, to'qqiz", was "Sieben, acht, neun" bedeutet. Ein weiterer beliebter Reim ist "Bir, ikki, uch, tort", was "Eins, zwei, drei, vier" bedeutet. Diese Reime werden oft in usbekischen Klassenzimmern und Häusern verwendet, um jungen Kindern grundlegende Mathematikkenntnisse beizubringen. Neben der Unterstützung beim Erlernen des Zählens sind usbekische Zählreime auch ein wichtiger Teil der usbekischen Kultur und Tradition. Viele dieser Reime wurden von Generation zu Generation weitergegeben und sind auch heute noch beliebt. Sie werden oft während besonderer Anlässe wie Hochzeiten und Feiertagen gesungen oder rezitiert.

**Fazit.** Insgesamt können Zählreime in verschiedenen Sprachen und Kulturen auf Übersetzungsprobleme stoßen. Es ist wichtig, diese sprachlichen und kulturellen Besonderheiten zu berücksichtigen, um eine erfolgreiche Übersetzung zu erreichen. Durch die Anpassung des Rhythmus, der Betonung und der kulturellen Referenzen können Zählreime in andere Sprachen und Kulturen übertragen werden, ohne dass ihre Bedeutung verloren geht. usammenfassend kann gesagt werden, dass die Übersetzung von Kinderreimen und -liedern eine komplexe Aufgabe darstellt, die sorgfältige Überlegungen erfordert. Es ist wichtig, kulturelle Unterschiede und Wortspiele zu berücksichtigen, um die Bedeutung und den Charme der ursprünglichen Reime und Lieder beizubehalten. Eine erfolgreiche Übersetzung kann dazu beitragen, die Sprachentwicklung und kulturelle Vielfalt von Kindern zu fördern. Zusammenfassen, erfordert die Übersetzung von Zählreimen aus dem Deutschen ins Englische oder umgekehrt ein tiefes Verständnis der Sprache und Kultur beider Sprachen sowie kreative Fähigkeiten, um den Rhythmus und die Melodie des Originals beizubehalten.



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**TILNING TARAQQIY ETISHI**

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**Annotatsiya:** Ushbu maqolada tilning taraqqiyoti, uning rivojlanishi, tilning tashqi va ichki omillari haqida so‘z boradi. Shuningdek, unda tilning rivojlanishi, til qanday taraqqiyotga erishishi, taraqqiyotga erishish yo‘lidagi muhim omillar haqida so‘z yuritilib, unda tilsiz jamiyat, jamiyatsiz til qabilidagi so‘zlar ochib berilgan. Bundan tashqari, o‘z davrining yetuk yozuvchilari o‘zining ona tilida asarlar yaratib, ona tilining rivojlanish taraqqiyotiga qo‘shgan hissalari xususida bir qator misollar bilan yoritib berilgan.

**Kalit so‘z va iboralar:** Rivojlanish, taraqqiyot, jamiyat, ilm-fan, qonuniyat (ichki, tashqi), omil, qabila, ittifoq, mustahkam davlat, mamlakat, tarixiy asarlar, tarixiy qonuniyatlar.

Rivojlanish – obyektiv, dialektik jarayon bo‘lib bir sifatdan boshqa sifatga o‘tish natijasida yuz beradigan o‘zgarishlar tufayli ro‘y beradi. Dunyodagi har bir predmet, hodisa doimiy harakatdadir. Xuddi shuningdek, til ham hamisha o‘zgarishda. Bu esa til bevosita bog‘liq bo‘lgan jamiyat hayoti, uning doimiy harakati rivojlanishi bilan bog‘liq.

Jamiyat harakatdan to‘xtasa yoki aloqa uzilsa, o‘sha zahoti til ham rivojlanishdan to‘xtaydi, yo‘qoladi. Xuddi shu fikrni V.A.Zvegensev ham ishonch bilan ta’kidlaydi: “Jamiyatsiz til rivojlanish xususiyatini yo‘qotadi va sun‘iylashadi. Masalan: lotin tili katolik dinining tiliga aylandi, o‘rta asrlarda esa ilm-fanning xalqaro tili vazifasini bajardi.

Xuddi shuningdek o‘rta sharq mamlakatlarida mumtoz arab tili ham analogik rol o‘ynadi”.

Ilm-fan, texnika va madaniyat mudom o‘zgarib, yangilanib, rivojlanib boradi. Til taraqqiyotida ichki va tashqi omillar mavjud. Til taraqqiyotining ichki omillari til tizimidagi sathlarning o‘ziga xos rivojlanishiga asoslansa, tashqi faktorlar til va jamiyat, tillararo munosabat va ta’sir, nutq jarayoni, o‘zlashma, qatlam singari lisoniy, aniqrog‘i ekstralingvistik hodisalarda aks etadi. Shunga ko‘ra, tilshunoslik ikkiga: ichki tilshunoslik hamda tashqi tilshunoslikka bo‘linadi. Ichki tilshunoslik tilning ichki qurilishini, sistemasini o‘rgansa, tashqi tilshunoslik tilning ijtimoiy ahamiyati va vazifasini, ya’ni jamiyatda yashovchi inson, so‘zlovchining tildan qay tarzda foydalanishi-yu, tilning jamiyatga ta’siri, shuningdek, bir xil hamda turli til oilaga mansub tillarning o‘zaro munosabati, tilga tashqi ta’sir natijasida ro‘y beradigan o‘zgarishlar kabilarni tadqiq qiladi.

Dunyo tarixiga nazar tashlasak, qaysi mamlakatda milliy til davlat tiliga aylangan bo‘lsa va shu tilda haqqoniy tarixiy asarlar yaratilsa, o‘sha joyda taraqqiyot tezlashib borganini ko‘ramiz. Jumladan, o‘tgan asrlarda Angliya taraqqiyotini tezlashtirgan eng muhim omillar orasida ingliz adabiy tilining davlat tiliga aylanganini va bu tilda Shekspir, Valter, Skatt kabi yozuvchilar yorqin tarixiy asarlar yozib o‘z xalqini dunyoga tanitgan. Bundan tashqari, Balzakning vatani Fransiya, Gyotening vatani Germaniya, Lev Tolstoyning vatani Rossiya haqida ham shunday fikrlarni aytish mumkin. Shu nuqtada zo‘r bir tarixiy qonuniyat ko‘zga tashlanadi. Ajdodlar yaratgan ma’naviy boyliklar va erishgan yutuqlar keyingi avlodlarga to‘liq yetib borishi uchun va ular o‘zlaridan oldin egallangan marralarni qo‘ldan bermay, taraqqiyotni tadrijiy ravishda davom ettirishlari uchun tarix, til va adabiyot birgalikda oldingi davrlar tajribasini keyingi davr kishilariga to‘liq yetkazib berishi kerak. Shu ma’noda bundan salkam ming yil muqaddam yaratilgan “Devonu lug‘otit turk” va “Qutadg‘u bilig”lar tarix bilan qurollantirishga qaratilgan nodir asarlardir. Afsuski, undan keyingi asrlarda o‘zaro urushlar va istilolar turkiyzabon xalqlarning taraqqiyotida uzilishlar, inqirozlar yuz berishiga sabab bo‘ldi. Ammo Temuriylar davrida Alisher Navoiy va Mirzo Bobur ijodlarida tarix, til va adabiyot qudratli uchlikka aylanib, yangi yuksakliklarga ko‘tarildi.

Til, voqelikning har qanday hodisasi kabi bir joyda turmaydi, balki o‘zgaradi, rivojlanadi. O‘zgarish tilning doimiy xususiyatidir. Bir paytlar D.N.Ushakov shunday ta’kidlagan edi: “...bu o‘zgarish tilning hayotidir”. Til o‘zining ichki mantig‘iga ko‘ra o‘zgaradi va rivojlanadi, bu ma’ruzachilarga noma’lum bo‘lib qoladi. Har bir hodisaning o‘ziga xos shakli bor. Bunday o‘zgarish va til shakliga ega. Uning o‘zgarish shakli shundan iboratki, u muloqot jarayonini buzmaydi va shuning uchun so‘zlovchi uchun muloqot paytida til o‘zgarmagan ko‘rinadi.

Til taraqqiyotining ichki qonuniyatlari fonetikada yanada aniqroq aks etadi. Ma’lumki, fonetika nutq tovushlarini, nutqning fonetik bo‘linishini o‘rganadi. Fonetikada assimilyatsiya, dissimilyatsiya, singarmonizm, diftongizatsiya, enkliza, prokliza singari ko‘plab qonuniyatlari mavjud. Ularning har biri o‘ziga xos fonetik tabiatga ega. Masalan: o‘zbek tilida urg‘u hodisasi unumli emas. Shunday bo‘lsada, o‘zbek tilidagi urg‘u ko‘chuvchanligi bilan ajralib turadi (odatda oxirgi bo‘g‘inga tushadi: kitob-kitobni...). Rus, xitoy, yapon tillarida urg‘u unumlidir: у, окно-окна руки-руки паспорта-паспорта.

O‘zbek tilining fonetik taraqqiyotini qadimgi turkiy tilni o‘rganganda sezish mumkin. Hozirgi o‘zbek adabiy tilida unlilar o‘nta va ularning talaffuzi ham o‘zgargan: at-ash, abag‘-oyoq.

Fonetikada milliy hodisa sifatida saqlanib qolgan qonuniyat bu - singarmonizmdir. Singarmonizm o‘zak va qo‘shimchadagi unlining uyg‘unlashuvi, o‘xshab qolishidir: unum, suzuk, kulgu, qiliq, toroq, qilg‘iliq va h.z.

Til taraqqiyotidagi birinchi yo‘nalish differentsia (ajratish) hodisasidir. Qabiladagi kishilar soni ko‘payishi bilan aholisi o‘rtoqlashib qolgan hudud qabilaning turli iqtisodiy narsalarga bo‘lgan ehtiyojini qondira olmaydi va boshqa bir qancha sabablar tufayli qabila bo‘linib ketishi mumkin. Turli qabilalar bo‘linib chiqqandan so‘ng o‘zlari ajralib chiqqan oldingi qabilaning tilidan foydalanaveradilar. Shunga qaramay ma’lum bir shart-sharoitlar natijasida ularning tillarida farqlar paydo bo‘ladi. Asta – sekin jamiyat ya’ni shevalar, lahjalar vujudga keladi. Bu esa tillarning shakllanishidagi birinchi eng asosiy yo‘ldir.

Tillarning taraqqiyotidagi ikkinchi yo‘l integratsiya (qo‘shilib ketish)dir. Jamiyat taraqqiyotining ma’lum bir davriga kelib turli obyektiv sabablarga ko‘ra umumiy dushmandan, tabiiy ofatlardan

saqlanish uchun baʼzi qabilalar qoʻshilib ketadi va qarindosh qabilalarning uyushmasi (ittifoq) paydo boʻladi. Natijada asta-sekin uyushmagan jamoaning hamma aʼzolari uchun tushunarli boʻlgan umumiy til yuzaga keladi.

Jamiyat taraqqiyotining keyingi bosqichlarida hudud jihatdan bir muncha mustahkamlangan davlatlar paydo boʻladi. Davlat paydo boʻlishi xalqlar oʻrtasida turli-tuman munosabatlarning rivojlanishiga olib keldi. Buning natijasida davlat hududida yashovchi barcha kishilar uchun muhim aloqa vositasi boʻlib xizmat qiladigan xalq (elat) tili vujudga keladi. Umumiy bir til davlatning shart-sharoitlariga qarab shu davlatda yashovchi asosiy xalqlarga tushunarli boʻlishi mumkin.

Demak, har bir tilning qudrati va afzalligi shu tilni yaratgan xalqning oʻzi bilan birga yashasagina rivojlanib, oʻsib boradi. Oʻz xalqidan va sarzaminidan uzilib qolgan til tabiiy kuchini, boyligi va goʻzalligini yoʻqota boshlaydi. Xususan, el borki, til bor. Eldan uzilmagan odam tildan ham ayrilmaydi. Ushbu xulosalarimiz Alisher Navoiyning “Tilga ixtiyorsiz elga eʼtiborsizlikdan kelib chiqadi”, degan fikrini yana bir bor tasdiq etadi.

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## **LA NEGATION COMME TYPE PARTICULIER**

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**Annotation :** Dans cet article on étudie des différentes types des formations de la négation. La notion de la négation est décrite au sein de deux systèmes linguistiques: le français et l 'ouzbek moderne.

**Mots clés :** morphosyntaxe, sémantique, pragmatique, sociolinguistique, la négation

La notion de négation est un sujet vaste et difficile à délimiter qui a fait l’objet d’étude de plusieurs domaines linguistiques: morphosyntaxe, sémantique, pragmatique, sociolinguistique. Les travaux des philosophes, depuis Platon et Aristote, analysant le phénomène de la négation comme un acte de refus, de rejet ou bien de dénégation prouvent que son étude « dépasse les frontières de la linguistique» (Muller, 1991: 1). Paolo Virno donne même une définition économico-linguistique : « la négation est l’argent du langage ». L’auteur signale que «l’argent est la marchandise qui rend compte de la valeur des marchandises ; le “non” est le signe qui rend compte de la valeur des signes. Aussi bien l’argent que la négation révèlent la nature secrète du système dont ils sont un simple composant» (2016: 36-37). La complexité du phénomène apparaît encore plus évidente lorsqu’on essaie de l’examiner dans différentes langues. Tel est notre constat lors de cette recherche qui s’attache à aborder, par une analyse contrastive, la notion de la négation au sein de deux systèmes linguistiques: le français et le ouzbek moderne. Nous considérons comme nécessaire de présenter d’abord cette notion sous des aspects divers, dans les deux langues, ainsi que d’essayer de rendre plus claire la terminologie que nous allons utiliser, en nous basant sur des travaux antérieurs.

Diverses et nombreuses sont les études réalisées sur la notion de la négation en français moderne. Malgré cela, le débat sur le sujet reste ouvert et constitue un champ fructueux de recherche non seulement pour le français mais aussi pour les langues naturelles en général. En termes de logique propositionnelle, la négation se présente sous le signe ‘ $\neg$ ’. Sa fonction est d’inverser « la valeur de vérité de son argument. En toute circonstance où  $P$  est vrai,  $\neg P$  est faux ; en toute situation où  $P$  est faux,  $\neg P$  est vrai» (Corblin, 2013 : 53). En français, par exemple, si *il court* est vrai, *il ne court pas* est faux.

En termes linguistiques, la définition de la négation proposée par Francis Corblin et Lucia Tovenà (2003) nous paraît être très pertinente, puisqu’elle considère aussi bien les propriétés de la négation logique et sémantique que celles de la négation syntaxique: En général, par *négation* on entend le symbole du langage de représentation sémantique équivalent à la négation de la logique des prédicats. Cette équivalence s’entend en termes dénotationnels (inversion de la valeur de vérité d’un



contenu propositionnel), et en termes dynamiques: la négation est un opérateur logique 10 capable de prendre des variables dans sa portée et d’être dans une hiérarchie de portée avec d’autres opérateurs logiques. (Corblin et Tovenia, 2003 : 284) La portée de la négation française est, en principe, double, au niveau syntaxique et sémantique : elle peut porter sur toute la phrase et être exprimée par le marqueur négatif *ne... pas* (la *négation de proposition* ou *de phrase*), ou bien modifier seulement une partie de la phrase (la *négation de constituant*).

Herbert Clark (1974: 1313), en suivant les critères syntaxiques d’Edward Klima (1964) sur la distinction entre les phrases affirmatives et négatives en anglais, propose les termes *explicit negatives* (négatifs explicites) et *implicit negatives* (négatifs implicites); dans la première catégorie, il inclut les phrases qui sont explicitement niées au moyen des marqueurs négatifs (comme *not present* ‘pas présent’) et dans la deuxième catégorie les termes qui expriment la notion négative mais sans marqueur en surface (comme *absent*). Il propose, donc, des paires de négation *explicite* ou *implicite*, parmi lesquelles on distingue, mis à part les types tels que *not successful/unsuccessful* ‘fructueux/infructueux’, les verbes comme *not succeed/fail* ‘ne pas réussir/échouer’.

Claude Muller (1991), pour sa part, fait la distinction entre la *négation syntaxique*, exprimée en français au moyen du marqueur *ne... pas* et des négations composées, telles que *être loin de* et *tout sauf* et la *négation dans le lexique*, divisée en trois catégories : a) les *termes négatifs* (« les préfixes négatifs, [et] plusieurs catégories de mots en relation morphologique ou sémantique avec la négation », comme *possible/impossible*, *rarement/souvent*, *refuser/accepter* et même des oppositions entre des termes comme *petit* et *grand*), b) les *semi-négations* (« qui se caractérisent par la cooccurrence avec *ne* », comme *ne... jamais/rien/personne*) et c) les *négatifs inverses* (comme dans le cas du verbe *nier* qui « quoique de sémantisme négatif, ne signifie jamais *ne pas dire* »). À cette catégorisation, il faut ajouter le terme *non*, qui constitue la réponse négative principale en français mais qui est également utilisé comme préfixe (*non-fumeur*) .

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## **O‘ZBEK VA FRANSUZ TILSHUNOSLIGIDA GENDER TADQIQOTLAR**

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**Annotatsiya:** Ushbu maqolada etnografik birliklarning tarjima matnlaridagi o‘rni va ularni tadqiq etishda tasniflar va yondashuvlarning ahamiyati yoritilgan. Shuningdek, tarjimada milliylikni aks ettiruvchi birliklarni qo‘llashda tarjima texnikasining ta’siri ko‘rib chiqilgan.

**Kalit so‘zlar:** etnografik birliklar, tarjima texnikasi, realiya, milliy kolorit

Erkak va ayol nutqini ma’lum guruhda ifodalanishini o‘rganishga doir maqolalar o‘zbek mentaliteti, madaniyatining o‘ziga xosligini ko‘rsatib beradi. M.CH. Cho‘tqulovning “Gender lingvistika: o‘zbek erkak va ayol nutqi” va SH. X. Shaxabitdinovanning “O‘zbeklar nutqida gender munosabatlarni ifodalovchi xususiyatlar” maqolalarida shular jumlasidan bo‘lib, ularda o‘zbek oilalarda er va xotin, ona va o‘g‘il, ona va qiz o‘rtasidagi qiz suhbatlari tahlil qilingan. Mazkur jarayonda, har ikki maqolada, o‘zbek erkakiga xos kam gaplik, nutqda doim hukmdorlik ohangining bo‘lishi, qisqa va lo‘nda gapirish kabi belgilar kuzatiladi. O‘zbek ayolining nutqi esa o‘ta darajada emotsional-ekpressiv bo‘yoqdor so‘zlarga boyligi bilan, uyatchanlik, erkalash, yalinchoqlik oxangining borligi bilan ko‘zga tashlangan. Internet saytlarida va ilmiy jurnallarda mavzuga doir yana bir necha ilmiy ishlar uchraydiki, ularda mavzu yuzaki o‘rganilgan hamda faqat xorijiy olimlar fikri yoritilgan.

Umuman olganda O‘zbekistondanda gender tilshunoslik yangi rivojlanib borayotgan yo‘nalishlardan hisoblanadi. Frazologizmlarda, paremiyalarda “gender”ning namoyon bo‘lishi chuqur o‘rganilgan

bo‘lsada, tarixiy va zamonaviy badiiy adabiyotlarda, milliy jurnallarda, internet, media, matbuot, reklama sohalaridagi kommunikatsiyada, diskursda gender ifodalanishi kam o‘rganilgan.

Fransiyada “gender” termini o‘tgan asrning 90 yillarida keng qo‘llanila boshladi. Boshqa Yevropa davlatlaridek feministik harakatlar 1970 yillarda boshlangan. Mazkur harakatlar asosan erkak va ayol mavqeini tenglashtirish maqsadida olib borilgan faoliyatlarga nisbatan qo‘llanilgan. Tilshunoslikda ham ba’zi mujskoy roddagi kasb nomlarini ayollarga xos tarzda o‘zgartirish jarayonlari kuzatilgan. Masalan: un lecteur (ma’ruzachi), aslida erkak kishi nisbatan aytilib, uni une lectrise (ma’ruzachi ayol) ga o‘zgartirish kabi holatlar.

Fransuz tilida erkak va ayol tushunchalarining har ikkisini o‘z ichiga olgan “homme” so‘zi mavjud. Biroq ayol tushunchasi mazkur so‘zda rasmiy ravishda kiritilgan. “homme” terminida maskulinlik ustunlik qiladi va ko‘proq erkak tushuniladi. Fransuz tilida bunday semantik neytral so‘zlar ko‘plab uchraydi. Ayrim so‘zlar uchun esa “jins” katengoriyasi umuman o‘rnatilmagan. Fransuz jamiyatida, so‘nggi davrda, ayol “zaif jins” deb qaralmaydi. Ko‘pchilik ayollar ilgari “erkak”lar kasbi deb hisoblangan terminlarga moslashib bormoqda. Jumladan: docteur (vrach), peintre (rassom), écrivain (yozuvchi), professeur (o‘qituvchi). Ba‘zan kasb egalari ayol bo‘lsa, terminning oldiga femme leksemasi qo‘shib qo‘yiladi: femme-docteur, femme-peintre, femme-écrivain, femme-professeur. Bularga asoslanib aytish mumkinki, frantsuz tilida so‘zlarni aniq bir rodga ajratish uchramaydi. Natijada bu yerdan gender muammosi kelib chiqib, maskulinlik femininlik ustidan ustunlik qilib, til assimetriyasini hosil qiladi.

Yuqorida aytib o‘tilganidek, fransuz tili yerkak va ayollarning nutq xatti-harakatlaridagi gender farqi turli xil hissiy belgilarni qo‘llashda ko‘rinadi. Ayol nutqida har qanday his-tuyg‘uni kuchaytirish, tafsilot va bayonotning ma’nosini ta’kidlash, shuningdek, so‘zlovchining nutq ob’ekti yoki predmetiga munosabatini bildirish uchun turli undovlar tez-tez qo‘llaniladi. Hissiy ta’sirni kuchaytirish uchun frantsuz ayollari suhbatdoshga nisbatan si, yensore, bien, rour que va hokazo modal qo‘shimchalardan foydalanadilar, masalan, afsuslanish hissini ifodalash uchun: Si seulement j’avais pris mon appareil photo! –Kameramni olgan bo‘lsam edi! ; istakni ifodalash uchun: J’aime bien que tu sois avec moi

– Siz men bilan bo‘lsangiz edi va hokazo. Shuningdek, ayollar nutqida yen, ce qui, s’est, cela kabi so‘zlar ham uchraydi. Masalan, quvonch xissini ifodalash uchun : Cela me fait plaisir. – Bu meni baxtli qiladi! S’est une belle journée – Bu ajoyib kun. Gapning ishonchliligi va emotsiialligini oshirish uchun: Je ferai tout ce que je puis yet n’oublierai ausune shose – Men hech narsani unutmaslik uchun hamma narsani qilaman. Frantsuz ayollarining kasbiy nutqida ham, kundalik nutqida ham his-tuyg‘ularga qaratilgan kirish, ko‘rsatgich so‘zlar va iboralardan tez-tez foydalaniladi: aves rlaisir (jonim bilan), malheureusement (afsuski), heureusement, (k schastʔyu) (xayriyatki) va boshqalar, Masalan:

J’ai accepté l’offre avec plaisir;

– Alors, Jane! comment ça va, aujourd’hui ?

– Merci, ça va bien, je suis en forme aujourd’hui, Anne.

– Est-ce que vous êtes fatigué aujourd’hui ?

– Heureusement non, je ne suis pas fatigué aujourd’hui.

Yuqoridagi yosh toifalaridagi (18 yoshdan 65 yoshgacha) erkaklarning og‘zaki nutqi va faoliyat sohalari kuzatuvlari ushbu turdagi erkaklar tomonidan zut, diable, parbleu, reste va boshqa kirish so‘zlarni eng ko‘p foydalanishini ko‘rsatdi: Zut! j’ai raté mon autobus. – Jin ursin! Avtobusni o‘tkazib yubordim. Parbleu! tu as tout à fait raison. – E xudo! Sen mutlaqo haqsan!

Fransuz tili murojaat so‘zlariga, turli leksik iboralar, erkak va ayollarning gender stereotiplarini tavsiflovchi iboralarga boy. Masalan, ayolga hurmat va ehtirom bildirish uchun quyidagi murojaatlar qo‘llaniladi: Madame! - turmush qurgan, ajrashgan va beva ayolga nisbatan "Mening ma’shuqam" ma’nosida qo‘llaniladi, Mademoiselle! – turmushga chiqmagan ayol, qizga nisbatan ishlatiladi. Fransuz tilida ijobiy ishlatiladigan so‘z va iboralar ham yoki ayolga xos neytral xususiyat: ma femme, une nana, une belle rourée, une femme agreable, une femme élégante – izardkannaya (elegantnaya) jennina, une femme gracieuse – gratsioznaya jennina i t.d.

Ayollarga xos salbiy stereotip, unga nisbatan mensimagan munosabat so‘zlar yordamida ifodalanadi: la chérie, le gendarme, la belle-de-nuit, jennin, la bavarde, la chienne.

Erkak kishiga hurmat bilan murojat qilinganda Monsieur (Messieurs – ko‘pligi) va boshqalar. Erkakning ijobiy yoki neytral tavsifida quyidagi so‘zlar uchraydi: l’homme, l’oncle, l’ame, le mari – l’érous, le beau. Fransuz tilida erkak haqidagi salbiy so‘zlar quyidagilar: le coq, le pingouin, le lapin, le cornichon, le soureur de jurons, le dominé rar sa femme, le shauffe-la-soushe, la shiffe, la femmelette .

Tahlil natijalariga ko‘ra shuni aytish mumkinki, fransuz ayollarida haddan tashqari xushmuomalalik bilan murojat qilish ehtimoli ko‘p, erkaklar nutqida esa ayollarga nisbatan baholovchi lug‘at ko‘proq. Shu bilan birga, erkak nutqida ayolning tashqi qiyofasini tavsiflovchi so‘z birikmalarining ustunligi mavjud. Erkaklarni tavsiflovchi, fransuz ayollarining baholovchi leksikasi asosan uning ichki ma‘lumotlariga - xarakteriga, aql darajasiga taalluqlidir, garchi uning jismoniy ma‘lumotlarini baholash istisno qilinmaydi.

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### **O‘ZBEK VA FRANSUZ TILLARIDA UNLI VA UNDOSH TOVUSHLARNING ISHLATILISHI VA ULARNING AHAMIYATI**

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***Annotatsiya:*** Ushbu maqolada tovushlarning o‘zbek va fransuz tillarida ifodalanishi va ularning ahamiyati yoritib borilgan. Shuningdek ikki til o‘rtasidagi farq va o‘xshashliklar qiyoslab ko‘rsatilgan.

**Kalit so‘zlar:** Fonetika, fonologiya, nutq tovushlari, unli va undosh tovushlar, artikulyatsion baza, urg‘u, bo‘g‘in.

Hozirgi vaqtga kelib fonetika tilshunoslikning eng rivojlangan sohalaridan biri bo‘lib, ikki mustaqil qism fonetika va fonologiyadan tarkib topgandir. Fonetika – grekcha phone - *tovush* so‘zidan olingan bo‘lib, tilshunoslikning alohida bo‘limi hisoblanadi va tilning tovush tomonini o‘rganadi. Fonetika keng ma’noda nutq tovushlarini hosil qilishda ishtirok etadigan nutq a’zolarining tuzilishini, fonetik birliklarning o‘ziga xos xususiyatlarini va tovush o‘zgarishi hodisalarini o‘rganadi.

Fonetik birliklarga nutq tovushlari, bo‘g‘in, fonetik so‘z, takt, fraza, urg‘u, ohang kiradi. Fonetika tabiatdagi har qanday tovushlarni emas, balki inson nutq apparatida hosil bo‘luvchi, ijtimoiy qiymatga ega bo‘lgan nutq tovushlarini o‘rganadi. Fonetikani o‘rganishning nazariy va amaliy ahamiyati bor. Tilning talaffuz alomatlari nazariy jihatdan o‘rganiladi. Fonetika amaliyotda keng qo‘llaniladi.

**Lingvistik** - funksional aspektda fonetik birliklarning ijtimoiy vazifa bajarishi ya’ni ma’no farqlash xususiyati e’tiborga olinadi. Tilshunoslikda bu aspekt **fonologiya** deb ataladi. Fonetikaning asosiy maqsadi fonetik birliklarning akustik, anatomik-fiziologik va funksional asoslarini o‘rganish va ularning til mexanizmidagi rolini aniqlashdan iborat. Fonetika tovushlarning eshitilish tomonini o‘rganishda akustikaga, talaffuz qilinishi, aytilishi, hosil bo‘lish tomonlarini o‘rganishda fiziologiyaga talqib ish ko‘radi.

Ma’lum bir tilga xos bo‘lgan nutq tovushlarini hosil qilishga muvofiqlashgan nutq apparati **artikulyatsion baza** deb ataladi. Tovush artikulyatsiyasi uch holatda bo‘ladi:

- 1.**Ekskursiya**- tovush hosil qilishga o‘tish.
- 2.**Rekursiya**- tovush chiqarish uchun pauza qilish(to‘xtab olish).
- 3.**Bosh holat**-asli holiga qaytish.

**Nutq tovushlari tasnifi.** Havo to‘lqinlari orqali qulog‘imiz bilan eshitiladigan barcha hodisalarga tovush deyiladi. Tovushlar dastlab ikkiga bo‘linadi:*tabiiy tovushlar* va *inson tovushlari*. Tabiiy tovushlar deb tabiatdagi insondan tashqarida paydo bo‘ladigan barcha tovushlarga aytiladi. Inson tovushlari deb nutq a’zolari harakati yordamida ma’lum

maqsadda ketma-ket talaffuz qilingan tovushlar nutq tovushlariga aytiladi.

Nutq tovushlarining hosil bo‘lishida quyidagi inson a‘zolari ishtirok etadi: o‘pka, un paychalari, og‘iz bo‘shlig‘i, til, tishlar, tog‘aylar, bo‘g‘iz bo‘shlig‘i, burun bo‘shlig‘i, lablar. *Nutq tovushi* asosiy fonetik birlik sanaladi. U uch aspektda o‘rganiladi: *akustik, fiziologik, fonologik*. Ovoz va shovqinning ishtirokiga ko‘ra tovushlar ikkita katta guruh - *unli* va *undoshlarga* ajratiladi.

Artikulyatsion jihatdan unli tovushlar talaffuzida o‘pkadan chiqib kelayotgan havo hech qanday to‘siqqa uchramasdan o‘tadi, undoshlar talaffuzida esa havo oqimi biror to‘siqqa duch keladi.

Hozirgi kunda fransuz tili fonetikasini o‘zbek guruhi talabalariga o‘rgatishdagi o‘quvchining shaxsiy qobiliyatlaridan kelib chiqqan holda u bilan ish olib boriladi va unga berilayotgan topshiriqni o‘zlashtira olish qobiliyatiga qarab, sekinlik bilan amalga oshiriladi. Fransuz tili fonetikasini o‘rganayotgan talaba avvalo, o‘zining ona tili fonetikasini yaxshi bilishi kerak. Chunki o‘zining tilini bilmay turib boshqa bir millatning tilini o‘rgana olmaydi va natijada o‘zi uchun muhim bo‘lgan ma’lumotga va bilimga ega bo‘lmaydi. Ushbu maqolada undoshlarning tasnifi, ularning ishlatilishi, hamda o‘zbek va fransuz tili undoshlarining bir biridan farqini yoritilgan.

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## **O‘ZBEK VA FRANSUZ TILLARIDA OMONIM SO‘ZLARNING QO‘LLANILISHI VA ULARNING AHAMYATI**

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**Annotatsiya:** Ushbu maqolada omonim so‘zlarning o‘zbek va fransuz tillarida qo‘llanilishi va ularning ahamiyati yoritilib berilgan. Shuningdek ikki til o‘rtasidagi farq va o‘xshashliklar qiyoslab ko‘rsatilgan.

**Kalit so‘zlar:** Omonim, ko‘p ma‘noli so‘zlar, so‘z turkumi, notulik omonimlar, grammatik omonimlar.

Dunyodagi barcha tillarning asosini so‘z tashkil qiladi. Shuningdek insonlarning nutqi ham aynan shu so‘zlarning qo‘llanilishiga bog‘liq. Til birikmalari orasida umumiy ma‘no unsurlariga ega bo‘lmagan, tasavvuriy bog‘lanmagan, lekin bir xil yozilib bir xil aytiladigan so‘zlar omonimlar deyiladi. Odatda ,so‘zlar aytilishi,yozilishi va ma‘nolari guruhlariga bo‘linadi. Bir hil aytilib yoki yozilib, turli manolarni ifodalagan so‘zlar omonim deyiladi (grekcha *homog-* “bir xil”, *onyma -* “nom”) . Omonimlarning tilda paydo bo‘lishi sabablari turlichadir:avvalari har xil aytilib bir xil eshitiladigon so‘zlar talaffuzining tarixiy jarayonida tovush almashishi yoki talaffuzning o‘zgarishi natijasida bir-biriga mos kelib qolishidir ( *ot -ism, ot-hayvon; o‘t -olov,o‘t-o‘simlik* ).Hamma tilda bo‘lgani kabi fransuz tilida ham omonim so‘zlar bir talay,misol qilib “ *une règle, voler, un rayon*” so‘zlarini ko‘rib chiqsak.

***\*J’ai donne ma règle a Christin. Men chizg‘ichimni Christinga berdim.***

***\* Il faut respecter les règles de conduite. Xulq-atvor qoidalarini xurmat qilish kerak.*** Birinchi gapda *règle* so‘zi chizg‘ich manosida ikkinchi gapda esa qoidalar manosida kelgan.

***\*Les oiseaux volent. Qushlar uchmoqda.***

***\*Le voleur a volé un ordinateur portable.O‘gri noutbukni o‘g‘irladi.***

Bu gaplarda voler felini uchmoq va o‘g‘irlamoq ma’nolarida qo‘llanilganini ko‘rishimiz mumkin. Xuddi shu kabi o‘zbek tilidagi ‘‘uch ‘‘sanoq sonining omonim manolariga nazar salsak.

***\*Akmalning kichkina singlisi uchinchi sinfda o‘qiydi.***

***\*Qushcha qanot qoqib uchdi .***

Dastlabki gapda uch sanoq soni asosiga -inchi (tartib son qo‘shimchasi ) qo‘shilishi natijasida tartib son yasalgan. Ikkinchi gapda uchmoq felining asosiga -di (o‘tgan zamon qo‘shimchasi) natijasida kesim hosil bo‘lgan.

***\*Les proutis dans les rayons sont bien ranges.Javon ichidagi mahsulotlar ozoda.***

***\* Apres la plues on a vu un rayon de soleil. Yomg‘irdan so‘ng biz quyosh nurini ko‘rdik.***

Bu gaplarda, “un rayon” so‘zi javon va quyosh nuri ma’nolarida kelganini ko‘rishimiz mumkun. Tilda mavjud bo‘lgan ko‘p ma’noli so‘z ma’nolarining bir biridan uzoqlashishi ( dam-nafas; dam...dam ; dam-hordiq;),(un avocat-meva, un avocat-advakat).

***\*Men do‘stlarim bilan birgalikda, dam olish uchun dengiz bo‘yiga bordim.***

***\*Bir dam yorining ko‘zlariga tikilib qoldi.***

***\*Kecha havo g‘alati bo‘ldi.Dam yomg‘ir yog‘di dam quyosh chiqdi.***

***\*Rien de plus simple que preparer une salade d’avocats.***

***\*Pour resoudre ton probleme,il faut chercher un bon avocat.***

Omonimlar bir yoki bir necha so‘z turkumi doirasida bo‘lishi mumkin: bir so‘z tashkil etuvchi ,yozilishi va talaffuzi aynan bir xil bo‘lgan so‘zlar to‘liq yoki mutloq omonimlar deyiladi (chang-g‘ubor ,to‘zon; chang-cholg‘u asbobi),( un prix- vaqt ,un prix-narx)

***\*Chang‘-to‘zon mashina oynasiga urilib yo‘lni ko‘rsatmay qo‘yar edi.***

***\*Chang-ko‘p torli tirnama cholg‘u asbobi hisoblanib tayoqchalar bilan urib chalinadi [1].***

***\*Nelson Mondela a obtenu la Prix Nobel de la Paix en 1993.***

***\*Quel est la prix de cette veste ?***

Ayrim shakildagina mos keladigon boshqa boshqa turkumlarga mansub so‘zlar notulik omonimlar,boshqacha aytganda,omoshalillar deyiladi, qo‘y (hayvon)- qo‘y (felning buyruq shakli). Xususan, fransuz

tilida ham huddi shu holat kuzatiladi. Masalan o‘zbek tilidagi olma va fransuzcha olma so‘zini solishtirsak *olma-(meva)*, *olma (felning buyruq shakli)* sifatida keladi. Fransuzcha *une pomme* so‘zining (*de douche-gulchelar, dushning uchidagi to‘rsimon qisim*) ma‘nosida va *une pomme (le fruit-olma)* manolarini ko‘rishimiz mumkun.

**Grammatik omonimlar** : barcha tillardagi asosan “grammatik” deb atalgan so‘zlarga tegishlidir: old qo‘shimchalar, bog‘lovchilar, olmoshlar, aniqlovchilar va boshqalar.

Xulosa o‘rnida shuni aytish joizki, tilshunoslikda olib borilayotgan har bir izlanish nafaqt o‘zbek adabiy tilining boyib borishi, balki, shu tilda muloqot qiluvchi xalq ma‘naviyatiga tasir ko‘rsatishi mumkun. Ko‘plab mavzu va g‘oyalarni fransuz tili va boshqa xorij tillari bilan hamohang holda o‘rganish o‘quvchi va tadqiqotchilar uchun asosiy vazifani bajarib, o‘rganilayotgan obyektni yanada takomillashib va sayqalanib borishida muhim ahamiyat kasb etadi.

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## **USAGE OF PHRASEOLOGICAL UNITS USED WITH COLOR NAMES IN ENGLISH AND UZBEK LANGUAGES**

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**Annotation:** *In English, as well as in Uzbek, we have many phraseological units that have one of their components. The study of colors has recently become one of the most modern trends in the study of the English language. In this article, we analyzed phraseological units with color names and their meanings.*

**Key words:** *phraseological units, English, Uzbek, black, white, green, red, idiom*

Phraseological units or idioms, as analyzed by the majority of Western scholars, represent what can be described as the most beautiful,

colorful and expressive part of the vocabulary of the language. Reading various papers, one can definitely compare the following sentence: "if synonyms can be figuratively called word edges and colors, then phraseology is bright and folk traditions are collected funny tissues like a picture gallery, it recalls folk songs, folk tales, traditions, and its past history Phraseological units (also called idioms), a word with a fixed lexical content and grammatical structure is a group; its meaning familiar to the mother tongue of the given language is figurative and cannot be determined based on the meanings of the components of the phraseological unit.

Expressions with **black** are associated with sadness, Steinwall explains that this color is the color of death and mourning in European culture, American culture, and I can say the same in Albanian culture. An example of this would be the same expression with the word black, which has the same meaning in English and Uzbek. For example: *a black day (for sb) - “a day when sth sad, unpleasant, disastrous happens to someone. Apart from this, the black color refers to break the law and illegibility e.g. black market, black economy, and blackmail. Illegible things bring these phraseological units like: blackball, a blackleg, and the black sheep of the family, put something in black and white, black tie.*

**White** is the opposite of black, which has the ability to transform something bad into something good. Lie, witch, sorcerers, all these have a negative association, but connected to the word white, they are harmless, as in the examples shown: white lie, a white witch, white magic. There are some expressions with white color, the meaning of which is negative, but they are few in number, for example, show the white feathers, white livered. Some English words containing white have a valuable meaning, but are useless: a white Christmas – a Christmas when it snows, or white nights. In Uzbek, there is a sick expression that includes color to refer to the same meaning: as white as a sheet. Usually, the most popular decoration color like green is a symbol of nature. It is the easiest color on the eye and can improve its performance. It is a soothing, refreshing color. People are waiting for the soothing expression "green rooms" to appear on TV. Hospitals often use green because it calms patients.

**Green (emotion):** sometimes it can also describe someone who is envious - green with envy, or the green-eyed monster or sick-green about the gills used in Shakespeare's Atello tragedy, which are among them.

The color **red** represents emotions related to heat, energy and blood, including anger - a red rag to a bull, see red, shame - as red as a beetroot, a red face, passion and love. Fire is also used in connection with the color red - paint the town red, a red letter day.

Another phraseological expression that can be used as a concept is gray with  $\phi$  units, and again from matter to suggest gloomy situations, dark, immoral brain neuron color meanings. A gray area refers to a situation where the rules are not clear and it is difficult or impossible to tell whether they are correct or not. For example: gray eminence – used to describe a figure that is invisible but has power and influence in decisions.

In this case, we can translate phraseological units by phraseological units. There are other classifications of phraseological units according to their type. They include restrictions on the choice of variable structural elements, those based on a fixed or variable composition of word components, and classifications based on the degree to which the structure and components of a phraseological unit are consolidated. The total of phraseological units that differ in terms of meaning and structure constitutes the vocabulary stock of the language. Analysis, linguistic descriptions, or proper research is carried out today through the fields of linguistics. In our paper, which belongs to the descriptive and comparative level, it becomes direct and necessary, because the connection between the conceptual field - the lexical field - the semantic field is stronger than anywhere else. 'more is shown in the language sense.

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## LANGUAGE CHANGE DIFFERENT FACTORS THAT INFLUENCE IT

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**Annotation:** Interaction with other persons who speak a different language causes language shift. Language contact refers to interactions between languages that can be caused by a variety of causes such as social, technological, cultural, political, and foreign influences, either intentionally or unintentionally. The aim of this thesis is to investigate experimentally whether cross-linguistic variation in the structure of languages can be motivated by their external environment.

**Key words:** social, technological, cultural, political, foreign

Language change refers to the process by which a language evolves over time, resulting in differences in its pronunciation, vocabulary, grammar, and usage from one generation to the next. These changes are often gradual and usually permanent.

However, this is not always the case. The rate at which changes occur depends on the different values of people who use certain languages.

For example, if speakers of a specific language prefer the steadiness and tradition of their language, the changes will be more gradual.

However, if they are more willing to embrace originality and unfamiliarity, the changes will be faster. An example of language change is the creation of new words (neologism) and the discarding of old ones. Examples of language change

Language change is as versatile as languages themselves are. Language change is a complex process that can involve multiple factors. Examples include:

### **Social, Cultural, Historical**

There are also many linguistic factors that can affect changes to the language, such as register, pronunciation, and grammar.

In addition, apology is a critical speech act in everyday language. It



has attracted many researchers from different perspectives, apology realisations patterns, apologies in different cultures, apology competence among second language ..

The overarching aim of this thesis is to explore the question of what role the knowledge and use of multiple languages plays in ageing. To answer this question two approaches were taken: first a natural history perspective.

Among the most notable findings in recent bilingualism research is that the two languages are constantly active, thus giving rise to complex interactions, in the bilingual mind. One of the natural consequences of these ...

In a bilingual mind, two languages frequently interact with each other during language comprehension and production. Both languages stay active, and bilingual speakers must resolve interferences from the unwanted language.

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**Annotatsiya:** Ushbu maqolada Fransuz tilida Predloglarning qo'llanilishi gapdagi o'rni va predlog haqida ma'lumotlar berib o'tilgan.

**Kalit so'zlar:** predloglar, asosiy sodda predloglar, predlogining o'rni.

Predlog nima? - Predlog yordamchi so'z bo'lib , ko'makchilar kabi gapda so'zlami bir-biri bilan bo'glash va ularning uzaro munosabatini ko'rsatish

uchun xizmat kiladi Fransuz tilida kelishiklar yo‘q, binobarin otlar turlanmaydi va kelishik qo‘shimchalarining ma‘nosi turli predloglar yordamida ifodalanadi .

*C'est le stylo **de** mon ami .*

*Bu do'stimning ruchkasi .*

*Je donnerai ces fleurs **à** ma mère*

*Bu gullarni onamga beraman .*

*Je vais **à** l'Université **à** pied.*

*Men Universitetga piyoda boraman.*

Ba'zi predloglar turlicha kelishik qo‘shimchalariga mos kelishi mumkin :

*Ma soeur va **à** l'opéra.*

*Opam operaga boryapti.*

### **Predloglar tuzilishiga ko'ra sodda va qo'shma bo'ladi :**

1) Sodda predloglar : de, a, par, sous , va bo'shqalar ;

2) Qo'shma predloglar: parmi , envers , hormis va boshqalar ;

Asosiy sodda predloglar

**à**- ga ; - da; - dan ; - gacha ;

**après** - keyin , so'ng ;

**attendu** - sababli;sababdan, boisdan, nazarda tutib, e'tiborga olib, uchun;

**avant** -oldin, avval, ilgari;

**avec** -bilan

**chez** - 1 ) turgan joyni bildiradi ; 2 ) biror kimsa huzurida .

**contre** - qarshisida , qarshi .

**dans** - 1) - da ; ichida ; 2 ) keyin

**de** 1 ) - ning ; - dan ; 2 ) to'g'risida .

**dépuis** - buyon dan boshlab

### **Predlogning o'rni**

Qoidaga ko‘ra predlogli so‘z qurilishida predlog oldin qo‘llanadi..

Agar fe'lning noaniq shakli so‘z qurilishining tarkibiy qismini tashkil etsa, predlog bilan uning o‘rtasida quydagilar qo‘llanishi mumkin:

**a)** urg‘usiz olmoshlar:

Je suis content **de** vous voire.

Je consens **à** y aller.

b) inkor yuklamasi va **rien** olmoshi; J’avais decide ne pas dormir cette nuit. Je tacherai de ne rien oublier.

**À predlogining qo'llanilishi**

À predlogi fransuz tilida eng ko'p qo'llanuvchi predloglardan bo'lib, matn mazmuniga qarab turli kelishiklar o'rnida va turli ma'nolarda qo'llanadi:

à + le = au

à + les = aux

**1.O'rin va paytni anglatadi:**

Après mes études, je suis allé **à** bibliothèque.

La classe commence **à** 9 heures.

**2. Harakatning holatini anglatadi:**

Parler **à** la legere.

Je suis **à** la maison **à** bus.

**3. Tegishlilik, kimga va nima maqsadga qaratilganligini bildiradi :**

Ce livre est **à** moi.

Une machine **à** laver.

C'est **à** vous.

**4. Shaxslarning o'ziga xos xususiyatlarini ko'satadi:**

Un homme **aux** cheveux gris.

Un étranger **aux** cheveux noirs.

**5. Vositali to'ldiruvchi vazifasiga keladi:**

Ecrire **au** stylo

Il parti **à** la découverte.

**6. Narsalarning qanday maxsulotdan tayyorlanganligini bildiradi:**

Crème glacée **au** chocolat.

Tarte **aux** fruits.

**Ifoda yuzasidan asosiy qarashlar**

1. Predloglar muhim ifoda elementi hisoblanadi. Fransuz tilida fe'llaming predlog bilan qo'llanishga e'tibor qaratish lozim.

2. Ba'zi bir fe'llar bir vaqtning o'zida ikki xil to'ldiruvchi (vositasiz va vositali) bilan qo'llaniladi.

3. Yana shunday fe'llar borki, ularning predlogli yoki predlogsiz qo'llanishi bilan mazmun o'zgarishi seziladi. Masalan:

assister qn -

assister a qch -

(On a arrache un aveu a cet homme.)

arracher qh a qch -

(Je l’ai arrache a ses occupations),

arracher qch de-

tenir a qch -

(Je tiens beaucoup a cette bague; c'est un cadeau de ma mere.)

**À predlogini talab qiluvchi fe'llar**

aboutir a qch

acheter qch a qn

Xulosa qilib shuni aytishimiz mumkinki,fransuz tilida predloglar soʻzlarni bir biriga bogʻlash uchun xizmat qiladi va fransuz tili grammatikasida asosiy vositalaridan biridir. Keyingi maqolamizda qoʻshma predloglar haqida maʼlumotlar berib yanada yoritib boramiz.

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## **INGLIZ VA O'ZBEK TILLARIDA O'XSHATISHLAR**

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**Annotatsiya:** Ushbu maqola Ingliz va o'zbek tillarida o'xshatishlar haqida bo'lib mavzu yuzasidan tadqiqotchi olimlarning fikr va mulohazalari chuqur o'rganib chiqildi. Ikki somatik komponentli frazeologik birliklarni o'rganishga bag'ishlangan bo'lib, ingliz va o'zbek tillarida bir ibora tarkibida inson ikki tana a'zolari nomlari bilan ifodalangan frazeologik birliklar haqida ma'lumot beradi va bu bizga ingliz va o'zbek tillarida ularning asosiy omillarini ochib berish imkonini beradi.

**Kalit so'zlar:** Somatizm, somatik ibora, frazeologik birlik, frazeologiya, somatik frazeologizm, leksema, lingvomadaniy ibora, komponent, ikki somatik komponentli ibora.

O‘xshatishlar turli xalqlar madaniyatini yaqqol namoyon qilib beruvchi vositalardan biri hisoblanadi. Ularda ma’lum davrda yashagan ajdodlar kechinmalari, tasavvurlari, milliy va madaniy an’analari muhrlangan bo‘ladi.

Tildagi o‘xshatishlarni tadqiq etgan tilshunoslarning aksariyati turg‘un o‘xshatishlarning idiomalarga yaqin turishini yoki idioma maqomida bo‘lishini, ular ko‘p asrlar mobaynida kishilar nutqida qo‘llanish natijasi sifatida turg‘unlashib, so‘zlovchilar ongida muayyan modellar shaklida mustahkamlanib qolishini, o‘xshatish etalonining, ya’ni o‘xshatish asosidagi obrazning muayyan belgi-predmet bilan muntazam va qat’iy bog‘liq bo‘lishini ta’kidlaydi<sup>1</sup>.

Ingliz va o‘zbek tillaridagi mavjud o‘xshatishlarni qiyosiy tahlil qilganda, o‘xshatish etaloni sifatida ko‘pincha hayvon yoki jonivorlarni bildiruvchi so‘zlardan foydalanilganligini ko‘rish mumkin. Ingliz va o‘zbek tillarida sinonimlik hosil qiladigan quyidagi o‘xshatishlarni ham xuddi shunday qiyosiy tahlil qilish mumkin:

“As hungry as a bear” iborasi o‘zbek tilidagi “Bo‘riday och” o‘xshatish etaloniga teng keladi. “Och” so‘zining bo‘ri bilan birga ishlatilishi o‘zbek lingvokulturologiyasiga xos bo‘lib, o‘zbek xalq ertaklaridagi och bo‘ri ko‘z oldimizga keladi.

Jumladan, mif, ertak, doston va badiiy asar qahramonlari ishtirok etgan muayyan o‘xshatishlar mavjud bo‘lib, ular orqali o‘sha xalq milliy madaniyatini chuqur anglab yetish mumkin. Masalan, o‘zbek tilida “baquvvat, pahlavon, gavdali, juda ham kuchli, bahodir” ma’nosida ishlatiladigan “*Alpomishday*” o‘xshatish etaloni ingliz tilidagi “jasur va botir” ma’nosida qo‘llanuvchi “*as brave as Robin Hood*” o‘xshatish birligi bilan sinonimlik xosil qiladi.

Ingliz va o‘zbek tillarida uchraydigan o‘xshatishlar orasida leksik component tuzilmasi jihatidan bir xil yoki turli xil bo‘lgan turlarni uchratish mumkin. Masalan, ingliz tilidagi “As red as a cherry” iborasida ishlatilayotgan cherry (gilos) so‘zi o‘zbek lingvokulturologiyasiga ham xos bo‘lib, qiz bolaning lablarini tasvirlashda foydalaniladi.

Shuningdek, ingliz tilidagi “as sly as a fox” iborasi o‘zbek tilidagi “tulkiday ayyor” o‘xshatishiga sinonim bo‘ladi. Bu sinonimlikda ham leksik component tuzilmasi jihatidan bir xillikni kuzatish mumkin.

Bundan tashqari, o‘zbek tilida “semirmoq”, “ko‘p ovqat yemoq”ni anglatgan *cho‘chqaday* o‘xshatish etaloni ingliz tilida ham cho‘chqaga muqoyasa qilinadi: “*As fat as a pig*”.

Masalan,: *The woman in the supermarket was as fat as a pig.*

Ammo, ingliz tilidagi “as white as a sheet” iborasidagi sheet (qog‘oz) leksemasi o‘zbek tilidagi o‘xshatish etaloni bo‘lib xizmat qilmaydi. O‘zbek tilida bu rang ko‘proq qorga muqoyasa qilinadi: “Qorday oq”.

O‘zbek tilida “qo‘yday yuvosh” o‘xshatish etaloniga ma‘no jihatidan sinonim bo‘lgan ingliz tilidagi “as gentle as a lamb” o‘xshatishi leksik komponent tuzilmasiga ko‘ra farq qiladi. Ya‘ni, o‘zbek xalq madaniyatida yuvoshlik “qo‘y”ga qiyoslansa, ingliz tilida bunday sifat “qo‘zichoq” bilan bog‘liq tarzda qo‘llaniladi.

Masalan,: *The girl is as gentle as a lamb when she is with her little sister.* Bundan tashqari, o‘zbek tilida ijobiy ta‘riflanayotgan oppoq tishlar “qor”ga emas, balki qimmatbaho “sadaf”ga qiyos etiladi. M., *Yo‘q, Xor shaharga ketgan, - dedi yigit kulimsirab, sadafdek oppoq tishlarini ko‘rsatib – O‘X, 15*”<sup>2</sup>.

O‘zbek she‘riyatida *tunday* o‘xshatish etalonidan sochning qoraligini ifodalash uchun keng foydalaniladi: M,:

Kel endi tashlama, qo‘yma Bu tunning qo‘ynida yolg‘iz. Hijronni boshimga yoyma,

Ey *tundek* sochi qora qiz (Cho‘lpon. Tun).

Mazkur o‘xshatishni shotlandiyalik shoir Robert Byornsning “John Anderson” she‘rida uchratish mumkin. B.Xolbekova “John Anderson” she‘rining rus va qozoq tillaridagi tarjimalarini quyidagicha tahlil qiladi: John Anderson my jo, John, When we were first acquent, *Your locks were like the raven, Your bonie brow was brent.*

Mazmuni: “Qadrdonim, mening do‘stginam Jon Anderson, birinchi bor sen bilan ko‘rishganimizda, sochlaring zog‘(qarg‘a) rangiga o‘xshar (ya‘ni qop-qora edi, yosh eding), barq urib do‘ng peshonangni bezab turardi...”. Ingliz tilida agar soch qarg‘aga o‘xshatilsa, ingliz o‘quvchisi faqat qarg‘a(zog‘)ning o‘zini emas, balki uning rangini tushunadi.<sup>3</sup>. Yuqoridagi tahlillardan ko‘rinib turibdiki, shotland lingvomadaniyatida sochning qoraligi zog‘(qarg‘a)ga qiyoslanadi. Binobarin, Shotlandiya



shimoliy o‘lka hisoblanib, u yerda yilning deyarli barcha faslida zog‘larni uchratish mumkin.

O‘zbek lingvomadaniyati uchun me‘yoriy hisoblangan o‘xshatish etalonlari ingliz tilida so‘zlashuvchi boshqa xalqlarning lisoniy mental an‘analari uchun begona bo‘lishi mumkin.

Masalan, o‘zbek lingvomadaniyatida ayollarning yuzini oyga, olmaga, ba‘zan kulchaga o‘xshatishadi. Inglizlarda esa olchaga, atirgulga (*as red as a cherry /rose/*) qiyoslash me‘yor hol hisoblanadi. Bundan tashqari, “cherry”, “rose” leksemalari narsa-buyumlarni ham qizilligini tasvirlashda ko‘p qo‘llaniladigan o‘xshatish etaloni hisoblanadi.

Masalan: *The car was as red as a cherry after its new paint job. The morning sunrise was as red as a rose.*

Shuningdek, baquvvat kishilarni o‘zbeklar filga, inglizlar otga va ho‘kizga muqoyasa qilishadi: *filday baquvvat, as strong as a horse/an ox*. Yoki, o‘zbeklar tinimsiz ishlaydigan, mehnat qiladigan kishilarni chumoliga (*chumoliday*), inglizlar esa ariga va itga o‘xshatishadi (*as busy as a bee, working like a dog*).

Masalan: *The man was as strong as an ox and easily helped us to move the sofa. She always works like a dog.*

Umuman, o‘xshatishlar har bir xalqning lingvomadaniy boyligi bo‘lib, ular milliy dunyoqarash, dunyodagi hodisalarni milliy tasavvurlarga ko‘ra taqqoslash, qiyoslash natijasida shakllanadi.

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## **TILLARNING KELIB CHIQISHI**

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**Annotatsiya:** Ushbu maqolada tilning kelib chiqishi haqida so`z yuritilgan. Til qachon va qayerda paydo bo`lgan, til paydo bo`lishidagi olimlarning dastlabki nazariyalari, fikrlari, mulohazalari xususida gap boradi. Tilshunoslikda tilning kelib chiqishi masalasiga javob topilganmi? Yoki yo`qmi? Olimlar til xususida qanday farazlar va mulohazalar yuritishgan, uning grammatik qurilishi leksik, sintaktik, morfologik, semasiologik xususiyatlari nimalardan iborat, til qanday taraqqiy etadi, maqolada shular xususida so`z yuritilib bir nechta misollar orqali tushunarli holatda yoritib berilgan.

**Kalit so`z va iboralar:** til, insoniyat, tarix, mehnat, dunyoqarash, ong, rivojlanish, bashariyat, biologik zamin, anamolist, anologist, differentsiya, integratsiya, dialektik materializm.

Tillarning kelib chiqishi va rivojlanishi jamiyat taraqqiyoti bilan bog`liq. Til insoniyat tarixi qadar qadimiydir. Tilning paydo bo`lish masalasi insoniyatni qadimdanoq qiziqtirib keladi. Tilning paydo bo`lishi juda murakkabdir. Bu masala faqat tilshunoslikning emas, balki boshqa ko`p fanlarning: antropologiya, psixologiya va etnografiya kabi fanlarning ham o`rganish obyekti hisoblanadi. Tilning paydo bo`lish masalasi – til qachon va qayerda paydo bo`lgan, dastlab nechta til bo`lgan, u yoki bu tillar qanday tuzilishda bo`lgan va shu kabi savollarga hali ilmiy asoslangan mukammal javob topilmagan. Ba`zi olimlarning fikricha, til taxminan 500 ming yillar ilgari paydo bo`lgan.

Tillarning kelib chiqish masalasini aniqlashdagi qiyinchilik shundan iboratki, hozirgi til tarixi fani dunyoda umuman tilning qanday paydo bo`lganligi to`g`risida hech qanday dalillarga ega emas. Olimlarning faraz qilishicha, inson bundan bir necha yuz ming yillar avval so`zlashishni boshlagan. Ammo, o`sha davrdagi tillar to`g`risida hozirgi vaqtda hech qanday ma`lumot yo`q. Shuning uchun ham tilshunoslik fani bu masalani to`g`ridan- to`g`ri o`rganish imkoniyatiga

ega emas. Umuman olganda, tilning qanday sharoitlarda paydo bo‘lishi masalasini ilmiy farazlarga asoslangan holda o‘rganish mumkin bo‘ladi.

Tilning kelib chiqishi to‘g‘risida bir-biriga qarama qarshi nazariyalar mavjud bo‘lib, ular bir- biri bilan kurashib kelmoqda. Bu nazariyalarning ba‘zilari til insonlarning bir-biri bilan munosabatda bo‘lishi ehtiyoji natijasida kelib chiqqan deb hisoblasa, boshqalari ayrim shaxslarning o‘z fikrini avval o‘zi uchun, keyin boshqalar uchun bildirishi natijasida kelib chiqqan deb hisoblaydi. Shu tariqa tilning paydo bo‘lishi va shakllanishi to‘g‘risida turlicha qarashlar, nazariyalar va farazlar yaratilgan.

Sharq tilshunosligida ham tilning paydo bo‘lishiga oid mulohazalar bildirilgan. Jumladan, Alisher Navoiyning “Muhokamat-ul lug‘atayn” asari muqaddimasida o‘sha davr dunyoqarashiga mos bo‘lgan tilning paydo bo‘lishiga doir qarashlar bayon qilingan. Alisher Navoiy tilning paydo bo‘lishini Nuh Alayhissalomning avlodlariga bog‘laydi.

Bundan tashqari, tilshunoslik tarixidan ma‘lumki, grek faylasuflari ikki xil farazni o‘rtaga tashlaganlar. Demokrit va boshqalar narsa bilan narsa nomining orasida bog‘lanish yo‘q, til inson tomonidan yaratilgan degan fikrni ilgari surishadi. Bular anomalistlar deyiladi.

Platon boshliq olimlar narsa bilan uning nomi orasida bog‘lanish bor, degan fikrni ilgari surishgan. Bu oqim analogistlar deyiladi.

Hozirgi tilshunoslik nuqtai nazaridan qaraganda, dastlabki ya‘ni o‘sha chog‘lardagi narsa nomi bilan ayni shu narsa orasida bog‘lanish bo‘lmagan. Agar shunday bo‘lsa tillarning soni 5000 dan ortib ketmasdi. Vaqt o‘tgan sayin, masofa kengaya borib, yangi tillar paydo bo‘ladi. Bu differentsatsiya va integratsiya (farqlanish va mujassamlashuv) hodisasidir.

Shuningdek, tilning paydo bo‘lishini dialektik materializm tomonidan quyidagicha yoritib beriladi: maymunlar odamga aylanar ekan, dastavval qo‘lning vazifalari o‘zgara boradi, mehnat qila boshlaydi, oyoqda yurib qo‘lga tayanmay qo‘yadilar. Mehnat rivojlanib, odamlar yanada bir-birlariga jipslashib, bir-birlari bilan aloqa qilish zaruriyati paydo bo‘ldi.

Til – mehnat bilan birga taraqqiy etgan. Til va mehnat asta-sekin miyyani rivojlantirib, tafakkurni yuzaga keltiradi. Mehnat, til va ong orasida munosabat hozirgacha davom etib kelmoqda. Odamni ham, tilni

ham kollektiv, ijtimoiy mehnat yaratadi. Til vaqt o‘tishi bilan o‘zgarib, taraqqiy etdi. Tilning paydo bo‘lishi, uning takomil topib borishi, odamzotning bunday buyuk ne‘matga noil bo‘lishiday murakkab jarayonda ijtimoiy muhitning, kishilik jamoasining hal qiluvchi omil ekanligidan iborat haqiqatni inson aqli hali to‘liq anglagunga qadar ko‘p zamonlar o‘tgan.

Eramizdan oldin ham, bizning eramizda ham dunyoning turli burchaklarida ana shu haqiqatni izlab turli-tuman tajribalar o‘tgazilgan. “Mog‘ullar imperiyasining umumiy taxriri” (Parij 1705) nomli kitobda XVI asrda Akbarshox tomonidan o‘tgazilgan bir g‘aroyib tajriba haqida batafsil yozilgan. Uning tajribasiga ko‘ra u “Biror-bir tilga o‘rgatilmagan odamning tabiiy tili yaxudiy tili boladi” degan gapini eshitib, u 12 ta yosh chaqaloqlarni onalaridan ajratib olib qal‘asidan ancha uzoqqa yuboradi. Ular bolalarni yahudiycha gapirish yoki gapirmasligiga guvohlik qilishlari kerak edi. Ammo, bolalar shoxning huzuriga keltirilganda barcha hayratdan qotib qoladi. Bunga sabab esa bolalar hech bir tilda gapira olmas, soqovlar orasida tarbiyalangani uchun faqatgina imo-ishoralar bilan so‘zlashardilar xolos.

Demak, insonda tilni paydo qilish uchun inson gapira oladigan odamlar orasida tarbiya topishi darkor.

Shunday qilib, tilning kelib chiqishi hozirgacha yer yuzida umuman bashariyatga xos bolgan tilning qachon va qanday paydo bo‘lganligi dastlabki tillardagi so‘zlar, uning leksik, sintaktik, morfologik, semasiologik xususiyatlari nimalardan iborat ekanligi hal qilingan emas va hal qilishi mumkin ham emas. Tilning paydo bo‘lishi uchun faqat biologik zaminlargina emas, jamiyatning paydo bo‘lishi ham nihoyatda zarur edi.

Ko‘rinadiki, tilning paydo bo‘lishi bir tomondan kishilik tanasining evolutsiyasi bilan, ikkinchi tomondan, ibtidoiy jamoaning jamiyatga aylanishi bilan bog‘liq bo‘lgan. Hozirgacha tilning paydo bo‘lishi haqida turli nazariyalar yaratilgan. Har bir nazariyada bu masalaga turlicha yondashiladi.

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## PRAGMATIQUE ET CLASSIFICATION DES ACTES DE LANGAGE

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**Annotation:** Donner une explication du concept acte de langage, les linguistes ont pris en compte les facteurs extralinguistiques dans la construction d'un acte de langage.

**Key words :** *effectué, la théorie, interlocutoires, évidence aspects, une compréhension mutuelle*

Le mot pragmatique, apparenté au mot pratique, vient du grec. pragma -"action, acte." La pragmatique décrit les faits du langage en termes de activité humaine [Gak 1998: 554]. Elle apprend donc la langue quant à son utilisation. L'activité de la parole par sa nature d'abord socialement contrôlé par la présence de l'interlocuteur (car un message vocal a normalement un destinataire).

Par conséquent, dans le discours activité, la condition d'activité n'est pas les conditions technologiques, mais règles d'interaction sociale des individus. C'est la "société interaction", puisque la réaction du destinataire du message vocal à l'avance planifiée par le destinataire et planifiée comme une action sur le social règles approuvées. Certains scientifiques réduisent toute la linguistique à la pragmatique, tandis que d'autres, au contraire, croire que puisque la pragmatique étudie la langue dans son usage, elle plus proche de la psychologie ou de la sociologie que de la logique et de la linguistique [Gak 1998:554]. Cependant, il y a un intérêt croissant pour la pragmatique. Cette notion a été introduite en sémantique Ch. Morris. Il distingue trois aspects en sémiotique : syntaxique (étudier la forme externe de l'énoncé), la sémantique (étudier rapport du signe au signifié) et pragmatique (le rapport des signes au personnes qui les utilisent)" [op. selon Gak 1998: 554].

Pragmatique étudie les conditions et les finalités de l'énoncé, prend directement en compte facteur humain. À cet égard, la présupposition est d'une grande importance. - "la connaissance générale d'une personne sur le monde et la connaissance d'une situation de parole spécifique.

La présupposition crée les conditions préalables à la formation de divers types de énoncés contenant une évaluation modale et affecte le

choix de la langue signifie dans les énoncés structurants» [Pakholkova 1998: 7]. Le concept principal en pragmatique est un acte de langage. "L'acte de langage est action de parole intentionnelle effectuée conformément à principes et règles de comportement de la parole adoptés dans ce société; unité de comportement socio-langagier normatif, considérée dans le cadre d'une situation pragmatique" [Big Encyclopedic Dictionary 1998:412]. La structure d'un acte de langage comprend des participants communications, les relations entre eux, le rôle de leurs positions dans organisation de l'énoncé, etc. Tout énoncé décrit d'abord, au total, un certain événement (relations objectives, états de choses).

Dans son ouvrage "L'acte communicatif dans le cadre de la théorie de la parole activités» L.S. Gurevich décrit ce concept comme "difficile à langue, éducation psychologique, dans laquelle forces interlocutoires, où le stimulus-stimulus et la réaction-signal mettre à jour les points communs significatifs, constructifs et situationnels et où la composante pragmatique est une unité dialogique" [Gourevitch 2006: 400].

Sinon, l'acte de parole est interprété par R.I. Karchevsky. Il est en dessous définition comprend "l'unité communicative minimale au niveau du texte, effectué conformément aux principes et règles comportement de parole accepté dans une société donnée, agissant sous la forme action délibérée de l'orateur pour parvenir à une compréhension mutuelle entre participants à la communication » [Karchevsky 2002: 129-130].

L'acte de parole en tant qu'activité est considéré par I.E. Papulinova, mettant en évidence aspects formels et de contenu de l'acte de parole. [Papulinova 2000 :167] De tout ce qui a été dit, on voit que le point de vue des linguistes sur la définition d'un acte de langage est objective et correcte. Donner une explication du concept acte de langage, les linguistes ont pris en compte les facteurs extralinguistiques dans la construction d'un acte de langage. Différence de points de vue ne peuvent être vus que dans le fait que les linguistes soulignent leur l'attention se porte davantage sur le côté formel de l'acte de parole ou sur le contenu, et donc analyser l'acte de langage à partir de différentes positions. Si nous examinons l'acte de langage du point de vue de sa structure, nous pouvons donner-lui la définition suivante : la déclaration de l'orateur, encadrée par à l'aide de différents types d'offres (incentive,



narratif, interrogatif) contenu lexical et dont la structure syntaxique dépend de l'aspiration du locuteur, contexte de communication et sphère de communication.

D'autre part, le contenu part, l'acte de parole est l'action du locuteur par rapport à l'auditeur, qui s'effectue dans une certaine situation communication et vise à résoudre, mettre en œuvre l'intention de l'orateur.

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#### **REALIYALARNING TARJIMADA BERILISH TALQINI**

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**Annotatsiya:** *Tarjimon tarjima jarayonida ma'lum bir mamlakatning lingvistik voqeliklari, ularning ijtimoiy-madaniy xususiyatlari bilan to'qnash keladi. Bu har doim ma'lum bir murakkablikni keltirib chiqaradi, lekin ayni paytda tarjimon tomonidan mavzuga doimiy qiziqishni ta'minlaydi. Maqolada milliy o'ziga xos so'zlarning har bir ijodkorning o'ziga xos individual uslubidan kelib chiqadigan milliylikni aniqlash va buni tarjimada qanday aks ettirish yo'llarini izlab topishga harakat qilingan.*

**Tayanch so'zlar:** *badiiy tarjima, madaniyatlararo muloqot, milliy kolorit, mahalliy kolorit, realiya, milliy xos so'zlar, transliteratsiya*

Bugungi kunda zamonaviy globallashuv va madaniyatlararo aloqalarning jadal rivojlanishi, xalqaro aloqalarni kengayib borishi, davlatlar o'rtasidagi savdo-iqtisodiy va moliyaviy aloqalarning rivojlanishi, Yevropa mamlakatlari va butun dunyoning integrallashuv jarayonining kuchayib borishi, fan va texnologiyalarning rivojlanishi, ilmiy va texnikaviy ma'lumotlarning doimiy ravishda uzviy almashib

borishining samarali omillari sifatida hozirgi kunda chet tillarining ahamiyati katta e’tiborga sazovordir. Shuningdek, iqtisodiy, ilmiy-texnikaviy va madaniy taraqqiyot bosqichida chet tili dunyoning turli xalqlar vakillari o’rtasida og’zaki va yozma aloqa vositasi sifatida keng qo’llanilib kelmoqda. Bilim va texnologiyalar jadal rivojlanishi oqibatida zamonaviy davr bugungi jamiyatda barcha jihatlarni qamrab olgan holda va zamonaviy iqtisodiyot o’zgarib borayotgan sharoit davrida, shuningdek turli xil sohalariga tegishli ilmiy va texnik matnlarni tarjima qilishda amaliy ko’nikmalarga ega bo’lgan tarjimonlar-mutaxassislar bugungi kunda alohida ehtiyojga munosibdir. Shu sababli keng bilimli tarjimon mutaxassislarga ehtiyoj kun sayin ortib bormoqda. Zamonaviy texnologiyalarning rivojlanishi sababli, bugungi davrda dunyoning turli mamlakatlaridagi olimlar tezkor ma’lumot almashish va qo’shma tadqiqotlar olib borish imkoniyatlariga ega bo’lib, ushbu aloqa vositalari tufayli zamonaviy ilm-fanda misli ko’rilmagan natijalarga erishilmoqda. Bunday sharoitda ko’pgina ishlab chiqaruvchi tashkilotlar ilmiy adabiyotlarning yuqori sifatli tarjimasiga ehtiyoji sezilarli darajada oshib bormoqda[2].

Badiiy tarjima jarayoni tillar va madaniyatlar o‘zaro ta’sirining murakkab, ko‘p qatlamli jarayonida sodir bo‘ladi. Badiiy tarjimaga o‘rgatish jarayonida amalga oshirilayotgan bir qator ishlar va erishilgan ijobiy o‘zgarishlarga qaramasdan, tarjima samaradorligining rivojlanish dinamikasini yanada jadallashtirish, bunda yaratilgan shart-sharoitlar va imkoniyatlardan samarali foydalanish lingvodidaktik asoslarini keng ko‘lamda talqin etish yetuk mutaxassislarni — bo‘ljak tarjimonlarni yetkazib berish bugungi kunda dolzarb masala hisoblanadi[1].

