



JAHON UNIVERSITETLARI REYTINGIDA YUQORI O'RINLARNI EGALLASH UCHUN TRANSFORMATSIYON STRATEGIYALAR: MUAMMO VA YECHIMLAR

TRANSFORMATIONAL STRATEGIES TO
ACHIEVE HIGH POSITIONS IN GLOBAL
UNIVERSITY RANKINGS: ISSUES AND
SOLUTIONS



Fevral

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Mas’ul muharrir:

Abduvaliyev Maxammatjon Arabovich

Filologiya fanlari doktori, professor Andijon davlat chet tillari instituti, Ingliz tili va adabiyoti kafedrası mudiri

Mas’ul muharrir o‘rinbosari:

Xoshimov Muzaffarjon G‘anijonovich

filologiya fanlari bo‘yicha falsafa doktori (Phd), , Andijon davlat chet tillari instituti, Ingliz tili amaliyoti kafedrası mudiri

Tahrir hay’ati:

Xoshimov G‘.M. - filologiya fanlari doktori, professor, Andijon davlat chet tillari instituti, Ingliz tili amaliyoti kafedrası professori, f.f.d- tahrir hay’ati raisi

Karimov K.N. - filologiya fanlari bo‘yicha falsafa doktori (PhD), dotsent, Andijon davlat chet tillari instituti, Ingliz tili va adabiyoti fakulteti dekani – a’zo rais o‘rinbosari

Vositov V.A. - filologiya fanlari doktori, Andijon davlat chet tillari instituti, Ingliz tili va adabiyoti kafedrası professori - a’zo

Alimov Sh.S. – pedagogika fanlari nomzodi, Andijon davlat chet tillari instituti, Ingliz tilini o‘qitishning integrallashgan kursi kafedrası professori – a’zo

Solijonov S.O. - Andijon davlat chet tillari instituti, Ingliz tili nazariy aspektlari kafedrası professori, f.f.n – a’zo

Sotvoldiyev B.T.- filologiya fanlari bo'yicha falsafa doktori (PhD), Andijon davlat chet tillari instituti, Ilmiy tadqiqotlar, innovatsiyalar va ilmiy pedagogic kadrlar tayorlash bo‘lim boshlig‘i – a’zo

Matkarimova A.I. - filologiya fanlari bo'yicha falsafa doktori (PhD), Andijon davlat chet tillari instituti, Ingliz tili amaliyoti kafedrası dotsenti – a’zo

Rahmonova G.N. - filologiya fanlari bo‘yicha falsafa doktori (PhD), Andijon davlat chet tillari instituti, Ingliz tili va adabiyoti kafedrası dotsenti– a’zo

Zaxidova D.T. –Andijon davlat chet tillari instituti, Ingliz tili amaliyoti kafedrası dotsenti -a’zo

Xamidov B.A.- Andijon davlat chet tillari instituti, Ingliz tili amaliyoti kafedrası dotsenti -a’zo

Umrzaqov Q.T.- Andijon davlat chet tillari instituti, Ingliz tili va adabiyoti kafedrası o‘qituvchisi-a’zo

Anvarbekova O.Z. –Andijon davlat chet tillari instituti, Ingliz tili amaliyoti kafedrası o‘qituvchisi-a’zo

Otajonov B.A.- Andijon davlat chet tillari instituti, Ingliz tili va adabiyoti kafedrası o‘qituvchisi-a’zo

Zuxriddinova M.S.–Andijon davlat chet tillari instituti, Ingliz tili amaliyoti kafedrası o‘qituvchisi-a’zo

Botirova Z S. –Andijon davlat chet tillari instituti, Ingliz tili amaliyoti kafedrası o‘qituvchisi-a’zo

Maxmudova S. S –Andijon davlat chet tillari instituti, Ingliz tili amaliyoti kafedrası o‘qituvchisi-a’zo

Ashurova M.S.- Andijon davlat chet tillari instituti, Ingliz tili va adabiyoti kafedrası o‘qituvchisi-a’zo

Samatova Z.Q -Andijon davlat chet tillari instituti, Ingliz tili va adabiyoti kafedrası doktoranti-a'zo
Maxsudova X.U.-Andijon davlat chet tillari instituti, Ingliz tili va adabiyoti kafedrası doktoranti-a'zo
Yaqubjonova R.M- Andijon davlat chet tillari instituti, Ingliz tili va adabiyoti kafedrası o'qituvchisi-a'zo
Emily Chen– Amerika Qo'shma Shtatlari Concordia Universiteti,fan magistri-a'zo

Taqrizchilar:

Ziyayev A.I. - filologiya fanlari doktori, Qo'qon davlat pedagogika instituti

Ergasheva G.I. - filologiya fanlari doktori, O'zbekiston davlat jahon tillari universiteti

Jafarov B.S- filologiya fanlari doktori, Namangan davlat universiteti

“Jahon universitetlari reytingida yuqori o‘rinlarni egallash uchun transformatsiyon strategiyalar: muammo va yechimlar” Respublika ilmiy-amaliy anjumani materiallari jamlangan ushbu to‘plam soha mutaxassislari, filolog olimlar, tadqiqotchilar, magistrant va talabalarga mo‘ljallangan.

Maqolalar va ma'ruza tezislari ilmiy mazmuni va saviyasi uchun mualliflar mas'uldirlar.

KIRISH SO‘Z

Hozirgi kunda oliy ta'lim muassasalari uchun xalqaro reytinglar muhim ahamiyatga ega. Talim jarayonidagi globalizatsiya va raqobat muhiti universitetlarning ijtimoiy, iqtisodiy va ilmiy rivojlanishiga ta'sir ko'rsatadi. Yuqori o'rinlarda nafaqat talabalar va o'qituvchilarni jalb qilishda, balki moliyaviy manbalar va boshqa ta'lim va ilmiy tashkilotlar bilan hamkorlikni ta'minlashda ham katta rol o'ynaydi. Bundan tashqari, reytinglardagi yuqori o'rinlar universitetlarning xalqaro miqyosdagi tan olinishiga, shuningdek, ularning ilmiy tadqiqotlari va innovatsion loyihalariga e'tiborni oshiradi.

Biroq, bunday natijalarga erishish uchun universitetlarga samarali transformatsiya strategiyalarini joriy etish zarur, bu esa ichki va tashqi muammolarni inobatga olishni talab etadi. Universitetlarning uchrayotgan asosiy muammolari orasida resurslarning yetishmasligi, eskirgan ta'lim dasturlari va malakali kadrlarning kamligi kabi masalalarni ko'rsatish mumkin. Shuningdek, ta'limning sifati, talabalarning ijtimoiy faolligi va ilmiy tadqiqotlarning samaradorligi ham muhim ahamiyatga ega.

Bu muammolarni hal qilish uchun kompleks yondashuv va strategik rejalashtirish talab etiladi. Transformatsiya strategiyalari doirasida ta'lim modellarini yangilash, ilmiy tadqiqotlarni rag'batlantirish, talabalar va o'qituvchilar uchun zamonaviy shart-sharoitlar yaratish, hamda global hamkorlikni kuchaytirish muhim ahamiyatga ega. Ushbu ishda biz universitetlarning xalqaro reytinglardagi o'rnini yaxshilashga yordam beradigan asosiy transformatsiya strategiyalarini ko'rib chiqamiz, shuningdek, mavjud muammolarni yengish uchun mumkin bo'lgan yechimlarni taklif qilamiz. Bundan tashqari, transformatsiya jarayonidagi samaradorlikni baholash uchun zamonaviy metodologiyalarni qo'llash muhimdir, chunki bu universitetlarning rivojlanishini kuzatish va tahlil qilish imkonini beradi.

VI. SHO‘BA
CHET TILLARINI
O‘QITISH VA ADABIYOTI

ЭФФЕКТИВНЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ И ЛИТЕРАТУРЫ

Хошимов Музаффаржон Ганижонович

д.ф.ф.н.,Phd (АГИИЯ), доцент

Юлдашева Нозима

(Студент 103 группы АГИИЯ)

1. Современное преподавание иностранных языков и литературы требует постоянного обновления методов и подходов, способствующих более глубокому усвоению материала и развитию языковой компетенции учащихся. В условиях глобализации и культурного многообразия, когда знания иностранного языка становятся неотъемлемой частью профессиональной и социальной жизни, важность эффективных методик обучения возрастает. Традиционные методы, основанные на механическом запоминании грамматических правил и лексических единиц, часто оказываются недостаточными для формирования устойчивых навыков общения и критического мышления.

2. Эффективные методы преподавания должны учитывать не только лексическую и грамматическую базы, но и культурные и литературные контексты, которые обогащают процесс обучения. Литература, как значимый элемент культуры, предоставляет уникальные возможности для погружения в язык и его использование в реальных коммуникативных ситуациях. Она способствует развитию аналитических навыков, критического мышления и эмоционального интеллекта, что важно для успешного взаимодействия в многоязычной и многокультурной среде.

3. В данной работе будет рассмотрен ряд инновационных методов преподавания, таких как проектное обучение, использование технологий, а также интеграция литературы в языковую практику. Особое внимание будет уделено исследованию их эффективности и влияния на мотивацию и интерес учащихся. Целью данного исследования является выявление оптимальных

методических подходов, способствующих не только языковому, но и культурному развитию студентов, что является ключевым аспектом в контексте современного образования.

4. В рамках исследования "Эффективные методы преподавания иностранных языков и литературы" будут использованы комплексные методы, позволяющие получить всестороннее понимание актуальных подходов и их влияния на процесс обучения. Основные методы исследования включают:

5. Контент-анализ учебных программ и методических материалов, посвящённых преподаванию иностранных языков и литературы. Это позволит выявить преобладающие подходы и методики, используемые в образовательных учреждениях.

6. Интервью с преподавателями и студентами для получения глубинного понимания их опыта и восприятия различных методов обучения. Это даст возможность выявить сильные и слабые стороны существующих подходов.

7. Анкетирование студентов и преподавателей для сбора статистических данных о предпочтениях в методах обучения, уровне удовлетворенности и результатах усвоения материала. Результаты анкетирования помогут количественно оценить эффективность различных методик.

8. Создание контрольной и экспериментальной группы, где будет применяться разнообразие методов преподавания. Сравнительный анализ результатов обучения позволит оценить влияние различных подходов на усвоение языка и литературы.

9. Изучение существующих практик преподавания в различных странах и образовательных системах. Это позволит выявить успешные примеры и адаптировать их к местным условиям.

10. Проведение детального анализа успешных практик преподавания в конкретных учебных заведениях. Это поможет выявить инновационные подходы и стратегии, которые могут быть внедрены в другие образовательные контексты.

11. Систематический анализ существующих исследований и публикаций по теме эффективных методов преподавания иностранных языков и литературы. Это позволит создать теоретическую основу для дальнейших исследований и обобщить существующие знания в данной области.

12. Таким образом, использование данных методов исследования обеспечит многогранный подход к анализу и оценке эффективности современных методов преподавания иностранных языков и литературы, что, в свою очередь, будет способствовать разработке рекомендаций для улучшения образовательного процесса.

13. В ходе исследования эффективных методов преподавания иностранных языков и литературы было установлено, что современные образовательные практики требуют комплексного подхода, который сочетает в себе как традиционные, так и инновационные методики. Эффективность преподавания определяется не только уровнем языковой компетенции, но и способностью учащихся анализировать, интерпретировать и применять знания в различных культурных контекстах.

14. Интеграция литературы в процесс обучения иностранным языкам играет ключевую роль в формировании критического мышления, эмоционального интеллекта и культурной осведомленности студентов. Литературные произведения обогащают языковую практику, создавая реальные ситуации для общения и обсуждения, что способствует более глубокому усвоению материала.

15. Кроме того, применение активных методов обучения, таких как проектное обучение, использование цифровых технологий и интерактивные подходы, значительно повышает мотивацию учащихся и делает процесс обучения более динамичным и интересным. Результаты анкетирования и экспериментов подтвердили, что студенты, обучающиеся по современным методикам, демонстрируют более высокие результаты в овладении языком и литературой.

16. В заключение, можно утверждать, что успешное преподавание иностранных языков и литературы требует от педагогов гибкости, креативности и готовности адаптировать методы обучения к потребностям и интересам студентов. Будущие исследования в этой области должны сосредоточиться на разработке и внедрении новых подходов, а также на оценке их эффективности в различных образовательных контекстах. Это позволит создать более эффективные и вдохновляющие условия для обучения, способствующие развитию языковой и культурной компетенции учащихся в глобализированном мире.

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**INTENSIFIKATSIYA/DEINTENSIFIKATSIYA
SEMANTIKASINING GRADUAL ANTONIMLAR VA ULARNING
PARADIGMALARINI SHAKLLANTIRISHI**

A.I. Ziyayev

Qo'qon davlat pedagogika instituti

Xorijiy til nazariyasi kafedrası

professori, filologiya fanlari doktori

Niluzarxon Ziyayeva

Qo'qon davlat pedagogika instituti

Xorijiy filologiya fakulteti

I -bosqich talabasi

Annotatsiya. Ushbu maqolada miqdor o'zgarishlarining sifat o'zgarishlariga o'tib borishi asosida tilda yangi so'z yoki til birliklari vujudga kelishi, bu yo'l aslida til birliklari, xususan, so'z yasallashning semantik usuliga kirishi, uni intensivikasiya/deintensifikasiya yoki graduallik (darajalanish) usuli deb atash mumkinligi xususida fikr yuritiladi.

Kalit so'zlar: *sifat, miqdor, intensivikasiya, deintensifikasiya, gradual antonim, zidlik, farqlilik,, antonimiya*

Dunyoni dialektik bilish nazariyasi shuni e'tirof etadiki, tabiat, jamiyat, tafakkurdagi narsa-hodisalar miqdor o'zgarishlarining sifat o'zgarishlariga o'tib borishi qonuniyati asosida vujudga keladi [7; 111-112] Tafakkur-til birliklari ham ana shu jarayon maxsullarini o'zida aks (in'ikos) ettiradi. Bu avvalo, tilning lug'aviy (leksik-frazeologik) sathida namoyon bo'ladi. Masalan, o'zbek tilidagi: go'dak, bola, o'spirin, yigit, chol so'zlari biologiya sohasidagi miqdor o'zgarishlarining sifat o'zgarishlariga o'tib borishi va buning o'zbek kishilari ongi (tafakkuri) da in'ikos etilishi natijasidir. Aniqrog'i, dunyoga kelgan go'dak (chaqaloq) tinimsiz o'zgarib, go'dakdan bolaga, boladan o'spiringa, o'spirindan yigitga, yigitdan cholg'a aylanib boradi: go'dak → bola → o'spirin → yigit → chol. Anglashib turilibdiki, odam tug'ilgan onidan (unga qadar homila) vafotiga qadar to'rt tadrijiy bosqich (davr) ni bosib o'tadi. Har bir bosqich (pog'ona) o'zining biologik/psixologik/logik

xususiyatlariga ega bo'lib, ular o'zaro farqlanadi va bir-biridan ajralib turadi. Kishilar ana shu, ya'ni bir-biridan ajralib turuvchi ayrimliklarga ularning o'zlariga xos bo'lgan xususiyatlari (mazmunlari, ma'nolari) asosida nomlar (g+o'+d+a+k, b+o+l+a, o'+s+p+i+r+i+n, y+i+g+i+t, ch+o+l) berganlar va go'dak, bola, o'spirin, yigit, chol so'z (leksema) larini hosil qilganlar. Ushbu leksemalar o'xshashlik va farqliliklarga ega [2; 34]. Ulardagi o'xshashlik bu ularning barchasiga xos bo'lgan yosh, biologik, psixologik, logik belgilar (xususiyatlar) dir. Farqlilik esa har bir bosqich (go'daklik, bolalik, o'spirinlik, yigitlik, chollik davri) ning sifat jihatdan farqlarga egaligidir. Bu farqlar esa "yosh (yil) miqdori" belgisining o'zgarib borishi, birin-ketin sifatlar (go'daklik, bolalik, o'spirinlik, yigitlik, chollik) kasb etishi natijalaridir. Shunday qilib, go'dak, bola, o'spirin, yigit, chol so'zlari yosh/yil (unga mos ravishda biologik/psixologik/logik/lingvistik) miqdorning oshib borishi yoki intensifikatsiya hodisasi asosida vujudga kelgan. Bu intensifikatsiya o'z deintensifikatsiyasiga ega emas; chol yigitga, yigit o'spiringa, o'spirin bolaga, bola go'dakka (go'dak homilaga) aylanmaydi. Shunday qilib, intensifikatsiya negizida shakllangan go'dak → bola → o'spirin → yigit → chol leksik-semantik qatori o'z o'xshashlik va farqliliklari asosida leksik qator yoki paradigmani tashkil etadi [3; 36].

Xususan, har bir yangi so'zlar dastlabki nom qo'yish (fonetik usul), gap va so'z birikmalarining leksikalizatsiyasi, so'zga so'z qo'shish (sintaktik usul), so'zga affiks qo'shish (morfologik usul) polisemiya dan omonimlarning hosil bo'lishi natijasida paydo bo'ladi. Bu o'rinda shuni e'tirof etishga to'g'ri keladiki, bir semantik belgining miqdor jihatdan oshib/kamayib (intensifikatsiya/deintensifikatsiya, gradatsiya, darajalanish) asosida yangi ma'nolar (so'zlar) ning hosil bo'lishi so'z yoki til birliklari vujudga kelishining asosiy yo'llaridan biridir. Bu yo'l aslida til birliklari, xususan, so'z yasallishining semantik usuliga kiradi. Uni intensifikatsiya/deintensifikatsiya yoki graduallik (darajalanish) usuli deyish mumkin [4; 65].

Intensifikatsiya/deintensifikatsiya asosida gradual antonim so'zlar paradigmatlari shakllangan. Avvalo, "gradual antonimiya" tushunchasiga to'xtalib

o'tishga to'g'ri keladi. Buning sababi an'anaviy tilshunoslikning antonimiya tushunchasi bilan gradual antonim tushunchalari orasida ziddiyatning mavjudligidir. An'anaviy, shuningdek, zamonaviy tilshunoslikda ham so'zlarning antonimligi, ulardagi ma'nolarning zidligi, qarama-qarshiligi asosida belgilanadi

Predmet bildiruvchi gradual antonimlarning eng katta guruhini payt bildiruvchi so'zlar graduonimiyasi tashkil etadi. Payt bildiruvchi otlarning gradual antonimlar paradigmasi o'zining murakkab qurilishiga ega. Soniya (sekund), daqiqa (minut), soat, kun, tun, kechasi-kunduz (sutka), oy, yil, asr (yuz yil) kabi so'zlar butun-qism ma'noli so'zlar paradigmasini tashkil etadi. Bu paradigmadagi har bir so'z muayyan o'lchov asosidagi intensifikatsiya (darajalanib borish) asosida vujudga kelgan. Partonim so'zlar guruhida eng kichik oshib boruvchi vaqt birligi soniya (sekund) dir. Bu birlikning izchil oshib (qo'shilib) borishi natijasida daqiqa (minut) so'zi shakllangan: soniya+soniya+soniya.... soniya+soniya = daqiqa. Boshqacha aytganda, vaqtning soniya asosida oshib borishi natijasida sifat o'zgarishi yuz berib, sekundlardan yangi vaqt birligi bo'lgan daqiqa vujudga kelgan. Inson soniya birligidan intensifikatsiya asosida yangi daqiqa so'zini yasagan. Bu usul semantik intensifikatsiya (darajalanish) usulidir.

Kishilar daqiqa so'zidan boshqa vaqt ma'noli so'zlarni hosil qilishda oltmish o'lchov birligidan foydalangan va shu asos (qolip) da qolgan vaqt o'lchovi ma'nosidagi so'zlarni shakllantirgan [5; 45]. Xususan, daqiqalar oshib borishining oltmishinchi bosqichida soat, soat bo'yicha oshib borishining yigirma to'rtinchi bosqichida (shkalasida) sutka (kecha-kunduz), sutka miqdorining 30-boshida oy, oy oshib borishining o'n ikkinchi bosqichida yil, yil miqdori oshib borishining yuzinchi bosqichida asr so'zi vujudga kelgan. Shunday qilib, soniyadan asrgacha bo'lgan vaqt oqimining asosini soniyalarning tadrijiy oshib borishi tashkil etadi. Bundan hosil bo'lgan vaqt kattaroq vaqt birligini ifodalovchi so'zlar orasida ham intensiv (darajalanish) munosabat bor: oy+oy+oy=yil; yil+yil+yil = asr kabi.

Sof miqdor intensifikatsiyasiga ega bo'lgan so'zlar asosida sutka va yil nomlari paydo bo'lgan. Sutkaning birinchi soatidan o'n ikkinchi soatigacha tadrijiy oshib borish ko'lami kun, o'n ikkinchi soatdan yigirma to'rtinchi soatgacha bo'lgan

oshib borish ko'lamini tun deyilgan. Bundan tashqari sutkaning darajali ko'lamini tadrijiyligi asosida tong → choshgoh → tush → shom → xufton → sahar kabi payt otlari vujudga kelgan.

Er sharining tabiiy o'zgarishlarini aks ettiruvchi fasllarning nomlanishi ham muayyan miqdordagi vaqtlarning darajali (bosqichli) oshib borishi bilan bog'liq: oy+oy+oy/bahor; oy+oy+oy/yoz; oy+oy+oy/kuz; oy+oy+oy/qish kabi. Shuningdek, kunning yetti bosqichli intensivikasiyasi ko'lamini hafta, haftaning to'rt bosqichlashib borish ko'lamini oy tushunchasini shakllantirgan. Ko'rinib turibdiki, vaqt ma'noli ot turkumiga oid so'zlar paradigmasi muayyan miqdordagi vaqt birliklarining tadrijiy oshirib borishi gradual intensivikasiya asosida hosil qilingan.

O'zbek tilining so'zlarini besh jildli izohli lug'ati materiallarini o'rganishimiz shuni ko'rsatdiki, mazkur lug'atda gradual antonimlik muayyan leksik gradual qatorlarga mansub bo'luvchi, o'zida intensivikasiya/deinen-sifikatsiya semasiga ega bo'lgan predmet bildiruvchi ot so'z turkumiga oid so'zlar mavjud.

Shuni e'tirof etishimiz kerakki, son-sanoq bildiruvchi so'zlar (son turkumi) butunlay intensivikasiya/deintensifikasiya yoki miqdorning tadrijiy ortib borishi zaminida shakllangan. An'anaviy tilshunoslikda tub sonlar yasalmaydi, faqat murakkab sonlarga sintaktik yasalişga ega degan qarashlar hukmron [5; 46]. Holbuki, sonlar semantik yasaliş usuliga egaki, bu usulni intensivikasiya/deintensifikasiya yoki gradatsiya (darajalanish) usuli deyish mumkin. Matematika fani ta'limotiga ko'ra sanoq sonlar noldan boshlanadi va zid, ya'ni musbat, manfiy yo'nalishlar (tomonlar) bo'yicha muayyan miqdoriy birlikning oshib borishi natijasida son-so'zlar shakllanadi [6; 68]. Masalan, musbat yo'nalishda 0 dan boshlab 1 qiymat tadrijiy oshib borib (intensifikasiya) 1 butun yoki ratsional sonni hosil qiladi: nol → nolu bir → nolu ikki → nolu uch → nolu to'rt → nolu besh → nolu olti → nolu yetti → nolu sakkiz → nolu to'qqiz → bir. Miqdor qiymatlarning miqdoriy o'zgarib (oshib) borib, yangi sifat hosil qilishini nolu beshda va nolu to'qqizdan keyingi qiymatlarda ko'rishimiz mumkin: nolu besh (yarim) va nolu to'qqizdan keyingi darajali qiymat "bir" atamasiga ega bo'ladi. Boshqacha aytganda, nolu to'qqizdan keyin irratsional (kasrli) sonlar natural (butun) sonlarga

aylanadi. “Bir” dan “ikki” gacha bo’lgan darajalanish ikki usulda amalga oshirilishi mumkin: a) birdan keyin irratsional (kasr) sonlar miqdorini “bir” qiymat asosida oshib borishi: bir butun o’ndan bir $\rightarrow$ bir butun o’ndan ikki $\rightarrow$ bir butun o’ndan to’qqiz $\rightarrow$ ikki; b) butun sonni oshirish orqali: bir $\rightarrow$ ikki (bir+bir) $\rightarrow$ uch (bir+bir+bir) yoki ikki +bir kabi.

Ko’rinib turibdiki, o’nli sonlar tizimli bir sonining tadrijiy qo’shib, miqdorning oshib borishi natijasida hosil qilingan bir $\rightarrow$ ikki (bir+bir) $\rightarrow$ uch (ikki+bir) $\rightarrow$ to’rt (uch+bir) kabi. Bulardan shuni anglash mumkinki, ratsional (butun) sonlar o’z yasalishiga ega, xususan, to’rt=bir+bir+bir+bir yoki ikki+ikki kabi holatlardagi darajali ortiqlikning maxsulidir. Tub sonlar yasalishining semantik usuli mavjud bo’lib, uning asosini turli miqdoriy qiymatga ega bo’lgan sonlarning tadrijiy oshirib borilishi natijasida hosil bo’ladi.

O’z-o’zidan tushuniladiki, o’nlik, yuzlik, minglik kabi son turlari o’z ichida bosqichli darajalanishlarga ega. Sonlar o’z miqdorlarining ozlik-ko’pligiga, yondosh turish turmasligiga ko’ra kuchli-kuchsiz antonimik munosabatlarga ega. Xususan, bir va ikki sonlari kuchsiz, bir va o’n sonlari kuchliroq antonimik munosabatga kirishadi.

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INTEGRATION OF RESEARCH AND INNOVATION IN TEACHING PRACTICES

Gulchehra Rahmanova

PhD, lecturer at Andijan State Institute of Foreign Languages

Abstract: This article explores the integration of research and innovation into teaching practices, emphasizing its potential to improve educational outcomes. The study examines how incorporating evidence-based methods and innovative technologies can foster student engagement, critical thinking, and academic achievement. Additionally, it highlights challenges faced by educators and provides recommendations for effective implementation. By bridging the gap between research and classroom practice, this article aims to inspire a shift towards more dynamic and impactful teaching strategies.

Keywords: *research integration, teaching innovation, educational practices, evidence-based teaching, classroom technology*

Introduction

In recent years, the educational landscape has undergone significant transformation, driven by advancements in technology and a growing emphasis on evidence-based practices. Traditional teaching methods, while valuable, often fail to address the evolving needs of diverse learners in the 21st century. With the rise of digital tools and the ever-expanding body of educational research, there is an urgent need to rethink and redesign teaching strategies to align with modern educational demands. Research provides educators with insights into what works best in the classroom, while innovation introduces new tools and methods to make learning more interactive and meaningful. By integrating these two pillars, educators can not

only enhance student learning outcomes but also prepare students for a rapidly changing world. This article delves into the critical importance of merging research and innovation in education, exploring practical applications, benefits, and the challenges faced by educators in adopting such practices. The discussion underscores the necessity of fostering a culture of continuous learning and adaptation among educators to meet the demands of contemporary education systems.

The Role of Research in Teaching Practices. Research provides the foundation for effective teaching practices. Evidence-based strategies derived from rigorous studies can guide educators in designing curricula, selecting instructional methods, and assessing student performance. For instance, John Hattie's (2009) meta-analysis on visible learning identified high-impact teaching strategies, such as formative assessment and feedback, which significantly influence student achievement. By staying informed about current research, teachers can make data-driven decisions that benefit their students. Additionally, Marzano (2007) emphasized the importance of instructional strategies such as cooperative learning and summarization to improve academic performance.

Innovation in the Classroom. Innovation in teaching often involves adopting new technologies and pedagogical approaches. Tools such as interactive whiteboards, virtual reality (VR), and artificial intelligence (AI) have revolutionized traditional classrooms. For example, VR can immerse students in simulated environments, making learning more engaging and memorable (Dede, 2018). Similarly, AI-powered platforms can personalize learning by adapting content to individual student needs, thereby addressing diverse learning styles. According to Fullan and Langworthy (2014), leveraging digital tools can enhance deep learning competencies, enabling students to develop critical thinking and problem-solving skills essential for the modern workforce.

Bridging Research and Innovation. The integration of research and innovation requires a balanced approach. Educators must critically evaluate innovative tools and strategies through the lens of research to ensure their

effectiveness. Professional development programs play a crucial role in equipping teachers with the skills to implement these advancements. Collaborative efforts between researchers, policymakers, and educators can further bridge the gap, creating a more cohesive educational ecosystem (Darling-Hammond et al., 2017).

Challenges and Solutions. Despite its potential, integrating research and innovation into teaching practices presents several challenges. Limited access to resources, lack of training, and resistance to change are common barriers. To overcome these, schools can invest in professional development, foster a culture of collaboration, and allocate funding for technological infrastructure. Moreover, creating open-access repositories of research findings can democratize access to knowledge, enabling more educators to benefit.

Conclusion

The integration of research and innovation into teaching practices holds immense promise for enhancing education. By leveraging evidence-based methods and adopting cutting-edge technologies, educators can create more engaging and effective learning environments. However, this transformation is not without its challenges. It requires a concerted effort from all stakeholders in the education system—teachers, administrators, policymakers, and researchers—to collaborate and support one another. Investment in professional development and access to resources are crucial to empower educators to embrace these changes effectively. Additionally, fostering a mindset of continuous improvement and adaptability among teachers will ensure that innovations and research findings are sustainably integrated into daily practice. Ultimately, bridging the gap between theory and practice will not only empower educators and students but also contribute to building a more dynamic and inclusive educational future, equipping learners with the skills they need to thrive in an ever-evolving world.

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TALAFFUZGA O'RGATISH XUSUSIDA

Sh. S. Alimov

ADChTI, dotsent

Nutqiy muloqot jarayonida, audiomatnni, ma'ruzachining ma'ruzasini, radiodan berilayotgan axborotni tinglab tushunishda talaffuzning roli juda muhim. Talaffuzdagi g'alizlik yoki noto'g'ri talaffuz axborotni tushunmaslikka olib keladi. Bu ayniqsa ingliz tili talaffuzini o'rganishda muhim ahamiyat kasb etadi, chunki ingliz tilidagi bir unli tovushning cho'ziq yoki qisqaligi so'z ma'nosini o'zgartirib yuboradi.

To'g'ri talaffuz ko'nikmalarini shakllantirishda urg'u, ritm, ohangga alohida e'tibor qaratish lozim. Shuni ta'kidlash lozimki, talaffuzga o'rgatish va o'rganish dars jarayonida va darsdan tashqarida, ya'ni o'rganilayotgan chet til muhitida kechishi mumkin.

Dars jarayonida talaffuzga o'rgatish o'qituvchining ko'rsatmasi, tushuntirish va talaffuzga oid mashqlarni bajarishi orqali amalga oshiriladi. Darsdan tashqarida talaffuzni o'rganish chet tilida so'zlovchilarning nutqiga taqlid qilish, radio-tele dasturlardagi suxandonning talaffuziga taqlid qilish orqali bo'lishi mumkin.

Agar til o'rganuvchida chet til o'rganishga nisbatan kuchli motivatsiya bo'lsa, u darsdan tashqari paytda ham o'z talaffuzi ustida ishlash uchun imkon topa oladi. Bunda unga turli texnik vositalar (magnitafon tasmasiga yozilgan audiomatnlar,

radio axborotlar, maxsus yozib olingan ma'ruzalar) yaqindan yordam beradi. Talaffuzga o'rganishdagi talaffuz ko'nikmalarini shakllantirishdagi eng samarali usul bu taqlid qilishdir. Agar ingliz tilini o'rganayotgan shaxs majburan emas, balki o'z xohishiga ko'ra audiomatni tinglab, gaplarni ko'p marotaba qaytarishni mashq qilsa, unda chet tilidagi talaffuz ko'nikmalarining shakllanishi tezlashadi.

Metodik adabiyotlarda talaffuz ko'nikmalarini shakllantirishga ta'sir qiluvchi bir qator omillar keltirib o'tilgan:

1. **Ingliz va o'zbek tillari fonetik sistemasidagi fonetik hodisalarning qiyosiy tahlili**, o'zbek talabalarining inglizcha so'zlashuv va ingliz tilidagi matnni ovoz chiqarib o'qish jarayonida yo'l qo'ygan xatolarining tahlili talaffuzdagi farq qiluvchi va o'xshash fonemalarni tushunib olishga va to'g'ri talaffuz qilishga yordam beradi.

2. **Nutqiy jarayonda tinglab tushunish talaffuz bilan bir paytda kechadi**. Bu esa talaffuzning to'g'ri yoki noto'g'riligini nazorat qilish imkonini beradi. To'g'ri talaffuzni o'rganayotgan shaxs so'zlovchining (o'qituvchi yoki suxandonning) ovoziga taqlid qilibgina qolmasdan, ayni paytda o'z ovozini eshitib nazorat qilib borishi ham mumkin. Bu esa til o'rganuvchida talaffuz ko'nikmalarini shakllantirishga nisbatan ongli munosabatni hosil qiladi.

3. **Chet til talaffuziga o'rgatishning boshlang'ich bosqichidagi samarali usul** o'qituvchining ovoziga taqlid qilib qaytarish bo'lganligi uchun ham o'qituvchida nutq organlarining ishini, artikulyatsiya o'rnini namoyish qilib ko'rsatib berish, ona tilidagi va tabiatdagi o'xshash tovushlar bilan qiyoslab berish layoqati bo'lishi kerak. Boshlang'ich bosqichda o'qituvchining talaffuzi til o'rganuvchilar uchun andoza bo'lib xizmat qiladi. Keyinroq esa texnik vositalardan foydalanib talaffuz ko'nikmalarini o'stirish yaxshi natija beradi.

4. **Ingliz tilidagi talaffuz ko'nikmalarini o'stirishda** talaffuzni shakllantirishga oid o'quv materialini to'g'ri tanlay bilish o'qituvchining mahoratiga ham bog'liq. Masalan, unli va undosh tovushlarni o'rganishda va

o'rgatishda shu tovushlarni o'z ichiga olgan so'zlardan tuzilgan mashqlardan foydalanish maqsadga muvofiq. **Kontrastiv tovushlarni** o'z ichiga olgan mashqlardan (*sit-sid, cap-cab*) foydalanish til o'rganuvchining diqqatini kontrastiv tovushlarga qaratadi va ular o'rtasidagi farqni tushunib olishga yordam beradi. **Ritm, urg'u va talaffuz tezligini** o'rgatishda tez aytishlar, maqollar hamda she'rlarni tinglab so'ng qaytarib mashq qilish yaxshi natija beradi. **Intonatsiya va ohangni o'rganishda** she'r va ashulalar samarali hisoblanadi.

Ingliz tili talaffuziga o'rgatishda quyidagi usullardan maqsadli foydalanish o'qituvchiga va til o'rganuvchilarning talaffuz ko'nikmalarini shakllanganlik darajasiga bog'liq:

Shuningdek, o'rganilayotgan fonetik hodisani til o'rganuvchiga qanchalik qiyinchilik tug'dirishiga ham bog'liq, chunki bir o'quvchi yoki talaba oson tuyulgan tovushlar yoki fonetik hodisalar (ohang, ritm, urg'u va h.k.) ikkinchi bir til o'rganuvchiga qiyinchilik tug'dirishi mumkin. Shuning uchun ham quyida keltirilayotgan usullarning qaysi birini va qanday ketma-ketlikda qo'llash o'quvchining o'ziga havola.

- Ingliz tilidagi tovushni alohida talaffuz qilish;
- O'rganilayotgan tovushni so'z ichida talaffuz qilishni mashq qilish;
- Kontrast tovushlarni mashq qilish;
- So'zlarni (iboralarni, gaplarni) doskaga yozib mashq qilish;
- Tovushning artikulyatsiya o'rnini tushuntirish va namoyish qilib ko'rsatish;
- O'qituvchidan keyin jo'r bo'lib yoki individual qaytarish;
- Matnni to'g'ri talaffuz bilan o'qishni o'rganishda quyidagi ketma-ketlikka amal qilish maqsadga muvofiq.

Xulosa

Ingliz tilidagi to'g'ri talaffuz ko'nikmalarini shakllantirish nutqiy muloqot jarayonida suhbatdoshning fikrini, audiovizual vositalardan berilayotgan

axborotning mazmunini yaxshi tushunib olishga yordam beradi. **Tinglab tushunishga motivatsiya hosil qilish** esa til o'rganuvchidagi psixologik to'siqlarni olib tashlashga yordam beradi hamda ularning chet til o'rganishga bo'lgan qiziqishini oshiradi.

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**BADIY ADABIYOTDA TIBBIYOT TERMINLARINING
ISHLATILISHI**

J.J. Egamberdiyev

ADCHTI, dotsent

Badiiy adabiyot va fan-texnika orasidagi munosabatlar to'g'risida so'z yuritganda, fan va texnika sohasining terminlari badiiy matnlarda qanday ishlatilishi muhim ahamiyatga ega. Badiiy adabiyotda fan-texnika terminlari faqatgina aniqlik va tushunarli-likni ta'minlash uchun-gina emas, balki ijodiy jarayonga ham ta'sir ko'rsatadi. Bu maqolada badiiy adabiyotda tibbiyot terminlarining ishlatilishi, ularning ma'nosi, konteksti va ijodiy funksiyalari tahlil qilinadi.

Badiiy adabiyotlarda tibbiyot sohasi terminlarining ishlatilishi ijodiy jarayonning muhim bir qismi hisoblanadi. Ushbu terminlar faqatgina aniqlikni ta'minlab-gina qolmay, balki asarning obrazli strukturasi-ni shakllantirishga ham xizmat qiladi. Shu bilan birga, ular jamiyatning tibbiyotga bo'lgan munosabatini aks ettirish imkonini yaratadi. Bunday munosabatlarning tahlili badiiy adabiyotning rivojlanishi va uning zamonaviy madaniyat bilan aloqasini tushunish uchun muhimdir.

Tohir Malik – o‘zbek adabiyotining o‘ziga xos, o‘zga-cha uslubdagi va ijodkor yozuvchisi bo‘lib, uning asarlarida jamiyatning turli qatlamlariga, shu jumladan, tibbiyot sohasiga ham alohida e‘tibor qaratiladi. Uning asarlarida tibbiyot terminlarining ishlatilishi nafaqat aniqlikni ta‘minlash, balki badiiy obrazlarni shakllantirish va o‘quvchilarga tibbiy jarayonlarni tushuntirish uchun ham muhim ahamiyatga ega.

Tohir Malik asarlarida tibbiyot terminlari ko‘pincha bemorlarning holati, shifokorlarning faoliyati va tibbiy jarayonlarning aniq tasvirini berish uchun ishlatiladi. Masalan, “diagnos”, “terapiya”, “operatsiya” kabi terminlar muallif tomonidan bemorning holatini aniqlash va shifokorning professional faoliyatini ko‘rsatish maqsadida qo‘llaniladi.

Tibbiyot terminlari badiiy asarlarda emotsional ta‘sirni kuchaytirish uchun ham xizmat qiladi. Ushbu terminlarning ishlatilishi o‘quvchilarda tibbiy muammolarga bo‘lgan hissiyotlarni uyg‘otadi. Masalan, “bemor”, “dori”, “shoshilinch yordam” kabi so‘zlar asardagi dramatik vaziyatlarni yanada aniq va ta‘sirchan qilib ko‘rsatadi.

Tahlil qilingan bir nechta asarlarda tibbiyot terminlari o‘zbek madaniyatidagi tibbiy an‘ana-lar va munosabatlarni aks ettiradi. Tibbiy terminlar faqatgina fanni emas, balki jamiyatning tibbiy soha-ga bo‘lgan munosabatini ham ko‘rsatadi.

Tohir Malik asarlarida tibbiyot terminlari badiiy uslubda faol ishlatiladi. Masalan, tibbiyot terminlari metafora sifatida ishlatilishi mumkin, bu esa ularning ma‘nosini kengaytirishga yordam beradi. Masalan, “jon bermoq” iborasi bemorning hayoti uchun kurashini ifodalaydi. Tibbiy atamalar badiiy asarda simvolik ma‘no ham kasb etishi mumkin. Ular inson hayotining nozikligi, sog‘liqqa bo‘lgan ehtiyoj va shifokorlik fazilatlarini ifodalaydi.

Mashhur amerikalik yozuvchi Jek London ham o‘zining ajoyib hikoyachiligi va insoniy kurashlarni chuqur tahlil qilishi bilan tanilgan. Uning asarlari ko‘pincha omon qolish, tabiat va inson munosabatlari mavzulariga bag‘ishlangan. Jek London asarlarida tibbiyot terminlarining qo‘llanilishi ko‘p ko‘zga tashlanadi, bu uning

hikoyalarining realizmini oshirishga va qahramonlarining jismoniy va psixologik holatlarini chuqurroq tushunishga yordam beradi.

Uning bir nechta romanlarida psixologik ta'sirlar tibbiyot terminlari orqali ko'rsatiladi. Masalan, *The Valley of the Moon* asarida u bir qahramonni uyqusizlikdan azob chekayotganini tasvirlaydi, uni "broken with insomnia" (uyqusizlikdan parchalan-gan) va "dying from lack of sleep" (uyqusizlikdan o'lmoqda) deb ifodalaydi. Ushbu tasvir qahramonning jismoniy charchoqlarini ko'rsatib-gina qolmay, balki davolanmagan jarohatning insonning ruhiy holatiga qanday ta'sir qilishini ta'kidlab o'tadi.

Jek Londonning romanlarida qahramonlar ko'pincha jismoniy jarohatlar va kasalliklarga duch kelishadi, bu esa tibbiy yordamni talab qiladi. "diagnos" (tashxis), "treatment" (davolash) va "surgery" (jarrohlik) kabi terminlar ularning holatining jiddiyligini ifodalash uchun ishlatiladi. Masalan, *Martin Iden* asarida bosh qahramonning qashshoqlik va umidsizlik bilan kurashi jismoniy zaiflashuvga olib keladi, bu esa uning sog'lig'ining yomonlashishini ochib beruvchi tibbiy til birliklari orqali ifodalanadi.

Uning asarlarida "morphine", "opium" va "pain killer" kabi terminlarning ishlatilishi uning zamonidagi giyohvandlik bilan bog'liq ijtimoiy muammolar haqida mulohaza yuritishga ham xizmat qiladi.

Garchi, Jek London va Tohir Malik aynan bir davrda yashab ijod qilmagan bo'lsalar-da, biz shunchaki ularning asarlarida ishlatilgan tibbiyotga oid so'zlarning ishlatilishiga e'tibor qaratib o'tdik.

Ushbu ikki buyuk yozuvchining asarlarida tibbiyot terminlarining ishlatilishi juda muhim va bu holat ularning hikoyalarini boyitadi, chunki bu holat qahramonlarning jismoniy va psixologik muammolari bilan kurashlarini chuqurroq tushunishga imkon beradi.

Tibbiyot terminlari orqali o'quvchilarga shifokorlik faoliyati, bemor holatlari va tibbiy jarayonlar haqida tushuncha beriladi, bu esa adabiy asarlarning mazmunini boyitishga yordam beradi. Tibbiyot bilan bog'liq so'zlarni kiritish orqali mazkur

yozuvchilar giyohvandlik va inson uchun zararli bo'lgan boshqa odatlar haqida chuqurroq o'ylashga taklif qiladi

INGLIZ VA O'ZBEK TILLARIDA QISQARTMALAR TASNIFI

G.M.Ibragimova, f.f.f.d. (PhD), dots. ADChTI

Annotatsiya. *Mazkur maqolada ingliz va o'zbek tillaridagi so'z yasashning samarali usullaridan biri bo'lgan abbreviaturalar va ularning turlari masalasi yoritiladi.*

Kalit so'zlar: *abbreviatura, qisqartma, akronim, initsial, kesilma so'z.*

Turli tizimli tillar hisoblanmish ingliz va o'zbek tillarida abbreviatsiya so'z yasashning mahsuldor usullaridan sanaladi. Bu ikki tilda abbreviatsiya bir usul hisoblansa-da, biroq bir biridan ayrim o'rinlarda farq qiladi. Abbreviatura usulining ikki tildagi umumiy jihati shuki, bu usul bilan qisqartma otlar yasaladi. Bu usulning umumiy jihati har ikki tilda ot birikmannng komponentlaridan ma'lum qismlari olinib biriktiriladi va shu yo'l bilan qisqartma ot hosil qilinadi.

Masalan: O'zbek tilida: BMT - *Birlashgan millatlar tashkiloti*, SamDU - *Samarqand davlat universiteti*, ADChTI – *Andijon davlat chet tillari instituti*; ingliz tilida: USA – *United States of Amerika*, DIY - *Do-it-yourself*, TMI – *Too much information* kabi.

Bunday qisqartmalar turli tashkilot, muassasa nomlari, shuningdsk, ijtimoiy-siyosiy va ilmiy terminlar doirasida, hozirgi kunda insonlarning muloqotida ham keng qo'llanilmoqda. Qisqartma so'z yasash usuli rus tilidan olingan bo'lib, o'zbek tilida XX asrning birinchi yarmidan qo'llana boshladi.

Ingliz tilidagi qisqartmalar 1) abbreviatura, 2) akronim, 3) initsial, 4) portmanteaus (ikki so'zning birlashmasidan hosil bo'ladi, masalan *motel* so'zi a motor hotel birikmasining birlashmasidan yasalgan), 5) clipped words (so'zni qirqib olingan shakli - kesilma (*January* - "*Jan*")), 6) contractions (apostrof bilan qisqartirilgan so'zlar *won't*, *should've*, *couldn't've*)

Ingliz tilidagi kesilma (clipped) qisqartmalar so'zni qaysi tomonidan qisqartirilayotganiga qarab qo'yidagi turlarga ajratiladi:

1) soʻz boshidan *car* (from motor-car), *phone* (from telephone), *copter* (from helicopter), 2) soʻz oxiridan *ad* (from advertisement), *lab* (from laboratory), *mike* (from microphone), 3) soʻz oʻrtasidan *maths* (from mathematics), *pants* (from pantaloons), *specs* (from spectacles), 4) soʻz boshi va oxiridan *flu* (from influenza), *tec* (from detective), *fridge* (from refrigerator).

Oʻzbek tilidagi qisqartma otlar oʻz xususiyatiga koʻra ikki turga boʻlinadi: 1) ingliz tilidan oʻzlashgan qisqartmalar; 2) oʻzbek tilining oʻzida hosil qilingan qisqartmalar.

Ingliz tilidan oʻzlashgan qisqartmalar ingliz tilida qanday boʻlsa, shundayligicha qabul qilingan boʻladi. Biroq, koʻpchilik qisqartmalar tarjimai bilan olinganda ham soʻz birikmasi tarzida oʻtishi, yoki tilni oʻsha qisqartma shakliga ega boʻlishi kuzatiladi. Masalan: *USA – United States of Amerika – AQSh – Amerika qoʻshma shtatlari*.

Aksariyat qisqartmalarning har bir komponenti oʻz holiga keltirilsa, ingliz tiliga xos soʻz birikmasi (turgʻun ot birikma) hosil boʻladi. Demak, ingliz tilidan oʻzlashgan qisqartma otlarning ekvivalenti ingliz tiliga oid ot birikmalar holida boʻladi. Oʻzbek tilining oʻz materiali asosida yaratilgan qisqartma otlarning ekvivalenti oʻzbek tiliga xos ot birikmalar boʻladi:

OʻzLiDeP - Oʻzbekiston Liberal-demokratik partiyasi, ToshMI — Toshkent meditsina instituti kabi.

Oʻzbek tilida ham qisqartib soʻz yasashda birikma komponentining qisqartirilishi bir necha xil koʻrinishda boʻladi. Asosiy koʻrinishlari quyidagilar:

1. Birikma komponentlarining bosh harfigina olinib, qisqartma ot hosil qilinadi: *GDR, BMT, AQSh*.

2. Birinchi soʻzning bosh qismi, qolgan soʻzning bosh harfi olish bilan: *AnDU, ToshDU, ToshMI*.

3. Qisqartma ot birikma komponentlarining bosh qismidan tuziladi: *Narxoz, Inyaz*.

4. Qisqartma ot soʻzning bosh qismi va butun soʻzdan tuziladi: *raygaz* kabi. Qisqartma soʻzlarning koʻrsatilgan yasash modellari ham boshqa tillardan olingan.

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“O‘TKAN KUNLAR” ROMANIDA MILLIY TAROVAT MASALALARI TAHLILI

*Andijon davlat chet tillari instituti
Ingliz tili va adabiyoti kafedrasida o‘qituvchisi, dotsent
Bahriddinov Muslimbek Muhiddinovich
Madaminova Mohlaroy
Andijon Davlat Chet Tillar Instituti
Xorijiy til va adabiyoti fakulteti 2-bosqich talabasi*

Annotatsiya: Ushbu maqolada Abdulla Qodiriyning “O‘tkan kunlar” romanida milliy tarovatning badiiy talqini yoritiladi. Asarda o‘zbek xalqining qadriyatlari, urf-odatlar, oilaviy hayoti, mehnat tarzi, an‘ana va marosimlari keng tasvirlangan. Shuningdek, romanda ota-ona, farzand, kelin, kundosh kabi ijtimoiy obrazlarning vazifalari, o‘zaro munosabatlari va jamiyatlardagi o‘rni tahlil qilinadi. Asarda milliy mentalitet, axloqiy mezonlar, insoniylik fazilatlar, sharqona odob-axloq me‘yorlari yorqin badiiy tasvirlar orqali ifodalangan. Otabek va Kumushning sevgi qissasi esa hayot haqiqatlari bilan uzviy bog‘liq holda yoritilib, asarning g‘oyaviy mazmunini yanada chuqurlashtiradi.

Kalit so‘zlar: milliy tarovat, urf-odatlar, ma‘naviyat, ijtimoiy hayot, tarixiy haqiqat, an‘analar, badiiy tasvir, milliy qadriyatlar, oilaviy munosabatlar, istiqlol g‘oyasi.

Аннотация: В данной статье рассматривается художественная интерпретация национального колорита в романе «Минувшие дни» Абдуллы Кадыри. В произведении широко описаны ценности узбекского народа,

обычаи, семейная жизнь, трудовой уклад, традиции и ритуалы. Также анализируются социальные образы, такие как родители, дети, невестки, жены и их взаимосвязь в обществе. Национальный менталитет, моральные нормы, человеческие качества и восточные этические традиции переданы через художественные образы. Любовная история Отабека и Кумуш органично связана с реальностью жизни, что углубляет идейное содержание произведения.

Ключевые слова: национальный колорит, обычаи, духовность, общественная жизнь, историческая реальность, традиции, художественное изображение, национальные ценности, семейные отношения, идея независимости.

Annotation: This article highlights the artistic interpretation of national culture in Abdulla Qodiriy's novel "Bygone Days". The work extensively describes the values, customs, family life, work style, traditions and rituals of the Uzbek people. The novel also analyzes the roles, relationships and roles of social characters such as parents, children, brides, and concubines in society. The work expresses national mentality, moral criteria, human qualities, and oriental moral standards through vivid artistic images. The love story of Otabek and Kumush is inextricably linked to the realities of life, further deepening the ideological content of the work.

Key words: national identity, customs, spirituality, social life, historical truth, traditions, artistic depiction, national values, family relations, the idea of independence.

Ko'p asrli o'zbek adabiyoti tarixidagi ikki adabiy asrni milliy adabiyotimiz tarixining oltin sahifalari, desak adolatdan bo'ladi. Agar shu ikki asrning biri buyuk Navoiy nomi bilan munavvar bo'lgan XV asr bo'lsa, ikkinchisi Abdulla Qodiriy, Fitrat va Cho'lponning porloq ijodlari bilan boshlangan o'zbek adabiyoti tarixining yangi davri — XX asrdir. Shu ikki oltin asrning mash'allari bo'lgan bu adiblarning har biri milliy adabiyotimiz tarixidagi mo'jizaviy voqeadir.

Abdulla Qodiriy asarlari uning benazir poetik tafakkuridan darak beradi. Badiiy tafakkur esa nutq hodisasi bilan bog‘liq, albatta.¹ Har bir millat adibi o‘z. milliy tilida fikr yuritadi, shu milliy tilning lug‘at boyligiga tayanib ijod qiladi.

Abdulla Qodiriy yozadi: so‘z so‘zlashda va ulardan jumla tuzishda uzoq andisha kerak. Yozuvchining o‘zigina tushunib, boshqalarning tushunmasligi katta ayb. Asli yozuvchilik aytmoqchi bo‘lgan fikrni hammaga barobar anglata bilishda, oraga anglashilmovchilik solmaslikdadir. Bundan boshqa fikrning ifodasi xizmatiga yaramagan so‘z va jumalarga yozuvda aslo o‘rin berilmasligi lozim.

Abdulla Qodiriy dastlabki davrlardayoq adabiy-ijodiy ishga zo‘r mas’uliyat bilan qaraydi. Shunga ko‘ra badiiy asar yozishda hayot haqiqatini yaqindan turib, puxta o‘rganishga alohida e’tibor beradi. Ana shu maqsadda ko‘p joylarni yayov kezib chiqadi, turli toifa odamlar hayotini sinchiklab o‘rganadi, tadqiq etadi. Abdulla Qodiriy ijodiy prinsipini: “Men turmushda ko‘rmagan, bilmagan narsam haqida hech narsa yozmayman, har bir asarimning yozilishiga turmushda uchragan biror voqea sababchi bo‘ladi”, – tarzida ifodalagan edi.

Abdulla Qodiriy nomi tilga olinganda bir entikib, hayratlar bilan Otabek va Kumush, Anvar va Ra’nolar taqdirini esga olmaydigan o‘zbek ziyolisi, adabiyot muhibi topilmasa kerak.

Adibning badiiy so‘zida betakror joziba mujassam bo‘lgani bois “O‘tkan kunlar”ni necha topqir o‘qilsa ham, odam to‘ymaydi, zerikmaydi, qayta o‘qishga zarurat sezaveradi.

Roman zavq-shavq bilan yutoqib o‘qiladi. Qayta o‘qishda asarning yangidan-yangi qirralari ochilib boradi. Bir o‘qilganda e’tiborsiz o‘tilgan tasvir va epizodlar boshqa safar diqqatni tortadi. Bu hol, tabiiyki, adibning obraz yaratish mahoratiga, inson qalbini chuqur anglashiga, voqea-hodisalar bayon usuliga tegishlidir. Zero, adabiyotdek so‘z san’at uchun badiiy til juda muhim sanaladi, so‘z vositasida obrazlar, manzaralar, tuyg‘ular suvratlantiriladi. Barchaga ayon bu haqiqat badiiy adabiyotning alifbosi.

¹ Sodiqov S. O‘zbek adabiyoti tarixi. Toshkent: Sharq, 2010.

Adibning ijodi, uning mazmunga boy asarlari yuzasidan taniqli ijodkorlarimiz o'zlarining iliq fikrlarini aytib o'tgan. Jumladan, adabiyotimizning ulkan jonkuyari akademik Izzat Sultonov: "Abdulla Qodiriyning asarlari badiiy mahorat namunasidir. Bu asarlarda asosiy g'oya doimo yaqqol ifoda qilinadi, odamlar va ularning hayot sharoiti xuddi "ko'z oldimizda turgandek" tasvir etiladi, bu asarlarning syujeti doimo qiziqarli, tili boy va shirali.² Bu asarlarning xalqqa manzur bo'lgani bejiz emas", - deb yozgan bo'lsalar, Akademik Oybek esa adib mahoratini: "Abdulla Qodiriyning prozasi birinchi navbatda hayotiyli bilan ajralib turadi. Qodiriyning tilidan uning xalqning boy va ajoyib tilini g'oyatda yaxshi bilganligi yaqqol seziladi, uning romanlari ana shunday go'zal til bilan yozilgan. U tug'ma epik yozuvchi, keng ko'lamdagi master, yuksak ma'nodagi realistik san'atkor edi", - tarzida yuksak baholagan.

Abdulla Qodiriy o'z davrining ilg'or bir ziyolisi sifatida Vatan va millat taqdiri xususida qayg'urdi. Zamon taloto'plari adib qalbini iztirobga soldi. "O'tkan kunlar" romani orqali xalqning milliy ongini uyg'otmoqchi, "tariximizning eng kir, qora kunlari" — yurtni mustamlaka balosiga yo'liqtirgan keyingi noahil "xon zamonlari"dan so'z ochib, bu ayanchli haqiqatdan xalqqa saboq bermoqchi bo'ldi. Romanning ma'no-mundarija doirasi nihoyatda keng. Unda xilma-xil insoniy taqdirlar, ijtimoiy-siyosiy, ma'naviy-axloqiy, oilaviy-ishqiy muammolar qalamga olingan. Biroq ular orasida yurtning taqdiri, mustaqilligi masalasi alohida ajralib turadi. Asarning bosh qahramonlari Otabek va Yusufbek hoji shu yurt istiqloli, farovonligi, osoyishtaligi yo'liga hayotini, jonini tikkan fidoyi kishilar sanaladi.

"O'tkan kunlar" romani bamisoli ulkan va tiniq ko'zgu, unda o'zbek millatining muayyan tarixiy sharoit, vaziyatdagi turmushi, urf-odatlari, ruhiy-ma'naviy dunyosi, bo'y-basti, qiyofasi keng ko'lamda aniq-ravshan tasvirlanadi.³

"“O'tkan kunlar”ni yozar ekanman”, deydi Abdulla Qodiriy, doimo ko'z o'ngimda kitobxon ommamiz turar edi. Men bu kitobim bilan xalqimiz rag'batini bir oz bo'lsa ham yangilikka tortay, der edim... Modomiki, asar saviyasi o'zimizga

² Mirzayev S. XX asr o'zbek adabiyoti. Toshkent: Yangi asr avlodi, 2005.

³ Yoqubov H. Adabiyot nazariyasi asoslari. Toshkent: Universitet nashriyoti, 2012.

ma'lum shu xalq uchun yozilar ekan, yana bir muncha vaqt "so'nggi priyom"lardan ko'z yumib turish, oraliqda so'nggi priyomni oz-oz qistira borish lozimdir.

Na uchunkim, so'nggi priyomda yozilgan she'r va nasrlarimiz bir tabaqagagina xos bo'lib qola bergani da'vomizga dalildir.

Romandagi Otabek va Kumushbibi o'rtasidagi muhabbat qissasi roman syujetining asosini tashkil etadi. Biroq yozuvchi bu ishqiy sarguzashtni tasvirlash bilan kifoyalaniq qolmaydi. Balki bu ikki yoshning sevgisini tasvirlash fonida o'sha davr mamlakat hayotining tavsifnomasini yaratadi.

Romandagi uchlik — oshiq, ma'shuqa va ag'yor, bir qarashda, an'anaviy ishq dostonlarini ham eslatadi. Unda Otabek bilan Kumushning toza muhabbati, ishqiy kechinmalari, baxti va baxtsizligi juda zo'r mahorat bilan ko'rsatiladi. Asardagi juda kam insonlar qalbidan chuqur joy oladigan bir "durri bebaho" — ishq-muhabbat tuyg'usiga doir inja tafsilotlar kitobxonni hayajonga soladi. Otabek bilan Kumushning saodatli onlaridan mahrum etgan fojiaiy sahnalar kishini chuqur o'yga toldiradi. Muallif oshiqlarning ishqiy sarguzashtlari bahonasida muayyan tarixiy davrni — Turkistonning rus bosqini arafasidagi ahvoli, qora kunlarini ko'z oldimizda gavdalantiradi.

Ayni damda o'lkaning tutqunlikka tushishining bosh sababi jaholat, qoloqlik va o'zaro ichki nizolardir, degan fikrni g'oyat ustalik bilan asarning mazmun-mohiyatiga singdiradi.

"O'tkan kunlar" romanining yana bir muhim fazilati shundaki, asarda milliy tarovat ufurib turadi. Bu xususiyat obrazlarning ichki va tashqi qiyofasida ham, peyzaj va syujet tasvirida ham yaqqol ko'rinadi.⁴ Romanda ifodalangan milliy tarovat asar ta'sirliligini kuchaytirishga xizmat qiladi. Shuningdek, kitobxonga xalqimizning urf-odatlar, rasm-rusumlari, mehmon kutish, sovchi yuborish, to'y qilish, qiz uzatish, kelish tushirish kabi marosimlariga oid juda ko'p qiziqarli ma'lumotlar beradi.

⁴ Izzat Sulton. Abdulla Qodiriy ijodining poetik xususiyatlari. Toshkent: Fan, 1998.

Abdulla Qodiriy romanda o‘zbekning sokin oilaviy hayot tarzini ham, kundosh kelinlar orasidagi o‘zaro nizolar va ularning yechimini ham juda ishonarli, bag‘oyat mahorat bilan tasvirlaydi.

Romandagi tasvirlarga ko‘ra, Yusufbek hoji agar ikki kelin o‘rtasida “so‘z chiqqanini goho eshitsa, ikkala kelinni o‘z oldiga chaqirib” nasihat qiladi.⁵

“Avvalo Kumushdan o‘pka qilib: “Oyim, har nima siz kattasiz, Zaynab yosh, kattadan kichikka shafqat lozim, mundog‘ yaxshi emas!” degan gaplarni aytadi. So‘ngra Zaynabga nasihatlar berib, “keyin ikkisini duo qilib, birbiriga salom” berdiradi. Qaynona-kelin munosabatlari ham Yusufbek hojidek donodonishmand oila rahbari nazaridan chetda qolmaydi. Romandagi juda tabiiy obrazlardan biri bo‘lgan O‘zbek oyim bilan Yusufbek hoji, Mirzakarim qutidor bilan Oftob oyim munosabatlari ham butun salobati bilan kitobxon tasavvuriga muhrlanadi.⁶

Xulosa qilib aytganda, o‘zbeklar turmushini, tarixini, tilini, urf-odatlarini yaxshi bilgan Abdulla Qodiriy ulardan o‘z asarlarida juda unumli va o‘rinli foydalandi.

Adibdan qolgan muhtasham adabiy merosda o‘zbek adabiy tilining go‘zalligi, nafosati, tasvir va ifoda imkoniyatlari aynan amaliyotda o‘z aksini topdi. Kelajakavlodga “O‘tkan kunlar”dek mazmun va ma’noga boy asarlarni ularning qalbi-yu, ongiga singdira olsak, alardin ota-onaga tik qaramaydigan, do‘q-po‘pisa qilmaydigan Otabeklar, odob-axloqda barchaga namuna bo‘ladigan Kumushlar voyaga yetadi.

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STAGES OF AN EFFECTIVE ENGLISH LESSON IN SECONDARY SCHOOLS

Olim Qodirov

ASIL

Doctorate student

Abstract: This article discusses the importance and necessity of paying attention to the stages of lesson in planning ELT classes for the Uzbekistan secondary schools. It suggests some ideas on bringing more effect in the EL teaching process through increasing awareness of stages of the lesson.

Key words: lesson stages, ELT, secondary schools, student participation, lesson planning, warm-up, presentation, practice, assessment, feedback, communicative tasks, role-plays, debates, discussions, and writing exercises allow students to develop fluency and confidence

In an increasingly globalized world, proficiency in English has become essential for future specialists in Uzbekistan. English is the language of international business, science, technology, and diplomacy, providing access to global knowledge and career opportunities. For English language teaching (ELT) professionals, conducting high-quality lessons in schools is crucial to preparing students for higher education, professional development, and cross-cultural communication. By ensuring effective language instruction, Uzbekistan can foster a new generation of specialists who are well-equipped to contribute to international collaborations and advancements in various fields.

Effective lesson planning is crucial for successful language instruction. A well-structured English lesson enhances student engagement, facilitates language

acquisition, and ensures a logical progression of learning⁷. In secondary schools, English lessons should follow a structured sequence to maximize student participation and retention. The following stages provide a framework for an effective English lesson.

1. Warm-Up (5–10 minutes)

The warm-up phase activates students' prior knowledge and sets the tone for the lesson. Engaging activities, such as brainstorming, discussions, word games, or short videos, help students transition into the learning process⁸. This stage also encourages motivation and prepares students for new content.

2. Presentation (10–15 minutes)

The presentation stage introduces new language concepts, including vocabulary, grammar, or functional language. The teacher explains the material using various methods such as direct instruction, visuals, and contextual examples⁹. At this stage, clear explanations, modeling, and scaffolding techniques ensure comprehension and provide a foundation for further practice.

3. Practice (15–20 minutes)

This phase focuses on guided activities that reinforce the lesson's objectives. Students participate in structured exercises such as fill-in-the-blank tasks, controlled dialogues, and matching activities¹⁰. The goal is to enhance accuracy before moving to freer language use.