Tarjima turli tillarda so‘zlashuvchi kishilar o‘rtasida muloqot qilish imkoniyatini ta’minlash vositasidir. Muloqotni madaniyatlararo muloqot tarzida badiiy tarjima timsolida olib qaraydigan bo‘lsak, matnni bir tildan boshqa tilga tarjima qilish jarayoni serqirra va turli xususiyatlarga ega. Tarjima nazariyasi tarjimon-talabaga ham, tajribasiz tarjimonga ham, professional tarjimonga ham, tarjimani o‘rgatuvchiga ham kerak. Adabiyotda esa badiiy asarning o‘ziga xos xarakterli xususiyati: milliylik, davr, ma’lum joyning o‘ziga xos jihatlari ifodasi ko‘zda tutiladi. Kolorit biror narsaning o‘ziga xos belgi va xususiyatlari majmuini bildiradi. Milliylik u yoki bu millatning ma’naviy faoliyati va

moddiy hayotidagi o‘ziga xosliklardir. Ma’naviy faoliyat kishilarning xarakteri, tafakkur tarzi, ruhiyati, intilishlari, qiliqlari, yumor xususiyatlari va boshqalarni o‘z ichiga oladi. Moddiy hayot esa urf-odat, rasm-rusum, marosimlar, kiyimlar, uy-ro‘zg‘or anjomlari, cholg‘u asboblari, pazandachilik, ismlar va hokazolar.

Badiiy asarda aks etgan ana shu milliy xususiyatlar yig‘indisi adabiyotshunoslikda milliy kolorit deyiladi[7]. Adabiyotshunoslikda yana mahalliy kolorit degan tushuncha ham mavjud. Mahalliy kolorit biror mahalliy sharoit, urf-odat yoki joyga xos turmush, peyzaj va til xususiyatlarini badiiy adabiyotda aks ettirishdir. Ana shu milliy kolorit bilan bog‘liq bo‘lgan so‘z va atamalar realiyalar, boshqacha aytganda, milliy xos so‘zlar deyiladi. Realiza lotincha so‘z bo‘lib, buyumga, narsaga oid degan ma’noni bildiradi. “Realizalar asar tilining ajralmas qismi bo‘lib, ular yordamida muallif qahramon obrazini yaratadi, xalqning milliy xususiyatini tasvirlab beradi. Ular badiiy asarning milliy koloritini ifoda etadi, turli uslubiy vazifalarni bajaradi, hodisa va predmetlarning xususiyatini haqqoniy, to‘g‘ri tasvirlashga yordam beradi” [8].

Shuning uchun ham realizalar badiiy tarjimaning tarjimonni qiynab qo‘yadigan, tarjimani murakkablashtiradigan, ko‘pincha uni chalg‘itadigan jihatlarini tashkil etadi. Realizalarning aniq ta’rifi, ularning «atama»lardan farqi, boshqa tillarga tarjima qilishdagi o‘ziga xosliklar, ular ifodalaydigan leksik, semantik, stilistik funksiyalar xaligacha tilshunos va tarjimashunos olimlar tomonidan turlicha talqin qilinib kelinayapti. Realiza mahalliy, milliy koloritni ifodalovchi so‘z sifatida va ularni tarjimalarda berish ilk bora o‘tgan asrning 50 yillarida olimlarning diqqat e’tiborini torta boshladi. “Realizalarga milliy taomlar, kiyim-kechaklar, milliy cholg‘u asboblari, ro‘zg‘or anjomlari, nomlar, taxalluslar, laqablar, shahar, qishloq xususiyatlari, me’morchilik, geografik nomlar, tabiat manzaralari, hayvon va o‘simliklarning nomlari, daraja, unvon, tabaqa va boshqa bo‘linishlarni ifodalovchi so‘zlar, muassasalar, tashkilotlar, diniy marosimlar va boshqa etnografik belgilarni bildiruvchi so‘z va iboralar kiradi” “Milliy o‘ziga xoslik deganda adabiy asarda tasvirlangan xalq hayotining moddiy sharoiti, ma’naviy turmush tarzi, tabiati, o‘rmon, tog‘, dala, suv, zamin, osmon hamda afsona va cho‘pchaklari, tarixi va dini, adabiyoti

va san’ati hamda boshqa maxsus narsalar haqidagi tasavvurlari, tushunchalari, atamaları tushuniladi. Kiyim-kechaklar, udumlar, urf-odatlar, pul birliklari va hokazolar ham milliy xoslik komponentlari jumlasiga kiradi” [9]. Badiiy asarning milliy shaklini qayta tiklash – badiiy tarjimaning muhim muammolaridan biri hisoblanadi. Milliy o‘ziga xoslikni boshqa til vositalari bilan berish sohasida katta tajribalar to‘plangan. Biroq bu sohaning prinsip va mezonlari ishlab chiqilgani yo‘q. Adabiyotning milliy xarakterga egaligi harakatdagi obrazlarning xarakterida, jumladan qiliqlari, yumor xususiyatlarida, fikrlash va intilish tarzida namoyon bo‘ladi. Har qanday kishi biror millat vakili sifatida ma’lum xarakterga va o‘ziga xosa psixologik bilimlarga ega. Badiiy obrazning milliy xarakteri – uning nutqi, muhitga munosabati, surati, siyrati, his-tuyg‘ulari va boshqalarda ko‘rinadi. Milliy xarakter ma’lum moddiy asosda yaratilib, muayyan hayot sharoitining in’ikosi hisoblanadi. Shuning uchun ham obrazning milliy xarakterini o‘sha millatning hayotini, milliy tarixini, o‘ziga xosligini, milliy, madaniy va adabiy an’analarini o‘rganish orqali to‘g‘ri tushunish mumkin. Badiiy obrazni qayta yaratishda tarjimon ishining birinchi bosqichi obraz yaratilgan millatning tarixi, ijtimoiy, adabiy sharoitlarini o‘rganishdir. Undan keyingi bosqich xarakterning asosiy belgilarini, uning mazmunini belgilash. Shundan keyin obraz yaratilishi kerak bo‘lgan asliyat tilining vositalarini va uslubiy yo‘llarini tahlil qilishi hamda oxiri ona tilida ifodalashning kerakli vositalarini axtarib topish. Adabiy asarning umumiy xususiyatlari xalqning xususiy va ijtimoiy hayot tarzida, turmush sharoitida, kiyimida, urf-odatlarida, ko‘cha, shahar, san’at yodgorliklari, muassasalarning nomi, mansabdor shaxslarning familiyalari va boshqalarda namoyon bo‘ladi. Bularning yig‘indisi asarning milliy xususiyatini tashkil etib, barchasi asliyatda nutq vositalari orqali bayon etilgan bo‘ladi. Ularning to‘g‘ri tarjimasi juda muhimdir. Har bir tilda psixikaning milliy xususiyatlari bilan bog‘liq bo‘lgan obrazli ifodalar mavjud[4]. Masalan, o‘zbek tilida qora ko‘z, qo‘y ko‘z, quralay ko‘z, ohu ko‘z va boshqalar go‘zallik alomati sifatida qo‘llaniladi. Qadimgi yunonlarda go‘zal, shahlo ko‘z ho‘kizning ko‘ziga o‘xshatilgan. Qirg‘iz va qozoqlarda bo‘tako‘z chiroyli ko‘zning sifati bo‘lib keladi. Hindistonda sigir – nafosat, go‘zallik, saxovat va ona mehrining timsoli bo‘lganligi sababli go‘zal mahbuba sigirga nisbat

beriladi. Ko‘p xalqlarda arslon yirtqichlik, shafqatsizlik ramzi bo‘lsa, bizda dovyurak kishilarni arslonga o‘xshatadilar. Masalan, Qirol Lirning shafqatsiz qizlari arslonlarga o‘xshatiladi. Bizda arslon ijobiy ma’noga ega bo‘lganligi uchun ham tarjimada G‘afur G‘ulom bu so‘z oldidan “urg‘ochi” sifatini qo‘shadi: Nima qilib qo‘ydingiz, yo urg‘ochi arslonlarmisiz? Nemislarda esa cho‘chqa omad va baxt timsoli ekan. O‘zbeklarda yo‘lpashsha – mehmon darakchisi.

Ana shunday tabiiy, ijtimoiy, tarixiy sabablar taqozosi bilan tug‘ilgan hamda har bir xalqning o‘ziga xos ruhiy hayotini aks ettiruvchi (ko‘pincha xos so‘zlar bilan ifodalangan) tasavvur va tushunchalarni bir tildan boshqa tilga o‘tkazish tarjimondan nihoyatda ehtiyotkorlikni talab etadi. “Har bir tilda o‘sha tilning sohibi hisoblanmish xalqning o‘zi ko‘proq mashg‘ul bo‘lgan xo‘jalik, ishlab chiqarish sohalari hamda uni o‘rab turgan tabiiy muhit (iqlim, hayvonot va o‘simliklar olami, tog‘, cho‘l, sahro va hokazo)ga aloqador so‘zlar, atamalar, iboralar boshqa tillarga nisbatan ko‘proq yoki kamroq bo‘lishi mumkin”. “Suv o‘lkasi bo‘lmish Buyuk Britaniyada tabiatning bu ne‘mati, suv xo‘jaligi, baliqchilik bilan bog‘liq tushunchalarni ifodalaydigan so‘zlar serob bo‘lishi o‘z-o‘zidan tushunarli. Ingliz tilida water (suv) so‘zidan yasalgan ko‘chma ma’noli birikmalar, idiomalar, maqol va matallar ham ko‘p uchraydi”. Masalan, “baliqfurush” so‘zining ko‘chma ma’nosi “qo‘shmach” ekan. Chunonchi, “Hamlet”da Hamlet Poloniyni “baliqfurush” deb ataydi. “Qirol Lir”da Alboni Lirning qizlarini yovuzligi uchun arslonga nisbat beradi. Bu so‘z ruscha va o‘zbekchaga salbiy ma’noni aks ettirish maqsadida “urg‘ochi arslon” deb tarjima qilinadi.

Ma'noning madaniy komponenti nafaqat ekvivalent lug'atda, balki chet tilida ekvivalentlarga ega bo'lib ko'rinadigan lug'atda ham mavjud. U jismoniy va ijtimoiy dunyoning madaniy o'ziga xos tomonlarini ifodalovchi referent xarakterga ham, madaniy qadriyatlarning o'ziga xos tizimiga ishora qiluvchi indeksga ham ega bo'lishi mumkin. Samarali madaniyatlararo jamiyatni ta'minlash uchun turli madaniyatlarga mansub suhbatdoshlar tomonidan baham ko'rilgan umumiy madaniy ma'noni yaratish imkoniyatini beradigan til shaxsining shunday ko'nikmalarini rivojlantirish kerak. Demak, samarali muloqot qilish ko'nikma va malakalarini shakllantirish uchun ingliz tili lug'atini "Экономика и



социум" №12(91)-1 2021 www.iupr.ru 526 o‘zlashtirish jarayoniga leksik ma’noning madaniy komponentini rivojlantirish ishlarini kiritish zarur.

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#### **VERBA & L NON VERBAL COMMUNICATION**

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***Annotation:*** *The main task of this article is to convey verbal communication to other people in written form.*

***Key words:*** *protection, effectively communicate, non-verbal communication, merely sounds, physical distance.*

Humans are pack animals. Our ancestors hunted and gathered as a collective. depending upon one another for protection, sustenance and companionship. Our success as a species and as individuals depends upon our ability to effectively communicate, both verbally and non-verbally. Verbal and non-verbal communication shapes our interactions with others in business and interpersonal relationships, as well as our financial and personal success, and our physical and psychological well-being. Understanding the different aspects of verbal and non- verbal



communication, and the important roles they play in our interactions with others, is the first step to enhancing positive communication and nurturing relationships

### **What is Verbal Communication?**

Verbal communication encompasses any form of communication involving words, spoken, written or signed. The conversation we have with our coworker at lunch, the morning news or the sports page we read in the morning--even the text message you send to your spouse telling him to pick up some milk is a form of verbal communication. Our ability to communicate with a language that is based on an organized system of words, rather than merely sounds, is what sets us apart from lower species. Not only do we have language, Teaching and learning activities involve communication between teachers and students, both verbal and verbal. These communications are interrelated in learning practice. The teacher ability in applying both can help improve the quality of learning in the class. It has an impact on the academic and non-academic performance of students. Instead, I the teachers are not able to communicate effectively in transferring knowledge, skills, and attitudes, it will be hard to achieve the expected objectives. This shows that students who understand and can do the tasks very well also depend on how the teachers style of verbal and nonverbal communication Verbal communicaties includes short talk, dhession, jokes, dess, and so forth. Neeveral communication skills include body language, the use of the eye contact, the distance stands with the students, tech, and hearing. Then the two communication sk was always bone by teachers, to create a qualis bearing

As social creatures, humans need to collaborate with others to live, develop, and act However, communication conflict effen hampers people to develop their social relationship. I can cause many feelings such as lonely, worthless, and isolated Farther, it leads to depression, stress, and lose the meaningfulness of life Everyone needs someone else to fulfil in social needs. From the social interaction they can meet the needs for attention, affection, and love. Thus, the role of friends is significant as the sportive social vient that contribute to the psychological maturity of the person. In line with this, I stated that social intelligence determines a person's life. Social relations is believed to

give a very meaningful impact to both one's personal psychics as well as physic house social intelligence is not only defined as relationship person with others, yet the meaning of relationship itself. The scope of social intelligence is pushing someone to enrich the personal relationship such as empathy and caring. The real form of this social intelligence is the ability to communicate with others effectively . In the process of teaching and learning, the effective communication becomes a very crucial part because that activity involves coction between students and teachers as well as other takeholders. Therefore, verbal and nonverbal communication is an aspect that needs to be emphasized for every teacher in the teacher used the words to convey the materials to the students rally.

The personality is formed throughout the life of a human being. During this time the communication becomes essential for personal ath. Through the communication people will find themselves, develop the self concept, and define the relationship with the world, Relatambips with others will determine the quality of someone's life. The failure in building good communication will happen when people do not want understand others' thoughts/ideas, feel annoyed when getting message, create further distance when communicating with hors, always fail to encourage others .

In uther words, individuals can optimally develop and relatively unhindered if it is in an full of love ampere (unconditional love), understanding heart as well as effective personal relationshape. In uduating a person, the teacher should be able to accept themselves as they are and then express it honestly (modeling).

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## ENGLISH AS AN INTERNATIONAL LANGUAGE

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**Abstract:** *This article covers the origin of the English language and the important factors that caused it to become an international language. The important features of the language and its place on the world scale are revealed.*

**Key words:** *origin, dominant, global, tribe, Information technology, socialization, influence, colony, American, dialect*

English language, West Germanic language of the Indo-European language family that is closely related to the Frisian, German, and Dutch (in Belgium called Flemish) languages. English originated in England and is the dominant language of the United States, the United Kingdom, Canada, Australia, Ireland, New Zealand, and various island nations in the Caribbean Sea and the Pacific Ocean. It is also an official language of India, the Philippines, Singapore, and many countries in sub-Saharan Africa, including South Africa. English is the first choice of foreign language in most other countries of the world, and it is that status that has given it the position of a global lingua franca. It is estimated that about a third of the world's population, some two billion persons, now use English.

The history of the English Language really started with the arrival of three Germanic tribes who invaded Britain during the 5th century AD. These tribes, the Angles, the Saxons and the Jutes, crossed the North Sea from what today is Denmark and northern Germany. At that time the inhabitants of Britain spoke a Celtic language. But most of the Celtic speakers were pushed west and north by the invaders – mainly into what is now Wales, Scotland and Ireland. The Angles came from “Englaland” [sic] and their language was called “Englisc” – from which the words “England” and “English” are derived.

### Varieties of English

From around 1600, the English colonization of North America resulted in the creation of a distinct American variety of English. Some English pronunciations and words “froze” when they reached America.

In some ways, American English is more like the English of Shakespeare than modern British English is. Some expressions that the British call “Americanisms” are in fact original British expressions that were preserved in the colonies while lost for a time in Britain (for example trash for rubbish, loan as a verb instead of lend, and fall for autumn; another example, frame-up, was re-imported into Britain through Hollywood gangster movies). Spanish also had an influence on American English (and subsequently British English), with words like canyon, ranch, stampede and vigilante being examples of Spanish words that entered English through the settlement of the American West. French words (through Louisiana) and West African words (through the slave trade) also influenced American English (and so, to an extent, British English).

Today, American English is particularly influential, due to the USA’s dominance of cinema, television, popular music, trade and technology (including the Internet). But there are many other varieties of English around the world, including for example Australian English, New Zealand English, Canadian English, South African English, Indian English and Caribbean English.

Background studies. For better or worse, by choice or force, English has ‘traveled’ to many parts of the world and has been used to serve various purposes. This phenomenon has created positive interactions as well as tensions between global and local forces and has had serious linguistic, ideological, sociocultural, political and pedagogical implications. Many publications have been devoted to the study of the worldwide spread of English. Processes, implications and consequences have been explored. The roles that English has played in the lives of individuals as well as communities range from marginalization and hegemony on the one side to empowerment and upward mobility on the other. As Kachru (1996: 135) puts it, ‘the universalization of English and the power of this language have come at a price; for some, the implications are agonizing, while for others they are a matter for ecstasy’. Recent decades have witnessed scholarly inquiry and unprecedented lively debate about these issues.

As English rapidly develops more complex relationships within and between communities of speakers around the world, the dialogue

address- ing its role as a global language needs to continue to expand. Established arguments and positions regarding politics, policies, pedagogies and practices of English as an international language, as well as its socio- linguistic and sociopsychological complexities need to be revisited, raising new sets of questions. Also, in order to explore these issues from a truly global perspective, it is necessary to open the forum further to scholars from underrepresented regions in the world, who would be able to explore yet untouched issues. This volume is a step towards achieving these aims.

Most people consider English to be a global language because it is the one language that is spoken and understood by the majority of the population in almost every region of the world. What is a global language? While there is no official definition, it refers to a language that is learned and spoken internationally by native and second language speakers (Mastin, 2011). There are approximately 360 million native English speakers and almost twice as many speaking it as a second language, making English one of the topmost spoken languages in the world (Klappenbach, 2019). English is undoubtedly in just about every sector whether it is in education, medicine, business, technology, tourism, communication, and so on. It is perhaps this worldwide acceptance and usage of the English language that propels it as an extremely essential global language.

#### Business and International Relations

English is the international language of business and people need to speak English if they wish to enter a global workforce. Learning English will increase your chances of getting hired and provide you with greater opportunities to further your career. With each day that passes by, more and more companies all over the world are now mandating English as the official corporate language. For example, in some of the agile courses, I recently took, one of the examples we looked at our call centers. Most of these customer service representatives are based in foreign countries such as India, the Philippines, and so on. Reason being that many IT firms outsource to specialize in their IT departments as they can benefit from the added skills and knowledge. As part of the Agile & Scrum society, there are meetings I must attend that are held worldwide. These meetings are all given in English regardless of the

country that is hosting this event. I can only imagine this is how it will be once I begin my TEFL journey and I am allowed to teach a multilingual class where students from different ethnicities and backgrounds come together to communicate in one language. I am currently in the process of applying for a Master of Business Administration (MBA). Through my search of potential universities, not only in the US but also in Europe, I’ve learned that many of the best MBA programs are taught in English. From this, we can assume that English opens doors in the academic world, and students who speak English well can receive the best training and credentials to progress not only in their careers but also throughout life in general. This demonstrates just how far the English language has cemented its place as an international language.

#### Traveling

English is an important and useful language to know when traveling. Speaking English enhances your traveling experience in a multitude of ways. Not only will you be able to speak English with native English speakers, but you will also be able to communicate with travelers from other countries and enjoy a greater sense of independence. This will allow you to learn about new cultures, meet new people, and build everlasting friendships from all around the world. Being able to communicate in English facilitates traveling in many ways possible, whether it is for booking, ordering food, asking for directions, etc. While traveling in India, I took tours in both English and Spanish. I noticed that the English tours offered more than Spanish tours. I recall having to translate for a Spanish speaking tourist while traveling in Egypt and also asking for directions when I got lost in Amsterdam! Regardless of the country, you are traveling into, notice that all flight crew, the majority of cruise line workers, and airport staff speak English. The advantages of being able to communicate in English are endless.

#### Media and Entertainment

English gives you access to entertainment, media, and the internet world. Most of the top films and music are produced in English while popular books are published also in English. I can relate to this in numerous ways. I have friends in France who speak very little English but can easily recite the lyrics to famous English songs. Similarly, while



I was teaching English as part of my volunteer work in Central America, I would often utilize teaching aids such as the radio, movies, and so forth since most of my students had already been exposed to these English sources. Additionally, on all of my visits to movie theaters in foreign countries, I keenly remember that I’ve always had the option of watching my desired movie in English, which luckily also happened to be the cheaper option. The internet is a valuable tool we use daily and English is the language of the internet, as you may have noticed most websites we visit are often displayed in the English language. English also plays a huge part in the news media. Journalists and writers around the world are now making it a priority to speak good English as they find this to be an indispensable skill to have in their careers. The English language makes it possible for us to stay connected with everything going on in the world around us today.

#### Why is English Important for Students

English language plays an essential role in our lives as it helps in communication. It is the main language for studying any subject all over the world. English is important for students as it broadens their minds, develops emotional skills, improve the quality of life by providing job opportunities.

Moreover, the use of English as an International language is growing with time because it is the only medium for communication in many countries. English is also used widely in the literature and media section to publish books, most of the writers write in the English language due to the vast majority of readers know only the English language and they can describe their ideas best in the English language.

The importance of the English language is wider in education. A student studies other subjects in the English language only like Science, Economics, Geography, History etc. if he knows the general rules of grammar well then the student can easily write the notes and ace in exams.

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## LA VIE ET L'ACTIVITE DE LITTERAIRE FRANÇOIS RABELAIS

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**Annotation :** Dans cet article on reconnaît Rabelais comme un médecin et écrivain français, l'un des humanistes les plus connus de la Renaissance, qui luttent avec enthousiasme pour renouveler, à la lumière de la pensée antique, l'idéal philosophique et moral de leur temps.

**Mots clés:** hypothétique, Renaissance, tourisme, bachelier, bénédictin, antiques et contemporaine.

Le 17 septembre 1530, Rabelais s'inscrit à la Faculté de médecine de Montpellier, où il est reçu bachelier six semaines après. Le baccalauréat, correspondant alors au premier grade universitaire, suppose généralement plusieurs années de formation. Son obtention rapide s'explique par des connaissances livresques ou par d'hypothétiques études parisiennes antérieures. L'université jouit alors d'une excellente réputation parce qu'on y valorise l'expérience et, plus globalement, s'y joue le renouvellement de la discipline.

Au printemps 1531, il consacre un enseignement aux commentaires des textes grecs des Aphorismes d'Hippocrate et de l'Ars parva de Galien. L'originalité de Rabelais ne tient pas dans le choix de ces auteurs, qui font autorité, mais dans la préférence qu'il accorde aux manuscrits grecs plutôt qu'à la vulgate latine découlant de traductions arabes. Il s'intéresse également à la botanique médicale, qu'il étudie avec Guillaume Pellicier, ou encore à l'anatomie, assistant au moins à une dissection organisée par Rondelet le 18 octobre 1530.

Au printemps 1532, Rabelais s'installe à Lyon (qu'il surnomme « Myrelingues la brumeuse »), grand centre culturel où fleurit le commerce de la librairie. Le 1er novembre, il est nommé médecin de l'Hôtel-Dieu de Notre-Dame de la Pitié du Pont-du-Rhône, où il exerce par intermittence. D'après le témoignage de ses amis, il acquiert une solide notoriété dans son domaine, comme l'atteste l'ode élogieuse de Macrin. Il figurera d'ailleurs en 1556 dans un répertoire de médecins

illustres publié à Francfort-sur-l'Oder. Ces années lyonnaises s'avèrent fécondes sur le plan littéraire. Il publie chez l'imprimeur Sébastien Gryphe un choix des œuvres médicales précédemment annotées à Montpellier, édite les Lettres médicales de Manardi et le Testament de Cuspidius. Cet opuscule juridique, comportant le testament d'un Romain et contrat de vente de l'Antiquité, s'avère être une supercherie de deux humanistes italiens, découverte à la fin du xvie siècle.

En 1532, Pantagruel sort des presses de Claude Nourry, sous le pseudonyme d'Alcofribas Nasier, parodiant l'ouvrage anonyme Grandes et inestimables chroniques du grant et enorme geant Gargantua, un recueil de récits populaires, de verve burlesque, s'inspirant de la geste arthurienne. Peut-être que Rabelais n'est pas étranger à l'écriture ou à l'édition de cet ouvrage encore énigmatique mais d'une qualité littéraire médiocre. Le succès immédiat de son premier roman l'incite sans doute à écrire, au début de 1533, la Pantagrueline Prognostication, almanach moqueur à l'égard des superstitions.

Le pseudonyme, dont le prénom est repris dans Gargantua, laisse supposer un désir de ne pas confondre ses ouvrages savants et ses fantaisies gigantales : « un savant médecin ne pouvait inscrire son nom sur la couverture d'un ouvrage si peu sérieux ». La mention « abstracteur de quinte essence » renvoie, quant à elle, à l'alchimie à la mode au xvie siècle. Si ce premier roman s'inscrit dans une verve burlesque, il témoigne également déjà de la grande érudition de son auteur qui s'est plu à farcir le texte de références antiques et contemporaines.

Témoignant d'un don prodigieux pour l'invention verbale dans ses romans parodiques Gargantua et Pantagruel, François Rabelais a donné à la langue française ses lettres de noblesse. « Guerre picrocholine », moutons de Panurge « abbaye de Thélème », « Dive Bouteille » et « substantifique moelle » sont autant de traces que les aventures de ses géants ont laissées dans la langue. Contemporain de François Ier, premier monarque de la Renaissance française, et des premières tensions avec la religion réformée naissante, Rabelais est un écrivain humaniste à la curiosité pétillante. Son rire paillard d'érudit bon vivant résonne encore.

Antoine Rabelais, son père, était avocat au siège royal de Chinon et apparenté aux plus grandes familles de sa province. La Devinière est la

maison des champs que possédait son père. François Rabelais entre dans les ordres, chez les cordeliers, puis chez les bénédictins 1524. Il s'inscrit à l'école de médecine de Montpellier 1530 et obtient le grade de docteur en médecine en 1537. Médecin errant de France et d'Italie protégé par la famille Du Bellay, il encourt la censure de la Sorbonne pour son *Pantagruel* et son *Gargantua*. *Gargantua le père* Vie inestimable du grand *Gargantua* 1534. *Pantagruel le fils* Horribles et Épouvantables Faits et Prouesses du très renommé *Pantagruel* orthographe moderne 1532, Second Livre Tiers Livre 1546 Quart Livre 1552. L'ensemble du Cinquième Livre, publié de façon posthume en 1564, n'est pas attribué à Rabelais avec certitude. Les aventures sont écrites dans ce que l'on appelle aujourd'hui le moyen français, soit le français tel qu'on le parlait entre les xive et xvie siècles. « Mieux est de ris que de larmes écrire Pour ce que rire est le propre de l'homme. » Avertissement en vers du *Gargantua*. « science sans conscience n'est que ruine de l'âme » *Pantagruel*, chap. VIII, lettre de *Gargantua* à *Pantagruel*.

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### **INGLIZ TILI VA O‘ZBEK TILIDA YAXSHILIK VA YOMONLIK KONSEPTUAL TIZIMI**

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***Annotatsiya : Ushbu maqolada insoniy tuygʻular bilan birga yaxshilik va yomonlik konseptual tizimining nafaqat oʻzbek tilida balki ingliz tilida qanday maʼno ahamiyat kasb etishi va shu bilan birga konseptual tizim oʻzi nima ekanligi va insoniylik tuygʻularining chambarchas bogʻliqligi haqida umumiy tushunchalar keng yoritilgan.***

**Kalit soʻzlar :** *Konseptual tizim, ingliz tili , oʻzbek tili, yaxshilik, yomonlik, insoniy tuygʻular*

Zamonaviy kognitiv tilshunoslikning va lingvomadaniyatning asosiy atamalaridan biri bu-konsept atamasidir. Sir emas konsept atamasi insonning tafakkur xususiyatlari va uning muammolari bilan qiziquvchilarning diqqatini oʻziga jalb etib kelmoqda. Konsept tushunchasi koʻplab atoqli tilshunos olimlar tomonidan keng tadqiq va mushohada qilinib, ularning har biri bu termin yoki tushunchani turlicha individual tarzda talqin qilishgan. Hozirgi kun tilshunosligidagi eng dolzarb yoʻnalishlar qatoriga biz bevosita sotsiolingvistika, kognitiv tilshunoslik, psixolingvistika, lingvokulturologiya, paralingvistika, etnolingvistika, antropololingvistika kabilarni koʻrsatishimiz mumkin. Shulardan kognitiv tilshunoslik ayni damda yurtimizda rivojlanib borayotgan tilshunoslikning oʻziga xos bosqichlaridan biri ekanligi ahamiyatlidir.

Yaxshilik va yomonlik-axloqshunoslik fanining juft tushunchasi hisoblanadi. Odamlarning xatti-harakatlariga, ijtimoiy hodisalarga berilgan ijobiy yoki salbiy bahoni ifodalaydi. Yaxshilik - eng muhim fazilat boʻlib, inson faoliyatining asl va azaliy mohiyatini anglatadi. U insonga kuchli ruhiy lazzat bagʻishlashi barobarida, uni shaxsga aylantiradigan haqiqiy baxtga olib boradi. Yaxshilik insonning axloqiy va amaliy faoliyatida yuzaga chiqib, unda kamtarlik, ochiqkoʻngillilik, mardlik, halollik, insoflilik, adolat, rostgoʻylik kabi fazilatlar mujassam boʻladi. Yomonlik yaxshilikning ziddi, shaxs va jamiyat taraqqiyotiga toʻsqinlik qiluvchi illat.

Yomonlikka moyillikning vositalaridan biri kelajakka boʻlgan intizomni, eʼtiborni kuchaytirish orqali eʼtiborimizni hozirgi zamondan uzoqlashtirishdir yaʼni odamlar yaxshi kelajakni orzu qilib hozirgi hayotida koʻplab yomonliklarga qoʻl urmoqda. Hozirgi holatidan mamnun boʻlmay kelajakda yaxshi hayot kechirish maqsadida turli jinoyatlarga, korrupsiya holatlariga qoʻl urayotganlar talaygina. [1]

Ingliz milliy madaniyatida ham aforizmlarning ahamiyati yuqori hisoblanadi. Chunki aforizmlar shu xalq vakillariga tegishli boʻlib, har bir aforizm oʻzida xalqning hayotini aks ettiradi. Quyida ingliz lisoniy tasvirida “yaxshilik” va “yovuzlikni” ifoda etuvchi bir qancha aforizmlarga toʻxtalib oʻtamiz. It is not from reason that justice springs,

but goodness is born of wisdom Adolat paydo bo'lishi aqldan emas, biroq ezgulik donolikdan tug'iladi. Muallif bu hikmatli so'zlari bilan yaxshilikni kelib chiqish sababi donolik va aql zakovat ekanligiga ishora qilmoqda.[2]

Yaxshilik bu amaldagi sevgi, o'z qo'li bilan yerga bo'lgan muhabbat, yelkasidagi og'ir yukni sevish, doimo yaxshilik qilib yurgan inson izidan borishdir. Yaxshilik qilish bu qilayotgan amallarini sevishi, mehnat qilishdan qochmaslik, yelkasida turgan vazifalardan tonmaslik va uni sidqidildan bajarish hamda yaxshilik qilishni o'ziga odat qilgan insonlar yo'lidan ketish kabi xislatlarni o'z ichiga oladi.

Hech narsani sodiq do'st bilan taqqoslash mumkin emas va hech qanday oltin va kumush uning sadoqati hamda yaxshiliklariga teng kelolmaydi. Ushbu aforizm ingliz tilidagi A friend in need is a friend indeed maqoliga mos keladi ya'ni haqiqiy do'st kulfatda bilinadi. Insonning yaxshi va yomon kunlarida yonida qarindoshlaridan tashqari haqiqiy do'stlari ham turadi, imkoni boricha do'stiga yordam qo'lini cho'zadi. Kerak paytda ko'rsatilgan yordam esa yaxshilikdir. Bunday yaxshiliklarning qiymatini biz ingliz xalqining aforizmlarida ko'rishimiz mumkin [3]

Ingliz rohiblaridan biri Rohib Augustin yaxshi va yomon insonlarga quyidagicha ta'rif berib, ular orasidagi farqni mohirona tasvirlagan. “The good man is free, even if he is a slave. The evil man is a slave, even if he is a king” -Yaxshi inson ozoddir garchi u qul bo'lsa ham. Yomon inson quldir garchi u shoh bo'lsa ham. Evil so'zi ham ot ham sifat so'z turkumi bo'lib kelishi mumkin. Ushbu aforizmدا evil sifat so'z turkumida kelib yomon, yovuz kabi ma'nolarni beryapti. Aksariyat hollarda esa evil ot so'z turkumida kelib, yovuzlik, yomonlik kabi ma'nolarni anglatadi. Misol uchun, Evil requires the sanction of the victim-Yomonlik qurbonining tasdig'ini talab qiladi. Ushbu misolda keltirilishicha, yomonlik o'z o'zidan bo'lib qolmaydi ya'ni insonni o'zi unga xohish, yoki tasdiq bildirmasa yovuzlik aslo sodir bo'lmaydi. Yomonlikdan o'zini tiyish uchun insondan kuchli iroda va sabr talab etiladi.

Yuqoridagilardan shuni ko'rishimiz mumkinki, yaxshilik va yovuzlik konseptlari mavhum tushuncha hisoblanib bevosita insonning bilish jarayoni bilan bog'liqdir. “Yaxshilik” va “yovuzlik” konseptlarini



o‘zida ifoda etgan aforizmlar bevosita muallifning ijod mahsuli bo‘lib, o‘zining yo o‘zi guvoh bo‘lgan holatlarga bildirgan xolisona yondashuvi hisoblanibgina qolmasdan, balki davrining, jamiyatning qarashlarini va hayot tarzini o‘zida mujassam etgan haqiqatlardir.

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### LA VIE ET LA JEUNESSE DE BALZAK

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**Annotation :** Dans cet article on reconnaît Honoré de Balzac comme une célébrité par ses récits fantastiques et philosophiques qui renonce au genre « vie privée ».

**Mots clés:** endetté, œuvre titanesque, philosophique, dramaturge, journalisme.

Biographie courte de Honoré de Balzac - Honoré de Balzac naît à Tours le vingt mai mille sept cent quatre-vingt-dix-neuf. Sa famille est le fruit des mutations de l'époque qui voit émerger une petite bourgeoisie, à l'image de son père, directeur des vivres de la vingt-deux division militaire. Si la beauté des paysages tourangeaux semble avoir marqué l'enfance d'Honoré, ses premières années ne sont pas celles de l'innocence et du bonheur. Sa mère, une jeune femme de vingt-et-un ans mariée à un homme qui en a 53, ne donne guère d'affection à son fils aîné. Heureusement, Honoré est très proche de sa petite sœur Laure, future madame Surville, avec laquelle il instaure une complicité qui ne s'éteindra jamais. En 1807, Honoré découvre la solitude du pensionnat à Vendôme. Il revient à Tours en 1813 comme externe. Dès l'année suivante, en 1814, et alors que l'heure de la Restauration a sonné en France, la famille Balzac s'installe dans la capitale. Deux ans plus tard, Honoré entame des études de droits tout en suivant le métier de clerc de notaire. Son employeur, Jean-Baptiste Guillonnet-Merville, inspirera plus tard le personnage de Derville, présent notamment dans Le Colonel

Chabert. A vingt ans, Honoré de Balzac est bachelier en droit, mais il renonce à la carrière de juriste : il veut être écrivain. Dès 18vingt, Balzac rédige ses premières œuvres. Il se concentre sur le théâtre et traite la révolution anglaise. Mais son Cromwell reçoit un accueil défavorable. Tout comme la plupart de ses futures pièces, il ne sera jamais joué. Face à ces difficultés, Balzac ne renonce pas. Il se consacre à l'écriture "alimentaire" en publiant des romans d'aventure sous divers pseudonymes. Certaines de ses œuvres sont d'ailleurs le fruit de collaboration. A défaut d'exprimer son génie, Honoré travaille son style. A cette époque, il est l'amant de Laure de Berny, une femme de vingt-deux ans son aînée. A partir de 1825, Balzac tente l'aventure de l'édition avant de s'essayer à l'imprimerie un an plus tard. Les résultats sont désastreux et le criblent de dettes quasiment pour le reste de sa vie. En 1828, il décide de limiter ses ambitions à la littérature, ou tout du moins à l'écriture, puisque ce sont ses articles de presse qui lui donnent l'argent pour survivre. C'est ainsi que jusqu'en 1833, Balzac se consacre essentiellement au journalisme où, après la Révolution de Juillet, il affiche ses convictions légitimistes. Il convoite d'ailleurs un poste de député en 1831, sans y parvenir. Par ailleurs, il affiche déjà un goût du luxe qu'il n'aura jamais les moyens d'assumer. urant cette décennie, hormis une nouvelle tentative malheureuse dans la presse avec la création de la Revue parisienne, Balzac ne se hasarde plus dans des projets aventureux. Il se contente d'être le cauchemar des éditeurs, en corrigeant sans relâche ses manuscrits. Il va jusqu'à provoquer 17 allers-retours avec l'imprimeur avant d'accepter une version définitive. Il poursuit la rédaction de son œuvre La Comédie humaine, ainsi que sa relation épistolaire avec l'ukrainienne Eve Hanska. A partir de 1843, les deux amants se décident à suivre une vraie relation, faite de voyages en Europe. Balzac dépense des fortunes, espère un enfant qui sera mort-né, avant que le mariage puisse aboutir le 14 mars 1850.

Malade, fatigué par de nombreuses crises cardiaques, épuisé par son travail et ses excès, Honoré de Balzac s'éteint le 18 août 1850 à Paris dans son "palais" de la rue Fortunée. La Comédie humaine de Balzac Tour à tour dramaturge aux manuscrits rejetés par les théâtres, imprimeur criblé de dettes se réfugiant en Touraine pour fuir ses créanciers ou journaliste fustigeant le libéralisme au nom de ses

convictions légitimistes, Honoré de Balzac a transposé son ambition et son incroyable énergie dans tous les projets qui le séduisaient. Capable d'écrire des dizaines d'articles de presse en une année, auteur de milliers de lettres et de plus de cent œuvres littéraires, il travaillait jusqu'à 18 heures par jour, comme saisi par l'urgence de livrer au monde son inspiration géniale. Celle-ci prend corps dans La Comédie humaine, œuvre titanesque en perpétuel mouvement. Les années 1830 voient en effet mûrir le projet littéraire de Balzac.

A partir de 1834, il planifie un projet littéraire d'ampleur structuré par trois formes fondamentales : les scènes, elle-même divisées en scènes de la vie privées, scènes de la vie de province" et scènes de la vie parisienne. Renforcées plus tard par les scènes de la vie de campagne et les scènes de la vie militaire, elles constituent la base de l'édifice. Balzac les présente comme des études de mœurs. La deuxième forme est celle des études philosophiques qui partent des effets pour remonter aux causes. Enfin, les études analytiques doivent remonter aux principes.

En 1840, Balzac trouve le nom de son œuvre qu'il intitule La Comédie humaine, certainement en référence à la Divine comédie de Dante Alighieri. En signant un contrat avec les éditeurs Furne pour la publication de cette œuvre encore inachevée, Balzac qui est toujours endetté, parvient à négocier une importante commission par exemplaire vendu. L'édition est précédée par un célèbre avant-propos qui expose les théories littéraires et philosophiques de l'auteur. Publiée l'année en 1841 celle-ci regroupe aujourd'hui 95 romans, nouvelles, essais, ou contes de l'auteur. A travers cette oeuvre, la volonté de Balzac était de décrire de façon quasi-exhaustive la société de son époque en explorant tous les groupes sociaux, de différents espaces géographiques à différents moments de leurs vie.

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## THE ISSUE OF THE NATURE OF CONCEPTS

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**Annotation.** *Concepts are of central importance to an overall theory of cognition and the mind. Our thoughts, especially those that express or involve propositions are analyzed and distinguished from one another by appeal to various facts involving concepts and our grasp of them. Similarly, our linguistic utterances that express propositions also express concepts, since concepts are normally thought to be closely related to, or even identified with, the meanings of entities like predicates, adjectives, and the like. Our understanding and interaction with the world also involves concepts and our grasp of them.*

**Key words:** *concepts, communication, image of the world, picture of the world, abstract, immaterial, contextual realization, material, concrete, issue, nature, philosophy, perspicuous, language, mind.*

Concepts are hierarchical and their relationships form a system "image of the world", "picture of the world." Perhaps the most successful terms that express concepts and communication system as cognitive structures, and how language incarnations, are the terms "linguo-rithorical picture of the world" and "linguistic image of the world", as stated, that "the structure and system of linguo-rithorical picture of the world form the cultural concepts".

Eventfulness of the concept is defined by its function in the human mind, its participation in the thinking process. Concept and verbal, contextual realization of being in a relationship similar to the phoneme relations and sound, morpheme and morph. Language Concept is abstract, immaterial, while the speech, contextual realization are material and concrete. [3, 159]

The concept can be considered as the sum of its "external" and internal categorical relatedness, semantic structure, which has a strict logical organization. At the heart of the concept is original, prototypical

model of the basic meaning of the word (i.e., an invariant of all the meanings of the word). In this regard, we can speak of the central and peripheral zones of the concept. The latter is capable of divergence, causing removal of new derivatives of the central values.

The concept plays the role of mediator between culture and person, realized in the language being the medium in which there is a conceptual representation of the general cultural concepts, such as 'being', 'reality', 'consciousness', 'knowledge', 'reason' " faith, "" experience, "the" thing ", " reality ", " activity ", etc.

When considering the language as a medium of representation of meaning, it is appropriate to correct the statement of Yu.S.Stepanov: "concept – is the meaning of the word" statement: the concept –is a meaning, embodied in the word by the subject of the word, based on existing concepts of the culture systems.

Our understanding that a given thing is a member of a given category is at least partly in virtue of our grasp of concepts, and so are our acts of categorizing.

Such capacities involve our knowledge in an essential way, and thus such philosophical issues regarding our epistemic capacities are tied to issues about concepts and their nature. There may be some features and capacities of the mind that do not involve concepts, but certainly the vast number of them do, and thus the task of identifying the correct general theory of concepts is significant to the philosophy of mind, philosophy of language, cognitive science, and psychology.

The issue of the nature of concepts is important in philosophy generally, but most perspicuously in philosophy of language and philosophy of mind. Most generally, concepts are thought to be among those things that count as semantic values or meanings (along with propositions). There is also reason to think that concepts are universals (along with properties, relations, and others), and what general theory of universals applies to concepts is thus a significant issue with respect to the nature of concepts.

Whether concepts are mind-dependent or mind-independent is another such issue. Finally, concepts tend to be construed as the targets of analysis. If one then treats analysis as classical analysis, and holds that all complex concepts have classical analyses, then one accepts the

classical view. Other views of concepts might accept the thesis that concepts are targets of analysis, but differ from the classical view over the sort of analysis that all complex concepts have. [1, 200]

As semantic values, concepts are the intensions or meanings of sub-sentential verbal expressions such as predicates, adjectives, verbs, and adverbs. Just as the sentence “The sun is a star” expresses the proposition that the sun is a star, the predicate “is a star” expresses the concept of being a star (or [star], to introduce notation to be used in what follows). Further, just as the English sentence “Snow is white” expresses the proposition that snow is white. and so does the German sentence “Schnee ist Weiss,” the predicates “is white” in English and “ist Weiss” in German both express the same concept, the concept of being white (or [white]).

The intension or meaning of a sentence is a proposition. The intensions or meanings of many sub-sentential entities are concepts.

Concepts are also generally thought to be universals. The reasons for this are threefold: A given concept is expressible using distinct verbal expressions. This can occur in several different ways. My uttering “Snow is white” and your uttering “Snow is white” are distinct utterances, and their predicates are distinct expressions of the same concept [white]. My uttering “Snow is white” and your uttering “Schnee ist Weiss” are distinct sentences with their respective predicates expressing the same concept ([white], again).

Second, different agents can possess, grasp, or understand the same concept, though such possession might come in degrees. Most English speakers possess the concept [white], and while many possess [neutrino], not many possess that concept to such a degree that one knows a great deal about what neutrinos themselves are.

Finally, concepts typically have multiple exemplifications or instantiations.

As universals, concepts may be treated under any of the traditional accounts of universals in general. Realism about concepts (considered as universals) is the view that concepts are distinct from their instances, and nominalism is the view that concepts are nothing over and above, or distinct from, their instances. *Ante rem* realism about concepts is the view that concepts are ontologically prior to their instances—that is,



concepts exist whether they have instances or not. *In re* realism about concepts is the view that concepts are in some sense “in” their instances, and thus are not ontologically prior to their instances. [2, 425]

Conceptualism with respect to concepts holds that concepts are mental entities, being either immanent in the mind itself as a sort of idea, as constituents of complete thoughts, or somehow dependent on the mind for their existence.

Conceptualist views also include imagism, the view (dating from Locke and others) that concepts are a sort of mental image. Finally, nominalist views of concepts might identify concepts with classes or sets of particular things (with the concept [star] being identified with the set of all stars, or perhaps the set of all possible stars). Linguistic nominalism identifies concepts with the linguistic expressions used to express them (with [star] being identified with the predicate “is a star,” perhaps). Type linguistic nominalism identifies concepts with types of verbal expressions (with [star] identified with the type of verbal expression exemplified by the predicate “is a star”).

In conclusion we can say that concepts are valuable for people at all points. Without those people couldn’t communicate at all, because concepts have communicative and semantic importance, they include cultural and pragmatic features. They are universal for all people. They exist, no matter we know about them or not yet. Concepts come from the imagination and the notion, and then, after the concept comes the meaning. This is the full picture of our perception of the world and communicative feature.

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## ENGLISH AS A SECOND LANGUAGE IN DIFFERENT COUNTRIES

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*Ingliz tili va adabiyoti ta’lim yo’nalish*

*331-guruh talabalari*

A great deal of communication today in English is held between people who are non-native speakers. English is the common link between many origins and cultures. ESL stands for English as a Second Language and is **used to describe non-native speakers of the English language**. If you are learning English in the United States, Australia, Canada or other English-speaking countries, the term could apply to you. English language in Uzbekistan As Uzbekistan becomes more open, Uzbeks, especially university students, are embracing the United States and the rest of the Western world. The most effective and beneficial way young Uzbeks are welcoming and engaging with these new relationships is through the English language. Many young Uzbeks strive to master the English language. At many universities across the capital, Tashkent, many Uzbek students enroll in English language courses. For many, the English language is a break from the past and represents a new future. For young men, English language is a natural step in their business endeavors. As one male student mentioned, “The English language will help me establish strong business connections and make my business wealthier.” For many female students I spoke with they view the English language as a way to gain a professional career in translation or further their higher education pursuits. Uzbeks take education seriously, with many vying for master’s and doctorate degrees. For many students, both inside the capital and also in the regions, studying the English language is a step in this goal to attain advanced degrees in the United States and Europe. Before, learning outside Uzbekistan was reserved for elites, but now that many universities are offering English language courses, Uzbek students from all economic backgrounds desire to study abroad in English-speaking countries. One advantage of the desire to learn English for Western countries is that by learning English, Uzbek students will have the opportunity to study in Western countries, later returning to Uzbekistan

and bringing with them Western ideas. This will further the development of their country and continue to achieve more “open” policies. English language in Singapore Singapore has a bilingual education policy, where all students in government schools are taught English as their first language. **Students in Primary and Secondary schools also learn a second language called their "Mother Tongue" by the Ministry of Education, where they are either taught Mandarin, Malay, or Tamil.**

Almost all Singaporeans are bilingual since Singapore's bilingual language education policy promotes a dual-language learning system. Learning a second language has been compulsory in primary schools since 1960 and secondary schools since 1966.[11] English is used as the main medium of instruction. On top of this, most children learn one of the three official languages (or, occasionally, another approved language) as a second language, according to their official registered ethnic group. Since 1 January 2011, if a person is of more than one ethnicity and their race is registered in the hyphenated format, the race chosen will be the one that precedes the hyphen in their registered race.

English language in India. India has two national languages for central administrative purposes: Hindi and English. Hindi is the national, official, and main link language of India. **English is an associate official language.** The Indian Constitution also officially approves twenty-two regional languages for official purposes. Generally, English is used among Indians as a ‘link’ language and it is the first language for many well-educated Indians. It is also the second language for many who speak more than one language in India. The English language is a tie that helps bind the many segments of our society together. Also, it is a linguistic bridge between the major countries of the world and India.

English has special national status in India. It has a special place in the parliament, judiciary, broadcasting, journalism, and in the education system. One can see a Hindi-speaking teacher giving their students instructions during an educational tour about where to meet and when their bus would leave, but all in English. It means that the language permeates daily life. It is unavoidable and is always expected, especially in the cities. The importance of the ability to speak or write English has

recently increased significantly because English has become the de facto standard. Learning English language has become popular for business, commerce and cultural reasons and especially for internet communications throughout the world. English is a language that has become a standard not because it has been approved by any ‘standards’ organization but because it is widely used by many information and technology industries and recognized as being standard. The call centre phenomenon has stimulated a huge expansion of internet-related activity, establishing the future of India as a cyber-technological super-power. Modern communications, videos, journals and newspapers on the internet use English and have made ‘knowing English’ indispensable.

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**FRANSUZ TILIDA SO‘ZLARNING KELIB CHIQISHI**

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**Annotatsiya:** *Ushbu maqolada Fransuz tilida So‘zlarning kelib chiqishi haqida*

**Kalit so‘zlar:** *So‘zlar, Etimologiya, Fransuz so‘zlarini kelib chiqishi*

Les mots (so‘z)-tilning narsa hodisalar, jarayonlar va hususiyatlarni nomlash uchun xizmat qiladigan eng muhim strukturaviy birligidir, bir hil tarifga mos keladigan kichikroq birliklarga bo‘lib bo‘lmaydigan tovushlar yoki (yozma tilni nazarda tutsak) harflardir. Misol uchun:

Nous faisons le devoir.

Biz uy vazifasini bajaryapmiz.

To‘rtta so‘zdan iborat gapdir.

Har bir so‘zlarning tarixi bor. Ular asrlarni bosib o‘tadi va asrlar davomida rivojlanadi. Ularning tarixini o‘rganishga Etimologiya

deyiladi . U so‘zlarning rivojlanishi haqidagi fanni ham, so‘zlarning kelib chiqishini ham belgilaydi.

Etimologiya –( yunoncha) - so‘z; so‘zning haqiqiy manosi deganidir. Etimologiya ko‘pincha bugungi kundagi so‘zlarning ma‘nosini tushunishga va ularni ma‘nosini tushunish uchun ularning tarixini qayta ko‘rib chiqishga imkon beradi .

Misol uchun, fransuzcha **rien** so‘zi lotincha **res** so‘zidan kelib chiqqan bo‘lib , “bir narsa “ degan ma‘noni anglatadi , ya‘ni fransuz tilidagi bugungi ma‘noga teskari. Ammo aynan shu etimologiya

**trois fois rien ou un petit rien** kabi iboralarni tushunishga imkon beradi.

Yana bir nechta misollar keltirib o‘tsak “ Voyage” .

“Voyage” so‘zini eslab o‘tish o‘zi orzu qilish uchun kifoya qiladi; o‘rganishni kutayotgan olis mamlakatlarni, suvi feruza rangga bo‘yalgan oq qumli plajlarni, ulug‘vor manzarali hashamatli tog‘larni yoki buyuk tarixiy boylikka ega shaharlarni tasavvur qilamiz.

“Voyage” so‘zi lotincha viaticum so‘zidan kelib chiqqan bo‘lib , “sayohat uchun mablag‘ “ , “ sayohat uchun pul “deganidir

“Vacances” so‘zi hayotimizda kata ahamiyatga ega so‘zlardan biri .

“Vacances” so‘zi so‘zi lotincha “vacans” dan kelib chiqqan bo‘lib “vacare” fe‘lining o‘tgan zamon shakli bo‘lib , “mahrum bo‘lmoq “ , “bo‘sh biror narsadanmahrum bo‘lmoq “degan ma‘noni anglatadi. Birlikda bo‘sh o‘rin joy bo‘lsa ,ko‘plikda “Vacances “ bo‘sh vaqtga ega bo‘lish degan ma‘no tushuniladi.

Endi,fransuz tili so‘zlarini kelib chiqishiga qaraydigan bo‘lsak bu juda qadimdan shakillangan desak mubolag‘a bo‘lmaydi.

**Les Gaulois**, yani fransiyan bosib olgan kelt xalqlaridir. Ulardan qolgan ba‘zi bir so‘zlar qishloq ho‘jaligida hali ham ishlatilib kelinyotgan atamalardir:

Le chene-eman , chinor

le bouleau- terak

une tonneau-o‘rtasi teshik ulkan chan(yog‘och bo‘lakcha)

un sillon- omoch izi , jo‘yak

un char-arava

un charrue- arava soz

Ularni ko‘plab joy nomlari ham saqlanib qolgan:

Avallon ( aballo, ”pomme”)

Bievres (beber, “castor” ), etc.

Galiya bosib olgandan so‘ng milloddan avvalgi 1-asrda Lotin tili boshqaruv , cherkov , qonun va armiya tiliga aylandi. Agar hozirgi kundagi Fransuz tilida eng ko‘p uchraydigan 1000 ta so‘zni oladigan bo‘lsak , so‘zlarning 50 % to‘g‘ridan to‘g‘ri Galiya tilida so‘zlashadigan lotin tilidan keladi.

Bazi bir fransuz tilida qabul qilingan lotin so‘zlarining ro‘yxati:

Ab ovo - Des le commencement, des l’origine

Bene sit – tant mieux

Campos – conge d’ecolier

Decorum- l’apparence; ce qui orne, decore

Ergo- donc

Ex professo- habillement , en maître

His – ici; obstacle majeur.

Bosqinlar davrida franklar’vestgotlar va boshqalar tomonidan olib kelingan **German so‘zlari** lotin tilidagi so‘zlashuv so‘zlari bilan aralashib ketgan . Ular Fransuz tilida galiya so‘zlariga qaraganda ancha kata o‘rin tutadi; ular faqat otlar emas sifatlar va fe’llar hamdir.

Galik ,lotin va german so‘zlarining zaxirasi qaysidur manoda, Fransuz tilidir.Ko‘pincha lotincha so‘zlar deyarli o‘zgartirilmagan:

Animal, plante , lavabo, examen, prospectus, famille ,agenda , humus , mica etc...

Asrlar davomida Fransiya dunyoning barcha burchaklaridan kelgan bir qator mamlakatlar bilan Aloqada bo‘lgan : savdo aloqalari, Kashfiyot sayohatlari. Narsalar ( mahsulotlar , o‘simliklar va hayvonlar ) sayohat qilgan va o‘zlarining kelib chuiqqan mamlakatlar nomidan olingan. Shunday qilib Fransuz tiliga yuzlab xorijiy so‘zlar kirdi:

Misol uchun:

Italiyadan kirib kelgan so‘zlar’ taxminan 850 ta: sabzavotlar va mevalarning nomlari, harbiy atamalar , arxitektura va san’at atamalari va boshqalar

Ispan tilidan 300 ga yaqin so‘zlar : koproq ekzotik so‘zlar,

des fruits- mevalar (tomate, ananas) ,

des produits- mahsulotlar (tabac, cacao),

des objets- narsalar ( canot , hammac),



Ingliz tilidan kirgan so‘zlar : turizm, sport vat emir yo‘l lug‘atidagi atamalar ( rail, wagon, train)

Xulosa o‘rnida shuni takidlashimiz kerakki fransuz tili so‘zlar tarixi juda qadim zamonlarga borib taqaladi. Bu maqolada bir nechta so‘zlarni misol qilib oldim.

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## LA LITTERATURE FRANÇAISE DU XX SIECLE

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**Annotation:** *La littérature du XXe siècle se caractérise par une grande diversité de styles et de formes d'écriture, reflétant la complexité et les bouleversements de cette époque. Le surréalisme est un mouvement important de la littérature française du XXe siècle, qui est marquée par une grande diversité de styles, de mouvements et de thèmes.*

**Les mots clés:** *Le surréalisme, sociaux, la littérature, la politique, XXe siècle, le modernisme, le surréalisme, l'existentialisme, le postmodernisme*

La littérature du XXe siècle est marquée par de nombreux mouvements littéraires tels que le modernisme, le surréalisme, l'existentialisme et le postmodernisme. Les auteurs les plus célèbres de cette période incluent Ernest Hemingway, James Joyce, Virginia Woolf,

Franz Kafka, Albert Camus, Samuel Beckett, Gabriel García Márquez et Jorge Luis Borges. La littérature du XXe siècle a été influencée par des événements historiques tels que les deux guerres mondiales, la Guerre froide et les mouvements sociaux et politiques comme le féminisme et le mouvement des droits civiques.[1:93]

La littérature du XXe siècle se caractérise par une grande diversité de styles et de formes d'écriture, reflétant la complexité et les bouleversements de cette époque. Les auteurs ont cherché à explorer de nouveaux modes d'expression, remettant en question les conventions littéraires traditionnelles.

Le surréalisme est un autre mouvement important de la littérature du XXe siècle, qui a émergé dans les années 1920. Les écrivains surréalistes ont cherché à explorer l'inconscient et l'imagination, en utilisant des techniques d'écriture automatique et en créant des images étranges et surréalistes.

Le postmodernisme est un mouvement littéraire qui a émergé dans les années 1960 et qui a remis en question les idées de la modernité et de la vérité objective. Les écrivains postmodernes ont utilisé des techniques narratives complexes, mélangeant les genres et les styles d'écriture pour créer des œuvres qui reflètent la fragmentation et la diversité de la société moderne.

La poésie : Apollinaire libère la poésie des contraintes formelles (Alcools, 1913, Calligrammes, 1918) tandis que Valéry tend vers une poésie pure (La Jeune Parque, 1917). Saint-John Perse construit une œuvre poétique secrète et exigeante (Eloges, 1911, Anabase, 1924), couronnée par le prix Nobel en 1960. Le talent de Cocteau s'exprime dans tous les genres: poésie, roman, cinéma, théâtre, peinture.[2:102]

Le roman : Proust bouleverse l'art du roman: À la recherche du temps perdu (1913-1927) est organisé comme une cathédrale. L'œuvre dépasse l'autobiographie pour reconstruire l'édifice immense du souvenir ». La diversité de l'œuvre de Gide trouve son unité dans l'effort de sincérité de l'auteur, présent derrière des personnages contradictoires (L'Immoraliste, 1902, Si le grain ne meurt, 1920). Malraux et Saint-Exupéry puisent dans leur expérience personnelle la matière de leur œuvre: pour le premier, l'homme lutte contre l'angoisse de la mort par l'action, l'expérience de la fraternité et l'affirmation de sa liberté (La

Condition humaine, 1933); les personnages du second réfléchissent sur les limites de l'homme, sa volonté et sa responsabilité (Vol de nuit, 1931, Le Petit Prince, 1943). Enfin Céline, dans une écriture proche de l'oralité (Voyage au bout de la nuit, 1932), développe une vision du monde d'un pessimisme radical.

Le théâtre : L'écrivain catholique Claudel s'impose surtout pour ses drames lyriques (L'Annonce faite à Marie, 1912). Principal dramaturge de l'entre-deux-guerres, Giraudoux réinvestit les mythes anciens pour dire le tragique du présent: La guerre de Troie n'aura pas lieu (1935). Le surréalisme concerne tous les arts. Mouvement de révolte et d'engagement politique, il veut changer la vie ». L'inconscient, l'écriture automatique permettent d'explorer l'inconnu. Breton (Le Manifeste du Surréalisme, 1924), Aragon, Eluard, Soupault, Artaud, essayent de transformer le monde.

L'existentialisme marque l'après-guerre. Dans un monde sans Dieu, l'homme est condamné à être libre et donne du sens à sa vie par ses actes et son engagement. Sartre définit cette nouvelle morale dans L'existentialisme est un humanisme (1946). Camus combat le sentiment de l'absurde par la révolte et le refus de tout ce qui empêche l'individu d'être libre (La peste, 1947, L'Homme révolté, 1951)

Le nouveau roman remet en question la tradition romanesque pour établir une relation différente entre le lecteur et le texte: L'ère du soupçon (Sarraute, 1956). Pour Butor, Simon, Robbe-Grillet, Duras, ce sont les points de vue, la narration, la durée intérieure, la description qui sont importants, et non plus l'histoire racontée. Le personnage est souvent réduit à des voix. Le théâtre de l'absurde remet aussi en cause personnage et langage. Ionesco et Beckett jouent sur des situations qui semblent ne pas avoir de sens, dérangent le confort du spectateur. En poésie, le succès rencontré par l'écriture tendre et révoltée de Prévert (Paroles, 1946) a parfois fait oublier l'originalité des œuvres de Michaux et de Ponge.[1:92]

La production de romans à dominante autobiographique explose, même si des écrivains comme Le Clézio, Echenoz, Modiano, Orsenna, Maalouf, et Koltès ou Schmitt pour le théâtre, ne font pas partie de cette catégorisation. Entre témoignage et distance ironique, chant d'exil et travail de mémoire, créations stylistiques et jeux sur le sens, s'imposent

les écritures d'une nouvelle génération: A. Begag. L. Sebbar, N. Bouraoui revendiquent la multiplicité des appartenances[1:93]

En résumé, la littérature du XXe siècle est marquée par une grande diversité de styles et de mouvements littéraires, reflétant les bouleversements politiques, sociaux et culturels de cette époque. Les écrivains ont cherché à explorer de nouvelles formes d'écriture, remettant en question les conventions littéraires traditionnelles et créant une littérature plus subjective et expérimentale.

La littérature française du XXe siècle est également marquée par des événements historiques tels que les deux guerres mondiales, la décolonisation et les mouvements sociaux des années 1960. Ces événements ont influencé les écrivains de l'époque et ont donné lieu à une littérature engagée et politique, représentée par des auteurs tels que Albert Camus, Jean-Paul Sartre et Simone de Beauvoir[2:96]

Enfin, la littérature française du XXe siècle est caractérisée par une forte présence de femmes écrivains, qui ont contribué à l'émergence d'une littérature féminine et féministe.

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#### **ONA VATANIMNING BUYUK FARZANDLARI**

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**Annotatsiya:** Ushbu maqolamizda Vatan degan tushunchaning etimologik kelib chiqish tarixi, Insonlar tafakkurida singishi va anglashinishi, buyuk ajdodlarimiz naznida ona vatan timsoli. Ularning ilmiy merosi haqida.

**Kalit so‘zlar:** *Etimologik, vatan, oila, vatan tuyg‘usi, Amir Temur, Alisher Navoiy, Abu Nasr Farobiy,*

Bir donishmandning “Bilimning o‘zi kamlik qiladi, siz – uni qo‘llashingiz kerak, xohishning o‘zi kamlik qiladi, siz – uni amalga oshirishingiz kerak”, - degan so‘zlari mohiyatidan kelib chiqadigan bo‘lsak, biz o‘zimizdagi mavjud imkoniyat va iqtidorni yanada kamol toptirish, ularni amalda qo‘llay bilish orqaligina eng baland marralarni egallashimiz mumkin. Buning uchun esa yurtimizda barcha shart-sharoit muhayyo. Ayniqsa bizni Vatanimizda keng ko‘lamda. Inson biror narsani anglashi uchun avvalo, unga oid manbalar, ajdodlar qoldirgan meroslarni sinchiklab o‘rganib chiqishi talab etiladi. Shunday ekan, vatan haqida ham gapirishdan oldin u haqida bir necha tushunchalarimizni aytib o‘tamiz.

Vatan — kishilarning tug‘ilib o‘sgan joyi, yurti, mamlakati; tarixan muayyan xalqqa tegishli hudud hamda uning tabiati, aholisi, o‘ziga xos taraqqiyoti, tili, madaniyati, turmushi va urf-odatlar majmui. Vatan — (arab. vatan — ona yurt) kishilarning yashab turgan, ularning ajdod va avlodlari tug‘ilib o‘sgan joyi, hududi, ijtimoiy muhiti, mamlakati.

Vatan kishi yoki avlodlar tug‘ilib o‘sgan va kamol topgan zamin, o‘lkadir. Vatan ostonadan boshlanadi, deb bejiz aytmaydi xalqimiz. Tili, e‘tiqodi, urf-odatlar va milliy sifatlari bir bo‘lgan avlodlar yashagan va yashayotgan jo‘g‘rofiy muhit vatanni ifoda etadi.

Vatan — insonning o‘z uy-ro‘zg‘ori, yashab turgan diyori ma‘nosida tushunilib, u keng va tor ma‘noda ham qo‘llaniladi. Biror xalq vakillari jam-ul jam yashab turgan, ularning ajdodlari azal-azaldan istiqomat qilgan hudud nazarda tutilsa, bu keng ma‘nodagi tushunchadir. Kishi tug‘ilib o‘sgan uy, mahalla, qishloq nazarda tutilsa bu tor ma‘nodagi tushunchadir.<sup>2</sup>

Vatan – bu inson va uning avlod-ajdodlari kindik qoni to‘kilgan muqaddas dargohdir. Vatan – bu ajdodlar maskani, el-yurt, xalq voyaga yetgan, uning tili, tarixi, madaniyati, urf-odatlar, qadriyatlari chinakamiga shakllanib, o‘sib, kamol topib boradigan zamindir. Uni asrab avaylash har birimizning farzandlik burchimizdir.

Vatanni qalban chuqur his qilish uchun xalqning vatanparvarlik na‘munalarini bilish, uni e‘zozlash, qadriga yetish, mustahkamlash

kerak. Mana shu tuyg‘ular, mana shu go‘zal insoniy oliy fazilatlar bugungi erkin kunimiz uchun haqiqiy vatanparvarlik na‘munadir. Vatan millat idroki bilan mavjuddir, ya‘ni millat Vatanning ustunidir. Faqatgina shu zaminda yashagani uchun emas, balki, uni sharaflagani, shuhratga burkagani va ona yerni Vatan bilgani ham unga uyg‘undir.

o‘Vatan tuyg‘usi – bu o‘z xalqini sevish, u bilan faxrlanish, uni hurmat qilish va qadriga yetish deganidir. Vatan tuyg‘usi – bu shu aziz yurti o‘zining halol peshona teri bilan obod etgan ajdodlarimizni doimo eslamoq demakdir. Vatan tuyg‘usi-bu o‘z aqli, idroki bilan jahon taraqqiyotiga ulkan xissa qo‘shgan vatandosh buyuk allomalarimiz, mutafakkirlarimiz, xadis va tasavvuf ilmining sultonlarini unutmaslik demakdir. Vatan tuyg‘usi-bu ona Vatanimiz ozodligi yo‘lida shaxid bo‘lgan buyuk ajdodlarimizni yodda tutish demakdir. Vatan tuyg‘usi-bu aziz va go‘zal yurtimizda yuksak e‘tiqod bilan yashash va unga hamisha chin farzand bo‘lish demakdir. Ana shunday tuyg‘u, hislarga ega bo‘lgan inson o‘z Vatani sevmasligi, undan yiroqda bo‘lganida uni qo‘msamasligi mumkin emas. [3]

Jamiyatni rivojlantirish va davlatni mustahkamlashda milliy g‘oyaning o‘rni beqiyos. Zotan, bugun eng qudratli deya e‘tirof etiladigan AQSH, Angliya, Germaniya, Xitoy, Rossiya, Turkiya, Yaponiya kabi davlatlar siyosati ham milliy g‘oya ustiga qurilgan. Shu asnoda, Prezidentimiz bugungi kunda eng global darajaga olib chiqayotgan vatanparvarlik, avvalo, oiladan, maktabdan, qolaversa, biz har kuni muomala qiladigan tildan ozuqa oladi.

Vatanni xalqsiz tasavvur qilish qiyin. Vatanimizni mustaqillikka erishuvida eng muhimi, eng asosiysi-xalqimiz o‘zining sabr matonatini, donishmandligini bag‘rikenglikni, mehnatsevarlik fazilati va bunyodkorlik qudratini, begilangan maqsad sari avvalo o‘z kuchi va salohiyatiga tayangan holda qat’iyat bilan borishga qodir ekanini butun dunyoga namoyon etdi. Vatanparvarlikni yoshlarga singdirishda ma‘naviyat, axloq-odob, ma‘rifat kabi o‘lmas qadriyatlarga suyanmoq kerak. Mana shu uch buyuk qadriyatni xalqimiz asrlar davomida hamisha e‘zozlab kelgan. Bizning muqaddas dinimiz ham, butun Sharq falsafasi ham bu qadriyatlarni ulug‘lagan, ularni ijtimoiy taraqqiyotining eng muhim shartlari deb bilgan. Bevosita tariximizga nazar tashlaydigan bo‘lsak, ona yurtimizdan yetishib chiqqan hamda



dunyoni o‘z aqli zakovatlar va ilmi bilan lol qoldirgan buyuk shaxslar - davlat boshqaruvida Temuriylar saltanati asoschisi Amir Temur, Ilm fanda “Ikkinchi muallim” deb nom olgan Farobiy, “So‘z mulkining sultoni” Alisher Navoiy, Muhaddislar sultoni Imom-al Buhoriy, Algoritm atamasi uning nomidan olingan Al Xorazmiy, butun dunyo tibbiyotini o‘z asarlarida jamlagan Abu Ali Ibn Sino, astronomiya bilan shug‘ullangan ham olim ham hukmdor Mirzo Ulug‘bek, Hindistonda uch asrdan ortiq hukm surgan Boburiylar davlati asoschisi Zahiriddin Muhammad Bobur va ko‘plab ajdodlarimizni aytishimiz mumkin.

Buyuk ajdodlarimiz Sohibqiron Amir Temur bobomiz ham Vatanning boshlang‘ich bo‘g‘ini bo‘lgan oila haqida katta islohotlar va tadbiriy ishlar ko‘plab o‘tkazganini aytib o‘tishimiz mumkin.[1]

„Yangi O‘zbekiston” siyosatining bosh negizida ham, yurtboshimizning har bir chiqishlarida ham millat davomiyligini ta’minlaydigan, jamiyat taraqqiyotini belgilaydigan oilalarning farovonligini oshirishga va mustahkamlashga katta e’tibor qaratilmoqda. Oila xususida fikr bildirar ekanlar Prezidentimiz Shavkat Mirziyoyev “Odamlarimiz bilishi kerak. Oila muqaddas biz uchun, oilani saqlab qolmasak, biz o‘zligimizni yo‘qotamiz”, [2] deya oilaning naqadar ijtimoiy ahamiyatga ega ekanligini ta’kidlaganlar.

Shuningdek Ajdodlarimizdan qolgan buyuk ilmiy meros bizga eng kerakli manba bo‘lib xizmat qilib keladi. Ayni shu manbalar asosida O‘zbek davlatchiligini shakllanishi asosiy ahamiyatga ega ekanligini unutmasligimiz ham kerak. Prezidentimiz Shavkat Mirziyoyev ham aytadiki: “Buyuk ajdodlarimizning betakror va noyob ilmiy-ma’naviy merosi biz uchun doimiy harakatdagi hayotiy dasturga aylanishi kerak...” deb. [4]

Navoiyshunos olimlarimiz ta’kidlaganidek, Uchinchi Renessansning mustahkam poydevori Navoiyni anglashdan boshlanadi. Navoiyni anglash o‘zlikni anglash demakdir. Buyuk ajdodlarimiz yuksak darajalarga qanday erishganini ularning hayot yo‘llariga bir nazar solib, ijodlaridagi hikmatlarni o‘qib, uqib va tahlil qilib anglashimiz, lozim bo‘ladi. Alisher Navoiydek shaxslar o‘z-o‘zidan yetishib chiqmaydi, albatta. Buning uchun o‘ziga yarasha ilmiy-madaniy muhit mavjud bo‘lishi kerak. Navoiy oilasining ilm ahli muxlisi bo‘lganligi, temuriylar saroyiga yaqinligi uning barkamol tarbiya

topishida muhim o‘rin tutgan. U temuriyzodalar, xususan, bo‘lajak sulton Husayn Boyqaro bilan birga ta‘lim-tarbiya olgan. Manbalarda ko‘rsatilishicha, Alisher Navoiyni 4 yoshida boshlang‘ich maktabga berishadi va u, asosan, diniy bilimlardan ta‘lim oladi. To‘qqiz yoshida Qur‘onni karimni yod olib, o‘smirligidayoq to‘liq o‘rganadi. Qur‘on, hadis, tafsir, fiqh, tasavvuf, she‘riyat, adabiyot, tilshunoslik, falsafa va boshqa ilmlarni ham mukammal egallab, zabardast olim darajasiga yetadi.

Qadimiy rivoyatlarda Sharqda 33 mingdan ziyod mashoyiq o‘tgani naql qilinadi. Navoiy “Nasoim ul-muhabbat” asarida o‘sha davrda yashab o‘tgan tasavvuf shayxlari, mashhur faylasuf olimlar haqida ko‘plab ma‘lumot bergan. Bu ulug‘ allomalar o‘z amallari, hayot tarzlari, yuksak axloqiy fazilatlarini, odob namunalarini bilan xalqni ma‘rifatga, insof-u diyonatga chorlagan. Nafaqat Sharq allomalaridan Navoiy hazratlarini ilmiy merosi, bundan ham ko‘plarini misol qilib aytishimiz mumkin. Xususan Farobiy hazratlarini ham ilmiy merosi juda ham katta ahamiyatli deb bilaman. “Fozil odamlar shahri” kitobi hozirgi kunda qanday jamiyat barpo qilish kerak degan savolga javob berib kelmoqda.

Abu Nasr Forobiyda bunday ta‘limotni uchratamiz:

“Kishini yaxshi ishlar qilishga va go‘zal xulq sohibi bo‘lishga da‘vat etuvchi ichki (axloqiy) sifat “fazilat” deb ataladi. Odamlarni xunuk xatti-harakati va illatga da‘vat etuvchi ishtiyoqlar “razolat” deyiladi, bular insondagi kamchiliklar va xatoliklar ifodasidir”

Hikmatning birinchisi — saodat manzili va u hamisha g‘olibdir. Ikkinchisi — jaholat botqog‘i va u mudom mag‘lubdir. Ilm sohiblari fazilatli kishilardir va ular elda, yurtida qadr-qimmat topadilar, mehr va hurmatga sazovor bo‘ladilar. Ilmdan benasib kishilar esa umrini behalovat va besamar o‘tkazadi. Ilm insonni sharaflaydi va yuksaltiradi.

Odamdan Hotamgacha, Hotamdan shu damgacha yashagan barcha olimu fuzalolarimiz ta‘lim-tarbiyaga oid bunday misollarni ko‘p va xo‘p aytganlar. Buyuk yunon olimi Aristotel “Vatan taqdirini yoshlar tarbiyasi hal qiladi”, desa, o‘zimizning ma‘rifatparvar bobomiz Abdulla Avloniy “Bizlar uchun tarbiya yo hayot — yo mamot, yo najot — yo halokat, yo saodat — yo falokat masalasidir”, deydi.

Bilim olishni istamaydigan, ustoziga mehr ko‘rsatmaydigan, otanasining qadriga yetmaydigan, o‘tkinchi hoyu havaslarga berilib, vaqtini behuda o‘tkazadigan yoshlarning kelajagi yo‘qdir.

Ma'lumki, Imom Buxoriy qirq yil mobaynida ilmiy safarda bo'lib, ijodiy faoliyati davomida yigirmadan ziyod asar yozgan. Uning ilmiy merosi hajmi, zamonasining ijtimoiy-ma'naviy ilmlarini to'la-to'kis qamrab olgani bilan kishini hayratga soladi. Muhammad ibn Ismoil Buxoriy juda yosh paytidayoq kitob yozishni boshlagan. Xatib Bag'dodiy uning o'zidan rivoyat qiladi: “O'n sakkiz yoshga yetganimda sahoba va tobeinlarning masalalari va qavllarini ta'lif qila boshladim. Bu Ubaydulloh ibn Musoning davrida bo'lgan edi. O'sha paytda “Tarix” kitobimni Rasululloh sollallohu alayhi vasallamning qabrlari yonida oydin kechalarda tasnif etdim”.<sup>7</sup>

“Tahzibul kamol” va boshqa kitoblarda keltirilishicha, mashhur olim Is'hoq ibn Rohavayh Imom Buxoriyning “Tarix” kitobini Xuroson amiri Abdulloh ibn Tohirning oldiga olib kirib: “Ey amir! Sizga sehrni ko'rsataymi?!” degan. Abdulloh ibn Tohir kitobni bir varaqlab ko'rganidan keyin hayratini yashirmasdan: “Buning qanday tasnif qilinganiga fahmim yetmayapti”, degan.

Donishmandlik uyida ishlagan olimlardan biri Al-Xorazmiy edi. Al-Xorazmiyning matematika va astronomiyadagi xizmatlari shunday beqiyoski, uning nomi O'rta asr Yevropasida algoritmus matematik atamasiga aylandi. Al-Xorazmiy birinchi bo'lib, sinuslar jadvalini bergan edi, tangens kiritildi, uning astronomiya bo'yicha jadvalidan keyinchalik Sharq va Yevropa olimlari keng foydalanganlar. Olimga katta shuhrat keltirgan uning matematik asarlari hisoblanadi. Uning arifmetik risolasi Yevropani hind pozision sistemasi nol, arab raqamlari, butun sonlar va kasrlar ustida amallar bilan tanishtirdi.

Al-Xorazmiy algebraik risolasida ikkita maxsus amal kiritgan. Birinchisi-to'ldirish-manfiy sonni tenglamaning bir tomonidan ikkinchisiga o'tkazish bo'lib, undan al-jabrdan algebra so'zi kelib chiqdi. Bir matematik bu qoidani quyidagicha ifodalagan:

Tenglamani yechishda, Agar biror qismida, farqi yo'q qaysisida, Manfiy had uchrasa, biz har bir tomonga, teng had beramiz, faqat boshqacha ishora bilan, va musbat natijani topamiz.

Ikkinchi amal - val –muqobala - tenglamaning ikkala qismlarida teng hadlarni qisqartirish hisoblanadi.

Al-Xorazmiy risolalari matematika bo'yicha arab tilidan lotin tiliga Yevropada tarjima qilingan birinchi asarlardan edi, XVI asrgacha

algebra algebra va muqobala san’ati deb atalgan edi. Sharq matematiklaridan meros bo‘lgan chiziqli va kvadrat tenglamalar haqidagi ta’limot Yevropada algebra rivojlanishi uchun asos bo‘ldi. Al-Xorazmiy mexanika bilan ham shug‘ullangan. Bu fanga uning «Fanlar kitobi» bir bobi bag‘ishlangan. Bu kitobda mashinalar tavsifi va ularni ishlatish bo‘yicha tavsiyalar berilgan bo‘lib, harbiy mashina va pnevmatik asboblarga bag‘ishlangan bo‘lim ham mavjud bo‘lgan.

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## **INGLIZ TILIDA OG`ZAKI NUTQNI OSHIRISHDA NOVERBAL MULOQOTNING O`RNI**

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***Annotatsiya:*** Ushbu tezis ikkinchi til o‘rganuvchilar o‘rtasida ingliz tilida og‘zaki nutqni yaxshilash uchun nonverbal muloqotni yoki tana tilini muhim qismini o‘rganib chiqadi. To‘g‘ri yuz ifodasi va ishoralar nutqni samarali yetkazishga va nutqni yanada qiziqarli qilishga yordam beradi. Shunga qaramasdan, noverbal ishoralar foydalanish o‘rganuvchilar uchun qiyinchilik tug‘dirishi mumkin, va o‘qituvchilar noverbal muloqotni o‘quvchilarning muloqot ko‘nikmalarini oshirish maqsadida o‘qitish uslublariga qo‘shishlari mumkin.

***Kalit so‘zlar:*** nonverbal kommunikatsiya, tana tili, to‘g‘ri yuz ifodasi, ishoralar, o‘rganuvchilar, o‘qituvchilar.

Nolverb muloqot inson muloqotining asosiy qismlaridan biridir. Shuningdek, noverbal muloqot ingliz tilida gapirish ko‘nikmalarini oshirishda muhim rol o‘ynashi mumkin, chunki u aytilayotgan so‘zlardan tashqari ma’no va hissiyotlarni yetkazishga yordam beradi.

Yuz ifodalari, ishoralar va tana tili kabi nolverb belgilardan foydalanish ikkinchi til o‘rganuvchilarga xabarlarini samarali tarzda yetkazishga va nutqini ko‘proq qiziqarli qilishga yordam berishi mumkin. Bu tezis ikkinchi til o‘rganuvchilarda gapirishni yaxshilashda nolverb kommunikatsiyasining rolini o‘rganishga yo‘naltirilgan.

Noverbal muloqot, shuningdek, tana tili sifatida ham tanilgan, inson muloqotining muhim tarkibiy qismidir. Noverbal muloqot so‘zlarni ishlatmasdan xabarlarini yetkazish uchun yuz ifodalari, imo-ishoralar va tana tilidan foydalanishni anglatadi. Noverbal muloqot ikkinchi til o‘rganuvchilarning og‘zaki ingliz tilini bilish darajasini oshirishda hal qiluvchi rol o‘ynaydi.

Og‘zaki ingliz tilida noverbal ishoralardan foydalanish ingliz tilini o‘rganuvchilarga o‘z xabarlarini samarali yetkazishga va nutqlarini yanada qiziqarli qilishga yordam beradi. Misol uchun, mos yuz ifodalaridan foydalanish so‘zlovchiga his-tuyg‘ularini ifodalash va xabarning ohangini yetkazishga yordam beradi. Shuningdek, imo-ishoralardan foydalanish muhim fikrlarni ta’kidlashga yordam beradi va nutqni esda qolarli qiladi.

Tadqiqotlar shuni ko‘rsatdiki, noverbal muloqot til o‘rganish va o‘qitishning muhim tarkibiy qismidir. Bu ikkinchi tilni o‘rganuvchilarga ona tilida so‘zlashuvchilar bilan yanada samarali muloqot qilish imkonini berish orqali nutq qobiliyatlarini yaxshilashga yordam beradi. Noverbal ishoralar o‘quvchilarga xabar kontekstini tushunishga va so‘zlarning ma’nosini to‘g‘riroq talqin qilishga yordam beradi.

Noverbal muloqotning ingliz tilida gapirish mahoratini oshirishga yordam beradigan ba’zi usullari quyidagilar:

1. Tana tili: Tegishli tana tilidan foydalanish yetkazilayotgan xabarni mustahkamlashga yordam beradi. Masalan, ko‘z bilan aloqada bo‘lish, to‘g‘ri imo-ishoralardan foydalanish ishonch va ishonchlilikni yetkazishga yordam beradi.

2. Mimika: yuz ifodalari hissiyotlarni yetkazishga yordam beradi va aytilayotgan so‘zlarga urg‘u beradi. Misol uchun, tabassum samimiylik va iliqlikni bildirishga yordam beradi, qoshlarini chimirish esa tashvish, chalkashlik yoki taajublanishni ko‘rsatishi mumkin.

3. Ovoz ohangi: Ovoz ohangini o‘zgartirish urg‘u qo‘shish va his-tuyg‘ularni yetkazishga yordam beradi. Masalan, balandroq ovozdan



foydalanish hayajon yoki ishtiyoqni ko‘rsatishi mumkin, pastroq esa jiddiylik yoki hokimiyatni bildirishi mumkin.

4. Pauzalar: Pauzalardan samarali foydalanish asosiy fikrlarni ta’kidlashga yordam beradi va tinglovchiga taqdim etilayotgan ma’lumotni qayta ishlashga vaqt beradi.

5. Madaniy xabardorlik: Noverbal muloqotda madaniy farqlardan xabardor bo‘lish tushunmovchiliklardan qochish va turli madaniy me’yorlarga hurmatni bildirishga yordam beradi.

Umuman olganda, noverbal muloqotni ingliz tilida so‘zlash amaliyotiga qo‘shish, uzatilayotgan xabarni yetkazish va qabul qilishni yaxshilashga yordam beradi va ingliz tilida so‘zlash qobiliyatini oshirishga yordam beradi.

Biroq, og‘zaki ingliz tilida noverbal signallardan foydalanish ikkinchi tilni o‘rganuvchilar uchun qiyin bo‘lishi mumkin. Ular ingliz tilida so‘zlashadigan mamlakatlarda noverbal muloqot bilan bog‘liq madaniy me’yorlar bilan tanish bo‘lmasligi mumkin. Ushbu holat esa, noto‘g‘ri tushunish va noto‘g‘ri talqinlarga olib kelishi mumkin, shuning uchun ham ular noverbal belgilarni to‘g‘ri ishlatishni o‘rganishlari kerak.

Ushbu qiyinchiliklarni bartaraf etish uchun til o‘qituvchilari o‘zlarining o‘qitish usullariga noverbal muloqotni kiritishlari mumkin. Masalan, ular turli xil noverbal signallarni va ularning ma’nolarini namoyish qilish uchun video yoki rasmlardan foydalanishlari mumkin. Shuningdek, ular o‘quvchilarni rol o‘ynash yoki guruh muhokamalarida noverbal ishoralardan foydalanishga undashlari mumkin.

Ikkinchi til (ingliz tili)ni o‘rganuvchilar, shuningdek, ona tilida so‘zlashuvchilarni kuzatish va o‘zlarining noverbal ishoralarini mashq qilish orqali noverbal muloqot qobiliyatlarini yaxshilashlari mumkin. Shuningdek, ular ustida ishlashi kerak bo‘lgan holatlarni aniqlash uchun o‘qituvchilari yoki tengdoshlaridan fikr-mulohazalarini so‘rashlari mumkin.

Xulosa qilib aytganda, noverbal muloqot ikkinchi tilni o‘rganuvchilarning og‘zaki ingliz tilini bilish darajasini oshirishda hal qiluvchi rol o‘ynaydi. Tegishli noverbal signallardan foydalangan holda, o‘quvchilar o‘z xabarlarini samarali yetkazishlari va nutqlarini yanada qiziqarli qilishlari mumkin. Biroq, noverbal ishoralardan foydalanish



o‘quvchilar uchun qiyin bo‘lishi va ular bu qiyinchiliklarni yengish uchun o‘qituvchilarining ko‘rsatmalariga muhtoj bo‘lishi mumkin. Noverbal muloqotni til o‘qitish usullariga kiritish o‘quvchilarga muloqot qobiliyatlarini yaxshilashga va ingliz tilida so‘zlashish muhitda muvaffaqiyatga erishishga yordam beradi.

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**INGLIZ TILIDA TARJIMALARGA OID MUAMMOLAR**

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**Annotatsiya:** *Ingliz va o‘zbek xalq maqollarini tarjima qilish va muqobil variantini topish biroz mushkul vazifa. Chunki maqollar har xil huddudda har xil madaniyat, har xil ijtimoiy va iqtisodiy sharoitlarda vujudga kelgan va albatta ularning bir xil ma’noli ekvivalentini topish tilshunoslar uchun bir qancha qiyinchiliklar tug‘diradi. Bu jarayon esa o‘rganuvchidan madaniy konseptlarni tushunishda kognitiv va qiyosiy ongni talab qiladi.*

**Kalit so‘zlar:** *ingliz va o‘zbek maqollari, kognitiv tahlil, tarjima, ekvivalentlik, adekvatik muammolar.*

Ingliz maqollarini o‘zbek tiliga tarjima qilish, ularning o‘zbek tilidagi "adekvatik" - mos variantini topish bo'yicha ko'plab izlanishlar olib borilgan. Va albatta bunday tarjima jarayonida tilshunoslar adekvatik muammosi bilan yuzma yuz keladi. Bunga sabab yuqorida aytib o'tganimizdek, ikki xalq o'rtasidagi madaniyatlar xilma xilligi. Ikkinchidan, maqollar tuzilish jihatdan ham xilma xil bo'lib, bu muammo ikki tilning grammatik tuzilishi bir biriga teskariligiga borib taqaladi. Bilamizki, ingliz tili Hind-Yevropa tillar oilasiga kirsam, o'zbek tili Oltoy tillar oilasiga kiradi. Va bu farq ham ikki til birliklari, xususan maqollarni tarjima qilishda qiyinchilik tug‘diradi. Ingliz tilining grammatik, leksik

xususiyatlarini o'rganish bilan birga ingliz xalqining madaniy hayotini ham chuqur o'rgangan va o'zlashtirgan tadqiqotchigina ingliz so'z birliklari, ayniqsa ingliz xalq maqollarining o'zbek tilidagi munosib ekvivalentini topishda xatosiz ishlay olishi mumkin.

Lakoff va Tyorner 1 maqollarni kognitiv tahlil qilish jarayoni Buyuk Zanjir Metaforasi (The Great Chain Metaphor) nazariyasi orqali amalga oshiriladi degan fikrni ilgari surdilar. Ushbu nazariya to'rtta bilim vositasini o'z ichiga oladi va bu yondashuvlar maqollarni butun bir kontekstda talqin qilishga yordam beradi. Bu to'rtta yondashuvlar quyidagilar: Umumiy ma'lumot metaforasi (Generic is specific), Yaratilishning Buyuk Zanjiri (The Great Chain of Being), Narsalarning tabiati (The Nature of Things), Og'zaki Iqtisod prinsipi (The Principle of Verbal Economy) kabi nomlanib barchasi maqollardagi konseptlarni tushunishga, tahlil qilishga yordam beradi. Bu ikkita olim: " Bular bilan birgalikda, ikki tildagi maqollar bilan tanishganimizdan so'ng, ular odamlarning hayot jarayoni va bajaradigan ishlariga taalluqli ekanligini anglab yetamiz".- deb ta'kidlashgan. [ Lakoff & Tyorner; 1989; 175]. Lekin bu nazariyaga qarshi fikrlar ham bo'lgan xususan, Honek va Temple 3 BZM (Buyuk zanjir metaforasi) ni mukammal emasligini ta'kidlab o'tishgan.

**Asosiy qism.** Ingliz va o'zbek maqollarining adekvatik munosabati bilan shug'ullangan ko'plab tilshunoslarimiz ishlariga guvoh bo'lishimiz mumkin. Ulardan Karamatov va Karamatova2 larning yaratgan maqollar lug'ati bo'lmish "Proverbs. Пословицы. Maqollar" kitobida inglizcha maqollarning ruscha va o'zbekcha variantlari keltirilgan. Ushbu maqolada ham ularning tarjimasidan ba'zi namunalar keltirilgan. Bundan tashqari maqollar tarjimasi bilan shug'ullangan mashhur tarjimon G'aybullar Salomovning quyidagi fikriga to'xtalib o'tishni joiz deb topdik. U: "Ikki tildagi bir birini o'rniga kontekstsiz qo'llana oladigan, maqollar, idiomalar va aytimlar" ekvivalent birikma "deyiladi" degan.

Ya'ni ba'zi ingliz maqollari hech qanday kontekstsiz o'zbek maqollariga mos keladi. Bu ekvivalentlar ham leksik ham semantik xususiyatiga ko'ra to'liq mos keladigan ya'ni to'liq ekvivalent, yana ba'zi maqollar qisman ekvivalent, uchinchi tur maqollar esa faqat

ayrim kontekstlardagina (vaziyatlarda, asar ichida ) ekvivalent bo'la oladigan maqollarga bo'linadi. Bunga ko'ra to'liq adekvat - mos keladigan maqollarni ko'rib chiqamiz. Lightly come, lightly go - Yengil topilgan, oson ketar The bad news has wing - Yomon xabarning qanoti bor Better late than never - Hechdan ko 'ra kech Health is better than wealth - Sog 'lik oltindan qimmat A sound mind in a sound body - Sog' tanda sog 'lom aql.

Money begets money - Pulpulni topar.

Yuqorida keltirilgan misollarimizdagi ingliz maqollarining o'zbekcha varianti keltirilmagan taqdirda ham ham kognitiv tahlil qilinganda, ongimizda bir xil ma'no oson anglashiladi. Shuning uchun ham bu maqollarni adekvat maqollar ya'ni bir biriga oson mos keladigan maqollar deya olamiz. Ikkinchi tur qisman adekvat maqollar, semantik ya'ni tarjimadagi ma'no jihatdan o'zbekcha ekvivalent bilan o'xshash lekin, struktur jihatdan har xil maqollardir. Bu maqollar tarkibidagi so'zlar aynan bir biriga tajimada mos kelmasada sinonimi, ma'nodosh so'zlari qo'llangan va asosiysi ma'nosi bir xil.

Dod does not eat dog - Qarg 'a qarg 'ani ko 'zini cho 'qimas When it rains it rains on all alike - O 'rmonga o't ketsa, ho 'l-u quruq baravar yonadi.

Better pay the butcher than the doctor - Kasalni davolagandan, oldini olgan yaxshiroq.

Better an egg today than a hen tomorrow - Naqdi asal, nasiyasi kasal.

Mind your business - O 'zingni bil, o 'zgani qo 'y

Wait and see - Sabr tagi sariq oltin

Like mother, Like daughter - Onasini ko 'rib qizini ol.

Ayrim maqollar esa, strukturaviy ya'ni tuzilishiga ko'ra tubdan farqlanadi va bunday maqollarni kognitiv tahlil qilishimizda ya'ni ongimiz bilan mag'zini tushunishimizda ba'zi izohlarga muhtojlik sezamiz. Masalan:

Forbidden fruit is sweetest - Qo 'shnining tovug'i g'oz ko 'rinar, kelinchagi-qiz. Between the devil and deep blue sea - ikki o't orasida To know what is what - Ko 'zing borida yo 'l tani, esing boride el tani Forbidden fruit is sweetest maqolini tahlil qilsak, so'zma so'z tarjima

qilganimizda "Ta'qiqlangan meva eng shirini" deb tarjima qilinadi. O'zbekcha muqobil varianti esa:

"Qo'shnining tovug'i g'oz ko'rinar, kelinchagi-qiz", deb o'zbek tilshunoslari tomonidan qabul qilingan. Ya'ni ikkala maqolda ham tashqaridan qaralganda hamma narsa aslidan ko'ra boshqacha ko'rinishi ayniqsa birovga tegishli bo'lgan narsalar boshqaga aslidan ko'ra yaxshi ko'rinishi haqida tushuncha beradi. Ba'zi bir ingliz maqollarning o'zbek yoki boshqa qiyosiy tahlil qilinayotgan tilda bitta emas bir nechta ekvivalentlari uchrashi mumkin. Bunda muqobil variantini tanlash tilshunos yoki tarjimon zimmasidagi vazifa hisoblanadi va bu ularning tarjima mahoratiga, kontekstni kognitiv tahlil qila olish qobiliyatiga bog'liqdir. Masalan: ingliz tilidagi "After a storm comes calm " maqoliga nazar tashlasak, so'zma- o'z tarjima qilinganda: "Bo 'rondan keyin tinchlikkeladi" deb tarjima qilinadi. Lekin: "Zamonaningzindoni ham, handoni ham bor", "Oyning o 'n beshiyorug' o 'zn beshi qorong'u" "Suv ham bir loyqalanib tinadi" maqollarini ekvivalentlari tarzida keltira olamiz. Ushbu maqol qo'llangan ma'lum bir kontekstni tarjima qilishda maqolning muqobil ekvivalentini tanlash tarjimonning kognitiv va qiyosiy tahlil qila olish mahoratiga bog'liq. Ya'ni agar maqol oilaviy majorolar vaziyatida qo'llangan bo'lsa, yozuvchi albatta xalqimiz tomonidan oilaviy qiyin davrda, kelishmovchiliklarda ko'p qo'llanadigan "Suv ham bir loyqalanib tinadi" variantini tanlaydi. Umumiy ma'noda hayotdagi qiyinchiliklar nazarda tutib aytilgan vaziyatlarda yozuvchi "Oyningo 'n beshiyorug', o 'n beshi qorong'u" varianti qo'llaydi. Agar maqol jamiyatdagi siyosiy, iqtisodiy muammolar jarayonida keltirib o'tilganda tarjimon albatta "Zamonaning zindoni ham, handoni ham bor" variantini tanlashi aniq.

**Xulosa .** Ingliz va o'zbek tilida maqollardni tarjima qilishda, qiyosiy tahlil qilishda tilshunos va tarjimonlar maqollarni o'zbek tiliga yoki ingliz tiliga tarjima qilishda maqollarning adekvatik muamosi turadi ya'ni o'zbek tilidagi yohud ingliz tilida munosib variantini topish masalasi turadi. Aytib o'tganimizdek maqollardegı ingliz yoki o'zbek xalqiga xos bo'lgan milliy-madaniy kanseptlarini yaxshi bilgan tilshunos ingliz maqollarining o'zbek tilidagi muqobil variantini topa oladi. Chunki bu madaniy birliklarni oddiy so'zlovchi

tarjima qilishda qiynalishi tabiiy. Shuning uchun ham ikki til maqollarining qiyosiy lug'atiga muhtojlik sezamiz. Bunda tilshunosdan kognitiv ong va qiyosiy tahlil qila olish qobiliyati talab qilinadi.

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### **REPRESENTATION OF PROVERBIAL DISCOURSE IN CONCEPTUAL WORLDVIEW**

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**Abstract:** *this article explores the importance proverbs, as a form of language, have developed with the development of society, and have distinctive characteristics of the times. They cover all aspects of social life, customs and habits and reflect people's voices in the real social life.*

**Key words:** *linguistic unit, conceptual worldview, implicit meaning, cultural linguistics.*

Language is the most essential factor of characterizing every nation's beliefs, culture and the attitude to the world. As beliefs, worldviews and cultures do not look like to each other, proverbs and sayings of different nations are not the same. One of the most outstanding linguists Nida said that it is important to study the language of the nation when we study its culture. According to his point of view language and culture is an interrelation system, which was developed together at the same time. He explains it as follows: Cultural factors are deeply interwoven with the language, and thus are morphologically and structurally reflected in the forms of the language. [Teliya 1998:55].

Proverbs are a kind of ready-made words created by the masses of the people, reflecting and summing up the experiences and laws of history and modern life. Proverbs, as a form of language, have

developed with the development of society, and have distinctive characteristics of the times. They cover all aspects of social life, customs and habits and reflect people’s voices in the real social life.

Proverbs have been, are and will always be timeless. The variety and number of proverbs and proverbial phrases is boundless. No matter how old people are, what country they come from, proverbs are part of their heritage. To the way of thinking of all proverb users, they comprise a good portion of common sense, experience, wisdom and above all truth.

**Local Proverbs** — in a cultural region often internal differences appear, the classics (e.g. the Bible or the Confucian Analects) are not equally regarded as a source of proverbs in every language. Geographical vicinity gives also rise to another set of common local proverbs. These considerations are illustrated in several European and Far-Eastern languages, as English and Korean [Raymond 1956:153].

Proverbs are often borrowed across lines of language, religion, and even time. For example, a proverb of the approximate form “No flies enter a mouth that is shut” is currently found in Spain, Ethiopia, and many countries in between. It is embraced as a true local proverb in many places and should not be excluded in any collection of proverbs because it is shared by the neighbors.

Proverbs are used by speakers for a variety of purposes. Sometimes they are used as a way of saying something gently, in a veiled way. Other times, they are used to carry more weight in a discussion; a weak person is able to enlist the tradition of the ancestors to support his position, or even to argue a legal case. Proverbs can also be used to simply make a conversation/discussion more lively. In many parts of the world, the use of proverbs is a mark of being a good orator.

The study of proverbs has application in a number of fields. Clearly, those who study folklore and literature are interested in them, but scholars from a variety of fields have found ways to profitably incorporate the study proverbs. For example, they have been used to study abstract reasoning of children, acculturation of immigrants, intelligence, the differing mental processes in mental illness, cultural themes, etc. Proverbs have also been incorporated into the strategies of social workers, teachers, preachers, and even politicians.



A proverb is a short aphoristic saying with didactic sense in a rhythmically organized form [Cunin 1996:339]. Proverbs can tell us a lot about the mentality of any nation.

Proverbs and sayings develop creativity, enrich students' vocabulary, help them to learn the structure of the language, and to develop memory and the emotional expressiveness of speech. Thus, proverbs and sayings are multifunctional tools for teaching English. Their lexical and grammatical fullness allows the teacher to use them not only to explain and enhance many grammatical phenomena and enrich vocabulary, but also for the development of language skills. Using well-known proverbs and sayings greatly facilitates communication, helps to overcome the language barrier and reach a new level of cross-cultural communication by addressing the problems of understanding without explanation, namely to form communicative competence.

Proverbial discourse refers to the use of proverbs in communication and the study of their linguistic, cultural, and social functions. Proverbs are short, pithy statements that express conventional wisdom, moral lessons, or general truths in a concise and memorable manner. They are often handed down through generations and reflect the cultural values and beliefs of a community. Proverbial discourse serves various purposes in communication:

**Conveying Wisdom:** Proverbs are used to convey practical wisdom and insights gained from collective experiences. They encapsulate life lessons and offer guidance in different situations.

Example: "A stitch in time saves nine."

**Expressing Advice:** Proverbs are employed to offer advice or counsel to others. They are concise ways of communicating a recommended course of action or sharing common sense guidance.

Example: "Don't count your chickens before they hatch."

**Illustrating Cultural Values:** Proverbs reflect the cultural values, norms, and beliefs of a community. They serve as linguistic expressions of shared cultural knowledge and are used to reinforce and transmit cultural wisdom.

Example: "Actions speak louder than words."

**Enhancing Communication:** Proverbs can be used to add emphasis, clarity, or rhetorical impact to speech or writing. They provide concise

and memorable expressions that capture complex ideas in a succinct manner.

Example: "All that glitters is not gold."

Establishing Identity and Connection: Proverbs help create a sense of identity and belonging within a cultural or linguistic community. They serve as shared references that establish a common ground and foster a sense of connection and understanding among speakers.

Example: "Birds of a feather flock together."

Proverbial discourse is studied in various fields, including linguistics, anthropology, folklore, and cultural studies. Researchers analyze the form, structure, and content of proverbs, as well as their social and cultural contexts. They examine how proverbs are used in different speech communities, their variations across languages and cultures, and their role in communication and social interaction.

All in all, proverbs are crystal of language and culture, loaded with accumulated wisdom and strong national characteristics and distinct cultural implications. Therefore, it serves as a good means of introducing a nation's culture when used for communication. Translators should weigh the culture gap or culture conflict and do their best to avoid cultural misunderstanding during translating. And as for the concrete cultural strategies for translation, it will be discussed in the following parts in more details.

Overall, proverbial discourse plays a significant role in communication by encapsulating cultural wisdom, offering guidance, and enriching linguistic expression. Proverbs are a powerful tool for conveying meaningful messages concisely and connecting people through shared knowledge and experiences.

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## **“ZAMONAVIY TILSHUNOSLIK VA TARJIMASHUNOSLIK MUAMMOLARI”**

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**Annotatsiya:** Ushbu maqolada tilshunoslikning va tarjimashunoslikning dolzarbligi haqida so‘z yuritiladi. Bundan tashqari ulardagi zamonaviy yo‘nalishlar va turli xildagi muammolarni yechish to‘g‘risida mulohazalar yuritiladi.

**Kalit so‘zlar:** tilshunoslik, tarjimashunoslik, lingvistika, kommunikatsiya, til muammolari.

Asosiy xorij tilni tadqiq etishning asosiy metodlari va metodologiyasi masalalari, sintez va analiz tushunchalari, komponent va qiyosiy tahlil hamda xaraktereologik tahlil tushunchalariga izoh va shuningdek, sinxron va diaxron aspektdagi tadqiqotlar masalalari va tadqiq etish usullarining tasnif va tavsiflari o‘rgatilinishi nazarda tutilgan. Tarjimaning til muammolari. Tarjimaning lisoniy va g‘ayrilisoniy muammolari. Asl nusxa va tarjima o‘rtasidagi tavofutlar. Tarjimada jins kategoriyasi. Frazeologizmlar tarjimasining o‘ziga xos xususiyatlari. Frazeologizmlar va ularning tasnifi. Maqol, matal va iboralarning o‘zaro farqi. Frazeologizmlar tarjimasining asosiy prinsiplari. Tarjimada kompensatsiya. Tarjima va milliy kolorit. Tarixiy, milliy va mahalliy kolorit tushunchalari. Realialami tarjima qilish usullari. Milliy koloritning tarkibiy qismlari. Tarjimada “soxta ekvivalent” tushunchasi. Uzoq tillardan tarjima. Bir tildan ikkinchisiga - qardosh yoki qardosh bo‘lmagan tilga tarjima qilish. Yaqin tillardan tarjima. Muayyan tilning u yoki bu shevasidan adabiy tilga tarjima qilish. Tarjimada funksional uslublar. Muallif uslubi. Tarjimon uslubi. Asl nusxa muallifi uslubini tarjimada saqlash. Uslub qatlamlari. Ilmiy tarjima murakkabliklari. Ilmiy tarjimaning o‘ziga xos xususiyatlari. Ilmiy uslub va tarjima. Hozirgi ilmiy asarlar tarjimasining yutuqlari va kamchiliklari. Terminologiya va tarjima. Siyosiy-ijtimoiy matnlar tarjimasining o‘ziga xos jihatlari. Til va madaniyatning o‘zaro aloqasi. Til va madaniyatning o‘zaro aloqasi masalasi. Fanda “til-madaniyat”

masalasining o‘rganilishi. Madaniyat haqidagi tasawurlarning tilda namoyon bo‘lish usullari. Olamning lisoniy manzarasi. Olamning konseptual manzarasi. Muqobilsiz leksika va uni tarjimada berish yollari. Prezidentimiz Islom Karimovning 2012-yil 10-dekabrdagi “Chet tillarni o‘rganish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi qarori bunday yigit-qizlar safini yanada kengaytirish, ularning xalqaro ko‘lamda ilm olishga bo‘lgan qiziqishini kuchaytirish, xorijiy tillarni bilish darajasini yuksaltirishda muhim dasturilamal bo‘lmoqda. Mamlakatimizda zamonaviy pedagogik va axborot-kommunikatsiya texnologiyalaridan foydalangan holda o‘qitishning ilg‘or uslublarini joriy etish, xorijiy tillarni puxta o‘zlashtirgan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish, sohada xalqaro hamkorlikni rivojlantirish uchun qulay shart-sharoit va imkoniyatlar yaratilmoqda. Shuningdek, o‘zbek tilidan jahon tillariga va jahon tillaridan o‘zbek tiliga tarjimalarni keng yo‘lga qo‘yish, xorijiy tillarni mamlakat ta’lim tizimida izchil va chuqur o‘rgatish, iqtidorli yetuk mutaxassislarni tayyorlashga katta ahamiyat qaratilmoqda. An’anaviy tarzda o‘tkazib kelinayotgan mazkur anjuman ham xorijiy tillarni mukammal o‘zlashtirishdagi eng ilg‘or tajribalarni ommalashtirish, zamonaviy tilshunoslik va tarjimashunoslikning dolzarb masalalarini nazariy va amaliy jihatdan keng tahlil etish imkonini beradi. Anjumanda tillarni qiyosiy o‘rganish muammolari, tarjimashunoslikning nazariy va amaliy asoslari, qiyosiy tilshunoslik va tarjimashunoslik, soha mutaxassislari malakasini oshirish masalalariga bag‘ishlangan ma’ruzalar tinglandi. at turlari. Qo‘shma gaplar sintaksisi. Asosiy xorijiy tilning morfemik va morfologik belgilari, morfemika va morfologiya hisliunchalari, asosiy xorijiy tildagi affikslar spesifikasi va bu boradagi yondashuvlar. So‘z turkumlarining tasniflashdagi asosiy yondashuvlarning yuzaga kelish sabablari o‘rganiladi. Ular turli xil ilmiy asarlarga asoslangan holda tadbiq etiladi. O‘rganilayotgan tilda morfemalarning turlari. Grammatik ma’no. Grammatik kategoriya va uning turlari. Grammatik son kategoriyasi. Kelishik kategoriyasi. Grammatik zamon kategoriyasi. Mustaqil so‘z turkumi qatoriga mansub bo‘lgan ot, sifat, son, olmosh, fe‘l, ravish kabi so‘z turkumlariga xos xususiyatlar atroflicha o‘rganiladi. Ularga xos asosiy belgilar va shuningdek, mustaqil so‘z turkumlariga doir asosiy muammoli masalalar Yordamchi so‘z turkumlarining tadqiqiga oid ilmiy

ishlar, so‘z turkumlarini tahlil etishdagi asosiy yondashuv tiplari, jumladan, morfologik, leksik, struktur, funksional, sintaktik, stilistik tahlillar, maydon nazariyasi kabi masalalar atroflicha o‘rganiladi. Asosiy xorijiy tilning sintaktik qurilishiga oid umumiy ma’lumotlar, sintaktik qurilmalar, so‘z birikmasi, sintaktik birliklar, gapni tasniflash tamoyillari, asosiy sintaktik birlikning tuzilishiga ko‘ra tiplari, sodda gap, qo‘shma gaplar, gap turlarini shakllantiruvchi grammatik vositalar tahlili. Gap bo‘laklari. So‘z birikmalari. Zamon taraqqiyoti, axborot almashinuvining jadallashganligi bois bu kabi muammolar yuzaga kelishi tabiiy hodisa. Jarayonda faqatgina holis yondashuv uyushqoqlik va so‘nggi qarorni ko‘pchilikning muhokamasi bilan qabul qilish samara beradi. Zero, til - millat ko‘zgusi va u hammaning birdek mulki!

Sohalar bo‘yicha kichik guruhlariga bo‘linib, ixtisoslashuv tamoyilida ishlash.

(Masalan matematika sohasiga oid atama yoki terminlar tarjimasini, albatta, ayni shu soha egasi yaxshiroq tushunadi, his qiladi) Tarjima amaliyotida sohaning ayni vakillaridan tashqari tilshunoslarni jalb etish. (Keyinchalik til taraqqiyotiga qay darajada ta’sir etish omillarini batafsil o‘rganish yuzasidan) Maktab darsligi ona tili fani negiziga tarjimashunoslik, tarjimaning ahamiyati ta’sir doirasiga oid kichik matnlar berib, bu haqida boshlang‘ich va asosiy tushunchalarni o‘rgatish. Ma’lum bir fan yoki sohaga oid tarjima yakunlangach, konferensiya kuni belgilanib, oldindan tarjima matni va izohi taqdim etilgan holda shu oy yakunida kundan- 5 kungacha bo‘lgan muddatda tarjimani yetakchi mutaxassislar bilan birgalikda tahlil va tahrir etish.

Tahlil va tahrir jarayonida o‘girilayotgan til (deylik o‘zbek tili) ning imkoniyatlari, zahirasidan unumli va o‘rinli foydalanish.

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*Chet tillarni o‘qitishda zamonaviy yondashuvlar*

**SALBIY OBRAZLARNING BOLALAR TARBIYASIGA IJOBIY  
TA’SIRI XUSUSIDA**

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**Anotatsiya:** Ushbu maqolada bolalar adabiyotida salbiy obrazlarning haqida so‘z yuritiladi. Bundan tashqari obrazlarning badiiy tahlili hamda ularning bolalar tarbiyasiga ijobiy ta’siri haqida fikr yuritilgan.

**Kalit so‘zlar:** ertak, obraz, salbiy, ijobiy, topishmoq, ahloq, maqol.

Bolalar adabiyoti pedagogika fani bilan mustahkam bog‘langandir. Bu ikki fanning ham maqsad va vazifasi bir: Mustaqil mamlakatimizning yosh avlodiga chinakam aqliy, ahloqiy, estetik tarbiya berib, ularni davrimizning munosib farzandlari qilib yetishdirishdir.

Bolalar odatda ota-ona, bobo-buvilardan juda ko‘p alla, ertak, maqol, topishmoqlarni eshitadilar. Bu janrlar kichkintoylar kamolotida katta tarbiyaviy o‘rin tutadi. Ayniqsa xalq og‘zaki poetik ijodidagi eng boy va rang-barang janrlardan biri bo‘lgan ertaklarning xissasi juda kattadir. Xalq tomonidan yaratilgan ko‘plab ertaklarda bolalarnig o‘ziga xos hayoti chetlab o‘tilmagan. Hatto, turli yoshdagi bolalar uchun juda ko‘p maxsus ertaklar yaratilgan. Maktabgacha ta’lim va kichik maktab yoshidagi bolalarga tavsiya etiladigan ertaklar vositasida kichkintoylarga tabiat, ona-vatan, hayvonot olami haqida, to‘g‘ri so‘z, odobli bo‘lish, kattalarni xurmat qilish, kichiklarni e‘zozlash singari ezgu tuyg‘ular ularning ong-tushunchalariga yetkaziladi.

Ularning ko‘pchiligi dovyuraklik, vatanparvarlikdan tashqari, yaxshi kasb-kor egasi bo‘lish, xalq va vatan uchun jon fido qilishga chorlovchi asarlardan iborat bo‘ladi.

O‘zbek xalq ertakchiligi repertuarida, umuman jahonning ko‘plab ertakchiligi repertuarida sehrli ertaklar katta o‘rin egallaydi. Bu hildagi ertaklar sehrli, fantastik uydirmalar asosiga qurilganligi bilan ajralib turadi.



Ayniqsa sehrli ertaklarda ayollar obrazi alohida hurmat bilan tasvirlanadi. Shuning uchun ham ular chin sevgi, sadoqat, vafodorlik timsoli sifatida namoyon bo‘ladilar. Ammo ba’zan buning aksi ham bo‘lishi mumkin. Demoqchimizki, sehrli ertaklarda pari, yalmogiz, dev, ajdar, semurg‘ kabi fantastik va mifologik obrazlar sistemasi mavjud. Bularning ko‘pchiligi salbiy xususiyatlarga ega. Ayniqsa yalmog‘iz rolini ko‘proq ayollar obrazida ko‘ramiz, ya’ni yalmog‘iz kampir mana shunday sehrli ertaklarning ko‘pchiligida uchraydi.

Yalmog‘iz ibtidoiy inson tushunchasi bilan bog‘liq bo‘lgan mifologik obraz. Uning kelib chiqishi ayollar saltanati bilan bog‘lanadi. U eng avval muqaddas momo ta’svirlangan. Ayollar saltanati yemirilib erkaklar xukmronligi o‘rnatilgach, u salbiy personajga aylangan. Shu yalmog‘iz kampir salbiy personaj sifatida ertaklarda namoyon bo‘ladi. Hatto yalmog‘iz bilan bog‘liq joy, muhit, narsa va buyumlarda ham tilsim xarakteri mavjud. Xar bir tilsim yalmog‘iz yoki jodugarning naqadar yovuz va dahshatli kuch ekanidan dalolat beradi.

Yalmog‘iz ijobiy qahramonlarga qarshi qo‘yiladi. U go‘zal qiz, yigit, olma, gul, ilonga, aylanib, ijobiy qahramon payiga tushadi, uni ta’qib etadi. Lekin yalmog‘iz kampir har qancha qarshilik qilmasin, baribir ijobiy qahramon uning tilsimlarini biladi va oqibatda yengadi.

Ammo shunday ertaklar ham borki unda yalmog‘iz kampir obrazi bolalar tasavvurida ijobiy obraz sifatida namoyon bo‘ladi. Fikrimizga “Qoyilmaqom Bartek” multfilmini misol qilib olishimiz mumkin.

Multfilmlar ham bolalar hayotidagi eng ajoyib olamning bir turi, ya’ni bolalar multfilmlarga juda qiziqishadi. Demoqchimizki multfillar ham xalq og‘zaki ijodidan yoki shu yo‘nalish bo‘yicha ijod qilgan yozuvchilar asarlari bo‘yicha ishlanadi. Bu multfilm tarbiyaviy ahamiyatga juda boy. Chunki multfilmning bosh qahramoni oddiygina, kichkinagina ko‘rshapalakdir. Uni hamma Qoyilmaqom Bartek deb ataydi. Sababi u bir kattagina ayiq do‘sti bilan shaharma-shahar tomosha ko‘rsatib yuradi.

Uning bu jasoratidan hamma zavqlanadi, va hamma bunga ishonadi. Bir kunu bir mamlakatning shaxzodasi yo‘qolib qoladi. Uni shaxzodaning yordamchisi Ludmila hiyla ishlatib o‘sha shaharning hech kim yo‘lamaydigan minorasiga qamatib qo‘yib davlatni o‘zi boshqarmoqchi bo‘ladi. Xalqqa esa shaxzodani jodugar kampir o‘g‘irlab

ketdi deb jar soladi. Hech kim jodugar kampirning oldiga borib shaxzodani qutqarishga botinolmaydi. Xalq buni faqat “Qoyilmaqom Bartek” uddalay olishliga ishonadilar.

Ertakning asl mazmuni shundaki, yalmog‘iz kampirning shaxzodani yo‘qolib qolishiga hech qanday aloqasi yo‘q. Bu ertakda yalmog‘iz kampir ham ijobiy obraz hisoblanadi. Chunki u nafaqat shaxzodaning topilishiga, u Ludmila zulmidan xunob bo‘lgan xalqqa yordam beradi. Lekin uning bu yordamiga sababchi mittigina ko‘rshapalak.

Demak yalmog‘iz kampir syujeti hamma vaqt ham yovuzlik timsoli bo‘lavermaydi. U kimki yomon bo‘lsa yomonlik qiluvchi, yaxshi bo‘lsa yaxshilik qiluvchi obraz sifatida gavdalanadi. Bu bilan insonlarga, ayniqsa bolalarga faqat yaxshi inson bo‘lish kerakligi uqtiriladi, agarda kimki yomon bo‘lsa, o‘ziga ham shunday yomonliklar qaytarilishini bolalar xis qilishlari kerak.

Umuman olganda barcha badiiy asarlar – she‘rlar, hikoyalar, romanlar, ertaklar barchasi insonni inson bo‘lib yetishishida tarbiyaviy qurol bo‘lib xizmat qiladi.

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## **CHET TILLARINI O‘RGATISHDA LATIFALARNING AHAMIYATI**

*Abdug‘aniyev Bayrambek*  
**ADCHI talabasi**

**Annotatsiya:** Ushbu maqolada chet tillarini o‘rgatishda latifalarning matnlardagi o‘rni va ularni tadqiq etishda tasniflar va yondashuvlarning ahamiyati yoritilgan. Shuningdek, fransuz handalari ham til ruhini, millat hususiyatlarini ochib berishda muhim o‘rni ko‘rib chiqilgan.

**Kalit so‘zlar:** handa, sintaksis, lingua-madaniy, eksplisit, implisit

Ma'lumki, xorijiy tillarni o'rganayotgan talabalar, til fonetikasi, morfologiyasi, sintaksisini puhta bilishi kerak. Ayniqsa bunda o'z ona tilisi bilan qiyoslab o'rgansa til qonuniyatlari mukammalroq o'zlashtiriladi.

«Til bilgan el biladi» deb xalqimiz bejizga aytishmagan. Haqiqatdan ham inson qancha ko'p til bilsa imkoniyatlar eshigi shuncha keng ochiladi.

Professor A.A.Abdulazizov aytganidek, ``til dalillarini ongli ravishda o'zlashtirish, nazariy bilimlar ustida ongli ravishda ilmiy tadqiqotlar olib borish ham o'z ona tilimizni, ham xorijiy tillarni amaliy o'rganishda katta yordam beradi.

Xorijiy tillarni o'rganishda uning nafaqat fonetik va grammatik jihatlarinigina o'rganib qolmasdan, balki tilning lingua-madaniy tomonlarini o'rganishga ham katta e'tibor qaratilmoqda. Shu o'rinda fransuz handalari ham til ruhini, millat hususiyatlarini ochib berishda muhim o'rin tutadi.

Ma'lumki, xorijiy tillarni o'qitishda va o'rganishda kichik hajviy asarlar shunigdek, handalar muhim o'rin tutadi. Handalarni o'qish, eshitish eng yahshi mashq turlaridan biri hisoblanadi. O'quvchilar handalar orqali kulibgina qolmasdan balki, unda yashiringan ma'nolarni topishga, gap nima haqida borayotganligini o'ylab topishga o'rganadi. Bilamizki, handalar xalq og'zaki ijodining eng qadimgi va boy janrlaridan biridir.

Handalar odatda, xalqning urf-odatlarini, ruhiyati hamda axloqiy-estetik qarashlarini o'zida mujassamlashtirgan bo'ladi. Handalarda ham huddi topishmoqlardagi singari narsa va hodisalarning bir necha xil belgilari yashirin, sirli holda beriladi. Har bir handaning zamirida topilishi lozim bo'lgan bir ma'no va mazmun yashiringan bo'ladi.

Eksplisit va implisit ma'nolar o'ziga hos usulda kitobhonga yetkaziladi. Masalan: “Trois questions”

Je veux te poser 3 questions. -Lesquelles ? - A quoi sert la bouche ?

Pour manger les bonbons. - Et les yeux ? - Pour pleurer. - Et le nez ?

Pour se moucher. - Et maintenant répons à mes questions « Pourquoi avons – nous deux oreilles et une seule bouche ? » - Pour écouter beaucoup et parler peu.

Uch savol.

- Men senga uchta savol bermoqchiman. - Qaysilar? - Og‘iz nima uchun xizmat qiladi? - Shokolad yeyish uchun. - Ko‘zlarchi? - Yig‘lash uchun. Burunchi? - Burnini qoqish uchun. - Endi meni savolimga javob berchi "nimaga 2 ta qulog‘imiz va 1 ta og‘zimiz bor? - Ko‘p eshitish u va oz gapirish uchun.

#### Langue étrangère

Ce jeune chat a été envoyé à l’école des animaux par ses parents. Son père lui demande ce jour-là :

Ça marche, à l’école ? -Oh, Oui, papa!

Qu’est-ce que tu as appris aujourd’hui ?- Une langue étrangère.

La quelle ? L’anglais ? L’allemand ? Le français ?

Non, le chien . Et il fait : Ouah ! Ouah !

#### Chet tili

Mushukcha ota – onasi tomonidan hayvonlar maktabiga berildi. Birinchi kuni mushukning otasi so‘radi :

Maktabda ishlar qalay ?

Juda yaxshi, dada !

Bugun nimani o‘rganding ?

Bir chet tilini

Qaysi tilni ? Ingliz tilimi ? Nemis tilimi ? Fransuz tilimi ?

Yo‘q, it tilini, - deb – Vov, vov, - dedi.

Bu kichik tarjimalardan o‘quvchi ma’naviy zavq olishi bilan birga fransuz xalqi turmush tarzi, madaniyati bilan bir oz bo‘lsada tanishadi va kulib kayfiyatlari ko‘tariladi hamda estetik zavq olish bilan birga o‘quvchilarni aqliy hujum orqali fiklashga undaydi.

Bizning fikrimizcha, xorijiy tillarni o‘qitish jarayonida noan’anaviy dars o‘tish usullaridan samarali tarzda foydalansak, o‘quvchilarimizning og‘zaki nutq ko‘nikmalarini rivojlantirgan hamda ular tomonidan xorijiy tillarni mukammal egallashlariga xissa qo‘shgan bo‘lar edik.

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**TABIIY FANLAR FAKULTETLARIDA KASBIY FANLAR VA  
INGLIZ TILI FANLARINI INTEGRATIV YONDASHUV  
ASOSIDA O‘RGATISH MUAMMOLARI**

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**Annotatsiya:** *Havola etilayotgan maqola oliy ta’lim tizimi, tabiiy fanlar fakul’tetlarida kasbiy fanlarni ingliz tili fani bilan integrativ yondashuvni bog‘lagan holda o‘qitish masalasi taklif qilingan. Integrativ yondashuv yordamida ta’lim berishning nofilologik oliy o‘quv yurtlaridagi ahamiyatiga alohida urg‘u berilib undagi kamchiliklarga ahamiyat berilgan.*

**Kalit so‘zlar:** *assimilyatsiya, integrativ yondashuv, kasbiy ingliz tili, nofilologik fakul’tetlar, tabiiy fanlar fakul’teti, tabiiy fanlar.*

Bugungi kunda nofilologik fakultetlar uchun talabalarning til bilimlari muammosi dolzarbligicha qolmoqda. Tabiiy fanlar fakultetida ham talabalarning ingliz tilida mutaxassislik fanlarni o‘rganishlari zamonaviy oliy ta’limni rivojlantirishda ustuvor omillardan biri hisoblanadi [1]. Shu sabab, tabiiyot va neft-gaz yo‘nalishi bilan bog‘liq xorijiy tillardagi ma’lumotlar miqdori har yili o‘shishda davom etmoqda. Bu holat iqtisodiyot, huquq ta’minoti kabi turli tarmoqlar xalqaro axborot almashinuvini qo‘llab-quvvatlash uchun eng dinamik holat hisoblanadi [2, 3].

Chet tillarini yaxshi biladigan amaliy bakalavrlarni tayyorlash darajasi nafaqat nofilologik yoki texnik o‘quv yurtlari, balki davlatning tashqi iqtisodiy faoliyatida ham muhim yo‘nalish hisoblanadi. Shuni ham yodda tutish kerakki, ta’lim bozorida raqobat yil sayin ortib bormoqda va bu shubhasiz ta’lim sifatiga ta’sir qilib, mutaxassis tanlashda ish beruvchi uchun muhim ahamiyat kasb etadi[4].

Tabiiy fanlar mutaxassisligi bo‘yicha amaliy bakalavrlar uchun ingliz tilini va ta’limning texnik kasbiy tarkibiy qismini birgalikda o‘rganishni maksimal darajada to‘ldirish uchun biz ayrim fan darslarni asosan ingliz tilida integrativ yondashuv yordamida o‘tkazishni taklif qildik.

Birinchi bo‘lib nazariy jihatdan pedagogik integratsiya muammolari K. D. Ushinskiy tomonidan o‘rganilgan. U fanlararo munosabatlarning

psixologik va pedagogik asoslarini ishlab chiqqan holda asosladi. Shunday qilib, Ushinskiyning so‘zlariga ko‘ra, alohida fanlar bo‘yicha bilimlarni egallash alohida jarayon emas, balki mavjud voqelikni ob‘ektiv aks ettirishga intilishi kerak bo‘lgan o‘zaro bir-biriga bog‘liq yagona tizimni ifodalaydi [5].

Dars tarkibidagi asosiy jihatlardan biri bu mavzuning mazmuni, ya’ni bu yerda ilgari o‘rganilgan mavzularga katta e’tibor berilishidir. Bular umumiy kimyo, noorganik va organik kimyo, fizik kimyo, biologiya, geografiya, anatomiya, fizika kabi fanlarning asosiy tushunchalari va atamalarini mashg‘ulot jarayonida o‘zlashtirishdir. Ingliz tilidan foydalangan holda tabiiy fanlarni o‘rganish ingliz tilining nutq faoliyati vositalari asosida ishlatishni o‘z ichiga oladi. Biz materiallar mazmunini assimilyatsiya orqali, ya’ni ingliz va "mavzu" texnik tillarda parallel shaklda o‘rganishni tavsiya etdik [6].

Agar nofilologik va texnik o‘quv yurtlarda chet tilini o‘qitishning o‘ziga xos shartlarini eslaydigan bo‘lsak, ushbu maqsadni amalga oshirishda bir muncha kamchiliklarga duch kelinishi kuzatiladi:

Ona tili va chet tillarining har tomonlama kombinatsiyasi formatida mashg‘ulotlarini o‘tkazishda o‘qituvchi duch keladigan bir qator qiyinchiliklar mavjud. Birinchi bosqichga o‘qishga kirgan talabalar ingliz tilini o‘qitishning turli darajalariga ega bo‘ladilar. SHundan kelib chiqib, ilk muammo talabalar tomonidan yangi materialni qay asnoda o‘zlashtirishi bilan boshlanadi. Chet tillariga ixtisoslashgan maktablarning bitiruvchilari ma’lumotni tezroq tushunib o‘zlashtirsalar, qishloq maktablarida ta’lim olgan, ingliz tilini o‘rganishi past darajada yoki deyarli umuman o‘rganmagan talabalar uchun bu holat ancha qiyinchilik tug‘diradi. Ana shunday talabalarga bir vaqtning o‘zida tegishli mavzuni ingliz tilida tushuntirib berish dars beruvchidan xam mahorat, xam mehnat talab qiladi. Shuning uchun birinchi bosqichdanoq ijobiy motivatsiyaga, talabaning muvaffaqiyatli kasbiy faoliyati uchun ingliz tilini texnika fanlari bilan birgalikda o‘rganish zarurligini tushunishga katta e’tibor berilishi muhimdir.

Bizningcha, integrativ yondashuvni kasbiy ingliz tilini o‘qitish jarayoniga olib kirsak, bu orqali talabalar o‘zlarining mutaxassisligi haqida qo‘shimcha ma’lumot olishlari mumkin va ushbu yondashuv muloqot ko‘nikmalarini rivojlantirish jarayonida to‘liq natija beradi.



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## **GLOBALISATION AND SPREAD OF ENGLISH**

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***Annotation:*** Today globalization has had and will continue to have effects on many aspects of society, including language. One major consequence of globalization is the increased spread and interconnectedness of languages, in particular the English language. It is known that the English language is becoming increasingly widespread across the globe. Furthermore, it has been estimated that only one fourth of all English users worldwide are native speakers, and most non-native speakers using English do so in the absence of native speakers.

***Keys words:*** globalisation, languages, English language, British Empire, Crystal

Our world is home to 7,105 living languages; among them 1,481 are in trouble and 906 are dying. If nothing is done half these languages spoken today will disappear by the end of this century. Seemingly, with the extinction of unwritten and undocumented languages, humanity would lose not only a cultural wealth but also important ancestral knowledge embedded, in particular, in indigenous languages. Among all these languages “English” is the only language which is spoken by

more people as a second language than a first language and as observed by Crystal non-native speakers of English outnumber native speakers by a ratio of 3 to 1. He states that “a language achieves a genuinely global status when it develops a special role that is recognized in every country.” He indicates that English is not the most significant global language because it is the mother tongue in most countries, but rather it is because of the special roles English plays within countries. The socioeconomic power embedded in English language gives it a high social status and encourages people to adopt it as the language in global context.

The first and most important reason for the spread of English is the British Empire. Before nearly a quarter of the world was colonized by the British Empire, English was spoken only by the British. But when they started to trade, colonize with places like Asia and Africa, they naturally started the spread of English. By the late 18th century, the British Empire had spread English through its colonies and geopolitical dominance. Commerce, science and technology, diplomacy, art, and formal education all contributed to English becoming the first truly global language. English also facilitated worldwide international communication.

Globalisation has tremendously affected the English language, its teaching and other languages in its stride to become the global language. With the fast changing economic scenario in the twenty first century, English is primarily becoming the language of the „global village“, thereby marginalizing all other languages. Globalisation has also significantly affected teaching of the English language, bringing about changes in the pedagogy and the tools of the teaching process.

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## **TARAQQIYOT JARAYONIDA CHET TILLARNI O‘QITISHNING ZAMONAVIY TENDENTSIYALARI**

**Baxriddinova Umida**

**Ingliz tili yo‘nalishi. 405 gurux talabasi**

**Ilmiy raxbar: Atadjanova Shaxnoz Abbasovna,**

**TDPU p.f.n ., dotsenti**

**Annotatsiya:** *Ushbu maqolada yangi O‘zbekiston taraqqiyotida chet tilini o‘rgatish masalalari muhokama qilinadi. Chet tilini amaliy o‘rganish natijasida talaba kelgusi mutaxassislik bo‘yicha ham maxsus bilimlarni egallashi qayd etilgan.*

**Kalit so‘zlar::** *chet tili, ta'lim tizimi, kasbiy mahorat, til materiallari, madaniyat, nolingvistika, maxsus maqsadli, talaba.*

Yangi O‘zbekiston taraqqiyot davrida xorijiy mamlakatlar bilan xar tomonlama aloqalarni rivojlantirib borishi chet tilga bo‘lgan talab va ehtiyojni oshishiga sabab bo‘lmoqda. Bugungi zamonaviy mutaxassisdan raqobatbardosh bo‘lib yetishishlarida birorta chet tilni mukammal egallagan bo‘lishlari talab etilmoqda. SHularni inobatga olgan holda so‘ngi yillarda prezidentimiz tomonidan ta‘lim-tarbiya masalasiga jiddiy e‘tibor qaratilib, bu borada qator farmonlar qabul qilindi.

O‘zbekiston prezidentining 2022yil 20 dekabrda qilgan murojaatnomasida ham ta‘lim tizimiga alohida e‘tibor qaratib, 2023 yil --“Insonga e‘tibor va sifatli ta‘lim yili”deb atalishi ham bejiz emas(1). CHunki uning zaminida yurtimiz kelajagi ,rivoji va taraqqiyot masalalari yotadi.

Mana shunday ulkan maqsadlarga erishish yo‘lida yangilanayotgan O‘zbekiston ta‘lim tizimida bugungi kunda chet til o‘rgatishga yangi talablar qo‘yildi. Xususan, chet tillarni egallash Yevropa Kengashining,” CHet tilni egallashning umumevropa kompetentsiyalari: o‘rganish,o‘rgatish,baholash” to‘g‘risidagi hujjat(SEFR)da umume’tirof etilgan halqaro meyorlar asosida yaratilgan(Strasburg /CEFR ya’ni Common European Framework of References for Languages Learning,Teaching,Assesment). O‘zbekiston ta‘lim tizimida xorijiy tillarni o‘qitish/o‘rgatish masalalari SEFRga asoslanib yangi DTS

ishlab chiqildi. Mazkur DTS ta’lim tizimining barcha bosqichlarini o‘zida qamrab olinganligi bilan ahamiyatlidir. Chet til ta’limi boshqa fanlardan o‘laroq o‘ziga xos xususiyatga ega.

Bo‘lajak mutaxassisni kasbiy shakllanishida chet tili vosita vazifasini o‘taydi. Kasbga yo‘naltirilgan til materialini o‘rganish jarayonida talaba mutaxassislikka oid maxsus bilimlarni o‘zlashtirish va tilni amaliy egallash imkoniyatiga ega bo‘ladi. Demak, talabalar til materialini o‘zlashtirish bilan bir paytda o‘zlari tanlagan sohalari bo‘yicha ham ma’lumotlar oladilar. Chet tili nafakat talabalarni shaxsiy sifatlarini balki kasbiy sifatlarini ham rivojlantirib boradi.

Tilni mukammal egallashda xususan bo‘lajak mutaxassislarni kasbiy malakalarini rivojlantirishda vosita vazifasini bajarib kelayotgan chet tili ta’limida innovatsion pedagogik texnologiyalarning o‘rni beqiyos bo‘lmoqda.

Bu borada ta’lim jarayonida qo‘llanilayotgan bunday texnologiyalar didaktik maqsadlarga erishishga yo‘naltirilgan metod va vositalarning bir butunligini o‘zida namoyish etadi. Pedagogik texnologiya talabaning intellektual xulqiy, va kasbiy sifatlarini rivojlantirishga xizmat qiladi. Zamonaviy texnologiyalarning rivojlanishida, internet cheksiz axborot olish va berish manbai bo‘lmoqda. Texnologiyalarning rivojlanishi bilimlarni o‘zlashtirish jarayonini tezlashtirmoqda hamda zamonaviy mutaxassisni doimiy ravishda o‘z ustida ishlashga jalb etadi. Bu esa “butun hayotga ta’lim” kontseptsiyasidan “butun hayot davomida ta’lim”ga o‘tishni bildiradi. Chunki bugungi kunda chet til ta’limida pedagogik texnologiyalar ta’lim jarayonini sifat bosqichiga olib chiquvchi metodlar tizimiga aylandi desak mubolag‘a bo‘lmas. Ta’lim sifati samaradorligini ta’minlovchi bir qancha metodlar haqida to‘xtalib o‘tsak.

1-texnologiya. Blended learning - texnologiya kabi aralash o‘qitishdir. Bunda an’anaviy va noa’naviy ta’lim birgalikda olib boriladi. Bunday ta’lim jarayonida quyidagi maxsus axborot texnologiyalaridan foydalaniladi: kompyuter grafika, audio, video, interaktiv texnologiyalardir. Mazkur texnologiya bilim olishni tezlashtiradi, kommunikativ kompetentsiyasini rivojlantiradi va ijtimoiylashtiradi. O‘qituvchi va talaba o‘rtasidagi hamkorlikdagi ta’limiy jarayondir.

2-texnologiya. Basket metod - o‘quvchining axborot bilan ishlash qobiliyatini baholashga imkon beradi va olingan axborotga ko‘ra qaror qabul qilish ko‘nikmasini shakllantiradi. Xususan, mazkur metod talabada axborot olish va axborot uzatish ko‘nikmasini rivojlantiradi. Basket metod-ko‘p holatda amaliy faoliyatda uchrab, vaziyatlarni imitatsiyalashganga asoslangan baholash o‘qitish metodidir. Interaktiv metodda talaba mustaqil fikr yuritadi, o‘qituvchi bilan o‘zaro hamkor sifatida ishlaydi. Maqsadga yo‘naltirilgan ta’limda o‘qituvchi tashkilotchi va rahbar sifatida faoliyat yuritadi. O‘quvchi esa ta’lim maqsadiga ko‘ra o‘qiydi, izlanadi, harakat qiladi.

3-texnologiya “Bumerang”. Talabalar ikki guruhga bo‘linib, ular matn mazmuni bo‘yicha bir-birlariga savollar berishadi. Savollarga eng ko‘p va to‘g‘ri javob bergan guruh, yuqori ballar bilan rag‘batlantiriladi. Bu usulda talabalar frantsuz tilini tinglash orqali tushunish va og‘zaki nutqini rivojlantirishga erishadilar.

4-texnologiya “ Muz Yorar ”. Matn bo‘yicha bir talaba jumlanı boshlaydi , keyingi talaba yana jumla qo‘shib boshidan takrorlab, boraveradi. Natijada mavzu bo‘yicha berilgan leksik birliklar ham takrorlanaverish bo‘yicha talaba ongida muhrlanib og‘zaki nutqini rivojlanishiga va xotirasini mustahkamlashga yaqindan yordam beradi.

A : Navoi était un grand poète ,écrivain, philosophe

B : Navoi était un grand poète,écrivain, philosophe,historien,homme d’Etat.

C : Navoi était un grand poète ,écrivain, philosophe,historien,homme d’Etat. IL est le fondateur de la littérature classique ouzbek.

D : Navoi était un grand poète ,écrivain, philosophe,historien,homme d’Etat. IL est le fondateur de la littérature classique ouzbèk. A. Navoi est né en 1441 Hérat.

5-texnologiya. Matnni tinglang tushirib qoldirgan nuqtalar o‘rnidagi so‘zlarni toping va yozing. Bunday mashqlar talabani fikrlashga va xotirani mustahkamlashga hamda talabani og‘zaki nutqini rivojlantirishga o‘rgatadi.

6-texnologiya. Tinglangan yoki o‘qilgan sohaviy matni bo‘yicha berilgan topshiriq

Matnga oid berilgan mashqda talabalar berilgan jumlalarning to‘g‘ri yoki noto‘g‘ri ekanligini belgilashlari kerak bo‘ladi. Quyidagi

topshiriq talabalarning o‘tilgan mavzuni kanchalik tushunganliklarini va o‘zlashtirganliklarini aniqlash maqsadida beriladi.

**Exercice 2. Lisez le texte et dites ce qui est juste et ce qui est faux**

|    |                                                                            | Vrai | Faux |
|----|----------------------------------------------------------------------------|------|------|
| 1. | Cette année je ne suis pas entrée à l’Université Pédagogique de Tachkent.  |      |      |
| 2. | L’Université pédagogique forme les enseignants pour les écoles secondaires |      |      |
| 3. | Je fais mes études à la faculté d’histoire                                 |      |      |
| 4. | Après l’université pédagogique je serai maître d’école.                    |      |      |

Jigsaw o‘qish- bu nutq faoliyati turi o‘qish(reading) ko‘nikmasini rivojlantirishning ajoyib usuli. Bu chinakam muloqot va o‘qish(reading) uchun haqiqiy imkoniyat yaratadi. Talaba o‘qigan ,o‘zlashtirgan yangiliklari haqida gapirib berishi mumkin. Amaliy mashg‘ulotlar jarayonida og‘zaki muloqotga chorlaydi.

Vebinar ta’lim. Vebinar texnologiya o‘qitishning Web texnologiyasi asosida interaktiv xolda tashkil etishni nazarda tutadi. Mazkur texnologiya nafaqat talabalarga axborotni yetkazadi, balki ular bilan muloqotga kirishishni (og‘zaki,yozma ) imkonini beradi, ya’ni seminar ko‘rinishda fikrlarni almashish, o‘z fikrini bayon etish mumkin. Boshqacha aytganda Internet tarmog‘i asosida tashkil etiluvchi ta’lim sub’ekt-sub’ekt paradigmasida o‘tkaziladi.

Xulosa qilib aytish mumkinki ,bugungi rivojlanish davrida ta’lim jarayonida an’anaviy usullar bilan bir qatorda noan’anaviy ta’lim texnologiyalaridan unumli foydalanish ta’lim samaradorligini oshirishning muhim omillaridan xisoblanadi.

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## PARTICULARITES LES JEUX DE LEXIQUE DANS L’APPRENTISSAGE DU FLE

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**Annotation:** Dans cet article il s’agit de la particularités les jeux de lexique dans l’apprentissage du FLE pour adultes et adolescents.

**Mots clés :** le langage, une culture, le facteur, écriture, populaire et imagé, intellectuel ou créatif, des avantages, l’amélioration, jeu, l’apprentissage ...ets

La langue, le langage, les mots, les phrases et les manières de les agencer, c'est cela notre humanité, une humanité qui s'approfondit et se densifie au fur et à mesure qu'on approfondit et qu'on s'approprie notre langue, notre première et vraie richesse.

Notre langue, c'est aussi notre spécificité absolue: nous sommes définitivement différents de tous ceux qui parlent une autre langue. [1.6]

La langue et la pensée qui va avec, sont nos compagnes de silence, de solitude, de recueillement, nos instruments de défense, mais aussi d'attaque, nos arguments, nos cris. C'est aussi la meilleure preuve de notre identité et de notre appartenance à une société, à une culture (modes d'être, de penser, d'agir ... ), le facteur de base de notre intégration à notre milieu ...

Un jour, il y a des millions d'années, l'australopithèque debout est devenu peu à peu un être raisonnable et surtout communiquant, inventant une langue avec des sons et des signes, sans laquelle il ne serait pas un homme, sans quoi la sociabilisation serait totalement différente de ce qu'elle est.

Et puis il y a peu, très peu, - quelques milliers d'années, à peine-, l'écriture. Et puis il y a peu, très peu, - quelques milliers d'années, à peine-, l'écriture nous est arrivée de Sumer. L'écriture, le langage du silence et de la mémoire !

Un homme sans écriture, n'est pas tout à fait un homme, et une société qui ne donne pas obligatoirement l'écriture à tous ses citoyens, est une société injuste, car elle ne leur donne pas un outil-clé pour se

développer. Le langage, l'arme contre la violence, un indice de base du degré de civilisation d'une nation !

Quel merveilleux bonheur de jouer avec sa langue, de travailler avec sa langue, de l'enrichir et de la valoriser pour s'enrichir, se valoriser, et apprendre à l'exploiter au maximum de ses possibilités, ce qui nécessite tout de même, beaucoup de travail et de persévérance. [2.35]

Du français populaire et imagé, on emploie souvent des mots réinventés ou des formules imagées. Ainsi, pour dire "j'ai faim », on peut dire " j'ai la dalle », "j'ai les crocs», et pour dire " j'ai soif», on peut dire " j'ai la pépie».

Comment diriez-vous: rouler très vite: (" rouler à tombeau ouvert"), s'exprimer très franchement: ("ne pas mâcher ses mots ", " ne pas y aller par quatre chemins"), être très fatigué: (" être lessivé, essoré"), n'être pas encore sorti des difficultés: (" n'être pas sorti de l'auberge"), être très en colère: (" être en rogne ", " être en pétard ")...ets

**Des mots composés d'autres mots.** En français, certains mots semblent, phonétiquement, être L'addition, la juxtaposition d'autres mots. *Exemples: nuage*= «nu" + « âge", *orange*=« or"+« ange", bien-fait, dé-cou-verte ...

Trouvez une dizaine de mots dans lesquels on en découvre deux ou trois autres, juxtaposés. Évitez les adverbes formés d'un adjectif et de la syllabe finale " **ment** », ce serait trop simple!

### **Expressions «Passer», un verbe passe-partout**

#### **A) Citez 5 emplois intransitifs du verbe " passer».**

1. Passer à l'ennemi. 2. passer par là. 3. passer dans les mœurs. 4. se faire passer pour quel qu'un. 5.

#### **B) Citez 5 emplois transitifs de " passer».**

1. Passer la frontière, 2. passer le fleuve, 3. passer son temps à rêver, 4. passer la nuit, 5. passer un examen ou une visite médicale,

#### **C) Enfin, citez 5 formes où " passer» est pronominal.**

1) Citez 10 mots contenant le suffixe «**thérapie**».