4. Production (15–20 minutes)

During the production stage, students use the newly learned language in meaningful contexts. Communicative tasks such as role-plays, debates, discussions, and writing exercises allow students to develop fluency and confidence¹¹. This stage fosters independent learning and practical application of language skills.

⁷ Scrivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching*. Macmillan

⁸ Harmer, J. (2007). *How to Teach English*. Pearson Longman.

⁹ Thornbury, S. (1999). *How to Teach Grammar*. Pearson Education

¹⁰ Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press

¹¹ Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford University Press.

5. Assessment & Feedback (5–10 minutes)

Assessment is essential to track student progress and address learning gaps. Teachers use formative assessment techniques such as quizzes, peer reviews, and self-assessments to evaluate understanding¹². Providing constructive feedback helps students identify strengths and areas for improvement.

6. Reflection & Homework (5 minutes)

The final stage encourages students to reflect on their learning. Teachers may ask students to summarize key points, share personal insights, or set learning goals¹³. Assigning homework or extension activities reinforces learning beyond the classroom and promotes continuous language development.

An effective English lesson follows a structured approach that supports student engagement, comprehension, and skill development. By integrating these stages into lesson planning, teachers can create a dynamic and productive learning environment. A well-structured lesson not only facilitates language acquisition but also nurtures essential skills such as critical thinking, collaboration, and problem-solving, which are vital for students' academic and professional futures. Teachers who implement these stages effectively enable students to become confident English users, capable of applying their language skills in real-world situations.

Furthermore, adopting an interactive and student-centered approach helps cater to diverse learning needs, ensuring that all students have equal opportunities to succeed. Effective lesson delivery also fosters a positive classroom atmosphere where students feel motivated and encouraged to take risks in language learning.

In the context of Uzbekistan, where English proficiency is increasingly valuable for career advancement, international mobility, and higher education, ensuring high-quality English instruction in secondary schools is of utmost importance. Teachers play a key role in shaping the future of students by providing engaging and

¹² Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. Pearson Education

¹³ Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.

meaningful lessons that prepare them for success in a globalized world. By continuously improving their teaching strategies and adopting modern methodologies, educators can contribute significantly to the development of skilled professionals who can thrive in international settings.

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SPEAKING STRATEGY AND DELIVERY

Kuchkarova Durdona
Andijan state foreign languages institute

Annotation. In this article, the author aims at identifying key strategies for an effective speaking skill and the particular methods of delivering speech.

Key words: communication, pronunciation, gestures, fluency, visuals, speech.

Аннотация. В этой статье автор ставит своей целью выявить ключевые стратегии эффективного навыка говорения и конкретные методы подачи речи.

Ключевые слова: коммуникация, произношение, жесты, беглость, визуальные эффекты, речь.

Communication is considered to be among the key motivators for language study. The situation is even more pronounced for learners with linguistic majors since the ability to achieve effective communication partly mirrors their capacity in the workplace and educational institutions. Additionally, in this day of globalization and international integration, English has opened up various job opportunities for those who can master it, and promising work prospects have drawn much attention to the teaching and learning of this global language. This explains the increasing number of English majored in schools, as a consequence, the significance of familiarizing students with strategies to make the most of what they have learnt.

Effective speech performance can be beneficial in many professional settings. There are many strategies students can utilize to develop their ability to give speeches. Learning about these tips may aid to them give powerful, interesting, motivating, or moving speeches to any audience. In this article, we discuss 12 strategies for giving a speech and provide several delivery methods as well. Those common strategies are:

1. Practise your pronunciation and diction

Practising your pronunciation and diction can help you avoid a number of common speech mishaps, such as long pauses, hesitations, pronouncing words incorrectly or inserting phrases, like "um", in between words. If you wrote a speech, recite the entire speech several times and take note of the words or phrases that you find

difficult to say smoothly. You can consider editing them or practise saying them multiple times. You can also record yourself to take note of any phrases you add between words or mispronunciations that you may not notice when delivering the speech yourself.

2. Find the right tone

Finding the right tone can be challenging if you're unsure of whether your audience wants to laugh or be more serious. Tone can also be an effective tool to convey emotion or meaning. If the mood in the room is light, then you can use a humorous anecdote to make everyone laugh. If your listeners are looking for something more serious and informative, then it might take some creativity to find a story that matches their needs and expectations. Think about the content of your speech and match the tone appropriately, considering that your tone may change throughout the speech.

3. Practise your posture and gesture

Gestures are a powerful way to influence the audience and add visual support to your message. Gesturing can help you emphasize words or ideas in your speech and make them easier for the audience to understand. Use gestures effectively by practising with a friend or colleague. Consider if the audience is likely to understand what you mean when you gesture. Practise before your speech so that when it comes time for delivery, you can use your body language effectively and with confidence.

4. Be aware of body language

A relaxed and confident appearance conveys confidence, while an anxious appearance might create a negative reaction. People's reactions are based on more than just what you're saying and the content of your speech. Your clothes, hair, posture, eye contact, gestures, and mannerisms can greatly influence their perception of you. Take extra care to appear natural and confident to help ensure the audience perceives you in a positive way.

5. Listen carefully

People are more apt to listen if they feel that you're speaking to them rather than simply reading from a script or paying attention only to your own thoughts and ideas in the moment. Although this may seem difficult while delivering a monologue or speech, effective public speakers listen to the audience and react to their feedback. For example, you may respond to laughter in the audience by saying, "I thought it was funny, too."

6. Maintain eye contact

When you're speaking to a particular group of people, pay attention to maintain eye contact to convey confidence and openness. When you look away or turn your head, viewers may interpret this as nervousness or lack of seriousness, which might cause them to lose confidence in what you're saying. In addition, avoid looking down toward the desk too often or appear disinterested in their reactions. Instead, maintain a confident look, especially when sharing new information that has important implications for the audience.

7. Use silence effectively

Use pauses effectively during your speech to help create meaningful moments for reflection and silence. This is a powerful tool to engage your audience and let them know that you're concluding your individual speaking points. For example, after telling a dramatic story, you may pause to let the audience think about the story as a whole.

8. Turn nervousness into power

If you feel nervous or anxious, you can channel this feeling into positive motivation during your speech. For instance, if you feel nervous, you can try to use that energy to convey your passion or excitement about the topic. You can also remember to maintain your posture and eye contact and remind yourself that doing so can help you seem less nervous to your audience.

9. Stay hydrated

Make sure to drink water and other hydrating fluids throughout the day and right before your speech. Water can help you express your words with clarity and avoid

any voice cracks. It can also help you stay cool, especially if there are lights on the stage that may increase the temperature.

10. Attempt to memorize or learn main points

Memorizing your speech can allow you to give it without referencing a paper copy or a teleprompter. If you don't wish to memorize your speech or it's too long to memorize, you can learn the main points, including the main arguments, introductions, transitions between topics, and conclusion. This can allow you to maintain fluency as you perform the speech, even if you read or remind yourself throughout.

11. Practise in front of other people

Practising with a friend or colleague can help reduce the pressure level, especially, if it's your first time delivering a speech. You can also have them watch you speak and offer advice and feedback. Ask them specific questions about what they think about your performance so that you can optimize your delivery for the next presentation.

12. Use visuals to help reinforce your message

Visual aids are helpful when delivering speeches, as they allow you to convey complex ideas and how they relate in a visual way. If you're talking about a topic that involves a detailed explanation, pictures or diagrams can be useful to illustrate how small changes within the system have large-scale effects. For example, during a speech about new scientific research, you can use a picture of a biological process to help explain how each piece of the process works.

These all mean that effective speaking delivery is a daunting task but it can be improved through the tips given above.

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МИКРОПРОЗА XXI ВЕКА: ЭВОЛЮЦИЯ, СПЕЦИФИКА И ПЕРСПЕКТИВЫ РАЗВИТИЯ

Карабаева Азизахон Садиковна
преподаватель кафедры теории и практики русского языка
Андижанского государственного института иностранных языков

Аннотация: В данной статье исследуется микропроза XXI века как феномен современной литературы, рассмотрены истоки жанра, его эстетические особенности, основные темы и мотивы, а также влияние цифровой среды на развитие микропрозы. Особое внимание уделено проблеме авторской индивидуальности и перспективам дальнейшего существования жанра.

Ключевые слова: микропроза; лаконичность; экспрессивность; символизм и многозначность; истоки микропрозы; экономия выразительных

средств; цифровые платформы; развлекательная, философская и социальная функции, тематика микропрозы; авторская индивидуальность, эксперименты с формой, интерактивность.

Микропроза как литературное явление в XXI веке приобретает всё большее значение. Сокращение времени на чтение, насыщенность информационного поля и изменение восприятия текста в цифровую эпоху формируют запрос на лаконичные и выразительные литературные формы. Микропроза отвечает этим запросам, представляя собой краткие тексты, способные передать глубокие смыслы в ограниченном пространстве.

Микропроза — это литературный жанр, объединяющий короткие произведения, которые часто ограничиваются одним абзацем или даже предложением. Её характерными чертами являются лаконичность, экспрессивность и символизм.

Истоки микропрозы восходят к древним литературным традициям. Афоризмы, эпиграммы и притчи античных философов (например, высказывания Сократа и Аристотеля) можно считать предвестиями этого жанра. В XIX веке микропроза проявлялась в виде миниатюрных рассказов: Антон Чехов, Франц Кафка и Ги де Мопассан внесли значительный вклад в развитие краткой прозы.

В XX веке микропроза приобрела новое звучание благодаря работам Хорхе Луиса Борхеса и Хулио Кортасара. Борхес утверждал: «Истинное искусство выражается в сокращении, когда одна фраза может вместить целую историю» [2;35]. Эти слова подчёркивают стремление жанра к экономии выразительных средств, где каждое слово имеет значение.

В XXI веке жанр получил второе дыхание благодаря развитию цифровых платформ, таких как блоги, социальные сети и литературные форумы, где краткость стала важным элементом коммуникации.

Современная микропроза выделяется несколькими ключевыми эстетическими особенностями:

Лаконичность. Она реализуется в передаче максимума содержания через минимум слов. Каждый элемент текста функционален и нацелен на создание смысловой плотности.

Экспрессивность. Автор добивается эмоционального эффекта через точный подбор слов, неожиданные образы и резкие концовки.

Символизм и многозначность. Тексты часто интерпретируются по-разному благодаря открытости смысла.

Лидия Дэвис в своих эссе писала: «Каждый текст должен звучать, как удар гонга — коротко, резко, но с длительным эхом в сознании читателя» [3;48]. Это высказывание отражает философию микропрозы, где текст, несмотря на свою краткость, должен иметь длительное эмоциональное воздействие.

Социальные медиа, такие как Twitter и Instagram, сыграли значительную роль в популяризации жанра. Форматы коротких публикаций стали идеальной площадкой для развития микропрозы, позволяя авторам мгновенно взаимодействовать с аудиторией.

Микропроза выполняет несколько функций:

1. Привлекательная – выражается в том, что короткие истории с неожиданными концовками привлекают внимание читателей и легко запоминаются.
2. Философская - выражается в том, что миниатюры поднимают глубокие вопросы о смысле жизни, природе человека, времени, взаимоотношениях человека с природой.
3. Социальная - проявляется в том, что в данном жанре отражаются такие современные проблемы, как одиночество, технологизация, войны, экология, изменения в обществе.

Тематика микропрозы XXI века отражает ключевые изменения в обществе и культуре данного периода времени. Среди основных тем выделяются:

Урбанизм. Городская среда становится не только фоном, но и героем текстов. Авторы описывают ритм мегаполиса, одиночество в толпе, конфликт между природой и урбанизацией.

Технологии и глобализация. Влияние интернета и цифровой реальности на человека — одна из центральных тем. Герои сталкиваются с отчуждением, информационной перегруженностью, поиском идентичности.

Экзистенциальные вопросы. Короткие тексты часто затрагивают темы смысла жизни, смерти, любви, свободы.

Эмоциональные переживания. Личностные драмы, размышления о счастье, тоске, радости находят воплощение в метафоричных и минималистичных формах.

Павел Басинский в своей работе отмечал: «Микропроза — это зеркало, в котором современный человек видит не только свой образ, но и контуры окружающего мира, искажаемые информационным шумом» [1; 93]. Это подчеркивает связь жанра с реальностью и его способность адаптироваться к современным вызовам.

Микропроза предоставляет авторам возможность выразить уникальный стиль. В русскоязычной литературе яркими представителями жанра являются Алексей Сальников, Павел Басинский, Анна Валентиновна Кирьянова, которые экспериментируют с минимализмом и метафорикой, в жанре сверхкороткого фантастического рассказа в настоящее время успешно реализуют себя Данил Судаев, Алексей Большаков, Марина Парус, Александр Березин, Евгений Самарев, Виталий Бурмистров, Дмитрий Пашуткин и другие. На международной арене выделяются работы Лидии Дэвис и Харуки Мураками.

Авторская индивидуальность в микропрозе XXI века проявляется через:

- 1) Эксперименты с формой. Многие тексты нарушают традиционные жанровые границы, совмещая элементы поэзии, эссе и прозы.

- 2) Интерактивность. Читатель становится активным соучастником: тексты часто содержат открытые вопросы, провокации или намеренные паузы для размышлений.

Х.Ф.Кортасар писал: «В микропрозе суть не в количестве строк, а в том, что они раздвигают пространство для читательского воображения» [6; 112]. Это объясняет, почему тексты, несмотря на краткость, оставляют длительное впечатление.

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FOLK ART AND VALUES ARE IN THE STATUS OF THE STATE

Kakhkhorov Abdugafur

Andijan State Institute of Foreign Languages,

Faculty of Roman- Germanic and Slavic Languages

teacher of the department of theory and practice of the German language

Annotation: *In the article, we aimed to highlight the importance of Uzbek folklore for language learners. We gave examples of Uzbek and German folklore.*

Keywords: *phraseology, characteristics of phraseology, proverbs, folklore*

On September 1, 1991, Uzbekistan was declared an independent republic. This news, which has been waiting for decades, pleased the entire Uzbek people. From the first days of our independence, the state implemented the policy of restoring our past cultural heritage and opening a wide path to the values that lie in captivity in the hearts of people. Each event had its own practical solution and was carried out with the goal of bringing the breeze of freedom to the people. Reflections on the nation's past and future, the sense of pride created by the discoveries of our ancestors began to take place in the hearts of Uzbeks: an opportunity was created to reflect on religion, cultural heritage, values, and national pride. .

In fact, the views confirming that Uzbeks are the nation with the most advanced culture in the world were also expressed during the authoritarian regime. But the authors of such outrageous statements were repressed. Most of the people - Fitrat, Cholpon, Qadiri, Otajon Hashim and others were killed. Some of them, such as Usman Nasr, later Mirtemir, Said Ahmed, Maqsud Sheikhzadeh, were imprisoned for a long time. However, the system of works promoting freedom and the discoveries of folk scholars of the past did not stop. Poets such as Erkin Vahidov, Abdulla Oripov, who entered the poetry field of our literature in the 60s and 70s as

young artists, created lyrical works such as "Uzbegin" and "Uzbekistan", which our compatriots who lived in Uzbekistan during this period have known since ancient times. began to express full confidence that it is a land of prosperity, discoveries and values. Also, from the 1950s, well-known intellectuals such as Ibrahim Mominov, Vahid Zohidov, Parso Shams, Salih Mutallibov, Hodi Zarif, with different relationships, published "Devonu Lugotit Turk" by Mahmud Koshgari, "Kutadgu Bilig" by Yustif Khos Hajib, They prepared and published a number of works such as Navoi's "Khamsa" and Babur's "Boburnoma".

It is interesting that our scientists sharply criticized the places in classic literature that did not correspond to the policy of the former Soviet regime, found different statements about the culture of the rich and the poor, but they also achieved the intention of publishing the works in full. We said above that there were attempts to restore the values of the people even before our country was declared independent. As one of them, it is possible to point out that in 1990, the state declared Navruz holiday as a national holiday, this day was designated as a holiday, and Navruz celebrations were held with great preparation this year.

Below you can enjoy samples of Uzbek folklore

№	Xalq dostonlarida qo'llangan shakli	Today's meanings in English
1	Qo'zi boqqan moy oshaydi, yetim boqqan qon oshaydi	Raised an Orphans have a bloody nose and mouth
2	So'ngi po'shaymon o'zinga dushman	About the feeling of regret
3	Yomon ayg'ir enasiga chopadi	About an uneducated child
4	Katta podsho ko'zlariga surtibdi, To'gri o'zar, egri ozar, xaloyiq	About correctness
5	Zaqqum quyay ichayotgan oshiga	About the poisonous tree
6	Ota rasm- qochuv, pisuv bizda yo'q	Ceremony on the wedding day

7	Qizlarga korson-korson unni ko'tartdi	Wedding ceremony
8	Xizr bo'lgay er yigitning yo'ldoshi	About the luck of the brave guys
9	Vo kunim, deb kiyay yorning ko'kini	About mourning
10	Boshimga yiqildi bul yeti osmon	About the severity of the calamity
11	Xudo bergan mehmon atoyi xudo	About waiting for a guest
12	Tulporning toyi bo'lmas, xasisning boyi	About the fact that a greedy person is never satisfied
13	Ma'qul so'zga qo'ruv yo'q	About the appropriateness of advice
14	Bergan xudoga yoqibdi	About generosity
15	Qazoga rozi, baloga shukur	Accepting fate

The use of phraseologisms and pareties in German folklore:

№	Samples of German folklore	In which work
1	Spiegelein, Spiegelein an der Wand, wer ist die Schönste im ganzen Land- Mirror, mirror on the wall, who is the most beautiful in all the land?	Schneewittchen und sieben Zwerge - Snow White and Seven Dwarfs
2	Knusper, knusper knäuschen, wer knuspert an meinem Häuschen - Crunchy, crunchy crunch, who's crunching on my house	Hänsel und Gretel - Hansel and Gretel
3	Die Guten ins Töpfchen, die Schlechten ins Köpfchen - The good ones in the potty, the bad ones in the head	Aschenputtel – Cinderella

4	Etwass besseres als den Tod finden wir überall - We can find something better than death everywhere	Die Bremer Stadtmusikanten - The Bremen Town Musicians
5	Aber Großmutter, warum hast du so große Augen? - But Grandma, why are your eyes so big?	Rotkäppchen - Little Red Riding Hood
6	Sieben auf einen Streich - Seven in one go	Das tapfere Schneiderlein - The valiant dressmaker
7	Ich bin so satt, ich mag kein Blatt, mäh, mäh, mäh! - I'm so full, I don't like a leaf, mow, mow, mow!	Tischlein deck dich - Set the table for yourself
8	Was rumpelt und pumpelt in meinem Bauch herum? - What is rumbling and pumping around in my stomach?	Der Wolf und sieben Geißlein - The wolf and seven little goats
9	Königstochter, jungste, mach mir auf! - King's daughter, youngest, open the door for me!	Der Froschkönig - The Frog Prince
10	Es soll aber kein Tod sein, sondern ein hundertjährige Schlaf! - But it shouldn't be death, but a hundred-year sleep!	Dornröschen - sleeping Beauty

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CHET TILLARINI O‘QITISH VA ADABIYOTINI O‘RGATISHDA PSIXOLINGVISTIK YONDASHUV

Abdug‘aniyeva Mushtariy Muzaffarjon qizi

Andijon davlat chet tillari instituti, talaba.

E.mail: abduganiyevamushtariy23@gmail.com

Annotatsiya: Ushbu maqolada tilni o'rganish jarayonining kognitiv va psixologik jihatlari, shu jumladan xotira, diqqat, fikrlash va motivatsiya kabi omillar tahlil qilinadi. Tadqiqot psixolingvistik printsiplarga asoslangan o'quv uslublari va texnologiyalarining afzalliklarini, shuningdek, ularning o'quvchilarning tilni o'zlashtirish samaradorligiga ta'sirini ko'rsatadi. Bundan tashqari, o'quv jarayonini individualizatsiya qilish va o'quvchilarning tilga bo'lgan qiziqishini oshirishda psixolingvistik yondashuvning roli muhokama qilinadi. Maqolada chet tillarini o'qitish amaliyotiga psixolingvistik bilimlarni qo'llashning muhimligini ta'kidlaydi va ushbu sohada kelajakdagi tadqiqotlar uchun yo'nalishlarni belgilab beradi.

Kalit so'zlar: Psixolingvistika, Chet tillarini o'qitish, Tilni o'rganish, Kognitiv jarayonlar, Xotira, Diqqat, Fikrlash, Motivatsiya, O'quv uslublari, O'quv texnologiyalari, Individualizatsiya, Samaradorlik, Kommunikativ kompetensiya
Tilni o'rganishning kognitiv jarayonlari:

- Xotira: Yangi lug'atlar, grammatik qoidalarini eslab qolishda, tilni o'rganishda "faol" va "passiv" xotira turlari muhim rol o'ynaydi. Faol xotira o'quvchilarga tilni amalda qo'llashga imkon beradi, passiv xotira esa o'quvchilarga tilni tushunishga yordam beradi.

- Diqqat: Tilni o'rganishda o'quvchilarning diqqati muhim rol o'ynaydi. O'quvchilar yangi tillarni o'rganishda ma'lumotlarga qaratilgan diqqatni jamlashga, shu bilan birga o'zlarining xatolarini tuzatishga diqqat qaratishlari kerak.

- Fikrlash: Tilni o'rganishda mantiqiy fikrlash qobiliyati muhim ahamiyatga ega. O'quvchilar yangi tillarni o'rganishda grammatik qoidalarini mantiqiy tushunishga, ularni amalda qo'llashga va yangi so'zlarni mantiqiy tarzda bog'lashga qodird bo'lishlari kerak.

- Tahlil qilish: Tilni o'rganishda grammatik tuzilishni tahlil qilish va uni tushunish muhim rol o'ynaydi. O'quvchilar yangi tillarning grammatik tuzilishini tahlil qilish qobiliyatini rivojlantirishga, o'xshash va farq qiladigan grammatik tuzilmalarni aniqlashga va ularni amalda qo'llashga e'tibor qaratishlari kerak.

Psixolingvistik yondashuvning chet tillarini o'qitishga ta'siri:

- Kommunikativ til o'rganish: Bu usul o'quvchilarga tilni amalda qo'llashga imkon beradi. Kommunikativ til o'rganishda o'quvchilar tilni o'rganish jarayonida faol ishtirok etishadi, o'z fikrlarini bildirishadi va boshqalar bilan muloqot qilishadi.

- Tilni o'rganish o'yinlari: O'quvchilarning tilni o'rganishga bo'lgan qiziqishini va motivatsiyasini oshirishga yordam beradi. Tilni o'rganish o'yinlari o'quvchilarga tilni qiziqarli va samarali tarzda o'rganishga imkon beradi.

- Tilni o'rganish texnologiyalari: O'quvchilarga tilni o'rganish jarayonini yanada samarali qilishga yordam beradi. Tilni o'rganish texnologiyalari o'quvchilarga yangi tillarni o'rganishda interaktiv dasturlar, onlayn lug'atlar, audio va video materiallar va boshqa resurslardan foydalanishga imkon beradi.

Psixolingvistik yondashuvning chet tillari adabiyotini o'rgatishga ta'siri:

- Adabiy asarlarni chuqurroq tahlil qilish: Psixolingvistik yondashuv adabiy asarlarni tahlil qilishda tilni o'rganishning kognitiv jarayonlarini hisobga oladi. Bu yondashuv adabiy asarlarni o'qishda o'quvchilarning xotirasini, diqqatini, fikrlashini va tahlil qilish qobiliyatini rivojlantirishga yordam beradi.

- O'quvchilarning adabiy asarlarni tushunish qobiliyatini oshirish: Psixolingvistik yondashuv o'quvchilarning adabiy asarlarni tushunish qobiliyatini oshirishga yordam beradi. Bu yondashuvda adabiy asarlarni o'qishda o'quvchilarning madaniy va ijtimoiy kontekstni tushunishini ta'minlashga e'tibor qaratiladi.

- O'quvchilarning adabiy asarlarni tahlil qilish va baholash qobiliyatini rivojlantirish: Psixolingvistik yondashuv o'quvchilarning adabiy asarlarni tahlil qilish va baholash qobiliyatini rivojlantirishga yordam beradi. Bu yondashuvda o'quvchilarga adabiy asarlarni o'qishda turli xil tahlil usullarini qo'llashga o'rgatishga e'tibor qaratiladi.

Psixolingvistik Yondashuvning Chet Tillarini O'qitishdagi Afzalliklari

Psixolingvistik yondashuv chet tillarini o'qitishda o'quvchilarning tilni o'rganish jarayonida qanday qilib o'zlashtirishlarini chuqurroq tushunishga asoslangan. Bu yondashuv o'quvchilarning kognitiv qobiliyatlari, xotirasi, diqqati, fikrlash qobiliyati va tilni o'rganishga bo'lgan motivatsiyasini hisobga oladi.

Psixolingvistik yondashuvning chet tillarini o'qitishdagi afzalliklari quyidagilar:

- O'quvchilarning tilni o'rganishga bo'lgan motivatsiyasini oshiradi: O'quvchilarning tilni o'rganish jarayonida faol ishtirok etishlarini va o'zlarining muvaffaqiyatlarini ko'rishlarini ta'minlaydi. Bu ularning motivatsiyasini oshiradi[1].

- Tilni o'rganishni samarali qiladi: O'quvchilarning tilni o'rganish jarayonida qanday qilib o'zlashtirishlarini chuqurroq tushunishga yordam beradi. Bu o'quvchilarga tilni tezroq va samarali o'rganishga imkon beradi.

- O'quvchilarga tilni amalda qo'llashga imkon beradi: Kommunikativ til o'rganishga asoslanganligi sababli, o'quvchilar tilni o'rganish jarayonida faol ishtirok etishadi, o'z fikrlarini bildirishadi va boshqalar bilan muloqot qilishadi[2].

- O'quvchilarning tilga bo'lgan qiziqishini oshiradi: O'yinlar, interaktiv dasturlar va boshqa texnologiyalardan foydalanish orqali o'quvchilarning tilni o'rganishga bo'lgan qiziqishini oshiradi[3].

- O'quvchilarning tilni o'rganish qobiliyatini rivojlantiradi: O'quvchilarning tilni o'rganishga bo'lgan qobiliyatini rivojlantirishga yordam beradi. Bu o'quvchilarga tilni o'rganishda turli xil usullarni qo'llashga va o'zlariga moslashtirilgan usullarni topishga imkon beradi.

Xulosa: Psixolingvistik yondashuv chet tillarini o'qitish va adabiyotini o'rgatishda tilni o'rganish jarayonini inson miyasi va psixikasi bilan bog'lab, o'quvchilarning tilni o'zlashtirish qobiliyatini chuqurroq tushunishga yordam beradi. Bu yondashuv o'quv dasturlarini yaxshilash, o'quvchilarga moslashtirilgan o'quv usullarini ishlab chiqish va o'quvchilarning motivatsiyasini oshirishga yordam beradi. Chet tillari adabiyotini o'rgatishda psixolingvistik yondashuv adabiy asarlarni chuqurroq tahlil qilish, o'quvchilarning adabiy asarlarni tushunish qobiliyatini oshirish va o'quvchilarning adabiy asarlarni tahlil qilish va baholash qobiliyatini rivojlantirishga yordam beradi.

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TURLI TIZIMDAGI TILLARDA SO‘Z TURKUMLARINING KATEGORIAL-SEMANTIK XUSUSIYATLARI

Abdullayev Ikramjon Xashimdjanovich

Andijon davlat chet tillari instituti

Ingliz tili va adabiyoti kafedrası tayanch doktoranti

Email: ikramjona@inbox.ru

Annotatsiya: Mazkur maqolada turli tizimdagi tillarda so‘z turkumlarining kategoriyal-semantik xususiyatlari tahlil qilinadi. So‘z turkumlarining semantik, morfologik va sintaktik belgilari turli tillarda qanday namoyon bo‘lishi hamda ularning umumiy va xususiy jihatlari tadqiq qilinadi. Shuningdek, tilshunos olimlarning nazariy yondashuvlari asosida so‘z turkumlarining morfologik va sintaktik o‘zgarishlari tahlil etiladi.

Kalit so‘zlar: so‘z turkumlari, kategoriyal-semantik xususiyatlar, morfologik belgilar, sintaktik tahlil.

So‘z turkumlari masalasi tilshunoslikda doimo dolzarb bo‘lib kelgan. Ushbu turkumlar semantik, morfologik va sintaktik jihatlari asosida farqlanadi. Ularning kategoriyalashuvi turli tillarda o‘ziga xos tizimli hamda funksional belgilar asosida shakllanadi. Ushbu maqolada so‘z turkumlarining kategoriyal-semantik xususiyatlari tizimli-nazariy yondashuv asosida tahlil qilinadi.

So‘z turkumlarining kategoriyal-semantik xususiyatlari. So‘z turkumlari semantik jihatdan muayyan umumiy ma’nolar tizimi bilan ajralib turadi. Masalan, otlar predmetlikni, fe’llar harakat va holatni, sifatlar esa belgi va xususiyatni ifodalaydi.

Tilshunoslar so‘z turkumlarining kategoriyal-semantik xususiyatlarini tahlil qilishda turli nazariy yondashuvlardan foydalanadilar. Masalan, E.Sapir so‘z turkumlarining semantik jihatlarining tipologik tasnifini ilgari surib, har bir til o‘ziga xos leksik va grammatik kategoriya orqali so‘z turkumlarini shakllantirishini ta’kidlaydi. Uning fikricha, tillar morfologik tuzilishiga qarab, so‘z turkumlarini

farqlashda turli usullardan foydalanadi. Shuningdek, P.Haspelmath soʻz turkumlarini umumiy universal grammatik kategoriya doirasida oʻrganib, ularning chegaralari koʻp hollarda nisbiy ekanligini qayd etadi. Unga koʻra, ot va sifat, feʼl va ravish orasidagi farqlar koʻpincha grammatik tizimga bogʻliq boʻlib, funksional jihatdan oʻzgaruvchan boʻlishi mumkin.

Oʻzbek tilshunosligida Sh.Raxmatullayev soʻz turkumlarini semantik jihatdan klassifikatsiya qilib, ularning leksik-semantik va grammatik xususiyatlariga alohida urgʻu beradi. Uning tadqiqotlariga koʻra, soʻz turkumlari orasidagi oʻzaro aloqadorlik ularning semantik oʻzgarishlari va sintaktik vazifalari orqali shakllanadi. U.Tursunov esa zamonaviy oʻzbek tilida soʻz turkumlarining moslashuvchanlik tizimga ega ekanligini, koʻplab soʻzlarning kontekstga qarab turli kategoriyalarga oʻtishini tahlil qilgan. Rus tilshunoslari orasida A.Zaliznyak soʻz turkumlarining morfologik va semantik chegaralarini aniqlash boʻyicha qimmatli tadqiqotlar olib borgan. U soʻz turkumlari morfologik oʻzgarishlarga uchraydigan tizimga ega ekanligini va bu jarayon sintaktik tuzilish bilan uzviy bogʻliqligini taʼkidlaydi.