1. artthérapie (traitement par la pratique d'un art), 2. balnéothérapie (traitement par les bains), 3. chimiothérapie (traitement médical par des substances chimiques), 4. photothérapie (traitement par rayons lumineux), 5. Thermothérapie (traitement par l'emploi de la chaleur) ...

B) Et dix autres mots contenant le **suffixe «métr»**? géométrie (science de l'espace), audiométrie (mesure de l'acuité auditive ou de l'intensité d'un signal radioélectrique), biométrie (mesure des variations biologiques), Dissymétrie (défaut de symétrie), thermométrie (mesure des températures), trigonométrie (calcul pour déterminer les éléments des triangles) ...

1. Citez les mots se terminant par « **diction** », « **tion** », **tation**

...bénédiction, contradiction, interdiction, juridiction, malédiction, prédiction, abduction, adduction, conduction, déduction, enduction, induction, introduction, production, reconduction, réduction, reproduction, séduction, traduction, addition, condition, édition, érudition, perdition, reddition, réédition, sédition, tradition acclimation, déforestation, exploitation, fréquentation, gestation, habilitation, lamentation, méditation, ornementation, permutation, sédimentation, végétation ...

Le jeu enrichit globalement la croissance de l'enfant, qu'il s'agisse de son aspect physique, social, affectif, intellectuel ou créatif. Pendant un jeu, l'apprentissage est intégré, puissant et pratiquement invisible si l'on ne sait le déceler [3.19]. Tout cela se réalise surtout sans enseignement direct. Jouer a une valeur intrinsèque pour l'enfance et des avantages à long terme pour le développement. Le jeu établit les fondements des compétences intellectuelles, sociales, physiques et affectives nécessaires pour réussir à l'école et dans la vie; il ouvre la voie à l'apprentissage. Ainsi, jouer avec des cubes ou construire un château de sable permet d'acquérir une capacité de raisonnement logique, mathématique et scientifique ainsi que de résolution cognitive de problèmes, tandis que le jeu physique favorise l'autodétermination sociale et affective et pourrait avoir une importance particulière dans l'amélioration des compétences sociales chez les garçons.

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## THE FUTURE OF ENGLISH

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**Abstract:** *The future of English will likely see a number of trends and projections, including an increase in non-native speakers, the development of technology, the formation of various dialects and accents, and the effects of artificial intelligence. Understanding these trends may help us predict how the English language will develop in the future and how it will impact our contemporary society.*

**Key words:** *A number of technologies, projections, non-native speaker, various dialects, artificial intelligence, worldwide, different nationalities, lingua franca, science.*

### Introduction

With over 1.5 billion speakers globally, English has emerged as one of the most popular and important languages in the world. English is a worldwide language that is used by people from different nationalities and cultures and is utilized as a lingua franca in commerce, science, education, entertainment, and diplomacy. The use of English will probably change and evolve in the future as technology develops and the world becomes more interconnected.

As a methodist of culture, I cannot predict the future of English with certainty, but there are a few factors that could shape its evolution:

1. Globalization: English is increasingly becoming a lingua franca of the world. With the rise of technology and international communication, English is likely to continue to spread and influence other languages.

2. Technology: The internet and social media are changing the way we communicate. Abbreviations, slang, and emoticons have already become commonplace in online communication. These trends may continue to influence the way English is used.

3. Demographics: The number of non-native English speakers is currently far exceeding the number of native speakers, and this trend is expected to continue. Non-native speakers bring their own dialects and accents, which may affect the way English is spoken and written.

4. Artificial Intelligence: Technology advances, it may lead to language models that can understand and produce language like a

human. This could have a significant impact on the way English is used and the way it evolves.

Overall, it is likely that English will continue to evolve and adapt to the changing world, influenced by global trends, technology, and demographics.

Sure, here are some possible trends and predictions for the future of English:

1. English as a global language: English is currently the most widely spoken language in the world, with over 1.5 billion speakers. It is the primary language of business, science, and diplomacy, and is used as a second language by many people around the world. It is likely to remain the dominant global language for the foreseeable future.

2. Increase in non-native speakers: According to some estimates, there will be over 2 billion people speaking or learning English as a second language by 2020. This means that the majority of English speakers may soon be non-native speakers, which could lead to changes in the way English is spoken and written.

3. Greater use of technology: Technology is changing the way we communicate, and this is likely to have an impact on the future of English. With the rise of social media, text messaging, and other forms of digital communication, new words, acronyms, and expressions are entering the language all the time. In addition, advances in voice recognition technology and natural language processing could lead to new ways of interacting with computers and devices using English.

4. Diverse dialects and accents: As English continues to spread around the world, it is likely that new dialects and accents will emerge. Some experts predict that English will eventually become a family of languages, with different variants of the language becoming increasingly distinct from each other.

### **Conclusion**

Machine learning technology is improving, it may be possible to create language models that can understand and produce English in the same way as humans. This could lead to new applications in fields such as translation, education, and customer service, and could have a significant impact on the future of English.

By exploring these resources, you can gain a deeper understanding of the rich cultural heritage and continuing influence of the English language.

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#### **GLOBALIZATION AND THE SPREAD OF THE ENGLISH.**

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**Annotation:** *The main factors of the spread of the English language are talking about glabalization.*

**Keywords:** *glabalization, communication, dominance.*

In recent years, due to globalization, the world has become interconnected. Businesses, cultures, and people are crossing borders like never before. This globalization has led to the growth and dominance of English as a global language.

English quickly became the preferred medium for communication in most international contexts. It is a language of business, science, aviation, diplomacy and the internet language. For foreign speakers, learning English is often seen as a decisive step towards success in these areas. In addition, the demand for the study of English has led to its



widespread promotion in many non-English speaking countries around the world.

One of the main factors in the spread of the English language is the cultural and economic influence of English-speaking countries such as the United States, the United Kingdom, Australia and Canada. Films, music and other forms of Entertainment produced by these countries are widely distributed and consumed in other parts of the world, further strengthening the dominance of the English language. Then the spread of the English language enhances their influence and makes English-speaking peoples the main participants in the globalization process [1].

The rise of English as a global language of communication also presents specific problems. This can lead to the delimitation of other languages and cultures, especially in regions where English is not a first language. This can create a sense of language and cultural imperialism in which other languages and customs are considered outdated or outdated. In addition, excessive reliance on English can lead to a decrease in language diversity, which can impede understanding and communication between cultures.

On the other hand, how comprehensive and accurate is the above description? Is the world Anglicizing really as fast and/or globally as some language activists fear? There are noteworthy facts that cannot be ignored. For instance, in most countries of the Outer Circle, the proportion of actual speakers of English remains very small (at best between 20% and 30% of the total population), although the proportion of children graduating from secondary school has increased substantially since Independence. An explanation for this apparent paradox is that opportunities for practicing English remain urban and associated with white collar jobs, which represents a very small proportion of the national job market. Although English is the medium of education in secondary schools, it plays a marginal role in the extra-curricular lives of most students.

Ultimately, the spread of English is both a blessing and a curse. At best, it creates new opportunities and connects people of different cultures. At the same time, it is very important not to ignore the risks and difficulties that accompany the dominance of the English language.

It is important to solve these difficulties with sensitivity, understanding and open mind [2].

In conclusion, globalization has brought serious changes to the languages and culture of the world. The rise of English as the dominant global language is one of the most important consequences of this process. While it is important to recognize the benefits of this development, we must also keep in mind the possible negative aspects and strive for a more inclusive and colorful linguistic landscape.

Today English is news; the language continues to make news daily in many parts of the world. If English language is not your mother tongue you may still have mixed feelings about it. You may be strongly motivated to learn the English language because you know it will put you in touch with more people than any other language. It gives you scope to work anywhere across the globe. More over it will give you economic, political and cultural status in the society.

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## AUJOURD'HUI ET DEMAIN D'ANDIJAN

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**Annotation :** Dans cet article on parle d'itinéraires touristiques de la région d'Andijan de notre république.

**Mots clés:** tourisme, national, international, archéologique, monuments antiques, sanctuaire sacré.

Aujourd'hui, à l'heure de la globalisation des échanges ou de la prétendue mondialisation, la tendance vise à une standardisation des noms géographiques pour une soi-disant meilleure compréhension internationale.

Donc, l'Ouzbékistan est un pays à fort potentiel dans le domaine du tourisme. Le tourisme joue un rôle important dans la création de nouveaux emplois et l'amélioration du niveau de vie de la population.

Par conséquent, ces dernières années dans notre pays, une attention particulière est accordée au développement de ce secteur. Un travail important est en cours dans la région d'Andijan pour développer le tourisme, en particulier les services touristiques nationaux et étrangers.

Le décret du président de la République d'Ouzbékistan du 5 janvier 2019 "sur des mesures supplémentaires pour accélérer le développement du tourisme en République d'Ouzbékistan" et la résolution "sur des mesures pour accélérer le développement du tourisme" sont devenus un document important dans le développement de l'industrie.

Ces documents servent à aborder des questions telles que le développement du tourisme et des infrastructures touristiques, l'offre de services touristiques nationaux au marché touristique national et international, la réparation des installations touristiques.

Andijan devient de plus en plus beau de jour en jour, des bâtiments modernes, des commerces et des services aux consommateurs se construisent. Les routes de la région sont en cours de reconstruction conformément aux exigences internationales. De plus, la région compte 16 hôtels pouvant accueillir environ 1 000 touristes à la fois. La plupart d'entre eux disposent d'installations modernes pour les touristes et les invités étrangers.

Des brochures et des livres sur les attractions touristiques ont été préparés, un site Web des agences de voyage et des hôtels a été créé et des informations sur les stations balnéaires, les sanctuaires et les hôtels ont été publiées en russe et en anglais. Des zones Wi-Fi ont été mises en place dans les hôtels. Il y a 117 équipements touristiques dans la région. La plupart d'entre eux sont des musées, des monuments historiques qui incarnent l'histoire de notre peuple, ainsi que des zones de loisirs magnifiques et aérées, des sanctuaires sacrés. Des itinéraires touristiques ont été développés pour 9 objets sélectionnés. La région d'Andijan a un fort potentiel touristique. Par conséquent, afin d'attirer davantage nos compatriotes et touristes étrangers à Andijan, des centres d'information modernes (kiosques d'information) ont été créés dans le complexe commercial et de divertissement "Uzbegim" dans le centre d'Andijan. La gare d'Andijan, des centres d'information, des boutiques de cadeaux et de souvenirs ont été inaugurés dans les hôtels de la région pour le

confort des touristes, et la qualité des services s'est radicalement améliorée.

Monuments historiques et sanctuaires tels que centre de loisirs Bogi Babur à Andijan, Khantag, Fozilmonota à Khanabad, Imamota dans le district de Khojaabad, Shirmonbulak dans le district de Bulakbashi, Uch Bulak dans le district de Balikchi, Mehmonvali dans le district d'Andijan, Sarvontepa dans le district de Jalal-Abad, district de Mingtepa à Marhamat .

Il est à noter que sur le territoire du réservoir "Andijan" de la ville de Khanabad, les travaux nécessaires sont en cours pour accueillir les touristes comme objet d'écotourisme. L'année dernière, l'agritourisme à la ferme Kara-Amur dans le district de Khojaabad, le complexe archéologique de Mingtepa dans le district de Marhamat et le musée en plein air dans le centre du district ont rejoint la route touristique. L'ancien monument archéologique de Mingtepa, situé à 38 kilomètres de la ville d'Andijan, a été ouvert aux touristes en 2017.

La ville de Mingtepa comprend plus de 70 monuments antiques, huit sanctuaires sacrés, plus d'une centaine de sources de guérison. Sur son territoire, il y a une ancienne forteresse d'une superficie de 41,2 hectares. Les découvertes d'Ershi (plus tard Mingtepa), la capitale du riche État Dovan, qui existait dans la vallée de Fergana au IV-I<sup>er</sup> siècle avant JC, étonnent naturellement les touristes.

Marhamat est situé dans la partie orientale de la ville. Il est situé à 38 km du centre d'Andijan. Aux III<sup>e</sup> et I<sup>er</sup> siècles av. J.-C., Ershi - Mingtepa était considérée comme l'une des plus grandes villes de l'État de Dovan (Fergana). Il est situé sur la Great Silk Road, mentionné dans des sources écrites chinoises. Il était mondialement connu pour son savoir-faire, son agriculture et ses "vautours célestes".

Dans l'avenir, Andijan prospérera et le tourisme international se développera.

Je contribuerai au développement du tourisme à Andijan.

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## O‘ZBEK VA FRANSUZ TILLARIDA RAVISHNING QIYOSIY TAHLILI

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**Annotatsiya:** Ushbu maqolada o‘zbek va fransuz tillarida ravish so‘z turkumi o‘zaro qiyoslangan . Ikki til orqali ravishning qiyosiy tahlili bir necha misollar orqali yoritib berilgan.

**Kalit so‘z lar:** sodda ravish ,tub ravish,so‘z birikmasi,tarkibiy qism.

Har qanday tilda bo‘l gani kabi o‘zbek va fransuz tillaridagi ravishlar ham til so‘z boyligining asosiy qismi hisoblanadi. Bu ikki til bir-biriga mutlaqo qardosh bo‘l magani sababli har qanday til hodisalarini ushbu tillar miqyosida qiyoslab o‘ganish hozirgi davrning dolzarb masalalaridan biridir.

Ravish - mustaqil so‘z turkumlaridan biri bo‘lib, harakat va holatning belgisini, shuningdek, belgining belgisini bildiradi.

Ravishlar anglatgan ma‘nosiga ko‘ra quyidagi turlarga bo‘l inadi:

1. Payt ravishi: *demain, après , encore, toujours.*
2. O‘rin ravishi: *ici, là, devant, derrière.*
3. Holat ravishi: *ainsi, bien, mal, comme, vite.*
4. Miqdor ravishi: *beaucoup, peu, assez, trop, si.*
5. So‘roq ravishi: *combien? comment? d'où? quand?*
6. Tasdiq ravishi: *oui, si, sans doute, vraiment,certainement.*
7. Inkor ravishi: *non, ne ... pas, ne ... point, ne ... guère, ne ... jamais.*
8. Cheklash ravishi: *seulement, ne ... que.*

Ravishlar gapda hol (*Demain nous irons au musée historique.*),aniqlovchi (*Achète le journal d'aujourd'hui.*), ot-kesimning asosiy qismi (*Il est debout.*) vazifasida keladi.

Odatda ravishlar fe'ldan keyin qo‘llaniladi. Masalan: *Il se réveille trop.*

O‘rin ni va paytni anglatuvchi ravishlar gapning boshida, o‘rtasida va oxirida kelishi mumkin.

**Demain** nous travaillerons dans le jardin de notre école.  
 Nous travaillerons **demain** dans le jardin de notre école.  
 Nous travaillerons dans le jardin de notre école **demain**.

**Ici** il restera toute une semaine.  
 Il restera **ici** toute une semaine.  
 Il restera toute une semaine **ici**.

**Beaucoup, déjà, longtemps, souvent, bien, encore, mal, vite** kabi ravishlar qo‘shma zamonlarda yordamchi fe'l bilan partici passéning o‘rtasiga qo‘yiladi.

**Nous n'avons pas encore vu ce film .**

O‘rin ni anglatuvchi **en** va **y** ravishlari doim fe'l oldida keladi.  
 Buyruq maylining bo‘lishli formasida esa fe'ldan keyin keladi:

a) — Sabina entre-t-elle dans la class ?  
 — Oui, elle y entre.

b) — Voilà ma chambre. Entrez y.

O‘zbek tilida morfologik usul bilan ravish yasash, negizga **-cha, -larcha, -day, -dek, -lab, -ona, -an, -lay (-layin), -nama, -ligicha, -(i)ncha, n(in), -iga, (-siga), gacha, -chasiga, -siz, -simon** kabi yasovchi affikslar qo‘shish bilan hosil qilinadi. Fransuz tilida ravishlar sifatlarning jeniskiy rod shakliga **-ment** qo‘shimchasi qo‘shish bilan yasaladi.

| Sifat                       |                                | Ravish                                     |
|-----------------------------|--------------------------------|--------------------------------------------|
| M.r                         | J.r                            |                                            |
| Lent<br>Attentif<br>Heureux | Lente<br>Attentive<br>Heureuse | Lentement<br>Attentivement<br>Heureusement |

Fransuz tilidagi **- ant** qo‘shimchasi bilan tugagan sifatlardan yasalgan ravishlar **-amment** qo‘shimchasini oladi: **puissant-puissamment** , **-ent** bilan tugagan sifatlardan yasalgan ravishlar esa **-emment** qo‘shimchasini oladi: **prudent- prudentment** .

O‘zbek va fransuz tilarida ravishlarning qiyoslanishi quyidagi xulosalarni berdi: Har ikkala tilda ham ravishlar harakat va holatning, ba’zan belgining belgisini ifodalaydi. Fe’lga bog’lanib keladi. Har ikki tilda ham sodda va yasama ravishlarga ajratiladi va qo‘shimchalar



qo‘shish orqali yasaladi. O‘zbek tilida ravishlar asosan hol vazifasida, fransuz tilida esa boshqa gap bo‘laklari vazifasida kelishi ham uchraydi.

#### **Foydalanilgan adabiyotlar**

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### **PEDAGOGLIK KASBI, UNING PAYDO BO‘LISHI VA RAVNAQ TOPISHI**

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**Annotatsiya:** *Ushbu maqolada o‘qituvchilik kasbining ilk paydo bo‘lishi, va hozirgi kundagi o‘rni ifoda etilgan .*

**Kalit so‘zlar:** *O‘qituvchilik kasbi, pedagog,dastlabki maktablar,akademiya, jadidizim,bola yetaklovchi.*

Pedagoglik kasbining shakllanishi kishilik taraqqiyoti tarixi bilan uzviy bog‘liq. Terib-termachlab kun kechirgan ibtidoiy davr kishilari bolalarni o‘zlari bilan ergashtirib yurib, ularga ov qilish, turli daraxt mevalarini terish, o‘simliklarning ildizi kovlab olish, suv manbalarini izlab topish kabi harakatlarni amalga oshirishni o‘rgatganlar. Bunday harakatlar qabila (urug‘)ning tajribali kishilari yoki keksalar tomonidan amalga oshirilgan. Oddiy kundalik ehtiyojlarni qondirish yo‘lida olib borilayotgan xatti-harakatlar asosida yoshlarga mavjud tajribalar asosida ma’lumotlarni berib, ularda amaliy ko‘nikmalarni shakllantirganlar. Turli tovushlarni chiqarish yordamida atrofdagilarni yaqinlashayotgan xavfdan ogoh qilishni bolalar kattalarning namunalari asosida o‘zlashtirganlar. Nutq va yozuv paydo bo‘lgunga qadar bu kabi harakatlar imo-ishoralar asosida amalga oshirilgan. Kishilik tarixida tub inqilobni sodir etgan nutq va yozuvning paydo bo‘lishi, shuningdek, urug‘ jamoasi tomonidan bajariladigan mehnat faoliyatining turli sohalarga ajralishi yoshlarga nisbatan munosabatning ilg‘or progressiv xarakter kasb etishiga imkon berdi.

Turli tabiiy ofatlar ta’siridan himoyalanish, kishilar hayotiga xavf solayotgan kasalliklarni davolash, hayot kechirish uchun yetarli oziq-ovqatlarni jamlab olishga bo‘lgan tabiiy ehtiyoj yoshlarga hayotiy tajribalarni ma’lum mehnat faoliyati yo‘nalishida yetarlicha bilimga ega bo‘lgan kishilar tomonidan berilishi maqsadga muvofiq ekanligini ko‘rsatdi. Natijada bolalarga hayot tajribalarini o‘rgatuvchi kishilar guruhi shakllandi hamda bolalarga ma’lum yo‘nalishlar bo‘yicha bilimlarni berish maxsus ajratilgan joylarda tashkil etila boshlandi.

Dastlabki maktablar qadimgi Sharqda Vavilon, Misr, Hindistonda paydo bo‘lib, ularda bolalarga ma’muriy-xo‘jalik boshqaruvi asoslari o‘rgatilgan.

Antik davrda maktablar Sparta, Afina va Rim tarbiya tizimining muhim tarkibiy qismi sifatida faoliyat olib borganlar.

Qadimgi Yunonistonda bunday joylar akademiya deb nomlangan. «Akademiya» so‘zi afsonaviy qahramon Akadema nomidan kelib chiqqan. Eramizdan avvalgi IV asrda Afina yaqinidagi Akadema nomi bilan nomlanuvchi joyda Platon o‘z shogirdlariga ma’ruzalar o‘qigan bo‘lib, keyinchalik ta’lim tashkil etiluvchi maskan ham shunday nom bilan atala boshlagan. qadimgi Rim va Yunonistonda bolalarga bilim berish faylasuflar zimmasiga yuklatilgan.

Jamiyatning tabaqalanishi natijasida qudorlik tuzumida bolalarni ta’lim maskanlariga olib borish va olib kelish vazifasini qullar bajarishgan va ular «pedagog» deb nomlanganlar. Ushbu tushunchaning ma’nosi «bola yetaklovchi» demakdir.

Tarixiy taraqqiyotning keyingi bosqichlarida bolalarga tizimli bilimlarni berish bilan doimiy shug‘ullanuvchi kishilar aynan shu nom bilan atala boshlaganlar.

Feodalizm davrida aksariyat maktablar masjid (musulmon mamlakatlarida) yoki ibodatxonalar (Hindiston) qoshida tashkil etilgan. Bunday maktablarda yoshlarga diniy bilimlar bilan birga dunyoviy bilimlar ham o‘rgatilgan.

O‘rta asrlar davrida Sharqda akademiya ko‘rinishidagi ta’lim muassasalari ham faoliyat yuritgan bo‘lib, ular «Donishmandlar uyi» (IX asr, Bag‘dod), «Ma’mun akademiyasi» (XI ar boshlari, Xorazm), observatoriyalar qoshidagi jamiyatlar (XV asr, Samarqand) tarzida nomlangan. Akademiyalarga turli fan yo‘nalishlari bo‘yicha kuchli

bilimga ega bo‘lgan qomusiy olimlar jalb etilgan bo‘lib, ular tomonidan matematika, geodeziya, mineralogiya, meditsina, astronomiya kabi yo‘nalishlarda keng ko‘lamli tadqiqotlar olib borilgan.

O‘rta asrlar hamda kapital ishlab chiqarishiga asoslangan jamiyatlarda akademiya (Sharqda madrasa)lar ko‘rinishidagi maktablarda ma‘naviy-axloqiy jihatdan yetuk, turli sohalar bo‘yicha mukammal bilimga ega pedagoglarning faoliyat yuritishlariga alohida ahamiyat qaratilgan. Chunonchi, Muhammad Tarag‘ay Ulug‘bek tomonidan barpo etilgan madrasalarda o‘z davrining taniqli olimlari – Ali qushchi, Taftazoniy, qozizoda Rumiy, Mavlono Muhammad, /iyosiddin Jamshid Koshiy, Muiniddin Koshiy hamda Mansur Koshiylar talabalarga ta‘lim berganlar.

XIX asr oxiri hamda XX asr boshlarida yuzaga kelgan jadidizm harakatining asoschilari, taniqli ma‘rifatparvarlar – Mahmudxo‘ja Behbudiy, Munavvar qori, Hamza Hakimzoda Niyoziy, Abdulla Avloniy, Abduqodir SHakuriy, Ismatulla Raxmatullayev, Abdurauf Fitrat, Isohxon Ibrat va boshqalar aholi orasida nafaqat murabbiy, balki ma‘naviy yetuk inson sifatida ham nom qozondilar.

Bugungi kunga kelib esa o‘qituvchilik kasbining jamiyatdagi tutgan o‘rni yuqori.

Mashhur pedagog Yan Amos Komenskiy “O‘qituvchilik yer yuzidagi har qanday kasbdan ko‘ra yuqoriroq turadigan juda faxrli kasb” ekanligini ta‘kidlaydi. O‘qituvchi obrazini tasvirlar ekan, uning shaxsida quyidagi fazilatlar bo‘lishi kerakligini aytadi: vijdonli, mehnatkash, sabotli, axloqli, o‘z ishini sevuvchi, o‘quvchilarga otalaridek muomala qiluvchi, ularda bilimga havas uyg‘otuvchi, o‘quvchilarni o‘z ortidan ergashtiruvchi va o‘z e‘tiqodiga ega bo‘lgan shaxs. A. Disterverg o‘qituvchining ta‘limdagi rolga yuqori baho berib, u o‘z faoliyatini chuqur bilib, pedagogik mahoratini oshirib borishi o‘quvchilarni qalbdan yoqtirishi natijasida yuzaga keladi deb uqtiradi. O‘qituvchi bolalarning individual xususiyatlarini, qobiliyatini, faoliyatini mukammal bilishi uchun muayyan darajada psixologik bilimlarga ham ega bo‘lishi kerakligini ta‘kidlab o‘tgan. Pedagog olim Djon Lokk o‘qituvchi psixologiyasining eng muhim jihatlarini ishlab chiqqan. Ular orasiga Mo‘tadillik, Gayrat — shijoatlilik, ehtiyotkorlik kabi xislatlarni kiritib, o‘qituvchining pedagogik faoliyatndagi rolini asarlarida yoritib bergan.

A.I.Gersen, L.N.Tolstoy, I.G.Chernishevskiy, K. D.Ushinskiy kabi rus pedagog olimlari G‘arb mutafakkirlari goyalarining vorislari sifatida mazkur muammolarga o‘z mulohazalarini bildirganlar. Jumladan, A.I.Gersen mulohazalariga ko‘ra, o‘qituvchining asosiy xislati — bu uning bolalar bilan munosabatda bo‘layotganligini sezishda, bolalar ruhiy dunyosini tushuna olishida, axloqiy qobiliyatining mavjudligida, chunki u shunday iste’dodga ega bo‘lmog‘i zarurki, unga har qaysi o‘qituvchi erisha olmaydi.

Xulosa o‘rnida shuni aytish mumkinki, pedagogika tarixi qadim zamonlardan tortib to bugungi kungacha bo‘lgan turli tarixiy davrlarda tarbiya, maktab va pedagogika nazariyalarining taraqqiyotini davrlar talabi asosida o‘rganib kelmoqda. Har bir tuzim va uning kelajagi, iqtisodiy istiqbollari, kishilarning hayot va turnush darajasi, jamiyatning saviyasi bevosita pedagogika kasbi bilan bog‘liqdir.

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**FRANSUZ TILIDA HOZIRGI ZAMON VA UNINHG  
QO‘LLANISHI**

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**Annotatsiya:** Ushbu maqolada

hozirgi zamon fe'lining tuslanishi, olmoshlar bilan qo'llanilishi va hozirgi zamon fe'li haqida umumiy ma'lumotlar berib o'tilgan.

**Kalit so'zlar:** hozirgi zamon, "er", "ir" qo'shimchasi, olmoshlarning o'rni, zamon tushunchasi, fe'lining noaniq formasi

Butun dunyo tillarida bo‘lgani kabi zamon tushunchasi fransuz tilida ham bor. Fransuz tilida asosiy 8 ta zamon mavjud. Bulardan ko‘p qo‘llaniladigani hozirgi zamondir. Ish harakatning ayni paytda

bo‘layotganligini va davomiyligini bildirgan zamonga hozirgi zamon deyiladi.

Fransuz tilida hozirgi zamonni yasash uchun tuslanuvchi fe‘lning noaniq formasi olinib undagi **-moq** qo‘shimchasi tushirib qoldiriladi va hozirgi zamon shaxs-son qo‘shimchasi qo‘shiladi. Hozirgi zamon shaxs-son qo‘shimchasi:

Birinchi guruh fellari uchun (-er)[1.23]

|     |              |       |           |
|-----|--------------|-------|-----------|
| I   | -e, -yapman  | -ons  | -yapmiz   |
| II  | -es, -yapsan | -ez,  | -yapsiz   |
| III | -e -yapti    | -ent, | -yaptilar |

Ikkinchi guruh fe‘llari uchun (-ir)

|     |         |
|-----|---------|
| -is | -issons |
| -is | -issez  |
| -it | -issent |

Uchinchi guruh fellari uchun (-oir,-ir,-re)

|              |      |
|--------------|------|
| -s           | -ons |
| -s           | -ez  |
| -t (yoki -d) | -ent |

Masalan: Écouter - tinglamoq

J'écoute

Tu écoutes

Il,elle écoute

Nous écouterons

Vous écouterez

Ils,elles écouterent

Mon frère joue au football avec ses amis aujourd'hui.

Ikkinchi guruh fe'llarini hozirgi zamonda tuslanishi: **Réfléchir** - **o'ylamoq**

Je réfléchis

Tu réfléchis

Il,elle réfléchit

Nous réfléchissons

Vous réfléchissez

Ils,elles réfléchissent

Je pense à comment je vais passer ma journée demain.

Fansuz tlidagi hozirgi zamonda olmoshli fe'llar

1. Foydalanish:

Olmoshli fe'llar refleksli yoki o‘zaro bo'ladi:-refleksli fe'llar: fe'lning predmeti harakatini o'z-o'zidan bajaradi. U o'ziga qaraydi.

O'zaro fe'llar: bir necha kishi bir-biriga ish-harakatni bajaradi.Bu fe'llar faqat on, nous, vous, ils, elles bilan bog‘lanadi. Ular bir birlariga qarashadi.

2. Talaffuzi va yozilishi.

**Je, te** olmoshlari unli yoki tovushsiz **h** tovushidan oldin **j' t' s'** shaklida bo'ladi.

Je m'habille

Tu t'amuses

Elle s'arrête

Ils s'embrassent kabi Inkor gapdagi so'zlarning joylashishiga e'tibor bering : Je ne me lève pas tôt.

Hozirgi zamon buyruqni ifodalash uchun ishlatiladi.

2-shaxs birlik (siz), 1-shaxs ko'plik (biz) va 2-shaxs ko'plik (siz).

1) 1-guruh fe'llarining kelishik kelishi.

1-guruh fe'l qo‘shimchalari (-er fe'llari): **-e, -ons, -ez.**

Masalan:

chantons !

chantez !

chante !

2-shaxs birlik va 2-shaxs ko'plikdan tashqari, agar fe'l **en** yoki **y** olmoshlari bilan bog‘liq bo'lsa, talaffuz sabablari uchun **-s** oladi.

Masalan: **Vas-y ! / Allons-y ! / Allez-y !**



Xulosa qilib aytishimiz mumkinki, hozirgi zamon fransuz grammatikasida asosiy zamonlardan biridir. Hozirgi zamon ayni paytda sodir bo‘layotgan va takrorlanib turadigan ish harakatlariga ishlatiladi.

**Foydalanilgan adabiyotlar:**

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**FRANSUZ TILIDA KO‘CHIRMA VA O‘ZLASHTIRMA  
GAPLAR**

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**Annotatsiya :** *Ushbu maqolada fransuz tilida ko‘chirma gap va o‘zlashtirma gap hamda ularning ishlatilishi haqida ma’lumotlar misollar yordamida yoritib berilgan.*

**Kalit so‘zlar:** *ko‘chirma gap, o‘zlashtirma gap, darak gap, so‘roq gap, nutq, qo‘shma gap, vositasiz to‘ldiruvchi*

Ko‘chirma va o‘zlashtirma gap nima? Fransuz tili grammatikasida o‘zlashtirishsiz, aynan berilgan gap ko‘chirma gap deyiladi. Ko‘chirma gap bo‘lishli, bo‘lishsiz va so‘roq formalarda kelishi mumkin. Masalan: Il a demande: "***Où tu niches, gamin?***" (Hugo). Elle s’est étonnée: "***Pourquoi me dis-tu ça?***" (Laffite)

Ko‘chirma gap mustaqil gap bo‘lib unda fe’l zamoni nutq momenti bilan moslashmaydi: Karim s’intéresse (s’est intéressé): "***Viendra-t-il au stade?***"

Avtor boshqalarni gapini o‘zgartirib, hikoya qilib bergan gap o‘zlashtirma gap deyiladi. Sintaksis nuqtai nazaridan o‘zlashtirma gap to‘ldiruvchi ergash gapga mos kelib bunday qo‘shma gapda zamonlar moslashadi.

O‘zlashtirma gap darak, buyruq so‘roq formalarda bo‘ladi:

1.Darak o‘zlashtirma gap bosh gapga "***Que***" bog‘lovchisi orqali bog‘lanadi.

Il a dit qu’il aimait fort ce pays-là (Vollaire)

2.Buyruq o‘zlashtirma gap quyidagicha ifodalanishhi mumkin:

a) Subjontif qo‘llanilgan to‘ldiruvchi ergash gap orqali:

Le professeur dit à Saliyev: *“Faites ce rapport!”*

Le professeur dit à Saliyev qu’il fasse ce rapport.

b) de predlogi bilan qo‘llangan infinitif orqali:

Le professeur dit à Saliyev de faire ce rapport.

3. So‘roq o‘zlashtirma gaplar gap bo‘lagiga berilgan so‘roqqa qarab, bosh gapga turli so‘zlar vositasida bog‘lanishi mumkin. So‘roq o‘zlashtirma gapda kesimga savol berilganda, u bosh gapga **si** bog‘lovchisi orqali bog‘lanadi:

*“Fait-il chaud?”* a demande Alicher.

Alicher a demande s’il faisait chaud.

So‘roq o‘zlashtirma gapda ega va vositasiz to‘ldiruvchiga savol berilganda ular quyidagicha ifodalanadi:

a) shaxs bilan ifodalangan ega yoki vositasiz to‘ldiruvchi bosh gapga

*“Qui”* so‘roq so‘zi orqali bog‘lanadi:

*“Qui est de service?” a-t-il demandé.*

*Il a demandé qui était de service.*

*Ozoda m’a demandé: “Qui as-tu rencontré?”*

*Elle m’a demandé qui j’avais rencontré.*

b) Predmet bilan ifodalangan ega yoki vositasiz to‘ldiruvchi bosh gapga ce qui, ce que so‘zlari orqali bog‘lanadi:

*Mon ami m’a demandé: “Qu’est-ce qui t’inquiète?”*

*Elle m’a demandé ce qui m’inquiétait*

*Fotima leur a demandé: “Que ferez-vous demain?”*

*Fotima leur demandé ce qu’ils feraient demain.*

Shaxs bilan ifodalangan vositali to‘ldiruvchi bosh gapga predlog bilan qo‘llangan qui so‘roq so‘zi orqali bog‘lanadi:

Chariphe m’a demandé: *“A qui pensez vous?”*

Xulosa o‘rnida shuni aytish joizki, inson hayotida nutq muhim omil sanaladi. Bu og‘zaki va yozma ya’ni ko‘chirma gap va o‘zlashtirma gap shaklida bo‘ladi. Maqolada ko‘chirma gapni o‘zlashtirma gapga aylantirishda qaysi zamonlardan foydalanish haqida ham to‘lliqlik tushuncha berib o‘tilgan.

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## **DÉVELOPPER LA COMPETENCE ORALE À LA LEÇON DE FRANÇAIS**

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**Abstrait:** Cet article couvre les techniques pour augmenter le développement de la parole orale, la formation d'une communication parfaite et l'étude de la communication orale.

**Les mots clés:** Expression orale, écoute, parole, orale, apprendre, méthode, la communication pédagogique, méthode d'enseignement

*"Parler une autre langue, c'est avoir une seconde âme"*

**Charlemagne**

Il est difficile d'être en désaccord avec ces mots. L'étude des langues étrangères enrichit le monde spirituel d'une personne, élargit ses horizons, l'initie aux cultures d'autres pays et peuples. Aujourd'hui, de plus en plus de personnes commencent à apprendre de nouvelles langues étrangères. Apprendre l'anglais à l'école n'est pas une limite. Les écoliers sont heureux de commencer à apprendre le français, l'espagnol, l'allemand, le chinois, le japonais.

La tâche de l'enseignant est de trouver de telles méthodes et moyens pour rendre cette leçon intéressante et efficace, pour maintenir et renforcer l'intérêt pour l'apprentissage des langues étrangères. Vous devez essayer des dizaines de méthodes et choisir la vôtre, passer en revue de nombreux manuels et tirer quelque chose de chacun d'eux. Il faut constamment inventer et s'améliorer ! Il existe de nombreux professeurs de langues étrangères et chacun recherche sa propre méthode d'enseignement, la plus optimale pour lui. Comme vous le savez, dans le processus d'enseignement d'une langue étrangère, les

étudiants doivent maîtriser les principaux types d'activité de la parole : la parole orale, l'écoute et la lecture, comme principaux moyens de communication dans certaines limites programme. La communication vocale est l'un des types d'activité vocale les plus complexes. Cela implique un degré élevé de développement des capacités de parole. En développant ces compétences chez les élèves, l'enseignant les incite non pas à acquérir formellement la langue, mais à les utiliser constamment dans divers types d'activités langagières. Dans les associations d'enseignement complémentaire, la communication a ses spécificités puisque, d'une part, elle ne se fait essentiellement qu'en classe, c'est-à-dire dans des conditions relativement artificielles, et d'autre part, elle se déroule dans un cadre restreint. La communication pédagogique intervient à toutes les étapes d'un cours de langue étrangère. L'enseignant simule diverses situations qui stimulent la communication en direct. Depuis les années 1990, l'enseignement / apprentissage d'une langue étrangère par la tâche et la conception de dispositifs d'enseignement / apprentissage des langues sont devenus des éléments essentiels dans la réflexion en didactique des langues. Notre recherche, axée sur ces deux éléments, vise à déterminer les effets de la tâche sur la production orale des apprenants dans un environnement d'apprentissage. Plus précisément, cette étude propose des éléments méthodologiques pour évaluer certaines caractéristiques de tâches d'apprentissage sur la production orale dans un environnement d'apprentissage synchrone en ligne. L'expression orale est un outil précieux de communication entre les hommes. Que ce soit en famille, à l'école ou dans la rue, s'exprimer à l'oral est incontournable et fondamental. C'est pourquoi l'expression orale est enseignée. Au cours élémentaire, le but de cet enseignement est double :

1. Développer chez l'enfant les moyens d'expression orale de la langue française;
2. Former chez l'enfant l'aptitude à une expression orale plus précise et variée de sa pensée. Quand, dans les écoles classiques, la seule langue admise est le français, l'importance de l'expression orale dans cette langue tient en trois raisons essentielles :
3. Une raison fonctionnelle : Une grande part de la communication entre les élèves et l'enseignant lors des séances pédagogiques se fait à l'oral.

4. Une raison psychologique : Pour créer un climat relationnel propice aux apprentissages, les élèves doivent être encouragés. De fréquentes interactions communicatives dans la classe stimulent l’engagement des élèves à participer au cours.
5. Une raison sociale : La vie à l’école est une vie en communauté. Pour acquérir les habiletés sociales, les élèves doivent déjà les exercer à l’école, apprendre à vivre ensemble, résoudre est de ce fait une nécessité, une réalité incontournable et il faut au petit écolier la possession de cet outil de communication qu’est le français oral. Dans la vie courante, savoir parler est un avantage pour l’individu.

Ce constat est fait également dans d’autres disciplines, comme l’histoire, les mathématiques et la géographie. Le faible niveau des élèves en expression orale les empêche de contribuer activement en répondant aux questions de leur enseignant et surtout de donner des explications avec leurs propres mots. S’exprimer à l’oral devient une tâche encore plus ardue quand les élèves doivent interagir entre eux.

J’essaie de comprendre leurs problèmes, de regarder la vie à travers leurs yeux. Je m’efforce de faire en sorte que la communication, qui est ce que notre matière enseigne, ne soit pas forcée, mais authentique, afin que les enfants apprennent avec envie et intérêt. Je vis et travaille selon le principe : « Vous devez aimer ce que vous enseignez et aimer ceux à qui vous enseignez.

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## FRANSUZ TILIDA KELASI ZAMON VA UNUNG Q‘OLLANISHI

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**Annotatsiya:** Ushbu maqolada fransuz tilida kelasi zamonining qo‘llanilishi haqida ma’lumotlar berib o‘tilgan.

**Kalit so‘zlar:** fe'llar, signal so‘zlar, kelasi zamon,

Futur simple -nutq so‘zlanib turgan paytdan keyin sodir bo‘ladigan ish-harakatni bildiradi. Bu zamonni yasash uchun I va II-gruppa fe'llarning infinitifiga (noaniq shakilga) q o‘shimcha q o‘shiladi Masalan: Parler-gapirmoq fe'lini kelasi zamon shaklini ko‘rib chiqamiz

**Je parlerai                      Nous parlerons**

**Tu parleras                    Vous parlerez**

**Il parlera                      Ils parleront**

Il partira dans trois jours.

U uch kundan keyin ketadi.

Je vous demanderai de me montrer les alentours.

Menga atrofni ko‘rsatishingizni so‘rayman.

Nous savons qu’il reviendra demain.

Bilamizki,u ertaga qayib keladi.

Tu essuieras la vaisselle,Nicolas balaira le séjour.

Siz idishlarni artasiz, Nikolas xonani supuradi.

Ba’zi III -gruppa fe'llari futur simpleda tuslanganda o‘zagi o‘zgaradi va o‘zgargan o‘zakka qo‘shimchalar qo‘shamiz.

**Avoir- aur                      Mourir-mourr**

**Aller-ir                        Venir-viendr**

**Faire-fer                      Tenir-tiendr**

**Être-ser                        Savoir-sour**

**Voir-verr                      Devoir-devr**

Masalan: Aller-bormoq fe'li

J'irai                      Nous irons

Tu iras                    Vous irez

Il ira                      Ils iront

**Elle ira à la bibliothèque ce soir.** U bugun kechqurun kutubxonaga boradi.



***Dimanche j'irai le voir et nous en reparlerons.*** Yakshanba kuni men uning oldiga boraman va bu haqda gaplashamiz.

***La semaine prochaine mon ami viendra passer ses vacances chez nous.*** Keyingi hafta do‘stim kelib ta‘tilini biz bilan o‘tkazadi.

***Le lendemain matin nous irons, faire les courses ensemble pour acheter quelque chose.*** Ertasi kuni ertalab birga xarid qilish uchun boramiz.

III-gruppa fe'llari « **re** » bilan tugallansa, oxiridagi o‘qilmaydigan « **e** » tushirib qoldirilib, futur simple qo‘shimchalarini qo‘shamiz.

Masalan: Prendre-o lmoq fe'li

Je prendrai                      Nous prendrons

Tu prendras                    Vous prendrez

Il prendra                      Ils prendront

***Vous prendrez garde au verglas.*** Siz muzdan ehtiyot bo‘lasiz.

Futur simpleda zamon chaqiruvchi signal so‘zlar quyidagilar: demain-ertaga ; lendemain-indinga ; l'année prochain-kelasi yil ; prochainement-yaqinda; vaqt bildiruvchi so‘z + prochaine va hakazolar Masalan: Le jour prochain-kelasi kun ; la semaine prochain-kelasi hafta; dans un jour-bir kundan keyin va boshqalar.

***Demain, j'irai chez mon ami à Andijan.*** Ertaga Andijondagi dugonamnikiga boraman.

Est-ce que tu mettras ta robe nouvelle dimanche prochain? Kelgusi yakshanba kuni yangi libosingizni kiyasizmi?

Je sais qu'ils partiront la semaine prochaine. Bilaman, ular keyingi hafta ketishadi.

Eslatmalar: **Si** shart bog‘lovchisidan keyin futur simple o‘rniga le présent de l'indicatif qo‘llaniladi :

**Si tu es un homme honnête, tu diras la vérité.**

**Agar siz halol odam bo‘lsangiz, haqiqatni aytasiz.**

**Si il y a un bon groupe de soutien, dis-le moi.**

**Agar yaxshi qo‘llab-quvvatlash guruhi bo‘lsa, menga ayting.**

Shunday qilib, fransuz tilida kelasi zamonining qo‘llanilishini to‘g‘ri talq‘in etish va uni o‘zlashtirish biz talabalarning asosiy vazifalarimisdan biridir.

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## **FRANSUZ VA O‘ZBEK TILLARIDA OLMOSH SO‘Z TURKUMI**

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**Annotatsiya:** *Ushbu maqolada fransuz va o‘zbek tillari olmosh so‘z turkumi o‘zaro qiyoslangan.Ikki til o‘rtasidagi o‘xshashliklar,farqlar va xususiyatlari ilmiy jihatdan misollar orqali ko‘rsatilgan.*

**Kalit so‘zlar:** *olmosh so‘turkumi, kishilik, ko‘rsatish , o‘zlik, so‘roq, belgilash, gumon, bo‘lishsizlik.*

Bugungi kunda yurtimizning turli sohalarida yangilanishlar, o‘zgarishlar bo‘lmoqda. Shu o‘zgarishlar qatorida ta'lim sohasi ham borligi bu juda quvonarli holat.Ta'lim sohasidagi islohatlarning eng yaxshi bu chet tillariga bo‘lgan e'tibordir.Inson biron bir chet tilini o‘rganishdan oldin o‘z ona tilini yaxshi bilishi kerak,ona tili yaxshi bilgan inson uchun ikkinchi chet tilini o‘rganish unchalik qiyin bo‘lmaydi.chet tillarini o‘rganishda eng samarali usul bu ona tili bilan o‘rganmoqchi bo‘lgan chet tilli taqqoslab o‘rganishdir. Shu sababdan o‘zbek va fransuz tillarida olmosh so‘z turkumini bir biriga taqqoslab yortmoqchimiz bugungi maqolada. Olmosh(lotincha:pronomen)-ot,sifat,son o‘rnida qo‘llanuvchi mustaqil so‘z turkumi.Olmoshlarning asosiy ma'nosi va qaysi so‘z turkumi o‘rnida qo‘llanilishi matnda oydinlashadi.Olmosh so‘z turkumining vazifasi o‘zbek tilida ham fransuz tilida ham aynan shulardan iboratdir.

1. Kishilik olmoshlari-uch shaxsdan biriga ishora qiluvchi olmoshlardir.Fransuz tilida ham kishilik olmoshi(pronoms personnels)huddi shunday deyarli bir xil vazifani bajaradi.

*Kishilik olmoshlari.*

*Shaxslar      Birlik*

*I.      Men so‘zlovchi*

*Ko‘plik*

*Biz so‘zlovchi va tinglovchi*

II. Sen tinglovchi

siz tinglovchi

III. U o‘zga

ular o‘zgalar.

Exemple: **Je** viens dimanche. Je vois descendre **Caroline** : Je **la** vois.

Namuna: Men yakshanba kuni kelaman. Men Karolinni tushayotganini ko‘rdim: men uni ko‘rdim.

Elle dit à **Pierre**: elle **lui** dit. U Pierga aytdi. U unga aytdi. O‘zlik(egalik)olmoshi. O‘zlik olmoshi kishilik olmoshlari o‘rnida qo‘llanilib: 1. Shaxsni ko‘rsatadi. O‘zimga **o‘zim**(shaxs)gapira boshladim.

2. Predmetni ko‘rsatadi. **O‘zi** (narsa) pishiq, burni qiyshiq. Fransuz tilida ham o‘zlik yani egalik olmoshi bor (Pronoms possessifs) uning vazifasi ham aynan o‘zbek tilida qanday bo‘lsa aynan shundaydir.

Exemple: Voilà **ma soeur** : voilà **la mienne**. Bu mening singlim : bu meniki.

Il a apporté **ses livres** : il a apporté **les siens**. U kitoblarni olib keldi : u o‘zinikini olib keldi.

3. So‘roq olmoshlari. So‘roq olmoshlari -shaxs, narsa-hodisa, belgi-xususiyat, sabab, o‘rin, payt haqida so‘roqni bildiruvchi olmoshlar. **Kim? Nima? Qanday? Qancha? Nima uchun? Qayerga? Qachondan?** kabi so‘roq so‘zlardan iborat. Fransuz tilida ham so‘roq olmoshlari bor u pronoms interrogatifs deb yuritiladi. Tarkibini quyidagilar tashkil qiladi: **Qui? Que? Quoi? le quel ?, la quelle ?, les quels ?, auquel ?, auxquels ?**

**Par exemple: Qui a fait cela?. Buni kim qildi?. Le quel de vous trois veut un fruit?. Uchalangizdan qaysi biri meva istaydi?.**

Ko‘rsatish olmoshlari. Ko‘rsatish olmoshi-oldingi gap, gapdagi biron-bir so‘z, so‘z birikmasi o‘rnida qo‘llanilib, unga ishora qiluvchi yoki biror so‘zni aniqlab keluvchi olmoshlardir. **Bu, shu, u, o‘sha, ana, mana** so‘zlari ko‘rsatish olmoshlari hisoblanadi. Ko‘rsatish olmoshlari fransuz tilida pronoms démonstratif deb ataladi. Yuqorida keltirilgan qoida mos keladi, fransuz tilidagi ko‘rsatish olmoshlari ham.

Xulosa qilib aytadigan bo‘lsak, amaliy grammatika va badiiy adabiyotda olmoshlarning o‘rni benihoya kattadir. Har ikkala tilda ham olmosh so‘z turkumining o‘z o‘rni xususiyatlari va ahamiyatlari bor ega. Fransuz va o‘zbek tillarining olmosh so‘z turkumida qiyoslaganimisda , o‘xshash jihatlariga ko‘proq e‘tibor berdik.

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**EXPRESSIONS DE MOTS FRANÇAIS**

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**Abstrait:** *Cet article traite plutôt des mots et de leur lexicologie, les différences dans l'apprentissage des langues française et ouzbèke et leur application sont étudiées.*

**Mots clés :** *Mot, syntagme, morphologique, syntaxique, syntagme, relation*

Un mot est composé de certains sons et lettres. Et la parole est la somme de ces mots. Généralement, une phrase est composée de plusieurs mots. Parfois, un seul mot peut être utilisé comme une seule phrase. Les mots composés d'un seul mot, qui ne peuvent pas être divisés en contenu et ne peuvent pas être développés avec d'autres mots, sont appelés des phrases. Par exemple : **ha, yo'q, salom, xayr, ey voh, attang, jin ursin** (oui, non, bonjour, au revoir, wow, désolé...) etc. Les mots agissent comme des phrases simples du point de vue sémantique. Les mots sont morphologiquement et syntaxiquement controversés. Par conséquent, les linguistes français et ouzbeks ont plusieurs classifications de mots. Y compris le linguiste belge francophone M. Grevisse a exprimé l'opinion suivante sur les mots dans son livre de grammaire. Il a étudié principalement sous deux angles. Le premier est les mots clés (le mot-phrase essentiel).

- **Allô, Hélas ! OK, tant pis, oui.**
- **Est-ce que vous voulez du café ?**
- **Oui bien sûr.**

D'autre part, voici des exemples de locution-phrase accidentelle. **Imbécile! Magnifique ! Idiot!** et d'autres.

- Les mots perdent parfois leur sens originel : Flûte (flûte) est un nom ou Flûte (fouet) est une interjection.

-Dans la plupart des cas, ask peut perdre sa prononciation : Soit (swat) et Soit (swa) sous forme verbale.

- Dans certains cas, les expressions ne sont pas acceptées par le locuteur si elles sont syntaxiquement incomplètes. : Au feu, Salut (au sens de Bonjour).

M. Grevis a divisé les mots en 3 types, en tenant compte de leur place dans la communication. Les mots que nous appelons objectif sont destinés à **communiquer avec l'interlocuteur** (Allô), **consentement à poster** (Oui), **protestation** (Non), **salutation** (Bonjour), **commande** (Stop), **félicitations** (Bravo).

1. Il y a aussi des faits régionaux répertoriés dans le dictionnaire **Habile! Habile!** le mot est en français correspond à l'expression Dépêchez-vous. Ce mot est utilisé dans les régions de Picardie. Il y a aussi des faits régionaux.

2. Les phrases qui expriment des sentiments sont appelées phrases subjectives et correspondent à des exclamations. **Ah! Na! Ouf! Zut! Pfff! Las! ...**

3. Des mots suggestifs sont adressés à l'auditeur et l'encouragent à effectuer une action. Je me trouve sur moi [...] un scélérat de pistolet chargé. PAF !...( Sable, Mauprat, XXVII.)

Le scientifique bien connu M. Grevis a étudié les mots en utilisant les définitions données ci-dessus. C'est-à-dire que les mots sont classés dans la grammaire française. Voyons maintenant la classification des mots dans la langue ouzbek. Dans la grammaire de la langue ouzbek, les mots sont divisés en 4 groupes sémantiques. Y compris : En région wallonne de France, le mot ci-dessus est c'est-à-dire des phrases exclamatives, des phrases modales, des phrases négatives affirmatives et des phrases suggestives. Un groupe de mots chez une personne, signifiant des sentiments, des émotions, des commandes, des exhortations, des appels, etc., est appelé mots exclamatifs en ouzbek. Ils sont principalement divisés en 2 groupes : les émotions et les commandes. Mots exclamatifs **oh, eh, marhamat, tashakkur, uzr, barakallo, salom, hayr** et autres.

L'utilisation de mots suggestifs est inextricablement liée aux mouvements des parties du corps - ici, prenez, venez, les mots de remerciement sont inclus. Dans la langue ouzbèke, une phrase ne peut pas être exempte de sens de temps et de personne. Cependant, une

caractéristique de la détermination contextuelle des significations des temps et des nombres de personnes dans les phrases est qu'il peut s'agir d'une phrase sans prendre de participes.

En conclusion, il faut dire que chaque mot, chaque catégorie dans la langue a sa place. C'est pourquoi les mots sont aussi très importants. Y compris lorsque les gens se rencontrent, ils disent Assalamu alaykum ou Salam, ou à la fin de la conversation, Au revoir ! Sois béni! L'utilisation des mots au revoir, notre utilisation des mots de base les plus nécessaires dans la communication, tels que "Oui" pour un accord court et "Non" pour un désaccord, exprime l'importance des mots.

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## METHODS OF TEACHING ENGLISH

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**Annotatsion:** *The article provides insights into English language methodology. The data for the method and techniques are presented according to the results of the results in the applied English teaching supervised by performance linguists.*

**Key words:** *Grammar Translatio, Direct Method, Audio-lingualism, Humanistic Approaches, Communicative Language Teaching.*

According to academic research, linguists have demonstrated that there is **not one single best method for everyone** in all contexts, and that no one teaching method is inherently superior to the others.

Also, it is not always possible – or appropriate – to apply the same methodology to all learners, who have different objectives, environments and learning needs. The main methodologies are listed below in the **chronological** order of their development:

**GrammarTranslation** – the classical method



**Direct Method** – discovering the importance of speaking

**Audio-lingualism** – the first modern methodology

**Humanistic Approaches** – a range of holistic methods applied to language learning

**Communicative Language Teaching** – the modern standard method

**Principled Eclecticism** – fitting the method to the learner, not the learner to the method.

The more common methods have a link to a separate page with more details and an explanation of how they work, including the most common method currently used – Communicative Language Teaching:

| Method                                                     | Focus                     | Characteristics                                              |
|------------------------------------------------------------|---------------------------|--------------------------------------------------------------|
| GrammarTranslation                                         | Written literary text     | Translate from English into native language                  |
| <a href="#">Direct Method</a> (also called Natural Method) | Every day spoken language | Student learns by associating meaning directly in English    |
| CognitiveCodeApproach                                      | Grammar rules             | English grammar rules deduced and then understood in context |

### **Grammar Translation Method**

Sometimes also known as the Classical Method, this is a traditional teaching technique that was used to teach Latin and Greek and was particularly in vogue during the 16th Century. The focus at this time was on the translation of texts, grammar, and rote learning of vocabulary.

This teaching method is still common in many countries and institutions around the world, and still appeals to those interested in languages from an **intellectual or linguistic perspective**. However, it does little to improve your ability to use the language for oral communication.

### **Modern Teaching Methods**

As mentioned above, the modern language teacher doesn't follow one rigid method, but applies the Principled Eclecticism approach – fitting the method to the learner, not vice versa. This means choosing the

techniques and activities that are appropriate for each particular task, context and learner, with a focus on **motivation** and helping learners become independent and inspired to learn more.

### **Community Language Learning**

Also sharing many of the same principles as the Silent Way, this technique was relatively short-lived. Seeing the student as a ‘whole’ person, the method involved students sitting in a circle and encouraging them to use their feelings, intellect, relationships and reactions.

### **Developments & Problems**

This extensive memorization, repetition and over-learning of patterns was the key to the method’s success, as students could often see immediate results, but it was also its weakness.

#### **Some Examples**

- The teacher proposes a variety of exercises, both written and oral, to improve the learner’s accuracy, fluency and **communicative ability**.
- The teacher corrects errors immediately if the scope of the classroom activity is **accuracy**, but if the scope of the activity is **fluency** these errors will be corrected later on.
- The teacher develops all four linguistic capabilities (reading, writing, listening and speaking).
- To improve pronunciation the teacher uses drills, where students repeat automatically the phrases spoken by the teacher.
- The teacher helps the student **personalize** the use of grammatical and lexical elements used in class.

However, some private schools and training companies still prefer to promote a specific in-house branded method or approach, though often mainly for commercial or marketing reasons rather than for didactic reasons.

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# FRANSUZ TILIDA « PASSE COMPOSÉ » ZAMONINING QO'LLANILISHI

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**Annotatsiya :** Ushbu maqolada fransuz tilida passe composé zamoning qo'llanilishi, gapdagi o'rni va zamondagi umumiy ma'lumotlar berib o'tilgan.

**Kalit soʻzlar:** *Fe'llar, sifatdoshlar, o'zlik olmoshlari, ravish, O'tgan zamon sifatdoshi, yordamchi fe'llar*

O'tgan qo'shma zamon tugallangan ish-harakatni ifodalaydi va u matbuotda og'zaki va yozma nutqda keng qo'llaniladi. Bu zamonni hosil qilishda «**avoir**» yoki «**être**» yordamchi fe'llarning hozirgi zamon shaklini hamda tuslanuvchi fe'llarning **Participe passé** – O'tgan zamon sifatdoshi shaklini olamiz.

Masalan : parler-gapirmoq

*J'ai parlé*                      *nous avons parlé*

*Tu as parlé*                      *vous avez parlé*

*Il a parlé*                      *Ils ont parlé*

*Elle a parlé*                      *elles ont parlé*

Passé composé zomoning bo'lishsiz formasini quydagiday yasaladi: Ega+ne+avoir\\ être+pas+fe'lning noaniq shakli.

Masalan : Je n'ai pas parlé      nous n'avons pas parlé

*Tu n'as pas entré*                      *vous n'avez entré*

*Il n'a pas parlé*                      *ils n'ont entré*

*Elle n'a pas parlé*                      *elle n'ont fini*

Passé composé zamonda so'roq shaklli inversiya orqali yasaladi :

Ai-je parlé? A-t-il parlé ?

**-er** bilan tugovchi fe'llarning Participe passé shaklli **-é** bilan II- guruh fe'llarining Participe passé shakli – **I** bilan tugaydi.III- guruh fe'llarining Participe passé shakli esa turli qo'shimchalarga tugaydi. Shuning uchun ham ularning Participe passé shaklini vodlab olish zarur.

**Masalan:** I-guruh fe ‘llari : *parler- parlé entrer -entré,interroger-interrogé*

II-guruh fe 'llari : ***finir-fini,choisir-choisi,rougir-rougi.***

III-guruh fe‘llari : **attendre-attendu, apercevoir-aperçu, asseoir-assis, sortir-sorti, venir-venu, apprendre-appris, descendre-descendu, naître-né, mourir-mort, pouvoir-pu, vouloir-voulu, dire-dit, lire-lu** va hokazo.

Fe‘llarning asosiy qismi Passé composé yamonida « avoir » fe‘li yordamida tuslanadi. Quydagi fe‘llar va barcha olmoshli fe‘llar « être » fe‘li yordamida tulanadi. Ularni yodda saqlab qolish lozim :

Aller-venir(revenir,devenir)

Arriver- partir

Rester-tomber

Monter-descendre

Naitre-mourir Shuningdek « être » fe ‘li yordamida tuslanadigan fe‘llar qatoriga choir-qulamoq, yiqilmoq, kulfatda qolmoq, tashlab ketmoq va **échoir**-nasib bo‘lmoq muyyassar bo‘lmoq, tegmoq, chiqmoq, tushmoq, o‘tmoq, to‘lmoq, tamom bo‘lmoq, tugamoq, bitmoq fe‘llari. **Déchoir**-og‘ir ahvolga tushmoq, tanazzulga yuz tutmoq, past ketmoq,inqirozga uchramoq fe‘li esa Passé composé zamonida ham« avoir », ham« **être** »fe‘llari zordamida tuslanadi.

O‘tgan zamonda bien-yaxshi,déjà-alla qachon, beaucoup-ko‘p, mal-yomon, peu-kam, oz, jamais-hech qachon, encore-yana, assez-yetarli, aussi-ham, souvent- ko‘pincha,tez-tez,kabi ravishlar yordamchi fe‘l bilan o‘tgan zamon sifatdoshining o‘rtasiga qo‘yiladi.Masalan :

Il est déjà parti

Je n’ai pas encore fait ce travail.

Ammo o‘rin-payt va holat ravishlari fe‘ldan yoki o‘tgan zamon sifatdoshidan keyin qo‘llaniladi.Masalan :

Il est rentré tard il m’a écouté attentivement.

Je m’ai rencontré heir.

Fe‘l oldi kishilik olmoshlari o‘tgan yamonda zordamchi fe‘dan oldin qo‘yiladi.

O‘tgan zamonda olmoshlari fe‘lning sifatdoshi ( participe passé) vositasiz to‘ldiruvchi olmosh bilan moslashadi. Agar olmosh vositali to‘ldiruvchi bo‘lsa sifatdosh moslashmaydi. Masalan :

Elle s’est lavée (se- complément direct)

Elle s’est lavé les mains (se- complément indirect).

Xulosa qilib shuni aytishimiz mumkinki, fransuz tilida passé composé zamoni o‘tgan zamondagi ish-harakatni ifodalash uchun

ishlatiladi. Bu zamon murakkabligi uchun boshqa zamonlardan farq qiladi. Bu haqda keyingi maqolamizda futur dans la passé zamoni haqida ma’lumot beramiz.

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**O‘ZBEK VA FRANSUZ TILIDA SIFAT SO‘Z TURKUMI VA UNING QO‘LLANISHI**

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**Annotatsiya:** Ushbu maqolada sifat so‘z turkumi va uning qo‘llanishi o‘zbek va fransuz tillarida keng yoritilib berilgan. Shuningdek har ikkila tildagi farqlarini taqqoslab, maqsad va vazifalari misollar bilan keltirib o‘tilgan.

**Kalit so‘z lar:** sifat so‘z turkumi, asliy sifatlar, nisbiy sifatlar, sifat darajalari, sifatlarda rod, ko‘rsatish sifatlari, sifatlarning gapdagi o‘rni.

Metodikaning lingivistik asosini so‘z larning leksik – grammatik, morfologik va sintaktik guruhlar, ya’ni so‘z turkumlari tashkil qiladi. Nutqmizdagi fikrni aniq va tushunarli ifodalashimiz uchun biz hamisha sifat so‘z turkumidan foydalanamiz. Atrofimizni o‘rab olgan predmetning belgisi va xususiyatlarini ifodalab, **qanday? qanaqa?** so‘roqlariga javob beruvchi, gapda asosan otgan bog‘lanib keladigan so‘z turkumi sifat deb ataladi: ***Un film intéressant – qiziqarli film ;Une pomme sucrée – shirin olma.***

O‘zbek tilida sifat ba’-zida fe’lga ham bog‘lanib kelishi mumkin. Bunda u harakatning belgisini bildiradi: ***U onasining qalbida kechayotgan og‘riqlarni yaxshi tushunardi.*** Bu yerda **yaxshi** sifati ravish kabi gapda hol vazifasini bajaryapti.

Fransuz tilida adjectif verbal esa otga bog‘lanib, uning harakterini ifodalaydi: ***Ce sont des personnes prévoyantes – bular oldindan ko‘ra bilguvchi shaxslardir.*** Shuni eslatib o‘tish lozimki, participe présentni adjectif verbal bilan adashtirmaslik kerak. Chunki har ikkalasi ham -ant qo‘shimcha si orqali yasaladi. Adjectif verbal predmetning belgisini ifodalaydi va aniqlanmish ot bilan rod va sonda moslashadi: ***Un livre intéressant qiziqarli kitob; Une revue intéressante – qiziqarli jurnal.***

Fransuz tilida ham xuddi o‘zbek tilidagiday asliy va nisbiy sifatlar mavjud. Asliy sifatlar belgini darajalab ko‘rsata oladigan va uning xususiyatning oz yoki ko‘pligini bildiradi:

***Beau – moins beau, aussi beau, plus beau, le plus beau...***

O‘zbek tilida esa ***oq, qora, uzun, qisqa, yaxshi, katta, semiz, kamtar*** kabi tub sozlar asliy sifatlardir. Nisbiy sifatlar esa barcha tillarda bo‘lgani kabi boshqa so‘z turkumlardan, ko‘pincha otlardan yasaladi va ular predmetning o‘zgarmas xususiyatlarini bildiradi. O‘zbek tilidagi nisbiy sifatlar ko‘pincha fransuz tilidagi nisbiy sifatlarga mos keluvchi shakllari mavjud emas. Shu boislar ular predlogli ot sifatida fransuz tiliga tarjima qilinadi: ***Un œur d’or - oltin yurak; Une porte en bois – yog‘och eshik.*** Asliy sifatlar fe’lga bog‘lana oladi: ***qiyshiq o‘tirsang ham to‘g‘ri gapir*** (Maqol). Nisbiy sifatlar fe’lga birika olmaydi. Faqat -iy bilan hosil qilingan nisbiy sifatlar juda kam miqdordagi fe’llar bilan (masalan: *zamonaviy kiyinmoq*) birikishi mumkin.[1.12] Bir predmetdagi belgini boshqa predmetdagi xuddi shunday belgiga nisbatlab farqlash hodisasi sifat darajalari deyiladi. Fransuz tilidagi sifatlar o‘zbek tilidagi singari ***oddiy, qiyosiy va orttirma*** darajalarga ega.

Oddiy darajada sifatlar hech qanday ravish bilan kelmaydi: ***Une grande maison – katta uy.*** Qiyosiy darajada ***plus*** (ko‘proq), ***moins*** (kamroq), ***aussi*** (teng, xuddi, shuningdek) ravishlarini, ulardan keyi esa *que* (qaraganda) bog‘lovchini qo‘yish orqali yasaladi. Masalan: ***Khiva est la plus belle ville de l’Ouzbekistan. Ma mère est la meilleure de toutes les mères.***

O‘zbek tilida rod kategoriyasi mavjud emas. Fransuz tilida otlar esa 2 ta: ***le féminin*** (jenskiy) va ***le masculin*** (mujskoy) rodlarga bo‘linadi. Jonli predmetlarda otlarning rodi quyidagi yo‘llar bilan ifodalangan bo‘ladi:

1. Ot qo‘shimcha sini o‘zgartirish yo‘li bilan;



2. Maxsus suffikslar qo‘shish yo‘li bilan;
3. Determinativlarni (aniqlovchini) o‘zgartirish yo‘li bilan;
4. Maxsus so‘z larni qo‘llash yo‘li bilan.[2.56]

1. Asosiy qoidaga ko‘ra otlarning jenskiy rodiga mujskoy rod shakliga - e qo‘shish yo‘li bilan yasaladi.[3.29 ] ***Un petit garçon – une petite fille***

2. Mujskoy rod shaklida – e bilan tugagan sifatlar jenskiy rodga o‘zgarmaydi:

***un large pont – une large rue***

3. **-er, ier** qo‘shimcha lari bilan tugaydigan otlar jenskiy rodga **-ère, -ière** qo‘shimcha sini oladi: ***un vent léger – une robe légère***

4. **-f** qo‘shimcha si bilan tugovchi otlar jenskiy rodga **-ve** qo‘shimcha sini oladi:

***un costume neuf – une robe naïve***

5. Mujskoy rodga **-eur** bilan tugovchi otlar jenskiy rodga **-euse** qo‘shimcha sini oladi: ***Un visage heureux – une figure heureuse***

Xulosa o‘rnida shuni aytish joizki, har bir fanning maqsad va vazifalari bo‘lganidek tulning ham o‘z qonun qoidalari bor. Tillarning rivojlanishi ko‘p asrlik taraqqiyoti davomida uning morfologik qurilishi takomillashib keldi. Bu o‘z o‘rnida amaliy grammatikani shakllantirishni vujudga keltirdi. Amaliy grammatika orqali naqafat o‘zbek tili balki boshqa fransuz va dunyo tillarini o‘rganishimizga katta yordam beradi. Fikr faqat til yordamida yuzaga chiqadi. Shuning uchun ham har bir kishi undan foydalanishni va avvalo uning o‘zini to‘la-to‘kis o‘rganib olishiga harakat qilishi zarur.

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## **O‘ZBEK VA FRANSUZ TILIDAGI IBORALAR**

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**Annotatsiya :** *Ushbu maqolada o‘zbek tilidagi iboralarining sinonimlik , omonimlik, antonimlik xususiyatlar va oddiy so‘z lardan farqi shuningdek, qo‘llanilish doirasi haqida yozilgan.*

**Kalit so‘zlar:** *so‘z, ibora, frazeologiya, sinonim, omonim, antonim, barqaror brikma, so‘z birikma*

Gap linguistik aloqa birgidir ya’ni uni har biri linguistik aloqa aktini tashkil etuvchi ikki yoki undan ortiq ketma -ketliklarga (fonik yoki grafik) bo‘lish mumkin emas. Ko‘pincha aloqa deganda ko‘plab jumlar tushuniladi. Har biri o‘ziga xos intonatsiyasiga ega va undan keyin muhim pauza keladi. Yozma nutqda bu muhim pauza odatda nuqta bilan ifodalanadi. Boshqa tinish belgilari gapning oxirini belgilashi mumkin: so‘roq belgisi, undov, nuqtali vergul, ikki nuqta, lekin bu turli belgilarni gap ichidan ham topish mumkin. Vergul bir nechta jumalarni bir biridan ajratadi. Nuqtani gap oxiriga to‘g‘ri kelmagan holatlarini ham ko‘rish mumkin , ba’zi mualliflar atamaning o‘zini jumladan nuqta bilan ajratib ko‘rsatishadi.

Biz odatda nutqni so‘zlovchi tomonidan aytiladigan jumlar qatori deb ataymiz. Nutq yordamida amalga oshiriladigan muloqot jarayoni albatta bir biri bilan bog‘liq bo‘lgan bir qator jumlalarga asoslanadi. Bu jumlar so‘z larning oddiy va murakkab birikmalardan tashkil topadi. Oddiy va murakkab birikmalardan insonlar o‘zlarining muloqot jarayonida so‘z lashilayotgan muhitdan kelib chiqqan holda doimiy ravishda foydalanib keladi. Masalan: Unga yetib olganimda vujudimni sevinch qoplagan, kutilmagan uchrashuvdan boshim osmonga yetgan.(Oybek)

Boshim osmonga yetgan, vujudimni sevinch qoplagan: xursand bo‘lish ma’nosini ifodalagan bu jumlar iboralar bo‘lib, barqaror birikmalarning bir qismi bo‘lgan frazeologiyada o‘rganiladi. Ikki va undan ortiq so‘z larning o‘zaro barqaror munosabatidan tashkil topgan, nutq jarayoniga tayyor holda olib kiriluvchi til egalari xotirasida

imkoniyat sifatida mavjud bo‘lgan til birliklari barqaror birikmalar deyiladi.

**Frazeologizmlar – iboralar.** Ma‘no yaxlitligiga ega bo‘lgan va nutqiy jarayonga qadar ikki va undan ortiq so‘z larning barqaror munosabatidan tashkil topgan nutqqa toyyor holda olib kiriluvchi ko‘chma ma‘nodagi barqaror birikmalarga frazeologizmlar deyiladi. Masalan: Xamirdan qil sug‘urganday - oson , qo‘y og‘zidan cho‘p olmagan - yuvosh , suvga oborib sug‘ormay qaytaradi - ayyor , og‘zi qulog‘ida - xursand, ko‘ngli joyiga tushdi - tichlandi, qovog‘idan qor yog‘ilyapti - xafa , boshida yong‘oq chaqadi - tanbeh berish ,oyog‘ida kuldirgichi bor - teg o‘tirolmaydigan odamga nisbatan , ishni ko‘zini biladi - uddaburon odam , yog‘ tushsa yalagudek - toza , torg‘ay chuldiramay turibsiz-a - uxlab qolish ma‘nosida , arpasini xom uribdi - zarar keltirish , tarvuzi qo‘ltig‘idan tushdi - havfsalasi pir bo‘lgan , quvun tushurdi va boshqalar . Iboralar - ma‘nosi bir so‘z ga teng keladigan gap yoki so‘z birikmalardir. Iboralar har doim ko‘chma ma'noda ishlatiladi.

Iboralar asosan so‘z lashuv va badiiy uslubda keng qo‘llaniladi , rasmiy va ilmiy uslubda ular ishlatilmaydi. Iboralar ma‘nodoshlik , shakldoshlik, antonimlik xususiyatiga ega. Bir biriga ma‘no jihatdan yaqin iboralar **ma‘nodosh iboralar** [frazeologik sinonimlar] deyiladi. Masalan : boshi ko‘kka yetmoq - iborasi, og‘zi qulog‘ida bo‘lmoq iborasiga sinonim boshi ko‘kka yetmoq - og‘zi qulog‘ida bo‘lmoq iboralari aynan bir ma‘noni anglatadi ya‘ni xursand bo‘lib behad sevinishni ifodalaydi. Yana, esidan og‘moq - iborasi aqldan ozmoq iborasiga sinonim ya‘ni telba bo‘lmoq ma‘nosini hosil qiladi.

Qo‘shimcha misollar:

Ko‘p o‘ylamoq = boshi shishmoq , boshi qotmoq , miyasi g‘ovlamoq , boshi gangimoq; mas‘ul bo‘lmoq = zimmasiga olmoq , bo‘yniga olmoq , majburiyatiga olmoq; azoblanmoq = ich etini yemoq , o‘z yog‘iga o‘zi qovurilmoq; umuman gapirmaslik = og‘ziga qatiq ivitmoq , mum tishlamoq , og‘ziga tolqon solmoq; turmush qurmoq = boshini ikkita qilmoq , bir yostiqqa bosh qo‘ymoq; achchig‘idan tushmoq = jahlidan tushmoq , g‘azabidan tushmoq , zahridan tushmoq; kindigi kesilgan = kindik qoni to‘kilgan; kun ko‘rmoq = kun o‘tkazmoq; ketiga tushmoq = iziga tushmoq, payiga tushmoq; katta gapirmoq = katta ketmoq; kayfi chog‘ bo‘lmoq = dimog‘i chog‘ bo‘lmoq, vaqti chog‘ bo‘lmoq; kayfi

buzuldi = ta'bi xira bo'ldi;yo'lga qo'ymoq = yo'lga solmoq; ishga tushurmoq = ishga solmoq; ixlos qo'ymoq = bino qo'ymoq; ikki oyog'ini bir etikka suqmoq = oyog'ini tirab olmoq , to'nini teskari kiymoq; ignadek....ni tuyadek qilmoq = pashshadan fil yasamoq;

Xulosa qilib shuni aytish joizki, iboralardan foydalanish nutqimizdagi so'z takrorlarini oldini olishda, fikrimizni aniq va tushunarli qilishda, ma'nosini kuchaytirgan holda gaplar tuzishga yordam beradi .

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**FRANSUZ TILIDA FE'LLAR VA ULARNI QO'LLANILISHI**

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**Annotatsiya:** *Ushbu maqolada fransuz tilidagi fe'larning zamon shakillarida qo'llnilishi va ularning gapdagi ahamiyati haqida fikr yuritiladi.*

**Kalit so'zlar:** *Zamonlar, qo'shimchalar, I ,II, III guruh fellari, til materiallari, noaniq shakl*

“Fe'l” mavzusini o'rganishda asosiy vazifalar: so'z turkumi sifatida fe'l haqida dastlabki tushunchani shakllantirish, o'quvchilar nutqini fe'llar bilan boyitish hamda og'zaki va yozma nutqda fe'ldan to'g'ri foydalanish ko'nikmasini o'stirish, o'quvchilarning aqliy faoliyatini rivojlantirish, grammatik mavzu bilan bog'liq holda ayrim orfografik qoidalarni o'zlashtirish hisoblanadi. Bu vazifalar bir-biri bog'liq holda hal etiladi. Fe'lning lingvistik xususiyatlari xiyla murakkab, shuning uchun boshlang'ich sinf o'quvchilari faqat uning muhim nazariyalari bilan tanishtiriladi. Material tanlashda shu materialning nutq va imloga oid vazifalarni hal qilishda qanchalik zarurligini hisobga olinadi.

Fe‘llar noaniq formadagi qo‘shimchalar va tuslanishlariga ko‘ra III guruhga bo‘linadi. **1-guruh fe‘llariga** noaniq formadagi oxiri “**er**” qo‘shimchasi bilan tugallangan barcha ( **aller** – bormoq, **envoyer** – yubormoq dan tashqari ) fe‘llardan kiradi.

Bu guruh fe‘llariga mos bo‘lgan quyidagi xususiyatlarni eslab qolish lozim:

1.Ular noaniq formada va tuslanishida biz xil qo‘shimchalarga egadir.

2.Birlikdagi uchchala shaxs va ko‘plikdagi III shaxs qo‘shimchalari o‘qilmaydi.

3.Fe‘llarning juda ko‘p qismini tashkil etadi. Ularning soni 3 mingdan ortiqroq. Misollar keltiramiz. Ularn hozirgi zamon Présent zamonida tuslash uchun, so‘z oxiridagi “**er**” qo‘shimchasi tushurib qoldirilib, o‘rniga quyidagi shaxs qo‘shimchalari qo‘shiladi:

Nous **demandons** son adresse – Biz uning adresini so‘rayapmiz.

Ils **demandent**: “ Qui frappe - à la porte?”- Ular “ Kim eshikni taqillatyapti?” deb so‘rashyapti.

Je **montre** la photo de ma mère – Men onamning suratini ko‘rsatyapman.

Tu montres ton travail de contrôle au professeur – Sen sinov ishingni o‘qituvchinga ko‘satyapsan.

**2-guruh fe‘llari** noaniq formada “**ir**” qo‘shimchasi bilan tugallangan fe‘llar bu guruxga kiradi. Ularga xos bo‘lgan belgi – ko‘plikda “**iss**” qo‘shimchasini oladi. Bu guruxdagi fe‘llar son jihatdan I-gurux fe‘llaridan ozroq bo‘lib, asosan sifatlardan yasalgandir:

Shuningdek,**bâtir, choisir, finir** fe‘llari ham 2-gurux fe‘llariga kiradi. Demak, misollardan ko‘rinadiki, 2-guruh fe‘llarini tuslash uchun fe‘l oxiridagi “**ir**” qo‘shimchasini tushurib qoldirib quyidagi qo‘shimchalarni fe‘l o‘zagiga qo‘shamiz: **-is, -is, -it, -it, -issons, -isez, -issent**. “**ir**”qo‘shimchali **partir** – jo‘nab ketmoq, **sortir** – chiqmoq, **venir** – kelmoq, **mourir** – o‘lmoq fe‘llarini bu qoidadan mustasno bo‘lib, ular 2-guruxga emas, 3-guruxga mansubdirlar. Chunki ular tuslanishda ko‘plikda “**iss**” qo‘shimchasini olmaydilar.

**III-guruh fe‘llari:** Bu guruhga quyidagi fe‘llar kiradi:

1. “**ir**” qo‘shimchasi bilan tugagan, tuslanishda “**iss**” qo‘shimchasini olmaydigan fe‘llar:

Servir, partir, venir, offrir, tenir, dormir, courir, mourir, etc.

2. “re”, “oir” qo‘shimchasi bilan tugallanadigan fe‘llar:

**Prendre, comprendre, descendre, attendre, recontre, voir, pouvoir, vouloir, devoir, boire, savoir, avoir, apercevoir, s’asseoir, prévoir, etc.**

3. “er” qo‘shimchasi bilan tugallangan fe‘llar: **aller, envoyer** (yubormoq)

III -guruh fe‘llarini tushlashda umumiy qoida bo‘lmagani uchun ular noto‘g‘ri fe‘llar deb ham yuritiladi.

Fe'l harakat ma'nosini bildiruvchi so'zdir. Shu jumladan, xulosa qiladigan bo'lsak, fransuz tilidagi I, II, III guruh fe'llarning xususiyatlari va ularning qo'shimchalarini va ularning boshqa so'z turkumlaridan ajralib turishini ko'rib chiqdik. Fe'llar gapda ma'lum bir sub'yekning harakatini ifodalab keladi. Fe'l murakkab kategoriyalarga boy so'z turkumi hisoblanadi. Fe'llarning grammatik kategoriyalari fe'l turkumiga kiruvchi so'zlarning sintetik yoki analitik shakllarini o'zaro qarama-qarshi qo'yish vositasida ifodalanadi.

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**O‘ZBEK TILIGA XORIJ TILLARIDAN KIRIB KELGAN  
SO‘ZLAR HAQIDA**

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**Annotatsiya:** *Ushbu maqolada o‘zbek tiliga xorijiy tillardan kirib kelgan so‘zlar va iboralar haqida bayon qilingan va misollar bilan yoritilib berilgan.*

**Kalit so‘zlar:** *Og‘zaki nutq, so‘zlarning qo‘llanilishi, so‘z, chet tilidan kirib kelgan so‘zlar*

Tilning rivojlanishi doimo taraqqiyot va jamiyat rivojlanishi bilan chambarchas bog‘liq. Bizning tilga ham boshqa tillardan kirib kelgan



so‘zlar va iboralar ko‘p qismni tashkil etadi. Ayniqsa bu holat bugungi kunda ancha rivojlangan. Bir tilga boshqa tillardan so‘zlarning kirib kelish sabablarini o‘rganib chiqadigan bo‘lsak bu tarixga borib taqaladi.

Xorijiy so‘zlarni kirib kelish sabablari ko‘p bo‘lib, dastlabki sabablari bo‘lgan tarixga nazar tashlaylik. Oldingi davrlarda bir tilga boshqa tillardan so‘zlar kirib kelishi davlatlar o‘rtasidagi urush yoxud, davlatlarning boshqa davlatlar tomonidan bosib olishini sabab bo‘lgan. Shu tufayli bir tilga xorijiy so‘zlar kirib kela boshlagan. Bosib olgan davlat o‘sha davlatga o‘z tilini kirita boshlash natijasida yuzaga keladi. So‘zlashuv jarayonida, savdo-sotiq va xalqlar ustidan qilingan hukmronlik tufayli chet tillar kira boshlagan. XX-asr boshlari 1917-yillari chor rossiyasining bizning mamlakatimizga kirib kelishi va hukmronlik qila boshlashi orqali bizning tilga rus so‘zlar kirib kelgan. Bu xorijiy so‘zlarni kirib kelish sabablaridan biri bo‘gan. Shu davrdan boshlab « Ko‘lkhoz, sovxo‘z, partiya, respublika, armiya, soldat, militsiya, komandir, mashina, samolyot, vertalyot » va yana ko‘plab so‘zlar qo‘llanila boshlagan.

“Ko‘lkhoz” va “sovxo‘z”lar jamiyatda tuzilgan birlashmalar, shuningdek, partiya, armiya, respublika so‘zlari rasmiy tilda qo‘llanila boshladi. Og‘zaki nutqimizda ham rus so‘zlarni ko‘rishimiz mumkin. Hozirgi kunga keladigan bo‘lsak, nafaqat rus tilidagi balki boshqa tillardan kirib kelgan so‘zlarni ham uchratishimiz mumkin. Bugungi kunda nutqimizda Fransuz tilidan kirib kelgan ko‘pgina so‘zlarni ko‘rishimiz va eshitishingiz mumkin. Nafaqat bizning tilda boshqa tillarda ham fransuzcha so‘zlarni uchratish mumkin. Bunga sabab qadimda fransuz tili zodogonlar tili hisoblangan. Katta amaldorlar fransuz tilida so‘zlashgan. Shuningdek savdo aloqalari yuzasidan ham fransuz tilidan foydalanilgan.

Masalan: hozirda kundalik hayotimizda ishlatayotgan « shafyo » so‘zini kelib chiqishini olsak, bu so‘z asli fransuz tilidagi « choffeur » so‘zidan olinsa bu so‘z rus tiliga kirib shafyor so‘ziga o‘zgartirilgan va bizning tilda ham shu shaklda kirib kelgan. Biz eng ko‘p ishlatadigan jalyuzi so‘zi ham fransuz tilidan kirib kelgan

Akvarel (fr)- suvda eritib ishlatiladigan bo‘yoq.

Amper (fr)- elektr tokining o‘lchov birligi.

Ampermetr (fr+yun)- tok kuchini o‘lchaydigan asbob.

Abonement (fr) -biror narsadan ma'lum bir muddat ichida foydalanish uchun berilgan hujjat.

Aksiya (fr)- aksiyadorlik jamiyati. O‘z ulushini qo‘shgan hissadorlarga shu jamiyat ichida qatnashish va uning daromadlaridan foydalanish huquqini beradigan qimmatbaho qog‘oz.

Bal (fr)- katta raqs kechasi.

Abonent- (fr abonner-yozilmoq,obuna bo‘lmoq.Abonementga ega bo‘lgan shaxs yoki tashkilot.

Avangardizm- (fr avant-gardisme- ilg‘orlik ) 20-asr san'at va adabiyotida realistik bo‘lmagan hatto realistik oqimga zid) oqimlarning umumiy nomi.Uning tarafdorlari adabiyot va san'atning avvaldan mavjud an'analarini tan olmay,uni tubdan yangilashni,uning tasviriy va shakliy imkoniyatlarini kengaytirishni maqsad qilib qo‘ygan, shunga ko‘ra, hatto realizmni rad etganlar.

Avantyura- (fr) aventure- qaltis harakat, sarguzasht. Tasodifiy muvaffaqiyatga erishish uchun real kuch, sharoit va imkoniyatlarni hisobga olmay, tavakkaliga qilingan hatti-harakat. Xorijiy so‘zlarning kirib kelish sabablaridan yana biri bu predmet orqali kirishi. Ya'ni biror davlatda ishlab chiqarilgan maxsulotni yoki atamaning o‘z nomi bilan kirib kelishi. Texnologiyalar tobora rivojlangani sari nutqimizda yangi so‘zlar ko‘payib bormoqda. Xorijiy so‘zlarni kirib kelishi va tarqalishi asosan fan-texnikaning rivojlanishi bilan bog‘liq. Hozirgi paytda nafaqat iqtisodiyotda balki ilm-fan, ilmiy, publitsistik,rasmiy va so‘zlashuv uslublarida xorijiy so‘zlarni uchratish mumkin

Kadr-(fr.cadre - rom. Lot.quadrum to‘rt burchaklik) Kinoplyonka yoki fotoplyonkadagi alohida - alohida suratlardan biri; bitta surat,yakka rasm. Kunlar kino lentasining kadrlari singari bir-biridan farqini,ammo hayotda yangidan-yangi manzaralar vujudga keltirib o‘tar edi.(A.Qahhor, Sarob.)

Kadr (fr.cadres - shaxsiy tarkib)

1.Korxona, muassasaning maxsus tayyorgarlikka ega bo‘lgan xizmatchi,ishchi va hodimlar.Kadr yetkazib bermoq, kadr tayyorlamoq, Hamma narsani kadrlar hal qiladi.

- Bu kishi shunaqa, o‘rtoq Tursunov -deb to‘ng‘illadi Tojiboy, - "Ilmim bor kadrman" deb, bizni ham nazarga ilmaydi. (P.Tursun.O‘qituvchi)

Bosha tillardan o‘zlashtirilgan so‘zlarni o‘z ona tilimizga shunday qabul qilib olganmiski, ba’zida ularni asl kelib chiqish etimologiyasidan xabardor bo‘lganimizdagina asl mohiyatinin anglab yetamiz.

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**O‘QUVCHILARDA KOMMUNIKATIVLIK VA  
TASHKILOTCHILIK QOBILIYATLARINI RIVOJLANTIRISH**

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**Annotatsiya:** Ushbu maqolada kommunikativ kompetentsiyada belgilangan tushunchalar hamda mazkur qobiliyatlarni tahrirlash va uni rivojlantirish uchun ta’lim texnologiyalarini tanlash haqida fikr yuritiladi.

**Kalit so‘zlar:** kompetentsiya, ta’lim standartlari, tayanch kompetentsiya, xususiy kompetentsiya, kommunikativ kompetentsiya, umummadaniy kompetentsiya, kommunikativlik qobiliyati, tashkilotchilik qobiliyati

Kompetentsiyalarni shakllantirishga yo’naltirilgan davlat ta’lim standartlari va o’quv dasturlari loyihalari tajriba – tadqiqoti jarayoni uch bosqichda tashkil etiladi:

I – bosqich: 2015 – 2016 o’quv yilida umumta’lim fanlari bo’yicha o’quvchilarda tayanch kompetentsiyalarni shakllantirishning metod va usullari;

II – bosqich: 2016 -2017 o’quv yilida o’quvchilarda har bir umumta’lim faniga oid xususiy kompetentsiyalarini shakllantirish texnologiyalari;

III - bosqich: 2017 – 2018 o‘quv yilida umumta’lim fanlari bo‘yicha tayanch va xususiy kompetentsiyalarni shakllanganlik darajasini baholash mezonlari.

Avvalom bor tayanch kompetentsiyalarga nimalar kiradi:

1. Kommunikativ kompetentsiya.
2. Axborot bilan ishlash kompetentsiyasi.
3. Shaxs sifatida o‘z- o‘zini rivojlantirish kompetentsiyasi
4. Ijtimoiy faol fuqarolik kompetentsiyasi.
5. Umummadaniy kompetentsiyalar.
6. Matematik savodxonlik, fan va texnika yangiliklaridan xabardor bo‘lish hamda foydalanish kompetentsiyasi

Shulardan kommunikativ kompetentsiyada belgilangan tushunchalarni qaraylik:

- jamiyatda o‘‘zaro muloqotga kirishish uchun ona tili va birorta horijiy tilni mukammal o‘zlashtirish hamda muloqotda samarali foydalana olish
- o‘z fikrini og‘zaki va yozma tarzda aniq va tushunarli namoyon qila olish, mavzudan kelib chiqib savollarni mantiqan to‘g‘ri qo‘ya olish va javob berish
- ijtimoiy moslashuvchanlik, o‘‘zaro muloqotda muomala madaniyatiga amal qilish, jamoaviy hamkorlikda ishlay olish
- muloqotda suhbatdosh fikrini hurmat qilgan holda o‘z pozitsiyasini himoya qila bilish, uni ishontira bilish
- turli ziddiyatli vaziyatlarda o‘z ehtiroslarini boshqarish, muammo va kelishmovchiliklarni hal etishda zarur ( konstruktiv) bo‘lgan qarorlarni qabul qila olish;

Kommunikativ kompetentsiya tushunchalarining birinchi bandida “jamiyatda o‘‘zaro muloqotga kirishish uchun ona tili va birorta horijiy tilni mukammal o‘zlashtirish hamda muloqotda samarali foydalana olish” deyilgan. Mazkur tushuncha qaysi yoshdagi va sinfdagi o‘quvchi uchun mo‘ljallangan?

Birinchi sinf o‘quvchisi horijiy til tugul, o‘z ona tilini ham mukammal bilmaydi. Xuddi shunday beshinchi yoki to‘qizinchi sinf o‘quvchilari ham horijiy tillarni faqat ma‘lum darajada biladi. Ularning kommunikativlik va tashkilotchilik qobiliyatlari turlichadir.

Shunga ko‘ra eksperimentator o‘qituvchi dastlab mazkur qobiliyatlarni

tashxislashi va uni rivojlantirishi uchun ta’lim texnologiyalarini tanlashi kerak bo’ladi.<sup>1</sup>Bunday jarayon o’quvchilarni kasbga yo’naltirish ishlarini mufavvaziyatli olib borish uchun ham xizmat qiladi.

Shunday kasblar borki,unda turli toifadagi odamlar bilan faol muloqotda bo’lish kerak bo’ladi. Bunday kasblarga o’qituvchilar, vrachlar, tarbiyachilar, maishiy xizmat xodimlari, ommaviy tadbirlar o’tkazuvchilar, rahbarlik ishlarida ishlovchilar kabilar kiradi. Shunga ko’ra, o’quvchilarda kommunikativ va ijtimoiy faol fuqarolik kompetentsiyalarni yoshligidanoq rivojlanishi tanlagan kasblarida muvaffaqiyatli ishlab ketishining garovi hisoblanadi. Tashkislash ishlarida ko’pgina metodlar ishlatiladi. Shulardan biri “Komunikativlik va tashkilotchilik qobiliyatlarini ” aniqlash metodikasi bo’lib, bu sinaluvchilarning turli vaziyatlarda o’zini tutishdagi ayrim xususiyatlarini baholash va aks ettirish tamoyiliga asoslangan. Unda sinaluvchilarning shaxsiy tajribalaridan tanish bo’lgan vaziyatlar tanlanadi. Shunga ko’ra vaziyatni baholash va unga javob yozish uchun sinaluvchi o’z shaxsiy hayotida uchragan vaziyatlarni eslaydi. Mana shu tamoyil asosida savolnoma loyihasi tuzilib sinaluvchining kommunikativ va tashkilotchilik layoqatlari aniqlanadi. Metodning o’ziga xos xususiyati shundaki, sinaluvchi, maslahatchi taklif etgan vaziyatda, o’zining holatini qiyoslab qanday tutishni fikrlaydi. Undagi savollar spektri shunchalik kengki, sinaluvchining bergan javoblariga ko’ra uning kommunikativlik va tashkilotchilik qobiliyatlarining o’ziga xos tomonlarini sifatli ravishda aniqlash mumkin.

- Savolnomani tuzishda unda ishtirok etuvchilarning berilayotgan savollarga nisbatan munosabatlari ham hisobga olingan. Gap shundaki, ayrim sinaluvchilar tasdiqlovchi javoblarga moyil bo’lsa, ayrimlari inkor etuvchi javoblarni ma’qul ko’radilar. SHunga ko’ra , savolnomada savollar shunday tuzilganki, tasdiqlovchi javob berilgan savolning ma’nosi, xuddi shunday inkor etuvchi javobdagiday ma’noga ega.

Kommunikativ qobiliyatlarni o’rganadigan dasturga quyidagi mazmundagi savollar kiritiladi:

- o’quvchi muloqotga kirishishga intiladimi, uning do’stlari ko’pmi;

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<sup>1</sup> Bimmel Reter, Kast Bernd, Neuner Gerhard. Deutschunterricht planen. Arbeit mit Lehrwerkslektionen. Berlin-München, 2003. –176 S.

- do‘stlari davrasida bo‘lishni hohlaydimi yoki yolg‘iz bo‘lishni ma‘qul ko‘radimi?
- yangi qiyofalarga, yangi jamoaga tez ko‘nikadimi;
- do‘stlari, tanishlarining iltimoslariga tez munosabat bildiradimi;
- jamoatchilik ishlarini yoqtiradimi, yig‘ilishlarda so‘zga chiqadimi;
- notanish odamlar bilan osongina muloqotga kirishadimi?
- sinfda doska oldiga chiqib so‘zga chiqish unga osonmi?

Shularga asoslangan holda o‘z tajribasida uchraydigan holatlarda o‘zini tutishga doir 20 ta maxsus savollar ishlab chiqiladi.

O‘quvchilarning tashkilotchilik qobiliyatlarini o‘rganuvchi dasturlar o‘z ichiga boshqa mazmundagi savollarni oladi:

- murakkab vaziyatlarda tezgina past – balandni ajratib olish;
- topqirlik, qat‘iyat ko‘rsatish, talabchanlik;
- tashkilotchilik faoliyatiga moyillik;
- mustaqillik, o‘z-o‘zini tanqid qilish;
- vazminlik;
- jamoatchilik ishiga nisbatan munosabat, kirishimlilik.

Shularga nisbatan 20 ta savol ishlab chiqilgan bo‘lib qandaydir ma‘noda o‘quvchilarning tashkilotchilik qobiliyatlarini aks ettiradi. Sinaluvchilar savollarga o‘z javoblarini maxsus javoblar varaqasiga qo‘yadilar. Unda sinaluvchining anketa ma‘lumotlari va ishining natijalari keltiriladi.

Xulosa qilib shuni aytish mumkinki, o‘quvchini o‘rganish jarayonida kommunikativ va tashkilotchilik layoqatlari unchalik yuqori darajada emasligi aniqlansa, bu uning keyinchalik rivojlanish davrida o‘zgarmasdan qolishini bildirmaydi. Yetarli sharoit, maqsadga intilish va ijobiy motivatsiya bo‘lganda bunday layoqatlar rivojlanishi mumkin.

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## SEMANTIC-STRUCTURAL FEATURES OF ANTHROPONYMS IN ENGLISH AND UZBEK LANGUAGES

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**Abstract:** *This article explores the semantic and structural features of anthroponyms in English and Uzbek languages. Anthroponyms are names given to individuals, and they reflect the cultural and social aspects of their respective societies. In English, anthroponyms often have a clear meaning and a simple structure, while in Uzbek, they often have a symbolic meaning and a more complex structure.*

**Key words:** *anthroponyms, semantic features, structural features, cross-cultural communication, syllables.*

Anthroponyms are names given to individuals, and they refer to human beings. They play an essential role in both English and Uzbek languages as they reflect the cultural and social aspects of their respective societies. In this article, we will examine the semantic-structural features of anthroponyms in English and Uzbek languages. The study of anthroponyms in different languages is essential to understand the cultural and social aspects of different societies. Understanding the semantic and structural features of anthroponyms can provide insights into the beliefs, values, and traditions of different cultures. The article highlights the importance of studying language as a means to understand culture and society. It also emphasizes the need for cross-cultural communication and understanding to promote tolerance and respect for diversity. Overall, this article provides valuable insights into the role of anthroponyms in reflecting cultural and social aspects of different societies.

**Semantic Features.** Semantic features refer to the meaning of words and how they relate to other words. In English, anthroponyms often have a clear meaning and are usually derived from other words or have a historical context. For example, the name “John” is derived from the Hebrew name Yochanan, which means “God is gracious.” Similarly, the name “William” is derived from the Germanic name Wilhelm, which means “resolute protector.” These names have a clear meaning and are derived from the historical context. In Uzbek, anthroponyms often have

a more symbolic meaning, reflecting cultural and religious beliefs. For example, the name “Muhammad” is a common name in Uzbekistan and is named after the Prophet Muhammad in Islam. Similarly, the name “Ali” is named after the fourth caliph in Islam. These names have a symbolic meaning and reflect the cultural and religious beliefs of the society.

**Structural Features.** Structural features refer to the form and structure of words. In English, anthroponyms often have a simple structure, consisting of one or two syllables. For example, the names “John,” “Mark,” and “Luke” all have one syllable. However, there are also longer names such as “Alexander” and “Christopher.” These names have a simple structure and are easy to pronounce. In Uzbek, anthroponyms often have a more complex structure, consisting of multiple syllables and suffixes. For example, the name “Shokhrukh” consists of three syllables and the suffix “-ruk,” which means “face.” Similarly, the name “Dilshod” consists of two syllables and the suffix “-shod,” which means “happy.” These names have a complex structure and may be challenging to pronounce for non-native speakers.

Anthroponyms are names given to individuals, and they reflect the cultural and social aspects of a society. The Uzbek and English languages have their unique semantic and structural features of anthroponyms. While both languages have similarities in their naming conventions, there are significant differences that reflect their cultural and historical contexts. One of the significant differences between Uzbek and English anthroponyms is their origins. English anthroponyms often have a clear meaning derived from other words or historical context. For instance, the name William means "resolute protector" in Old Germanic. Similarly, the name Elizabeth means "God is my oath" in Hebrew. In contrast, Uzbek anthroponyms reflect cultural and religious beliefs with symbolic meanings. For example, the name Gulnora means "pomegranate flower," which is a symbol of fertility and abundance in Uzbek culture. Similarly, the name Shukhrat means "joyful" in Arabic, which reflects the Islamic influence on Uzbek culture. Another significant difference between Uzbek and English anthroponyms is their structural features. English anthroponyms consist of one or two syllables, while Uzbek anthroponyms consist of multiple syllables and suffixes. For instance, the name John has only one syllable, while the

name Muhammadjon has four syllables. Similarly, the name Anne has only one syllable, while the name Dilnoza has three syllables. Uzbek anthroponyms often have suffixes that indicate gender or social status. For instance, the suffix "-jon" is added to male names to indicate respect, while the suffix "-gul" is added to female names to indicate beauty. The difference between Uzbek and English language semantic and structural features of anthroponyms lies in their origins and cultural contexts. The structural features of English anthroponyms consist of one or two syllables, while Uzbek anthroponyms consist of multiple syllables and suffixes. However, both languages reflect the cultural and social aspects of their respective societies through their anthroponyms. The semantic features of English anthroponyms are derived from other words or have a historical context, while Uzbek anthroponyms reflect cultural and religious beliefs. The structural features of English anthroponyms consist of one or two syllables, while Uzbek anthroponyms consist of multiple syllables and suffixes. Both reflect the cultural and social aspects of their respective societies.

Despite these differences, there are also similarities between Uzbek and English anthroponyms. Both languages reflect the cultural and social aspects of their respective societies through their anthroponyms. For example, both languages have names that reflect religious beliefs. In English, the name Christian means "follower of Christ," while in Uzbek, the name Musulmon means "Muslim." Similarly, both languages have names that reflect nature and its elements. In English, the name Brooke means "stream," while in Uzbek, the name Nilufar means "water lily." In conclusion, anthroponyms in English and Uzbek share some similarities and differences in terms of their semantic and structural features. English anthroponyms often have a clear meaning and a simple structure, while Uzbek anthroponyms often have a symbolic meaning and a more complex structure. The study of anthroponyms in different languages is essential to understand the cultural and social aspects of different societies. Uzbek and English languages have unique semantic and structural features of anthroponyms that reflect their cultural and historical contexts. While English anthroponyms often have clear meanings derived from other words or historical context, Uzbek anthroponyms reflect cultural and religious beliefs with symbolic meanings. Similarly, while English anthroponyms

consist of one or two syllables, Uzbek anthroponyms consist of multiple syllables and suffixes. However, both languages reflect the cultural and social aspects of their respective societies through their anthroponyms.

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**MAKTABGACHA VA BOSHLANG‘ICH TA‘LIM TIZIMIDA  
MULTIMEDIA TEXNOLOGIYALARINI TADBIQ ETISHDAGI  
MUAMMOLAR VA YECHIMLAR**

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**Annotatsiya:** *Ushbu maqolada ta‘lim tizimida axborot kommunikasiya va mult‘media texnologiyalarini hayotga tatbiq etish haqida fikr-mulohazalar bildirilgan. AKT va multimedia texnologiyalarining afzalliklari va yuzaga kelgan muammolar tahlil qilindi.*

**Tayanch so‘z va iboralar:** *Axborot kommunikatsiya texnologiyalari, multimedia texnologiyalari, ulardan oqilona va unumli foydalanish, obrazli tasavvur qilish, ko‘rish, eshitish, tinglash, o‘rganish, xotira mustahkamligi, afzalliklari va muammolar.*

Texnologiya asri deb e‘tirof etilgan XXI asr jadal suratlarda olamshumul voqealarga ega bo‘lmoqda. Dunyoning ko‘plab joylarida kashf qilingan yangidan yangi ixtirolar insoniyat tafakkurining cheksizligidan dalolatdir. Demak, hayotning inikosi bu - inson. Jamiyatning ham obyektiv, ham subyektiv mahsuli.

Bizni zo‘r qiziqish bilan hayratga solayotgan texnologiyalar, aslida inson tafakkuri bilan vujudga kelgan ixtirolardir. Bundan ko‘rinib turibdiki, dunyodagi eng kuchli texnologiya, insonning tafakkur qilish texnologiyasi. OLLOH tomonidan yaratilgan bu ongli mavjudotning yana nimalarga qodirligi, kelajakda yana qanday kashfiyotlar kutayotganligi yolg‘iz YARATGANga ayon. Ajab emas vaqti kelib uyda turib ham oyni kuzatishga muvaffaq bo‘lsak. Bugungi kun talabi esa, jahon bilan hamnafas bo‘lib, zamondan uzoqlashmagan holda o‘zimizni shakllantirib bormog‘imiz lozim.

“Hammamizga ma‘lumki, har sohaning ishlab chiqarish texnologiyasi mavjud. Jumladan, ta‘lim tizimi texnologiyasi va uning atama sifatida qo‘llanilishi ham o‘zaro raqobat va raqobat orqali taraqqiy etish muhitini shakllantirmoqda. Daraxtning ildizi ozuqa bersa, jamiyatning ildizi ta‘lim-tarbiyadir. Demak, ta‘lim jarayonida axborot kommunikatsiya texnologiyalarini qo‘llash biz kutgan va kutmagan natijalarni ko‘rsatadi”. [1]

Psixologlarning ta‘kidlashicha bolalarning qiziqishlari va iqtidori ularning o‘ynagan o‘yinidan ma‘lum bo‘lar ekan. Shunday ekan, maktabgacha va boshlang‘ich ta‘lim tizimidan boshlab o‘quvchilarimizning qiziqishlariga alohida urg‘u berishimiz kerak. Oilamizda shakllangan muhit 4-5 yoshli farzandlarimizni ham axborot almashishdek qobiliyatini rivojlantirib bormoqda. Endi ular maktabda axborot kommunikatsiya texnologiyalariga ehtiyoj sezadilar va bu qiziqishlari ortidan talab va takliflarini ham bera oladi.

“Axborot iste‘moli ijtimoiy, ma‘naviy ehtiyojlarni qondirishga qaratilgan hodisadir. Har qanday xizmatni iste‘mol qilishdan avval uning sifati, narxi, foydasi, qulayligi va boshqa shu kabi xususiyatlari inobatga olinadi”. [1]

Bola psixologiyasida tanlash qobiliyati kuchli, u mustaqil qaror qabul qila oladi. Misol uchun bolaga yangi va eski o‘yinchoq bersangiz, albatta, yangisini tanlaydi. Sababi u, yangi o‘yinchoq o‘ynash orqali yangi tafakkur, yangi estetik qobiliyatga ega bo‘ladi. Shu tariqa unda yana yangi o‘yinchoqqa ehtiyoj seziladi.

Kundalik hayotimizda telefon va kompyuterdan foydalanganimizda, farzandlarimiz yonimizda kuzatib turib ham axborot almashinish va uzatish kabi ko‘nikmalariga ega bo‘larkan.

Bugungi kunga kelib esa kitob, videofilm, multimedia o‘yinchoq, turli o‘yinlar va axborotlarni o‘zida uyg‘unlashtirib va ularni o‘rnini bosa oluvchi kompyuter kundalik hamrohimizga aylangan. Bu bolaning hatti-harakatlariga va talablariga javob bera oladi.

“Dars va darsdan tashqari o‘quv mashg‘ulotlarida elektron qo‘llanmalar, multimedia texnologiyalardan foydalanish o‘quvchilarning bilim, ko‘nikma va malakalarini shakllantirishda muhim ahamiyatga ega”. [2]

Bolaning bilimidagi bo‘shliqlarni to‘ldirishda mukammal dasturning o‘zi yo‘q. Dars va o‘quv mashg‘ulotlari zerikarli bo‘lmasligi uchun o‘qituvchi o‘z tajribasidan kelib chiqib yangi axborot texnologiyasini yarata olishi kerak. O‘quvchining ijobiy hissiyotlarini uyg‘ota oladigan, bir-birini takrorlamaydigan ma’lumotlar, bola xotirasida o‘chmas bitiklarga aylanadi.

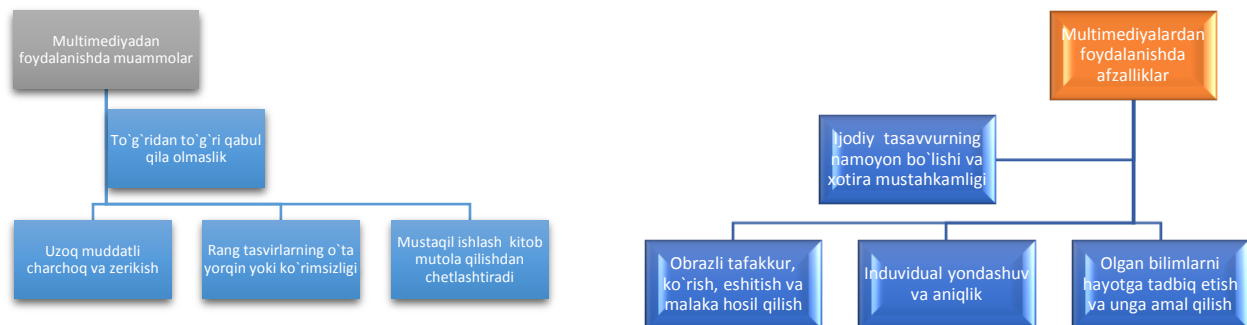
Xalqimiz: “Yoshlikda olingan bilim, toshga bitilgan naqsh “ deganlaridek bola xotirasiga joylashgan bu sahifa sodda qilib aytganda, virus tushganda ham naqshinkor bezaklarini yoqotmaydi va bir umrga muhrlanib qoladi.

“ Kichik maktab yoshidagi o‘quvchilar uchun o‘yin – ular hayot faoliyatining nihoyatda mazmunli bo‘lagidir. O‘yin jarayonida bola tashqi talablar emas, ichki ehtiyojlardan kelib chiqib, faoliyatga kirishadi. O‘yinning maqsadi – jiddiy va zo‘riqtiruvchi mehnatni o‘quvchilar uchun qiziqarli va maroqli mashg‘ulotga aylantirishdan iborat “. [1]

Axborot kommunikativ texnologiyalari va multimediyalardan estetik, gigiyenik va psixologik qoidalarga amal qilgan holda foydalanish maqsadga muvofiqdir. Bolaning yoshiga, saviyasiga mos kelishi muhim ahamiyatga ega. O‘quvchi uchun o‘zlashtirishi qiyin bo‘lgan ilmiy ma’lumotlar darsdan bezish yoki zerikish holatiga olib keladi. Bunday vaziyatlarda muammoning yechimini topish o‘qituvchining mahoratiga bog‘liq. “ Axborot kommunikasiya texnologiyalari va multimediyalardan foydalanish yaxshi, albatta. Lekin ularning ham shunday murakkab turlari borki, o‘quvchi tog‘ridan to‘g‘ri bu ma’lumotlarni qabul qila olmaydi. O‘qituvchi shunday pedagogik mahoratga ega bo‘lishi kerakki, o‘quvchi uchun qiyin bo‘lgan ma’lumotlarni hayotiy misollar bilan asoslab tushuntirib bersin. Shunda



o‘quvchi bilim, ko‘nikma va malakaga ega bo‘ladi va muammoning yechimi oydinlashadi”. [1]



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## THE IMPORTANCE OF CROSS-CULTURAL COMMUNICATION IN TODAY'S GLOBALIZED WORLD

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**Annotation:** This article explains what cross-cultural communication is and its importance in communicating with people from other cultures and gives some strategies to have a good cross-cultural communication skill.

**Key words:** cross-cultural communication, communication, cultures, multiculturalism.

Cross-cultural communication refers to communication between people who differ in any of the following: working styles, age, nationality, ethnicity, race, gender, sexual orientation, and so on. Cross-cultural communication can also refer to the use of words, gestures, and body language to exchange, negotiate, and mediate cultural differences. It is the means by which people from many cultures connect with one another.

Culture can be practiced at various levels by each individual. There is the culture of the society in which he grew up, the culture of his workplace, and other cultures in which a person actively participates or withdraws gradually. A person's indigenous culture and the majority culture to which he is exposed on a daily basis are continuously at odds. Individuals who believe their culture is superior to others cause cultural disputes.

A wide range of academic areas has influenced cross-cultural communication. It is important to avoid disagreements that could lead to conflicts between individuals or groups. Cross-cultural communication fosters trust and facilitates collaboration. The emphasis is on providing the appropriate response rather than the appropriate message.

When two people from different cultures meet, they not only have distinct cultural backgrounds but also have various turn-taking systems. If both speakers know how to take advantage of a conversation, communication between cultures will be easier and simpler.

Different cultural methods of thinking, analyzing, hearing, accepting, and interpreting diverse things provide people different ways of thinking, analyzing, hearing, accepting, and understanding different things. This means that in the United States, the same words or gestures will have distinct meanings for persons from other cultures.

Communication between cultures is now part of the bigger area of communication studies all over the world as a result of globalization. From companies to universities to schools, multiculturalism and foreign language education are becoming increasingly popular among people from all walks of life, cultures, and nationalities.

Here are some ways that cross-cultural communication can help you communicate more effectively.

#### 1. Improved Progress

For better advancement and more profit-earning sources, every industry relies on its personnel. Cross-Cultural Communication is well acknowledged to have a direct impact on the interaction between managers and employees.

Furthermore, staff feels more at ease when speaking with one another during the project. As a result, a boost in corporate development can be seen in a short period of time, as it allows people to interact efficiently across cultures despite cultural differences.

## 2. Cultural Influence

Cultures, without a question, have a significant impact on how we communicate with one another. When there is a lack of harmony and a sense of equality because of cultural differences, it can create tension.

The company will be unable to handle all of its personnel under one roof. Cross-Cultural Communication solves this problem while also increasing member productivity.

## 3. Management

When a company's operations are dispersed over the globe, cross-cultural communication can be quite advantageous. Surely, all of the personnel there will come from all cultures and religions.

Company executives will set specific goals for the entire team. Everyone will have to act in the same way and treat everyone equally. Cultural discrimination must be prohibited.

The following are some of the most common cross-cultural barriers:

### 1. Language

Those from different cultural and linguistic backgrounds confront communication obstacles because miscommunication is widespread among people who speak the same language. Misunderstandings can result from anything from a mispronunciation of a word to a lack of specificity. Despite the fact that English is the most widely used international business language, not every company in the world utilizes it on a regular basis. Employees may struggle to communicate in English, which can lead to misconceptions when it comes to receiving directions, determining the level of urgency, and addressing difficulties or concerns.

### 2. Stereotypes

These are generalizations about a group of people that are ascribed to individuals regardless of their personal traits due to their membership

in that group. Positive, negative, or neutral stereotypes exist. Many stereotypes are negative or even hostile, and they create a severe communication barrier in the workplace. The stereotype is a concept that is utilized in a variety of situations. The uniqueness of Chinese cultural characteristics, for example, has been recognized in various ways. Chinese people are frequently described as emotionally reserved, introspective, serene, exceedingly courteous, socially cautious, self-restrained, and so on.

### 3. Body Language

Body language is a term that refers to all non-verbal communication. This includes how we welcome people, sit or stand, our facial expressions, clothes, hairstyles, tone of voice, eye movements, how we listen, how we breathe, how near we stand to others, and how we touch others. Body language exerts a strong influence in emotional situations, where body language frequently takes precedence over words. Kinesics is the scientific study of body language. Around the world, eye contact, posture, and facial expressions have distinct connotations.

### 4. Emotional Display

From culture to culture, what constitutes an appropriate display of emotion varies. In certain nations, expressing wrath, fear, or irritation at work is deemed improper in the workplace. People from these cultures keep their feelings to themselves and simply talk about the facts of the problem. Participants in various cultures are expected to disclose their feelings during a talk. You can imagine the misconceptions that can occur when a businessperson expresses significant emotion in the presence of coworkers who believe that such behavior is inappropriate.

### Conclusion

Good cross-cultural understanding improves communication between people from different backgrounds. As a result, it encourages greater trust. It is the most significant thing is to remain open-minded when communicating.

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## **METHODS OF TEACHING**

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**Annotation :** *Teaching and learning always related to each other .There are many types of teaching and ways to teach .A teaching method comprises the principles and methods used by teachers to enable student learning .These strategies are determined partly on subject matter to be taught and partly by the nature of the learner.*

**Key words:** *online teaching, offline teaching, student-centered methods, teacher-centered methods, cooperation .*

Teaching methods are the broader techniques used to help students achieve learning outcomes, while activities are the different ways of implementing these methods. Teaching methods help students; master the content of the course. Learn how to apply the content in particular contexts.

Teachers provide the power of education to today’s youth, thereby giving them the possibility for a better future. Teachers simplify the complex and make abstract concepts accessible to students. Teachers also expose children to ideas and topics that they might otherwise not have come into contact with.

Today’s modern and useful way of teaching especially when we were at home during pandemic time was online teaching. Online learning offers teachers an efficient way to deliver lessons to students. Visual learners may struggle with online teaching if the course materials are primarily text-based. However, online teaching platforms often provide options for incorporating visual aids such as videos, diagrams, podcast, PDFs and images to accommodate different learning styles. It is important for instructors to consider the diverse learning styles of their students and make an effort to provide a variety of teaching methods to ensure that all students can succeed.

However there is opposite teaching method for online teaching, that is offline or traditional teaching. In the traditional teaching methods,

teachers ask student to recite and memorize the content of study and what they teaching in the classroom and also students one by one recite the lesson when their turn comes. Except for those who are reciting, other students listen and wait for their turn. By teaching traditionally students and pupils feel themselves casually around the class and teaching them will be more understandable by communicating face to face. During the class, eye contact with students and your voice tone is very important. Sometimes being strict is important but not being over strict. You should be strict as students have to be responsible for their tasks. Another pros of teaching traditionally, students work under pressure and do their tasks on time and they will be confident in front of the public. They will learn how to speak properly and fluently among their class, in addition they will lost their weakest point day by day which is being shy around people.

There are another two types of teaching ways. One of them is teacher-centered method and another one is students-centered methods. The teacher-centered method is a traditional approach to education where the teacher is the primary authority figure in the classroom. In this method, the teacher is responsible for providing information and instructions, while the students are expected to passively receive and memorize the information. The teacher is also responsible for evaluating the students' progress and assigning grades based on their performance. This method is often criticized for being too rigid and not allowing for individualized learning or student participation. Student-centered method is an approach to teaching and learning that puts the needs, interests, and abilities of students at the forefront. This method involves creating a learning environment where students can actively participate in their own education, engage in collaborative activities, and receive individualized attention and support from their instructors. Some examples of student-centered methods include project-based learning, inquiry-based learning, and personalized learning plans. In a student-centered classroom, the instructor acts as a facilitator and guide, rather than the sole source of knowledge and information. This approach allows students to take ownership of their learning and develop critical thinking, problem-solving, and communication skills that will serve them well throughout their academic and professional careers.



In class giving lesson properly and persuade students to cooperate with each other increase their social skills. The purpose of cooperative teaching how to work with groups is to make each member a stronger individual in his or her right. Students learn together so that they can subsequently perform higher as individuals. The third essential component of cooperative learning is promotive interaction, preferably face-to-face. One of another advantages of teaching work in cooperation you will explain them how to do pair-editing which is help them to analyze each other's mistake and learn not to do those mistakes on their writing. In this way you will help students to realize auto correcting their own mistakes during the writing and they will be used to give feedback which improve their critical thinking. Cooperative learning is a technique in which teachers group students and ask them to perform a particular task collectively through cooperation. Cooperative Learning: involves activities where students work in structured groups to accomplish learning goals. Teaching cooperative learning context, the final goal is always common and will be achieved if each of the members successfully performs their tasks.

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### **CHET TILLARINI O‘QITISHDA ZAMONAVIY YONDASHUVLAR**

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***Annotatsiya:*** Mazkur maqola chet tillarining jamiyat hayotidagi o‘rni hamda xorijiy tillarni o‘rganishda ona tilining muhimligi va tillarni o‘qitishdagi zamonaviy metodlarni yoritishga qaratilgan.

***Kalit so‘zlar:*** chet tili, innovatsion texnologiya, texnologik vositalar, usullar, metodlar.

Donolar fikricha, ko‘p tilni bilish – bitta qulfga tushadigan bir nechta kalitga ega bo‘lish degan gap. Chet tillarni o‘rganish har qanday

sharoitda ham aqlni peshlaydi, boshqalarning mushohada olamiga kirib borish imkoni va nafosatini anglatadi. O‘zga tillarni bilish asnosida kishi o‘z tilining qirralarini, boy imkoniyatlarini, badiiy qimmatini kashf etib beradi. Bilamizki, til madaniyat bilan birgalikda yuksaladi, negaki til tafakkur quroli hisoblanadi. Tilga palapartish munosabatda bo‘lgan kishilarning aslida fikrlari ham palapartish, no‘noq, noaniq bo‘ladi. Bir so‘z bilan aytganda, tilda xalqning bor-yo‘g‘i, uning butkul o‘zligi, Vatani gavdalanadi, mamlakat tabiati va jamiyat tarixi ifoda etilgan bo‘ladi. O‘z tilimizga qanchalik hurmat va e‘tibor ko‘rsatsak, o‘zga tillarni ham shunday qadrlab, alohida e‘tibor bilan o‘rganishimiz va o‘z tilimizni, tafakkurimizni boyitishga intilishimiz darkor.

Maktabgacha ta’lim muassasalari, maktablar va turli o‘quv dargohlarida, avvalo, ona tilini puxta va chuqur o‘rgatmoq kerak. O‘z tilida aniq va ifodali fikrlay olgan kishi o‘zga tillarni ham bor imkoniyatlari bilan o‘zlashtira oladi hamda hayotida qo‘llay biladi. Chet tilini bilish esa jahonga chiqish, Vatan shuhratini dunyoga yoyish, millatning yo‘qolib ketmasligi yo‘lida jonbozlik ko‘rsatish degan gapdir. O‘zbek tili ham qadimdan boy va jozibali til hisoblanadi. Ingliz faylasufi Frensis Bekon ta’kidlaganidek, millatning dahosi, aqli va ruhiyati maqollaridan bilinadi. Ona tilimizning jahondagi eng boy tillardan biri ekanligiga hech bir shubha yo‘q. Mahmud Koshg‘ariy, Mavlono Lutfiy, Alisher Navoiylardan meros qolgan, asrlar mobaynida sayqallanib, boyib kelayotgan ona tilimga cheksiz mehr-muhabbatim, hayrat va olqishlarim fido bo‘lsin. Chet tilini o‘rganishga sa’y-harakatni boshlagan zamondosh millatdoshimga qat’iyat bilan shuni ta’kidlaymanki, avvalo, munis va mushfiq, zakii, donishmand ona tilimizning barcha qirralarini chuqur tahlil qila bilsin va puxta o‘rgansin. Shundagina g‘ayri tilni ongli o‘zlashtiradi va hayotiga tatbiq eta oladi. O‘zbek tilidagi jozibador tovushlar tizimi, kelishiklar silsilasi, so‘z birikmalarning rang-barangligi, lug‘at boyligining keng va beqiyosligi, antonimlarimiz, sinonim, omonim, paronimlarimiz, ibora-yu tasviriy ifodalarimiz, aforizmlar-u mikro va makromatn yarata olish vositalarimizning mo‘l-ko‘lligi – barchasi kishini lol qoldiradi, o‘ziga maftun etadi. Faqatgina ona tilini seva olsak, uning betakrorligini his qilib, u bilan faxrlana olsakkina, bas, ona tilimiz ham bizga o‘z tilsimlarini, beminnat imkoniyatlarini ochib beradi. Demak, yosh avlodni ona tiliga chuqur hurmat va e‘tibor, cheksiz muhabbat ruhida tarbiyalashimiz kerak ekan!

Bugugi kunda dunyo bo‘ylab katta o‘zgarishlar, yangilanishlar, bo‘layotgan bir vaqtda mamlakatimizda ham xorijiy tillarni o‘rganishga bo‘lgan talab ortib bormoqda. Ayniqsa, ingliz tilini o‘rganish juda chuqur yo‘lga qo‘yildi. Yurtboshimizning tashabbuslari bilan barcha ta’lim sohasida ingliz tili fani keng ko‘lamda o‘rgatilmoqda. Bu kabi tillarni o‘rganish jarayonida zamonaviy texnologiyalardan foydalanish samarali natijalarni bermoqda. Chet tillarini o‘rganishda innovatsion texnologiyalardan foydalanishning afzallik tomonlari shundaki, ta’limning asosiy tashkiliy shakli hisoblangan darsda muallim o‘z maqsadiga oson erishadi. Dars jarayonida guruhlar bilan ishlaydi yoki o‘quvchi va talabalar bilan individual shug‘ullanishi mumkin. Bu har ikki holatda ham innovatsion texnologiyalarning o‘rni beqiyosdir, ya’ni ilg‘or pedagogik texnologiyalardan, interfaol, innovatsion usullardan, kommunikativ-axborot vositalaridan foydalanish zamon talabi bo‘lib qolmoqda. Ayniqsa, darsliklar ham ushbu talablarga mos ravishda yangilanmoqda, o‘quv xonalari ham yangi ko‘rgazmalar va axborot-kommunikativ texnikalar bilan jihozlanmoqda. AKT til o‘rganuvchilarning diqqatini jamlashga, qiziqtirishga, mustaqil fikr yuritishga, axborot olish, uni qayta ishlash, umumlashtirish, xulosa chiqarishga o‘rgatadi. Elektron darsliklar qanchalik mukammal bo‘lsa, u yosh avlodning tafakkuri, dunyoqarashi, intellektual salohiyatining shunchalik rivojlanishiga xizmat qiladi. Shuning uchun ham bugungi kunda elektron multimedia sirlarini nazariy jihatdan puxta o‘rganib, amaliyotda yetarli darajada qo‘llash maqsadga muvofiqdir. Innovatsion texnologiyalarning ta’lim-tarbiya shakllari, metod va usullariga yangicha yondashish degan ma’noni anglatadi. Ulardan foydalangan holda dars o‘tilsa, mavzu o‘quvchining xotirasida qolishi osonlashadi, asosiysi, o‘qituvchi va o‘quvchi hamkorligiga erishiladi, o‘uvchilarni fanga qiziqtirish tezlashadi. Ma’lumki, ingliz tili fanini rivojlantirish uchun yurtimizda 1-sinfdan boshlab ingliz tili fani o‘tilmoqda va bu darslar o‘yin shaklidagi kompyuter materiallaridan foydalanishni talab etmoqdi. Buyuk faylasuflarning fikricha, inson ma’naviy kamolotga eshitish, ko‘rish hamda o‘qish orqali erishadi. Chet tillarini o‘rgatishda ham u bosqich: eshitish (listening), gapirish (speaking), (reading), yozish (writing) kabi mahoratlarni oshirish kerak bo‘ladi. Bu esa yana innovatsion texnologiyalarning yordami bilan amalga oshiriladi.

Bugungi tezkor taraqqiy etayotgan zamonda ilm-fan, texnika ham shiddat bilan o‘rib bormoqda. Har bir fanni, ayniqsa, chet tillarni yangi innovatsion pedagogik texnologiyalardan foydalanib o‘quvchi va talabalarga yetkazib berish bugungi ta’limning asosiy talabi hisoblanadi.

Bir xillikdan juda tez zerikadigan yosh avlod uchun pedagog kadrlardan yangicha uslublarda, noan’anaviy tarzda darslar tashkil etish ularning qalbiga yo‘l topa bilish talab etiladi. O‘quvchilar (talabalar) bilan individual tartibda, guruhlarda va juftliklarda ishlashni yo‘lga qo‘yish, turli musobaqalar ko‘rinishida, o‘yinlar tarzida, rang-barang ko‘rgazmali qurollardan foydalanilgan holda dars o‘tish hamda darsga puxta tayyorgarlik ko‘rib kelish pedagog kadrlar oldidagi muhim vazifa bo‘lish kerak. Bu tipdagi darslar tilga bo‘lgan mehrni, ishtiyoqni oshiradi, nafaol, passiv o‘quvchilarni faollashtiradi, o‘quvchi (talaba)lar o‘rtasida sog‘lom raqobatni shakllantiradi. Raqobat esa yuksalishning poydevori ekanini unutmasligimiz kerak.

Ingliz tilini o‘qitishda yana bir muhim jihat shuki, har bir o‘quvchi ma’lumotni turli holatda qabul qiladi va o‘zlashtiradi, ya’ni bolalarning o‘y-hayollari, fikrlashi, dunyoqarashi, ma’lumotni qabul qilish qobiliyati turlicha bo‘ladi: kimdir ko‘z bilan eslab qoladi, yana birida eshitish orqali eslab qolish qobiliyati shakllangan bo‘ladi. Shu xususiyatlarni inobatga olib o‘qituvchi dars mobaynida, mashqlar bajarishda, rol playlar tayyorlashda o‘yinlar orqali mavzu tushuntirilsa yoki tashkillashtirilsa sezilarli natija hosil qiladi va o‘quvchida til o‘rganishga motivatsiya beradi. Klaster, aqliy hujum, lug‘at-diktantlar, tarqatma kartochkalar, tezkor savollar, testlar, rebus va boshqotirmalar bilan ishlash, ularning ayrimlarini ekran-monitorida namoyish etish orqali yechish dars samaradorligini oshiradi.

Xulosa o‘rnida shuni ta’kidlaymanki, ingliz tilini turli yoshdagi o‘quvchi (talaba)lar yoshi va psixologik xususiyatlarini inobatga olgan holda eng zamonaviy pedagogik innovatsion texnologiyalarga asoslangan holda zamonaviy dars tashkil etish har bir pedagogik kadrning oliy maqsadi bo‘lishi va ehtiyojlarini to‘laqonli qondirishga yordam beruvchi barcha chora-tadbirlarni mohirona qo‘llay olgan o‘qituvchigina jamiyatda o‘z o‘rnini topa oladi.

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## **CHET TILLARNI O‘QITISHDA ZAMONAVIY YONDASHUVLAR**

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**Annotatsiya:** *Ushbu maqolada chet (ingliz) tilini o‘qitish bo‘yicha samarali yondashuvlar, zamonaviy o‘quv dasturlar, zamonaviy yondashuvlar, chet tilini o‘qitish borasida prezidentimiz ilgari surgan g‘oyalar, ushbu g‘oyalar bo‘yicha amalga oshirilgan tizimli ishlar, prezidentimiz chet tillarini o‘rganish bo‘yicha bergan farmon, qaror va nizomlari, chet tillarini o‘qitishda o‘quvchilarga o‘qituvchilar yetarli darajada e‘tibor berib, ularni aqliy salohiyatini oshirishi, xalq ta‘limi sohasidagi bir qancha o‘zgarishlar va farmonlar ta‘kidlab o‘tilgan.*

**Kalit so‘zlar:** *Ilm-fan, texnika, rivojlanish, innovatsiya, axborot kommunikatsiya, texnologiya, interfaol usullar, bilim va ko‘nikmalar, axborot resurslar, ta‘lim tizimida amalga oshirilgan islohotlar, prezident farmonlari.*

Bugungi tezkor rivojlanayotgan zamonda ilm-fan, texnika ham shiddat bilan o‘sib bormoqda. Har bir sohada taraqqiyot ilgari qadam tashlamoqda. Xususan, ilm-fanda ham katta yutuqlarga erishilib, sezilarli darajada o‘zgartirilmoqda. Har bir fanni yangi innovatsion pedagogik texnologiyalardan foydalanib talabalarga yetkazib berish bugungi kundagi ta‘limning asosiy talablaridan biri hisoblanadi. Ayniqsa, O‘zbekiston Respublikasi birinchi Prezidenti Islom Abdug‘aniyevich Karimovning 2012-yil 10-dekabrda PQ 1875-sonli qarori qabul qilingandan so‘ng mamlakatimizda chet tillarini o‘qitishga, xususan ingliz tilini o‘qitishga bo‘lgan e‘tibor yanada kuchaydi. g‘

Yurtimizda chet tillarini o‘qitilishida yangicha bosqich, yangicha davr boshlandi. Chet tili darslarining o‘qitilishi jarayonida ilg‘or pedagogik texnologiyalarni interfaol, innovatsion usullardan,



kommunikativ-axborot vositalaridan foydalanib tashkil etish talab qilinmoqda.

Respublikamizda chet tilining o‘qitilishi, chet tili o‘qituvchilarining bilim va ko‘nikmalarini baholashning umumevropa ramkalari tavsiyanomalari (SEFR)ga mos ravishda yangi usul va talablari ishlab chiqildi. Unga ko‘ra umumta‘lim maktablari va kasb-hunar kollejlari o‘quvchilari uchun darsliklar yaratildi. Ushbu talablarga mos ravishda o‘quv xonalari, stendlar va yangi axborot kommunikativ texnikalar bilan jihozlandi. Chet tili o‘rganishga bo‘lgan talab ham kundan-kunga oshib bormoqda.

Chet tili fani to‘rt aspectga (o‘qish, yozish, tinglab tushunish va gapirish) bo‘linib, ularning har biri bo‘yicha alohida tushuncha va ko‘nikmalar berilmoqda. Bundan tashqari zamonaviy jamiyatda chet tillari kasbiy ta‘limning muhim tarkibiy qismiga aylanmoqda. Turli sohalaridagi mutaxassislarda chet ellik hamkorlar bilan hamkorlik qilish ko‘rsatkichi yuqori bo‘lganligi sababli, ularda til o‘rganishga bo‘lgan talab yuqoridir. Hozirda chet tillari maktab, kollej, litsey, oliy ta‘lim mutaxassislarida o‘rgatilmoqda. Turli darajadagi til bilimiga ega bo‘lmoqchi bo‘lganlar uchun o‘quv materiallarining innovatsion turlari mavjud. Chet tilini mukammal bilish va ma‘lum darajani olish o‘qituvchilarining amaliy uslublari va malakasiga ham bog‘liq.

Shu bilan birgalikda O‘zbekiston Respublikasi birinchi Prezidentining 2012-yil 10-dekabr PQ 1875-sonli “Chet tillarini o‘rganish tizimini yanada takomillashtirish chora tadbirlari to‘grisida”gi qarorida “Zamonaviy pedagogik va axborot-kommunikatsiya texnologiyalaridan foydalangan holda o‘qitishning ilg‘or uslublari joriy etish yo‘li bilan o‘sib kelayotgan yosh avlodni chet tillarga o‘qitish, shu tillarda erkin so‘zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish va buning negizida ularning jahon sivilizatsiyasi yutuqlari hamda dunyo axborot resurslaridan keng ko‘lamda foydalanishlari xalqaro hamkorlik va muloqotni rivojlantirishlari uchun shart-sharoit va imkoniyatlar yaratish to‘grisida” belgilangan vazifalar ijrosini ta‘minlash maqsadida chet tillarini o‘qitishning zamonaviy texnologik usullarini yaratish va o‘quv jarayoniga joriy etish masalasi dolzarb bo‘lib turibdi.

Chet tilini o‘qitish uchun o‘quv-metodik adabiyotlarni yaratish muhim ahamiyatga ega bo‘lib, unda o‘quvchilarni rivojlanishini



e’tiborga olgan holda maxsus o‘quv dasturlar yaratish, ta’lim tizimini axborot va ilmiy-metodik ta’minlash, bazali o‘quv rejalarini va na’munali kurs dasturlarini ishlab chiqish o‘quv adabiyotlarni chop etishni takomillashtirish, o‘quv qo‘llanmalar va darsliklarni turli ko‘rinishdagi taqdimotlarni axborot texnologiyalari asosida virtual resurslar ko‘rinishida yaratish va o‘quv jarayoniga joriy etish, ta’lim muassasalarida qo‘llaniladigan metodikalarni pedagogik texnologiyalardan foydalanib, mukammallashtirish va masofali ta’lim texnologiyalarini yo‘lga qo‘yish kabi masalalarni yechishni talab qiladi.

Ta’limda ingliz tilini o‘rgatishda “Arra” o‘zaro o‘qish texnikasi, “Birgalikda o‘qiymiz”, “O‘ylang, juftlikda ishleng, fikr almashing” birgalikda o‘qish texnikasi, “Inster toifali konseptual BBB, SWOT tahlil jadvallari”, “Klaster, kaskad, Nilifar gul, piramida, baliq skleti, nima uchun?” kabi sxemalardan foydalanish o‘quvchilar bilimini oshiradi va mustahkamlaydi. Bunday interfaol metodlaridan foydalanish va zamonaviy ta’lim texnologiyalarini tatbiq etish dars sifatini oshiradi va darsni mustahkamlashga yordam beradi. Interfaol usullar ta’limning har qanday ilg‘or pedagogik metodlari kabi kamroq vaqt, kuch va resurs sarflab, ko‘proq didaktik samaraga erishishga qaratilganligi bilan ahamiyatlidir.

Yuqorida ta’kidlab o‘tilgan barcha ma’lumotlar bilan birgalikda prezidentimiz tashabbusi bilan ta’lim tizimini yanada isloh qilish chora-tadbirlari to‘g‘risida ko‘pgina tizimli ishlar amalga oshirilmoqda. Jumladan O‘zbekiston Respublikasining prezidenti Shavkat Miromonovich Mirziyoyevning O‘zbekiston Respublikasida umumiy o‘rta va maktabdan tashqari ta’limni tizimli isloh qilishning ustuvor yo‘nalishlarini belgilash, o‘sib kelayotgan yosh avlodni ma’naviy-ahloqiy va intellektual rivojlantirishni sifat jihatidan yangi darajaga ko‘tarish, o‘quv-tarbiya jarayoniga ta’limning innovatsion shakllari va usullari joriy etish maqsadida, shuningdek, O‘zbekiston Respublikasi prezidentining 2018-yil 5-sentabrdagi “Xalq ta’limi boshqaruv tizimini takomillashtirish bo‘yicha qo‘shimcha chora-tadbirlari to‘g‘risida”gi PF 5538-sonli farmoniga ko‘ra O‘zbekiston Respublikasi xalq ta’limi tizimini 2030-yilgacha rivojlantirish konsepsiyasi tasdiqlandi.

O‘zbekiston Respublikasining 2030-yilga kelib PISA (The programme for international student assessment) xalqaro miqyosida o‘quvchilarni baholash dasturi reytingi bo‘yicha jahonning birinchi 30ta

ilg‘or mamlakatlari qatoriga kirishiga erishish borasida bir qancha ishlarni amalga oshirish ko‘zda tutilgan: xalq ta‘limi sohasiga zamonaviy axborot-kommunikatsiya texnologiyalari va innovatsion loyihalarni joriy etish; yoshlarni tarbiyalash va ularning bandligini ta‘minlashda maktabdan tashqari ta‘limning zamonaviy usullari va yo‘nalishlarini joriy etish; yoshlar ta‘lim tarbiyasi uchun qo‘shimcha choralarni yaratishga qaratilgan kompleks chora-tadbirlarini o‘z ichiga olgan beshta tashabbusni amaliyotga tatbiq etish masalasi bugungi kunning eng dolzarb masalasi hisoblanadi.

Xorijiy (ingliz) tilini o‘qitish metodikasi modulining ishchi o‘quv dasturi asosida tuzilgan bo‘lib, u ingliz tili o‘qituvchilariga zamonaviy ta‘lim texnologiyalari va metodlarning mazmun va mohiyatini ochib beradi.

Xulosa qilib aytganda, ingliz tili darslarida innovatsion usullarni qo‘llash natijasida o‘quvchilarning mantiqiy fikrlash qobiliyatlari rivojlanadi, nutqi ravonlashadi, tez va to‘g‘ri javob berish malakasi shakllanadi. Bunday usullar va o‘yinlar o‘quvchida bilimga ishtiyoq uyg‘otadi. O‘quvchi darslarga puxta hozirlik ko‘rishga intiladi. Bu esa o‘quvchilarni ta‘lim jarayonining subyektlariga aylantiradi. Chet tilini o‘qitish jarayonida turli xil jadvallardan foydalanishning ham samarasi yuqoridir. Ta‘lim jarayonida jadvallardan foydalanib, o‘quvchilar ma‘lum bir grammatik qoidani, masalan, zamonlardan foydalanib gaplar tuzish, yangi so‘zlarni joylashtirib chiqishi mumkin. Chet tilini o‘rganishga ehtiyoj yuqori bo‘lgan bir davrda, ta‘lim jarayonida zamonaviy axborot texnologiyalaridan, innovatsion ta‘lim texnologiyalaridan unumli foydalanish jarayonni samarali bo‘lishiga olib keladi. Demak, innovatsion ta‘lim texnologiyalarining samaradorligi ularning ta‘lim jarayonida to‘g‘ri va unumli foydalanilganligidadir.

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## L’ENSEIGNEMENT DE LA COMPRÉHENSION ORALE EN FRANÇAIS ET LES ACTIVITÉS DE LA COMPRÉHENSION ORALE EN CLASSE

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**Annotation:** *Selon les concepteurs du CERC, le terme de tâche incorpore toutes les activités langagières, de la compréhension orale et écrite à la production orale et écrite. Les objectifs de tout programme d’apprentissage sont structurés autour de ces quatre grands types de compétences.*

**Mots kles:** *les activités langagières, la communication extrascolaire.*

Les didacticiens parlent aujourd’hui des enjeux de l’oral. Ils affirment que l’oral doit être enseigné dès les premières années de l’enseignement parce qu’il est une matière très essentielle. En effet, acquérir cette compétence est une nécessité pour les étudiants qui auront l’occasion de passer des examens oraux lors des recrutements, de réagir dans des situations de communication extrascolaires, de justifier un choix ou encore défendre leur opinion. De ce fait, l’université ou plus précisément la classe doit être le lieu favorable où différentes situations seront créées pour la réussite de la tâche de l’oral. En outre, le travail sur cette dimension est nécessaire dès le cycle primaire au cycle secondaire. Dans la pédagogie du projet, l’oral occupe une place très importante (Programmes cycle moyen, 2005). En effet, au moment de la présentation des projets, les élèves sont amenés à créer des débats, répondre aux questions de leurs enseignants et leurs camarades, et tout cela se fait oralement. Au cycle secondaire, ils continuent ce travail et créent d’autres situations de débats plus complexes. Ces situations leur permettent de s’impliquer beaucoup plus dans les situations d’apprentissage. A l’université, ils sont amenés à débattre des thèmes en

classe et créer des situations où ils seront amenés à produire des énoncés oraux. De sa part, l’enseignant est amené à entretenir des dialogues fréquents avec ses étudiants, attirer l’attention du groupe, organiser et conduire des situations de communication où tous les participants seront impliqués. Par la qualité et le contenu de ses échanges verbaux et des modèles qu’il fournit, il leur permet de commencer à réagir et maîtriser la diversité de situations de l’oral parce qu’ils seront confrontés à différentes situations de communication [1.32].

Le meilleur entraînement de la langue cible, dans notre cas celui du français, se fait sans doute en milieu naturel, cela veut dire en France où dans un autre pays francophone. L’apprenant entre en contact avec des locuteurs natifs et il est parfois obligé de se débrouiller seul et de compter sur ses propres connaissances. Mais la réalité est toute autre. Les apprenants rencontrent peu de natifs et ne peuvent pas pratiquer le français comme il est souhaitable. Pour simuler le plus possible un milieu naturel, les enseignants utilisent des matériaux authentiques dans la communication scolaire.

Selon les concepteurs du CERC, le terme de tâche incorpore toutes les activités langagières, de la compréhension orale et écrite à la production orale et écrite. Les objectifs de tout programme d’apprentissage sont structurés autour de ces quatre grands types de compétences.[2.155]

La compétence de la compréhension orale est la plus difficile à acquérir, mais la plus indispensable. Dans des activités de réception orale l’apprenant : « *reçoit et traite un message parlé produit par un/plusieurs locuteurs* ».

Selon l’intérêt qu’il présente,  
message fait l’objet de  
différentes écoutes :

#### ***écoute de veille***

l’auditeur n’est pas vraiment attentif sauf  
il y a un message qui l’intéresse (par  
exemple écouter la radio pendant qu’on  
est occupé à faire d’autres choses)

#### ***écoute globale***

l’auditeur veut comprendre la  
signification générale du message

***écoute détaillée***

l’auditeur veut connaître tous les détails du message (par exemple apprendre une chanson)

***écoute sélective***

l’auditeur cherche une information précise dans le message

En règle générale, on distingue deux types de discours. Premièrement, ce sont les échanges en face à face, les situations dans lesquelles l’auditeur est impliqué directement et sur lesquelles il n’a aucune prise. Par contre, la parole est accompagnée par les gestes et mimiques, ce qui peut aider à mieux comprendre. La compréhension orale peut être aussi favorisée par l’intonation, les pauses, les accents d’insistance, etc. Le locuteur a aussi possibilité de demander de répéter ou de préciser les propos. Deuxièmement, ce sont tous les documents sonores, comme émission radio ou chanson.[2.158]

Apprendre à comprendre un document sonore, c’est avant tout apprendre aux élèves à *utiliser leurs connaissances* (on développe la connaissance linguistique par la découverte de mots, de structures grammaticales...), à *utiliser des stratégies d’écoute* (par exemple de repérer les mots-clés) et à *distinguer les sons* (la découverte de différents registres et accents de langue). Avant l’écoute du document, il est nécessaire de donner aux apprenants une tâche précise à accomplir. Cela permet de repérer les informations demandées et de prendre des notes. Les auteurs des manuels recommandent de faire écouter plusieurs fois le document sonore. Pour la plupart, on effectue la première écoute pour faire des hypothèses. Après la première écoute, pour aider les étudiants, l’enseignant peut demander de focaliser leur attention sur quelques éléments précis. La deuxième écoute sert à vérifier leurs hypothèses et la troisième écoute, c’est-à-dire la dernière permettra de confirmer ou d’infirmer les hypothèses.

On peut y également classer des activités comme : des questionnaires à choix multiples (QCM), les exercices de type vrai/faux/on ne sait pas, des tableaux à compléter, des exercices de classement, etc.