Soʻz turkumlarining kategoriyal-semantik xususiyatlarini tahlil qilishda quyidagi asosiy jihatlar eʼtiborga olinadi: 1. Predmetlik – Otlarning asosiy semantik xususiyati boʻlib, narsa va hodisalarni belgilashga xizmat qiladi. Masalan, “kitob”, “oyna” va “quyosh” otlar sifatida predmetlikni bildiradi. Semantik nuqtayi nazardan, predmetlik grammatik kelishiklar orqali ham ifodalanadi, masalan: "kitobni oldim". Zamonaviy tilshunoslarning fikriga koʻra, predmetlik abstrakt va konkret predmetlar orqali shakllanadi: *fikr*, *sevgi*, *ilm* kabi soʻzlar ham ot boʻlishiga qaramay, bevosita moddiy predmetni anglatmaydi. 2. Harakat va jarayon – Feʼllar orqali ifodalanib, ular harakatning dinamik yoki statik holatini bildiradi. Masalan, “yugurdi” dinamik harakatni ifodalasa, “oʻtiribdi” holatni anglatadi. Semantik jihatdan feʼllarning zamon va mayl shakllari harakat jarayonining turli bosqichlarini koʻrsatadi. Lingvist A.Xolmatov fikriga koʻra, feʼllar semantik jihatdan holat (statik feʼllar), jarayon (dinamik feʼllar) va natijaviylik kabi jihatlarga boʻlinadi. Masalan: *yashadi* (holat), *oʻrganyapti* (jarayon), *qurdi* (natijaviy harakat). 3. Belgi va sifat – Sifatlar va ravishlar predmetlarning xususiyatlarini bildiradi. Masalan, “qizil” sifati

predmetning rangini bildirsa, “tez” soʻzi harakat tezligini belgilaydi. Sifatlarning semantik tahlili ularning daraja kategoriyasi va mutloq kategoriyalarini farqlashga asoslangan. Masalan: *katta – kattaroq – eng katta* yoki *yumaloq* kabi sifatlar mutloq boʻlib, ular darajalanmaydi. Sifatlarning otlashishi kuzatiladi: *qizilni oldim* (bunda “qizil” sifati ot sifatida qoʻllanmoqda). 4. Sifatlar va ravishlar predmetlarning xususiyatlarini bildiradi. Masalan, “qizil” sifati predmetning rangini bildirsa, “tez” soʻzi harakat tezligini belgilaydi. Sifatlarning semantik tahlili ularning daraja kategoriyasi va mutloq kategoriyalarini farqlashga asoslangan. Masalan: *katta – kattaroq – eng katta* yoki *yumaloq* kabi sifatlar absolyut boʻlib, darajalanmaydi. Sifatlarning otlashishi kuzatiladi: *qizilni oldim* (bunda “qizil” sifati ot sifatida qoʻllanmoqda). Shuningdek, zamonaviy lingvistik tadqiqotlar shuni koʻrsatadiki, soʻz turkumlarining semantik xususiyatlari sintaktik kontekstga bogʻliq holda dinamik oʻzgarishlarga uchraydi. Misol uchun, feʼl otga aylanib, sintaktik jihatdan butunlay yangi vazifalarni bajarishi mumkin (“oʻqish” – ot shaklida). Bu esa, oʻz navbatida, til tizimining moslashuvchanligini namoyon etadi.

Soʻz turkumlarining kategoriyal-semantik xususiyatlarini oʻrganish natijasida aniqlanishicha, ularning leksik, morfologik va sintaktik belgilari oʻzaro bogʻliq holda tahlil qilinishi lozim. Har bir soʻz turkumi oʻziga xos semantik yuklamaga ega boʻlib, uning boshqa soʻz turkumlari bilan aloqasi kontekstga qarab oʻzgarib boradi. Zamonaviy lingvistik tadqiqotlar soʻz turkumlarining dinamik tabiatga ega ekanligini koʻrsatmoqda. Shuningdek, soʻz turkumlarini tasniflashda nafaqat morfologik va sintaktik omillar, balki semantik xususiyatlar ham muhim oʻrin tutadi.

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INGLIZ TILIDAGI SO'Z TURKUMLARINI O'ZBEK MAKTABLARIDA O'QITISHNING LINGVODIDAKTIK MUAMMOLARI

Abdullayev Ikramjon Xashimdjanovich

Andijon davlat chet tillari instituti

Ingliz tili va adabiyoti kafedrası tayanch doktoranti

Email: ikramjona@inbox.ru

Qaxarova Go'zaloy Alisher qizi

Andijon davlat chet tillari instituti

Ingliz tili va adabiyoti fakulteti *I-21-11 talabasi*

Annotatsiya: Ushbu maqolada ingliz tilidagi so'z turkumlarini o'zbek maktablarida o'qitish jarayonida uchraydigan lingvodidaktik muammolar tahlil qilinadi. Ingliz va o'zbek tillarining struktural, funksional va grammatik xususiyatlari solishtirilib, o'quvchilarning til birliklarini o'zlashtirishda duch keladigan asosiy qiyinchiliklar aniqlanadi. Shuningdek, kontrastiv, kommunikativ va innovatsion yondashuvlarning samaradorligi muhokama qilinib, lingvodidaktik muammolarni bartaraf etish yo'llari taklif etiladi.

Kalit soʻzlar: soʻz turkumlari, lingvodidaktika, kontrastiv tahlil, kommunikativ yondashuv, grammatika, metodika.

Til oʻrgatish jarayoni nafaqat lingvistik bilimlarni yetkazish, balki lingvodidaktik yondashuvlar orqali oʻquvchilarning funksional savodxonligini shakllantirishni ham talab etadi. Ingliz tili soʻz turkumlarining tizimli va funksional xususiyatlarini oʻrgatish esa oʻzbek maktablarida murakkab jarayondir. Ushbu murakkablik, avvalo, ingliz va oʻzbek tillari oʻrtasidagi strukturaviy va funksional farqlar bilan bogʻliq boʻlib, bu oʻquvchilarning yangi til birliklarini oʻzlashtirishiga bevosita taʼsir qiladi. Shuningdek, darslik va metodik materiallarning sifat darajasi, pedagoglarning kasbiy tayyorgarligi va oʻquvchilarning lingvistik kompetensiyasi ham oʻrgatish samaradorligiga taʼsir koʻrsatadi.

Ingliz va oʻzbek tillari soʻz turkumlari jihatidan sezilarli darajada farqlanadi. Ingliz tilida soʻz turkumlarini aniqlashda sintaktik va semantik belgilar ustunlik qilsa, oʻzbek tilida morfologik belgilarga asoslanish keng tarqalgan. Ingliz tili analitik til boʻlib, unda soʻz shakllari kam oʻzgaradi va gapning tuzilishi sintaktik qoidalarga tayanadi. Oʻzbek tili esa agglutinativ til boʻlib, soʻzning maʼnosi unga qoʻshimchalar orqali qoʻshilgan grammatik maʼno bilan belgilanadi. Masalan: Ingliz tilida feʼl zamon shakllari koʻproq yordamchi feʼllar orqali hosil qilinadi: *I am reading a book* (Men kitob oʻqiyapman), *She has written a letter* (U xat yozgan). Oʻzbek tilida esa zamon shakllari feʼlning oʻziga qoʻshimcha qoʻshish orqali ifodalanadi: *Men kitob oʻqiyapman* vs. *Men kitob oʻqidim*. Ingliz tilida ot oldidan artikllar kelishi mumkin: *a book, the apple*, oʻzbek tilida esa artikl tushunchasi mavjud emas va maʼno kontekstdan anglashiladi: *kitob, olma*. Sifatlar ingliz tilida koʻpincha oʻzgarishsiz qoladi: *big house, small car*, oʻzbek tilida esa sifatlar egalik va kelishik qoʻshimchalari orqali oʻzgarishi mumkin: *katta uyim, kichik mashinam*. Tilshunos olimlar ushbu farqlarga turlicha yondashuvlarni ilgari surishgan. Oʻzbek tilshunos olimi A. Madvaliyev fikricha, oʻzbek tili morfologik tipologiyasi tufayli ingliz tiliga qaraganda fleksiyaga asoslangan tilda soʻzlarning grammatik holati aniqroq ifodalanadi. Ingliz tilshunosi R. Quirk esa ingliz tilida soʻz turkumlari

aniqlashda funksional yondashuvning ustun ekanligini ta’kidlaydi. Metodist olimlar ham ushbu farqlarga alohida e’tibor qaratgan. O‘zbekistonlik pedagog olim A.Qayumov fikriga ko‘ra, ingliz tilidagi so‘z turkumlarini o‘rgatishda kontrastiv yondashuv samaradorligini oshiradi. Shunday qilib, o‘zbek va ingliz tillarining so‘z turkumlari tizimidagi ushbu farqlar o‘quvchilarning yangi til birliklarini idrok etish jarayonida qiyinchiliklar tug‘diradi va ta’lim jarayonida ularni inobatga olish muhim ahamiyat kasb etadi.

So‘z turkumlarining grammatik xususiyatlarini o‘rganishda o‘quvchilar quyidagi muammolarga duch kelishadi: a) Ingliz tilidagi artikllarning mavjudligi va ularning funksional qo‘llanilishi; b) Fe’llarning zamon shakllari va ularning o‘zbek tilidagi muqobillari; c) Ot va sifatlarning funksional o‘zgarishlari.

Metodist olimlar ta’kidlashicha, o‘quvchilar uchun eng katta qiyinchiliklardan biri ingliz tilida artikllar va zamon shakllarini tushunishdir. A. Qayumov fikriga ko‘ra, o‘zbek tilida artikllarning yo‘qligi sababli o‘quvchilar *a* va *the* artikllarining farqini tushunishda qiyinchilikka duch keladilar. Masalan, *a book* va *the book* bir qarashda o‘zbek tiliga *kitob* deb tarjima qilinadi, ammo ingliz tilida bu birliklarning funksional farqlari mavjud.

O‘zbekistonlik tilshunos olim Sh. Rahimov ta’kidlashicha, ingliz fe’llarining zamon shakllari o‘quvchilarga murakkablik tug‘diradi, chunki o‘zbek tilida ushbu tizim ancha sodda. Masalan, ingliz tilidagi *He had been working* jumlasini o‘zbek tiliga *U ishlagan edi* deb tarjima qilinadi, biroq bu tarjima ingliz tilidagi nuqta nazaridan yetarli izohlovchi bo‘la olmaydi. Misollar: **Ingliz tilida:** *She has lived here for five years.* **O‘zbek tilida:** *U bu yerda besh yildan beri yashaydi.* **Ingliz tilida:** *I had finished my work before she arrived.* **O‘zbek tilida:** *U kelishidan oldin men ishimni tugatgan edim.* Shuningdek, metodist olimlar G‘. Jo‘rayev va B. Abdullayev fikricha, ingliz tilidagi ot va sifatlarning funksional o‘zgarishlarini o‘zbek o‘quvchilari tushunishda qiynaladilar. Chunki o‘zbek tilida so‘zlarning funksiyasi ko‘proq so‘z tartibi va sintaktik muhit orqali belgilanadi. Masalan, ingliz tilida *a running man* (yugurayotgan odam) va *a man running* (yugurayotgan odam)

jumlalaridagi sifat va fe'ning funksional farqlari mavjud bo'lsa, o'zbek tilida bu oddiygina *yugurayotgan odam* deb tarjima qilinadi.

Ingliz tili so'z turkumlarini samarali o'rgatish uchun turli lingvodidaktik yondashuvlar mavjud. O'zbekistonlik metodist olimlarning qarashlariga ko'ra, ushbu yondashuvlar o'quvchilarning ingliz tili grammatikasini samarali o'zlashtirishida muhim rol o'ynaydi. **Kommunikativ metod:** O'zbekistonlik metodist olim A. Qayumov fikricha, kommunikativ yondashuv orqali o'quvchilar yangi grammatik tushunchalarni tabiiy muloqot jarayonida o'zlashtiradilar. Masalan, so'z turkumlarini o'rgatishda real hayotiy vaziyatlar asosida dialog va muloqot mashqlari tashkil etilishi tavsiya etiladi. Misol: O'qituvchi: *What do you do every morning?* O'quvchi: *I wake up, brush my teeth, and go to school.* Bu metod o'quvchilarning so'z turkumlarini muloqot orqali faol o'zlashtirishlariga yordam beradi.

Kontrastiv yondashuv: Metodist olim Sh. Rahimov ta'kidlaydiki, o'zbek va ingliz tillari orasidagi grammatik farqlarni taqqoslash orqali o'quvchilarning tushunish darajasini oshirish mumkin. Masalan, ot va fe'llarning so'z tartibidagi farqlarini quyidagi misol bilan tushuntirish mumkin: **Ingliz tilida:** *She is a teacher.* **O'zbek tilida:** *U o'qituvchi.* Bu yondashuv yordamida o'quvchilar so'z turkumlarining har ikki til tizimidagi o'ziga xos jihatlarini yaxshiroq tushunadilar.

Strukturalistik yondashuv: O'zbekistonlik metodist G'. Jo'rayev fikricha, bu yondashuv yordamida o'quvchilarga so'z turkumlari qat'iy qoidalar asosida o'rgatilishi kerak. Misol uchun, ingliz tilidagi sifat va fe'llarni ajratish bo'yicha maxsus mashqlar tashkil etish samarali hisoblanadi. Masalan: *He runs fast.* (Bu yerda *runs* fe'l, *fast* esa ravish sifatida ishlatilgan.) *He is a fast runner.* (Bu yerda *fast* sifat, *runner* esa ot.) Bunday mashqlar orqali o'quvchilar so'z turkumlarini tizimli ravishda ajratishni o'rganadilar.

Innovatsion texnologiyalar: B. Abdullayev ingliz tili so'z turkumlarini o'qitishda multimediya va interaktiv platformalar qo'llashni taklif etadi. Unga ko'ra, Quizlet va Kahoot kabi vositalardan foydalanish o'quvchilarning so'z turkumlarini yanada tezroq va qiziqarli tarzda o'zlashtirishlariga imkon beradi. Masalan, o'quvchilar

interaktiv testlar yordamida ingliz tilidagi ot va sifatlarni aniqlash bo'yicha topshiriqlarni bajarishlari mumkin. Ushbu yondashuvlar orqali o'quvchilarning ingliz tili so'z turkumlarini o'zlashtirish jarayonini samarali tashkil etish mumkin.

Ingliz tili so'z turkumlarini o'rgatish bo'yicha olib borilgan tadqiqotlar shuni ko'rsatadiki, o'zbek maktablarida lingvodidaktik muammolarni bartaraf etish uchun integratsiyalashgan yondashuv zarur. Metodik tadqiqotlar asosida kommunikativ va kontrastiv yondashuvlarning samarali ekanligi tasdiqlangan. O'zbek tilida artikllarning mavjud emasligi, fe'l zamon shakllarining cheklanganligi va sintaktik tizimdagi farqlar ingliz tili grammatikasini o'rganishda asosiy qiyinchiliklarni keltirib chiqaradi.

O'zbekistonlik metodist olimlar fikriga ko'ra, lingvodidaktik jarayonda innovatsion texnologiyalarni qo'llash o'quvchilarning so'z turkumlarini o'zlashtirish samaradorligini oshiradi. Masalan, interaktiv platformalar orqali grammatik mashqlarni tashkil etish, ingliz tili va o'zbek tilining kontrastiv taqqoslanishi asosida o'quv materiallarini shakllantirish muhim ahamiyatga ega.

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CHET TILLARINI O'QITISHDA KOMMUNIKATIV YONDASHUVNING AHAMIYATI

Abdusamatova Rayhona Abdurasul qizi

Andijon davlat chet tillari instituti Ingliz tili va adabiyoti fakulteti

Xorijiy til va adabiyoti: ingliz tili yo'nalishi 2 - bosqich talabasi

abdusamatovarayhona185@gmail.com

Annotatsiya: Ushbu maqolada chet tillarini o'qitishda kommunikativ yondashuvning ta'lim jarayonidagi ahamiyati hamda asosiy tamoyillari ko'rib chiqiladi. Unda kommunikativ yondashuvning asosiy mazmuni, talabalarning asosiy qobiliyatlarini rivojlantirishdagi o'rni va bu uslubning samaradorlikka ta'siri yoritiladi. Kommunikativ yondashuv talabalar uchun tilni o'rganishda samarali usul sifatida e'tirof etiladi. Shuningdek, yondashuvni ta'lim jarayoniga muvaffaqiyatli joriy etish bo'yicha metodik tavsiyalar va innovatsion yondashuvlar taqdim etiladi.

Kalit so'zlar: kommunikativ yondashuv, innovatsiya, uslub, qobiliyat, rivojlanish.

THE IMPORTANCE OF THE COMMUNICATIVE APPROACH IN TEACHING FOREIGN LANGUAGE

Abstract: The article examines the importance of the communicative approach in the process of foreign language teaching and its main principles. It highlights the essence of the communicative approach, its role in developing students' key skills, and its impact on the effectiveness of learning. The communicative approach, is recognized as an effective method for students in language learning. Additionally, methodological recommendations and innovative approaches for successfully implementing the communicative approach into the educational process are provided.

Keywords: Communicative approach, innovation, method, ability, development.

ЗНАЧЕНИЕ КОММУНИКАТИВНОГО ПОДХОДА В ОБУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

Аннотация: В данной статье рассматривается значение коммуникативного подхода в процессе преподавания иностранных языков и его основные принципы. В статье освещаются суть коммуникативного подхода, его роль в развитии ключевых навыков студентов и его влияние на эффективность обучения.

Коммуникативный подход признается эффективным методом для изучения языка студентами. Кроме того, представлены методические рекомендации и инновационные подходы для успешного внедрения коммуникативного подхода в образовательный процесс.

Ключевые слова: Коммуникативный подход, инновация, метод, способность, развитие.

Bugungi rivojlanayotgan zamonda chet tillarini o'rganishga bo'lgan talab kundan-kun oshib borayotganligi sababli, respublikamizning barcha o'quv muassasalarida chet tilini o'qitishga katta e'tibor qaratilmoqda. O'qituvchilarning darslarini zamonaviy pedagogik va axborot kommunikatsiya texnologiyalaridan foydalangan holda olib borayotganligi o'quvchilarning o'zlashtirishida o'z aksini topmoqda.

Dunyoning turli burchaklarida chet tillarini o'rgatishda turli metodlardan foydalaniladi va ushbu metodlar yildan-yilga o'zgarib bormoqda. Innovatsion metodlarning ko'payib borayotganligi chet tillarini o'qitish jarayonining samaradorligini oshirib beradi. Mana shunday metodlardan biri bu kommunikativ yondashuv hisoblanadi.

Kommunikativ yondashuv (inglizcha: communicative approach) chet tili o'qitishning asosiy metodologik yondashuvi bo'lib o'quvchilarning real hayotdagi kommunikativ vaziyatlarga tayyorligini oshirishga qaratilgan. Bu yondashuvda tilning asosiy vazifasi - muloqot qilish va fikr almashish ekanligi ta'kidlanadi. Kommunikativ yondashuvning maqsadi nafaqat tilni o'rganish balki o'rganilgan tilning o'quvchining shaxsiy va ijtimoiy muloqotida qo'llay olishdir. Kommunikativ yondashuvning asosiy maqsadi, asosan, til o'rganishning funksional aspektlariga e'tibor qaratish demakdir. Bu metod o'quvchilarga chet tilini faqat grammatik qoidalarni bilish bilan emas, balki ularni turli kommunikativ vaziyatlarda qo'llash orqali o'rgatishga intiladi.

Kommunikativ yondashuv tilni o'rgatishda uni amaliy muloqot vositasi sifatida amalda qo'llashga yordam beradi. Bu yondashuvga ko'ra asosiy e'tibor quyidagilarga qaratiladi:

- 1) Nutq qobiliyatlarini rivojlantirish ya'ni og'zaki muloqot qilish qobiliyatlarini yaxshilash, so'z boyligini oshirish va o'z fikrlarini aniq tushunarli va ravon ifoda etish jarayoni.
- 2) Matnni tushunish qobiliyatlarini shakllantirish ya'ni o'qilgan matndan asosiy ma'no va mazmunni anglash, fikrlar, g'oyalar va tafsilotlarni tahlil qilish qobiliyatini rivojlantirish jarayoni. Bu qobiliyat nafaqat o'qishni tushunishga balki bilimni chuqurlashtirish va fikrlashni rivojlantirishga yordam beradi.
- 3) Haqiqiy hayotiy vaziyatlarda qo'llash ya'ni nazariy bilim va o'rgangan ko'nikmalarni real hayotda turli vaziyatlarda amalda ishlatish jarayoni. Bu usul o'qishni yanada samaraliroq qiladi, chunki bu bilan bilimlarni mustahkamlash va ular bilan bog'liq qobiliyatlarni rivojlantirish imkoniyati paydo bo'ladi.

Kommunikativ metodning boshqa metodlardan farqi shundaki, unda eng asosiy maqsad chet tillarini o'rganuvchilarda ushbu tilda erkin muloqot olib borish malaka va ko'nikmalarini shakllantirish va turli hayotiy va ilmiy, madaniy, ijtimoiy-siyosiy mavzular yuzasidan muloqot olib borilishiga erishishdir. Ushbu yondashuv asosan muloqotga qaratilganligi sababli, o'quvchilarni til o'rganish maqsadini aniq belgilab beradi va ularga haqiqiy hayotda tilni ishlatishni o'rgatadi. Ushbu metodda olib borilayotgan darslarda talabalar passiv emas balki faol ishtirok etadilar. Tilni real vaziyatlarda qo'llash talabalarga qiziqroq bo'lib tuyuladi va ularda tilni o'rganishga bo'lgan rag'batni hamda qiziqishni oshiradi. Grammatika va lug'at yodlashdan zerikkan o'quvchilar ushbu metod orqali til o'rganishga qiziqishini qaytadan kashf etadi.

Kommunikativ yondashuv haqidagi olimlarning fikrlari quyidagicha:

- **Vygotskiy Lev Semyonovich** (1896-1934) – Rossiyalik psixolog, kommunikatsiyaning rivojlanishdagi o'rni haqida o'z fikrlarini bildirib, tilning rivojlanishi va muloqotning inson psixologiyasiga ta'siri haqida muhim ishlarga imzo chekkan. Vygotskiy fikricha, til faqat odamlar o'rtasidagi aloqaning vositasi emas, balki u o'rganish jarayonida ijtimoiy va

madaniy omil sifatida muhim ahamiyatga ega. Kommunikativ yondashuvda tilning ijtimoiy va madaniy konteksti alohida ahamiyatga ega bo'ladi.

- **Del Hymes** (1960-yillar) – Kommunikativ kompetensiyani ta'riflagan amerikalik lingvist. U tilni nafaqat grammatika nuqtai nazaridan, balki tilni turli ijtimoiy vaziyatlarda qanday qo'llashni tushunish nuqtai nazaridan o'rganishga urg'u berdi. Hymesning fikriga ko'ra, kommunikativ kompetensiya - bu faqat so'zlarni to'g'ri qo'llash emas, balki odamlar o'rtasida muloqotni ijtimoiy ravishda to'g'ri tashkil etish qobiliyatidir.
- **Canale va Swain** (1980-yillar) – Kanadalik tilshunoslar kommunikatsiyaga yondashuvni yanada chuqurlashtirib, "kommunikativ kompetensiya" tushunchasini o'rganib chiqdilar. Ular, kommunikativ kompetensiyani grammatika va tilni to'g'ri qo'llash bilan birga, tilni ijtimoiy maqsadlar uchun ishlatishni, ya'ni kontekstni, muloqotda yuzaga keladigan turli xil vaziyatlarni hisobga olishni ta'kidladilar.
- **Michael Canale** va **Swainning** tadqiqotlari – Ular kommunikativ kompetensiyani to'rt asosiy komponentga bo'lishgan:
 - a. **Grammatikal kompetensiya** – tilni to'g'ri ishlatish.
 - b. **Sotsiolingvistik kompetensiya** – tilni ijtimoiy kontekstda to'g'ri qo'llash.
 - c. **Pragmatik kompetensiya** – tilni aniq vaziyatlarda samarali ishlatish.
 - d. **Diskursiv kompetensiya** – murakkab muloqotda o'z fikrini to'g'ri ifodalash va uzviy aloqani saqlash.
- **Kramsch** (1993) – Kommunikativ yondashuvning til o'rganishdagi ahamiyatini ta'kidlab, til faqat muloqot vositasi emas, balki madaniyatning o'ziga xos nuqtai nazaridan ko'rish kerakligini aytgan. U, shuningdek, til o'rganishda muloqotning ijtimoiy va madaniy aspektlari o'rganilishi kerakligini bildirgan.

Olimlarning fikrlariga ko'ra, **kommunikativ yondashuv** tilni nafaqat grammatik to'g'rilikni o'rgatish, balki uni ijtimoiy va madaniy kontekstda, real hayotdagi vaziyatlarda qo'llashni o'rgatishni nazarda tutadi. Bu yondashuv til o'rganish jarayonini faollashtirib, o'quvchilarni muloqotda samarali va ishonchli bo'lishga tayyorlaydi.

Kommunikativ yondashuvni o'qitishda qo'llash usullari:

- 1) Munozaralar olib borish: o'quvchilarni turli mavzularda fikr almashishlariga va boshqalarning fikrini muhokama qilishga undash orqali tilni faol ishlatishga erishish mumkin.
- 2) Turli xil qiziqarli o'yinlar va sahna ko'rinishlari tashkil etish: o'rganilgan grammatika va lug'atlarni amalda qo'llab turli xildagi so'z o'yinlari grammatik zanjir o'yinlari hamda turli xil obrazlarda rol o'ynash tilni faol ishlatishga yordam beradi.
- 3) Jamoaviy mashg'ulotlar o'tkazish: o'quvchilarni guruhlariga ajratib ularga birgalikda topshiriqlar berish o'quvchilarni jamiyatda o'zaro suhbatlashish ko'nikmalarini oshiradi.

Kommunikativ va interfaol metodlar asosida tashkil etilgan darslarda o'qituvchi nazorat qiluvchi, yo'naltiruvchi yoki boshqaruvchi rolini bajaradi. Dars davomida talabalar o'zaro faol bo'lib, barcha topshiriqlarni mustaqil amalga oshiradi va ularga erkin muloqot qilish hamda fikr bildirish uchun keng imkoniyat yatariladi. Talabalarning kommunikativ ko'nikmalarini rivojlantirish uchun chet tilidagi rolli o'yinlar, musobaqalarga asoslangan mashg'ulotlar, video materiallardan foydalanish, chet tilidagi hikoyalarni tinglash va chet elliklar bilan jonli suhbatlar tashkil etish juda muhimdir. Bundan tashqari, muntazam ravishda chet tilidagi radio dasturlarni tinglash, xalqaro televideniyaning ingliz tilidagi ko'rsatuvlarini kuzatish hamda gazeta va jurnallarni o'qish orqali talabalar nutqi zamonaviy talablar darajasiga ko'tariladi.

Hozirgi taraqqiy etgan jahon mamlakatlarida bir yoki ikki chet tilini bilish hech kimni hayratlantirmay qo'ydi, zamonaviy yoshlarning 3 yoki 4 ta tilni bilishi talab qilinmoqda. Shuning uchun respublikamizda bu masala ham kun tartibidan tushib qolishi

kerak emas. Umuman olganda, hozirgi zamonda chet tillarini puxta bilish – har bir yoshning vatanparvarlik burchi. Zero, o'z xalqi, tarixi va kelajagi haqida qayg'urgan shaxs o'zining kelajagi haqida ham qayg'urishi ayni haqiqat.

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BOLALAR ILMIY-OMMABOP ADABIYOTINING O'ZIGA XOSLIKLARI

Dosbayeva Nargiza Turg'unpo'latovna
Namangan davlat chet tillar instituti professori.

nargizad2008@gmail.com

Annotatsiya: Mazkur maqolada bolalar adabiyoti, uning asosiy turlaridan biri bo'lmish bolalar ilmiy-ommabop adabiyoti haqida so'z yuritilgan. Bolalar adabiyoti va ilmiy-ommabop bolalar adabiyotining jamiyat rivojida tutgan o'rni, vazifalari, o'ziga xos xususiyatlari, ushbu turkumga kiruvchi matnlar oldiga qo'yiladigan talablar haqida qimmatli ma'lumotlar keltirilgan.

Kalit so'zlar: bolalar adabiyoti, ilmiy-ommabop bolalar adabiyoti, maktab o'quvchilari, ta'lim, tarbiya, dunyoning ilmiy manzarasi, yuksak axloq, qiziqarlilik, qiziquvchanlik.

Bolalar adabiyotining o'sib kelayotgan yosh avlodni har tomonlama yetuk shaxslar qilib tarbiyalashdagi ahamiyati jamiyatning barcha jabhalarida rivojlanish, o'zgarish shiddatli tus olgan zamonamizda qanchalik ahamiyatli ekani inkor qilib bo'lmas haqiqatdir. Respublikamizda ham ushbu sohani rivojlantirishga hukumat darajasida e'tibor qilinmoqda. Jumladan, O'zbekiston Respublikasining Prezidenti Sh.M. Mirziyoyevning 2017 yil 9 sentabrda e'lon qilingan "Maktabgacha ta'lim tizimini tubdan takomillashtirish chora-tadbirlari to'g'risida"gi qarorida alohida

belgilab berilganidek, bolalikdan kitob o'qishga qiziqish uyg'otuvchi o'quv-metodik, didaktik materiallar va badiiy adabiyotlarni tayyorlash haqidagi, 2017 yil 13 sentabrdagi "Kitob mahsulotlarini nashr etish va tarqatish tizimini rivojlantirish, kitob mutolaasi va kitobxonlik madaniyatini oshirish hamda targ'ib qilish bo'yicha kompleks chora-tadbirlar dasturi to'g'risida"gi qarorlari sohaning huquqiy asoslari, vazifalari ko'lamini belgilab berdi [1, 2].

Chindan ham bu jiddiy vazifani bajarishda, aniqrog'i, mustaqil yurtning har tomonlama yetuk, barkamol avlodini tarbiyalashda asrlar osha xalq an'analari, milliy qadriyatlari, folklor namunalari, milliy adabiyotimiz va jahon xalqlari adabiyoti an'analari zaminida voqelikka aylangan **o'zbek bolalar adabiyotining** beqiyos o'rni bor. Bolalar adabiyoti turkumidagi chop etilib kelingan nashrlar tom ma'noda, yosh avlodni tarbiyalashda ruhiy va ma'naviy quvvat bo'lib kelganiga shubha yo'q. Ammo, XXI asr bolalar adabiyoti namunalariga qo'yilgan talablarning ortgani bejiz emas. O'zbek bolalar adabiyotining badiiy jihatdan yuksak namunalariga keng e'tibor qaratish, yangi asr kichkintoylarining shiddat bilan rivojlanayotgan qiziqishlari, ruhiy, ma'naviy olami, ularning ijtimoiy hayotga munosabati masalalari aks etgan asarlar tahlili orqali talabalarda estetik, axloqiy-ma'rifiy, ijtimoiy-siyosiy tarbiyani shakllantirish muhim ahamiyatga ega.

Bolalar va o'smirlar uchun yaratilgan badiiy, ilmiy, ilmiy-ommabop va publitsistik asarlar majmui bolalar adabiyotini tashkil etadi va bir qator o'ziga xosliklarga ega:

- so'z san'atiga asoslangani va badiiy ijod mahsuli ekanligi jihatdan umumadabiyotga hamohang bo'lsa;
- unda bolalar ta'lim-tarbiyasi ustuvorligi pedagogika bilan;
 - bolalar va o'smirlarning murakkab ruhiyati, qiziqishlarini aks ettirishi;
- yosh xususiyatlarini ifodalashi fiziologiya bilan;
- ona-tabiat, atrof-olam hodisalarini keng aks ettirishiga ko'ra tabiatshunoslik fanlari bilan;
- kichkintoylar til xususiyatlarini mujassamlashtirib tilshunoslik fanlari va defektologiya bilan;

- xalqona ohang va jonli soʻzlashuv tilidan foydalanib, xalq ogʻzaki ijodi bilan uzviylikda namoyon boʻladi. [3. 7,8]

Ilmiy-ommabop adabiyotlar bolalar adabiyoti turkumida alohida oʻrin tutadi. Kattalar uchun ilmiy-ommabop matnlar muayyan soha boʻyicha bilimlarni oshirish uchun foydali boʻlsa, bolalar uchun ushbu matnlar dunyoning ilmiy manzarasini shakllantirishda muhim manba boʻlib xizmat qiladi. “Bolalar uchun ilmiy-ommabop adabiyotlar” terminining sinonimi “taʼlim”, yaʼni bilimga xizmat qilishi bejiz emas. Umuman, bolalar adabiyotiga qoʻyiladigan talablar bolalar uchun moʻljallangan ilmiy-ommabop adabiyotlarga ham taalluqlidir. Belinskiy tomonidan belgilab berilgan ushbu mezonlar quyidagicha:

- aniq taʼlimiy, tarbiyaviy va kognitiv xarakter;
- yuksak axloq;
- ijobiy idealning mavjudligi;
- hayotga yorqin nazar bilan qarash (optimizm);
- mavzu doirasining keng qamrovi;
- real hayotga yaqinlik;
- yoshga bogʻliq ruhiy xususiyatlar va kognitiv qobiliyatlarni hisobga olinganligi;
- qiziqarlilik, dinamizm;
- badiiy mukammallik, yuksak estetiklik;
- nafosatli badiiy nutq [4.324-365].