Pour conclure cet article, je voudrais remarquer que l’étudiant lui-même peut s’améliorer dans cette discipline en écoutant les chansons ou la radio, observant la télévision, les films en français.

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**CHET TILLARINI O‘ITISH VA O‘RGANISH**

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**Annotatsiya:** *Ushbu maqolada ingliz tili va boshqa chet tillarini o‘qitish va uni o‘quvchiga qanday qilib o‘rgatish mumkinligi haqida so‘z yuritiladi. Bundan tashqari, chet tillarini o‘qitish va o‘rganishdagi turli xildagi xatolarsiz o‘rgatish haqida ham ma’lumotlar keltirib o‘tiladi.*

**Kalit so‘zlar:** *o‘quvchi, talab, chet tili, ta’lim, metod.*

Hammaga sir emaski, bugun davlatimizda yurtboshimiz tomonidan chet tili o‘qitish va o‘rganish uchun juda ham ko‘plab shart-sharoitlar yaratib berilyabdi. Shunday ekan, chet tili o‘qitishda juda ham bisyor metodlar bor. Bundan ustozlarimiz samarali foydalanib kelishmoqcha. Fransuz tili darslarida o‘quvchilarga leksikani o‘rgatishda quyidagi interfaol uslublarni qo‘llashni tavsiya qilish mumkin:

a) Continuez: Quand je serai grand(e), je.... – Quand je serai grand(e), je voudrais être infirmière, parce que j’aime bien soigner les gens. – Quand je serai grande, je serai coiffeuse, parce que je veux couper les cheveux de ma mère et des femmes. – Quand je serai grande, je serai maîtresse, parce que j’aime les enfants. Bunda o‘quvchilar guruhlarga bo‘linadilar. Qaysi guruh ko‘p fikr aytsa rag‘batlantiriladi.

b) O‘yin— mashq. Bu o‘yin guruhda ham yoki jamoada birlikda qo‘llanilishi mumkin. Ya’ni har bir o‘quvchining o‘z bilimi va imkoniyatlarini ro‘yobga chiqarishga imkon beradi. Bu o‘yinda darsni mustahkamlash yoki o‘quvchilar bilimini nazorat qilish maqsadida ham foydalanish mumkin. Masalan: “Adashgan so‘zni toping”. Bir necha o‘rganilgan so‘zlar qo‘yilib orasida bitta o‘rganilmagan so‘z ham



aralashtirib qo‘yiladi. O‘quvchilar o‘rganilgan so‘zlarni ongida tiklab, o‘rganilmagan so‘zni topib o‘qituvchiga ko‘rsatadilar. Bu usul otilgan sozlarni mustahkamlashda qol keladi.

c) Ijodiy izlanish o‘yini. Bunda o‘qituvchi hikoyadagi noto‘g‘ri gapni topish yoki hikoya mazmuniga mos bo‘lmagan gaplarni topishni aytadi. O‘quvchilar izlanadilar va bunday gapni topib, nega ortiqchaligini isbotlaydilar. Bunday o‘yinlar ko‘p vaqtni olmaydi, maxsus jihozlarni talab etmaydi, lekin yaxshi natija beradi.

d) O‘yin— musobaqa. Bunda turli qatorlararo musobaqalar tashkil etilishi mumkin. Shungdek, viktorinalar, turli konkurslar, olimpiadalar kiradi. Bunday o‘yinlarni darsda va sinfdan tashqarida ham o‘tkazish mumkin.

e) Mazmunli— rolli o‘yinlar. Bu o‘yin o‘quvchilar darsda o‘qituvchi belgilangan maqsadga muvofiq hikoyalar yoki ertaklardagi qahramonlar rolini o‘ynaydilar yoki davra stoli tashkil etib turli rollarni bajaradilar. Masalan: muxbir, tarixchi, qishloq xo‘jaligi xodimi va boshqalar. Bunday o‘yinlar o‘quvchilarda bilimga qiziqish uyg‘otadi, ularni jodiy izlanishga undaydi, shuningdek kasblar bilan tanishuvlarda yordam beradi.

f) “Bo‘lishi mumkin emas”(Vrai ou faux) Bu uslubni o‘tkazishda o‘qituvchi ma’lum matnni o‘qiydi. O‘quvchilar bo‘lishi mumkin bo‘lmagan voqealar ifodalangan jumla yoki gapni topishlari lozim. Hazil mutoiba bilan o‘tadigan bu usul o‘quvchilardan ziyraklik, sinchkovlik va kuzatuvchanlikni talab qilishi bilan birgalikda, ulardan atrofida sodir bo‘layotgan voqea — hodisalarga befarq bo‘lmaslikni ham talab qiladi. Undan tashqari ularning darsdan tashqari bo‘lgan ilmiy adabiyotlarga va ilmiy — ommabop filmlarga qiziqishini orttiradi va hikoya tinglash ko‘nikmasini shakillantirishga yordam beradi. Bu uslub bir necha marta o‘tkazilgach, keyinchalik o‘quvchilarda shunday hikoyachalar tuzishni ham kamol toptirish mumkin. O‘quvchilarning interaktivligiga yo‘naltirilgan darsning maqsadi esa, ularga imkon qadar ko‘p faol imkoniyatlarga ega bo‘lish, chet tilida erkin muloqot qilishga qo‘yib berishdan iboratdir.

Bularning barchasi biz yoshlar uchun qaratilgan e’tibor va imkoniyatlar xazinasidir. Ishonamanki, har bir ona yurtim farzandlari yurtboshimiz tomonidan bizga berilgan ishonchni o‘z bilimlari bilan oqlay oladi.

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**ВАЖНОСТЬ ИСПОЛЬЗОВАНИЯ ДЕЛОВЫХ ИГР ПРИ  
ПОДГОТОВКЕ СПЕЦИАЛИСТОВ В ВУЗЕ**

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***Аннотация:*** в данной статье говорится о том, что современное образование требует целенаправленное использование и активизацию межпредметных связей; организацию активных творческих заданий, создания типичных ситуаций общения, проведения бесед, разного рода тематических занятий, вызывающих потребность высказать свои мысли и чувства.

***Ключевые слова:*** деловая игра, ситуативная задача, специалист. документооборот, жизненные ситуации, тренинги, критическое мышление.

Поиск наиболее оптимальных способов интенсификации обучения русскому языку как иностранному на факультетах межфакультетского направления института привел к тому, что в настоящее время усиливается тенденция к практической направленности обучения, в связи с чем в качестве объекта обучения рассматривается не столько язык и речь, сколько речевая деятельность. В числе наиболее эффективных примеров, способствующих интенсификации выработки речевых умений и навыков профессиональной направленности, важное место занимает деловая игра как средство воспитания и обучения.

К деловой или ролевой игре, используемой в обучающих целях, следует подходить со всей серьезностью, так как с ее помощью легче решается ряд задач, связанных с развитием речи обучаемых. В ролевой игре можно имитировать различные

ситуации, связанные с будущей профессией студентов, а также обстановку профессиональной деятельности. «Ситуативные игры», «деловые игры», «оперативные игры», «производственные игры», - вот далеко неполный перечень названий, данных ролевым играм. Придя на производство, вчерашний студент сразу же обнаруживает этот недостаток своего образования вследствие того, что работу, которую ему поручают, нельзя выполнить без умелого взаимодействия с другими специалистами.

Научить студента взаимодействию с коллективом и совместному решению производственных задач можно только путем создания условий, имитирующих производственные. А такие условия можно создать именно с помощью деловой игры. Разработка деловых игр - дело достаточно сложное, требует от преподавателя тщательной подготовки, выдумки и способности неординарно мыслить. К активным методам обучения, сегодня применяемым в учебном процессе, относится проведение деловых игр, рассмотрение конкретных ситуаций, и путей «выхода из них», составление диалогов, решение практических задач, рефераты, домашние и самостоятельные работы.

Особую ценность для развития русской речи студентов представляет сама подготовка к деловой игре, работа каждого из участников игры над своим выступлением на русском языке, в процессе которой им приходится не только прорабатывать определенную литературу, но и консультироваться у преподавателя. Работа по организации игр состоит из нескольких этапов:

- 1) разработка деловой игры;
- 2) подготовка к проведению игры;
- 3) проведение игры.

Важным моментом игры является правильное подведение итогов.

Использование деловых игр способствует не только лучшему освоению приобретаемой специальности, но и получению необходимых знаний и навыков по русскому языку. В условиях деловых игр студенты учатся принимать решения, выбирать из нескольких вариантов наиболее оптимальный, чему нельзя научить никакими другими методами и средствами, а главное - студент

знакомится с будущей своей профессией не только в теоретическом, но и в функциональном плане.

Сегодня гораздо важнее, чтобы молодые люди, умели самостоятельно учиться работать с информацией, самостоятельно совершенствовать свои знания и умения в разных областях, приобретая новые знания по избранной профессии, потому что именно этим им придется заниматься всю их сознательную жизнь

На занятиях русского языка как иностранного в вузе обучающийся должен, не уставая искать ответа на возникшие вопросы, а для этого ему нужно перелистать гору книг, дабы заинтересовать, рассказывать, объяснять, обосновывать, спорить, аргументировать, приводить доводы, доказывать и т.д. Потому так актуальны методы профессионального тренинга, где этому и учат. Студенты творчески осваивают новые модели профессионального обучения, повторяя усвоенные ранее.

Если преподаватель ставит перед собой задачу сообщить некоторые знания или добиться привития какого-либо навыка, то он добьется цели, если у студента возникнет желание понять его рассказ или выполнить заданные упражнения. Деятельность студента приводит в действие механизм усвоения, благодаря чему изменяется сам студент - происходит более или менее близкое к желаемому достижение цели обучения. Без достижения цели нельзя говорить о состоявшемся методе.

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## ПРЕОБРАЗОВАНИЯ В СФЕРЕ ВЫСШЕГО ОБРАЗОВАНИЯ

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**Аннотация:** в статье поднимается вопрос подачи языкового материала учебной дисциплины «Русский язык» в техническом вузе, который направлен на освоение студентом русского языка как средства коммуникации в сфере повседневного и профессионально ориентированного общения в рамках аудиторных занятий и самоподготовки.

**Ключевые слова:** языковые знания, навыки, материал обучения, учебный процесс, педагогические технологии.

Сегодня мы наблюдаем всё большее увеличение влияния медиа-технологий на человека. Не секрет, что общение наряду с передачей информации через информационно-коммуникативную технику становится основным компонентом обучения.

По мере введения в образование нового формата информационных технологий и под влиянием массовой коммуникации происходит качественный сдвиг в сознании людей, в их поведении. Содержание названных новых технологических средств, на наш взгляд, должно затрагивать умы и чувства обучающихся, заинтересовать и вызывать эмоциональный отклик среди студентов. Поэтому их наличие – обязательный компонент всего учебно-методического комплекса. Кроме того, развитие информационных и коммуникативных технологий заставляет менять традиционные подходы к системе планирования процесса обучения, что особенно видно при проектировании педагогических технологий.

Работа по новой программе, безусловно, в корне изменила содержание и характер практических занятий, способствовала в определенной степени интенсификации учебного процесса: максимум времени на занятиях теперь отводится различным

тренировочным упражнениям, способствующим выработке у студентов прочных речевых навыков.

Это прежде всего означает, что у учащихся необходимо выработать навыки и умения чтения, письма, слушания и говорения на русском языке. Однако данные навыки и умения составляют только "базу" общения. Для полноценного общения учащиеся должны владеть необходимым запасом языковых средств, с одной стороны, и некоторым минимумом знаний о функциональном использовании этих средств с другой. Причем, как следует из задачи профессионального общения, набор языковых средств может быть сознательно ограничен. Что же касается функционального использования языковых средств в общении, то этот аспект обучения необходимо требует некоторого набора специальных языковых знаний.

Специальные языковые знания в силу специфики каждого из видов речевой деятельности должны быть дифференцированы применительно к последним. Таким образом, возникает как бы две системы ограничений: одна система ориентирована на профессию и относится к тому набору языковых средств, которым учащийся должен обладать. Вторая система ориентирована на вид речевой деятельности и относится к тем теоретическим специальным знаниям, которые необходимы учащимся для адекватного функционального использования языковых средств. Как можно видеть, эти системы не замкнуты, а пересекаются и в сумме определяют материал обучения. При этом чрезвычайно важным является ориентация на родной язык обучающихся. В зависимости от системы родного языка набор языковых знаний (функциональных) будет меняться, поскольку в разных языках есть разные корреляты функциональным единицам русского языка.

Развитие практических навыков пользования русским языком предполагает приближение учебного процесса к интересам обучающихся: они должны почувствовать пользу, которую принесет им владение языком в их профессиональной деятельности, духовном росте.

В процессе обучения русскому языку не русских учащихся в известной степени овладеть письменной речью как одной из форм коммуникации. При обучении деловому стилю речи у учащихся



необходимо выработать умения и навыки правильного оформления и написания автобиографий, заявления, доверенности и других деловых бумаг. Включая в рабочие программы деловые бумаги, рекомендуемые для изучения, следует учитывать профиль вуза (факультета). Задача преподавателей русского языка помочь учащимся подготовиться к их будущей практической деятельности.

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**INGILIZ TILIDAGI OTLARNI O‘QITISHNING  
KOMMUNIKATIV USULLARI A1- BOSQICHI  
O‘QUVCHILARI UCHUN**

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**Annotatsiya:** Ushbu maqolada " ingiliz tilidagi otlarni o‘qitishning kommunikativ usullari A1-bosqichi o‘quvchilariz uchun " ma'lumotlar xaqida to'liq yoritilgan.

**Kalit so‘zlar:** sanoq va sanoqsiz otlar , olmoshlar , ingiliz grammatikasi , umumiy va to‘g‘ri otlarni mashq qilish " index Card match up " , grammatika.

**Kirish:**

Sanoq va sanoqsiz otlar o‘quvchilarni chalkashtirib yuborishi mumkin, lekin asosiy darajada sanoq otlari birlik va ko‘plik shakllariga ega bo‘lgan otlar, hisoblanmaydigan otlar esa oldida son bo‘lolmaydigan otlardir. Aksariyat aniq otlar sanash otlaridir, lekin hammasi emas. Kartoshka(lar), libos(lar) va oyoq(oyoqlar) kabi

narsalar sanash otlaridir. Biroq, baxt, yomg'ir va sut kabi narsalar hisoblanmaydigan otlardir.

ESL o‘qituvchisi uchun asosiy ingliz grammatikasi: olmoshlar , Otlarni mashq qilishda foydalanish uchun 2 ta topshiriq , Umumiy otlarni mashq qilish: Frenzy yozish

Agar o‘quvchilaringizni umuman otlar bilan tanishtirmoqchi bo‘lsangiz, o‘quvchilarni juftlik yoki uchta guruhga bo‘ling va ulardan qog‘ozga 4 ta sarlavha yasashni so‘rang: odamlar, joylar, narsalar va sifatlar. Keyin, taymerni o‘rnating va har bir sarlavha ostida iloji boricha ko‘proq turli otlarni sanab bering. Har bir guruhga 1 ta qog‘oz va 1 ta yozuv asbobi beriladi. Vaqt tugagandan so‘ng, ularning ro‘yxatlarini sanashlarini so‘rang va kimda ko‘proq bo‘lsa, u g‘olib hisoblanadi.

Shundan so‘ng, siz "belgilangan" mashg'ulotni bajarishingiz mumkin, bu erda siz har bir guruh o‘z ro‘yxati bilan turishingiz kerak va siz ularga qo‘ng'iroq qilganingizda ular o‘zlarining narsalaridan birini baqirishadi. Uni doskaga yozing va barcha guruhlariga buyum o‘z ro‘yxatida bo‘lsa, uni tekshirishni buyuring. Guruhning butun ro‘yxati "belgilangan" bo‘lsa, ular o‘tirishlari mumkin. Oxirida siz doskada ismlarning katta ro‘yxatiga ega bo‘lasiz! Ushbu ro‘yxatni yozish, nutq vazifalari va boshqalar uchun ishlatishingiz mumkin.

Umumiy va to‘g‘ri otlarni mashq qilish: Index Card Match-Up Indeks kartalariga umumiy otlar va tegishli otlarni teng miqdorda yozing. Har bir indeks kartasida bitta ot bo‘lishi kerak va har bir umumiy otda mos keladigan ot borligiga ishonch hosil qiling. Misol uchun, agar sizda "shtat" deb yozilgan indeks kartangiz bo‘lsa, sizda "Minnesota" deb yozilgan indeks kartasi ham bo‘lishi kerak. Har bir talabaga bittadan indeks kartasini bering va ularga o‘z so‘ziga qarashga imkon bering. Ular boshqa talabalarga o‘z so‘zlarini ko‘rsata olmaydilar. So‘zlar sir bo‘lib qolishiga ishonch hosil qilish uchun barcha indeks kartalarini to‘plashni xohlashingiz mumkin. Keyin, o‘quvchilar bir-birlariga aylanib, o‘zlarining mosligini topish uchun "ha" yoki "yo‘q" savollarini berishlari kerak. Mashhur Jennifer Eniston, javdarda kitob tutuvchisi, ko‘prik-Oltin darvoza va hokazolarni o‘z ichiga olishi mumkin. Savollar orasida "siz umumiy otmisiz?" yoki siz odammisiz? O‘quvchilar o‘zlarining darajalariga mos sherik topgach, o‘tirishlari mumkin. Barcha talabalar o‘z moslarini topgach, o‘yin

tugaydi. Bu savol berishni mashq qilish va o‘quvchilaringizni umumiy va to‘g‘ri otlar bilan tanishtirish uchun ajoyib vazifadir. Men til o‘rganishning zerikarli tomonlarini jonlantirish yo‘llarini topishni yaxshi ko‘raman! Ko‘pgina o‘quvchilar, ayniqsa boshlang‘ich darajadagi o‘quvchilar grammatika bilan to‘lib-toshgan mashqlarni foydali deb bilishmaydi. Otlar grammatikani o‘rgatishda boshlash uchun eng asosiy joy, lekin bu o‘qituvchi sifatida o‘rganishingiz kerak bo‘lgan boshqa narsa yo‘q degani emas va bu qiziqarli va zavqli bo‘lishi mumkin emas degani emas! Umid qilamanki, ushbu tadbirlar va tushuntirishlar sizga va talabalarangizga ingliz tilini o‘rganish yo‘lda yordam beradi.

Grammatika qiyin bo‘lishi mumkin va agar sizning o‘quvchilaringiz ingliz tilining rasmiy grammatikasini hech qachon o‘rganmagan bo‘lsa, qaerdan boshlashni bilish qiyin bo‘lishi mumkin. Tan olaman, grammatikadan osongina qo‘rqaman

Ism nima? Ta’riflangan ot: Keyt Folse otning ta’rifi "odam, joy, narsa yoki sifatning nomi". Bu juda oddiy ta’rif va ko‘pchilik qayerda maktabga borishidan qat’i nazar, rozi bo‘ladi. Agar siz o‘z jamoangizga borib, o‘tkinchilardan so‘rasangiz, eng ko‘p ot nima ekanligini so‘rasangiz, "odam, joy yoki narsa" deb javob beradi. Esda tutish kerakki, ot bu ob’ektning o‘zi emas, balki shaxs, joy yoki narsaning nomidir. Shuni ham yodda tutish kerakki, ot quvonch, baxt yoki dunyo tinchligi kabi nomoddiy sifat bo‘lishi mumkin.

Otlarning uch turi: Otlar haqida gap ketganda 3 ta asosiy farq mavjud. Ot umumiy yoki to‘g‘ri, aniq yoki mavhum, sanab yoki hisoblanmaydigan bo‘lishi mumkin. Bu farqlar biz ishlayotgan ism atrofida qanday grammatikadan foydalanishimiz kerakligini aniqlashga yordam beradi.

Umumiy ot har qanday shaxs, joy yoki narsaning nomidir. Ular har doim kichik harf bilan boshlanadi, jumla boshidan tashqari. Umumiy otlarning ayrim misollari tulki, kitob, xat va davlatni o‘z ichiga oladi. Shu bilan birga, tegishli ot aniq shaxs, joy yoki narsaning nomidir. Bu otlar har doim bosh harf bilan boshlanadi, masalan, Qirolicha Elizabeth, Meyn yoki Sense and Sensibility.

CLT (Kommunikativ tilni o‘rgatish) o‘qitish usuli bo‘lib, unda o‘zaro ta’lim ham o‘rganish vositasi, ham o‘rganishning asosiy maqsadi hisoblanadi. O‘qituvchining vazifasi o‘quvchilarga o‘zlarining

kommunikativ kompetentsiyalarini rivojlantirishga yordam berishdir. Sinfda real hayotiy vaziyatlarda ishtirok etish orqali o‘quvchilar tashqariga chiqqanlarida shunga o‘xshash vaziyatlarni hal qilish uchun jihozlangan. O‘quvchilardan grammatika qoidalarini o‘rganishni so‘rash o‘rniga, o‘qituvchilar o‘quvchilardan bir-biri bilan yoki o‘qituvchi bilan mazmunli muloqot qilishni talab qiladigan vazifalarni taqdim etadilar.

CLTning bir nechta asosiy jihatlari an'anaviy o‘qitish usullaridan farq qiladi:

#### Ravonlik

Asosiy farq - aniqlikdan ko‘ra ravonlikka e’tibor. CLTda eng muhimi, o‘quvchining o‘zini tushunishi va muloqotning samarali bo‘lishidir. Bu aniqlikka hech qachon e’tibor berilmasligini anglatmaydi, aksincha, o‘rganuvchilar tilni qo‘llashda uni asta-sekin egallaydilar.

#### Xatolar

Ravonlikka e’tibor qaratish orqali sinfda xatolar kamroq ta’kidlanadi. Aksincha, ular tabiiy hodisa sifatida qaraladi. O‘quvchilar ingliz tilini yaxshilagani sayin, ular kamroq xatolarga yo‘l qo‘yishadi.

#### Talabalarning roli

CLT sinfida o‘quvchilar muloqotchilardir. Ular tildan ma'lumot almashish, fikr almashish va mazmunli vazifalarni bajarish uchun foydalanishlari kerak.

#### O‘quvchining roli

CLT sinfida o‘qituvchi fasilitator va maslahatchi hisoblanadi. Birinchidan, ular kommunikativ vazifani o‘rnatadilar. Keyin, o‘quvchilar topshiriqni bajarayotib, maslahat va dalda berishadi. Ular, shuningdek, bir vazifada hamkor bo‘lishlari mumkin.

#### **FOYDALANILAGAN ADABIYOTLAR:**

- 1)<https://everydayesl.com/blog/basic-english-grammar-nouns>
- 2)<https://www.richmondelt.es/communicative-language-teaching/>

## INGILIZ VA O‘ZBEK TILLARIDA O‘XSHATISHLAR

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**Annotasiya:** Maqolada, ingliz va o‘zbek tillari o‘rtasidagi o‘xshashliklar haqida tushuntiriladi. Tilning leksikaviy, grammatikaviy va fonetikaviy o‘xshashliklari ko‘rsatiladi. Maqolada, ingliz va o‘zbek tillari o‘xshash so‘zlar, fe‘llar, ishoralar va ko‘rinishlarga ega bo‘lishi, shuningdek, ko‘tarilgan zamonlar va eslatma va so‘roq shakllari ham ko‘rsatiladi.

**Kalit so‘zlar:** Somatizm, somatik ibora, frazeologik birlik, frazeologiya, somatik frazeologizm, leksema, lingvomadaniy, ibora, komponent, ikki somatik komponentli ibora.

Ingliz va o‘zbek tillari, bir biriga o‘xshashliklari va farqliliklari bilan bilinadigan xalqaro tillar hisoblanadi. Bu tillarning o‘xshashligi va farqliliklari, ularning tarixiy, siyosiy, iqtisodiy, madaniy va boshqa ko‘rinishlariga bog‘liq bo‘lishi mumkin.

Ingliz va o‘zbek tillari, foni, grammatika va leksikada o‘xshashliklarga ega. Masalan, ularning o‘zaro bog‘liqlarining ko‘rinishi, so‘zlar orasidagi almashtirishlar, antonimlar va sinonimlar kabi ko‘rinishlar ham o‘xshashdir.

Leksikada, ingliz va o‘zbek tillari o‘xshash so‘zlar va ularning ma’nolari bilan bog‘liq bo‘lishi mumkin. Bu o‘xshash so‘zlar, tarixiy sabablarga, global madaniy va siyosiy ta’sirlarga, shuningdek, akademik va ilmiy alokalarga bog‘liq bo‘lishi mumkin.

Grammatikada, ingliz va o‘zbek tillarida o‘zaro bog‘liqlikning ko‘rsatilishi, tushuntirilishi va qo‘llanilishi ko‘rsatiladi. Masalan, ingliz tilida "do" fe’li bilan so‘zlar orasidagi bog‘liqlik ko‘rsatilishi mumkin, shuningdek, o‘zbek tilida ularning tushuntirilishi va qo‘llanilishi ko‘rsatiladi.

Fonetikada, ingliz va o‘zbek tillari o‘xshash fonemalar va ularning fonetik belgilari bilan bog‘liqdir. Masalan, ingliz tilida "p" va "b" fonemalari o‘xshash belgilar hisoblanadi, shuningdek, o‘zbek tilida ham ularning o‘xshashligi mavjud.

Ingliz va o‘zbek tillari, global dunyo tili bo‘lgan ingliz tilining dunyoviy tarqalganligi va o‘zbek tilining mahalliy ko‘rinishi bilan farqliliklarga ega. Masalan, Ingliz tilida yirik siyosiy, iqtisodiy va

madaniy ta'sirlar, shuningdek, akademik va ilmiy alokalar uchun yirik talabalik shartlari mavjud, o‘zbek tilida esa mahalliy madaniyat, milliy adabiyot, musiqa va boshqa ko‘rinishlar katta muhimlikka ega.

Bunday o‘xshashliklar, ingliz va o‘zbek tillarining ta’limda, tarqatishda va kompyuter tili sifatida foydalanishda muhim ahamiyatga ega. Bu mavzuda batafsil tadqiqot olib, ularning o‘zaro bog‘liqlik va farqliliklari tahlil qilinadi.

Ingliz va o‘zbek tillarining o‘xshashliklarini o‘rganish uchun quyidagi usullardan foydalanish mumkin:

1. Tilni o‘rganish uchun kurslar: Bunday kurslar o‘z ichiga ingliz va o‘zbek tillarining grammatikasi, leksikasi, fonetikasi va boshqa muhim mavzularni o‘z ichiga oladi. Bu kurslarda o‘zaro o‘xshashliklar va farqliliklar to‘g‘risida muhokama qilinadi va ularni o‘rganishga imkon beriladi.

2. Internetda o‘zaro o‘xshashliklarni o‘rganish: Internetda ingliz va o‘zbek tillarining o‘xshashliklari to‘g‘risida ko‘p xil ma’lumotlar mavjud. Bu ma’lumotlarni o‘rganish uchun, tarjimon dasturlarida, til o‘rganish saytlarida, o‘quv videolarda va boshqa resurslarda qidirish mumkin.

3. Til o‘rganish kitoblari: Til o‘rganish kitoblari, ingliz va o‘zbek tillarining o‘xshashliklarini o‘rganish uchun yaxshi manba bo‘lib, ular o‘z ichiga o‘xshashliklarni qiyosiy ko‘rsatishlar, misollar, grammatik va leksikani tahlil qilishlar kabi ko‘rinishlarga ega.

4. Tilga o‘zlashtirish: Tilga o‘zlashtirish, ingliz va o‘zbek tillarining o‘xshashliklarini o‘rganish uchun eng yaxshi usullardan biridir. Bunday holatda, til o‘rganish uchun dastlab o‘zbek tilidagi so‘z yoki ifodalarni o‘rganish va ularni ingliz tiliga tarjima qilish yordam beradi. Bunda, o‘zaro o‘xshashliklar va farqliliklar aniqroq tushuniladi.

5. Ingliz tilidagi filmlar va musiqalar: ingliz tilidagi filmlar va musiqalar o‘xshashliklarni o‘rganish uchun yaxshi manba bo‘lishi mumkin. Bu usul yordamida mazkur tillarning leksikasi, grammatikasi va fonetikasi ko‘proq o‘zlashtiriladi va o‘xshashliklar osonroq tushuniladi.

Ingliz va o‘zbek tillarining o‘xshashliklarini o‘rganish uchun, yuqorida keltirilgan usullardan foydalanish mumkin. Ushbu tillarning o‘xshashliklari va farqliliklari tahlil etilgan va ularni o‘rganishga imkon beruvchi ko‘plab manbalar mavjud.



Ingliz va o‘zbek tillari, turli sabablarga ko‘ra o‘xshash va farqli xususiyatlar bilan ajralgan xalqaro tillardir. Bu tillar o‘zaro o‘xshash so‘zlar, grammatikaviy va leksikaviy o‘xshashliklar, fonetikaviy o‘xshashliklar va boshqa ko‘rinishlar bilan ajralganlik va o‘xshashliklarga ega.

Leksikada, ingliz va o‘zbek tillari o‘xshash so‘zlar va ularning ma’nolari bilan bog‘liq bo‘lishi mumkin. Masalan, "telefon" so‘zi Ingliz va o‘zbek tillarida o‘xshash so‘z hisoblanadi. Bunday o‘xshashliklar, tilni o‘rganish uchun yaxshi manba bo‘lishi mumkin.

Grammatikada, ingliz va o‘zbek tillari o‘zaro bog‘liqlikning ko‘rsatilishi, tushuntirilishi va qo‘llanilishi ko‘rsatiladi. Misol uchun, "do" fe’li bilan Ingliz tilida so‘zlar orasidagi bog‘liqlik ko‘rsatilishi mumkin, shuningdek, o‘zbek tilida ham ularning tushuntirilishi va qo‘llanilishi ko‘rsatiladi.

Fonetikada, ingliz va o‘zbek tillari o‘xshash fonemalar va ularning fonetik belgilari bilan bog‘liqdir. Masalan, "p" va "b" fonemalari ingliz va o‘zbek tillarida o‘xshash belgilar hisoblanadi.

Tarixiy sabablarga ko‘ra, ingliz tilida yirik siyosiy, iqtisodiy va madaniy ta’sirlar, shuningdek, akademik va ilmiy alokalarga ham ko‘p e’tibor qaratilgan. O‘zbek tilida esa mahalliy madaniyat, milliy adabiyot, musiqa va boshqa ko‘rinishlar katta muhimlikka ega.

Dinamik tarixiy, iqtisodiy va hukukiy hodisalarga ko‘ra, ingliz va o‘zbek tillari o‘xshash va farqli so‘zlar, ifodalar va yozuv shakllari bilan bog‘liqdir.

Ingliz va o‘zbek tillarining mahalliy ko‘rinishlari, o‘zaro o‘xshashliklari va farqli xususiyatlari, tilni o‘rganish, tarqatish va kompyuter tili sifatida foydalanishda muhim ahamiyatga ega.

Jamiyatimizda va dunyoda ingliz va o‘zbek tillari o‘z o‘xshash va farqli xususiyatlari bilan o‘zga oshirib kelmoqda va ularni o‘rganish, o‘zaro aloqalar yaratish va tarqatish uchun muhimdir.

Ha, ingliz va o‘zbek tillarining grammatikasi ham o‘xshashliklar ko‘rsatadi. Misol uchun:

1. To‘g‘ri va noto‘g‘ri fe’llar bilan ishlash: ingliz va o‘zbek tillarida ham to‘g‘ri, ham noto‘g‘ri fe’llar bilan ishlash mumkin. Masalan, ingliz tilida "I am eating" to‘g‘ri fe’ldan foydalanilgan, o‘zbek tilida ham "men yeyapman" ham to‘g‘ri fe’ldan foydalanilgan. Bunga

qaramay, ingliz tilida "I don't eat" noto‘g‘ri fe‘ldan foydalanilgan, o‘zbek tilida ham "men yemayman" noto‘g‘ri fe‘ldan foydalanilgan.

2. Ishora qilish: ingliz va o‘zbek tillarida ishora qilishga o‘xshashliklar mavjud. Misol uchun, ingliz tilida "he's" deb yozilgan so‘z "he is" holatini ifodalaydi, o‘zbek tilida ham "u" deb yozilgan so‘z "u shu" yoki "u bu" holatini ifodalaydi.

3. Ko‘tarilgan zamonlar: ingliz va o‘zbek tillarida ko‘tarilgan zamonlar mavjud. Masalan, Ingliz tilida "I had eaten" ko‘tarilgan zamon holatini ifodalaydi, o‘zbek tilida ham "men yeb bulganman" ko‘tarilgan zamon holatini ifodalaydi.

4. Ko‘rinishlarda farqli bo‘lish: ingliz va o‘zbek tillarida ham ko‘rinishlarda farqli bo‘lish mumkin. Misol uchun, ingliz tilida "I like pizza" so‘z "pizza yaxshi ko‘raman" deb tarjima qilinadi, o‘zbek tilida ham "men pitsani yaxshi ko‘raman" deb tarjima qilinadi. Bunday ko‘rinishlarda ham ingliz va o‘zbek tillarining grammatikaviy o‘xshashliklariga ega.

Bunday o‘xshashliklar tilni o‘rganishda muhim ahamiyatga ega bo‘ladi, chunki ular tilni tushunish, qayta o‘rganish va tarqatishda yordam beradi. Til o‘rganish davomida, ingliz va o‘zbek tillarining grammatikaviy o‘xshashliklariga e‘tibor qaratish kerak.

Ingliz va o‘zbek tillari o‘rtasida ko‘p o‘xshashlik mavjud, ammo ba'zi grammatikaviy o‘xshashliklar o‘rganishda ko‘proq foyda keltiradi. Quyidagi grammatikaviy o‘xshashliklar o‘rganishda ko‘p foydali:

1. To‘g‘ri va noto‘g‘ri fe‘llar bilan ishlash: ingliz va o‘zbek tillarida to‘g‘ri va noto‘g‘ri fe‘llar bilan ishlash o‘xshashliklari mavjud. Bu o‘xshashliklarni tushunish, tarjima qilish va to‘g‘ri ishlatishni o‘rganishda yordam beradi.

2. Ko‘tarilgan zamonlar: ingliz va o‘zbek tillarida ko‘tarilgan zamonlar ko‘plik bilan ishlatiladi. Bu o‘xshashliklar tarixiy voqelarni tushunishda yordam beradi.

3. Ishora qilish: ingliz va o‘zbek tillarida ishora qilish ham o‘xshashliklarga ega. Ishora qilishni tushunish va to‘g‘ri ishlatishni o‘rganishda yordam beradi.

4. Ko‘rinishlarda farqli bo‘lish: ingliz va o‘zbek tillarida ko‘rinishlarda farqli bo‘lish ham ko‘p ko‘payadi. Bunday o‘xshashliklarni tushunish va to‘g‘ri tarjima qilishda yordam beradi.

5. Eslatma va so‘roq shakllari: Ingliz va o‘zbek tillarida eslatma va so‘roq shakllari ham ko‘p o‘xshashliklarga ega. Bu shakllarni tushunish va to‘g‘ri ishlatishni o‘rganishda yordam beradi.

Bunday grammatikaviy o‘xshashliklar tilni o‘rganishda muhim ahamiyatga ega bo‘ladi, chunki ular tilni tushunish, qayta o‘rganish va tarqatishda yordam beradi.

### **Xulosa**

Ingliz va o‘zbek tillari turli sabablarga ko‘ra o‘xshash va farqli xususiyatlarga ega bo‘lib, ularning o‘zaro o‘xshash so‘zlar, grammatikaviy va leksikaviy o‘xshashliklar, fonetikaviy o‘xshashliklar va boshqa ko‘rinishlar bilan ajralganlik va o‘xshashliklar mavjud. Ingliz va o‘zbek tillarining mahalliy madaniyat, milliy adabiyot, musiqa va boshqa ko‘rinishlar katta muhimlikka ega. Til o‘rganish uchun Ingliz va o‘zbek tillari o‘rtasidagi o‘xshashliklarga e‘tibor qaratish kerak, chunki ular tilni tushunish, qayta o‘rganish va tarqatishda yordam beradi. Tilni o‘rganish davomida, grammatikaviy o‘xshashliklarni tushunish va to‘g‘ri ishlatish muhim ahamiyatga ega. Fonemikaviy o‘xshashliklar esa tilni to‘g‘ri talaffuz qilishda muhim ahamiyatga ega. Maqola, Ingliz va o‘zbek tillari o‘rtasidagi o‘xshashliklarni tushuntiradi va til o‘rganish davomida yordam beradi.

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## LITERARISCHE TEXTE IM FREMDSPRACHENUNTERRICHT

*Azimova Mohigul*

*ADTCHI.Nemis tili nazariyasi va amaliyoti kafedrası o‘qituvchisi  
Tursunaliyeva Shoxsanam, Saparbayeva Madina, nemis tili yo‘nalishi  
talabalari*

**Annotatsiya.** *Ushbu maqolada nemis tilini o‘qitishda badiiy matnning roli xususida va uni darsda q o‘llash to g‘risida fikr yuritilgan.*

**Kalit so‘zlar:** *badiiy tasvir,matn,janr xususiyati, stilistik tahlil, badiiy tahlil*

Mit dem Einsatz der Literatur im Fremdsprachenunterricht beschäftigt sich die Wissenschaft Literaturdidaktik. Sie erforscht und begründet den Ansatz der Literatur. Wenn wir eine Frage stellen, warum die literarischen Texte so wichtig für uns sind, bekommen wir viele Antworten. Literarische Texte haben ästhetische und emotionale Funktion, sie bereichern die kommunikative Kompetenz der Studenten. Die Literatur bringt Studenten breite Auswahl an Themen, die ihre Interesse zum Lesen anregen und ihre verbale und schriftliche Äußerung aktivieren. Nicht nur sprachliche, sondern auch soziolinguistische, soziokulturelle und interkulturelle Funktion das Lesen hat. Nicht zuletzt haben literarische Texte ein authentischer und dauerhafter Wert.

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Es gibt zahlreiche Gründe, warum die Lehrer literarische Texte in den Unterricht einsetzen sollten. Folgende Funktionen erwähnt Buhlmann (1992, 17-18): Die Literatur vertieft die kommunikative Kompetenz der Studenten, sie trägt zur besseren linguistischen, soziolinguistischen, pragmatischen und kulturellen Kompetenz bei, sie beantragt viele Interpretationen und Reaktionen. Unterschiede in Meinungen können unter anderen Studenten mitgeteilt werden. Die Literatur bringt Interaktion unter Studenten, sie steigert das Sprachbewusstsein.

Die Literatur prägt Persönlichkeit, Wertorientierung, Phantasie, Imagination und Harmonie des Menschen. Sie stimuliert Kreativität und entwickelt Lesengewohnheit und Literaturschätzung. Die Literatur ist eine Quelle und Vermittler der Erkenntnis. Sie teilt Informationen mit, erzählt über das Leben und erhöht Bildung und

kulturelles Niveau der Völker. Man lernt den Reichtum und die Schönheit der Fremdsprache kennen. Die Literatur stellt eine stilistische Ebene der Nationalsprache, die oft in der Alltagskommunikation zukommt. Nachteile der literarischen Texte Obenerwähnte sind alles Vorteile. An der anderen Seite hat Arbeit mit literarischen Texten auch ihre Nachteile. Sie bringt zahlreiche Anforderungen an den Lehrer und Leser. Der Einsatz von literarischen Texten bedeutet viel Zusatzarbeit und Vorbereitung für den Lehrer. Er muss den Text ausführlich kennen und er muss eine Reihe von interessanten Aktivitäten für Studenten vorbereiten. Für Studenten werden gute Kenntnisse in der Sprache erfordert. Einige Nachteile für Literatureinsatz erwähnt auch Koppensteiner (2001, 12-14), wieder aus unterschiedlichen Gesichtspunkten. Das Interesse an Literatur ist sehr niedrig bei manchen Studenten, sie langweilen sich bei dem Lesen. Manche Texte sind veraltet und zu intellektuell für Studenten. Literarische Texte sind sprachlich zu schwierig und anspruchsvoll, Studenten verstehen sie nicht, Texte verbergen viele Ausnahmen und Abweichungen in der Sprache.

Manche Texte sind in der poetischen Sprache geschrieben, die Studenten nicht kennen. Literarische Texte bringen wenige Übungsmöglichkeiten im Bereich der Grammatik, des Wortschatzes und des Sprechens. Literarische Texte sind auf jeder Lernstufe einsetzbar. Aber die Lehrer müssen sorgfältig auswählen, weil alle Texte nicht in allen Situationen geeignet sind. Die Texte müssen Interessen der Studenten entsprechen, dem didaktischen Ziel des Unterrichts, Möglichkeiten des Unterrichts – zeitlichen und materiellen. Das Thema von Büchern ist auch sehr wichtig. Es sollte den Studenten nahe sein. Die Lektüre wählt der Lehrer, der wahrscheinlich andere Interessen als die Studenten hat.

Die Studenten sind zum Lesen nur dann motiviert, wenn sie sich mit dem Thema identifiziert können. Das Lesepublikum identifiziert sich mit Hauptfiguren und nimmt ihre Meinungen und Einstellungen an. Identifikation kommt wegen dem gleichen Alter, sozialen Status, physischen oder psychischen Ähnlichkeit vor. Der Leser hat oft ähnliche Erlebnisse wie die Hauptfiguren und er vergleicht ihre und seine Erlebnisse. Die Leser suchen in der Literatur Lösungen eigener Problemen. Thematisch geeignet sind z.B. Themen aus dem Alltag der

Studenten, persönliche Erlebnisse, Gefühle, Erfahrungen, aktuelle Probleme in der Gesellschaft und menschliche Themen, mit denen die Lernende etwas zu tun haben.

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**TABIIY FANLAR FAKULTETLARIDA KASBIY FANLAR VA  
INGLIZ TILI FANLARINI INTEGRATIV YONDASHUV  
ASOSIDA O‘RGATISH MUAMMOLARI**

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***Annotatsiya.** Havola etilayotgan maqola oliy ta’lim tizimi, tabiiy fanlar fakultetlarida kasbiy fanlarni ingliz tili fani bilan integrativ yondashuvni bog‘lagan holda o‘qitish masalasi taklif qilingan. Integrativ yondashuv yordamida ta’lim berishning nofilologik oliy o‘quv yurtlaridagi ahamiyatiga alohida urg‘u berilib undagi kamchiliklarga ahamiyat berilgan.*

***Kalit so‘zlar:** assimilyauiya, integrativ yondaShuv, kasbiy ingliz tili, nofilologik fakul’tetlar, tabiiy fanlar fakul’teti, tabiiy fanlar.*

Bugungi kunda nofilologik fakultetlar uchun talabalarning til bilimlari muammosi dolzarbligicha qolmoqda. Tabiiy fanlar fakultetida ham talabalarning ingliz tilida mutaxassislik fanlarni o‘rganishlari zamonaviy oliy ta’limni rivojlantirishda ustuvor omillardan biri hisoblanadi [1]. Shu sabab, tabiiyot va neft-gaz yo‘naliShi bilan bog‘liq xorijiy tillardagi ma’lumotlar miqdori har yili o‘shishda davom etmoqda. Bu holat iqtisodiyot, huquq ta’minoti kabi turli tarmoqlar xalqaro



axborot almashinuvini qo‘llab-quvvatlash uchun eng dinamik holat hisoblanadi [2, 3].

Chet tillarini yaxshi biladigan amaliy bakalavrlarni tayyorlash darajasi nafaqat nofilologik yoki texnik o‘quv yurtlari, balki davlatning tashqi iqtisodiy faoliyatida ham muhim yo‘naliish hisoblanadi. Shuni ham yodda tutish kerakki, ta‘lim bozorida raqobat yil sayin ortib bormoqda va bu shubhasiz ta‘lim sifatiga ta‘sir qilib, mutaxassis tanlashda ish beruvchi uchun muhim ahamiyat kasb etadi[4].

Tabiiy fanlar mutaxassisligi bo‘yicha amaliy bakalavrlar uchun ingliz tilini va ta‘limning texnik kasbiy tarkibiy qismini birgalikda o‘rganishni maksimal darajada to‘ldirish uchun biz ayrim fan darslarni asosan ingliz tilida integrativ yondashuv yordamida o‘tkazishni taklif qildik.

Birinchi bo‘lib nazariy jihatdan pedagogik integratsiya muammolari K. D. Ushinskiy tomonidan o‘rganilgan. U fanlararo munosabatlarning psixologik va pedagogik asoslarini ishlab chiqqan holda asosladi. Shunday qilib, Ushinskiyning so‘zlariga ko‘ra, alohida fanlar bo‘yicha bilimlarni egallash alohida jarayon emas, balki mavjud voqelikni ob‘ektiv aks ettirishga intilishi kerak bo‘lgan o‘zaro bir-biriga bog‘liq yagona tizimni ifodalaydi [5].

Dars tarkibidagi asosiy jihatlardan biri bu mavzuning mazmuni, ya‘ni bu erda ilgari o‘rganilgan mavzularga katta e‘tibor berilishidir. Bular umumiy kimyo, noorganik va organik kimyo, fizik kimyo, biologiya, geografiya, anatomiya, fizika kabi fanlarning asosiy tushunchalari va atamalarini mashg‘ulot jarayonida o‘zlashtirishdir. Ingliz tilidan foydalangan holda tabiiy fanlarni o‘rganish ingliz tilining nutq faoliyati vositalari asosida ishlatishni o‘z ichiga oladi. Biz materiallar mazmunini assimilyatsiya orqali, ya‘ni ingliz va "mavzu" texnik tillarda parallel shaklda o‘rganishni tavsiya etdik [6].

Agar nofilologik va texnik o‘quv yurtlarda chet tilini o‘qitishning o‘ziga xos shartlarini eslaydigan bo‘lsak, ushbu maqsadni amalga oshirishda bir muncha kamchiliklarga duch kelinishi kuzatiladi:

Ona tili va chet tillarining har tomonlama kombinatsiyasi formatida mashg‘ulotlarini o‘tkazishda o‘qituvchi duch keladigan bir qator qiyinchiliklar mavjud. Birinchi bosqichga o‘qishga kirgan talabalar ingliz tilini o‘qitishning turli darajalariga ega bo‘ladilar. Shundan kelib chiqib, ilk muammo talabalar tomonidan yangi materialni qay asnoda

o‘zlashtirishi bilan bo‘shlanadi. Chet tillariga ixtisoslashgan maktablarning bitiruvchilari ma’lumotni tezroq tushunib o‘zlashtirsalar, qishloq maktablarida ta’lim olgan, ingliz tilini o‘rganishi past darajada yoki deyarli umuman o‘rganmagan talabalar uchun bu holat ancha qiyinchilik tug‘diradi. Ana shunday talabalarga bir vaqtning o‘zida tegishli mavzuni ingliz tilida tushuntirib berish dars beruvchidan xam mahorat, xam mehnat talab qiladi. Shuning uchun birinchi bosqichdanoq ijobiy motivatsiyaga, talabaning muvaffaqiyatli kasbiy faoliyati uchun ingliz tilini texnika fanlari bilan birgalikda o‘rganish zarurligini tushinishga katta e’tibor berilishi muhimdir.

Bizningcha, integrativ yondashuvni kasbiy ingliz tilini o‘qitish jarayoniga olib kirsak, bu orqali talabalar o‘zlarining mutaxassisligi haqida qo‘shimcha ma’lumot olishlari mumkin va uShbu yondashuv muloqot ko‘nikmalarini rivojlantirish jarayonida to‘liq natija beradi.

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## **ABU RAYHON BERUNIYNING PEDAGOGIK QARASHLARI**

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**Annotatsiya.** Ushbu maqolada Abu Rayhon Beruniyning pedagogik qarashlari, tarbiya va ta’lim haqidagi fikrlari bugungi kunda qanchalik ahamiyat kasb etishi yoritilgan.

**Kalit so‘zlar.** Pedagogika tarixi, pedagogik qarashlar, talim-tarbiya, komil

*inson, talaba-o‘quvchi, didaktika, metod.*

Pedagogika fani tarixiga nazar tashlaydigan bo‘lsak, Vatanimizda yetishib chiqqan buyuk qomusiy olimlarning pedagogik qarashlarida olg‘a surilgan insonparvarlik, komil insonni yetishtirish, yoshlarda insoniy fazilatlarni shakllantirish xususidagi g‘oyalari, ta‘lim, bilim berish, tarbiyalash vositalari, ta‘lim va tarbiyani amalga oshirish usullari haqidagi tavsiyalari milliy pedagogika tarixi rivojiga qo‘shgan hissalariga bugungi kunda ham yoshlar tarbiyasi uchun xizmat qilmoqda. Xuddi shunday qomusiy olimlarimizdan biri Abu Rayhon Muhammad ibn Ahmad al-Beruniy hisoblanadi. Alloma quyidagi pedagogik tamoyillar, o‘quv-tarbiya shakllari va usullarining shaxsni kamolga yetkazishdagi o‘rni va roli beqiyosdir.. Beruniyning ta‘kidlashicha, bilim olish va insoniyat yaratgan bilimlarni egallash uchun o‘quvchi-talabadan dastlab axloqiy poklikni talab qiladi.

Shuningdek, ta‘lim bilan tarbiyaning bir butunligini ko‘rsatadi, faqat shu birlikka amal qilgan shogirdlar kamolot sari bora oladi, deb ishontiradi. O‘quvchi-talabalarning yaxshi o‘qishi uchun muallim rostgo‘y, savodxon, shogirdlariga prinsipial yumshoq muomalali bo‘lishi kerak. Muallim o‘quvchitalabani doimo to‘g‘ri yo‘lga boshlashi, uning sezgir va talabchan bo‘lishi lozimligini uqtiradi. Zotan, o‘quvchi-talabaga mehr-muhabbatli bo‘lish ta‘lmtarbiya mezonidir. Beruniy o‘qitish jarayoni muallimning o‘qib-o‘rgatishi, takrorlashi bilan bevosita bog‘liq ekanini alohida uqtiradi. Shuningdek, u kitob o‘qishning usul va metodlariga alohida e‘tibor beradi. Kitoblarni shunchaki emas, balki fikrlab, kichik-kichik bo‘limlarga bo‘lib o‘qish, hamma o‘qilgan joylarini umumlashtirib, qayta o‘qish haqida didaktik mulohazalar bildiradi. Beruniy o‘qitishga faqat induktiv yo‘l bilangina emas, balki deduktiv yo‘l bilan ish tutish lozimligini ta‘kidlaydi. Bunda olim har qaysi metodni o‘z joyida qo‘llamoq zarurligini yaxshi bilgani ko‘rinib turibdi. Bunday o‘qish tafakkurni o‘stirib, bilishning sifatini yaxshilaydi, aqliy bilimlarni boyitadi. Abu Rayhon Beruniy dastlab o‘quvchi-talabaning ongli o‘qishi, matnning hajmi kichik, mazmuni sodda, keyinchalik esa hajmni katta mazmuni murakkabroq bo‘lganlarini o‘qishga kirishishi, o‘qish jarayonida taqqoslash, qiyoslashga e‘tibor berish talabalarning ongli bo‘lishiga asos solishini eslatib o‘tgan. Olim o‘qilganlarning hammasini qaytarib o‘qish deganda, asosan, xato qilmay, so‘zlarni buzmay, ortiqcha tovush ishlatmay, bo‘g‘inlarni

tushirib qoldirmay, so‘z urg‘usini o‘z o‘mida qo‘llab to‘g‘ri o‘qishni ta’kidlaydi. O‘qishning tez, to‘g‘ri va ifodali bo‘lishi, o‘qish davomida bolaning o‘z-o‘zini tuzatib borishi xatosiz o‘qishga yordam beradi.

Bunday o‘qishda asosiy mazmunini tushunib so‘zlarni to‘g‘ri talaffuz qilib va ifoda etilgan voqealarning ichki va tashqi mohiyatini anglab o‘qishni ta’kidlaydi., Hozirgi vaqtda o‘quvchi-talabanning savodli o‘qishida to‘rtta asosiy tarkibiy qism, ayniqsa, ahamiyatlidir. Bular ongli, ifodali, to‘g‘ri va tez o‘qishdir. Ular o‘zaro ichki bog‘lanish motivlariga ega. O‘rta asrning buyuk donishmandi Beruniy o‘qish haqida ana shu o‘zaro bog‘liqlik o‘quvchi-talabalarning o‘qish faoliyatini mukammallashtirishga, rivojlantirishga imkon yaratishini nazarda tutgan edi. Abu Rayhon Beruniy ilm olishda takrorlashni ustun qo‘yadi, shu bilan birga, bilim berish xilma-xil yoki bilan, eng muhimi, o‘quvchi talabani toliqtirmasdan, charchatmasdan turli vositalar bilan o‘quvchi xotirasini kuchaytirish, tafakkurini boyitish va bilishni chuqurlata borish orqali amalga oshirilishi zarurligini uqtiradi.

U haqiqiy maqsadga erishish uchun yo‘lini to‘siq turgan hamma noaniqliklar va shubhalarni bartaraf qilish, bunda juda ehtiyotkorlik bilan harakatlanish lozimligi, o‘zlashtirilgan bilimlar hayotda tajriba qilib olinmasa, bundan hech naf bo‘lmasligi haqida gapiradi. X-XI asrlarda Beruniyning didaktikasidagi ta’lim berish usullari va metodlari ayrim jihatlarining soddaligi va qarama-qarshiliklariga qaramasdan, katta kashfiyotligi va ilmiyligi bilan qimmatlidir. Beruniy «Hindiston», «Qadimgi xalqlardan qolgan yodgorliklar», «Mineralogiya», «Geodeziya» kabi asarlarida inson va jamiyatning paydo bo‘lishi, davlatni boshqarish siyosati, ijtimoiy adolat, jamoa faoliyati, mehnat taqsimoti va pul muomalasi, oila va nikoh munosabatlari masalalariga ham to‘xtaladi. Beruniy inson va jamiyatning paydo bo‘lishi masalasiga to‘xtalib: «Qadimgi tarixlarning eng avvalgisi va eng mashhuri bashariyatning boshlanishidir», deydi.

Beruniy kishilik jamiyati paydo bo‘lishi haqida fikr yuritar ekan, insonlar o‘rtasida tafovutlar bo‘lsa-da, kishilarning ichki tuzilishi barchada umumiydir, degan xulosaga keladi. Ana shu nuqtayi nazardan xalqlarning turli ajdodlaridan paydo bo‘lgan degan ehtimolni butunlay rad etdi. U inson bilan maymun o‘rtasida o‘xshashlik borligini juda ko‘p ilmiy dalillar asosida tushuntirib beradi: «Ular a’zolarining o‘xshashligi bilan, tashqi ko‘rinishlari ham o‘xshab ketadi». Beruniy fikricha, inson

hayvondan aql bilan farq qiladi. Lekin mutafakkir insonning hayvondan farq qiladigan bu xususiyati qanday paydo bo‘lganligini tushuntirganda, xudoga murojaat qilib, insonni xudo azaldan shunday yaratgan, deydi. Ayniqsa, mutafakkir insonning jismoniy tuzilishi va butun faoliyatini aniqlashda jo‘g‘rofiy omilning roli haqidagi fikrlari katta ahamiyatga ega:

«.. .(odamlar) tuzilishlarining rang, sur‘at, tabiat va axloqda turlicha bo‘lishi faqatgina nasablarning turlichaligidan emas, balki tuproq, suv, havo va yer (odam yashaydigan joy)laring turlichaligidan hamdir». Beruniyning fikricha, pul tufayli faqat turli tovarlar ayirbosh qilinmay, balki begona kuch ham yollanadi: «Biri ikkinchisini yollaydi, ya‘ni bir kishi ikkinchisiga adovatli shartnoma tufayli doimo ishlashi kerak, buning evaziga u mukofotlanadi». Yollanma mehnat orqali Beruniy faqat odil mehnat shartnomasini ko‘ribgina qolmasdan, u har qanday majburiy mehnatga qarshi chiqib: «Zo‘rluk va yollash orqali amalga oshadigan majburiy mehnat doim to‘g‘ri emas», degan xulosaga keladi. Eng muhimi, Beruniy davlat xazinasida pul jamg‘armalarini bo‘lishini va ulami davlat vazifalarini bajarish hamda mukofotlar uchun sarflanishi zarurligini ta‘kidlaydi.

Shu bilan birga, Beruniy oltin, kumush va qimmatbaho toshlarning jamg‘arilishi tufayli turli xil yovuzliklar, jinoyatlar, insonning haq-huquqini kamsituvchi g‘ayritabiiy xatti-harakatlar sodir bo‘lishini qoralaydi. Shu munosabat bilan Beruniy o‘ziga zamondosh shoir Ahmad ibn Forisning quyidagi she‘rini dalil sifatida keltiradi: Kishiga faqat uning dirhamlariga qarab baho berishadi. Biron kishida (aqalli) ikki dirham bo‘lmasa, unga o‘zining qaylig‘i ham boqmay qo‘yadi. Shu qadar xo‘rlanadiki, unga nafrat bilan qaraydi. Hatto (begona) mushuklar ham uni bulg‘ab ketadi. Ravshanki, pul va boyliklar o‘rtasidagi mulkiy notenglik-ziqnalik, yolg‘onchilik, munofiqlik va hushomadgo‘ylikni, ayniqsa, kishilarning o‘z bilimlariga, qobiliyatlari va axloqiy xislatlariga muvofiq bo‘lmagan yuksak mavqeyini egallashlariga olib kelishi mumkin.

Alloma ijtimoiy adolatga zo‘ravonlik va inson qadr-qimmatini tahqirlashni qarshi qo‘yadi: «Agar adolat butun kamolatning majmui bo‘lsa, yomonlik - uning qarama-qarshisidir, butun nuqsonlarning yig‘indisidir», - deb ta‘kidlaydi. Olimning uqtirishicha, ba‘zilar adolat niqobi ostida tuban va yaramas ishlar bilan shug‘ullanadilar. Beruniy



bunday yomonliklar-u, falokatlarining sababchisi adolatsizlik va qonunsizlikdir, deb tushunadi. Beruniy har qanday zo‘rluk va adolatsizlik, istibdod va shafqatsizlikning ashaddiy dushmani edi, u faqat ijtimoiy jihatdagina emas, balki bu masalaga axloqiy-huquqiy nuqtayi nazardan ham yondashadi. Alloma jamiyatdagi axloqsizlikning eng yomon ko‘rinishi zo‘ravonlik va o‘g‘irlikdir, deb bunday toifadagi kishilarni jazolash va qayta tarbiyalash yo‘llarini ko‘rsatadiki, bu olimning insonparvar qonunshunos ekanligini tasdiqlaydi:

«O‘g‘irlikka kelsak - o‘g‘irlangan narsaning miqdoriga qarab jazo beriladi. Ba‘zan zo‘r darajada va o‘rta darajada xalqlarga ibrat bo‘ladigandek jazo berib, goho qiynash va tovon to‘latishga, goho xalq o‘rtasiga chiqarib yoyish va oshkora qilish bilan to‘xtatiladi». Beruniy bunday kishilarning axloqiy qiyofasini fosh etar ekan, «Ular o‘z tubanliklari tufayli baxt-saodatga yolg‘on-yashiq» yordamida erishishga intiladilar. Ular yomonlikdan hadiksirab yoki jur‘atsizlik va qo‘rquv oqibatida yolg‘on gapiradilar. Hatto ular razolatdan aslo tap tortmaydilar, uyat va or-nomus degan narsani bilmaydilar», deydi. Beruniy ta‘lim berishicha, mard odam bo‘lish -faqat so‘zdagina emas, balki amalda ham haqqoniy bo‘lish demakdir. Mard kishi haqiqat uchun kurashib, hech qanday ta‘qib va xavf-xatarga qaramay yolg‘onga qarshi kurashishi lozim. U bunday deb yozadi: «Yolg‘ondan qochib haqiqatga amal qiladigan kishigina tahsin va maqtovg‘a sazovordir... Agar haqiqat hatto sizning o‘zingizga qarshi bo‘lsa ham, haqiqatni ayting». Beruniy “Podsholar oldida rost gapni gapirishda ularning savlatlaridan qo‘rqmang, ular gavgangizga hukmronlik qilishlari mumkin, ammo vijdoningizga tega olmaydilar» deb ta‘lim bergan.

Shunday qilib, Abu Rayhon Beruniyning jamiyat taraqqiyoti va unda insonning tutgan o‘rni barkamol inson ta‘lim-tarbiyasi bilan bog‘liq axloqiyhuquqiy qarashlari hech qachon o‘z qimmatini yo‘qotmaydi va hozirgi davrda ham unga rioya qilish juda muhim tarbiyaviy ahamiyatga egadir.

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## PRINCIPLES OF COMPILING AN EDUCATIONAL DICTIONARY OF MILITARY TERMS

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**Annotation:** *This thesis highlights the main six principles of compiling an Educational Dictionary of Military Terms*

**Key words:** *Target audience, specific military terms, soldiers, military operations, diagrams, maps*

**Introduction:** A dictionary is a comprehensive reference book that contains words and their meanings, pronunciations, and other relevant information. An educational dictionary of military terms is an essential tool for anyone involved in military operations, including soldiers, military analysts, policymakers, and researchers. The purpose of this thesis is to outline the principles of compiling an educational dictionary of military terms.

Main body:

Principles of Compiling an Educational Dictionary of Military Terms:

1. Define the Scope: The first principle of compiling an educational dictionary of military terms is to define the scope of the dictionary. This involves identifying the target audience, the purpose of the dictionary, and the specific military terms to be included. The target audience could be soldiers, military analysts, policymakers, or researchers. The purpose of the dictionary could be to provide a comprehensive reference guide to military terminology or to support military training programs. The specific military terms to be included should be based on their relevance and frequency of use in military operations.

2. Use Standardized Terminology: The second principle of compiling an educational dictionary of military terms is to use standardized terminology. Standardized terminology ensures that all entries in the dictionary are consistent and accurate. It also reduces confusion and ambiguity when using military terms. Standardized terminology can be obtained from military manuals, regulations, and other authoritative sources.

3. Provide Accurate and Clear Definitions: The third principle of compiling an educational dictionary of military terms is to provide

accurate and clear definitions for each term. The definitions should be concise and easy to understand. They should also include any relevant information such as synonyms, antonyms, and usage examples.

4. Include Pronunciation Guides: The fourth principle of compiling an educational dictionary of military terms is to include pronunciation guides for each term. Pronunciation guides help readers to correctly pronounce unfamiliar military terms.

5. Use Illustrations and Examples: The fifth principle of compiling an educational dictionary of military terms is to use illustrations and examples to enhance understanding. Illustrations can be in the form of photographs, diagrams, or maps. Examples can be in the form of sentences or paragraphs that demonstrate how the military term is used in context.

6. Provide Cross-References: The sixth principle of compiling an educational dictionary of military terms is to provide cross-references to related terms. Cross-references help readers to navigate the dictionary and find related terms that they may be interested in.

**Conclusion:** Compiling an educational dictionary of military terms requires careful consideration of the target audience, purpose, and specific military terms to be included. Standardized terminology, accurate and clear definitions, pronunciation guides, illustrations and examples, and cross-references are essential principles that should be followed when compiling an educational dictionary of military terms. A well-compiled educational dictionary of military terms is an essential tool for anyone involved in military operations and can help to improve communication and understanding among military personnel.

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## **PSYCHOLOGY AND TECHNICAL PROGRESS**

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***Annotation:*** Science and technology are central to nearly all areas of human endeavor. The study of science and technology is evident in disciplines such as philosophy of science, philosophy of technology, sociology of knowledge, and history of science and technology, as well as in interdisciplinary research such as science and technology.

***Keywords:*** science, technology, psychology, research.

XX century production, new types of equipment, communication It is characterized by the rapid growth of vehicles, the introduction of electronics, automation, the adoption of new, faster forms of transport. All this puts great demands on the human psyche. In modern industry, transport and the military, it is necessary to take into account psychological factors, such as human capabilities, cognitive processes - perception, memory, thinking, personality traits - character, temperament, speed of reactions, etc. In today's fast-paced aircraft, people working in the operational and control areas of a huge electrical system have to make a quick decision in a very short time, otherwise it can lead to accidents.

Psychology has important requirements in determining whether people have the ability to work in such a complex environment, and whether the link is suitable or not. Scientific and technological progress in industrial and agro-industrial production, transport, energy and other industries is constantly accompanied by a continuous increase in the role of man as a subject of labor in achieving high efficiency and quality of activity. At the same time, modern production makes ever new and rapidly growing demands not only on various machines and equipment

in general, but above all on the workers themselves, on the person. It is man who creates these machines, manages and exploits this technique.

This means that for the development of modern production on a scientific basis and to ensure the necessary efficiency of the operation of machines, the need arose to coordinate the capabilities of technology and the characteristics of a person involved in the production process. The study of the psychological capabilities of a person in connection with the requirements imposed on him by complex types of labor activity characterizes the important role of modern psychology.

Engineering psychology, which deals with the solution of the "man-machine" problem (issues of interaction between man and technology), as well as labor psychology in general, is in close contact with many branches of technology.

There is another side to the issue, and that is the issue of how to improve and adapt to the capabilities of the person who "communicates" with complex techniques and machines at a time when technology is advancing.

Especially for an independent Uzbekistan, which knows the secrets of complex modern technology, how important it is to provide services to the development of society and science, it is necessary to adapt the minds, thinking and abilities of every ordinary citizen to this technology. "It is very important to find the most effective ways of dialogue. Success in the training of qualified specialists who are comfortable with technology can be achieved only if they use the methods of technical sciences, pedagogy and psychology.

The further development of psychology is significantly influenced by the computer revolution. A number of functions that were considered a unique property of human consciousness - the functions of accumulating and processing information, control and monitoring - began to be performed by electronic devices. The use of information-theoretic concepts and models contributed to the introduction of new logical and mathematical methods into psychology. At the same time, individual researchers, intoxicated by the successes of cybernetics, began to interpret a person as an automaton with programmed control. At the same time, automation and cybernation have sharply increased the interest in the study and effective use of functions that cannot be transferred by an electronic device, primarily creativity. For the future of

humanity, for the individual and his mental structure, the significance of the computer revolution is enormous. But no matter how a person's personality changes, no matter what miracles electronic information technology has created, it will still have mental properties with all the signs inherent in the subject of psychology.

Engineering psychology is the study of the relationship between man and technology, which is inextricably linked with many areas of technology, such as bionics and cyber ethics. It should be noted that in recent years the interest in this area in our country has grown significantly. That is why a number of young, talented specialists are conducting research in the field of engineering psychology.

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## **FRANSUZ TILI GRAMMATIKASINI O‘RGANISH METODLARI**

*Otaboyeva Aziza G‘afur qizi, ADCHTI fransuz tili ta‘lim yo‘nalishi 2-bosqich talabasi*

**Annotatsiya:** Ushbu maqolada o‘quvchilarga fransuz tili grammatikasini o‘rgatishdagi tavsiyalar haqida fikr yuritilgan.

**Kalit so‘zlar:** grammatik kategoriya, rivojlantirmoq, maqsad, ko‘nikma, muhit

Til o‘rganish kishilik jamiyatida bag‘oyat muhim sohalardan biri hisoblanadi. Muloqot vositasi bo‘lmish tilni tabiiy muhitda, oilada, jamoatchilik orasida yoki uyushgan holda darsda amaliy egallash mumkin. Til hodisalariga oid bilimlar esa nazariy jihatdan o‘rganiladi. Xalqaro munosabatlar avj olgan zamonda tillarni bilish, ayniqsa ko‘p tillilik ulkan ahamiyat kasb etmoqda. O‘zbekiston Respublikasida tahsil oladigan o‘quvchi va talabalar o‘z oldilariga uch tilni o‘rganishni maqsad qilib qo‘yishlari kerak. Idrokli yoshlarimizning ko‘pchiligi uch til egasidir. Ushbu tillar ta‘lim nazariyasida maxsus nomlar bilan

yuritiladi; ona tili, ikkinchi til va chet tili. Chet tili bu biz o‘rganadigan o‘zga mamlakat tilidir.

Respublikamizda G‘arbiy Yevropa tillaridan ingliz, ispan, nemis, fransuz tillari va Sharq tillaridan arab, turk, urdu, fors, xitoy, hind tillari o‘qitilmoqda. Ular ta’lim muassalarining o‘quv rejalaridan o‘rin olgan. Bilamizki, fransuz tili dunyodagi eng chiroyli tillardan biridir. Fransuz tili deganda albatta hammaning ko‘z oldida Effel minorasi gavdalanadi. Fransuz tili bu jahon va sayohat tilidir. Fransiyaga sayohat qilish ko‘pchilikning orzusi desak mubolag‘a bo‘lmaydi. Hozirgi kunda yurtimizda fransuz tilini rivojlantirishga katta e’tibor qaratilmoqda.

Prezidentimiz Shavkat Mirziyoyevning Fransiyaga qilgan tashrifi, bu ikki davlat o‘rtasidagi aloqalarning yanada mustahkamlanganidan dalolat beradi. Xulosa qilib aytadigan bo‘lsak fransuz va boshqa chet tillarini o‘qitishga berilayotgan e’tibor yoshlarni dunyoni tanishi va o‘rganishi uchundir. Tilni o‘rganishda birinchi o‘rinda grammatikaga yuzlanamiz. Ushbu maqolamizda biz Fransuz tili grammatikasini o‘rganish bo‘yicha bir nechta tavsiyalarni aytib o‘tmoqchimiz. Fransuz tili grammatikasini o‘rganish uchun avvalo, o‘z ona tilimizning grammatikasini yaxshi bilishimiz kerak. O‘z ona tilini bilmagan inson boshqa tilni yaxshi o‘rgana olmaydi. Demak o‘zbek tili grammatikasini o‘rgansak va mavjud bilimlarimizni takomillashtirsak boshqa tilni o‘rganishimiz ancha oson bo‘ladi. Fransuz tili grammatikasini o‘rganishni niyat qildingizmi albatta, uni kundalik hayotingizga olib kiring. Fransuz tilini o‘rganmang fransuz tilida yashang uni his qiling. Shunchaki o‘qib, tinmay grammatik qoidalarini takrorlayverish yaxshi samara bermaydi. Masalan bugun les adjectifs possessifs ya’ni egalik sifatlarini o‘rgandingiz, uyga kelib uni kundalik yumushlarda qo‘llang. Oddiygina misol ovqat tayyorlayabsiz ishlatayotgan mahsulotlaringizni birma bir egalik sifatlarida nomlab chiqing. Mening piyozim, sening kartochkang singari, ko‘chaga chiqasizmi boshqa yumush bazarasizmi ko‘rgan narsalaringizni ham shu tartibda nomlab keting. Faqat bu mavzuni emas har bir grammatik mavzuni shu usulda o‘rgansangiz albatta samaraliroq bo‘ladi. Chet tili o‘rganishni mashqlar bajarishdan iborat jarayon desak mubolag‘a bo‘lmaydi, qaysidir grammatik mavzuni o‘tsangiz albatta, shu mavzuga oid mashqlarni bajaring yoki o‘zingiz uchun oson va tushunarli misollar yarating. Misol va mashqlar bilimingizni mustahkamlab uni to‘ldiruvchi



eng yaxshi usullardan biridir. Tilni o‘rganish faqat kitob o‘qib qoida yodlab kurslarga borish emas, til - bu avvalo sizda ko‘nikma va tushuncha hosil bo‘lishi kerak, deganidir. O‘zingizga savol bering men qanday dars tayyorlasam ko‘proq o‘zlashtira olaman. Kimdir eshitib, kimdir ko‘rib yana kimdir gapirib yaxshi o‘rganadi. Sizda shu usullardan qaysi biri yaxshi bo‘lsa ko‘proq shundan foydalaning. Bu albatta samarali bo‘ladi. O‘rgangan bilimlaringizni tez-tez takrorlab turing. Zeroki, takrorlash bilim mevasidir. Agar mavzularni o‘rganishda qiynalyotgan ustozingizdan so‘rashga uyalayotgan bo‘lsangiz o‘zingiz bilan o‘rganayotgan yaqin do‘stingizdan so‘rang.

Navoiy bobomizning „So‘rab o‘rgangan olim, orlanib so‘ramagan o‘ziga zolim” degan misralari ham fikrimning yorqin dalilidir. Doim raqobatda bo‘ling, raqobat bor joyda o‘sish, rivojlanish bo‘ladi. Aslo xato qilishdan qo‘rqmang. Hatto buyuklar ham xato qilishgan, xato qilsangizgina kamchiliklaringizni to‘g‘irlaysiz va yana ko‘proq izlanishga tushasiz. Qaysi grammatik mavzularda qiynalyabsiz shularga ko‘proq e‘tibor qarating, qiynalyotgan mavzungiz ustida ko‘proq ishlang, zeroki barchasi sizning foydangiz uchun. Bir nechta tilni bilsangiz fransuz tili grammatikasini o‘rganish qiyin bo‘lmaydi, chunki tillar bir biriga o‘xshashdir. Tillarni bir biriga taqqoslab solishtirib o‘rganish juda foydalidir. Ingliz tilining grammatikasini bilgan kishi qiynalmay, bemalol fransuz tili grammatikasini o‘rgana oladi. Fransuz tili grammatikasini o‘zbek tili grammatikasi bilan solishtirsangiz biroz qiyinchilik bo‘lishi mumkin, chunki o‘zbek tili grammatikasida oldin ega, keyin ikkinchi darajali bo‘laklar, oxirida kesim keladi. Fransuz tilida esa buning aksi oldin ega, keyin kesim oxirida ikkinchi darajali bo‘laklar keladi, yoki oddiy misol o‘zbek tilida biz talabamiz desak hech qanday fe‘ldan foydalanmaymiz, lekin fransuz tilida shu gapni aytish uchun être fe‘ldan foydalanamiz. Nous sommes étudiants kabi. Shunday holatlar til o‘rganayotgan o‘quvchida biroz muammo tug‘dirishi mumkin.

Grammatikani o‘rgatishda avvalo uning yoshi va bilim darajasiga e‘tibor qaratish kerak. Grammatika bosqichma-bosqich o‘rgatiladi. Chunki 1 sinf o‘quvchisiga birdan grammatik mavzularni o‘tib bo‘lmaydi. Ularning yoshini va qiziqishlarini hisobga olgan holda, ularga oddiy so‘zlardan osonroq lug‘atlardan boshlash kerak [1.68] Keyinchalik sekin asta osonroq grammatik mavzularni o‘rgatish

maqsadga muvofiqdir. Grammatikani o‘rganishdagi yana bir samarali usullardan biri bu - o‘rgangan narsangizni do‘stlaringizga yoki yoshi kichiklarga o‘rgatib tushuntirib berishdir. Shu orqali bilimlarimiz yanada mustahkamlanib xotiramizda muhrlanib qoladi [3.56]

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**THE MOST CRUCIAL AND INNOVATIVE METHODS OF  
TEACHING ENGLISH FOR YOUNGER STUDENTS**

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**Abstract:** *This article looks into the importance of understanding the age peculiarities of children of pre-school age, the characteristics of their personal and social development, behavior, motivation and other psychological aspects. Furthermore, the article deals with some teaching strategies that can contribute to the development of language and communicative competencies of students.*

**Keywords:** *foreign language, teaching methods, pre-school age, play-based learning, communicative language teaching.*

**Introduction:** The desire of parents to teach children English from an early age is due to the progressive development of modern society, where English plays a dominant role, and its knowledge is one of the main requirements in many areas of educational and professional activities. In addition, it is obvious that the study of foreign languages has a beneficial effect on the overall development and upbringing of the child, contributes to the disclosure of creative potential, as well as the improvement of his language and communication skills. In this regard, in the teaching methodology, special attention is paid to the problem of studying the age characteristics of children, their motives, goals, needs and interests, on the knowledge and understanding of which the success of the educational process depends. Thus, this article is devoted to the analysis of the specific features of the personality of preschool children in the context of learning foreign languages, in particular, English. One

of the essential factors contributing to a better assimilation of a foreign language is the early start of its study.

Experts see the reason for this state of affairs in the fact that learning a second language significantly expands a person's phonological abilities, on the one hand, and communication skills, on the other. The second language learned in childhood reveals the student's linguistic abilities: involuntarily, the facts of two languages are compared; the language picture of the world is created separately for each language; accordingly, thinking becomes multi level you can abstract from a specific language; you can see the world differently through the prism of each of the languages; one can understand that there are meanings or shades of thought that are not transmitted in one of the languages, but have standard forms of expression in another; one can learn to be tolerant by getting acquainted with a different culture of life and thinking [1, 54].

Communication in a second language reveals such conversion abilities as the ability to answer, pass the word to another, express one's point of view, use someone else's remark as building material for one's own, agree with the interlocutor and refute his opinion, find and express paradoxes. These important skills, in turn, are transferred from the skills of the second language to the area of skills of the first. Mastering a second language is a kind of communicative game in which children practice the most essential and difficult elements of communication. Usually these structural communications are ignored during first language acquisition or are learned too late. The early introduction of a foreign language allows you to raise a child in such a way that he does not feel fear of entering into communication in new, unusual conditions for him, is ready to accept new rules of language communication, is tolerant of people who speak a different language and represent a different culture [3, 118].

He develops some skills that will help him do well in school in the future, such as the ability to generalize, to separate the concept from the verbal expression, to see more general and more specific categories, to search for a solution by trial and error, not to be afraid to test assumptions in practice. In addition, he also has private foreign language learning skills that help him learn the language at school: the ability to listen to the flow of speech in a foreign language, highlight

repetitive sequences, memorize words, look for grammatical categories that are not represented in their native language. The education of preschool children differs significantly from the education of schoolchildren both in form and in methodology. The main goals of the educational process at an early stage of teaching English are to provide intuitive, natural language proficiency, the development of arbitrary memorization, sociability and activity, as well as acquaintance with the culture of the country of the language being studied [2, 42].

Teaching English to preschool children is one of the most important stages of preparation for the period of schooling with further study of the English language. That is why it is worth paying special attention to the problems of pronunciation, the accumulation of a lexical minimum, the ability to recognize authentic foreign speech by ear and participate in a simple friendly conversation. Learning English at this stage includes the following aspects:

- 1-the ability to correctly repeat English words from a phonetic point of view after a teacher or speaker, which includes the gradual formation of auditory attention, phonetic hearing and correct pronunciation;
2. accumulation, consolidation and activation of the dictionary, without which it is impossible to improve verbal communication.
3. mastering a certain number of simple grammatical structures to build a coherent remark or statement. The central place in the practice of teaching English to preschool children is currently occupied by a communicative-activity and personal-activity approach to learning, the basic concepts of which were described in the works of S. L. Rubinshtein and A. N. Leontiev. This theory is based on the concept of maximum consideration of the individual psychological, age and national characteristics of the student as the main subject of educational activity, in the process of which personality development takes place [5, 31].

It should be emphasized that the leading activity of children of primary preschool age is play activity, which stimulates the natural motivation of the child's speech in a foreign language. It activates emotional memory and creative thinking, which contributes to a stronger assimilation of a foreign language. Game activity has a great developmental potential and performs various functions, such as stimulating, socializing,

communicative, etc., thanks to which the teacher can correctly determine the tasks of teaching preschool children [4, 28].

In addition, the predominance in the child of such mental characteristics as involuntary memorization and the developed imagination of the child requires the use of creative tasks in the learning process that evoke an emotional response. Older preschoolers are characterized by the development of more focused, cognitive interests and needs, which become the leading motives for learning activities. Do not forget that it is difficult for preschool children to maintain a stable concentration of attention in relation to one motionless or inactive object for a long time, so they need frequent changes in activities and ensuring a dynamic and lively presentation of material [1, 57]. As an example, we can note the alternation of intellectual games with given rules with outdoor games, role-playing and educational and entertaining creative games. The specificity of gaming activity in order to activate speech includes ensuring the personalization of students for their further socialization, the use of gaming activities as a means of communication in natural communicative conditions, as well as the use of various types of games, taking into account their target orientation and motivational interests of children. The effectiveness of the educational process is closely related to the nature of the relationship between students and the teacher and the conditions for the social development of children in the learning process [3, 161].

For the successful organization of interaction, the teacher must be able to establish emotional and personal contact with children and form a harmonious system of relations in the group. From a psychological point of view, such options for working with children are focused on the gradual formation of speech action, the hierarchical structure of speech skills and abilities. The principles of the selection of speech means in the process of teaching children a foreign language should also be based on an understanding of the characteristics of their behavior, ideas about the world and the patterns of personal development in general. Most of the initiative speech of a child at preschool age is associated with his psychophysiological state, namely, the need to share his knowledge about the world around him, about the state of affairs in the group, etc. [5, 76].

In the situation of introducing new vocabulary, it is important for preschool children to see confirmation of the correctness of their actions, which can be expressed in a positive emotional reaction of the teacher. Also, foreign language assignments need to be adapted to include students in communicative activities, allowing them to talk about their personal experiences and experiences and emphasizing the importance of their opinions. Thus, the enrichment of the content of communication and the replenishment of the vocabulary in English should be ensured by the inclusion of replicas and expressions that meet the real needs of children, as well as the creation of natural, communicative conditions. The teacher should definitely take into account that preschool children perceive and react better to visual-figurative materials, colors and events. A characteristic feature of the psychology of preschool children is the concreteness of their thinking, susceptibility to mobile, colorful objects [2, 82].

Therefore, building an association of a word with a specific object or action is an important condition for ensuring better assimilation of linguistic material at this stage. Also, children at this age have the ability to imitate and repeat after a teacher or speaker, due to which it is at this age that a favorable situation develops for the formation of the correct pronunciation. Taking into account the peculiarities of the mental development of preschool children is also necessary when analyzing the feasibility of certain approaches and techniques in teaching a foreign language. For example, the linguistic and cultural aspects of teaching English can be provided through the use of specially prepared communicative tasks that adequately correspond to the interests of children during this period. Thus, the activation of traditional speech formulas and an emphasis on culturally significant phenomena of the language being studied can be included in the process of organizing game exercises if they meet the needs of children of this age. In general, when organizing the educational process with preschool children, it is necessary to adhere to the basic pedagogical principles. The principle of systematicity and consistency is especially important for teaching children of this age. In the process of learning, the child becomes a social subject and receives a certain role and socially significant duties, the fulfillment of which is followed by a public assessment [2, 117].



1. Thus, along with the organization of the game process, one should adhere to certain rules and a certain regime, thanks to which the child will be able to tune in to effective learning activities. In the tasks, a gradual complication must necessarily be traced, based on the material already covered. The principle of creativity and visualization is also very important when working with preschool children who need the opportunity to creatively express their "I" in the process, for example, art classes in English classes, as well as reliance on visual materials, which can be audio recordings, colorful cartoons and bright word cards. In conclusion, it should be emphasized that, taking into account the age and psychological characteristics, motivation, needs and interests of the child, the most effective means of teaching a foreign language to preschool children is the natural way of creating an image of the language through repeated listening to the language structures being worked out.

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## **CHET TILLARINI O‘QITISHDA ZAMONAVIY YONDASHUVLAR**

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**ANNOTATSIYA.** Ushbu maqolada chet tillarini o‘qitishdagi zamonaviy bo‘lgan yondashuvlar haqida so‘z yuritiladi. Bundan tashqari, chet tillarini o‘qitishdagi muammolar va yechimlar haqida ham muhokama qilinadi.

**Kirish so‘zlar:** chet tili, zamonaviy yondashuv, o‘qituvchi, texnologik gadjetlar, o‘qitish.

Bugungi tezkor rivojlanayotgan zamonda ilm-fan, texnika ham shiddat bilan o‘tib bormoqda. Har bir sohada taraqqiyot ilgari qadam tashlamoqda. Xususan, ilm-fanda ham katta o‘zgarishlar, sezilarli yutuqlarga erishilmoqda. Har bir fanni yangi innovatsion pedagogik texnologiyalardan foydalanib talabalarga yetkazib berish bugungi kundagi ta’limning asosiy talablaridan biri hisoblanadi. Ayniqsa, O‘zbekiston Respublikasining birinchi Prezidenti Islom Abdug‘aniyevich Karimovning 2012 yil 13 dekabrda PQ 1875 –sonli qarori qabul qilingandan so‘ng mamlakatimizda chet tillarni o‘qitishga, o‘rganishga bo‘lgan e’tibor yanada kuchaydi. Yurtimizda chet tillarni o‘qitilishida yangicha bosqich, yangucha davr boshlandi. Chet tili darslarining o‘tilishi jarayonida ilg‘or pedagogik texnologiyalarni, interfaol, innovatsion usullardan, kommunikativ-axborot vositalaridan foydalanish talab qilinmoqda. Respublikamizda chet tilining o‘qitilishi, chet tili o‘qituvchilarining bilim va ko‘nikmalarini baholashning umumevropa ramkalari tavsiyanomalari (CEFR) ga mos ravishda yangi usul va talablari ishlab chiqildi. Unga ko‘ra umumta’lim maktablari va kasb-hunar kollejlari o‘quvchilari uchun darsliklar yaratildi.

Ushbu talablarga mos ravishda o‘quv xonalari stendlar va yangi axborot kommunikativ texnikalar bilan jihozlandi. Chet tili o‘rganishga bo‘lgan talab ham kundan kunga oshib bormoqda. Chet tili fani to‘rt aspectga (o‘qish, yoish, tinglab tushunish va gapirish) bo‘linib, ularning har biri bo‘yicha alohida tushuncha va ko‘nikmalar berilmoqda. Ta’lim texnologiyalari, bu ta’lim jarayonida zamonaviy axborot texnologiyalaridan unumli foydalanishdir. Shuningdek, ta’lim jarayoniga zamonaviy innovatsion texnologiyalarini olib kirish orqali ta’lim sifati va samaradorligini oshirishni nazarda tutadi. Xususan, chet

tilini o‘rganishda bunday axborot-kommunikatsion texnologiyalardan foydalanishning bir qancha afzalliklari mavjuddir.

Til o‘rganish va o‘qitishda zamonaviy texnologiyaning roli beqiyosdir. Texnologik vositalardan foydalanish chet tili o‘rganishning har bir aspect (o‘qish, yoish, tinglab tushunish va gapirish)ida qo‘l keladi. Masalan, tinglab tushunish uchun, albatta kompyuter, player, CD diskarsiz bu jarayonni amalga oshirish mumkin emas. Tinglab tushunish til o‘rganishning eng muhim qismlaridan biridir. Bunda o‘quvchi bir paytning o‘zida so‘zlovchining talaffuzi, grammatik qoidalarga rioya qilganligi, so‘z boyligi va uning ma’nolariga e’tibor berishi talab qilinadi.

Chet tilini zamonaviy texnologiyalardan foydalanib o‘rgatish va o‘rganish eng samador usullardan biridir. Bu jarayonda, jumladan: — kompyuterlardan foydalanganda o‘quvchi chet tilidagi video roliklarni, namoyishlarni, dialoglarni kino yoki multfilmlarni ham ko‘rishi ham eshitishi mumkin; — chet tilidagi radio eshittirishlar va televideniedagi dasturlarni eshitish va tomosha qilish mumkin; — ancha an’anaviy usul hisoblanadigan magnitafon va cassetalardan foydalanish; — CD pleyerlardan foydalanish mumkin. Bu texnik vositalardan foydalanish o‘quvchilarning chet tilini o‘rganishlari jarayonini qiziarliroq va samaraliroq bo‘lishini ta’minlaydi. Globallashuv jarayonida hayotimizni internetsiz tasavvur qilish qiyin. Chet tilini o‘rganish va o‘qitish jarayonida undan unumli foydalanishning eng samarali usullardan hisoblanadi. Internet orqali chet tilida so‘zlashuvshilar bilan muloqot qilish imkoniyati paydo bo‘ladi. E-mail orqali xat yozishish bilan yozish mashqini takomillashtirish mumkin. Ta’lim jarayoniga zamonaviy — kommunikatsion texnologiyalarni olib kirish ulardan maqsadli va to‘g‘ri, unumli foydalanish, ular orqali o‘quvchida chet tiliga bo‘lgan qiziqishni orttirish, o‘qitish samaradorligini oshirish eng muhim masala hisoblanadi. Bu orqali ta’limning innavatsion texnologiyalaridan foydalanishga imkoniyat tug‘iladi va talab ortadi.

Bugungi kunda innavatsion ta’lim texnologiyalarining bir necha xil usullari mavjud. Ulardan darslarda mavzuni yoritishda keng va turli usullaridan foydalanilsa, darsning samaradorligi yuqori bo‘ladi va o‘quvchilrning darsga bo‘lgan qiziqishlarining ortishi ham ta’minlanadi. Ta’lim jarayoniga yangiliklarni olib kirish va ularni tadbiq qilish orqali ta’lim samaradorligini oshirish nazarda tutiladi. Chet tili darslarining

o‘qitilishida turli rol, harakatli o‘yinlardan foydalanish ham darsga ham til o‘rganishga bo‘lgan qiziqishni ortishiga sabab bo‘ladi. O‘quvchilarning juft yoki kichik guruhlarda ishlashlari orqali esa o‘quvchilarning boshqalar bilan kommunikativ aloqa qilishlari uchun yordam beradi. Ta’lim jarayonida grafik organayzerlardan foydalanish mavzuni yoritishda, uni o‘quvchilarga yetkazib berishda eng muhim visitalardan hisoblanadi. Bir mavzuni yoritishda bir necha xil grafik organayzerlardan foydalanish ham mumkin. Chet tilini o‘qitishda grafik organayzerlardan foydalanib, mavzuga oid yangi so‘zlarni, grammatik qoidalarni tushuntirish maqsadga muvofiqdir. Grafik organayzerlar orqali bular berilsa, yodda saqlanib qolishi ham oson bo‘ladi.

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**INGILIZ TILIDAGI OT SO‘Z TURKUMINI O‘QITISHNING  
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**Annotatsiya:** *Ushbu maqolada "Ingliz tilida ot so‘z turkumini o‘qitishning oson usullari" haqida fikr yuritildi.*

**Kalit so‘zlar:** *ot so‘z turkumi, tushunish, otlarni o‘qitish turlari, tarqatma materiallar, otli so‘z birikmalari, machine otlar.*

Ingliz tili darajasini o‘qitish o‘qituvchilarga va o‘quvchilarga birdek qiyin bo‘lishi mumkin. Qiyinchilik o‘quv dasturining o‘zi bilan emas, balki mavzuga yondashuv bilan bog‘liq. Maktab o‘quv dasturlarida asosiy e’tibor, ingliz tilida, qulaylik va tanishlik darajasida o‘qish va yozishni bilishdir. Bir xil tushunchalarni turli so‘zlar bilan ifodalash yoki takrorlash qobiliyati baholash uchun asosdir.

Ingliz tilining otlarini «A» darajada o‘qitish va o‘rganish ifodalangan narsalarni tushunish va sharhlash qobiliyati baholash uchun asosdir. Bu o‘quvchilardan o‘qiyotgan yoki ishlatayotgan so‘zlarning

ma'nosini, nazarda tutilgan ma'nosini yoki niyatini tushunishlarini talab qiladi. Buni o‘quvchilarga etkazish oson emas, lekin bu sinovdan o‘tgan maslahatlarga rioya qilish jarayonni samaraliroq qiladi va o‘quvchilarga o‘zlari ishlatayotgan tilni ham, ulardan foydalanish qanday baholanishini ham yaxshiroq tushunishga imkon beradi.

Ingliz tilida otlarini o‘qitishda bir nechta samarali usullar bor va ular quyidagilar:

1) O‘quvchilarning e'tiborini jalb qilish uchun salomlashishda otlarni urg‘u bilan talaffuz qiling. Otlar bilan tanishtirmoqchi bo‘lgan kuni talabalar bilan salomlashayotganda ohangingizni o‘zgartiring. Ovozni ko‘tarib, ishlatadigan har qanday otni chindan ham ta'kidlashga ehtiyot bo‘ling. Bu sizning o‘quvchilaringizni tabiiy ravishda qiziqtiradi.[1]

2) Otlar nima ekanligini va ulardan qanday foydalanishni tushuntiring. Ularning e'tiborini jalb qilganingizdan so‘ng, o‘quvchilaringizga bugun otlar haqida bilib olishlarini ayting. O‘quvchilarga grammatika va nutq qismlarini bilish yaxshi ma'ruzachi va yozuvchi bo‘lish uchun muhim ekanligini bildiring. [2]

\*Ularga odamlar, joylar, fikrlar va narsalarni nomlash uchun otlardan foydalanishimizni ayting.

\*O‘qituvchi, maktab, erkinlik va qalam kabi misollar keltirishingiz mumkin.

3) Talabalarga ot nima ekanligini tushunishga yordam berish uchun xonadagi narsalardan foydalaning. Fikringizni tushuntirish uchun talabalardan xonani ko‘rib chiqishlarini va ob'ektlarni nomlashlarini so‘rang. Keyin bu ob'ektlarning barchasi ot ekanligini tushuntiring. Siz shunday deyishingiz mumkin: “Ismlar biz odamlar, joylar va narsalar uchun ishlatadigan so‘zlardir. Demak, ish stolingizni ko‘rsatganingizda, siz ot ishlatgansiz”[3].

Agar sizning o‘qituvchingiz asosiy otlar bilan allaqachon tanish bo‘lsa, ularni asosiy va to‘g‘ri otlar o‘rtasidagi farqni aytib berish orqali buni yanada rivojlangan qilishingiz mumkin.

To‘g‘ri otlar aniq odamlar, joylar va narsalarga tegishli ekanligini ayting. Ular bosh harf bilan yozilishi kerak, umumiy otlar esa umumiy odamlar, joylar, narsalar va fikrlarni bildiradi. “Kecha singlim kinoga bordi” degan jumlaning o‘zgartirishga yordam berishlarini so‘rang.[4]

Otlar haqidagi qo‘shiqlarni qidirish uchun sevimli qidiruv tizimidan foydalaning. Shuningdek, siz School House Rock kabi mashhur qo‘shiq saytlarini ko‘rishingiz mumkin.

Qo‘shiqni tinglaganingizdan so‘ng, o‘quvchilardan nimani o‘rganganlarini so‘rang. Siz uni yana o‘ynatishingiz va ularga qo‘shiq aytishga ruxsat berishingiz mumkin.

(1) Otlarni sanab o‘tadigan jadval tuzing. Oddiy diagramma tuzish uchun qog‘oz, doska yoki kompyuterdan foydalaning.[5] Diagrammani 2 ta ustunga bo‘ling va tomonlarni "Ot" va "Ot emas" deb belgilang. Talabalarga turli so‘zlar qayerga tegishli ekanligini aniqlash uchun sinf sifatida ishlashlarini ayting.[6]

(2) Turli so‘zlar yozilgan tarqatma materiallar tarqating. Dars oldidan indeks kartalariga bir nechta turli so‘zlarni yozing. Ba‘zilari ot, ba‘zilari esa boshqa so‘zlar bo‘lishi kerak. O‘quvchilarga eslatma kartalarini tarqating va so‘zlar qayerga tegishli ekanligini aniqlashni so‘rang.[7]

Ayting: “Alice, so‘zing nima? Bu otmi?” Shundan so‘ng siz bloknotni to‘g‘ri ustunga qo‘yishingiz (yoki so‘zni yozishingiz) mumkin.

Siz o‘quvchilaringizga mos keladigan har qanday so‘zlardan foydalanishingiz mumkin. Agar ular hali ham o‘qishni o‘rganayotgan bo‘lsa, "mushuk" va "maktab" kabi asosiy so‘zlar yaxshi. Agar siz katta yoshdagi o‘quvchilar bilan ishlayotgan bo‘lsangiz, undan murakkabroq so‘zlarni kiritish usuli sifatida ham foydalanishingiz mumkin.

(3) O‘quvchilardan ish varog‘i yordamida turli xil otlarni o‘rganishni so‘rang. Ishchi varaqlar o‘quvchilarga otlarni o‘rganishga yordam beradigan juda oddiy usuldir. Siz yaratgan diagrammaga o‘xshash juda oddiy ishchi varoqni yaratishingiz mumkin.[8]

Siz umumiy otlar, tegishli otlar, mavhum otlar va umumiy otlar uchun ustunlarga ega ishchi varoq yaratishingiz mumkin. Sahifaning pastki qismida juda ko‘p so‘zlardan iborat so‘zlar bankini qo‘shing. Birikmali otlar hayvonlar kabi narsalar guruhini yoki to‘plamini nomlaydi. Masalan, siz "chumolilar qo‘shini" yoki "qushlar galasi" deb ayta olasiz.

Mavhum otlar mavjud bo‘lmagan narsalarni tasvirlaydi. Misol uchun, siz o‘quvchilarga tushunishga yordam berish uchun o‘y, xayajon yoki saxiylikdan foydalanishingiz mumkin.



O‘quvchilarga otlarning turli turlarini misollar yordamida tushuntiring. Keyin ish varog‘ini to‘ldirish uchun juft bo‘lib ishlashlariga ruxsat bering.

Agar siz sinf sifatida ishlamoqchi bo‘lsangiz, o‘quvchilarga otlarni toifalarga ajratishga yordam beradigan jadval chizishingiz mumkin.

Yuqorida aytib o‘tilgan barcha usul va ko‘rsatmalar orqali o‘quvchilarga ingliz tilidan otlarni oson va samarali o‘rgatishingiz mumkin.

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### **АКТУАЛЬНЫЕ ПРОБЛЕМЫ РАЗВИТИЯ ХУДОЖЕСТВЕННО-ЭСТЕТИЧЕСКОГО КОМПЕТЕНТНОСТЬ УЧАЩИХСЯ**

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**Аннотация:** В статье освещается организационно-функциональная структура развития уточнение художественно-эстетических способностей у учащихся на основе компонентов (мотивационный, познавательный, деятельностьный, мотивационный в реальных условиях и учебно-познавательные). Педагогико-психологические особенности развития художественно-эстетических способностей.

**Ключевые слова:** художественно-эстетическая способность, педагогические средства, социальный опыт, формирование личности учащегося, художественно-эстетическая культура.

Развитие художественно-эстетических способностей учащихся требует уточнения новых педагогических средств организации дошкольного образовательного процесса [1-3]. Проблема художественно-эстетической культуры на основе компонентов (мотивационный, познавательный, деятельностный, мотивационный в реальных условиях и учебно-познавательные).

Развитие личности ребенка дошкольного возраста - это прежде всего четко определенные обществом: формирование у детей чувства любви к Родине, уважительное отношение к семье, национальному, историческому и культурным ценностям своего народа, бережное отношение к окружающей среде; формировать личность ребенка, развивать его творческие способности, добиваться того, чтобы он приобрел социальный опыт (Положение «Об общем виде государственных и негосударственных Организации дошкольного образования», утвержденной Постановлением Кабинета Министров Министров Республики Узбекистан № 391 от 13 мая 2019 года) [2]. Также в учебный план дошкольного образовательного учреждения «Илк Кадам», утвержденный решением коллегии № 4 Министерства дошкольного образования образования Республики Узбекистан от 7 июля 2018 года «Компетентный подход в обучении детей дошкольного возраста необходим для подготовки растущего поколения на решение жизненных вопросов, «подготовка к формированию способов деятельности, связанных с овладением нравственными нормами и ценностями, общение с другими людьми, построение образа «Я»» [3]. В частности, после завершения образовательной деятельности по направлению «Творчество» показано, что ребенок 6-7 лет будет обладать следующими способностями: проявляет интерес в искусстве и культуре; ценит национальные традиции и воспринимает их как часть повседневной жизни; самостоятельно выражает предпочтение определенному виду искусства; использует полученные знания и навыки для создания и реализации творческих планов в различные жизненные ситуации; понимает творческую роль человека в изменении мира [4].

Методология Развитие художественно-эстетических способностей дошкольников как средств формирования творческой личности занимает особое место в структуре дошкольные образовательные организации. Художественно-эстетическое развитие позволяет формировать у человека эстетическое отношение к действительности, в том числе художественное осмысление мира, приобщение к миру искусства, художественно-творческих способностей, художественно-эстетической системы ценностей в целенаправленной форме.

Формирование и развитие художественно-эстетической культуры в дошкольном возрасте детей как перспективное направление теории и практики дошкольного образование служат для формирования интереса, мотивации, потребности и активности в этом возрасте период.

Развитие художественно-эстетических способностей осуществляется на основе эстетического образования. Эстетическое воспитание, как и другие формы воспитания, направлено на личности и социальной группы. Эстетическое воспитание служит также для определения общечеловеческих и национальных ценностей. Образование имеет своей целью и задачей воздействовать на человеческий разум, чувства, воображение, веру, мировоззрение, действия и поведение. Эстетическое воспитание выступает составной частью этой общей цели и задачи и представляет собой исторически и общественно значимое событие.

Система организации эстетического воспитания основана на принципе комплексный подход ко всей воспитательной работе. В эстетическом воспитании дети, все виды искусства движутся вместе сами по себе и имеют целостный эффект на ребенка. Такое взаимодействие реализуется в результате прочной связи в развитие художественного творчества, изобразительного искусства, музыкальной грамотности. Кроме того, эстетическое воспитание осуществляется за счет науки, труда, физического культура, эстетическое отношение и открытие красоты жизни [15-22].

В основе системы эстетического воспитания детей лежит принцип принятия с учетом их возрастных психолого-педагогических особенностей.

В процессе формирования эстетического сознания человека эстетическое воспитание охватывает задачи воспитания его от нравственных, трудовых и экологических аспектов. Влияние эстетического воспитания на нравственное воспитание состоит в том, что мир изощренность действует неотделимо от доброты и благости, беспристрастности. Причина, по которой эстетическое воспитание сливается с трудовым, состоит в том, что трудовой процесс становится естественной потребностью личности.

Таким образом, художественно-эстетическое воспитание означает формирование эстетически развитой и творчески активной личности ребенка. Художественно-эстетическое образование - это область образования, направленная на формирование личности учащегося способного воспринимать, оценивать и пересоздавать действительность на основе законах софистики, следуя гуманитарной сущности и эстетической мечте.

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**NOADABIY LEKSIKA TARKIBIDA ATRIBUTIV  
KOMPLEKSLAR  
(INGLIZ TILI MATERIALI ASOSIDA)**

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Noadabiy leksik birliklardan biri bo‘lgan slenglar tarkibida atributsiya hodisasi unchalik keng tarqalgan emas. Adabiy va slengli leksik – semantik variantli so‘zlarni qiyoslash shuni ko‘rsatadiki, ko‘p hollarda slengli leksik – semantik variantlar semantikasining o‘zi, o‘z ichiga atributiv komponentni olgan, bu esa shu so‘zning adabiy til leksik – semantik variantida mavjud emas, masalan:

**Bug:** 1. obs. Bogey, Bugbear; 2. An insect or other creeping or crawling vertebrate; slang: n.3. An irritating mood; a grouch or bad mood; 4. An angry mood.

Shu sababli ham matndagi sleng birligi ko‘pincha sifat bilan ifodalangan qandaydir “tashqi” atributsiyaga muhtoj emas:

In any case, he surely was concerned over the possibility that this bug Franny had might bitch up the whole weekend.

Boshqa misol: bug – as slang n 2. An obsession. An idea with which one is obsessed.

Matnda shu ma’noda kelgan sleng birligi, shuningdek nol atributsiyaga ega:

You know, you and the babbo always said I was an egalitarian. That used to embarrass me, but it’s true. I’ve got this bug about equality (Burke D., 117).

Maybe, my bug about equality is just the shame of being different (Burke D., 186).

Shunga o‘xshash misol – matnda ‘cat’ so‘zining ishlatilishi. Slengdagi ‘cat’ so‘zi bu ma’noda quyidagi atributiv komponentlarga ega:

**Sat** - **slang** n. A man who dresses in the latest style and pursues women; a dude, a sport; one who tomcats; one who is worldly, wise or hip.

Matnda ‘**cat**’shuningdek nolli attributsiyaga ega bo‘lishi mumkin: The man has done something you. I just now it... You’re wise, but not hip, and this **cat**, Mr.Sammler, sounds like a real tiger (*DAS*, 244).

Shunday qilib, keng tarqalgan nolli atributsiya bu so‘zlar semantikasining ba’zi – bir xarakteristikallari bilan bog‘liq slengli otlarning matnda ishlatilishining o‘ziga hos farqlanuvchi hususiyatidir [1;172].

Umuman olganda, biz ko‘rib chiqqan barcha atributiv komplekslarni slengli otlar qo‘shilayotgan sifatlar o‘zlarining slengli leksik-semantik variantlarida yoki adabiy tilga kiruvchi leksik-semantik variantlardagi ishtirokiga qarab quyidagi guruhlarga bo‘lish mumkin:

1. Birinchi guruhga ham ot, ham sifat o‘z slengli leksik – semantik variantlarida ishtirok etadigan so‘z birikmalari kiradi. Masalan:

- “**sloppy**” li so‘z birikmalari (**slang** 2. Slovenly): Under his breath,

Grüner said ‘Gow! Or ‘**Sloppy** broad!’ (*Burke*, 347).

- “**dumb**” li so‘z birikmalari (**slang** 1. Stupid, foolish. 2. Damn): Be smart and reserve in advance, so when some **dumb** **duy** shows up, you’ve got the priority (*Burke*, 186); That scene, you know, where Blicksome is trying to explain some fine points of psychology to this **dumb** **broad** who can’t understand what she’s actually exemplifying in her conduct [2; 86].

- “**hot**” li so‘z birikmalari (**slang** 5. Passionate, sexually excited; having a strong sexual desire for a person; 6. Lascivious, lewd, sexually suggestive): I myself resumed the burden of interpretative association. House warming like a house afire, burning passion no hurry to put it out, **hot** **stuff** still at her age, some resemblance to an old flame (*Thorne T.*, 520).

2. Ikkinchi guruhda o‘zlarining adabiy leksik-semantik variantlarida ishtirok etadigan sifatlardan hamda o‘zlarining slengli leksik – semantik variantlarida ishtirok etadigan otlardan tashkil topgan so‘z birikmalari ifodalangan. Bunga quyidagi atributiv komplekslar kiradi:

- “**little**” li so‘z birikmalari (3-ma’noda. Mean 1: lacking distinction or eminence; Humble): Dolly stood over the shivering girl, ‘So, This is



what you do, you **little** brat (*Spears R.*, 152); But Wharton put his kicks out of that **little** broad. He liked her (*Spears R.*, 246).

- “**big**” li so‘z birikmalari:

Ginnie openly considered Selena the **biggest** drip at Miss Basehoar’s – a school ostensibly abounding with fair-sized drips – but at the same time she had never known anyone like Selena for bringing fresh cans of tennis balls (*Flexner, S.B.*, 99); Dingbat swore up and down, ‘Willie is wizard. Give him two bits worth of telephone alugs, he’ll parlay it into **big** dough (*Flexner, S.B.*, 35); At this time he became the manager of a heavyweight. At last, he said, he had a good one, Nails Nagel. Dingbat had had middles and welters, but a good heavyweight fighter was the **biggest** dough of all, provided he was championship material (*Flexner, S.B.*, 64);

- “**good**” li so‘z birikmalari:

She made **good** dough and Nails still took more from her than he ever earned (*Spears R.*, 326).

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*Chet tillarni o‘qitishda raqamli texnologiyalardan foydalanish*

**INTERNET, RECHERCHER ET COMMUNIQUER**

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**Annotation :** *Cet article examine le rôle des moyens techniques modernes que sont les ordinateurs et Internet dans l'enseignement des langues et leur utilisation efficace.*

**Les mots clés:** *Internet, livre électronique, technologie, information, apprentissage, communication, système informatique, ordinateur*

Pour préparer ses cours classiques, l'enseignant est amené à effectuer des recherches sur la Toile et à pratiquer certains outils de communication. Nous allons aborder les deux dimensions de la Toile à savoir l'information et la communication.

L'information sur Internet. Fondamentalement, Internet est un réseau d'information à échelle planétaire où nous pouvons consulter toutes sortes de messages, essentiellement écrits. Il est vrai que, comme système multimédia, Internet peut actualiser images et sons, mais le rôle de l'écrit constitue sa fondation incontournable. La notion de "livre électronique" traduit assez bien sa nature hybride, où l'écriture est le fil conducteur qui relie les infinis sauts de page ou liens. C'est ainsi que l'image d'une bibliothèque universelle se présente facilement à notre esprit.

Actuellement, il faudrait plutôt parler d'une bibliothèque qui se construit au jour le jour, où la place des livres est très réduite, par comparaison avec les fichiers, brochures et périodiques. Dans ce sens, nous pourrions définir Internet comme une bibliothèque universelle de l'information et probablement elle deviendra un jour une bibliothèque de la connaissance et des savoirs. Internet comporte des centaines de millions de sites et des dizaines de milliard de pages : trouver une information précise c'est comme chercher une aiguille dans une botte de foin. Il existe des outils pour faciliter la tâche : les sites portails, les annuaires et les moteurs de recherche.

Une bonne solution pour l'internaute souhaitant trouver rapidement des contenus consiste à se servir du travail déjà effectué par d'autres. Il existe des sites portails qui ont pour objectif d'offrir un point d'entrée unique et reconnu vers les informations dont les internautes ont besoin. Interface universelle, le portail répond à cette question classique : comment trouver l'information dont j'ai besoin sur l'Internet ? Avec le succès extraordinaire d'Internet, sont apparus des sites portails spécialisés. Leur objectif est de rassembler des communautés d'intérêt autour de thèmes précis. Un site portail sera plus efficace lorsque ses objectifs et le public visé seront précises à l'entrée du site, qu'il propose un classement clair et sélectif (trop d'information tue l'information). Concernant le français langue étrangère, il existe plusieurs sites portails. Le choix du site dépend de ce que l'on cherche, de ses objectifs, de ses domaines d'intérêt...il convient de savoir ce que l'enseignant ou l'apprenant peut trouver sur le net.

Types de ressources disponibles sur la Toile. E. Louveau et F. Mangenot classent les ressources référencées par les sites portails FLE en sept types :

1. Des informations pratiques pouvant être utiles à l'enseignant ou à l'étudiant de FLE: par exemple, sites d'universités, d'administrations, d'institutions, informations sur la formation, les bourses les colloques et congrès ;

2. Des ressources didactiques proposant des réflexions théoriques ou pratiques sur des sujets de l'enseignement/apprentissage du FLE. On trouve par exemple dans cette catégorie des sites spécialisés dans la question de l'intégration des TIC à l'enseignement.

3. Des ressources brutes, pouvant jouer le rôle de documents authentiques : sites de médias, de services, etc. On trouve également des récits multimédias qui peuvent être attractifs pour les étudiants de langue. Les discours spécialisés sont très présents dans cette catégorie (médecine, droit, tourisme, économie, etc.)

4. Des ressources transdisciplinaires, sites proposant des activités interactives ou des jeux dans des disciplines autre que la langue ; ces sites peuvent être exploités selon une perspective transdisciplinaire.

5. Des ressources pédagogiques FLE (exercices, tâches, scénarios), que l'on peut utiliser telles quelles ou en les adaptant. L'apprenant a

quelque chose à faire autre la lecture et la consultation des pages Internet comme répondre à des questions à choix multiple.

6. Des ressources métalinguistiques pouvant être utiles à l’enseignant qu’à l’étudiant : dictionnaires, traducteurs, grammaires, conseils de rédaction, corpus de texte, etc.

7. Des ressources métacognitives, destinées à apprendre à apprendre les langues : par exemple à travers la connaissance de son style d’apprentissage.

On mentionne tout d’abord un site qui tente un classement des ressources pédagogiques. Le point du FLE, réalisé par Hélène Weinachter, de Finlande. Une place très importante faite aux entrées grammaticales traditionnelles en plus ce qui est pratique sont les icônes annonçant si les sites contiennent des images, du son, etc. Les autres sites qui tentent de créer une communauté des enseignants (voire d’apprenants) de FLE le premier est institutionnel, les deux autres non :

-**Franc-parler**, la communauté mondiale des professeurs de français ; portail FLE de l’agence intergouvernementale de la francophonie, réalisé par le CIEP et la FIPF.

-**Edufle**, site coopératif de didactique du FLE. Tout utilisateur s’étant inscrit peut contribuer à la vie du site, qui contient de nombreuses idées et activités pédagogiques pour l’enseignement du FLE, ainsi que des informations.

-**Fle.fr**, de Martine Dubreucq, contient de nombreuses informations régulièrement actualisées sur la vie du FLE.

Pour ceux qui cherchent des ressources brutes, surtout les cours de FOS ( français sur objectifs spécifiques).

En règle générale, on peut dire que l’utilisation des annuaires représente un gain de temps, surtout si l’on cherche des sites dans un domaine bien déterminé. Les annuaires ont constitué les premiers outils de recherche sur Internet. Mais l’époque des grands annuaires généralistes semble bien révolue ; couteux et complexes à maintenir, ils ont subi la désaffection des internautes, qui penchent vers les moteurs de recherche et l’accès direct à l’information précise.

En conséquence, de nombreuses annuaires ont disparu, comme MSN, Nomade, ou le répertoire Voila fermé en janvier 2007. *L’Open Directory* reste aujourd’hui le seul répertoire généraliste maintenu et mis

en avant : il est alimenté par des internautes bénévoles et il sert d’annuaire à Google et à de nombreux autres moteurs.

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### **TECHNOLOGIES DE L’INFORMATION ET DE LA COMMUNICATION**

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**Annotation:** *Cet article examine le rôle des moyens techniques modernes que sont les ordinateurs et Internet dans l’enseignement des langues et leur utilisation efficace.*

**Les mots clés:** *Technologie, information, apprentissage, communication, système informatique, ordinateur*

Selon J.P. Robert, l’acronyme TIC : « Technologies de l’information et de la communication ». Celui de TICE (écrit parfois TICe pour souligner que le TICE est un corollaire du TIC) veut dire : « Technologies de l’information et de la communication pour l’Education », « Les TICe regroupent pour des fins d’enseignement ou d’apprentissage un ensemble de savoirs, de méthodes et d’outils conçus et utilisés pour produire, entreposer, classer, retrouver et lire des documents écrits, sonores et visuels ainsi que pour échanger ces documents entre interlocuteurs, en temps réel ou différé .Les TICe

incluent aussi tous les usages de l’ordinateur pour le traitement de l’information ».(Wikipédia,2007).

Selon J.P. Cuq, l’acronyme TIC (Technologies de l’information et de la communication), qui s’est imposé vers le milieu des années 1990 en remplacement de l’expression « nouvelles technologies », a été judicieusement choisi. Il renvoie en effet aux deux dimensions du réseau Internet : la dimension d’Information et celle de Communication, la recherche de contenus ou bien le souhait d’échanger des messages. Le chapitre suivant abordera ces deux dimensions. Les TICE sont « les technologies de l’information et de la communication pour l’éducation ». L’acronyme est en voie de généralisation, en lieu et en place de « nouvelles technologies éducatives »(NTE) ; les NTE incluaient cependant la vidéo analogique, ce que ne font plus les TICE. La didactique des langues s’est toujours intéressée aux technologies, parce que celles-ci permettent de faire entrer le monde extérieur dans la salle de classe. A ce niveau aussi, et toujours selon J-P Cuq, il est classique de distinguer la fonction d’information, qui permet l’accès à des ressources multimédias authentiques, et la fonction de communication, qui permet aux acteurs (enseignants, apprenants) d’entrer en contact à distance (communication médiatisée par ordinateur), de collaborer à des projets (apprentissage collaboratifs assistés par ordinateur).

L’origine des TICE. On peut considérer qu’à l’origine des TICE, dans les années 1960, était l’enseignement assisté par ordinateur(EAO), aux tendances très behavioristes ; en langues ; il s’agissait des exercices structuraux écrits. Au début des années 1980, des expérimentations ont eu lieu avec le vidéodisque interactif, mais ce support est resté confidentiel. Dix ans plus tard, avec l’apparition des cartes sonores, ont paru les premiers didacticiels multimédias, sur disquettes d’abord puis rapidement sur cédérom.la fin des années 1990 a vu naître un intérêt pour la formation à distance via Internet(en anglais *e-learning*) et les apprentissages collaboratifs assistés par ordinateur. En langues, la recherche s’intéresse depuis une trentaine d’années à l’apprentissage des langues assisté par ordinateur (ALAO, traduction littérale de l’anglais CALL).

La nouveauté des TICE. La nouveauté des TICE par rapport aux technologies antérieurs provient dans la numérisation des données ; cela signifie que toute l’information contenus dans un texte, un son, une



photo, une vidéo va être représentée sous forme binaire, à savoir une suite de 0 et de 1 ; c’est ce qui permet le stockage sur divers supports, cartes, disque dur, CD-Rom et DVD-Rom, clés USB, etc. La numérisation permet aussi la manipulation de ces données et surtout leur délocalisation, leur envoi à autant de destinataires.

Le multimédia. Le terme multimédia, à la fois substantif et adjectif, et dont l’étymologie latine signifie « beaucoup de moyens », veut dire « qui marie plusieurs médias tels que la voix, le texte, l’image et qui utilise plusieurs moyens de communication simultanément ». Le terme multimédia a été créé pour souligner que texte, image (fixe et animée) et son peuvent être stockés sur un support unique le tout est géré par un système informatique permettant l’interactivité. Celle-ci constitue un autre aspect nouveau, puisqu’elle va permettre à l’utilisateur de rétroagir sur le système, ce qui n’était pas possible avec les technologies antérieures. Le CD-ROM, principal outil multimédia, est sans doute le plus utilisé. Il permet de travailler seul en *autodidaxie* (c’est-à-dire en dehors de tout cadre éducatif) ou en *autonomie* (dans le cadre d’un cours de langue).

Présentation de l’information sur la toile. Il est important, pour l’enseignant qui veut exploiter Internet avec ses étudiants, de se faire une idée la plus exacte de la manière dont l’information est structurée et répartie sur la Toile. On commence par l’exemple de la création d’un site pour montrer ensuite la différence entre les notions de site et de page.

La conception d’un site. La démarche la plus courante consiste à acheter une « adresse », un « nom de domaine », ou bien à profiter des offres gratuites des prestataires de service qui vous proposent un espace personnel (free.fr, voila.fr, par exemple). Puis il faut réfléchir à la structure du site à créer : comment répartir l’information en « pages », comment organiser la navigation d’une page à l’autre (liens internes), quels liens prévoir avec le reste de la Toile (liens externes). L’étape suivante consiste à réaliser ces pages en mettant des contenus (texte, image, son, vidéo)

et des liens vers d’autres pages du même site ou vers d’autres sites. Enfin, il faut placer cet ensemble sur le serveur devant héberger le site. Une fois le site en ligne, il faut qu’il soit visité et signalé à d’autres sites de la même famille (même communauté d’intérêts)

Structuration des données sur la Toile. Un site est repérable par son adresse, qui est unique et commence toujours par « http:// » (« *Hyper Text Transfert Protocol* »); et une page correspond à un fichier, comme ceux que l’on obtient quand on sauvegarde le texte que l’on est en train d’écrire. Les pages d’un même site sont reliées entre elles par des liens (liens internes), à savoir des zones sensibles sur lesquelles on peut cliquer pour activer le chargement de la page vers laquelle pointe le lien.

Le problème consiste à déterminer à partir de quel moment on peut considérer que l’on a affaire à un site à part entière. Si l'utilisateur s’intéresse à l'utilisation des TIC dans l'enseignement du FLE, il pourra considérer l'Espace pédagogique FLE comme un site à part entière, bien que celui-ci fasse partie du site de Grenoble<sup>3</sup> et contienne des éléments variés ; s’il en possède l'adresse, il ne passera pas par la page d'entrée du site de l'université.

Le second problème, lié au premier, provient du fait que de très nombreux liens externes ne pointent pas vers l'entrée d'un site mais vers des pages précises contenues dans ce site: on ne se rend pas comptes que l'on quitte un site et que l'on entre sur un autre. Un internaute peut entrer sur une page, suivre un lien externe donc sortir du premier site, puis intéressé par ce qu'il trouve sur cette page, modifier l'objectif de sa navigation.

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## **CHET TILLARINI INTERNET VA RAQAMLI TEXNOLOGIYALARNING AFZALLIKLARI**

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**Annotatsiya:** Ushbu maqola chet tillarini o‘qitish jarayonida zamonaviy texnologiyalarning ahamiyati, ijobiy va salbiy tomonlarini yoritishga qaratilgan.

**Kalit so‘zlar:** Zamonaviy texnologiyalar, kompyuterlar, mobil telefonlar, internet, online ta‘lim, video darslar, elektron kitoblar, lug‘at ilovalari.

Ma‘lumki kishilik jamiyati doimo ijtimoiy-iqtisodiy, siyosiy, madaniy-ma‘rifiy va ilmiy taraflama rivojlanib boraveradi. Bunda ayniqsa mintaqa va mamlakatlararo muloqot va munosabatlarning o‘rni beqiyosdir. Bu esa insoniyat uchun chet tillarini o‘rganish va bilishning naqadar "zaruriyligini" ko‘rsatadi.

Hozirgi kunda chet tillarida bemalol o‘z ona tilingizday gapirish uchun yaratilayotgan imkoniyatlar so‘nggi 10 yil ichida keskin va hayratlanarli tarzda oshdi desak mubolag‘a bo‘lmaydi.

Zamonaviy texnologiyalar, ya‘ni kompyuterlar va mobil telefonlar bugunga kelib o‘zining asosiy funksiyalaridan tashqari tilni o‘rganish uchun eng tez va foydali manba sifatida kishilar ongiga singib bormoqda.

Avvalari darslik va lug‘at kitoblarini dokondan sotib olish, darslarda qatnashish uchun aynan ta‘lim muassasasiga borish va umuman olganda biror bir chet tilini asosan o‘qish va mashqlarni bajarish orqaligina o‘rganish bilan cheklanar edik.

Lekin hozirgi kunda siz oz kompyuteringiz yoki mobil telefoningiz orqali til organishga aloqador juda ko‘plab ma‘lumotlarni olishingiz mumkin. Avvalari darslik kitoblarni qog‘ozli shaklda sotib olish kerak bo‘lgan bo‘lsa, bugunga kelib ularni o‘z kompyuter yoki telefoningiz orqali istalgan vaqtda, istalgan joyda va istalgan yo‘nalishda topa olasiz. Lug‘at kitoblarini titkilab, bir so‘zni istab vaqt ketkazish o‘rniga esa uni qurilmangizdagi ilovaga yozish orqali batafsil ma‘lumotlarni tezlik bilan topa olasiz.

Oddiy lug‘atlarda so‘z, uning qaysi so‘z turkumiga mansub ekanligi yoki qaysi sohada qo‘llanilishi, transkripsiyasi va angaltgan ma‘no yoki

ma'nolari berilgan bo'lsa, zamonaviy lug'at ilovalari orqali yuqoridagilardan tashqari so'zni qanday qilib talaffuz qilinishini eshitib ko'rish va o'sha so'z qatnashgan birikmalar, iboralar bilan ham tanishish mumkin. Bundan tashqari uning grammatik xususiyatlari hamda u qatnashgan gaplar misollar tariqasida berilgan.

Agar sizni ma'lum bir tildagi biror mavzu qiziqtirayotgan yoki sizga tushunishga qiyinchilik tug'dirayotgan bo'lsa, uning nomini Internetga yozish orqali video orqali tushuntirilgan darslarni korishingiz mumkin. Bunday video darslar bugungi kunga kelib juda ham ko'payib ketgan.

Video darslarning eng afzal tomonlaridan yana biri shuki, bitta o'qituvchi yoki til mutaxassisi, o'zi bir guruh o'rganuvchilariga tushuntirib beradigan darsini, video shaklida internetga joylashtirish orqali undan uzoqroq joyda bo'lgan yoki umuman darsiga kela olmaydiganlarga, umuman dunyodagi barcha o'rganish ishtiyoqidagilarga yetkazib bera oladi.

Online kurslar ham ma'lum bir guruh odamlarga masofadan turib ta'limni tashkil qila oladi.

Yuqorida keltirilganlarning barchasi uchun albatta, internet asosiy omil sanaladi.

Zamonaviy texnologiyalarning til o'rganishdagi foydasi bilan bir qatorda, u keltirib chiqarishi mumkin bo'lgan ba'zi bir muammolarni ham ta'kidlab o'tish joiz.

Internetda berilgan materillarda, videolarda yoki boshqa ilovalarda xatoliklarni ham uchrab turishi hech kimga sir emas. Masalan, ba'zi inglizcha-ozbekcha lug'atlarda berilgan so'zning tarjimasidagi imlo xatolar, so'z ma'nolarining hammasini chiqarmaslik, video darsliklarda esa o'qituvchi o'rgatayotgan til, uning o'z ona tilisi bo'lmaganligi tufayli u talaffuzda, so'zlarni qo'llashda yoki grammatik taraflama bir necha kichik xatoliklarga yo'l qo'yishi va shu kabilar.

Bundan tashqari, ba'zi bir holatlarda o'quvchilar darsdan chalg'ishi, ya'ni internetdagi ma'lumotlar bilan birgalikda, mavuzga aloqador bo'lmagan materiallar, yoki reklama sifatida qo'yiladigan turli xil videolar diqqat markazini darsdan qochishiga sabab bo'ladi. Lekin agar dars jarayoni to'liq o'qituvchi nazoratida bo'lsa, bu albatta muammo bo'la olmaydi.

O‘qitish vositalari saqlanadigan va qo‘llanadigan joy — chet til xonasidir. Chet til xonasida dars o‘tiladi va mustaqil ishlar bajariladi. Audiovizual vositalardan ilnumli foydalanish bir qator afzalliklarga ega, chunonchi, birinchidan, ta‘lim jarayonini jadallashtiradi, ikkinchidan, o‘quv materialini o‘zlashtirish samarasini oshiradi, uchinchidan, muallimning ta‘lim jarayonini boshqarishini osonlashtiradi.

Yuqoridagi keltirilgan fikrlardan xulosa qilib, shuni aytishimiz mumkinki, bugungi kunda chet tillarini o‘qitishda zamonaviy texnologiyalardan foydalanish muhim o‘rin ishg‘ol etadi chunki ular tilni tezroq va osonroq o‘rganilishiga sabab boladi.

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**CHET TILLARINI MULTIMEDIA VOSITALARI YORDAMIDA  
O‘QITISH**

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**Annotatsiya:** *Ushbu maqolada chet tillarini o‘qitishda multimedia texnologiyalardan foydalanishning ahamiyati va afzalliklar masalalari ko‘rib chiqilgan. Multimedia vositalari yordamida o‘qitish va qaysi o‘qitish jarayonini qo‘llab quvvatlashi yoki yaxshilashi va o‘qitish konsepsiyasining ajralmas qismi sifatida tushinilishi mumkinligi ko‘rsatilgan.*

**Tayanch so‘zlar:** *multimedia texnologiyalar, raqamli ta‘lim shakllari, mustaqil ta‘lim, individual ta‘lim tajribasi.*

Texnologik rivojlanish doimiy ravishda rivojlanmoqda. Internet va raqamli texnologiya jamiyatning ko‘plab sohalarida, kundalik hayotda

va ishda kata rol o‘ynaydi. Raqamli tendensiyalar til o‘rganishda ham paydo bo‘lmoqda, ayniqsa didaktika kontekstida (mobil o‘rganish, o‘yinga asoslangan ta‘lim, ta‘lim dasturlari va boshqalar). Texnologiyalar tobora kengayib borayotgan harakatchanlik va ulanishning kuchayishi davrida til ishlarini qayta ko‘rib chiqish va yuqori porloq texnologiyalarga ortiqcha e‘tibor bermasdan berilgan raqamli ishlanmalarga moslashtirish kerak. Shu bilan birga ta‘lim va o‘quv jarayonlariga ta‘sir etadigan muhim fakt shundan iboratki, dunyo virtual olam bilan tobora bog‘lanib bormoqda.

Chet tillarni o‘rganish raqamli texnologiyalardan foydalanish bir qancha afzalliklarga egadir. Bu afzalliklarning asosiylari raqamli texnologiyalar orqali til o‘rganishda ko‘rish, tinglash va suhbatlashish, o‘zlashtirishni nazorat qilish imkoniyatlarining mavjudligidir.

Chet tillarini o‘rganishbugungi tezkor zamonda o‘ta muhim masalalar qatoriga kirib bormoqda. Shu sababli raqamli texnologiyalardan foydalangan holda chet tillarini o‘rgatish usullarini ishlab chiqish ehtiyoji kelib chiqdi. Chet tilini bilishesa bugungi kunda hech qanday qiyinchiliklarsiz internet va internet resurslaridan to‘laqonli foydalanish, kerakli ma‘lumotlarni izlab topish va saqlab olish imkonini beradi. Raqamli texnologiyalardan foydalanib chet tilini o‘rganish, til o‘rganish ko‘lamini kengaytirib til o‘rganuvchilarning qiziqishlarini orttirib bormoqda. Bunday texnologiyalardan foydalanish chet tillarini o‘rganish saviyasini o‘stiradi va mutoala qilish malakalarini oshiradi. Qo‘shimcha ravishda komputer vositasida til o‘rganish bo‘yicha turli oyin shaklida yaratilgan dasturiy vositalar orqali o‘z bilimlarini mustahkamlashi mumkin. Shuningdek zamonaviy texnologiyalardan foydalanish talabalarni to‘liq dars boyicha ko‘nikma hosil qilishi uchun kata imkon beradi. Dars jarayonida smartfon, planshet va proyektr yordamida dars o‘tish talabalarni to‘liq mavzu bo‘yicha malumot bazasi bilan ta‘minlaydi. Shu bilan bir qatorda chet tillarini mustaqil o‘rganuvchilar uchun ham qulay imkoniyat manbaidir. Komputer ta‘limi dasturlari an‘anaviy o‘qitish usullaridan bir qator afzalliklarga ega, birinchi navbatda to‘gridan-to‘gri audiovizual interaktiv ta‘sir o‘tkazish vositasi hisoblanadi. An‘anaviy o‘qitish usullari bilan birga qo‘llash lingvistik qobiliyatlarni shakllantirish, kommunikativ vaziyatlarni yaratish, til va nutq ko‘nikmalarini avtomatlashtirish va individual yondashuvni amalga oshirishni ta‘minlash hamda



intenisivlashtirishga imkon beradi. Dunyoning eng taraqqiy etgan ta‘lim tizimlaridan biriga ega bo‘lgan Janubiy Koreya raqamli o‘quv dasturiga o‘tmoqda. Hozirgi kunga kelib, o‘quv dasturidan o‘rin olgan barcha materiallarni kompyuter orqali raqamli ko‘rinishda uzatish imkoni bo‘ladi. Darsliklardagi barcha ma‘lumotlar kitob sahifalari o‘rniga ekranlarda paydo bo‘ladi. Janubiy Koreyaning Ta‘lim, fan va texnologiya vaziri "Smart Ta‘lim" strategiyasi ustida ishlayotganliklarini aytdi. O‘tgan yillarda amalga oshirish boshlangan loyiha barcha maktablarda vayyerless – ya’ni, simsiz tarmoqlarni joriy etishni nazarda tutadi. Bu esa o‘z navbatida talabalarga "hamma vaqt va hamma joyda" bilim olish imkonini beradi. Bu kabi ta‘limaxboorot tizimiga turli-tuman jihozlar, kompyuterdan tortib, noutbuk, va internetga ulangan televizorlar orqali ulanish mumkin. "Smart ta‘lim bizning darsliklar haqidagi qarashlarimizni tubdan o‘zgartiradi", deydi vazir. Unga ko‘ra, an‘anaviy darslik kitoblaridan raqamli darsliklarga o‘tish o‘quvchi-talabalarga "og‘ir va qappaygan sumkalarini orqada qoldirib, sinf xonasidan tashqaridagi dunyoni kashf etish imkonini beradi".

Yangi tizim shuningdek, mutaxassis o‘qituvchilar yetishmaydigan qishloq hududlarida o‘quvchi va talabalar uchun fanlarni tanlash va uydan turib ta‘lim olish imkoniyatini yaratishi aytilmoqda. Smart ta‘limni amalga oshirish uchun ko‘mak beruvchi yana bir tizim Classroomscreen yordamida (classroomscreen.com – sayti) dars jarayonida sinfni boshqarish birmuncha osonlashdi. Classroomscreen ning intuitiv vositalaridan foydalanib, dars mashg‘ulotlaringizni qo‘llabquvvatlash, faollikni rag‘batlantirish va o‘quvchilarga ishga kirishishlariga yordam berishingiz mumkin.

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## **CHET TILINI O‘QITISHDA ZAMONAVIY INNOVATSION TEXNOLOGIYALAR VA METODLARDAN FOYDALANISH**

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**Annotatsiya:** *Ushbu maqolada O‘zbekiston Respublikasida chet tillariga berilgan katta ahamiyat hamda ularni o‘rganish uchun zarur bo‘lgan innovatsion texnologiyalar va metodlarni dars jarayonlarida tadbiq etish orqali, ta’lim samaradorligini oshirish masalalari yoritilgan.*

**Kalit so‘zlar:** *Chet tili, o‘yin, innovatsion texnologiya, texnologik vositalar, usullar, metodlar.*

XXI asr zamonaviy texnologiyalar jadal rivojlanayotgan va har bir sohada o‘z aksini topayotgan davrdir. Ushbu globallashgan jamiyatda xorijiy tillarni o‘rganishga bo‘lgan talab kun sayin ortib bormoqda. O‘zbekiston Respublikasi Prezidenti Shavkat Mirmonovich Mirziyoyevning 19-may 2021-yildagi “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida”gi Qarorida ham “Yoshlarni qo‘llab-quvvatlash va aholi salomatligini mustahkamlash yili” Davlat dasturiga muvofiq, xorijiy tillarni o‘rgatishni ta’lim va davlat siyosatining ustuvor yo‘nalishi sifatida rivojlantirish, ushbu yo‘nalishda ta’lim sifatini tubdan oshirish, sohaga malakali pedagoglarni jalb etish hamda aholining xorijiy tillarni o‘rganishga bo‘lgan qiziqishini oshirishga alohida ahamiyat qaratilgan.

Yurtimizda chet tillarni o‘qitilishida yangicha bosqich, yangicha davr boshlandi. Chet tili darslarining o‘qitilishi jarayonida ilg‘or pedagogik texnologiyalar, interfaol, innovatsion usullardan, kommunikativ-axborot vositalaridan foydalanish talab qilinmoqda. Respublikamizda chet tilining o‘qitilishi, chet tili o‘qituvchilarining bilim va ko‘nikmalarini baholashning umumyevropa ramkalari tavsiyanomalari (CEFR)ga mos ravishda yangi usul va talablari ishlab chiqildi. Unga ko‘ra umumta’lim maktablari va kasb-hunar maktablari o‘quvchilari uchun darsliklar yaratildi. Ushbu talablarga mos ravishda o‘quv xonalari, yangi axborot kommunikativ texnikalar bilan jihozlandi.

Chet tili fani to‘rt aspektga (o‘qish, yozish, tinglab tushunish va gapirish) bo‘linib, ularning har biri bo‘yicha alohida tushuncha va ko‘nikmalar berilmoqda. Innovatsion texnologiyalarning o‘rni va ro‘li benihoya kattadir. Pedagogik texnologiya va pedagog mahoratiga oid bilim, tajriba va interaktiv metodlar o‘quvchi-talabalarning bilimli, yetuk malakaga ega bo‘lishlarini ta‘minlaydi.

INNOVATSIYA (inglizcha innavation) - yangilik kiritish, yangilikdir. Innovatsion texnologiyalar pedagogik jarayon hamda o‘qituvchi va talaba faoliyatiga yangilik, o‘zgarishlar kiritish bo‘lib, uni amalga oshirishda asosan interaktiv metodlardan to‘liq foydalaniladi. Interaktiv metodlar - bu jamoa bo‘lib fikrlash deb yuritiladi, ya‘ni pedagogik ta‘sir etish usullari bo‘lib ta‘lim mazmuninng tarkibiy qismi hisoblanadi. Bu metodlarning oziga xosligi shundaki, ular faqat pedagog va o‘quvchi-talabalarning birgalikda faoliyat ko‘rsatishi orqali amalga oshiriladi. Pedagogik texnologiyalar masalalari, muammolarini o‘rganayotgan o‘qituvchilar, ilmiy-tadqiqotchilar, amaliyotchilarning fikricha, pedagogik texnologiya bu faqat axborot texnologiyasi bilan bog‘liq hamda o‘qitish jarayonida qo‘llanilishi zarur bo‘lgan TSO, kompyuter, masofali o‘qish yoki turli xil texnikalardan foydalanish deb belgilanadi.

Bizning fikrimizcha, pedagogik texnologiyaning eng asosiy negizi bu o‘qituvchi va o‘quvchi-talabaning belgilangan maqsaddan kafolatlangan natijaga hamkorlikda erishishlari uchun tanlangan texnologiyalarga bog‘liq deb hisoblaymiz, ya‘ni o‘qitish jarayonida maqsad bo‘yicha kafolatlangan natijaga erishishda qo‘llaniladigan har bir ta‘lim texnologiyasi o‘qituvchi va o‘quvchi o‘rtasida hamkorlik faoliyatni tashkil eta olsa, har ikkalasi ijobiy natijaga erisha olsa, o‘quv jarayonida o‘quvchi-talabalar mustaqil fikrlay olsalar, ijobiy ishlay olsalar, izlansalar, tahlil eta olsalar, o‘zlari xulosa qila olsalar, o‘zlariga, guruhga, guruh esa ularga baho bera olsa, o‘qituvchi esa ularning bunday faoliyatlari uchun imkoniyat va sharoit yarata olsa, anashu o‘qitish jarayonining asosi hisoblanadi. Har bir dars, mavzu, o‘quv predmetining o‘ziga xos texnologiyasi bor, ya‘ni o‘quv jarayonidagi pedagogik texnologiya bu yakka tartibdagi jarayon bo‘lib, u o‘quvchi-talabaning ehtiyojidan kelib chiqqan holda bir maqsadga yo‘naltirilgan, oldindan loyihalashtirilgan va kafolatlangan natija berishiga qaratilgan pedagogik jarayondir.

Xorijiy tillarni o‘qitishda ilg‘or zamonaviy texnologiyalarning ahamiyati beqiyos. Zero, ta‘lim jarayonida texnologik vositalardan foydalanish chet tillarini o‘rganishning har bir bo‘limida bilimlarni o‘zlashtirish va mustahkamlashda beqiyos rol o‘ynaydi. Masalan, tinglab tushunish ko‘nikmasini shakllantirishni kompyuter, player, CD diskarsiz amalga oshirish imkonsiz. Tinglab tushunish til o‘rganishning eng muhim qismlaridan biridir. Bunda o‘quvchi bir paytning o‘zida so‘zlovchining talaffuzi, grammatik qoidalarga rioya qilganligi, so‘z boyligi va uning ma’nolariga e’tibor berishi talab qilinadi.

Bugungi globallashuv jarayonida internet hayotimizning har bir jabhasini qamrab olgan. Yosh avlod orasida ijtimoiy tarmoqlardan, turli saytlardan chet tillarini o‘rganishda oqilona foydalanishni yo‘lga qo‘yish dolzarb masalaga aylanib ulgurdi. Ayniqsa, internet orqali chet tilida so‘zlashuvchilar bilan muloqot qilish imkoniyatidan foydalanib, gapirish ko‘nikmasini rivojlantirish, e-mail orqali xat yozishish bilan yozish mashqini takomillashtirish mumkin. Dars jarayonlarida multimedia vositalaridan foydalanishning ahamiyati beqiyosdir.

Jumladan, slaydlar orqali darsni tashkil qilish, o‘quvchilarni xorijiy til darsi boshlanishiga o‘ziga jalb qiluvchi usullar (warm-up activities)dan foydalanish, turli xil rangdagi ko‘rgazmalardan foydalanish orqali darsni mazmunli tashkil qilishga hamda o‘quvchilarning mavzuni to‘liq o‘zlashtirishiga erishish mumkin. Shuningdek, maktablarda dars jarayonlarini interfaol o‘yinlar orqali tashkil qilish ham juda katta ijobiy natijalar berishi isbotlangan.

Ma’lumki, darsning turli xil o‘yinlar asosida o‘tilishi o‘quvchilarning kreativ va tanqidiy fikrlash imkoniyatlarini kashf etibgina qolmay, balki ularning diqqatni jamlash, muammoli vaziyatlardan chiqish yo‘llarni izlash ko‘nikmalarini ham rivojlantiradi. Chunki, o‘yinlardan foydalanishning asosini o‘quvchini faollashtiruvchi va jadallashtiruvchi faoliyat tashkil etadi.

Psixologlarning ta’kidlashlaricha, o‘yinli faoliyatning psixologik mexanizmlari shaxsning o‘zini namoyon qilish, hayotda barqaror o‘rnini topish, o‘zini o‘zi boshqarish, o‘z imkoniyatlarini amalga oshirishning fundamental ehtiyojlariga tayanadi. Har qanday o‘yin zahirida umumiy qabul qilingan ta’lim prinsiplari, taktikasi yotishi kerak.

O‘quv o‘yinlariga o‘quv predmetlari asos qilib olinishi kerak. O‘yinlar jarayonida o‘quvchi oddiy darsga qaraganda bu mashg‘ulotga

qiziqib yondashadi va o‘zini erkinroq tutadi. Bu ayniqsa tabiatan uyatchang va jamoaga tez qo‘shila olmaydigan o‘quvchilar bilan ishlashni osonlashtiradi. Ularning kirishimlilik qobiliyatlarini oshirishda muhim ahamiyat kasb etadi. Ta’kidlash lozimki, o‘yin eng avvallo, o‘qitishning bir usulidir. O‘quvchilar o‘yinli darslarga qiziqib qatnashadilar, g‘alaba qozonishga intiladilar, pirovardida bilim va ko‘nikmalarini ham boyitib boradilar. Masalan o‘quvchi ingliz tilidagi o‘yinda qatnashish jarayonida o‘ziga bo‘lgan ishonchni mustahkamlaydi, men bu tilda gapira olarkanman, tinglab tushuna olarkanman, yoza olarkanman, deb motivatsiya oladi. [2].

Biz bilamizki, hozirgi ta’lim jarayonida o‘quvchi sub’ekt bo‘lishi lozim. Bunda ko‘proq interfaol metodlardan foydalanish ta’lim samaradorligini oshiradi. Chet tili darslariga qo‘yilgan eng muhim talablardan biri o‘quvchilarni mustaqil, kreativ fikrlashga o‘rgatishdir.

Xulosa o‘rnida aytish mumkinki, bugungi kunda respublikamizdagi xorijiy til o‘qituvchilari Amerika Qo‘shma Shtatlari, Angliya pedagoglari tajribasiga tayangan holda quyidagi innovatsion metodlardan foydalanib kelishmoqda:– “Muammoli vaziyat yechimi” (Creative Problem Solving) bu usulni qo‘llashda hikoyaning boshlanish qismi o‘qib beriladi, yakuni qanday bo‘lishi esa o‘quvchilar, hukmiga havola qilinadi. Bu o‘z navbatida o‘quvchilarning mustaqil firklash qobiliyatini rivojlantirishda muhim ahamiyat kasb etadi.– “Quvnoq topishmoqlar” (Merry Riddles) o‘quvchilarga topishmoqlarni o‘rgatishning xorijiy tilni o‘qitishda o‘rni beqiyos. Topishmoq yodlash orqali o‘quvchilarning so‘z boyligi oshib boradi, undan tashqari xotirani mustahkamlashda ham topishmoqlarning ahamiyati juda katta.