Bolalar ilmiy-ommabop adabiyotiga qoʻyilgan birinchi mezon boʻyicha savol tuʻgʻilishi tabiiydir. Masalan, bolalar entsiklopediyasi qanday tarbiyaviy xususiyatga ega boʻlishi mumkin? Bu savolga javob berishda, avvalambor, ilmiy-fantastik asarlarni esga olish oʻrinlidir. Ushbu janrga mansub asarlarda qaxramon olimlar ruhiyati, ular tomonidan amalga oshirilgan ishlar, kashfiyotlarning vujudga kelish shartlari va oqibatlari, turli fikr vakillari toʻqnashuvi, qaxramonlar maʼnaviy qiyofasi kabilarni sanab oʻtish mumkin. Biroq bolalar uchun moʻljallanmagan ilmiy-ommabop adabiyotda ham tarbiyaviy jihat namoyon boʻladi. Mjelskaya E. L. ilmiy-ommabop matn muallifi oʻquvchini muayyan vaziyatdan yoki ilmiy faktdan

nafaqat asarning kognitiv muammolarini tushunishga, balki dunyoqarash, g'oyaviy va axloqiy qadriyatlarni tushunishga olib borishini ta'kidlaydi [5.122] “Qiziqarli algebra”, “Qiziqarli fizika”, “Qiziqarli astronomiya” kabi ilmiy-ommabop asarlar muallifi Ya. I. Perelman, bolani g'ayrioddiy narsa bilan hayratga solish unchalik muhim emas deb hisoblardi. Ammo o'quvchini o'ylashga majbur qilish, uni muammoni hal qilish algoritmgiga qiziqtirish ahamiyatlidir. Uning nazariyasiga ko'ra, ilmiy bilimlarni ommalashtirishdan maqsad unga chaynalgan tayyor xulosalar berish emas, balki o'quvchining o'z fikrini amalga oshirishga undashdir. [6.166] Demak, ilmiy-ommabop adabiyotlar bolalarda qiziquvchanlikni rivojlantirishi va ilmiy tafakkur saboqlarini berishi kerak.

Uchinchi talab - yuksak axloq - ilmiy-ommabop adabiyotlarga ham tegishli ekanligi shubhasizdir. Akademik D. S. Lixachyovning ta'biricha “Ilm qiziqarli va, albatta, axloqiy yuksak bo'lishi kerak” [7]

Tabiiyki, kitobxonning yoshini belgilamay turib, bolalar uchun ilmiy-ommabop adabiyotlar haqida so'z yuritib bo'lmaydi, chunki 6 yoshli bola uchun mo'ljallangan matn o'smir uchun mo'ljallanganidan mutlaqo boshqacha yondashuvni talab qiladi. Eng yosh, bo'g'cha yoshidagi bolalar badiiy asarlari va ilmiy-ommabop asarlar o'rtasidagi farqni aniqlash qiyin. Bolalar kitoblarida bilimlarni taqdim etishning muayyan usullari belgilab qo'yilgandir. Bularga taqdim etishning o'ziga xos badiiy uslubi, badiiyatning ustunligi, matnda o'yin unsurlaridan foydalanish, kulgili vaziyatlar va faol personajlar kiritish kiradi. Ba'zan kitobning mazmuni tegishli yoshdagi belgilar harakat qiladigan o'yinning tavsifidan iborat. Maktab o'quvchilari uchun ilmiy-ommabop adabiyotlarga qo'yiladigan zamonaviy talablar pedagogik talablarning uchta eng muhim guruhiga bo'linadi:

- mazmunga qo'yiladigan talablar;
- taqdimot metodologiyasiga qo'yiladigan talablar;
- kitob dizayni uchun talablar.

Maktab o'quvchilari ilmiy-ommabop adabiyot o'quvchilarining alohida va asosiy guruhidir. Bu guruhning o'ziga xosligi shundaki, maktab o'quvchilari fan asoslarini o'zlashtirish ustida tizimli va juda jadal ishlash jarayonida bo'ladi va bu

jarayon hali oxiriga yetmagan bo'ladi. Shu sababli maktab o'quvchilarining ma'lum bir vaqtda ega bo'lgan bilimlari to'liq emas va yana rivojlanish jarayonini talab qiladi.

Yuqoridagilardan kelib chiqqan holda o'quvchilarning ilmiy-ommabop kitoblar mutoala qilishini tashkil etish o'z maqsadi, vazifalari va pedagogik usullari jihatidan o'quv jarayoni bilan chambarchas bog'liq bo'lib, ba'zan uning davomi hisoblanadi va bolalar ilm-ommabop adabiyoti oldiga qo'yiladigan asosiy vazifa - bilimlarni ommalashtirish maktab o'quvchilari uchun yana bir yechim, ya'ni ularga maktab fanlarini o'zlashtirishga yordam beradi, degan xulosaga kelishimiz mumkin. Bolalar uchun ilmiy-ommabop kitoblar o'quvchilarda bilimga bo'lgan qiziqish va didni rivojlantirishga yordam berishi, maktab fanini tushunishni osonlashtiradi.

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THE IMPORTANCE OF CROSS-CULTURAL COMMUNICATION IN EDUCATION

Yusupova Mubina O'tkirbek qizi

Andijan State Institute of Foreign Languages
Sophomore year student of the
Faculty of English language and literature
Boltaboyeva Nargizaxon Muhammadjonovna
Andijan State Institute of Foreign Languages
Senior Teacher of the
Department of English Language and Literature

Abstract: This article provides information about cross-cultural communication which has become an important factor in today's globalized world, where people frequently interact about business, education, travelling and daily life throughout the world. Building interactive skills and collaboration can prevent misunderstandings and conflicts of cultural differences among people who are from different backgrounds.

Key words: different backgrounds, cultural differences, language, cultural awareness, intercultural communication, cross-cultural understanding, adaptability.

In today's interconnected world, the Internet expanded geographical borders and limitations of learning. Students and teachers from various backgrounds now can interact in classroom and academic settings, making communication a basis of modern education. Cross-cultural communication is a cornerstone of understanding how diverse cultures - such as language, values, traditions and communication styles – affect the way people interact and share information, mainly referring to the exchange of information, ideas and meaning between people either from a distance or face-to-face. [4:1] The ability to communicate effectively across cultures not only fosters better learning outcomes, but also prepares individuals to thrive in a globalized society.

One of the primary benefits of cross-cultural communication in education is its role in promoting inclusivity and diversity. Educational institutions often serve as melting pots of different cultures. Effective communication ensures that no student feels excluded due to their cultural background. By embracing cultural differences, educators can create a welcoming environment where students feel valued and understood.

For instance, acknowledging holidays, traditions, or customs from various cultures can make students feel respected and seen. In addition, encouraging discussions about cultural heritage allows learners to develop mutual respect and appreciation for diversity.

Effective cross-cultural communication is crucial for all those who are journeying across cultures, for the vacationing traveler, the candidate of a work or study program abroad, and especially for the business professionals working abroad or for multinationals at home, for whom communication is an essential tool that could make or break their international business dealings. [3:2] Some of the most important tools for effective cross-cultural communication as follows:

- Cultural awareness: It is necessary to recognize and realize values, traditions and differences between cultures and showing respect to them.
- Adaptability: Adjusting communication styles to coordinate with those of the other culture.
- Active listening: Paying attention to small details, in particular, verbal and non-verbal clues, as they may vary across cultures.
- Open-mindedness: Having a desire to learn about and accept various cultural practices and knowledge.

With the given tools, it becomes far easier to realize the necessity of cultural differences, resulting in creating better environment to teach, study and learn. Undoubtedly, the wider range of friends from diverse backgrounds, the greater chance of learning and gaining more invaluable knowledge.

Cross-cultural communication in education is essential for preparing students to be global citizens. As the world becomes more interconnected, the ability to navigate cultural differences is a valuable skill. Through activities like international student exchanges, multicultural projects, and collaborative learning, students can practice cross-cultural communication firsthand. These experiences enable them to work effectively with people from different backgrounds in their professional and personal life.

Despite its benefits, cross-cultural communication in education is not without challenges. Communicating across cultures can be exciting and rewarding, but it can also create confusion and misunderstanding. Therefore, language learners need to be aware, for example, of culturally appropriate ways to address people, express gratitude, make requests, and agree or disagree with someone. [1:3] Language barriers, cultural misunderstandings, and stereotypes can hinder effective interaction. For example, a student's lack of fluency in the language of instruction might lead to feelings of isolation or frustration. As well as, teachers may unintentionally misinterpret a student's behavior due to cultural differences. To address these challenges, educational institutions must prioritize cultural sensitivity training for educators. Equipping teachers with the skills to recognize and fulfill cultural gaps can significantly enhance the learning environment. Additionally, fostering open dialogue and providing resources such as language support programs can help mitigate potential barriers.

The importance of cross-cultural communication in education cannot be overstated. It is a vital tool for fostering inclusivity, enhancing learning outcomes, and preparing students for a globalized world. By embracing cultural diversity and promoting effective communication, educators can create enriching academic environments where all students have the opportunity to succeed. I believe investing in cross-cultural communication is an investment in a brighter, more harmonious future for education and society as a whole.

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THEORY OF SPEECH PARTS AND POSSESSION AND INTERPRETATION IN ENGLISH AND UZBEKISTAN

Student of Andijan State Institute of Foreign Languages

Abdukhalilova Khurshida Ilkhomjon kizi

E-mail: xurshidaabdusalilova06@gmail.com

ANNOTATION: To study the lexical-semantic processes and semantics associated with their structural structure in the English and Uzbek languages as the object of study of the theory of speech parts and possessive and modal verbs. On this basis, to compare them with words as the object of study of the theory of speech parts and possessive and modal verbs in the English and Uzbek languages, to generalize the features common to both languages and at the same time to reveal the phenomena characteristic of each of the languages being compared.

Keywords: lexical, semantic, speech, speech parts, linguistics, possessive, modal verbs.

We know that every language grammar has sections on morphology and syntax. Morphology studies word groups and their specific grammatical properties, while syntax studies the specific properties of word combinations and sentences and parts of speech.

The same is true in the grammatical system of the English and Uzbek languages. Many linguists have different scientific views and theories about the parts of speech in the English language. In particular, if we touch on Ilish's theory, in general, parts of speech are divided into 2 main and secondary parts.

The main parts are possessive and participial. Secondary parts are determiners, complements, cases.

So, how can we determine the possessive? What word can we say is possessive?

Let's give a clear rule for the possessor from a general point of view. In modern English, the possessor is defined briefly and concisely.

In Russian, it is embodied in the following ideas.

- 1) the meaning of the possessor is what ideas it expresses in a sentence;
- 2) its syntactic connection in a sentence;

Morphological expression.

The possessor is one of the two main parts of a sentence.

- 1) It denotes objects and phenomena expressed by a participle;
- 2) It is not subordinate to any other parts of a sentence;
- 3) It can also be expressed by various word groups.

In some cases, we encounter problems in determining the possessor.

For example, let's take the following statement by Lauriks:

It gave Hermione a sudden convulsive sensation of pleasure, to see these rich colours under the candlelight.

Here we can observe 2 different views.

In one, we can take the pronoun “it” at the beginning of the sentence as the formal possessor, and we can say that the real possessor is the infinitive “to see” taken separately.

But if we look at it from the other side, “it” is the possessor of the sentence, and the infinitive is the opposite.

Above, when we defined the possessor, we also connected the participle to the possessor. In fact, the participle is one of the main parts of the sentence, like the possessor. The participle:

- 1) It denotes the thing or event expressed by the possessor;
- 2) It, like the possessor, cannot be “to be” to any other part.
- 3) The participle can be expressed in different ways.

“finite verb + infinite”, “link verb + noun”, “link verb + adjective”, “link verb + preposition + noun” etc. We will discuss this in more detail later.

Before we discuss the topic of parts of speech, let's talk about the sentence itself.

A sentence is the smallest unit of speech. A sentence consists of word order and intonation (tone). A sentence is a group of words that express a complete thought.

The sun rises in the east. - Quyosh sharqdan chiqadi.

The main feature of a sentence is the clause. Another feature, as we mentioned above, is intonation (tone). Another is modality. A sentence expresses a purpose of the speaker. The speaker communicates through the sentence. He wants to identify an object or action or a sign, encourages the listener to do something, orders. Accordingly, sentences are divided into the following types, namely, according to purpose.

a) darak gaplar (declarative sentences):

The library is on the second floor

Kutubxona ikkinchi qavatda.

b) so'roq gaplarga (interrogative sentences):

When did you come?

Siz qachon keldingiz?

v) undov gaplarga (exclamation sentences):

How well she sings!

U qanday yaxshi kuylaydi!

Gapning tarkibiga kiruvchi va birorta so'roqqa javob bo'luvchi so'zlar gap bo'laklari deb ataladi.

Parts of speech are divided into primary parts and secondary parts. Primary parts include the possessive and the participle. Secondary parts include the object, the attributive, and the adverbial modifier. We listed these above in Ilish's theory. According to their structure, sentences are divided into the following types:

1) simple extended sentence sodda yoyiq gap.

2) simple unextended sentence sodda yig'iq gap.

3) elliptical sentence to'liqsiz gap.

4) compound sentence qo'shma gap.

Examples:

The steamer arrived at the port yesterday

paraxod kecha portga yetib keldi. (sodda yoyiq gap).

The sun shines – quyosh nur sochadi. (sodda yig'iq gap).

- Your name? – ismingiz?

- Your age? – yoshingiz? (to'liqsiz gap).

The agreement was signed, and the delegation left London

Bitim imzolandi va delegatsiya Londonni tark etdi.

(bog'langan qo'shma gap).

After the goods had been unloaded, they were taken to the warehouse

Tovarlar tushirilganidan keyin, ular omborxonaga olib boriladi.

(ergashgan qo'ma gap).

As we mentioned above, the parts of speech consist of 2 groups, the main and the second-order parts.

The possessor and the second-order parts belonging to it form the possessive group (the extended possessive). The participle and the second-order parts belonging to it form the participle group (the extended participle):

Subject group	Verb group
The blue car	stopped at the gate
The manager of our office	has received a telegram

To know which part of speech the words in a sentence belong to, you need to know which word class these words belong to.

I have a good dog - Mening yaxshi itim bor.

I- pronoun, in this sentence he/she/it will have, have- fe'l (kesim) a - ndefinite article,

good-sifat, bu gapda aniqlovchi, dog- it, bu gapda u to'ldiruvchi. I have- ega va kesim- bosh bo'laklar.

a good dog- aniqlovchi va to'ldiruvchi- ikkinchi darajali bo'laklar.

Any new topic being studied must serve the active communication of that language. The ultimate goal of both the language learner and the teacher should be to use the learned language resource in oral speech.

One of the requirements for the quality of education in the current era of reforms is to organize these lessons in an unconventional way, based on new pedagogical technologies, using information technologies. In this context, we would like to consider the methodological aspects of explaining a new grammatical topic to students. Before starting a new topic, it is also important for the teacher to have a conclusion about the level of control and practical knowledge of the students on this topic.

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CHET TILLARINI O'QITISHDA DUNYO TAN OLGAN METODLAR VA ULARNING QO'LLANILISHI

Xamidov Behzod Axadovich

ADCHTI, filologiya fanlari bo'yicha falsafa doktori, PhD.

bekham21091980@gmail.com

Rahimjonova Hulkaroy Umidjon qizi

ADCHTI, Ingliz tili va adabiyoti fakulteti, I-22-11- guruh talabasi

Ta'limda metodlar o'quv jarayonini samarali, tizimli va natijaviy tashkil qilish uchun juda zarur. Quyida ularning ahamiyati haqida asosiy fikrlar keltirilgan:

- 1.**Bilimlarni samarali yetkazish:** To'g'ri tanlangan metodlar yordamida murakkab mavzularni oddiy va tushunarli shaklda tushuntirish osonlashadi.
- 2.**O'quvchilarning faolligini oshirish:** Innovatsion va interaktiv metodlar o'quvchilarni dars jarayoniga faol jalb etadi va ularning ishtirokini rag'batlantiradi.
- 3.**Individual yondashuv:** Har bir o'quvchining qobiliyati va ehtiyojlariga mos metodlar tanlanishi orqali ta'lim sifati oshadi. Masalan, vizual o'quvchilar uchun grafik va diagrammalar, kinestetiklar uchun harakatli mashqlar samarali bo'ladi.
- 4.**Nazariya va amaliyotni birlashtirish:** Amaliy vazifalarga asoslangan metodlar (masalan, TBL) orqali o'quvchilar o'zlashgan bilimlarni real hayotda qo'llash imkoniyatiga ega bo'ladi.
- 5.**O'quvchilarning qiziqishini saqlash:** Zamonaviy texnologiyalar bilan uyg'unlashgan metodlar o'quv jarayonini qiziqarli qiladi, bu esa motivatsiyani oshiradi.
- 6.**Innovatsiyalarni joriy etish:** Dunyoda tan olingan metodlarni qo'llash orqali ta'lim jarayoni xalqaro standartlarga moslashadi va talabalar global maydonda raqobatbardosh bo'ladi.

Metodlar nafaqat bilimlarni yetkazish, balki o'quvchilarning qobiliyatlarini rivojlantirish va ularni hayotiy vaziyatlarga tayyorlashda asosiy vosita hisoblanadi. To'g'ri metodlar tanlanishi ta'lim jarayonining muvaffaqiyati uchun kalit omildir.

Chet tillarini o'qitishda dunyo bo'ylab turli metodlar qo'llaniladi. Ushbu metodlar o'quvchilarning yoshiga, qobiliyatiga va o'quv maqsadlariga qarab tanlanadi. Quyida xalqaro miqyosda keng qo'llaniladigan asosiy metodlar, ularni qo'llash shartlari, yo'llari va kutilayotgan natijalar haqida so'z yuritiladi.

1. Kommunikativ metod (Communicative Language Teaching, CLT)

Bu metod tilni o'rgatishda asosiy e'tiborni muloqotga qaratadi. Til nazariyasi emas, balki uni amalda qo'llash muhim deb hisoblanadi.

Qo'llash yo'llari:

- Real hayotdagi muloqotlarni taqlid qiluvchi topshiriqlar berish (ro'zg'or xarid qilish, mehmonxona band qilish, yo'nalish so'rash).
- Juftlik va guruhli ishlarda suhbatlashuvga asoslangan mashg'ulotlar tashkil qilish.
- Raqamli vositalardan foydalanish: masalan, onlayn chatlar va videokonferensiyalar orqali amaliy muloqot.

Shartlari:

- O'qituvchi va o'quvchi o'rtasida erkin muloqot muhitini yaratish.
- O'quv materiallari turli real hayotiy vaziyatlarga asoslangan bo'lishi kerak.

Samarasi:

- Tilni "muloqot vositasi" sifatida ishlatish ko'nikmasi shakllanadi.
- Statistika: Cambridge universitetining 2021-yilgi tadqiqotlariga ko'ra, CLT asosida ta'lim olgan talabalar tinglab tushunish va og'zaki muloqot qobiliyatlarida 25% yaxshilanishga erishgan.

2. Qiziqish va harakatga asoslangan metod (Task-Based Language Learning, TBL)

Bu metodda o'quvchilar turli vazifalarni bajarish orqali tilni o'rganadilar. Vazifalar real hayotiy holatlarga asoslanadi.

Qo'llash yo'llari:

- Muammo yechish mashqlari.
- Prezantatsiyalar tayyorlash va taqdimot qilish.
- Interaktiv o'yinlar va guruhli loyiha ishlari.

Shartlari:

- Mashgʻulotlar amaliy vazifalarga qaratilgan boʻlishi kerak.
- Har bir vazifa oxirida baholash yoki tahlil oʻtkazilishi lozim.

Samarasi:

- Oʻquvchilar tilni faqat nazariya emas, balki muammolarni hal qilish uchun ishlatishni oʻrganadilar.
- Misol: Janubiy Koreyada oʻtkazilgan tadqiqotlarda TBL metodidan foydalangan oʻquvchilar til koʻnikmalarida 30% yuqori natijalar koʻrsatgan.

3. Immersiv metod (Immersive Method)

Immersiv metod tilni tabiiy muhitda oʻrganishni taʼminlaydi, yaʼni oʻquvchilar oʻrganayotgan tilda yashash va muloqot qilishga majbur boʻladilar.

Qoʻllash yoʻllari:

- Til lagerlari va xorijdagi almashinuv dasturlarini tashkil etish.
- Faoliyat davomida faqat oʻrganilayotgan tildan foydalanishni talab qilish.
- Raqamli muhitlarda til muhitini yaratish (masalan, tilni faqat shu tilda ishlatish imkonini beruvchi virtual olamlar).

Shartlari:

- Tabiiy til muhitini yaratish uchun qoʻllab-quvvatlovchi infratuzilma.
- Oʻqituvchilar oʻquvchilarning tilni tushunmaslikka nisbatan sabrli boʻlishlari kerak.

Samarasi:

- Oʻquvchilar tilni real sharoitlarda ishlatishni tezroq oʻzlashtiradilar.
- Kanada maktablarida immersiv metod orqali oʻqigan talabalar tilni eslab qolish darajasida 40% ustunlik koʻrsatgan.

4. Audio-lingval metod (Audio-Lingual Method)

Bu metod talaffuz va grammatika strukturasi ustida takrorlash va oʻrgatishga asoslanadi.

Qoʻllash yoʻllari:

- Audio yozuvlardan foydalanish orqali talaffuzni takrorlash.

- Strukturalarga asoslangan mashqlar, masalan, gap tuzishni mashq qilish.
- Dialoglarni yod olish va qayta ishlash.

Shartlari:

- Sifatli audio va vizual materiallar.
- Mashgʻulotlar davomida takrorlash va mustahkamlash imkoniyati.

Samarasi:

- Talaffuz va grammatika yaxshi oʻzlashtiriladi.
- Misol: AQSh armiyasi bu metodni urushdan keyin harbiylarga chet tillarini tez oʻrgatish uchun muvaffaqiyatli qoʻllagan.

5. Aralash oʻqitish metodikasi (Blended Learning)

Bu metod anʻanaviy darslarni onlayn resurslar bilan birlashtirishni nazarda tutadi.

Qoʻllash yoʻllari:

- Interaktiv platformalarda mashqlar va testlarni bajarish.
- Onlayn video darslar orqali tilni mustaqil oʻrganish.
- Oʻquvchilarning yutuqlarini onlayn kuzatish va tahlil qilish.

Shartlari:

- Sifatli onlayn platformalar va internet aloqasi.
- Anʻanaviy darslar bilan onlayn taʼlimni muvozanatli birlashtirish.

Samarasi:

- Har bir oʻquvchining individual yondashuv orqali oʻquv jarayonini nazorat qilish imkoniyati.
- 2020-yilgi tadqiqotlarga koʻra, blended learning metodi boʻyicha oʻqigan oʻquvchilarning bilim darajasi 35% ga oshgan.

Chet tillarini oʻqitishda xalqaro miqyosda tan olingan metodlar amaliyotga yoʻnaltirilgan va innovatsion usullarga asoslanadi. Ushbu metodlardan samarali foydalanish uchun zamonaviy texnologiyalarni joriy qilish, real hayotiy holatlarni aks ettiruvchi mashqlarni ishlab chiqish va har bir oʻquvchining individual ehtiyojlarini hisobga olish lozim. Metodlar toʻgʻri qoʻllanilganda, talabalar nafaqat til bilimiga ega boʻladilar, balki global muloqotda ishtirok etish qobiliyatini ham rivojlantiradilar. Xalqaro tajribalar shuni koʻrsatadiki, kommunikativ va immersiv

metodlar ayniqsa samarali bo‘lib, talabalarni real hayotga tayyorlashda muhim ahamiyat kasb etadi.

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BADIIY ADABIYOT VA GAZETA SARLAVHALARINING KONSEPTUAL AHAMIYATI

Davlatova Khulkaroy
Andijon davlat chet tillari instituti,
Ingliz tili nazariy aspektlar kafedrasi o‘qituvchisi,
filologiya fanlari bo'yicha falsafa doktori (PhD)
davlatovahulkaroy@gmail.com
Abdurakhmonova Khulkaroy
Andijon davlat chet tillari instituti,
Ingliz tili va adabiyoti fakulteti, 1-bosqich talabasi
abdurahmonovahulkaroy@gmail.com

Annotatsiya: Ushbu maqolada badiiy adabiyot va gazeta, jurnallarning sarlavhalari, ularning lingvistik va lingvakulturalogik jihatdan tahlili, sarlavha tanlashning samarali usullari va shu bilan birga uning konseptual ahamiyati borasida

ma'lumotlar keltirilgan. Bundan tashqari, maqola sohada izlanish olib borgan ko'plab mahalliy va xorijiy tadqiqotchilar fikri bilan yanada boyitilgan.

Kalit so'zlar: sarlavha, rukn, publitsistik pafos, gramatik tuzilish xususiyatlari, badiiy adabiyot va gazeta sarlavhalari.

Abstract: This article provides information on the headlines of literature and newspapers, magazines, their linguistic and lingucultural analysis, effective methods of title selection, and also its conceptual importance. In addition, the article is further enriched by the opinion of many local and foreign researchers who have conducted research in the field. The article emphasizes the importance of the headlines in artistic and journalistic styles.

Key words: headline, column, journalistic pathos, features of grammatical structure, literature and newspaper headlines.

Аннотация: В данной статье представлена информация о названиях художественных и газетных, журнальных произведений, их лингвистическом и лингвокультурологическом анализе, эффективных методах выбора названий и, в то же время, их концептуальном значении. Кроме того, статья дополнена мнением многих отечественных и зарубежных исследователей, проводивших исследования в этой области. В статье подчеркивается значение названия в художественном и публицистическом стилях.

Ключевые слова: заголовок, рубрика, публицистический пафос, особенности грамматического строя, художественные и газетные заголовки.

Biror asarning ommaga taqdim etilishi va uni insonlar tomonidan iliq qabul qilinishida sarlavhalarining o'rni beqiyos, albatta. Hatto, ba'zi hollarda badiiy yoki publitsistik asarning qiymatini uning sarlavhasi belgilab beradi. Negaki, qiziqarli va insonlar e'tiborini osongina o'ziga jalb eta oladigan sarlavha yozilgan asar ommabopligining oltin kaliti hisoblanadi. Keling mavzuga kirishdan oldin sarlavha o'zi nima degan savolga javob topamiz.

Sarlavha biror yaxlit matnning mazmuni va uning g'oyasini, shu bilan birga asarning qisqacha xulosasini o'zida aks ettiruvchi so'z yoki bir nechta so'zlar jamlanmasidan iborat bo'lishi mumkin. Sarlavhalardan foydalanish, asosan, XIX asrning oxirida gazetalar o'rtasida bu boradagi raqobat yuzaga kelganda keng tarqala boshlagan¹⁴. Sarlavhaning bir qator vazifalari mavjud¹⁵. Jumladan:

- 1) Nominativ funksiya;
- 2) Kommunikativ funksiya;
- 3) Reklama funksiyasi.

Ushbu funktsional jihatlar orqali sarlavhani matnning muhim qismi sifatidagi ahamiyatini yanada chuqurroq tahlil qilish mumkin.

Muvaffaqiyatli sarlavha o'quvchilardan chuqur mulohaza qilish va tushunishni talab qiladi. Badiiy asar va gazeta sarlavhalari haqidagi adabiyotlar keng doiradagi nazariy va empirik mavzular, ingliz tilidagi sarlavhalarning grammatikasidan tortib to effektlarigacha bo'lgan ma'lumotlarni qamrab oladi. Adabiyot sarlavhalarning, ayniqsa, kommunikativ funksiyasi bilan bevosita shug'ullanishni taqazo etadi¹⁶.

Odatda, gazeta sarlavhalari funktsional jihatdan qisqa, matnning umumiy mazmuni o'zida ifoda etadigan birlik hisoblanadi. Bu, ayniqsa, yangiliklar sarlavhalariga xos deyish mumkin. Van Dijk ushbu sarlavha tanlashning an'anaviy usuli haqidagi fikrini o'zining tahliliy nutqida ta'kidlaydi: "Matbuotdagi har bir yangilik sarlavhaga ega va bizda ular uchun asosiy qoida bor... Ularning strukturaviy vazifasi ham aniq: ular birgalikda matnning asosiy mavzularini ifodalaydi. Ya'ni, ular dastlabki xulosa sifatida ishlaydi. Semantik cheklov ham mavjud: Sarlavha+Etakchi ma'lumotlarni umumlashtiradi, matn va semantik makrostrukturani ifodalaydi"¹⁷.

Gazeta sarlavhalarining informativlik xususiyatini oshirishda ruknlarning ham ahamiyati kattadir. Ruknlar deganda gazetalar sahifasidagi umumiy matn

¹⁴ Headline - Wikipedia

¹⁵ <https://topjournals.uz/index.php/jsru>

¹⁶ Journal of Pragmatics 35 (2003) 695–721, www.elsevier.com/locate/pragma, p.696

¹⁷ Sperber, Dan, Wilson, Dierdre, 1986. Relevance: Communication and Cognition. Blackwell, Oxford. van Dijk, Teun A., 1988. News as Discourse. Lawrence Erlbaum Associates, Publishers.

nomlari nazarda tutiladi. Shunga ko‘ra sarlavhalarni ham o‘z ichida ikki turga bo‘lish mumkin:

- Ruknlar, ya’ni gazetadagi umumiy sarlavhalar;
- Har bir maqola uchun qo‘yilgan alohida sarlavhalar¹⁸.

Sarlavhalar samardorligini, asosan, taqdim etilgan maqola yoki badiiy asarning o‘quvchilari soniga qarab aniqlash mumkin. Umuman olganda, sarlavhaning maqsadi ham insonlarni berilgan ma’lumotni o‘qib chiqishga undash hisoblanadi va ushbu vazifani to‘laqonli bajargan sarlavhalarni natijaviy deyish mumkin. Qisqa qilib aytganda, o‘quvchilar soni qancha ko‘p bo‘lsa, sarlavha ham shunchalik muvaffaqiyatli bo‘ladi. Sarlavhalar samardorligini quyidagicha hisoblash mumkin¹⁹:

$$CTR = \frac{\text{Bosishlar soni}}{\text{Ko'rishlar soni}}$$

Berilgan formuladan ko‘rinib turibdiki, sarlavha samardorligini aniqlash uchun CTR (Click-Through Rate), ya’ni bosishlar va ko‘rishlar nisbati ko‘rsatkichidan foydalaniladi. Bu faqat samardorlikni hisoblashning ilk formulasi bo‘lib, keying bosqichlarda taxminiy va haqiqiy ko‘rsatkichlar logoritmik tarzda hisoblab chiqiladi va sarlavha samardorligi aniqlanadi. Bir so‘z bilan aytganda, agar sarlavha taxmin qilinganidan ko‘ra ko‘proq bosilgan bo‘lsa, demak u samarali bo‘lgan. Bu usul asosan onlayn nashrlar uchun ishlatilsa ham, bosma nashrlar uchun sotuv darajasi kabi muqobil variantlarni olishimiz mumkin. Quyida esa, sarlavhani muvaffaqiyatli qilishning bir qancha usullarini ko‘rib chiqamiz²⁰:

1. Yozilayotgan asar kim o‘qishi uchun mo‘ljallangan ekanini aniqlash;
2. Qisqa va ixcham sarlavha tanlash;
3. Sarlavhaning boshqalardan farq qilishi va uning takrorlanmasligini ta’minlash;
4. O‘z sarlavhangizga boshqa nuqtai nazardan qarash va o‘z-o‘zini tanqid qilish;

¹⁸ Proceedings of International Conference on Modern Science and Scientific Studies Hosted online from Paris, France, 19th April, 2023, ISSN: 2835-3730

¹⁹ Digital Journalism, ISSN: 2167-0811 (Print) 2167-082X (Online) Journal homepage: www.tandfonline.com/journals/rdij20, p 1306

²⁰ <https://kyoday.uz/uz/blog/qanday-qilib-samarali-kontent-sarlavhasini-yozish-kerak>

5. Sarlavha ishonarli bo‘lishiga ham alohida e’tibor berish lozim.

Bu usullardan foydalanish orqali o‘z ishingiz uchun boshqalarning e’tiborini torta oladigan, noodatiy nom tanlashingiz yanada osonlashadi.

Xulosa o‘rnida shuni aytish mumkinki, sarlavha tanlash asar ommabopligini oshirishdagi muhim omillardan biri hisoblanadi, hamda sarlavha badiiy va publitsistik asarlarning umumiy mohiyatini o‘zida aks ettirishi lozim. Samarali sarlavha tanlashning uning qisqaligi, o‘quvchilar doirasini inobatga olgan holda tanlanganligi, ishinarli ekani va shu bilan birga boshqa nomlardan farq qilishi, takrorlanmaganligi kabi bir qator shartlari mavjud ekan. Bundan tashqari, sarlavha samaradorligi uning o‘quvchilari soniga bog‘liq degan xulosa ham chiqarish mumkin. Bu borada turlicha hisoblash usullari mavjud bo‘lib, yuqorida ulardan biri ham keltirilgan. Sarlavha matnning kichik va ahamiyatsiz bir qismi kabi ko‘rinsa ham, aslida juda muhim jihatlardan biridir. Aynan shu boisdan, ushbu mavzuga doir izlanishlar va tadqiqotlar davom ettirilishi maqsadga muvofiq hisoblanadi.

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BENEFITS OF WATCHING MOVIES TO LEARN A FOREIGN LANGUAGE

Babajanova Zumrad Igor qizi

English teacher at Urgench State Pedagogical

Institute

zumradbobojonova3@gmail.com

Polvonnazarova Mohinur Shuxrat qizi

Student at Urgench State Pedagogical Institute

mohinurpolvonnazarova@gmail.com

Annotation: Movies played important role on achieving the most enhanced competencies in learning foreign languages. Movies enhances most basic skills since it covers the whole experience of language learning through its duration. In this article we can discuss the benefits of watching movies to learn a new language.

Key words: Listening, speaking skills, pronunciation, vocabulary, slang word, native speaker.

Learning a language is not just about rote memorization of vocabulary and grammar rules. This process often involves a balanced diet of language lessons, real-world practice and supplemental media like books, podcasts and movies for language learning. Movies aren't just for entertainment, after all. They also give you a cultural education that enriches your language comprehension. Movies also expose you to a more natural form of the language with authentic vocabulary and slang, and they teach you to connect words with associated body language. Language learners all over the world can reach their linguistic goals by watching content in their chosen target language. This method also allows language students to learn in an engaging and fun way. By watching series, soap operas or movies, you'll have the immersive

experience of listening firsthand to actors speaking in their native language. This allows you to take solid steps towards becoming fluent in that language.

Watching movies in English will help you improve your English in many ways:

1. Listening skills – You will hear English being used in a very natural way. Some parts may be spoken too fast for you to understand but it will be a perfect way for you to get used to hearing native speakers talk to each other. You will also hear informal English and slang words and phrases that you often do not find in books or dictionaries. This helps attune your ear to spoken English's rhythms. Besides, Regularly watching films in English trains your ear to comprehend spoken language at a normal pace. This can significantly enhance your overall ability to understand spoken English. It is possible to understand through context by watching movies in their original language. Movies provide a visual backdrop that aids in understanding the meaning of words and phrases, even unfamiliar ones. The characters' actions and expressions offer clues to meaning. This, in turn, enables learners to be good at prediction and grasping contexts easily. After watching several foreign movies, viewers will be aware of the most common words and phrases in used real life situations.

2. Speaking skills – Hearing natives speak will also help your speaking skills, especially your fluency. You will hear how to link your words together and where to put intonation on certain words and sentences. Developing self-assurance in speaking is often a byproduct of watching films in English. Familiarity with the sounds and structures of spoken English grows through exposure, leading to greater comfort with the language and a willingness to engage in conversation. Consistent listening builds familiarity, which in turn encourages active participation in speaking. It is essential to avoid being passive viewing and focus on the characters' speech patterns, pronunciation, and word choices. Strive to grasp the context of their conversations and how they convey meaning. There are so many useful techniques which can be practised while watching movies. One of the recommended strategies is imitating and replicating. Practicing mimicking the actors' lines to refine pronunciation and intonation may bring huge benefits for speaking improvement.

"Shadowing," speaking simultaneously with the actors, is another helpful technique. Based on this technique, learners have to imitate the speech of native speakers.

3. Pronunciation – We all know that English pronunciation is extremely difficult and when you read words it is hard to know how they should be said. Hearing native English speakers talk to each other will help you to hear how words are pronounced. If you are using English subtitles, you will also be able to see how the words are written. Choosing movies from both the US and the UK will give you a balanced perspective on the two varieties of English pronunciation. Watching with subtitles can help follow along with the dialogue and identify new words.

4. Vocabulary – By watching English movies, you will hear many new words and phrases, especially idioms and colloquial expressions. I would suggest keeping a notebook with you and writing down any new words or phrases you hear and you would like to remember or you don't understand. You can look up the meaning later or ask your English teacher. You'll often hear the same words and phrases repeated throughout a movie, which helps to reinforce your learning and make it easier to remember new vocabulary. You can also rewatch movies to further reinforce your learning and pick up on any words or phrases you might have missed the first time.

5. Put knowledge into practice to improve your English – In your classes you will learn a lot of vocabulary and grammar but you may not know how to use it in real life. Watching English films will help you understand how to use all the knowledge you have learnt in everyday situations. Not only you should concentrate on how words are used in movies, but also trying to use them in practice is essential.

In conclusion, watching movies is an effective way of learning new languages. By watching, listening, and reading the subtitles, learners will improve their skills in every aspect at an affordable price. Learners must understand the pedagogical importance of movies and should not take them as a source of entertainment if they get an opportunity to watch movies as part of their learning process. The learners must try to remember words and use them while communicating with each other so, that they can store what they learned for future use.

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INGLIZ TILI O'QITISHDA MADANIYAT, ADABIYOT VA ZAMONAVIY METODLARNING AHAMIYATI

Egamberdiyeva Durdonaxon Ziyodbek qizi

Andijon davlat chet tillari instituti

Ingliz tili va adabiyoti fakulteti 1-bosqich talabasi

@egamberdiyevadurdona08gmail.com

Annotatsiya: Ushbu maqolada chet tillarini o'qitishning zamonaviy metodlari va adabiyotning tillarni o'rganishdagi o'rnini tahlil qilinadi va an'anaviy metodlarga qo'shimcha ravishda zamonaviy o'qitish usullarining o'quvchilarning til ko'nikmalarini rivojlantirishdagi ahamiyati yoritiladi. Shuningdek, S. Krashen, J. Jalolov va boshqa olimlarning chet tillarini o'qitishga doir interaktiv metodlari, ilmiy nazariyalari haqida ma'lumot beriladi.

Kalit so'zlar: kommunikativ-didaktik, innovatsion, metodlar, til o'rganuvchilar, onlayn platformalar.

Abstract: This article analyzes modern methods of teaching foreign languages and the role of literature in language learning. In addition to traditional methods, the importance of modern teaching approaches in developing students' language skills is highlighted. Furthermore, interactive methods and scientific

theories related to foreign language teaching proposed by researchers such as S. Krashen and J. Jalolov are discussed.

Keywords: communicative-didactic, innovative, methods, language learners, online platforms.

Аннотация: В данной статье анализируются современные методы обучения иностранным языкам и роль литературы в изучении языков. Помимо традиционных методов, подчеркивается важность современных подходов к обучению для развития языковых навыков учащихся. Также рассматриваются интерактивные методы и научные теории, предложенные такими исследователями, как С. Крашен и Дж. Жалолов, в области преподавания иностранных языков.

Ключевые слова: коммуникативно-дидактический, инновационный, методы, изучающие язык, онлайн-платформы.

Bugungi kunda chet tillarini o'qitish dunyo bo'ylab dolzarb masalalardan biri bo'lib, bu mavzu doirasida ko'plab olimlar, lingvistlar izlanishlar olib bormoqdalar. Shuningdek, o'quvchilarning ma'lum bir til doirasidagi lingvistik bilimlarini oshirish maqsadida o'qitish jarayonida an'anaviy metodlarga qo'shimcha tarzda zamonaviy texnologiyalar va interaktiv yondashuvlardan ham foydalanilmoqda. Ayniqsa, biror xorijiy tilni o'qitishda o'sha til adabiyotidan foydalanish o'quvchilarning til va nutq ko'nikmalarini yanada rivojlantirishda samarali usul bo'la oladi. Tadqiqotlarga ko'ra, insonning til o'rganish qobiliyati o'sha tilda tabiiy ravishda tushunarli ma'lumot olish bilan bog'liq, ya'ni S.Krashenning "Input hypothesis" nazariyasiga ko'ra, til o'rganish uchun shu tilda ko'p o'qish va eshitish muhim ahamiyatga kasb etadi.²¹ Inson tilni samarali o'zlashtirishi uchun tushunarli ma'lumot olishi kerak. Bu borada S.Krashen til o'rganuvchilar uchun i+1 modelini taklif qiladi, unga asosan o'rganuvchilar hozirgi

²¹ Krashen S. Principles and practice in second language acquisition. – Pergamon press, 1982

bilim darajasidan biroz yuqoriroq darajadagi ma'lumotni tushunib, tahlil qilsa, ularning til o'rganish jarayoni yanada samaraliroq bo'ladi.²² Bu usuldan pedagog xodim ham tilni o'qitish jarayonida foydalanishi mumkin, ya'ni u o'z o'quvchilariga biroz murakkabroq bo'lgan matn yoki audioni berish orqali o'rganuvchilar darajasini asta-sekin oshirishi mumkin. Shuningdek, S. Krashen chet tillarini o'rganish jarayoniga psixologik yondashib, unga o'quvchining kayfiyati yoki o'rganishga bo'lgan xohishi ham ta'sir ko'rsatishini ta'kidlaydi.²³

O'zbek lingvistlaridan biri J.Jalolov ham chet tillarini o'qitish bo'yicha bir qancha prinsiplarni sanab o'tadi. Chet tillarini o'qitish metodikasi pedagogik yondashuvlarga asoslanadi. Xorijiy tilarni o'qitishda millatlararo muloqot, kommunikativ yondashuv va mashq texnologiyasi eng yaxshi usullar sifatida qaraladi. Uning nazriyasiga ko'ra, chet tilini o'qitishning asosiy maqsadi o'quvchilarning muloqot qilish qobiliyatini shakllantirishdan iborat va u muloqotni shakllantirishda bir qancha metodlarni keng qo'llaydi.²⁴

1. **Kommunikativ didaktika metodi.** Bu metodni qo'llashdan asosiy ko'zlangan maqsadlar o'quvchilarni guruh bo'lib ishlashga o'rgatish, suhbatlashish va guruh bo'lib ishlashga urg'u berish, o'quvchilarni shu tilda erkin fikr bildirishga o'rgatish va asosan, og'zaki nutqni rivojlantirishdir.
2. **Madaniyatlararo muloqot yondashuvi.** Bunda xorijiy tilni faqat lingvistik bilim sifatida emas, balki madaniy kontekstda ham o'rganishga e'tibor qaratiladi. O'rganilayotgan til mamlakatining madaniyati va urf-odatlar bilan tanishiladi. Bu esa tilni yanada tezroq va samaraliroq o'rganishga yordam beradi.
3. **Mashq texnologiyasi** bilan yangi o'rganilgan materiallarni interaktiv vositalar orqali mustahkamlash mumkin.

Bu metodlar tilni o'qitishning samarali usuli sifatida ko'p yillar qo'llanib kelindi, biroq hayotimizga zamonaviy texnika-texnologiyalar kirib kelishi bilan kompyuter

²²Krashen S. D. Principles and practice //Learning. – 1982. – T. 46. – №. 2. – C. 327-69.

²³ Krashen S. The input hypothesis: An update //Linguistics and language pedagogy: The state of the art. – 1992. – C. 409-431.

²⁴ Jalolov Jamol. Chet til o'qitish metodikasi. "O'qituvchi" nashriyot-matbaa ijodiy uyi, Toshkent – 2012.C 85-90

va elektron qurilmalar bilan integratsiyalashgan zamonaviy texnologiyalar va yangi metodlarni ishlab chiqishga ehtiyoj paydo bo'ldi. Hozirgi vaqtda tilni samarali o'rgatish uchun onlayn platformalar va mobil ilovalardan keng foydalanilmoqda. Bu esa dastur asosida o'qitish ya'ni kompyuter texnologiyalari asosida o'qitish metodining shakllanishiga olib keldi. Masalan, o'quvchilar yangi o'rgangan so'z va iboralarini yoki grammatik shakllarini Kahoot.it yoki Quizizz kabi platformalarida savollar va testlar bilan yanada mustahkamlab olishi mumkin. Bundan tashqari Duolingo, Babbel yoki Memrise ham o'qitish jarayonini qiziqarli va interfaol tarzda olib borishga yordam beradi. Mobil ilovalar, jumladan, Hello talk, Duolingo yoki Quizlet ilovalari o'rganuvchilar uchun ajoyib imkoniyat bo'la oladi.

O'quvchilarni darsga yanada qiziqtirish va ularning til ko'nikmalarini oshirib borish maqsadida ko'plab zamonaviy metodlar ishlab chiqildi. Bular "Flipped Classroom" (aks o'qitish) hamda fan va tilni integratsiyalashtirish asosida o'qitish usullaridir. "Teskari o'qitish" (Flip teaching) usuli hozirda o'qitishning eng zamonaviy metodlaridan biri bo'lib, unda o'qituvchilar darsni an'anaviy tarzda tushuntirib berishmaydi, balki yangi materiallarni o'quvchilar uyda mustaqil internet yoki berilgan videolar orqali o'rganib darsda muhokama qilish uchun tayyorlanishadi.²⁵ Dars jarayonida esa o'quvchilar mavzuni tushuntirib berishadi. Bu til o'rganishda va muloqotni rivojlantirishda yaxshi imkoniyat bo'ladi. "Chet tillarini o'rganishda fan va xorijiy tilni uyg'unlashtirish nafaqat til o'rganish, balki boshqa fanlarni o'zlashtirish uchun ham foydali bo'ladi", -deydi David Marsh²⁶. Bu metodda o'quvchilar tilni boshqa fanlar, xususan, matematika, tarix yoki geografiya orqali o'rganadilar. Masalan, ingliz tilida biologiya yoki geografiya kabi fanlarga oid tushunchalar o'tiladi, bu esa o'rganuvchilar uchun tilni chuqurroq o'zlashtirish imkoniyatini yaratadi.

²⁵ Bishop J., Verleger M. A. The flipped classroom: A survey of the research //2013 ASEE annual conference & exposition. – 2013. – C. 23.1200. 1-23.1200. 18.

²⁶ Marsh D. Content Language Integrated Learning (CLIL). A Development Trajectory. – 2013.

Shuningdek, bu metod bilan o'sha til adabiyotini ham o'rgatish mumkin. Bunda adabiyotlar o'rganuvchilar yoshi va dunyoqarashiga qarab tanlanishi maqsadga muvofiq bo'ladi. J.Jalolov badiiy adabiyotdan foydalanishning bir necha muhim jihatlarini ajratib ko'rsatadi:

Lug'at boyligini oshirish – badiiy adabiyot orqali o'quvchilar turli xil tasviriy ifodalarni va iboralarni, shuningdek, ularni qo'llash usullarini o'rganadi.

Grammatikani mustahkamlash – matnlarni o'qish bilan grammatik qoidalar tabiiy ravishda o'zlashtiriladi.

Talaffuz va intonatsiyani yaxshilash – audiokitoblarni eshitish va badiiy asarlarni mutolaa qilish o'quvchilar talaffuzi va intonatsiyasini yaxshilashga yordam beradi.²⁷

Xulosa qilib aytganda, chet tilarini samarali o'qitish uchun an'anaviy yondashuvlar bilan bir qatorda zamonaviy metodlardan ham foydalanish kerak. Krashenning nazariyasiga ko'ra, tilni tushunish grammatik qoidalarni yodlashdan ko'ra eshitish va o'qish orqali yaxshiroq shakllanadi. Ammo bu mustaqil ravishda yetarli bo'lmay, muloqot yordami bilan samaraliroq bo'ladi. Shuningdek, chet tillarini o'qitishda adabiyotning ham o'rni katta bo'lib, bu o'quvchilarda tilni o'rganish jarayonini yanada tezlashtiradi. Shunday ekan, o'qitish jarayonini zamonaviy metodlar va adabiyot bilan integratsiyalashtirish bolalarning darsga qiziqishini oshiradi hamda bilim va ko'nikmalarini rivojlantiradi.

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CHET TILINI O'QITISHDA (ARAB TILI) YANGI ATAMALARNI MOSLASHTIRISH USULLARI: ISHTIQOQ VA TA'RIB

Olimov Zuxrobiddin

Shaxobiddin o'g'li

Annotatsiya. Derivatsiya arab tilini to'xtovsiz modernizatsiya qilishning eng samarali usuli hisoblanadi. Derivatsiya arab tilini xorijiy atamalarni qabul qilish va ularni o'ziga moslashtirish imkoniyatini beradi; arab tilini xorijiy atamalarga semantik jihatdan teng bo'lgan mahalliy so'zlar bilan boyitishning eng muhim usuli sifatida ham ishlaydi. Xorijiy atamalarni arab tiliga moslashtirishning boshqa usullarining qobiliyati ularni derivativ bilan solishtirish mexanizmi bilan tekshiriladi. Bu mexanizm beshta mezoniga asoslanadi: (1) semantik saqlash; (2) oson kognitiv kirish; (3) morfologik naqshlar to'plami; (4) naqsh to'plamiga muvofiq qayta yaratish qobiliyati; (5) arab tilining o'zini himoya qilish tizimini qo'llash. Ushbu taqqoslash natijalari shuni ko'rsatadiki, derivatsiya xorijiy atamalarni arab tiliga moslashtirish va o'zlashtirishning eng xavfsiz va samarali usuli bo'lib, uni arab tilining "ishonchli qo'riqchisi" deb atash kerak.

Kalit so'zlar: terminologiya, huquqiy terminologiya, derebatsiya, neologizmlar, alishtirish, ta'rib, o'zlashmalar, so'z yasalishi.

Аннотация. Классические арабские грамматисты упорно трудились, чтобы сохранить арабский язык, адаптируя неарабские термины и используя потенциальные возможности арабской фонологической, морфологической и семантической систем для адаптации иностранных терминов. Этот процесс осуществлялся несколькими методами, на которые опирались лингвисты, чтобы сохранить самобытность арабского языка. Деривация является наиболее эффективным методом непрерывной модернизации арабского языка. Деривация позволяет арабскому языку принимать иностранные термины и адаптировать их к себе; она также служит важнейшим способом обогащения арабского языка местными словами, которые семантически эквивалентны иностранным терминам. Способность других методов адаптации иностранных терминов к арабскому языку проверяется механизмом их сравнения с деривацией. Этот механизм основан на пяти критериях: (1) семантическое

сохранение; (2) легкий когнитивный доступ; (3) набор морфологических моделей; (4) способность воссоздавать в соответствии с набором моделей; (5) использование собственной системы защиты арабского языка. Результаты этого сравнения показывают, что деривация является самым безопасным и эффективным способом адаптации и ассимиляции иностранных терминов в арабском языке, и ее следует называть «доверенным хранителем» арабского языка.

Ключевые слова: терминология, юридическая терминология, деривация, неологизмы, аль-Иштикак, тариб, заимствования, словообразование.

ABSTRACT. Classical Arabic grammarians worked hard to preserve the Arabic language by adapting non-Arabic terms and by using the potential capabilities of the Arabic phonological, morphological, and semantic systems to adapt foreign terms. This process was carried out by several methods that linguists relied on to preserve the originality of the Arabic language. Derivation is the most effective method of continuously modernizing the Arabic language. Derivation allows the Arabic language to adopt foreign terms and adapt them to itself; it also serves as the most important way to enrich the Arabic language with local words that are semantically equivalent to foreign terms. The ability of other methods of adapting foreign terms to Arabic is tested by the mechanism of comparing them with derivation. This mechanism is based on five criteria: (1) semantic preservation; (2) easy cognitive access; (3) a set of morphological patterns; (4) the ability to recreate according to the set of patterns; (5) the use of the Arabic language's own defense system. The results of this comparison show that derivation is the safest and most effective way to adapt and assimilate foreign terms into the Arabic language, and it should be called the "trusted guardian" of the Arabic language.

Keywords: terminology, legal terminology, derivation, neologisms, Al-Ishtiqaq, tarib, borrowings, word formation.

Turli xalqlar tomonidan ishlab chiqilgan terminologiya va zamonaviy neologizmlar har qanday tilda soʻzlashuvchilar tomonidan ularning haqiqiy maʼnosini tan olmasdan tushunilmaydi. Klassik arab grammatikachilari arabcha boʻlmagan

atamalarni lugʻatlarda mustahkamlab, oʻzlarining asl tillariga koʻrsatib, bu muammoni arab tilidagi teng atamalarni yaratish va ularni arabchaga moslashtirishning mavjud usullaridan foydalanib hal qilishni osonlashtirdilar. Klassik arab lugʻatshunoslari arab lugʻatini yaratishning dastlabki muvaffaqiyatli urinishlarida asl arabcha soʻzlarni boshqalardan ajratish ustida qattiq ishladilar. Al-Xalil ibn Ahmad al-Farohidiy oʻzining lugʻatida (Al-ʻAyn) arab boʻlmagan soʻzlar haqida aniq taʼkidlagan. Boshqa arab mumtoz lugʻatlarida ham alʼdaxil (boshqa tildan qabul qilingan; arabcha boʻlmagan soʻz) va al-muʼrab (arab tiliga oʻzgartirilgan; arablashtirilgan) ga ishora qilingan. Masalan, arabcha lugʻatlarda soʻzlarning etimologiyasini belgilash uchun boshqa atamalar ishlatilgan: *shihāh* (arabcha asl soʻz) va al-mūald (arabcha qoidalariga koʻra arab tilidan olingan soʻz, lekin eski arablar tomonidan ishlatilmagan), *shairaf* (almashtiruvchi – “srf”dan, yoʻnaltirmoq; aylanmoq; pul almashtirmoq); *shaiqal* (burnisher; jilolovchi – “sql”dan, sayqallamoq; yorqinroq qilmoq; yorqinroq qilmoq). Bunday misollar shuni koʻrsatadiki, mumtoz arab grammatikachilari yangi atama semantik jihatdan bogʻlangan aniq ildizni tanlab, soʻngra yaratilgan atamalarga arab tiliga oʻzlashtirilishi va moslashish qobiliyatini berish uchun arabcha qolip (faiʼal) orqali yangi atama yaratganlar.

Arab grammatikachilari yangi xorijiy atamalarni arab tiliga moslashtirishning eng xavfsiz usullaridan foydalangan holda arab tilini saqlab qolishga qattiq harakat qilishgan. Bu holat oʻtmish talablaridan kelib chiqqan. Arablarning umumbashariy tsivilizatsiyasi arab tilining ilmiy va madaniy atamalarni yaratish va oʻziga moslashtirish qobiliyatini namoyon qilgan paytda bu talablarni arab tili bajargan. Biz terminologik tushunchalarni arab tiliga oʻtkazishning ana shu yoʻllarini oʻrganishimiz va eski va zamonaviy arab grammatikachilari qoʻllagan xorijiy atamalarni arab tiliga moslashtirishning eng samarali klassik va zamonaviy usullarini koʻrsatishimiz kerak. Klassik usullar quyidagilardir:

AL-ISHTIQOQ (ALOHIDA).

Tuzatish – arab grammatikachilari tomonidan boshqa soʻzdan yangi soʻz yasash uchun ishlatiladigan morfologik atama boʻlib, ikkala soʻz ham kelib chiqishi bir

(uchta asosiy undosh) bo‘lib, ularning materialini aniqlab, o‘zaro asl ma‘noni bildiradi. Arabcha hosila amalda boshqa so‘zdan yangi so‘z hosil qilishni anglatadi; ikkala so‘zning o‘zagi bir va umumiy leksik ma‘nosi bir, lekin morfologik jihatdan bir-biriga o‘xshamaydi. Ularning lug‘aviy ma‘nosi shu ikki so‘zda takrorlangan ildizning asl elementlari bilan kafolatlanadi. Grammatik ma‘nolar yangi hosila so‘zlarning fonetik tuzilmalari qofiyalangan qoliplarga ko‘ra turlicha bo‘ladi, masalan, (1) qatā‘a (kesmoq – “qṭ’ dan”, kesimga, fa‘ala qolipi bilan shakllangan); quṭī‘a (u qirgilgan – “qṭ’”dan kesilgan, fu‘ila naqsh o‘rnatilgani bilan shakllangan); qāṭī‘ (kesish – “qṭ’”dan, qirqmoq uchun, o‘rnatilgan naqsh bilan hosil qilingan fā‘il); (2) hamamala (ko‘tarmoq; ko‘tarmoq – “hml”dan, ko‘tarmoq; ko‘tarmoq, fa‘ala qolipidan hosil bo‘lgan); humila (u ko‘tarildi – “hml”dan, aymoq; ko‘tarmoq, fu‘ila qo‘shimchasi bilan shakllangan); “haamil” (ko‘taruvchi; ko‘taruvchi; tashuvchi; ko‘taruvchi – “hml” dan, ko‘tarmoq; ko‘tarmoq, qo‘yilgan naqshdan hosil bo‘lgan). Bu yo‘l umumiy yoki kichik hosilalanish deyiladi va uning boshqa turlari ham mavjud: (1) katta hosila; (2) eng katta hosila; (3) an-naht (aralashtirish). Aytish mumkinki, hosila arab tilining o‘ziga xosligini saqlab qolishi mumkin, chunki u xorijiy atamalarni arabcha naqshlar to‘plamiga muvofiq shakllantirishni talab qiladi. Arablashgan atamalarning arabchaga o‘zlashtirilishini tekshirish mezoni sifatida hosila qoliplari to‘plamlari ishlatilgan, masalan, hijro’ (aqldan ozgan; ahmoq) qoliplari to‘plamidan hosil bo‘lgan dirham (dirham); dinor (dinor) dimas (qorong‘u siljish) naqshlari to‘plami bilan yaratilgan; qurtalar naqshi bilan shakllangan rustoq (qishloqlar va dehqonchilik yerlari joyi); (qog‘oz; qog‘oz varag‘i).

Amalda, arab tilining flektiv morfologiyasi o‘xshashlik bo‘yicha yangi atamalarni olishning cheksiz imkoniyatlarini taqdim etishga qodir, bu ajoyib trikonsonant ildiz tizimiga bog‘liq. Ildizlar morfologik qolipga ko‘ra yuqori flektiv bo‘lish qobiliyati tufayli o‘ziga xos ma‘nolarni olib, ko‘plab verbal yoki nominal shakllarni hosil qila oladi, masalan: (1) “drs” ildizi (o‘rganish) – darasa (o‘rganish) durisa (o‘rganildi), daaris (o‘rganuvchi); dars (dars) va durus (darslar); (2) (yozmoq) ma‘nosini bildiruvchi “ktb” o‘zagi – kataba (yozmoq), kutiba (yozilgan), katib (yozuvchi) va

kutob (yozuvchilar); (3) “xalq” (yaratmoq, qilmoq) o‘zagi – halqa (yaratmoq), xuliqa (yaratilgan) va xoliq (yaratuvchi).

AT-TA’RIB (ARABLASHTIRISH).

Arablashgan atamalar arab tili qoidalarini asosida tuzilgan yoki arabcha so‘zlarga o‘xshash so‘zlarni bildiradi. Arablashtirishni, shuningdek, arabcha fonologiya va morfologiya qoidalarini qo‘llash orqali xorijiy so‘zlarni moslashtirish va arab tilida xorijiy atamalarni, masalan, dirham (dirham – fors diramidani fonetik arablashuv) qo‘llash imkoniyatini yaratish jarayoni deb ham ta’riflash mumkin; shaiqal (burnisher – fai’al qolipi bilan shakllangan morfologik arablashuv); Sayraf (pul ayirboshlovchi – fai’al qolipi bilan shakllangan morfologik arablashuv).

Shuni ta’kidlash kerakki, klassik arab grammatikachilari arablashgan atamalarni boshqa tildan o‘zlashtirilgan bu atamalardan – kalkelardan aniq ajratib ko‘rsatishgan. Bu so‘zlarni (kalklarni) hozirgi arab tilida ko‘rish mumkin, masalan, radio (radio); isitgich (isitgich); telefon (telefon); svetofor (svetofor), lekin keyinchalik ular kelib chiqish yo‘li bilan moslashtirilgan, mana ulardan ba’zilari: midia’ (radio); midfa (isitgich); hatif (telefon); ishara murur (svetofor). Bu hodisani arab o‘quvchisi uchun tushunarliroq qilish uchun biz ingliz tilidan olingan ba’zi arab atamalarini beramiz va arab tilida so‘zlashuvchilar ularning ma’nosini arab ildiziga ko‘ra bilishlari mumkin, masalan, algebra (arab tilidan olingan va arab ildizidan olingan matematik atama”. “jbr”, sozlash; ta’mirlash; yaxshi holatga keltirish); albacore (arab tilidan olingan va arabcha “bkr” ildizidan olingan atama, erta turish yoki erta turish); attor (efir moyining nomi; uchuvchi moy arab tilidan olingan va arabcha “tr” ildizidan olingan, aromatizatsiya qilish uchun). Algebra atamalarini; albacore va attar arab tilidan olingan ingliz tilidir, shuning uchun arab o‘quvchi ularni ma’nosi bog‘liq bo‘lgan ildizning asosiy elementlari orqali bilishi mumkin.

Bu ta’riflar arablashtirishga ko‘p asrlar ilgari berilgan, ammo ular arab tilining xorijiy atamalarni o‘z qoidalariga ko‘ra moslash qobiliyatini ko‘rsatadi, shuning uchun bu hodisaning zamonaviy ta’riflari klassik arab filologlari tomonidan berilgan ilmiy dalillarga qarshi tura olmaydi yoki ularni inkor eta olmaydi. Arablashtirish deganda xorijiy atamalarni arab tili qoidalariga moslashtirish tushuniladi. Arab

tilshunoslari tomonidan shakllantirilgan ushbu qoidalarga ko'ra, arablashtirish deganda tilning fonologik, morfologik va tizim qoidalarini xorijiy atamalarga qo'llash orqali arabcha bo'lmagan atamalarni arab tiliga moslashtirish jarayoni tushuniladi.

Arablashtirishning eng muhim savollaridan biri arablashgan so'zlar arabchaga assimilyatsiya qilinishi mumkinmi yoki ular arab tilining hosila tizimiga ko'ra mavjud bo'lishi mumkinmi? Klassik arab grammatikachilari bu muammoni o'rganib, kerakli qoidalarni o'rnatish orqali hal etishgan. Ibn Jinniy arablashgan so'zlardan faqat arabcha qolip to'plami orqali hosil bo'lgandagina hosil bo'lishini tasdiqlagan. Arablar arabcha atamalardan mudarham (dirham shakli sifatida shakllangan) naqshlari bilan kelib chiqqanlarida, u o'z qoidalarini arab tili tarixi bilan isbotladi. Ko'p o'n yillar davomida arab davlatlarining til akademiyalari klassik usullarga muvofiq xorijiy atamalarni arab tiliga moslashtirishning qat'iy mexanizmini o'rnatishga harakat qilib, standartlashtirilgan yangi atamalarni yaratish va moslashtirishga harakat qildilar. Bu yo'llar til tadqiqotchilari tomonidan turlicha tasniflanadi, lekin ularning aksariyati mumtoz arab grammatikachilarining ilmiy fikrlarini inobatga olgan, ular kelib chiqishni arab tiliga yangi atamalarni yaratish va moslashtirishning asosiy usuli deb hisoblaganlar, masalan: (1) hosila; (2) istinbaat (kashfiyot); (3) arablashtirish; (4) tarjima orqali hosil qilish (qarz tarjimasi/hisoblar). Xorijiy atamalarni arab tiliga o'zlashtirish qobiliyatini aniqlash uchun bu yo'llarning barchasini bir-biri bilan taqqoslaymiz.

TADQIQOT METODI.

Xorijiy atamalarning arab tiliga moslashish jarayonini lisoniy jihatdan tahlil qilishda quyidagi usullardan foydalanildi: tavsifiy, qiyosiy, semantik va lingvistik tahlil usullari. Tavsifiy usul yordamida yangi atamalarning arab tiliga moslashtirilishi bo'yicha klassik va zamonaviy yondashuvlar izchil tasvirlab berildi. Ushbu usul xorijiy atamalarni moslashtirish usullarining ob'ektiv tavsifini berib, ularning til xususiyatlarini aniqlashga xizmat qildi. Qiyosiy usul esa xorijiy atamalarni arab tiliga moslashtirishning imkoniyat va qobiliyatlarini taqqoslash hamda tahlil qilish uchun qo'llanildi. Semantik usul orqali esa moslashtirilgan atamalarning arab

ildizlari bilan semantik bog‘lanishi tahlil qilindi. Bu jarayonda kognitiv jarayonlar asos qilib olinib, moslashtirilgan atamalarning arab ildizlarining haqiqiy yoki metaforik ma’nosi bilan kognitiv aloqasi aniqlashga alohida e’tibor qaratildi.