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## **CHET TILLARINI O‘QITISHDA RAQAMLI TEXNOLOGIYALARDAN FOYDALANISHNING SAMARADORLIGI**

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**Annotatsiya.** *Ushbu maqolada ingliz tili va boshqa chet tillarini o‘qitish metodlari va ularni dars jarayonida qo‘llash, shu bilan birga metodlardan samarali va uzluksiz foydalanishning amaliy ahamiyati xususida so‘z yuritiladi. Bundan tashqari, ushbu metodlardan boshqa tillarni ham mukammal o‘zlashtirishda hamda o‘sha tilda xatolarsiz so‘zlay olishda ham alohida ma‘lumotlar keltirib o‘tiladi.*

**Kalit so‘zlar:** *chet tili AKT, metod, Ingliz tili, samara, ta‘lim, o‘quvchi.*

Xorijiy tillarni o‘qitishda ilg‘or zamonaviy texnologiyalarning ahamiyati beqiyos. Zero ta‘lim jarayonida texnologik vositalardan foydalanish chet tillarini o‘rganishning har bir bo‘limida bilimlarni o‘zlashtirish va mustahkamlashda beqiyos rol o‘ynaydi. Masalan, tinglab tushunish ko‘nikmasini shakllantirishni kompyuter, player, CD diskarsiz amalga oshirish imkonsiz. Tinglab tushunish til o‘rganishning eng muhim qismlaridan biridir. Bunda o‘quvchi bir paytning o‘zida so‘zlovchining talaffuzi, grammatik qoidalarga rioya qilganligi, so‘z boyligi va uning ma‘nolariga e‘tibor berishi talab qilinadi. Bugungi globallashuv jarayonida internet hayotimizning har bir jabhasini qamrab olgan. Yosh avlod orasida ijtimoiy tarmoqlardan, turli saytlardan chet tillarini o‘rganishda oqilona foydalanishni yo‘lga qo‘yish dolzarb masalaga aylanib ulgurdi. Ayniqsa internet orqali chet tilida so‘zlashuvshilar bilan muloqot qilish imkoniyatidan foydalanib, gapirish ko‘nikmasini rivojlantirish, e-mail orqali xat yozishish bilan yozish mashqini takomillashtirish mumkin. Dars jarayonlarida multimedia vositalaridan foydalanishning ahamiyati beqiyosdir. Jumladan, slaydlar orqali darsni tashkil qilish, o‘quvchilarni xorijiy til darsi boshlanishiga



o‘ziga jalb qiluvchi usullar (warm-up activities)dan foydalanish, turli xil rangdagi ko‘rgazmalardan foydalanish orqali darsni mazmunli tashkil qilishga hamda o‘quvchilarning mavzuni to‘liq o‘zlashtirishiga erishish mumkin. Shuningdek, maktablarda dars jarayonlarini interfaol o‘yinlar orqali tashkil qilish ham juda katta ijobiy natijalar berishi isbotlangan. Ma’lumki, darsning turli xil o‘yinlar asosida o‘tilishi o‘quvchilarning kreativ va tanqidiy fikrlash imkoniyatlarini kashf etibgina qolmay, balki ularning diqqatni jamlash, muammoli vaziyatlardan chiqish yo‘llarni izlashko‘nikmalarini ham rivojlantiradi. Chunki, o‘yinlardan foydalanishning asosini o‘quvchini faollashtiruvchi va jadallashtiruvchi faoliyat tashkil etadi. Psixologlarning ta’kidlashlaricha, o‘yinli faoliyatning psixologik mexanizmlari shaxsning o‘zini namoyon qilish, hayotda barqaror o‘rnini topish, o‘zini o‘zi boshqarish, o‘z imkoniyatlarini amalga oshirishning fundamental ehtiyojlariga tayanadi. Har qanday o‘yin zahirida umumiy qabul qilingan ta’lim prinsiplari, taktikasi yotishi kerak. O‘quv o‘yinlariga o‘quv predmetlari asos qilib olinishi kerak. O‘yinlar jarayonida o‘quvchi oddiy darsga qaraganda bu mashg‘ulotga qiziqibroq yondashadi va o‘zini erkinroq tutadi. Bu ayniqsa tabiatan uyatchang va jamoaga tez qo‘shila olmaydigan o‘quvchilar bilan ishlashni osonlashtiradi. Ularning kirishimlilik qobiliyatlarini oshirishda muhim ahamiyat kasb etadi. Ta’kidlash lozimki, o‘yin eng avallo, o‘qitishning bir usulidir. O‘quvchilar o‘yinli darslarga qiziqib qatnashadilar, g‘alaba qozonishga intiladilar, pirovardida bilim va ko‘nikmalarini ham boyitib boradilar. Masalan o‘quvchi ingliz tilidagi o‘yinda qatnashish jarayonida o‘ziga bo‘lgan ishonchni mustahkamlaydi, men bu tilda gapira olarkanman, tinglab tushuna olarkanman, yoza olarkanman, deb motivatsiya oladi. Biz bilamizki, hozirgi ta’lim jarayonida o‘quvchi sub’ekt bo‘lishi lozim. Bunda ko‘proq interfaol metodlardan foydalanish ta’lim samaradorligini oshiradi. Chet tili darslariga qo‘yilgan eng muhim talablardan biri o‘quvchilarni mustaqil, kreativ fikrlashga o‘rgatishdir. Bugungi kunda respublikamizdagi xorijiy til o‘qituvchilari Amerika Qo‘shma Shtatlari, Angliya pedagoglari tajribasiga tayangan holda quyidagi innovatsion metodlardan foydalanib kelishmoqda: g‘

– “Muammoli vaziyat yechimi” (Creative Problem Solving) bu usulni qo‘llashda hikoyaning boshlanish qismi o‘qib beriladi, yakuni qanday bo‘lishi esa o‘quvchilar, hukmiga havola qilinadi. Bu o‘z navbatida

o‘quvchilarning mustaqil firklash qobiliyatini rivojlantirishda muhim ahamiyat kasb etadi.

– “Quvnoq topishmoqlar” (Merry Riddles) o‘quvchilarga topishmoqlarni o‘rgatishning xorijiy tilni o‘qitishda o‘rni beqiyos. Topishmoq yodlash orqali o‘quvchilarning so‘z boyligi oshib boradi, undan tashqari xotirani mustahkamlashda ham topishmoqlarning ahamiyati juda katta.

– “Tezkor javob” (Quick answers) o‘tilgan dars mavzusini mustahkamlashga yordam beradi;

- “Chigil yozdi” (“Warm-up exercises”) o‘quvchilarni darsga qiziqtirish uchun sinfda har xil o‘yinlardan foydalanish, dars boshlanishidan oldin o‘quvchilarni o‘tiladigan mavzuga moslashtirishga xizmat qiladi [3];

– “Pantomima” (pantomime) bu usul juda qiyin mavzular tushuntirilishi kerak bo‘lgan darsda yoki yozma mashqlar bajarilib, talabalar charchagan paytda foydalanilsa bo‘ladi;

– “Hikoya zanjiri” (a chain story) usuli o‘quvchilarning og‘zaki nutqini o‘stirishda yordam beradi;

– “Rolli o‘yinlar” (Acting characters) bu usul darsning barcha tiplarida qo‘llanilishi mumkin. Hunarga o‘rgatish uchun “Interpreter”, “Translator”, “Writer”, “Poet” kabi kasbdagi kishilar darsda ishtirok etishib o‘quvchilar bilan suhbatlashishlari mumkin;

– “Allomalar yig‘ini” (Thinkers meeting) U.Shekspir, A.Navoiy, R.Burns kabi shoirlar va yozuvchilarni “taklif qilish” mumkin. Bunday paytda ular aytib ketgan hikmatli so‘zlardan darsda foydalanish yoshlarni komil inson bo‘lib tarbiyalanishiga yordam beradi;

– “Rasmlar so‘zlaganda” (When pictures speak) usuli ancha qulay bo‘lib, ingliz tilini o‘rgatishda, talaba, o‘quvchilarning og‘zaki nutqini rivojlantirishda yordam beradi, buning uchun mavzuga oid rasmlardan foydalanish lozim;

– Kviz kartochkalari (quiz cards) o‘quvchilarning soniga qarab kartochkalar tarqatiladi va hamma talabalar bir vaqtda darsda ishtirok etish imkonini beradi, barcha o‘quvchilarga e‘tibor berilishi ta‘minlaydi va vaqtni tejaydi

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## LITERARISCHE TEXTE IM FREMDSPRACHENUNTERRICHT

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*ADTCHI, Nemis tili nazariyasi va amaliyoti kafedrası o‘qituvchisi*

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yo‘nalishi talabalari)*

**Annotatsiya:** *Ushbu maqolada nemis tilini o‘qitishda badiiy matnning roli xususida va uni darsda qo‘llash tog‘risida fikr yuritilgan.*

**Kalit so‘zlar:** *badiiy tasvir, matn, janr xususiyati, stilistik tahlil, badiiy tahlil*

Mit dem Einsatz der Literatur im Fremdsprachenunterricht beschäftigt sich die Wissenschaft Literaturdidaktik. Sie erforscht und begründet den Ansatz der Literatur. Wenn wir eine Frage stellen, warum die literarischen Texte so wichtig für uns sind, bekommen wir viele Antworten. Literarische Texte haben ästhetische und emotionale Funktion, sie bereichern die kommunikative Kompetenz der Studenten. Die Literatur bringt Studenten breite Auswahl an Themen, die ihre Interesse zum Lesen anregen und ihre verbale und schriftliche Äußerung aktivieren. Nicht nur sprachliche, sondern auch soziolinguistische, soziokulturelle und interkulturelle Funktion das Lesen hat. Nicht zuletzt haben literarische Texte ein authentischer und dauerhafter Wert.

### *Vorteile und Nachteile der literarischen Texte*

Es gibt zahlreiche Gründe, warum die Lehrer literarische Texte in den Unterricht einsetzen sollten. Folgende Funktionen erwähnt Buhlmann (1992, 17-18): Die Literatur vertieft die kommunikative Kompetenz der Studenten, sie trägt zur besseren linguistischen, soziolinguistischen, pragmatischen und kulturellen Kompetenz bei, sie beantragt viele Interpretationen und Reaktionen. [1] Unterschiede in Meinungen können unter anderen Studenten mitgeteilt werden. Die Literatur bringt Interaktion unter Studenten, sie steigert das Sprachbewusstsein.

Die Literatur prägt Persönlichkeit, Wertorientierung, Phantasie,

Imagination und Harmonie des Menschen. Sie stimuliert Kreativität und entwickelt Lesengewohn

heit und Literaturschätzung. Die Literatur ist eine Quelle und Vermittler der Erkennt

nis. Sie teilt Informationen mit, erzählt über das Leben und erhöht Bildung und kulturelles Niveau der Völker. Man lernt den Reichtum und die Schönheit der Fremdsprache kennen. Die Literatur stellt eine stilistische Ebene der Nationalsprache, die oft in der Alltagskommunikation zukommt. Nachteile der literarischen Texte Obenerwähnte sind alles Vorteile. An der anderen Seite hat Arbeit mit literarischen Texten auch ihre Nachteile. Sie bringt zahlreiche Anforderungen an den Lehrer und Leser. Der Einsatz von literarischen Texten bedeutet viel Zusatzarbeit und Vorbereitung für den Lehrer. Er muss den Text ausführlich kennen und er muss eine Reihe von interessanten Aktivitäten für Studenten vorbereiten. Für Studenten werden gute Kenntnisse in der Sprache erfordert. Einige Nachteile für Literatureinsatz erwähnt auch Koppensteiner (2001, 12-14), wieder aus unterschiedlichen Gesichtspunkten. Das Interesse an Literatur ist sehr niedrig bei manchen Studenten, sie langweilen sich bei dem Lesen. Manche Texte sind veraltet und zu intellektuell für Studenten. Literarische Texte sind sprachlich zu schwierig und anspruchsvoll, Studenten verstehen sie nicht, Texte verbergen viele Ausnahmen und Abweichungen in der Sprache. Manche Texte sind in der poetischen Sprache geschrieben, die Studenten nicht kennen. Literarische Texte bringen wenige Übungsmöglichkeiten im Bereich der Grammatik, des Wortschatzes und des Sprechens.

Literarische Texte sind auf jeder Lernstufe einsetzbar. Aber die Lehrer müssen sorgfältig auswählen, weil alle Texte nicht in allen Situationen geeignet sind. Die Texte müssen Interessen der Studenten entsprechen, dem didaktischen Ziel des Unterrichts, Möglichkeiten des Unterrichts – zeitlichen und materiellen. Das Thema von Büchern ist auch sehr wichtig. Es sollte den Studenten nahe sein. Die Lektüre wählt der Lehrer, der wahrscheinlich andere Interessen als die Studen

ten hat. Die Studenten sind zum Lesen nur dann motiviert, wenn sie sich mit dem Thema identifiziert können. Das Lesepublikum identifiziert sich mit Hauptfiguren und nimmt ihre Meinungen und Einstellungen an.

Identifikation kommt wegen dem gleichen Alter, sozialen Status, physischen oder psychischen Ähnlichkeit vor. Der Leser hat oft ähnliche Erlebnisse wie die Hauptfiguren und er vergleicht ihre und seine Erlebnisse. Die Leser suchen in der Literatur Lösungen eigener Problemen. Thematisch geeignet sind z.B. Themen aus dem Alltag der Studenten, persönliche Erlebnisse, Gefühle, Erfahrungen, aktuelle Probleme in der Gesellschaft und menschliche Themen, mit denen die Lernende etwas zu tun haben.

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**INGILIZ TILIDAGI OT SO‘Z TURKUMINI O‘QITISHNING  
OSON USULLARI**

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**Annotatsiya:** *Ushbu maqolada" Ingliz tilidagi ot so‘zturmumini o‘qitishning oson usullari" haqida to‘liq yoritdi.*

**Kalit so‘zlar:** *ot so‘z turkumi, tushunish, otlarni o‘qitish turlari, tarqatma materiallar, otli so‘z birikmalari, machine otlar.*

Ingliz tili darajasi o‘qitish o‘qituvchilarga va o‘quvchilarga birdek qiyin bo‘lishi mumkin. Qiyinchilik o‘quv dasturining o‘zi bilan emas, balki mavzuga yondashuv bilan bog‘liq. Maktab o‘quv dasturlarida asosiy e‘tibor, ingliz tilida, qulaylik va tanishlik darajasida o‘qish va yozishni bilishdir. Bir xil tushunchalarni turli so‘zlar bilan ifodalash yoki takrorlash qobiliyati baholash uchun asosdir.

Ingliz tilining otlarini 'A' darajada o‘qitish va o‘rganish ifodalangan narsalarni tushunish va sharhlash qobiliyati baholash uchun asosdir. Bu o‘quvchilardan o‘qiyotgan yoki ishlatayotgan so‘zlarning ma‘nosini, nazarda tutilgan ma‘nosini yoki niyatini tushunishlarini talab qiladi. Buni o‘quvchilarga etkazish oson emas, lekin bu sinovdan o‘tgan maslahatlarga rioya qilish jarayonni samaraliroq qiladi va o‘quvchilarga

o‘zlari ishlatayotgan tilni ham, ulardan foydalanish qanday baholanishini ham yaxshiroq tushunishga imkon beradi.

Ingliz tilida otlarini o‘qitishda bir nechta samarali usullar bor va ular quyidagilar:

1) O‘quvchilarning e’tiborini jalb qilish uchun salomlashishda otlarni urg‘u bilan talaffuz qiling. Otlar bilan tanishtirmoqchi bo‘lgan kuni talabalar bilan salomlashayotganda ohangingizni o‘zgartiring. Ovozni ko‘tarib, ishlatadigan har qanday otni chindan ham ta’kidlashga ehtiyot bo‘ling. Bu sizning o‘quvchilaringizni tabiiy ravishda qiziqtiradi.[1]

2) Otlar nima ekanligini va ulardan qanday foydalanishni tushuntiring. Ularning e’tiborini jalb qilganingizdan so‘ng, o‘quvchilaringizga bugun otlar haqida bilib olishlarini ayting. O‘quvchilarga grammatika va nutq qismlarini bilish yaxshi ma’ruzachi va yozuvchi bo‘lish uchun muhim ekanligini bildiring. [2]

\*Ularga odamlar, joylar, fikrlar va narsalarni nomlash uchun otlardan foydalanishimizni ayting.

\*O‘qituvchi, maktab, erkinlik va qalam kabi misollar keltirishingiz mumkin.

3) Talabalarga ot nima ekanligini tushunishga yordam berish uchun xonadagi narsalardan foydalaning. Fikringizni tushuntirish uchun talabalardan xonani ko‘rib chiqishlarini va ob’ektlarni nomlashlarini so‘rang. Keyin bu ob’ektlarning barchasi ot ekanligini tushuntiring. Siz shunday deyishingiz mumkin: “Ismlar biz odamlar, joylar va narsalar uchun ishlatadigan so‘zlardir. Demak, ish stolingizni ko‘rsatganingizda, siz ot ishlatgansiz”[3].

Agar sizning o‘qituvchingiz asosiy otlar bilan allaqachon tanish bo‘lsa, ularni asosiy va to‘g‘ri otlar o‘rtasidagi farqni aytib berish orqali buni yanada rivojlangan qilishingiz mumkin.

To‘g‘ri otlar aniq odamlar, joylar va narsalarga tegishli ekanligini ayting. Ular bosh harf bilan yozilishi kerak, umumiy otlar esa umumiy odamlar, joylar, narsalar va fikrlarni bildiradi. “Kecha singlim kinoga bordi” degan jumlaning o‘zgartirishga yordam berishlarini so‘rang.[4]

Otlar haqidagi qo‘shiqlarni qidirish uchun sevimli qidiruv tizimidan foydalaning. Shuningdek, siz School House Rock kabi mashhur qo‘shiq saytlarini ko‘rishingiz mumkin.



Qo‘shiqni tinglaganingizdan so‘ng, o‘quvchilardan nimani o‘rganganlarini so‘rang. Siz uni yana o‘ynatishingiz va ularga qo‘shiq aytishga ruxsat berishingiz mumkin.

(1) Otlarni sanab o‘tadigan jadval tuzing. Oddiy diagramma tuzish uchun qog‘oz, doska yoki kompyuterdan foydalaning.[5] Diagrammani 2 ta ustunga bo‘ling va tomonlarni "Ot" va "Ot emas" deb belgilang. Talabalarga turli so‘zlar qayerga tegishli ekanligini aniqlash uchun sinf sifatida ishlashlarini ayting.[6]

(2) Turli so‘zlar yozilgan tarqatma materiallar tarqating. Dars oldidan indeks kartalariga bir nechta turli so‘zlarni yozing. Ba‘zilari ot, ba‘zilari esa boshqa so‘zlar bo‘lishi kerak. O‘quvchilarga eslatma kartalarini tarqating va so‘zlar qayerga tegishli ekanligini aniqlashni so‘rang.[7]

Ayting: “Alice, so‘zing nima? Bu otmi?” Shundan so‘ng siz bloknotni to‘g‘ri ustunga qo‘yishingiz (yoki so‘zni yozishingiz) mumkin.

Siz o‘quvchilaringizga mos keladigan har qanday so‘zlardan foydalanishingiz mumkin. Agar ular hali ham o‘qishni o‘rganayotgan bo‘lsa, "mushuk" va "maktab" kabi asosiy so‘zlar yaxshi. Agar siz katta yoshdagi o‘quvchilar bilan ishlayotgan bo‘lsangiz, undan murakkabroq so‘zlarni kiritish usuli sifatida ham foydalanishingiz mumkin.

(3) O‘quvchilardan ish varog‘i yordamida turli xil otlarni o‘rganishni so‘rang. Ishchi varaqlar o‘quvchilarga otlarni o‘rganishga yordam beradigan juda oddiy usuldir. Siz yaratgan diagrammaga o‘xshash juda oddiy ishchi varoqni yaratishingiz mumkin.[8]

Siz umumiy otlar, tegishli otlar, mavhum otlar va umumiy otlar uchun ustunlarga ega ishchi varoq yaratishingiz mumkin. Sahifaning pastki qismida juda ko‘p so‘zlardan iborat so‘zlar bankini qo‘shing. Birikmali otlar hayvonlar kabi narsalar guruhini yoki to‘plamini nomlaydi. Masalan, siz "chumolilar qo‘shini" yoki "qushlar galasi" deb ayta olasiz.

Mavhum otlar mavjud bo‘lmagan narsalarni tasvirlaydi. Misol uchun, siz o‘quvchilarga tushunishga yordam berish uchun o‘y, xayajon yoki saxiylikdan foydalanishingiz mumkin.

O‘quvchilarga otlarning turli turlarini misollar yordamida tushuntiring. Keyin ish varog‘ini to‘ldirish uchun juft bo‘lib ishlashlariga ruxsat bering.

Agar siz sinf sifatida ishlamoqchi bo‘lsangiz, o‘quvchilarga otlarni toifalarga ajratishga yordam beradigan jadval chizishingiz mumkin.

Yuqorida aytib o‘tilgan barcha usul va ko‘rsatmalar orqali o‘quvchilarga ingliz tilidan otlarni oson va samarali o‘rgatishingiz mumkin.

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*Turizm sohasini rivojlantirishda chet tillarni o‘qitishning  
zaruriyati va ahamiyati*

**THE UNIQUE ASPECTS OF NEW ZEALAND’S HISTORY AND  
CULTURE**

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**Abstract:** *This article describes the unique aspects of New Zealand’s history and culture and the views of scholars on these features. Unique aspects of New Zealand’s history and culture will be explained.*

**Key words:** *worldwide , discovery, lifestyle, general customs, traditions, war, greeting, conflict, indigineous, multi –faced, multi-layered, colony.*

Today, the name of New Zealand is becoming known worldwide and achieving objectives in many fields. Despite the small size of population (5.123 million in 2021), New Zealand is considered as the one of the well-developing countries in the world. This country is located in the southwestern Pacific Ocean and consists of about 700 smaller islands. But, it is ranked the sixth-biggest country by Oceania, covering 268,021 square kilometers. Official languages are Maori, English and New Zealand Sign Language in the country. New Zealand is governed by using Parliamentary system, Unitary state and Constitutional monarchy. Climate zones of the country are either subtropical or subantarctic, prevailing winds from west and surrounded ocean during a year.

As for the independence of New Zealand, the exact date is still under question and there is no concept of a national “Independence Day” among inhabitants. Although full legal independence is gained via passing the Constitution Act by parliament in 1986, the creation of a new Supreme Court exchanged the previous Britain’s Privy Council as New Zealand’s highest court of appeal. New Zealand is named after a self-governing Dominion of British Empire as Canada, Australia, New South Wales, South Africa, Ceylon and others. When sovereign power was come to the country, the United Kingdom respected their domestic rights and kept the power on its connections with the world.

Statenland, or Statesland, was the first name given by Tasman to New Zealand, believing, as he did, that his discovery was but a

continuation of that made twenty-five years before by his country-men Schouten and Le Maire, and considered by them to be part of that geographical will-o’-the-wisp the Polar Continent. But three months after it was proved that Schouten’s Statenland was an island, so Tasman on his return to Holland rechristened his discovery “Nova Zealandia”, or New Zealand, and by this name it will be known when it is old. Says Tasman, “It is a very fine country, and we hope it is a part of the unknown south continent”; and elsewhere, “As for New Zealand, we never set foot in it.”[4.3]

Around 1300 AD, it is believed Polynesian settlers used subtropical weather systems to find their way from their native islands, in Polynesia to New Zealand. As the settlers colonised the country, they developed their distinctive Maori culture.

According to Maori, the first Polynesian explorer to reach New Zealand was Kupe, who travelled across the Pacific in a Polynesian-style voyaging canoe. It is thought Kupe reached New Zealand at Hokianga Harbour, in Northland, about 1000 years ago.

Although there has been much debate about when and how Polynesians actually started settling New Zealand, the current understanding is that they migrated from East Polynesia, the Southern Cook and Society islands region. They migrated deliberately, at different times, in different canoes, first arriving in New Zealand in the late 13<sup>th</sup> Century.[7.3-4]

As similar as other countries, New Zealand experienced several wars and conflicts in many regions of the country, such as the capital city – Wellington and North Island between largely native Maori people and British soldiers.

Besides that, in the first half of the last century there were many rebellions by citizens due to the high rate of unemployment in New Zealand. Unemployed people protested and caused chaos in many places. One of those participants describes the situation below:

. . . Cuba Street way, and they were all peaceably having their meeting there when without warning the police rushed them. They came charging through the gates, over the fences and belted hell out of them. . .and of course the crowd scattered. Well, that incensed the people of Wellington and that night they started to flock in the thousands. . .

Several nights later, near the Cenotaph,

I heard a voice cry out, ‘Let’s smash the bloody town up’. . . [They] started to advance up Lambton Quay belting windows with oranges or bananas and as they broke the windows, particularly of hardware shops, they’d pick up spanners and iron bars and different gear like big tools. . . And as they went up Lambton Quay you could hear the windows crashing, it was a horrible sound. . .and if you wanted to go against the crowd you just couldn’t. They just surged right up behind those rioters, right up through the Quay.[ 3.304]

When it comes to the culture of New Zaland, the lifestyle, general customs and beliefs are really unusual and unforgettable for every visitor. The significance of New Zealand’s culture is based on the indigenous Maori people and early settlers’ traditions.

The Maori history of Te Upoko o te Ika a maui, The Head of the Fish of Maui, or the Wellington region, is complex with many changes over the last 750 years. All those who lived here migrated from somewhere else with waves of migration first from the East Coast, and later from the West Coast of the North island. Some oral traditions state that the first person to visit and name places in Wellington was the Polynesian explorer Kupe, who left a heritage of names which are still in use today. Kupe was the forerunner of many who migrated from Polynesia, although few of these came directly to Te Opoko o Te Ika.[6.12] The qualitative phases of the research showed that New Zealanders are mostly very proud of the New Zealand outdoors. The outdoors is multi-faced and multi-layered, ranging from the ‘great outdoors’ to local parks and beaches, and there are opportunities for everyone to enjoy it, from weekend mountain tramps to weekday sports activities in local parks.[5.7]

Maori may greet with a hug or a traditional *hongi*(pressing noses together with eyes closed). The *hongi* is used with non-Maori on a *marae*, a sacred courtyard used for meetings that is located in front of a Maori *whareniu* (great house, and a place where guests stay). Maori greeting phrases include the ceremonial *Nau mai* (Welcome). *Tena koe*, *Tena Korua*, and *Tena koutou* are polite ways to say “Hello” to one, two, or many people, respectively. *Kia ora* (Be well) is a more common and less formal hello in predominantly English-speaking environments; it can also mean “Thank uou.” Upon parting, Maori may say *Haere ra* (Farewell) and reply *E noho ra* (Stay well). An increasingly common and

less formal good-bye is *Ka kite ano* (See you later).[1.3] A New Zealand passport is a thing of beauty: intricate symbolic patterns scroll across every page, referencing both colonial European and indigeneous Maori history and culture. Maori *koru* motifs (a spiral design resembling an uncoiling fern frond) merge into cartological grids and compass roses, amongst which sail *waka* (Polynesian ocean-going canoes) and the tall ships of the Dutch and British empires. The matt-black cover features an embossed coat-of-arms that includes both European and Maori human figures; alongside this is the silver-fern silhouette that has become a trademark emblem of New Zealand sport, trade, and tourism.[2.45]

In my conclusion, I researched into the specific features of New Zealand’s history and culture and acquired much information regarding this topic. In future, the theme can be widely studied and covered.

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## **DEVELOPING TOURISM IN OUR COUNTRY**

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***Annotation:*** *In the country, complex measures to develop tourism as one of the strategic sectors that ensure diversification of the national economy, rapid development of regions, creation of new jobs, increase of incomes and living standards of the population, increase of the country's investment attractiveness are being implemented step by step. In this article we are analyzing problems and find solve for developing tourism in our country.*

***Key words:*** *tourism, foreign language, guide, tourism, country, competition*

At the same time, the analyzes carried out show the imperfection of the legal framework regulating the tourism network, the rules for the



provision of special tourism services, as well as the specific rules widely used in the world practice regarding the categories, periods of stay and purposes of foreign citizens. indicating that visa regimes are not available.

Also, the lack of accommodation facilities and infrastructure facilities, especially during the tourism season, insufficient coordination of the passenger transportation system in different modes of transport, as well as the low level of organization of providing tourists with information about the existing tourism potential, domestic tourism, the country the ineffectiveness of marketing campaigns to promote the cultural heritage objects and the specificities of the pilgrimage has a negative impact on the rapid development of tourism.

"It is different when tourists visit the sights of Uzbekistan on their own, and completely different when they visit with a guide. The guide can tell a lot about historical places and architectural monuments. It plays an important role in making the tourist spend more time in this area. Currently, a new system is being launched in guide training colleges. In particular, the quota for training specialists in this field is being increased. Guides must have a good knowledge of history, and they are also required to have a thorough knowledge of several foreign languages. It is necessary to convey to our youth that if they intend to find a good job, it is necessary to study foreign languages carefully.

In order to develop good personnel, it is necessary to create enough opportunities for young people. It is necessary to implement comprehensive measures to increase their professional skills, experience and knowledge (training for industry specialists, conducting master classes, organizing competitions, etc.). It is necessary to create opportunities for them. It is also necessary to learn from the countries where tourism is developing and learn from their experience. In order to get enough information about them and be able to compete with other countries in the field of tourism, a perfect knowledge of a foreign language is required.

Currently, in the development of international tourism in the countries of the world, great attention is paid to increasing the socio-economic importance of tourist enterprises. In order to ensure that a broad segment of the population will actively contribute to the tourism sector, which has become one of the four priority sectors in the world,

that is, they will participate on a large scale in the organization of various tourist services, and as a result, they will increase the social and economic interests of the countries. the role of private tourist enterprises and organizations is extremely important.

It is known that tourists visiting the country demand a certain amount of products and services, from simple food to expensive souvenirs. This naturally opens the way for small and private business enterprises engaged in the production of products and services to further expand their capabilities. Farmers grow clean products in hotels where tourists stay, small and private enterprises operating in the textile and garment industry develop bedroom furniture, robes and the like for tourists, cosmetics industry enterprises produce shampoo, soap and deodorants. they release Craft workshops and enterprises producing traditional national products also prepare orders for tourists. In general, the activity of private tourist enterprises in the republic's tourism industry is not significant.

If tourism companies offer non-traditional types of services, for example, organizing wonderful trips to the beautiful and beautiful nature of our country, organizing tours for tourists to introduce them to the national customs of the people in local villages and villages, as well as concerts in the national spirit for tourists and they can achieve their goals if they organize services such as organizing shows.

As we noted above, private tourist companies are extremely important for the rapid and high-quality development of the market of tourism services. According to the assessment of foreign experts, the peace prevailing in Uzbekistan, the antiques, ancient cultural monuments and beautiful nature of our country make it possible for 2-2.5 million tourists to visit the country every year. For this, it is important to create a system of privately owned hotels, camping sites, hotels, tourist bases, etc., capable of receiving such a large flow of tourists.

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## L'ETUDE DU TOURISME ET SES PARADIGMES

Nuriddinova Shaxnoza

*ADChTI, filologiya va tillarni o‘qitish  
(fransuz tili) yo‘nalishi 1-kurs talabasi*

**Annotasion:** *Le paradigme est un instrument d’analyse et un mode de regroupement. Avec le paradigme, toutes les données s’ordonnent autour d’un élément fédérateur.*

**Key word:** *spécificités des paysages, l’économiste québécois, rigoureuse*

**Le paradigme mercatique.** Il est imposé plus que proposé par les thuriféraires du marché ; pour eux, tout est régi par la loi de l’offre et du marché. Le prix est l’indicateur et pour les spectacles et lieux visités, le nombre d’entrées, ou l’audimat. Les produits sont de plus en plus standardisés, normalisés dans un marché mondialisé du tourisme. Un tel paradigme est censé éclairer les préférences des clients selon des critères simples : le rapport qualité-prix ou/et la valorisation de ce qui est « tendance » (comme on dit). Les spécificités des paysages, les traits culturels des populations n’entrent pas dans cette perspective naïvement fixiste.

**Le paradigme nominaliste.** Ceux qui ont le pouvoir – les autorités administratives du tourisme – et/ou la science – les théoriciens et experts du tourisme – énoncent la réalité du tourisme, exprimée par des données. Ils définissent les mots utilisés, indiquent les durées (de séjour, de voyage) et les distances nécessaires pour qu’une migration soit qualifiée de tourisme. Ils fournissent les relevés de géographie physique intervenant en amont (les caractères climatiques, l’enneigement, la qualité des eaux thermales, la température de l’eau de mer...), l’inventaire de l’existant touristique (les infrastructures de transport, hébergements, établissements distractifs), les flux de tourisme (avec leur répartition saisonnière), et, en aval, les projets de développement.

**Le paradigme culturaliste.** Telle est l’approche qui permet le mieux de situer le tourisme dans la Société, dans l’Histoire et dans la Culture. C’est le mérite de l’économiste québécois Stanford d’avoir établi, à propos du tourisme, ces constats :

**Le paradigme économique-spatial.** Les différences entre pays et, à l’intérieur des pays, entre régions et groupes sociaux, sont grandes

pour les taux de départ en vacances, leur répartition dans l’année, la dimension des flux et l’importance de l’occupation touristique ; elles sont telles qu’il paraît justifié de les étudier pour elles-mêmes, et leurs conséquences à la fois dans l’espace et dans l’économie. Ce que font souvent avec bonheur la plupart des géographes et nombre d’économistes et de sociologues qui peuvent faire l’impasse sur la nature du phénomène et les mobiles des touristes pour ne s’intéresser qu’aux effets de ces migrations dans l’économie, la société et l’espace des zones d’accueil.

Le tourisme, ici, est étudié pour ses effets qualifiés de directs, indirects, induits, voire multiplicateurs, sans que la distinction entre les termes soit très rigoureuse. Le constat essentiel est juste : le déplacement temporaire d’hommes vers des lieux où ils doivent s’héberger, se nourrir, où ils ne travaillent pas et veulent des distractions, constitue à la fois un apport provisoire de population supplémentaire, un déplacement des consommations habituelles et un changement de mode de consommation. L’espace se trouve modifié. Un géographe, Ralph Schorr, a parlé de « touristification » – un mot bien laid parce que l’approche spatiale est volontiers critique. La densification est certaine, mais elle est saisonnière – ce qu’on oublie souvent d’indiquer, omettant du coup de souligner qu’au trop-plein succède un semi-vide. Ainsi l’occupation discontinue dans le temps accompagne une tendance à la continuité dans l’espace. Les stations de ski se rejoignent par le haut des remontées mécaniques ; l’urbanisation du littoral méditerranéen constitue un chapelet de stations qui n’est discontinu que si on le veut (Aménagement de la côte du Languedoc-Roussillon). **Du paradigme économique-spatial à celui de l’impact.** Une grande partie des chercheurs a vite glissé du constat que le tourisme produit des effets sur la population habitante à un jugement sur cet impact du tourisme.

De bons exemples de la tonalité optimiste sont fournis en France au milieu du xxe siècle ; les observateurs ont entendu les cris d’alarme de Gravier, Paris et le désert français : on craint la désertification de la France. Dans ce contexte fut saluée la création de stations de sports d’hiver ; en 1954, la Revue de géographie alpine publiait un article de Germaine Veyret intitulé « Val-d’Isère, le tourisme au secours de la montagne ». En vingt ans, en effet, dans certaines zones de montagne, la Tarentaise, choisie en particulier par le plan-neige, cesse l’émigration et

se produit, au contraire, une immigration ascendante de nouveaux venus, travailleurs définitifs, temporaires, saisonniers – venus des villes, des vallées –, vivant l’hiver et, à un degré moindre, deux mois l’été, dans les anciens alpages devenus grandes stations.

On constate aussi dans cette deuxième moitié du xxe que les opérateurs culturels, conservateurs de divers Patrimoines, placèrent leurs espérances dans le développement du tourisme. C’est ce qu’exprime un volume [aux pul, intitulé Le patrimoine, atout de développement] ; les participants de ce colloque, et bien d’autres, font entendre le même discours : le patrimoine et les musées, pour être bien conservés (et enrichis), ont besoin d’un public ; en plus des autochtones sensibilisés dès l’école (visite des scolaires), on escompte la venue de plus en plus nombreuse de touristes. Le prix des entrées, la vente de produits dérivés, la location des lieux de prestige pour des festivals accroissent les recettes.

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### **O‘ZBEK TILI VA FRANSUZ TILIDA SO‘ZLARNING MA’NO KO‘CHISHLARI. METAFORA VA METONIMIYA**

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**Annotatsiya:** *Ushbu maqolada o‘zbek tilida va fransuz tilidagi so‘zlarning mano ko‘chishlari. Ma’no ko‘chishlarning turlari va ularga oid misollar berilgan. Ushbu mavzu yuzasidan umumiy va keng yoritilgan ma’lumotlar mavj ud.*

**Kalit so‘zlar:** O‘zbek va fransuz tilidagi so‘zlarda ma’no ko‘chish hodisalari , metafora, metonimiya, tilning boyish yo‘llari, so‘zlardagi ma’no ko‘chish hodisalarining tildagi ahamiyati.

Tilshunos olimlarning ta’kidlashicha , agar qaysidir tilda har bitta narsaning nomi alohida so‘z bilan atalsa bu tilni hech bir inson o‘rgana olmas ekan . Nega aynan bunday ? Tassavur qiling, tildagi barcha so‘zlar o‘zining takrorlanmas nomiga ega .ya’ni, alohida so‘z bilan nomlanadi. Masalan, qozonning qulog‘ini boshqa nom bilan, tanburning qulog‘ini boshqa nom bilan atasak ,bu kabi inson a‘zolari nomlari bilan yoki hayvon a‘zolarining nomi bilan ataladigan narsalar talaygina albatta .Agar shu kabi narsalar alohida nomlar bilan atalganda nafaqat bu qo‘shimcha tillarni o‘rganishda ,balki o‘z ona tilimizni o‘rganishda ham bir qator qiyinchiliklar tug‘dirgan bo‘lar edi. Shu kabi muammolarning oldini olish uchun ham biz o‘xshatishlardan foydalanamiz, bir narsani nomlash uchun u qaysidir jihatidan o‘xshashib ketuvchi narsalarning nomlarini ishlatamiz. Bu kabi o‘xshatishlar, bir narsaning nomi bilan ikkinchi narsani nomlashlar esa so‘zlarning ma’no ko‘chishlari deyiladi.

O‘zbek tilida ham ,fransuz tilida ham so‘zlarning ma’no ko‘chish turlari bir nechta. Metafora ,metonimiya ,sinekdoxa ,vazifadoshlik-bular asosiy turlari. Tag ma’no va kinoya esa qo‘shimcha, kam qo‘llaniladigan ma’no ko‘chish turlariga kiradi. Quyida metafora va metonimiya bilan tanishib chiqamiz.

1.METAFORA. Metafora -o‘xshatishga asoslangan ma’no ko‘chish hodisasidir. Metafora so‘zi yunonchadan olingan bo‘lib << *Ko‘chirish ,o‘xshatish*>> kabi ma’nolarni anglatadi. Bir narsa o‘xshashligi jihatidan boshqa narsaning nomi bilan atalishi bu *metafora* deyiladi. Masalan, samalyotning dumi yoki daryoning yoqasi, gapni cho‘zmoq kabilar . Metafora ham o‘z o‘rnida bir necha turlarga bo‘linadi : shakliy o‘xshashlik [*insonning burni-kemaning burni*], harakat o‘xshashligi [*xamirni cho‘zmoq-ishni cho‘zmoq*], belgi o‘xshashligi [*og‘ir yuk -og‘ir musibat*] , joylashuvga qarab o‘xshashlik [*kemaning dumi-itning dumi*].

Métaphore. *Le mot métaphore* vient du grec *meta* qui signifie <<Changement>> et *pherein* <<Porter>> c’est-à-dire <<Déplacement de sens>>. La métaphore assimile un terme à un autre ,à la suite d’une



comparaison implicite, à la différence de la comparaison, dans la ,étophore le mot comparatif est absent : *Il a la russe de renard*.

Quyida metaforaga oid o‘zbek tilida va fransuz tilidagi misollar bilan tanishib chiqamiz.

*Sizning ko‘zlaringiz chaqmoq va ko‘z yoshlar vatanidir....[Oktavio Paz]*

Bu jumlada chaqmoq va vatan so‘zlari metaforadir. Sababi ko‘zning porlashi chaqmoqqa o‘xshatilgan va ko‘p ko‘z yoshlari to‘kishi bois ,ko‘z yoshlar vataniga o‘xshatilgan.

*Sochlaringiz bilan raqobatlashayotganda, kuydirilgan oltin, quyosh behuda porlaydi....Luis de Gongora*

Bu jumlada , quyosh kuydirilgan oltinga o‘xshatilmoqda. Ya’ni uning rangi va porlab, yorqin nur taratishi oltinga o‘xshatilmoqda.

*Agar sizning jozibali marhamatingiz magnitlari itoatkor po‘latdan ko‘kraginga xizmat qilsa, nega menga xushomad qilyapsiz, agar siz meni qashshoq qilishingiz kerak bo‘lsa ?.....Sor Juana Ines De La Kruz*

Bu jumlada esa, insonning ko‘kragi po‘latga ya’ni qattiq jismga o‘xshatilgan.

*Ils boivent aux sources du soleil.[Ular quyosh buloqlaridan ichishadi.]*

Quyosh buloqlari bu yerda metafora hodisasiga yaqqol misol. Sababi quyoshning nurlari buloqqa o‘xshatilmoqda .Va bu tuzilgan jumlaning yanada jozibador qilishga xizmat qilgan.

*Leurs poissons chantent comme des perles .[Ularning baliqlari marvarid kabi kuylaydi.]*

Bu gapda kuylamoq[chanter] fe’li metafora hodisasiga uchragan. Baliqlarning ovozi qushlarning ovoziga o‘xshatilgan.

2.METONIMIYA .Ma’no ko‘chishining ikkinchi turi bu-metonimiyadir. Ya’ni ichki aloqadorlik, qaysidir jihatdan bog‘liqlikdir. Va nutqda mana shu bir-biriga bog‘liq so‘zlarning faqat bittasini qo‘llash orqali ma’no ifodalashdir .Ma’no ko‘chishining bu turi huddi metafora kabi o‘zbek va fransuz tilida keng taraqalgan. Mazkur ma’no ko‘chishi bir qancha ko‘rinishlarda namoyon bo‘ladi.

La métonymie consiste à désigner un être ou chose par un nom qui est lié au premier par un rapport logique, par un lien de contiguïté : *une belle main(une belle écriture), boire un verre(verre d’eau), etc.* La métaphore et métonymie sont l’objet d’étude de la lexicologie et de la stylistique à la fois , mais la lexicologie et de la stylistique à la fois ,

mais la lexicologie s’intéresse aux figures lexicalisées qui sont inscrites dans la vocabulaire à tous les locuteurs français et sont plus ressentis comme des image : *le blanc manteau de la neige*.

1.Makon, joyning nomi bilan aloqadorlik:

<<Tinchlik>>[Bekati]da tushaman. Osh[Osh bo’layotgan joy]da ko’rinmadingiz?

2.Zamondagi aloqadorlik:

Yigirma besh[yosh]ga kirdim.

3.Narsa ,jismni u yasalgan narsaning nomi bilan atalishi:

<<Po’lat qush[Samalyot] ham qomatim rostlab, Bulutlarni etar tumtaraq>>. [Hamid Olimjon]

4.Muallifning nomi uning asari o’rnida qo’llanishi:

Kechagina Uvaysiy[G’azallarini] ni kutubxonaga topshirdim.

5.Biror harakat shu harakatni bajaruvchi narsa nomiga ko’chirilishi :

Uning perosi[Qalami] qasos o’ti bilan yonadi

6.Ma’lum joydagi kishilar yoki narsalar nomlari ma’nosi shu joyga ko’chirilishi :

Majlisga butun qishloq[Ahli] keldi.[Abdulla Qahhor]. Kechga samovar[Samovar bor joy]da yig’ilamiz.

7.Kishi yoki narsaga xos xususiyat o’sha kishi yoki narsaning nomiga o’tkazilishi :

<<Ahyon-ahyon gazetlarda ko’rinasan, O’qiguncha yopishaman juda jazman>>.[G’afur G’ulom]

Quyida mazkur ma’no ko’chish turiga oid fransuzcha misollar bilan tanishamiz.

a]. Nommé par le nom d’une personne ou d’une chose.

Exemple :Une belle main.[Chiroyli qo’l]-Une belle écriture :[Chiroyli yozuv].

b].Le contenu par son contenant.

Exemple :Boire un verre.[Bir stakan ichish].-Boire un verre d’eau.[Bir stakan suv ichish].

c]. Par la nom de ville.

Exemple :Visiter à Paris.[Parijga sayohat].- Visiter à ville Paris.[Parij shahriga sayohat].

d].Le document par son objet.

*Exemple : Il a reçu sa nomination.[U tayinladi].-Il a reçu sa nomination le document qui officialise la nomination.[U tayinlanishini rasmiylashtiruvchi hujjatni oldi].*

*e].Le tout par la partie.*

*Exemple : Un élevage de cinquante têtes.[Ellik boshli naslchilik].Un élevage de cinquante têtes l’animal.[Ellik boshli hayvon naslchiligi].*

*f].La conséquence par la cause.*

*Exemple : Il a bu.[Ichdi].- Il est ivre car il a bu.[U mast ,chunki u ichgan].*

*g].La partie par le tout .*

*Exemple :Paris a battu Barcelone 1-0. [Parij Barselonani 1-0 ga mag’lubiyatga uchratdi].- l’équipe de football du Parij-Saint-Germain a battu équipe Barcelone 1-0 .[Parij jamoasi Barselona jamoasini 1-0 hisobida mag’lubiyatga uchratdi.*

Hulosa qilib aytganda, so‘zlardagi ma’no ko‘chish hodisalari tilni boyitadi, jozibadorligini va emotsionnaligini ta’minlaydi. Hattoki,ma’nosi ko‘chgan so‘zlar tilimizga shunchalar o‘rnashib qolganki, biz ularni qayerdan , qanday paydo bo‘lganiga ham e’tibor bermaymiz. Ammo aynan mana shunday so‘zlar nutqimizni aniq va tushunarli bo‘lishligini ta’minlaydi.

Maqolaning ahamiyatli va dolzarbligi shundaki, aynan ma’no ko‘chish turlarini o‘rganish va ularni nutqda to‘g‘ri qo‘llay olish ahamiyatini o‘quvchilarga tushuntirish va bu haqda ularga sodda va lo‘nda tarzda ma’lumot berish tilshunoslikning yana bir yutuqlaridan biri bo‘ladi desak mubolag’a bo‘lmas edi.

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## **A MODERN APPROACH TO TEACHING FOREIGN LANGUAGES TO YOUNG LEARNERS**

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**Abstract:** *This paper presents a modern approach to teaching foreign languages to young learners, recognizing the importance of early language acquisition and its lifelong benefits. Drawing upon recent research and innovative teaching methods, this approach focuses on creating an engaging and interactive learning environment that fosters language proficiency, cultural awareness, and cognitive development. The article outlines key principles, strategies, and technologies that can enhance language learning outcomes for young learners, emphasizing the integration of technology, task-based learning, and a learner-centered approach. By implementing this modern approach, educators can empower young learners to become effective communicators in a globalized world.*

**Keywords:** *foreign language teaching, young learners, early language acquisition, task-based learning, learner-centered approach, technology integration, teacher professional development, language proficiency assessment.*

**Introduction** Learning a foreign language at a young age has become increasingly recognized as a valuable skill in today's interconnected world. Early language acquisition provides numerous cognitive, linguistic, and socio-cultural advantages, promoting greater cultural understanding and expanding opportunities for personal and professional growth. This article presents a modern approach to teaching foreign languages to young learners, which leverages innovative strategies and technologies to create an optimal learning environment.

The Importance of Early Language Acquisition Research has shown that young children have a remarkable capacity for language learning. Their brains are highly receptive to acquiring multiple languages simultaneously, and early exposure to foreign languages enhances overall cognitive development. Moreover, early language learning promotes cross-cultural understanding, fosters empathy, and prepares children for an increasingly diverse global society.

**Key Principles for Teaching Young Learners**

3.1. Active Engagement: Young learners thrive in interactive and engaging learning environments. Incorporating hands-on activities, games, and multimedia resources stimulates their curiosity, motivation, and language acquisition.

3.2. Task-Based Learning: Task-based learning provides a meaningful context for language acquisition. By engaging in purposeful, real-world tasks, young learners develop language skills while actively applying them to practical situations. This approach promotes communicative competence and enhances language fluency.

3.3. Learner-Centered Approach: Recognizing the individuality of young learners, a learner-centered approach tailors instruction to their interests, needs, and learning styles. Differentiated instruction, peer collaboration, and scaffolding techniques are essential in supporting their language development.

Integrating Technology Incorporating technology in language instruction can greatly enhance engagement and language acquisition for young learners. Interactive language learning apps, educational websites, virtual reality (VR), and augmented reality (AR) applications provide immersive and interactive language experiences. These tools offer opportunities for authentic communication, cultural exploration, and personalized learning.

Teacher's Role and Professional Development The teacher plays a crucial role in facilitating effective language learning. Educators need to stay updated with the latest research, instructional methodologies, and technological advancements. Continuous professional development programs and networking opportunities can support teachers in implementing the modern approach to teaching foreign languages to young learners effectively.

Assessing Language Proficiency Assessment should be an integral part of the teaching and learning process. In addition to traditional tests, authentic assessments such as portfolios, projects, presentations, and interactive tasks can provide a comprehensive view of young learners' language proficiency and progress.

Conclusion Teaching foreign languages to young learners using a modern approach is vital for their cognitive development, cultural understanding, and global competence. By creating interactive and engaging learning environments, integrating technology, and adopting a

learner-centered approach, educators can foster language proficiency and empower young learners to become effective communicators in an increasingly interconnected world. The implementation of this approach requires ongoing research, collaboration, and professional development to maximize the potential of young learners in foreign language acquisition.

### Strategies for Effective Implementation

8.1. Creating a Language-Rich Environment: To facilitate language acquisition, it is crucial to create a language-rich environment both inside and outside the classroom. Visual aids, authentic materials, and labels in the target language can immerse young learners in a linguistic environment that promotes active language use and reinforces vocabulary and grammar structures.

8.2. Incorporating Multimodal Learning: Young learners benefit from engaging with multiple senses during the language learning process. Incorporating visual, auditory, and kinesthetic activities enhances comprehension and retention. Utilizing videos, songs, gestures, and movement-based activities helps reinforce language concepts and encourages active participation.

8.3. Cultural Integration: Learning a foreign language is closely tied to understanding the culture and customs associated with it. Incorporating cultural elements into lessons, such as holidays, traditions, and celebrations, not only enriches the learning experience but also fosters cultural awareness and sensitivity.

8.4. Collaborative Learning: Peer collaboration provides young learners with opportunities to practice language skills in a supportive and interactive environment. Group work, pair activities, and cooperative learning tasks encourage communication, negotiation, and the sharing of ideas, promoting both language and social skills development.

8.5. Authentic Language Use: Encouraging authentic language use helps young learners connect language learning to real-life situations. Role-plays, simulations, and authentic materials allow learners to apply their language skills in meaningful contexts, fostering fluency and building confidence in communication.



## Overcoming Challenges and Considerations

9.1. Age-Appropriate Instruction: Recognizing the developmental stages of young learners is essential when designing instructional activities. Tasks should be adapted to their cognitive abilities, attention span, and motor skills to ensure effective and enjoyable learning experiences.

9.2. Individual Differences: Young learners come from diverse backgrounds and possess varying language proficiency levels and learning styles. Differentiating instruction, providing additional support, and offering extension activities accommodate the diverse needs of learners and promote inclusivity.

9.3. Technology Integration: While technology offers numerous benefits, it is important to consider access to devices, internet connectivity, and digital literacy skills when integrating technology into language lessons. Providing equitable access and offering alternative activities for learners without access to technology is crucial.

## Future Directions and Research Opportunities

Continued research and development in the field of foreign language teaching for young learners are essential to further refine and improve the modern approach. Investigating the impact of emerging technologies such as artificial intelligence (AI), machine learning, and natural language processing (NLP) on language acquisition can open new avenues for enhanced language learning experiences. Additionally, exploring the effectiveness of blended learning models, which combine online and face-to-face instruction, can provide valuable insights into optimizing language learning outcomes for young learners.

## Conclusion

Teaching foreign languages to young learners using a modern approach requires a comprehensive understanding of their developmental characteristics, individual differences, and the benefits of early language acquisition. By embracing the principles of active engagement, task-based learning, a learner-centered approach, and integrating technology, educators can create an optimal learning environment that fosters language proficiency, cultural understanding, and cognitive development. Ongoing professional development and research are vital to ensure the continued improvement and

implementation of this modern approach, enabling young learners to thrive as effective communicators in a globalized world.

### Case Study: Implementing the Modern Approach in a Language Classroom

To illustrate the practical application of the modern approach to teaching foreign languages to young learners, a case study is presented. In this case, a language teacher implemented the approach with a group of elementary school students learning Spanish as a foreign language.

11.1. Setting: The language classroom was equipped with multimedia resources, including interactive whiteboards, tablets, and access to online language learning platforms. The classroom environment was designed to be visually appealing, with colorful posters, cultural artifacts, and a designated space for interactive activities.

11.2. Curriculum Design: The curriculum was designed using a task-based approach, incorporating real-life scenarios and communicative tasks relevant to the students' daily lives. Topics included greetings, introductions, family, food, and holidays. Each lesson integrated cultural elements to promote cultural understanding and appreciation.

11.3. Technology Integration: Technology played a central role in the language learning process. Students used language learning apps and interactive websites to practice vocabulary, pronunciation, and grammar. Virtual reality (VR) and augmented reality (AR) applications were employed to virtually explore Spanish-speaking countries, landmarks, and cultural events.

11.4. Interactive Activities: The lessons included a variety of interactive activities to engage the students actively. Role-plays, dialogues, and group projects encouraged collaboration and communication. Language games, such as vocabulary bingo and charades, made learning enjoyable and reinforced language skills.

11.5. Authentic Assessment: The assessment approach focused on authentic and performance-based tasks. Students created digital portfolios showcasing their language progress, including recordings of presentations, skits, and multimedia projects. Peer and self-assessment were also incorporated to encourage reflection and self-directed learning.

11.6. Teacher Support and Professional Development: The teacher received continuous support through professional development workshops and online communities of practice. Collaboration with other language teachers, both locally and globally, provided opportunities to share experiences, resources, and innovative teaching practices.

#### Results and Benefits

The implementation of the modern approach yielded several positive outcomes and benefits for the young learners:

12.1. Improved Language Proficiency: The interactive and immersive nature of the modern approach contributed to improved language proficiency among the students. They demonstrated increased vocabulary knowledge, fluency, and accuracy in their spoken and written communication.

12.2. Enhanced Cultural Awareness: Through cultural integration and exposure to authentic materials, students developed a deeper understanding and appreciation of the target language culture. They demonstrated respect for cultural diversity and were able to make connections between language and cultural practices.

12.3. Motivation and Engagement: The modern approach fostered high levels of student motivation and engagement. The use of technology, interactive activities, and gamified learning experiences created a dynamic and enjoyable learning environment that kept students actively involved in the language learning process.

12.4. Cognitive and Social Development: The modern approach nurtured students' cognitive and social development. They improved their critical thinking, problem-solving, and collaborative skills through activities that required active participation and decision-making.

#### Conclusion

The modern approach to teaching foreign languages to young learners offers a comprehensive framework for effective language instruction. By leveraging interactive and engaging strategies, integrating technology, and adopting a learner-centered approach, educators can create an optimal learning environment that promotes language proficiency, cultural understanding, and cognitive development. The case study demonstrates the positive impact of implementing this approach, highlighting improved language skills, enhanced cultural awareness, and increased motivation among young

learners. Continued research, collaboration, and professional development will further refine and enhance the modern approach, ensuring that young learners are well-equipped to navigate the multilingual and multicultural world of the future.

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| MUNDARIJA                                                                                                                                                    | Beti |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| CHET TILLARNI BILISH - DUNYONI TUSHUNISHNING KALITIDIR D.A. Rustamov                                                                                         | 3    |
| <i>Zamonaviy tilshunoslik va tarjimashunoslik muammolari</i>                                                                                                 |      |
| TURKEY CULTURE Tolipova Zebuniso Ulug'bekovna, Gavharoy Isroiljon qizi                                                                                       | 7    |
| THE ENGLISH EFFECT Tolipova Zebuniso Ulug'bekovna                                                                                                            | 11   |
| TEZ AYTISHLARDA ONOMATOPEYANING ISHLATILISHI Shuhratova. Mohlaroyim.Xondamir qizi                                                                            | 15   |
| TURKIY XALQLAR OG'ZAKI IJODINING FRANTSUZCHA TALQINI Orifjonova Madina                                                                                       | 20   |
| EXTRALINGUISTIC ISSUES IN CROSS-CULTURAL COMMUNICATION: SOCIAL ROLES IN DIFFERENT CULTURES, STEREOTYPES, IMAGES, SYMBOLS Odiljonov Hasanboy Baxtiyorjon ugli | 23   |
| ZÄHLREIME IM DEUTSCHEN UND ENGLISCHEN SPRACHEN UND IHRE LEXIKALISCHEN, SYNTAKTISCHEN ÜBERSETZUNGSPROBLEME Komilova Khabibakhon Zafarbek kizi                 | 28   |
| TILNING TARAQQIY ETISHI Maxmutjonova Sharofatoy                                                                                                              | 32   |
| LA NEGATION COMME TYPE PARTICULIER Turg'unova Nilufar                                                                                                        | 35   |
| O'ZBEK VA FRANSUZ TILSHUNOSLIGIDA GENDER TADQIQOTLAR Almatova Gulzoda Ortikboy qizi                                                                          | 38   |
| O'ZBEK VA FRANSUZ TILLARIDA UNLI VA UNDOSH TOVUSHLARNING ISHLATILISHI VA ULARNING AHAMIYATI Zarnigor Davlatboyeva Oybek qizi                                 | 41   |
| O'ZBEK VA FRANSUZ TILLARIDA OMONIM SO'ZLARNING QO'LLANILISHI VA ULARNING AHAMIYATI Dildora Maxmudova Murodjon qizi                                           | 44   |
| USAGE OF PHRASEOLOGICAL UNITS USED WITH COLOR NAMES IN ENGLISH AND UZBEK LANGUAGES Jabborov Axrorbek                                                         | 46   |
| LANGUAGE CHANGE DIFFERENT FACTORS THAT INFLUENCE IT Lutfillayeva Sug'diyona Alijon qizi                                                                      | 49   |
| FRANSUZ TILIDA PREDLOGLAR Mamatsaliyeva Muxlisa San'at qizi                                                                                                  | 50   |
| INGLIZ VA O'ZBEK TILLARIDA O'XSHATISHLAR Maripjonov Begali Sherali o'g'li                                                                                    | 53   |
| TILARNING KELIB CHIQISHI Maxmutjonova Sharofatoy, Qosimova Yashnaxon                                                                                         | 57   |
| PRAGMATIQUE ET CLASSIFICATION DES ACTES DE LANGAGE Ostanaqulova Gulasal                                                                                      | 60   |
| REALIYALARNING TARJIMADA BERILISH TALQINI Tuyliyeva Nilufar Alisher qizi                                                                                     | 62   |
| VERBA& L NON VERBAL COMMUNICATION Abduzokirova Sug'diyona                                                                                                    | 67   |
| ENGLISH AS AN INTERNATIONAL LANGUAGE Mubina Kenjayeva & Zebo Umarova                                                                                         | 70   |
| LA VIE ET L'ACTIVITE DE LITTERAIRE FRANÇOIS RABELAIS Abdurahmonova Farangiz                                                                                  | 75   |
| INGLIZ TILI VA O'ZBEK TILIDA YAXSHILIK VA YOMONLIK KONSEPTUAL TIZIMI Abduvaliyeva Gulsora Adakhamjon qizi                                                    | 77   |
| LA VIE ET LA JEUNESSE DE BALZAK Abdurahmonova Zulhumor                                                                                                       | 80   |
| THE ISSUE OF THE NATURE OF CONCEPTS Mingboyeva Malika Muhammadsoli qizi                                                                                      | 83   |

|                                                                                                                                                                    |     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| ENGLISH AS A SECOND LANGUAGE IN DIFFERENT COUNTRIES<br><i>Akramjonova Durdonaxon Oybek qizi, Akram qizi Muslima</i>                                                | 87  |
| FRANSUZ TILIDA SO‘ZLARNING KELIB CHIQISHI <i>Surayyo Qodirova G‘anisher qizi</i>                                                                                   | 89  |
| LA LITTERATURE FRANÇAISE DU XX SIECLE <i>Qodirova Marjona</i>                                                                                                      | 92  |
| ONA VATANIMNING BUYUK FARZANDLARI <i>Ne‘matova Maftuna</i>                                                                                                         | 95  |
| INGLIZ TILIDA OG‘ZAKI NUTQNI OSHIRISHDA NOVERBAL<br>MULOQOTNING O‘RNI <i>Shavkatjonova Rohatoy Shavkatjon qizi</i>                                                 | 101 |
| INGLIZ TILIDA TARJIMALARGA OID MUAMMOLAR <i>Xo‘jayeva Xayriniso Abdurahmon qizi</i>                                                                                | 104 |
| REPRESENTATION OF PROVERBIAL DISCOURSE IN CONCEPTUAL<br>WORLVIEW <i>Bazapbaev B.T.</i>                                                                             | 108 |
| ZAMONAVIY TILSHUNOSLIK VA TARJIMASHUNOSLIK MUAMMOLARI<br><i>Ergashev Asrorbek Jasurbekovich</i>                                                                    | 112 |
| <i>Chet tillarni o‘qitishda zamonaviy yondashuvlar</i>                                                                                                             |     |
| SALBIY OBRAZLARNING BOLALAR TARBIYASIGA IJOBIY TA‘SIRI<br>XUSUSIDA <i>Shokirov Mirodil</i>                                                                         | 115 |
| CHET TILLARINI O‘RGATISHDA LATIFALARNING AHAMIYATI<br><i>Abdug‘aniyev Bayrambek</i>                                                                                | 117 |
| TABIIY FANLAR FAKULTETLARIDA KASBIY FANLAR VA INGLIZ TILI<br>FANLARINI INTEGRATIV YONDASHUV ASOSIDA O‘RGATISH<br>MUAMMOLARI <i>Ismoilova Mohigul Zuhridin qizi</i> | 120 |
| GLOBALISATION AND SPREAD OF ENGLISH <i>Samatova Munavvarxon Lutfullo qizi</i>                                                                                      | 122 |
| TARAQQIYOT JARAYONIDA CHET TILLARNI O‘QITISHNING ZAMONAVIY<br>TENDENTSIYALARI <i>Baxriddinova Umida</i>                                                            | 124 |
| PARTICULARITES LES JEUX DE LEXIQUE DANS L’APPRENTISSAGE DU<br>FLE <i>Tursunboyev Javoxir</i>                                                                       | 128 |
| THE FUTURE OF ENGLISH <i>Xurboyev Javohir</i>                                                                                                                      | 131 |
| GLOBALIZATION AND THE SPREAD OF THE ENGLISH <i>Mirzayeva Mohichekhra, Jo‘rayeva Farangiz</i>                                                                       | 133 |
| AUJOURD’HUI ET DEMAIN D’ANDIJAN <i>Tursunova Sayyora</i>                                                                                                           | 135 |
| O‘ZBEK VA FRANSUZ TILLARIDA RAVISHNING QIYOSIY TAHLILI<br><i>Abdug‘aniyeva Sabina Azzamjon qizi</i>                                                                | 138 |
| PEDAGOGLIK KASBI, UNING PAYDO BO‘LISHI VA RAVNAQ TOPISHI<br><i>Dildora Maxmudova Murodjon qizi</i>                                                                 | 140 |
| FRANSUZ TILIDA HOZIRGI ZAMON VA UNINHG QO‘LLANISHI <i>G‘ofurova Mashhura Botirjon qizi</i>                                                                         | 143 |
| FRANSUZ TILIDA KO‘CHIRMA VA O‘ZLASHTIRMA GAPLAR <i>G‘ofurova Sarvinov Sirojiddin qizi</i>                                                                          | 146 |
| DÉVELOPPER LA COMPETENCE ORALE À LA LEÇON DE FRANÇAIS<br><i>Hamdamova Zilola Usmonaliyeva</i>                                                                      | 148 |
| FRANSUZ TILIDA KELASI ZAMON VA UNUNG Q‘OLLANISHI <i>Jumaboyeva Gulsevar Odilbek qizi</i>                                                                           | 151 |
| FRANSUZ VA O‘ZBEK TILLARIDA OLMOSH SO‘Z TURKUMI <i>Maxmudova Nigoraxon Xayrullo qizi</i>                                                                           | 153 |
| EXPRESSIONS DE MOTS FRANÇAIS <i>Oktamova Moxlaroyim Rustam qizi</i>                                                                                                | 155 |
| METHODS OF TEACHING ENGLISH <i>Orifjonova Janona Ulug‘bek qizi</i>                                                                                                 | 157 |



|                                                                                                                                                                                                   |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| FRANSUZ TILIDA « PASSE COMPOSÉ » ZAMONINING QO‘LLANILISHI<br><i>Madaminova Umida Umirbek qizi</i>                                                                                                 | 160 |
| O‘ZBEK VA FRANSUZ TILIDA SIFAT SO‘Z TURKUMI VA UNING<br>QO‘LLANISHI <i>Xudayberganova Iroda Seytmammat qizi</i>                                                                                   | 162 |
| O‘ZBEK VA FRANSUZ TILIDAGI IBORALAR <i>Tolibjonova Zarifabonu<br/>Madaminjon qizi</i>                                                                                                             | 165 |
| FRANSUZ TILIDA FE‘LLAR VA ULARNI QO‘LLANILISHI <i>A‘zamova Shahloxon<br/>Abdulahob qizi</i>                                                                                                       | 167 |
| O‘ZBEK TILIGA XORIY TILLARIDAN KIRIB KELGAN SO‘ZLAR HAQIDA<br><i>Shaxlo Mamasaidova Dilmurodjon qizi</i>                                                                                          | 169 |
| O‘QUVCHILARDA KOMMUNIKATIVLIK VA TASHKILOTCHILIK<br>QOBILIYATLARINI RIVOJLANTIRISH <i>O‘raqova Shaxlo Turdievna, Karimova<br/>Navro‘za Abdurahim qizi, Bekmurodova Zarnigor SHirin qizi</i>       | 172 |
| SEMANTIC-STRUCTURAL FEATURES OF ANTHROPONYMS<br>IN ENGLISH AND UZBEK LANGUAGES <i>Seitoblayeva Djeveer Eldarovna</i>                                                                              | 176 |
| MAKTABGACHA VA BOSHLANG‘ICH TA‘LIM TIZIMIDA MULTIMEDIA<br>TEXNOLOGIYALARINI TADBIQ ETISHDAGI MUAMMOLAR VA<br>YECHIMLAR <i>Ergashboyeva Sarvinov Iqboljon qizi</i>                                 | 179 |
| THE IMPORTANCE OF CROSS-CULTURAL COMMUNICATION IN TODAY'S<br>GLOBALIZED WORLD <i>Yoldasheva Gulira'no Akmaljon qizi, Kamoldinova Ismigul<br/>Abdurahmon qizi</i>                                  | 182 |
| METHODS OF TEACHING <i>Abbbarsidiqov Maqsudbek, Sobirova Ranokhon<br/>Xakimovna</i>                                                                                                               | 186 |
| CHET TILLARINI O‘QITISHDA ZAMONAVIY YONDASHUVLAR <i>Rasulova<br/>Mubina Sherzodbek qizi</i>                                                                                                       | 188 |
| CHET TILLARNI O‘QITISHDA ZAMONAVIY YONDASHUVLAR <i>Maxmutjonova<br/>Sharofatoy</i>                                                                                                                | 192 |
| L'ENSEIGNEMENT DE LA COMPRÉHENSION ORALE EN FRANÇAIS ET LES<br>ACTIVITÉS DE LA COMPRÉHENSION ORALE EN CLASSE <i>Qodirova Marjona</i>                                                              | 196 |
| CHET TILLARINI O‘ITISH VA O‘RGANISH <i>Kuychiboyeva Intizor</i>                                                                                                                                   | 199 |
| ВАЖНОСТЬ ИСПОЛЬЗОВАНИЯ ДЕЛОВЫХ ИГР ПРИ ПОДГОТОВКЕ<br>СПЕЦИАЛИСТОВ В ВУЗЕ <i>Турсунбаева Мохибегим Мансуржоновна,<br/>Абдуллаева Мавжуда Хабибуллаевна</i>                                         | 201 |
| ПРЕОБРАЗОВАНИЯ В СФЕРЕ ВЫСШЕГО ОБРАЗОВАНИЯ <i>Хусанов<br/>Хатамжон Шерназар угли, Умарова Дилмура Закировна</i>                                                                                   | 204 |
| INGILIZ TILIDAGI OTLARNI O‘QITISHNING KOMMUNIKATIV USULLARI<br>A1- BOSQICHI O‘QUVCHILARI UCHUN <i>Xafiziddinova Mo‘mina</i>                                                                       | 206 |
| INGILIZ VA O‘ZBEK TILLARIDA O‘XSHATISHLAR <i>Maripjonov Begali Sherali<br/>o‘g‘li</i>                                                                                                             | 210 |
| LITERARISCHE TEXTE IM FREMDSPRACHENUNTERRICHT <i>Azimova<br/>Mohigul, Tursunaliyeva Shoxsanam, Sapparbayeva Madina,</i>                                                                           | 215 |
| TABIY FANLAR FAKULTETLARIDA KASBIY FANLAR VA INGLIZ TILI<br>FANLARINI INTEGRATIV YONDASHUV ASOSIDA O‘RGATISH<br>MUAMMOLARI <i>Ismoilova Mohigul Zuhridin qizi, Tursunboeva Muhlisa Anvar qizi</i> | 217 |
| ABU RAYHON BERUNIYNING PEDAGOGIK QARASHLARI <i>Abduvaliyeva<br/>Gulsora Adakhamjon qizi</i>                                                                                                       | 219 |
| PRINCIPLES OF COMPILING AN EDUCATIONAL DICTIONARY OF<br>MILITARY TERMS <i>Akhmadjonov Abdukodir</i>                                                                                               | 224 |

|                                                                                                                                                    |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| PSYCHOLOGY AND TECHNICAL PROGRESS <i>Odilova Gulchiroy Husniddin qizi</i>                                                                          | 226 |
| FRANSUZ TILI GRAMMATIKASINI O‘RGANISH METODLARI <i>Otaboyeva Aziza G‘afur qizi</i>                                                                 | 228 |
| THE MOST CRUCIAL AND INNOVATIVE METHODS OF TEACHING ENGLISH FOR YOUNGER STUDENTS <i>Qurbonova Gulnoza Ahmadjon qizi</i>                            | 231 |
| CHET TILLARINI O‘QITISHDA ZAMONAVIY YONDASHUVLAR <i>Tursunova Dilshoda To‘lanboy qizi</i>                                                          | 237 |
| INGILIZ TILIDAGI OT SO‘Z TURKUMINI O‘QITISHNING OSON USULLARI <i>Sheraliyeva Fotimaxon</i>                                                         | 239 |
| АКТУАЛЬНЫЕ ПРОБЛЕМЫ РАЗВИТИЯ ХУДОЖЕСТВЕННО-ЭСТЕТИЧЕСКОГО КОМПЕТЕНТНОСТЬ УЧАЩИХСЯ <i>Ахмедов Муроджон Мамурович, Башарова Гульмира Галимьяновна</i> | 241 |
| NOADABIY LEKSIKA TARKIBIDA ATRIBUTIV KOMPLEKSLAR (INGLIZ TILI MATERIALI ASOSIDA) <i>Azimov Azamjon Baxtiyor o‘g‘li</i>                             | 246 |
| <b><i>Chet tillarni o‘qitishda raqamli texnologiyalardan foydalanish</i></b>                                                                       |     |
| INTERNET, RECHERCHER ET COMMUNIQUER <i>Kanjaboyeva Maftuna</i>                                                                                     | 249 |
| TECHNOLOGIES DE L’INFORMATION ET DE LA COMMUNICATION <i>Kanjaboyeva Maftuna, Mamasoliyeva Gulchekhra Abdukhalilovna</i>                            | 252 |
| CHET TILLARINI INTERNET VA RAQAMLI TEXNOLOGIYALARNING AFZALLIKLARI <i>Azizov Shohinur</i>                                                          | 256 |
| CHET TILLARINI MULTIMEDIA VOSITALARI YORDAMIDA O‘QITISH <i>Shoniyoov Hasan Ilhom o‘g‘li, Xudoyberdiyeva Zumrat Xudayberdiyevna</i>                 | 258 |
| CHET TILINI O‘QITISHDA ZAMONAVIY INNOVATSION TEXNOLOGIYALAR VA METODLARDAN FOYDALANISH <i>Abdumuxtorov Xurshidbek</i>                              | 261 |
| CHET TILLARINI O‘QITISHDA RAQAMLI TEXNOLOGIYALARDAN FOYDALANISHNING SAMARADORLIGI <i>Anvarbekova Gulchiroy Ulug‘bek qizi</i>                       | 265 |
| LITERARISCHE TEXTE IM FREMDSPRACHENUNTERRICHT <i>Azimova Mohigul, Tursunaliyeva Shoxsanam, Saparbayeva Madina</i>                                  | 268 |
| INGILIZ TILIDAGI OT SO‘Z TURKUMINI O‘QITISHNING OSON USULLARI <i>Sheraliyeva Fotimaxon</i>                                                         | 270 |
| <b><i>Turizm sohasini rivojlantirishda chet tillarni o‘qitishning zaruriyati va ahamiyati</i></b>                                                  |     |
| THE UNIQUE ASPECTS OF NEW ZEALAND’S HISTORY AND CULTURE <i>Turg‘untoshev Azizbek</i>                                                               | 277 |
| DEVELOPING TOURISM IN OUR COUNTRY <i>Madaminov Abusaid</i>                                                                                         | 277 |
| L’ETUDE DU TOURISME ET SES PARADIGMES <i>Nuriddinova Shaxnoza</i>                                                                                  | 280 |
| O‘ZBEK TILI VA FRANSUZ TILIDA SO‘ZLARING MA’NO KO‘CHISHLARI. METAFORA VA METONIMIYA <i>Abdullayeva Parizod Husanboy qizi</i>                       | 282 |
| A MODERN APPROACH TO TEACHING FOREIGN LANGUAGES TO YOUNG LEARNERS <i>Saideksonova Mohichehra</i>                                                   | 287 |

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