XULOSA.

Ushbu tadqiqot shuni ko‘rsatadiki, derivatsiya klassik va zamonaviy arab tilshunoslari tomonidan xorijiy atamalarni arabchaga moslashtirish uchun qo‘llaniladigan eng xavfsiz usuldir; Shuningdek, arab tili qoidalarini saqlash bo‘yicha ham tizimli ish olib borilmoqda, bu orqali xorijiy atamalarni moslashtirish va yangi arabcha so‘zlarni yaratish mumkin. Xorijiy atamalarni moslashtirish uchun arab tilida derivatsiya faol qo‘llaniladi, chunki u: (1) arab ildizlarining semantik saqlanishini kafolatlaydi; (2) moslashtirilgan atamalarning muhim ma’nosini tushunish uchun oson kognitiv kirish imkonini beradi; (3) namunalar to‘plami bo‘yicha atamalarni hosil qila oladi; (4) moslashtirilgan xorijiy atamalarni namuna to‘plamiga muvofiq yangi so‘zlarni yaratishga imkon beradi; (5) o‘zini himoya qilishning til tizimini qo‘llaydi; (6) moslashtirilgan atamalarning ma’nosi tan olinadigan radikal undoshlar tartibini saqlaydi.

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CHET TILLARINI O'QITISHGA QARATILGAN IMKONIYATLAR XUSUSIDA

Yusufjonova Xonzodabegim Davlatbek qizi

Andijon davlat chet tillari instituti

Ingliz tili va adabiyoti fakulteti 1-bosqich talabasi

e-mail: xonzodabegim400@gmail.com

tel: +998 99 321 80 11

Annotatsiya : Mazkur tezisda Yangi O'zbekistonda xorijiy tillarga hamda ularning adabiyotiga ochilgan keng islohotlar va ularning natijasi to'g'risida so'z boradi.

Shu jumladan, mamlakatimizda ushbu yo'nalishga qaratilgan samarali ishlar haqida fikr-mulohazalar va qarashlar aks etgan.

Kalit so'zlar: Yangi O'zbekiston, ilm-fan, farmon, qaror, imkoniyat, davlat, tashkilot, siyosat, adabiyot.

Ma'lumki, mamlakatimizda yoshlarni vatanparvarlik ruhida, har tomonlama barkamol, raqobatbardosh kadr, mustaqil fikrleydigan, mamlakatimiz istiqbolini o'z zimmasiga olishga qodir va ma'suliyatli, bir so'z bilan aytganda, komil inson holida tarbiyalash hali hamon jiddiy masala bo'lib qolmoqda. Ularning intellektual va ijodiy salohiyatini ro'yobga chiqarish uchun poydevor yaratishga alohida e'tibor qaratilmoqda.

Dunyo aholisining 20 foizini yoshlar tashkil qiladi. O‘zbekistonda esa bu ko‘rsatkich 60 foizdan oshadi. Yoshlar xalqimiz, davlatimizning bebaho boyligi. Ular uchun barcha yetarli shart-sharoitlar yaratilgan, imkoniyatlar eshigi keng ochilgan. Davlatimiz rahbarining 2017-yil 5-iyuldagi “Yoshlarga oid davlat siyosati samaradorligini oshirish va O‘zbekiston Yoshlar ittifoqi faoliyatini qo‘llab-quvvatlash to‘g‘risida” gi farmoni bu boradagi ishlarni yangi bosqichga olib chiqdi. Qaror ijrosini ta’minlash maqsadida talabi va ehtiyojlaridan kelib chiqib, yurtimizda yoshlar muammosiga alohida e’tibor qaratildi, ularning manfaatlarini taminlash uchun keng imkoniyatlar yaratishga kirishildi, ya’ni bevosita yoshlar masalalariga ma’sul davlat va jamoat tashkilotlaridan vakillar tayinlanib, bu borada keng islohatlar qilindi.

Shuni takidlash joizki, hozirgi kunda xorijiy til va uning adabiyotiga bo‘lgan e’tibor yanada kuchaymoqda. Sozinning isboti sifatida shuni ayta olamanki, Andijon davlat chet tillari institutida chet tillari(rus, ingliz, nemis, fransuz, koreys, xitoy, arab tillari va boshqalar)ga berilgan imkoniyatlar talaygina. Shuningdek, Xitoydan mutaxassis sifatida Chang Mi, Amerikadan Emily Chem, Koreyadan Sejong akademiyasi mutaxassislari Joo Youngho va Byun Kwangsuk taklif qilingan va o‘z faoliyatlarini intitutimizda olib bormoqda. Institut talaba yoshlari xorijiy davlatlarga tashrif buyurib ilmiy-amaliy konferensiyalarda bepul ishtirok etish huquqiga ega va shu bilan birga xorijiy va qo‘shni oliy ta’lim muassasalariga borib mobil almashinuv doirasi tizimli amalga oshirilmoqda.

Yangi O‘zbekistonda yoshlar zamon talabidan kelib chiqib takomillashtirishda Prezident Shavkat Miramonovich Mirziyoyev tashabbuslarini alohida e’tirof etish zarur. Davlatimiz rahbarining yoshlar kamolotiga qaratayotgan doimiy e’tibori, ayniqsa, ta’lim islohotlarida yaqqol ko‘zga tashlanadi. Bu islohotlar yoshlarning davlat va qonunlarga ishonchini kuchaytirmoqda.

Bugungi globallashuv davri har birimizdan zamon bilan hamnafas odimlashni talab etadi. Demak, bugun qaysi sohada qaramaylik, albatta, ona tilimiz bilan birga, bir nechta xorijiy tillarni bilishimiz kerak. Boisi til bilgan kishi dunyoni kezadi, do‘st orttiradi, hamkorlar topadi. Dunyo xalqlarining madaniyatidan, tarixidan xabardor

bo‘ladi. Shu sababli, nafaqat yurtimizda, balki butun dunyoda chet tillarni o‘rganishga qiziqish kundan-kunga ortmoqda. Inson qachonki xorijiy tillarni va ularning adabiyotini mukammal bilsa, bir nechta tillarda muloqot qila olsa, to‘g‘ri kasb-hunar tanlasa, o‘ylaymanki, hayoti va turmushi ham mazmunli o‘tadi. O‘zbekistonda yoshlarga ta’lim-tarbiya berish, turli yo‘nalishlarda yetuk mutaxassislarni tayyorlashda xorij tillarini chuqurlashtirib o‘rgatishga muhim vazifa sifatida qaralayotgani sababi ham shunda.

Bu siyosatning zamirida yurt kelajagi va ravnaqi uchun xizmat qiluvchi, dunyo bozorida raqobatbardosh, talab katta, bilimdon, har tomonlama yetuk kadrlar tayyorlash, o‘g‘il-qizlarning hayotda o‘z o‘rnini topishi uchun munosib sharoit yaratish, ilmi qilish, dunyodagi tengdoshlari bilan raqobatlasha oladigan avlodni voyaga yetkazish maqsadi mujassam.

Xorijiy tillarni mukammal o‘zlashtirgan har qanday inson nafaqat o‘z faoliyatiga yangiliklar olib kiradi, vazifalarni sifatli bajaradi, ilg‘or g‘oyalar bilan chiqadi, balki xizmat pog‘onalaridan ko‘tarilish, ya’ni sodda qilib aytganda “karyera” qilish uchun mustahkam intellektual zamin tayyorlaydi. Eng muhimi, xorijiy tillarni yaxshi bilgan inson qayerda bo‘lmasin o‘z ishini topadi, o‘zgalarning yordamiga muhtoj bo‘lmaydi. Shuning o‘ziyoq globallashuv davrida til bilish naqadar muhim ekanligidan dalolat beradi.

Mashhur siyosatchi Nelson Mandela aytganidek, “Agar siz bir odam bilan u tushunadigan tilda gaplashsangiz, uning ongiga kirib borasiz. Agar siz u bilan uning ona tilida so‘zlashsangiz, uning yuragiga kirib borasiz”. Shu sababli chet tilida ham ona tilidek chiroyli so‘zlash, xushmuomala bo‘lish yoshlarga faqat va faqat yangi imkoniyatlar eshigini ochadi.

Keyingi paytlarda ijtimoiy tarmoqlarda, internet saytlarida xorijda mehnat faoliyatini olib borayotgan yoshlarimizning til bilmasligi, qo‘lida yaxshi hunari yo‘qligi sababli turli qiyinchiliklarga, muammolarga duch kelayotgani haqida ko‘p eshityapmiz. Bu har birimizni o‘ylantiradi, mushohadaga chorlaydi. Bundan shunday xulosa qilish mumkinki, ushbu masalada hali muammolar bor.

Shuni ham ta'kidlash joizki, yurtboshimiz raisligida 2024-yil 2-aprel kuni o'tkazilgan yig'ilishda ushbu yo'nalishdagi ishlarni tashkil etishda yangicha tizim yaratilishi bo'yicha aniq vazifalar belgilab berildi. Unga ko'ra, 27 ta professional ta'lim muassasasida yangi o'quv kurslari yo'lga qo'yiladi. Unda xorijda ishlash istagi bo'lgan fuqarolar bir yilgacha muddatda to'lov-kontrakt asosida tayyorlanadi hamda ularni chet tiliga o'qitishda xususiy o'quv markazlari bilan hamkorlik qilinadi. Kasbiy malakasi yo'q, tilni bilmaydigan fuqarolarni esa kasbga o'qitish va profita'lim muassasalarida maqsadli tayyorlash yo'lga qo'yiladi.

Yana bir quvonarlisi shundaki, ilm yo'lini tanlagan iqtidorli yoshlarimizni qo'llab-quvvatlash maqsadida magistratura va doktorantura bosqichlari uchun Prezident stipendiyasi kvotasi ikki barobar oshirildi.

Keling yoshlar, bu imkoniyatlardan unumli foydalanib raqobatbardosh kadr sifatida yurtimiz bayrog'ini ko'klarga ko'taraylik.

Ishonchim komilki, bunday imkoniyat va imtiyozlar ertamizning munosib davomchilari etib tayyorlashda yorqin istiqbollarni ochadi.

Xulosa o'rnida ta'kidlash lozimki, vaqtni bekorga sarflamasdan imtiyozlardan foydalanib, nafaqat yurtboshimiz balki ota-onamizning ishonchini oqlashimiz zarur. Zero yoshlar – yutning kelajagi.

Foydalanilgan adabiyotlar

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DIFFERENT METHODS OF LEARNING

Abdurakhmanova Khulkaroy Abduvokhid kizi
student of the Andijan State Institute of Foreign
Languages, Faculty of Foreign Language and
Literature, abdurahmonovahulkaroy@gmail.com

Abstract: This article discusses learning methods, its importance in education, opportunities related to overcoming difficulties in the learning process, and similar issues. The main methods of learning, namely Visual Learning, Auditory Learning, Kinesthetic Learning, Reading and Writing Learning, are given and explained in detail with examples. The article gives advice on choosing a personal learning style and provides ways to identify it. In addition, the article was further enriched by the opinions of research scientists who conducted scientific research in this field.

Keywords: The learning method or style, Visual Learning, Auditory Learning, Kinesthetic Learning, Reading and Writing Learning.

Anotatsiya: Ushbu maqolada o'rganish usullari, uning ta'limdagi ahamiyati, o'quv jarayonida qiyinchiliklarni bartaraf etish bilan bog'liq imkoniyatlari va shu kabi masalalar yuzasidan fikr yuritilgan. O'rganishning asosiy usullari, ya'ni Vizual o'rganish, Eshitish orqali o'rganish, Kinestetik o'rganish, O'qish va Yozish orqali o'rganish borasida batafsil ma'lumot berilgan va misollar orqali tushuntirilgan. Maqolada shaxsiy o'rganish usulini tanlash bo'yicha maslahatlar berilgan va uni aniqlash yo'llari keltirilgan. Bundan tashqari, ushbu sohada ilmiy izlanishlar olib borgan tadqiqotchi olimlarning fikr-mulohazalari bilan maqola yanada boyitildi.

Kalit so'zlar: O'rganish usullari yoki stillari, Vizual o'rganish, Eshitish orqali o'rganish, Kinestetik o'rganish, O'qish va Yozish orqali o'rganish.

Аннотация: В данной статье рассматриваются стили обучения, их значение в образовании, возможности, связанные с преодолением трудностей в процессе обучения и тому подобные вопросы. Основные стили обучения, а именно визуальный, аудиальный, кинестетический, чтение и письмо, подробно описаны и объяснены на примерах. В статье даны советы о том, как выбрать свой личный стиль обучения и как его определить. Кроме того, статья была дополнительно обогащена мнениями ученых-исследователей, проводивших научные исследования по данной теме.

Ключевые слова: Методы или стили обучения, визуальное обучение, слуховое обучение, кинестетическое обучение, обучение чтению и письму.

Educational researchers note that each individual has his or her own learning style. And it is appropriate for each person to determine his own learning style. The main reason for this is that with the help of learning styles, we can learn new knowledge more easily and quickly. In addition, it increases the efficiency of the educational process, thus it is possible to create convenience for both students and teachers²⁸. Some liken learning to a very personal journey. Because everyone is unique and different, each learner has unique barriers, preferences, and views on education in general. Accordingly, students' learning methods will be different. If learning methods of students are not taken into account in educational processes, it becomes a boring and ineffective activity for them. While there is no one-size-fits-all approach to learning, understanding individual learning styles can help to find more effective ways to improve learning and teaching.

There are many ways to assess learning styles, each offering a different way of looking at the benefits of a learning style²⁹. In fact, it is common for all learning styles to be embodied in one student. However, VARK defines the learning style preference in terms of the emotional modality in which the student prefers to receive new information. Four ways of learning are identified: visual, auditory, reading-writing and kinesthetic³⁰. As mentioned, people use all methods while learning new information, but only one method dominates them and is considered more effective.

Let's first discuss visual learners, different parts of the human brain work in different ways to store the images we see with our eyes and analyzed by our brain. The main part of this process takes place in the visual cortex of the brain. One of the first tasks the brain must do when receiving new visual information is to recognize

²⁸ International Journal of Research in Medical Sciences | July-September 2013 | Vol 1 | Issue 3 Page 102

²⁹ Fleming N. VARK: A Guide to Learning Styles (online). http://www.vark-learn.com/english/page.asp?p_questionnaire.

³⁰ Fleming ND. I'm different; not dumb. Modes of presentation (VARK) in the tertiary classroom. In: Research and Development in Higher Education, edited by Zelmer A. Proceedings of the 1995 Annual Conference of the Higher Education and Research.

the material it is learning. Neural plasticity and the ability of the brain to change itself based on new information are important in the realization of the recognition process³¹. The above-mentioned processes are more active in the brain of visual learners. Based on this information, we can say that it is appropriate for visual learners to use various pictures, diagrams, drawings and similar visual aids in the learning process. It includes³²:

- Utilizing photographs, videos, graphs, charts, etc.
- Creating groups with only visual learners for specific tasks so they can efficiently work together
- Giving students enough time so students can visualize the ideas you explain in their notes through illustrations or other ways they prefer

Audio learning allows learners and students to learn without actually doing things like reading, viewing, and writing. Students with this learning style receive most of the information by hearing and remember more. Thus, the primary weapon of auditory learners is their ears. And auditory learners are increasingly using podcasts, music, audio lessons, and audio books to absorb new information. Here is a list of aspects that are typically found in Auditory learners³³:

- They learn best when listening to the information
- Have a good memory for spoken information
- Are confident to voice their thoughts

The next style to be discussed is the Reading and Writing learning style. Reading and writing is one of the four learning styles of the VARK learning methods, which, as mentioned above, consists of visual, auditory, reading and writing, and kinesthetic learning. In some sources, this method is also called the second visual method. Because in this method the ability to see dominates, that is, takes the main place. Reading and writing is a type of learning in which people prefer

³¹ https://en.wikipedia.org/wiki/Visual_learning

³² <https://bau.edu/blog/visual-learner/>

³³ <https://bau.edu/blog/auditory-learner/>

to read and write to improve their learning. In this case, learners typically learn information best by reading and writing. For example, they always annotate pictures, prefer a paperback book to an audiobook, and use closed captioning when watching videos. Reading and writing learners rely on reading for comprehension and learning. They may have trouble understanding information presented through other media such as lectures or pictures because they are more comfortable with written words. Reading and writing learners typically choose textbooks, articles, handouts, and notes as their primary source of instructional information. They also like to learn from reference books such as dictionaries and encyclopedias. You can find additional features of reading and writing learners in the list below³⁴:

- Learn best by reading and taking notes
- Like reading out-loud
- Use dictionaries and other source materials as reference

Our next learning method is kinesthetic learning. Before we clarify what kinesthetic learning is, let's examine the meaning of the word "kinesthesia". According to the Cambridge Dictionary, kinesthesia means "the ability to know where parts of your body are and how they are moving." Kinesthetic learning connects the learning process with physical activity. It is a learning style in which the learner must experience or act on a piece of knowledge in order to learn it more effectively. Kinesthetic learning, also called "tactile," "hands-on," or "physical" learning, is one model of VARK. Characteristics of some typical kinesthetic learners³⁵:

- Understand more when learning through hands-on experience
- Tend to get bored in a traditional classroom
- Learn through movement

³⁴ <https://bau.edu/blog/read-and-write-learners/>

³⁵ <https://bau.edu/blog/what-is-a-kinesthetic-learner/>

To conclude from the above, identifying and distinguishing learning styles helps to increase efficiency in education. In this process, it is appropriate to use the knowledge of the four available (Visual, Auditory, Reading & writing, Kinesthetic) learning styles. It is gratifying that the research in this field is improving, because this research can find the solution of the difficulties in the educational process and the basis of new methods. However, there are still many unexplored areas in this field. This means that research in the field will continue. After all, research on learning methods is necessary for both learners and teachers.

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SCIENTIFIC METHODS OF PRE-SCHOOL PEDAGOGICS: THE SYSTEM OF PRESCHOOL ORGANIZATION IN UZBEKISTAN

Dilshodbek Hakimov,
Andijan State Institute of Foreign Languages,
Tutor of the Faculty of English Language and Literature,

Annotation: The article reveals promising directions for improving the preschool education system in terms of children's age characteristics. The possibility of organizing pre-school education focusing on children's natural emotionality is considered.

Keywords: Preschool education, young values of preschool children, natural emotionality of children.

Modern living conditions have caused the need to deeply reconsider the values of education, the ideology of its operation, the importance of final results. Not only education and upbringing of children, but also orientation to education confirmed the priority directions of activities of pre-school educational institutions engaged in educational activities. These include enriching the individual worldview of children, supporting their subjective position in various types of activities, personally chosen direction, value attitude to the surrounding world, etc. All this is related to the qualitative growth of the child's personality and his formation as a subject of activity and his own life. In this regard, the importance of any preschool educational organization is determined by how carefully the employees of preschool educational institutions treat the nature of childhood, take into account its uniqueness, the internal value of this period of a child's life in general. Focusing on the young values of preschool children, first of all, makes it possible to eliminate the gap between the inner plan of children's psyche and what is given as the content of educational methods and forms. children; secondly, identifying new forms of collaborative activity and joint creation, which serve as a source of joint experiences, while preserving the uniqueness of each cultural subject; thirdly, to organize the

educational process taking into account two types of children's activities: the activity determined by the child himself, his needs, desires, and pedagogically determined activity of the child encouraged by adults. The child does not simply adapt to the current situation, but takes a certain internal position in relation to it. If we understand the social situation of development as an educational process, then age values are its main foundation, in which the interaction between adults and children develops.

One of the ways to increase the effectiveness of preschool education is to organize preschool educational institutions from the point of view of scientific understanding of the role of each age characteristic in the educational process. An important age characteristic of preschoolers is natural emotionality, the emotions of preschoolers. Rapidly developing and growing emotional manifestations give special expressiveness to children's lives in due time. Children of preschool age are distinguished by their spontaneity and obedience to emotions. Although the science of psychology answers a number of fundamental questions for pedagogy, the concepts that reveal the mechanisms of pedagogical management of the emotional sphere, the implementation of the educational process by influencing the emotional sphere of the individual, is the reason why they often have no practical value in preschool educational institutions. Implementation of L. S. Vygotsky's idea that not only gifted thinking, but also feeling is possible, and only the unity of "affect and intellect" can ensure the comprehensive development of children. It is considered as a new perspective of understanding the social significance of preschool educational institutions and the logic of their practical activity. The analysis of the historical aspects of preschool education until now shows that the emotional life of children remains outside the scope of the pedagogical process in many ways. This is due to the fact that for many years, in the education of preschool children, significant attention has been paid to the formation of consciousness, the development of children's cognitive sphere, methods of movement (play, practical, etc.), and behavior. The mentioned facts are grounds for saying that the implementation of the emotional development approach in raising children implies timely and high-quality

training of employees of preschool educational institutions. Such training should include the following directions: development of the ability of preschool educational institutions to apply knowledge about the content, structure, and methodology of emotional development of preschool children in the educational process; develop the ability to professionally approach the selection and placement of methodological tools, methodological materials; helps to overcome sad mood, lack of confidence, aggressive behavior, etc." To ensure the success of emotional development of children aged 3-7 years in 4 areas: emotional response, emotional expression, ideas about emotions and emotional vocabulary development; enrichment with technologies of interaction with families in the direction of emotional development of 3-7-year-old children to ensure the unity of requirements for this aspect of the child's development in the preschool institution and the family; development of the ability to determine levels selection of diagnostic methods and diagnostic examination of children through emotional development One of the main values of preschool age - coordination of education with children's natural emotions allows to achieve significant positive changes in the personal development of preschool children, the nature of their self-awareness in activities, and their attitude to the world around them. Focusing on the natural feelings of children helps to revise the professional functions of educators, approaches to the organization of the educational process and, in turn, allows to achieve qualitative changes in the activities of preschool educational institutions, their target orientation and activities .

Implementation of L. S. Vygotsky's idea that not only gifted thinking, but also feeling is possible, and only the unity of "affect and intellect" can ensure the comprehensive development of children. It is considered as a new perspective of understanding the social significance of preschool educational institutions and the logic of their practical activity. The analysis of the historical aspects of preschool education until now shows that the emotional life of children remains outside the scope of the pedagogical process in many ways. This is due to the fact that for many years, in the education of preschool children, significant attention has been paid to

the formation of consciousness, the development of children's cognitive sphere, methods of movement (play, practical, etc.), and behavior. The mentioned facts are grounds for saying that the implementation of the emotional development approach in raising children implies timely and high-quality training of employees of preschool educational institutions. Such training should include the following directions: development of the ability of preschool educational institutions to apply knowledge about the content, structure, and methodology of emotional development of preschool children in the educational process; develop the ability to professionally approach the selection and placement of methodological tools, methodological materials; helps to overcome sad mood, lack of confidence, aggressive behavior, etc." To ensure the success of emotional development of children aged 3-7 years in 4 areas: emotional response, emotional expression, ideas about emotions and emotional vocabulary development; enrichment with technologies of interaction with families in the direction of emotional development of 3-7-year-old children to ensure the unity of requirements for this aspect of the child's development in the preschool institution and the family; development of the ability to determine levels selection of diagnostic methods and diagnostic examination of children through emotional development One of the main values of preschool age - coordination of education with children's natural emotions allows to achieve significant positive changes in the personal development of preschool children, the nature of their self-awareness in activities, and their attitude to the world around them.

Focusing on the natural feelings of children helps to revise the professional functions of educators, approaches to the organization of the educational process and, in turn, allows to achieve qualitative changes in the activities of preschool educational institutions, their target orientation and activities .

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TEACHING FOREIGN LANGUAGES AND LITERATURE: MODERN APPROACHES, PROBLEMS, AND PROSPECTS

Qambaraliyeva Robiyaxon Akmal qizi student of
Andijan State Institute of foreign languages
Faculty of English language and literature 201-group
robiahonqambaraliyeva@gmail.com

Djumaboyeva Mokhira Anvarovna
Department of Theoretical Aspects of English
Andijan State Institute of foreign languages
mohibird1@gmail.com

Abstract: This article examines modern methods and approaches to teaching foreign languages and literature, their effectiveness, and key problems that teachers face. In the modern context of digital technologies and globalization, traditional teaching methods are subject to change, which requires the introduction of innovative approaches. Particular attention is paid to the role of literature in the process of learning a language, since literary texts help not only in mastering vocabulary and grammar, but also in the formation of intercultural competence. Such methods as communicative methodology, total physical response (TPR), project-based learning, blended learning technologies, and digital tools are analyzed. In conclusion, the main problems and prospects for the development of teaching foreign languages and literature are considered.

Keywords: teaching foreign languages, teaching methods, literature, digital technologies, communicative method, TPR, project-based learning.

In today's world, knowledge of foreign languages is becoming an essential skill for a successful career, travel, and intercultural communication. Educational institutions around the world strive to improve methods of teaching foreign languages, making them more effective and adapted to modern realities.

Learning a foreign language traditionally includes several key aspects: developing speaking, listening, reading, and writing skills. However, it is not enough

to simply memorize rules and words - it is important to understand the culture, traditions, and thinking style of native speakers. That is why literature plays an important role in the process of learning a language, allowing you to penetrate deeper into its essence and feel its beauty.

With the development of digital technologies, new opportunities for teaching have emerged: online courses, interactive platforms, mobile applications, and virtual classrooms. However, modern technologies cannot completely replace traditional methods, but only complement them, making learning more diverse and effective.

In this article, we will consider the main methods of teaching foreign languages and literature, as well as existing problems and prospects for the development of this area.

There are many approaches to learning foreign languages, each with its own advantages and disadvantages. Modern methods are aimed not only at mechanical memorization of material, but also at developing communication skills, critical thinking and intercultural interaction.

One of the most common and effective methods is the communicative approach. Its main goal is to teach students to use the language freely in real-life situations. Within this method, emphasis is placed on dialogues, role-playing games, discussions and debates. Teachers try to create conditions as close as possible to the natural language environment. The communicative method has proven its effectiveness, as it helps to overcome the language barrier and develop fluent speech skills.

Another popular method is the Total Physical Response (TPR) method. It is based on the idea that language learning should occur naturally, just as children learn their native language. In this method, students not only listen to new words and expressions, but also perform physical actions in response to the teacher's commands. For example, if the teacher says "raise your hands," students must do so. This method is especially effective for the initial stage of learning, as it reduces stress and makes the process of language learning more fun.

Project-based learning is another modern method that is gaining popularity. In this approach, students work on long-term projects related to the target language. These can be research, creating multimedia presentations, writing essays, or participating in theater productions. Project-based learning not only helps students acquire a language, but also develops creativity, analytical thinking, and teamwork skills.

Technology has opened up new opportunities for teaching, and blended learning, which combines traditional methods with digital tools, is increasingly used today. Online courses, mobile apps, and language learning platforms such as Duolingo, Babbel, or Memrise allow students to practice the language at their own pace. Virtual classrooms, webinars, and video calls with native speakers make learning more interactive and accessible.

Literature plays an important role in learning foreign languages, as it not only expands students' vocabulary, but also allows them to better understand the culture and traditions of the country of the language being studied. Reading fiction helps students develop analytical thinking, interpret the meaning of works, and master different language styles.

However, using literature in teaching foreign languages is associated with a number of difficulties. One of the main problems is the difficulty of perceiving literary texts, especially for beginning students. Many classic works contain outdated vocabulary and complex grammatical structures, which can cause difficulties in understanding.

To make the process of studying literature more accessible, teachers use adapted texts, interactive tasks and audiobooks. Discussing the works read, analyzing characters and plots also play an important role, which helps students delve deeper into the meaning of the text and develop critical thinking.

The modern world is changing rapidly, and educational systems are forced to adapt to new conditions. Teaching foreign languages and literature has already gone beyond the traditional school curriculum and university course. Today, the key

trends in the development of this area are personalized learning, integration of digital technologies and an interdisciplinary approach.

One of the most promising methods is personalized learning, which takes into account the individual characteristics of students, their level of knowledge, the pace of assimilation of information and preferred methods of perceiving the material. For example, some students perceive information better through visual images, others through audio materials, and others need active interaction with the teacher and peers.

Personalized learning allows each student to move at their own pace, choosing the most convenient methods of learning a language. For this, various tools are used, including adaptive online platforms such as LingQ, FluentU and others, which adapt to the user's level of knowledge and offer individual tasks.

The development of digital technologies significantly expands the possibilities of teaching foreign languages. Artificial intelligence (AI) plays an increasingly important role in teaching, helping to automate the process of language learning, analyze student errors and offer personalized recommendations.

Modern chatbots and virtual assistants, such as ChatGPT and Google Assistant, can act as interlocutors for practicing a foreign language, and speech recognition systems help improve pronunciation. In addition, platforms using machine learning are able to analyze student progress and offer adapted learning materials.

Virtual and augmented reality (VR and AR) occupy a special place. They allow you to create interactive educational environments where students can immerse themselves in a language environment without having to travel abroad. For example, virtual tours of London or Paris help not only to learn the language, but also to get acquainted with the culture of the country.

Modern education increasingly uses an interdisciplinary approach, combining the study of a foreign language with other subjects - history, art, science and even programming. For example, students can study scientific articles or watch

documentaries in the language they are studying, which broadens their horizons and makes the learning process more practical.

Literature also plays an important role in the interdisciplinary approach. By reading works in a foreign language, students not only gain language practice, but also master the historical and cultural context. Modern methods of teaching literature offer various forms of working with texts: interactive discussions, writing alternative endings, dramatizations of works, creating videos and podcasts based on books.

Modern teaching of foreign languages and literature is undergoing major changes due to the development of technologies and changes in educational standards. Traditional teaching methods are gradually being supplemented by digital tools, personalized approaches and interactive methods.

Literature remains an important component of language education, helping students not only improve their language skills but also develop analytical thinking, interpret literary texts and understand cultural context.

Despite existing challenges such as low student motivation, a shortage of qualified teachers, and the difficulty of adapting classic texts, the teaching of foreign languages and literature continues to evolve. The future of this field lies in the integration of artificial intelligence, virtual reality, gamification, and an interdisciplinary approach, which will make the process of learning languages even more effective and exciting.

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THE DYNAMICS OF PHONETIC DEVIATIONS IN ENGLISH

Egamnazarova Durdon

Shuhratillaevna

Associate Professor,

Andijan State Institute of Foreign

Languages

urdonajuraeva@gmail.com

Qahramonova Begoyim

Student of Andijan State Institute of Foreign Languages

Phonetic innovations, encompassing deviations and anomalies, play a significant role in the evolution of the English language, and whether deliberate or accidental, reflect broader linguistic, social, and cultural dynamics that influence speech patterns. These innovations, particularly in English, have not only shaped the way the language is spoken but also influenced its global identity as a lingua franca. As Jenkins (2000) highlights, phonetic variability is especially prominent in English due to its widespread use by speakers from diverse linguistic backgrounds, leading to both intentional and unintentional phonetic deviations.

Phonetic innovations can take various forms, including vowel shifts, consonant substitutions, and alterations in stress and intonation patterns. For instance, the Great Vowel Shift of the 15th to 18th centuries marked a pivotal moment in English phonological history, significantly altering vowel pronunciation and distinguishing Modern English from its predecessors (Labov, 1994). Similarly, contemporary phenomena such as uptalk and vocal fry—features increasingly observed in younger generations—demonstrate how societal trends and media influence phonetic practices (Podesva, 2011). These changes, while often dismissed as anomalies or deviations, serve as evidence of the adaptability and fluidity of English.

The spread of English as a global language has further amplified phonetic diversity. In contexts where English serves as a second or foreign language, speakers often introduce phonetic features influenced by their native languages. For example, the "th" sound in words like this and thing is frequently replaced with [d] or [t] in many non-native accents, such as Indian or Singaporean English (Crystal, 2003). These deviations, while initially perceived as errors, often gain acceptance and become markers of regional English varieties.

The analysis of phonetic innovations in English reveals three primary categories: historical phonetic shifts, sociolect-driven deviations, and non-native phonetic anomalies. Each category demonstrates the interplay between linguistic systems and external factors, emphasizing the role of phonetic changes in the development and diversification of English.

One of the most significant examples of phonetic innovation in English is the Great Vowel Shift (15th–18th centuries). This series of systematic changes in the pronunciation of long vowels marked the transition from Middle English to Modern English. For instance, the Middle English word *time* [ti:mə] evolved to its current pronunciation [taim]. Such changes illustrate how phonetic deviations can reshape a language's phonological system, often in response to sociolinguistic pressures, such as increased literacy and standardization during this period (Labov, 1994).

Another notable shift is the cot-caught merger in certain varieties of American English, where the vowels in words like *cot* and *caught* are pronounced identically as [kat]. This merger, observed predominantly in the Western United States and Canada, highlights regional variations and the tendency of phonetic systems to simplify over time (Boberg, 2004). These historical shifts underline the enduring impact of phonetic innovations on English's evolution and regional diversity.

Phonetic deviations arising from sociolects often reflect identity construction and social stratification. Features such as uptalk (rising intonation at the end of declarative sentences) and vocal fry (low, creaky voice quality) have become prevalent in younger speakers, particularly in the United States. Uptalk, commonly associated with Californian English, has been linked to speakers' desire to sound

engaging or inclusive, while vocal fry is often perceived as a marker of authority or trendiness (Podesva, 2011). Despite criticism for being “unprofessional” or “unintelligible” in some contexts, these features have gained widespread recognition and are increasingly normalized in casual and professional settings.

Moreover, the phenomenon of r-dropping in Received Pronunciation (RP)—where the “r” sound is omitted in non-prevocalic positions, as in car [kɑː]—demonstrates how social prestige influences phonetic norms. While r-dropping was once a marker of upper-class British English, its decline in favor of rhotic varieties in some contexts reflects shifting social attitudes toward traditional accents (Wells, 1982).

In non-native English contexts, phonetic innovations often emerge as a result of linguistic interference. For example, Indian English speakers frequently replace the dental fricatives /θ/ and /ð/ with dental stops [t̪] and [d̪], as in think [t̪ɪŋk] and this [d̪ɪs], influenced by the phonological systems of Indian languages (Crystal, 2003). While these deviations may initially be viewed as errors, they have become integral features of Indian English, contributing to its distinct identity.

Similarly, the use of monophthongs instead of diphthongs in Singaporean English—for example, pronouncing face as [fes] instead of [feɪs]—is another example of non-native phonetic anomaly shaped by substrate influence (Deterding, 2007). Such variations illustrate how phonetic deviations evolve into systematic innovations that define regional varieties of English.

Phonetic innovations, whether historical or contemporary, native or non-native, have significant implications for linguistic theory and communication. On the one hand, they exemplify the adaptability and creativity inherent in language. On the other hand, they can pose challenges for intelligibility in global communication. For instance, features like uptalk or vocal fry may be misinterpreted by speakers unfamiliar with these sociolectal variations, potentially leading to negative stereotypes or miscommunication (Podesva, 2011).

Additionally, non-native anomalies often highlight the tension between linguistic purism and the acceptance of global English varieties. While certain

deviations may initially face resistance, they often gain legitimacy over time, reflecting the dynamic and inclusive nature of English as a global language.

The results demonstrate that phonetic innovations, encompassing deviations and anomalies, are not merely linguistic curiosities but fundamental drivers of change in English. Historical shifts, sociolect-driven features, and non-native variations collectively shape the language, enriching its diversity while also presenting challenges for communication and pedagogy. By understanding these innovations, linguists, educators, and policymakers can better appreciate the complexity of English and its ever-evolving phonetic landscape.

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THE CREATIVE POWER OF GRAPHOLOGICAL INNOVATIONS IN ENGLISH

*Egamnazarova Durdona
Shuhratillaevna
Associate Professor,*

Language is a dynamic system that continuously evolves to meet the communicative needs of its users. In written English, this evolution often manifests in graphological deviations, which involve deliberate departures from conventional orthographic and typographic norms. These deviations, commonly referred to as graphological innovations, are increasingly used in various domains, including literature, advertising, social media, and visual arts, to capture attention, convey meaning, and evoke emotional responses. Graphological deviations have been studied within the framework of linguistic deviation and stylistics, as they are often employed to create foregrounding—a stylistic device that makes certain elements of a text stand out for interpretive significance. Leech (1969) describes deviation as a means of achieving "defamiliarization," which compels readers to engage more deeply with a text. This concept aligns with Shklovsky's (1917) notion of *ostranenie*, or making the familiar unfamiliar, which is a hallmark of artistic expression. In this sense, graphological innovations can be seen as tools for enhancing the aesthetic and interpretive quality of written language.

The use of graphological deviations is particularly prominent in literary texts, where authors manipulate typography, spacing, and punctuation to reflect themes, character emotions, or narrative tension. For instance, e.e. Cummings' poetry is renowned for its unconventional use of lowercase letters and scattered punctuation, which contribute to the unique rhythm and visual impact of his work (Mullins, 2015). Similarly, contemporary authors often experiment with typographic elements to align form with content, such as in Mark Z. Danielewski's *House of Leaves* (2000), where textual arrangements mirror the labyrinthine structure of the narrative.

Beyond literature, graphological innovations have found a significant place in advertising and digital communication. Advertisements frequently use unconventional fonts, bold colors, and strategic spacing to capture consumer

attention and enhance brand recall (Kress & van Leeuwen, 2006). On social media platforms, users employ creative graphological elements, such as hashtags, emojis, and unconventional capitalization, to express individuality and emphasize specific messages (Crystal, 2011). These practices highlight the interplay between traditional linguistic norms and the evolving demands of digital communication.

The analysis of graphological deviations in English across literary texts, advertising, and digital communication reveals their versatility and impact in challenging norms, enhancing aesthetic appeal, and deepening meaning.

In literary texts, graphological deviations often serve to reflect themes, emotions, or the psychological states of characters. For instance, e.e. cummings' poem [i carry your heart with me(i carry it in)] exemplifies his signature style of lowercase letters, unconventional punctuation, and fragmented structure. These deviations subvert traditional poetic norms, drawing readers' attention to the form as much as the content. Cummings' use of lowercase letters, particularly for personal pronouns like "i," conveys a sense of humility and intimacy, as noted by Mullins (2015). The lack of punctuation creates a seamless flow that mirrors the speaker's overwhelming emotions of love and unity.

Similarly, in Mark Z. Danielewski's *House of Leaves* (2000), the novel's typography is manipulated to reflect its themes of disorientation and chaos. For example, words are printed in different fonts, colors, and orientations, with some pages containing only a few scattered words. This visual arrangement mirrors the labyrinthine structure of the narrative, forcing readers to engage with the text not only intellectually but also visually and spatially. As Leech (1969) suggests, such graphological deviations foreground the form, making the act of reading an interpretive process.

In advertising, graphological innovations are used strategically to capture attention and create memorable brand identities. For instance, Coca-Cola's iconic logo uses a distinctive Spencerian script font that conveys tradition and elegance. The use of typography as a branding tool aligns with Kress and van Leeuwen's (2006) theory of visual design, which emphasizes the role of font and layout in

shaping audience perceptions. Advertisements also frequently employ unconventional capitalization, such as lowercase letters for product names (e.g., "iPhone") to convey modernity and simplicity.

Another example is the use of spacing and punctuation to create emphasis. A campaign by Adidas featured the slogan, "Impossible is nothing," with the words spread across different lines and fonts. This layout emphasizes the message visually, reinforcing the brand's ethos of defying limits. These graphological choices resonate with the concept of "salience," where certain elements are made prominent to attract viewer attention (Kress & van Leeuwen, 2006).

Graphological innovations have become a defining feature of digital communication, where users creatively manipulate written forms to convey tone, emotion, and emphasis. For example, social media users often rely on unconventional capitalization to add nuance to their messages. Phrases like "i CaN't BeLiEvE tHiS" use alternating uppercase and lowercase letters to express sarcasm or disbelief. As Crystal (2011) observes, digital communication has blurred the boundaries between written and spoken language, with graphological deviations acting as tools for encoding paralinguistic features.

Another prevalent example is the use of hashtags and emojis. Hashtags such as #ThrowbackThursday and #NoFilter not only categorize content but also serve as stylistic elements that add humor or relatability. Emojis, while technically non-alphabetic, function as extensions of graphological deviations, providing visual cues to complement text. For instance, a tweet reading, "Can't believe it's Monday again ☹️☕" combines words and symbols to convey exhaustion and reliance on coffee.

These examples demonstrate that graphological deviations align with the linguistic principles of deviation and foregrounding. According to Leech (1969), deviations from linguistic norms draw attention to the form, encouraging deeper engagement with the text. In literature, these deviations often serve as artistic tools, while in advertising and digital communication, they act as mechanisms for persuasion and expression. Moreover, Shklovsky's (1917) notion of *ostranenie*

underscores the role of graphological innovations in defamiliarizing familiar forms, compelling readers or viewers to perceive messages in novel ways.

While graphological deviations enhance creativity and engagement, they may also pose challenges for interpretation. In literature, overly complex typography can alienate readers, as seen in some reactions to *House of Leaves*. In digital communication, unconventional capitalization or emoji use can lead to misunderstandings, especially across cultural or generational divides.

Graphological innovations are a powerful tool for linguistic creativity across diverse contexts. They challenge traditional norms, enrich meaning, and foster interaction between text and audience. As English continues to evolve in response to technological and cultural shifts, graphological deviations are likely to play an increasingly prominent role in shaping written communication.

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ENHANCING VOCABULARY INSTRUCTION THROUGH SPEECH ACTIVITIES

Sabinabonu Makhmudova Rakhmatilla Kizi
PhD Student, Andijan State Institute of Foreign Languages
Teacher of the Department of Practice of English Language
E-mail: sabinamaxmudova2000@gmail.com

Abstract. As English continues to serve as a global lingua franca, the demand for learning it has grown rapidly. A solid vocabulary foundation is essential for effective language use. This article explores vocabulary teaching methods, emphasizing speaking tasks to enhance speech skills. It also reviews research and suggests practical strategies, incorporating modern technologies like gamification, virtual classrooms, and AI tools, to improve vocabulary learning and foster deeper engagement with language.

Keywords: learner, vocabulary, activity, condition, role play, retelling, technology, gamification.

Introduction

Vocabulary is the bedrock of language learning. Without sufficient vocabulary, learners struggle to express themselves, understand others, and engage in meaningful communication. Traditional methods of teaching vocabulary often rely on rote memorization and translation, which limit opportunities for meaningful language use. However, speaking-oriented activities, combined with well-structured lesson designs, offer a solution by actively engaging learners in authentic contexts. This article delves into how educators can utilize speaking tasks such as role play, problem-solving discussions, and retelling activities to enhance vocabulary acquisition and speech skills. Additionally, the integration of modern educational technologies and methodologies is explored, emphasizing their transformative potential in vocabulary teaching.

Literature Review

Research on vocabulary teaching has highlighted the significance of meaningful interaction in language acquisition.

1. Interactional Learning: Newton (1993,1995) demonstrated that vocabulary learning improves significantly when learners engage in tasks requiring collaboration and interaction. Group tasks create opportunities for learners to negotiate meaning, seek clarification, and reinforce vocabulary knowledge.

2. Generative Use of Vocabulary: Joe (1994) emphasized that learners retain vocabulary more effectively when they are encouraged to use words creatively in context. This is especially relevant in speaking tasks, where learners retrieve and apply words to express personal ideas.

3. Repetition and Fluency: Nation and Arevart (1991) proposed methods like the 4/3/2 technique, which involve repetitive yet increasingly concise speaking practice. This not only reinforces vocabulary use but also boosts learners' fluency.

4. Technology in Language Learning: Recent studies explore how tools like digital flashcards, VR simulations, and AI-based feedback systems enhance learners' ability to acquire and apply new vocabulary. Gamified learning environments further add an element of motivation and engagement, making vocabulary learning more appealing.

Speaking Tasks and Vocabulary Learning

1. Retelling Activities

Retelling is a time-tested method for reinforcing vocabulary through retrieval practice.

Procedure: Learners read or listen to a text and then retell it in their own words, incorporating target vocabulary. To deepen engagement, the retelling can be paired with guiding questions or key phrases to focus on.

Variations:

4/3/2 Method: Learners retell a story to three different listeners, reducing the time allocated for each repetition (4 minutes, 3 minutes, 2 minutes). This promotes fluency and consolidates vocabulary.

Creative Retelling: Instead of merely retelling a story, learners can alter elements, such as changing the setting or characters, encouraging them to use vocabulary in new ways.

Audio and Visual Aids: Incorporate tools like video clips, podcasts, or storyboards to make the retelling process more engaging.

2. Role Play

Role play allows learners to immerse themselves in real-life scenarios, fostering meaningful use of vocabulary.

Benefits:

- ✓ Encourages active participation and improvisation.
- ✓ Exposes learners to diverse contexts for vocabulary use.
- ✓ Enhances problem-solving and critical thinking skills.

Example:

Scenario: A group of tourists is lost in a city and needs to ask locals for directions. Target vocabulary includes map, intersection, landmark, straight, turn left/right.

Implementation: Learners role-play as tourists and locals, using target vocabulary to navigate the situation. Educators can enhance the activity with props (e.g., maps) or digital tools like Google Maps.

Assessment: Provide feedback on learners' accuracy and fluency in using the vocabulary.

3. Problem-Solving Discussions

Problem-solving activities challenge learners to think critically while using vocabulary.

Example Activity:

Scenario: Design a sustainable city using specific vocabulary such as renewable, infrastructure, urban, pollution, recycle.

Procedure: Learners discuss in groups, brainstorming ideas and presenting their solutions using the target words.

Outcome: This activity integrates speaking with creative thinking, ensuring that vocabulary is used contextually and purposefully.

4. Gamification and Digital Tools

Digital platforms offer a range of tools to enhance vocabulary learning.

Quiz-Based Tools: Platforms like *Kahoot!* and *Quizizz* can be customized to include vocabulary-based questions that learners answer during speaking rounds.

AI Tools: Apps such as *Speechify* and *Elsa Speak* provide real-time feedback on learners' pronunciation and vocabulary usage.

Virtual Reality (VR): VR environments immerse learners in scenarios where they must use target vocabulary, such as ordering food at a restaurant or navigating an airport.

Mobile Apps: Apps like *Anki* and *Memrise* allow learners to practice vocabulary through interactive flashcards and quizzes.

Lesson Plan Example

Scenario: Your friend borrowed a book from you but has not returned it. How would you approach them to resolve this?

1. Politely remind your friend about the book.
2. Ask your friend when they will return it.
3. Suggest that you might need the book urgently.
4. Explain why the book is important to you.

Target Vocabulary: borrow, return, remind, suggest, important.

Activity Steps:

1. Preparation: Introduce the target vocabulary and provide examples of how to use each word.
2. Role Play: Learners act out the scenario in pairs, alternating roles as the lender and borrower.
3. Discussion: Groups discuss the best way to handle the situation, ensuring they use the target vocabulary.
4. Feedback: Educators provide feedback on learners' usage and fluency.

Integrating Technology for Enrichment

To further enhance vocabulary learning, technology can be integrated in innovative ways:

1. AI Chatbots: Platforms like *ChatGPT* can simulate conversational practice, allowing learners to use vocabulary in dynamic contexts.
2. Interactive Games: Word association games or crossword puzzles can be created digitally to reinforce vocabulary.

3. Speech Recognition Tools: Apps that evaluate pronunciation encourage learners to speak confidently.

4. Video Assignments: Learners create short videos or vlogs using target vocabulary, promoting both creativity and fluency.

Conclusion

Vocabulary instruction must evolve to meet the demands of 21st-century learners. Speaking activities, when thoughtfully designed and combined with modern technologies, provide learners with dynamic opportunities to engage with and internalize new vocabulary. By integrating methods such as retelling, role play, problem-solving discussions, and digital tools, educators can create a learner-centered environment that fosters meaningful communication and long-term vocabulary retention. These approaches not only enhance vocabulary learning but also empower learners to communicate effectively in real-world situations, making language acquisition a truly transformative experience.

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Exploring the World Through Pages: The Impact of Reading Travel Guides on Travel Behavior.

Ma'rufova Nozimakhon

EFL student at Fergana State University,

Supervisor: Kosimov Abdulkhay Akhadaliyevich

Nozahon205@icloud.com

Abstract: With an emphasis on their influence in an educational setting, this study investigates how reading travel guides affects travel behavior. The study, which involved fifty undergraduate students in a tourism and hospitality school, investigated how travel guides influence cultural awareness, travel planning, and destination views. Data were gathered through group conversations, written reflections, and observations using a qualitative methodology. Students were asked to make itineraries using the above travel guides, noting the parts they utilized the most and pointing out any shortcomings. According to the findings, fifty percent of students turned to useful advice for lodgings and logistics, while sixty percent of students gave priority to cultural highlights. Only twenty percent, however, made use of the historical parts, suggesting that actionable content was preferred above background information. Additionally, the study discovered that travel guides promoted cooperation, critical thinking, and cultural sensitivity.

Keywords: travel guides, destination perception, travel decision-making, culture awareness, tourism education.

Introduction

Travel guides are important tools for many travelers. In the past they have represented the bridge from the unknown to the known. Regardless of the form, meaning paper or digital, these travel guides offer considerable amount of information regarding the places a person visits, including its culture, history, ways to comfortably settle into an unknown territory, and so forth. Travel guides are not only about supplying facts, but also define tourists' images and attitudes towards the place that they are about to visit. Cohen and Cooper (2020) famously stated that, a

travel guide serves to be both ‘mediation between the traveler and as well as the destination’, implying that it is both reassuring and motivating [1].

It is believed that with the aid of travel guides, behavioral intentions regarding travel are likely to change. For instance, Smith et al., (2018) pointed out that, guides enable travelers to select their activities, set their expectations to realistic levels, and overall make their travels more enjoyable [2]. Reading travel guides creates some form of bond because the readers connect emotionally with the culture of the place even before they go there. And as some researchers note, Johnson (2019), there will be no element of surprise as the whole purpose of the trip will only be to follow the recommendations and suggestions of the guidebook [3].

This article looks at the issue of how reading travelogue books affects tourism behavior, focusing on the formation of the image of the destination, making the travel plan, and the image of the tourist in general. By conducting a literature review and analysis of existing theoretical constructs, the authors seek to address the arguments in favor and against travel guides in light of the development of contemporary tourism.

We carried out a case study with college students enrolled in tourism and hospitality majors to investigate how reading travel guides affects travel behavior. The purpose of the case study was to investigate how students use travel guides, how these guides affect their impressions of places, and how they use this information while organizing their own and their academic trips.

Fifty undergraduate students from a reputable university participated in the study, which lasted for one semester. These students were chosen because they were enrolled in a course that dealt with destination management and tourism marketing. Each group of five participants was given a trip guide that covered a certain location. In order to evaluate a range of answers, destinations were selected to reflect a mix of well-known, up-and-coming, and less-traveled locales. This case study's main objective was to assess how travel guides influenced students' decision-making and destination knowledge.

The results of this case study help to understand how aspiring tourism professionals perceive and use travel guides and provide insightful information on the relationship between education, travel resources, and decision-making.

Literature Review

For a long time, travel guides have been essential to the tourist industry as sources of inspiration and knowledge. Their impact on the attitudes, actions, and decision-making processes of travelers has been thoroughly examined by researchers. Travel guides have two purposes, according to Pearce and Fagence (1996) [4]: they impart useful knowledge and stimulate curiosity in new places. These guides provide a story that molds the traveler's expectations and imagination in addition to being practical resources.

According to more recent research, travel guides serve as cultural mediators, assisting visitors in navigating strange situations and fostering cross-cultural understanding (Cohen and Cooper, 2020) [1]. They did, however, also highlight the possible drawbacks of over-reliance, including standardized travel experiences and a dearth of impromptu exploration. In a similar vein, Johnson (2019) attacked travel guides for occasionally reinforcing stereotypes or choosing highly promoted destinations over genuine, lesser-known places [3]. Over the course of the first four weeks, each group was required to: Read the given trip guide thoroughly. The function of travel guides has also changed as a result of the shift from print to digital media. According to Smith et al. (2018), digital guides that incorporate user-generated content may introduce bias based on popularity rather than quality, but they also provide dynamic, real-time recommendations [2].

Notwithstanding these remarks, many researchers, including Lee and Kang (2021), have shown that travel guides are particularly helpful for novice vacationers who would require a model for the structure of the trip and reassurance, which reduces the emotions associated with travel [5]. Cumulatively this literature highlights the importance, though not in simple terms, of travel guides in shaping

travel behavior, which is the starting point for this study's search for the educational value of travel guides within higher learning settings.

Learners' profile

In this specific case study, the sample consisted of 50 undergraduate tourism and hospitality students in a reputable higher education institution. Focused on travel-related fields, the students aged between 20 and 23 years were included in this study due to their willingness to explore the intricacies of tourism planning and management. The students' participation enrollment in a class featuring marketing of tourism and management of destinations turns them into fitting prospects for ascertaining the influence of travel guides on the travel behaviors of clients.

The students were in the third year of studies and had already been introduced to the core concepts of the basics of tourism, culture and hospitality management. Their learning activities stressed the implementation of theories into practice, which blended quite well with the objectives of the current case study. A majority of participants had travelled before, but went on trips organized by others and thus their input when going on trips was very limited. Many were admitted to using the internet, especially travel blogs and social media rather than travel books, thus having little experience with the format of a guidebook. The students had interest and willingness to learn in particular, how travel books would be useful to them in gaining knowledge about places as well as in acquiring certain professional skills. They were keen on making evaluative travel book reviews and envisioning their implementation into practice; creating plans of trips and marketing ideas. Nevertheless, the first steps were quite challenging, including moving away from short, web-based sources of information toward the more text- and information- rich print or elaborative resources. By engaging with travel guides, these learners aimed to broaden their understanding of destination management, improve their cultural awareness, and refine their decision-making skills. Their diverse perspectives and enthusiasm for hands-on learning made them invaluable contributors to this case study, shedding light on how travel resources influence both academic learning and practical travel behaviors.

Methodology

This study used the qualitative method in investigating the influence that travel guides have on travel behavior. The study lasted thirteen weeks and involved fifty undergraduates taking a course in tourism and hospitality. The ways of participation included mentioning their observations, group discussions, and writing about thoughts and perceptions of travel guidebooks and how they related to the process of travel and marketing the trip.

Ten groups of participants were formed, and each group was given a trip guide that highlighted a certain location. Over the course of four weeks, they had to read the guides, evaluate the information, and develop thorough travel plans using the data they had gathered. Every group gave a presentation of their itineraries to the class, emphasizing the most important lessons learned and difficulties faced.

Additionally, improvements in their perspectives on travel planning and their capacity to critically assess travel resources were evaluated through written reflections and group conversations. The gathered qualitative data was subjected to a thematic analysis in order to pinpoint recurring patterns, revelations, and problem areas. This approach offered a comprehensive perspective on how travel guides affect both theoretical knowledge and real-world decision-making in the tourism industry.

Data collection

We used qualitative techniques, such as observations, written reflections, and group discussions, in addition to quantitative analysis of the students' answers, to collect data for this study. Students worked with their designated travel guides for 12 weeks to create itineraries and consider their experiences. Group activity observations revealed how students prioritized activities and planned routes using travel guides. Individual viewpoints on the advantages and disadvantages of their advisors were recorded in written reflections. Notable trends were found in the data, which were clearly summarized in a bar chart. For example, 50% of students depended on helpful advice for lodging and transportation, while 60% of students often used sections on cultural attractions to create itineraries. Only 20% of

respondents, however, mentioned historical background parts, indicating that they were not very relevant to their vacation plans. Group discussions revealed a preference for brief, aesthetically pleasing instructions, with many students criticizing designs that contain an excessive amount of text.

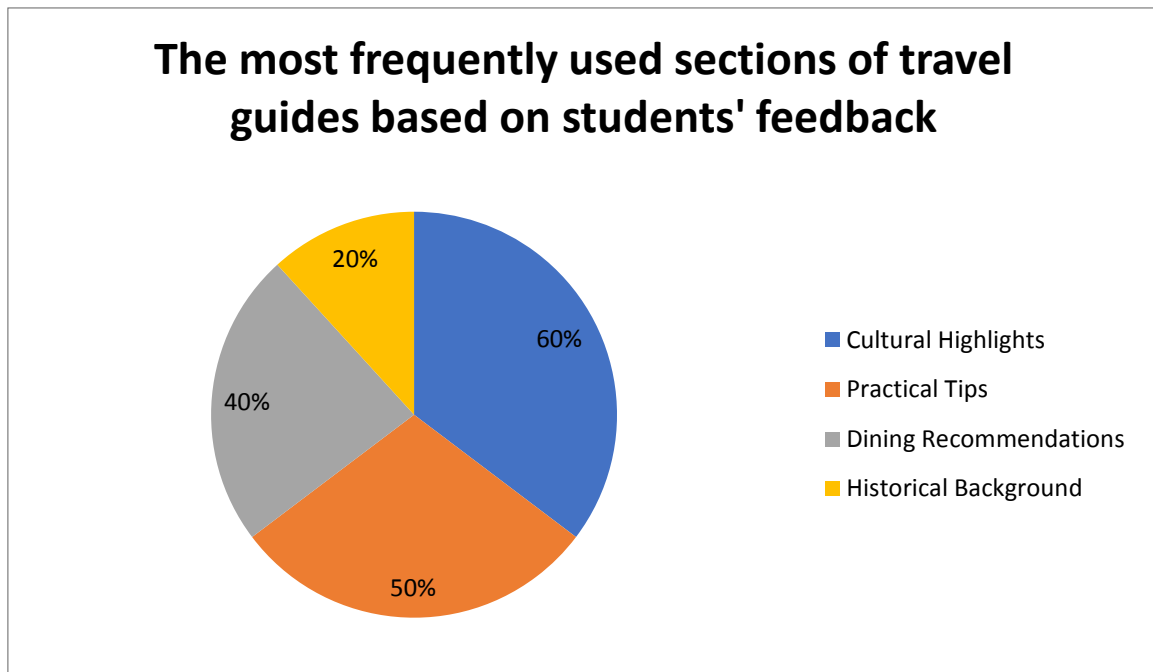


Figure 1 The most frequently used sections of travel guides based on students' feedback

Discussion

The study's conclusions highlight the dual function of travel guides as useful resources and cultural bridges. Students' itineraries were greatly influenced by their obvious preference for portions that offered useful information, such as helpful hints and cultural highlights. This illustrates how useful travel guides are right away while making travel plans. The underuse of areas such as historical background, however, indicates that students give priority to information that is directly related to their travel objectives, which may restrict their comprehension of a destination's richer cultural background.

The discussions also revealed the potential of travel guides in fostering critical thinking. By analyzing the strengths and weaknesses of their assigned guides, students developed a more nuanced view of the resources they use. Additionally, the

collaborative nature of the tasks highlighted the role of travel guides in sparking discussions about cultural sensitivity and responsible tourism, which are critical for future tourism professionals. This study emphasizes the value of travel guides not only for individual travelers but also as educational tools that can enhance professional skills and promote cultural awareness. It also highlights areas where travel guides can evolve to better serve the diverse needs of modern travelers and learners.

Conclusion

This study emphasizes how reading travel guides has a big influence on how people travel, especially those studying tourism and hospitality. The results show that travel guides influence how people see and organize their trip experiences by acting as both educational and inspirational resources. Sections that provided useful advice and cultural highlights were extensively depended upon by students, which affected the way they planned their itineraries and improved their comprehension of the locations.

The case study also identified areas that require development, such as students' propensity to ignore particular sections, such as historical background, indicating the need for more interesting and approachable forms. Additionally, the debates and reflections highlighted how important travel guides are for developing critical thinking and cultural awareness, which makes them a priceless tool for both professional and academic growth. In summary, travel guides provide educational opportunities that foster deeper connections with the world in addition to helping visitors navigate their locations, particularly when incorporated into higher education settings.

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UY O‘QISHI DARSIGA AQLIY HUJUM USULINI OLIB

KIRISH.

Andijon davlat chet tillari instituti talabasi

Usmonova Saidaxon

[**Tel:+998916141210**](tel:+998916141210)

Annotatsiya: Ushbu maqolada o‘qituvchining zamonaviy pedagogik texnologiyalardan foydalana olish darajasi ta’lim berish jarayonida muhim o‘rin kasb etishini ifodalaydi. Bundan tashqari, o‘qituvchining asosiy vazifasi bo‘lgan talabaga jahon andozasi doirasida bilim berish uning estetik va ilmiy dunyoqarashini shakllantirish borasida so‘z boradi.

Kalit so‘zlar: zamonaviy o‘qitish, pedagogik texnologiyalar, lug‘atlar, dolzarb vazifa, ijodiy yondashuv.

Zamonaviy o‘qituvchi o‘quv-tarbiyaviy jarayonni shakllantiruvchi ijodkor shaxs hisoblanadi. Uning imkoniyat darajasi talabaning dunyoqarashi, sabab va mohiyatni tugal tushuna bilishi uchun bevosita ta’sir ko‘rsatadi. Ijodkor shaxsning ta’lim

sohasidagi yetakchi ro'li xususan, zamonaviy pedagogik texnologiyalardan foydalana olish darajasi yuqori bo'lmog'i shart. Oliy ta'lim muassasida mehnat qilayotgan barcha professor-o'qituvchilarning eng dolzarb vazifasi - talabaga jahon andozasi doirasida bilim berish uning estetik va ilmiy dunyoqarashini shakllantirishdir.

Talaba oliygohda o'qish jarayonida bir vaqtning o'zida bir qancha tillarni o'zlashtiradi. Lug'atlar yordamida ish ko'radi. Tilga ijodiy yondosha oladi. Tafakkur jihatidan ham o'zbek tilida, ham ingliz tilida mushohada yuritadi.

Hozirgi kunda zamonaviy o'qitish usullardan keng foydalanib talabalarga saboq berish, ularning erkin fikrlash, ma'naviy dunyoqarashini yanada boyitish muhim o'rin tutadi. Masalan, aqliy xujum (brain storming) o'qitish uslubini uy o'qishi darsiga tadbiq etib ko'rsak, bu xolatda talaba aylanaga yozilgan so'zga nisbatan o'z fikrini jamlaydi. Aylana ichidagi so'z «hayvon» deb olsak, unga talabalar o'z fikr doirasida izoxlashadi. Uy hayvonlari va yovvoyi hayvonlarni sanab o'tishadi. Guruh talabalari ikkita kichik guruhlariga bo'linadi. Birinchi guruh uy hayvonlari haqida ma'lumot beradi: O'zbek tilida; it, mushuk, ot, mol, qo'y. Ingliz tilida; A dog, a cat, a horse, a cow, a sheep.

Ikkinchi guruh yovvoyi hayvonlar haqida ma'lumot beradi. O'zbek tilida: ayiq, sher, yo'lbars, bo'ri, tulki. Ingliz tilida: A bear, a lion, a tiger, a wolf, a fox.

Hayvonlar haqida har ikki gurux talabalari avval o'zlari o'qigan matndan misol keltirishadi.

A farmer's wife had a dog and she liked him so much that she spoiled him. All the animals on the farm were useful. The horse worked in the field, the cow gave her milk and the sheep their wool. But the dog was very lazy and did not do anything he did not guard the house because he slept in a warm kitchen, and he thought that the other animals were not so important as he. He was wicked, selfish and greedy.

Talabalar tinglagan matn yuzasidan o'zaro savol-javob o'tkazadilar. O'qituvchi dars jarayoniga hayvon nomlari bilan bog'liq bo'lgan misollarni kiritadi. Masalan,

Faithful as a dog – itdek vafodor

Stubborn as a mule - eshakdek qaysar

Sly as a fox - tulkidek ayyor

Hungry as a wolf - bo'ridek och

Shu tarzda talabalar so'zning ko'chma ma'nolarini ham kashf etadilar. Kelgusi darslarda o'tiladigan mavzularning mazmun jihatlarini haqida qo'shimchi ma'lumotlarga ega bo'ladilar.

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FOREIGN LANGUAGE TEACHING AND LITERATURE: A POWERFUL COMBINATION

Mumtozbegin Mirzayeva

Student at Andijan State Institute of Foreign Languages

Gulchehra Rahmanova

Lecturer at Andijan State Institute of Foreign Languages

Annotation: This article explores the significance of literature in foreign language teaching, emphasizing its role in developing linguistic, cultural, and emotional skills. By examining the practical applications of literature in the classroom and reflecting

on personal experiences, this work underscores how literature can enhance both language acquisition and empathy, offering a richer and more engaging learning experience.

Key Words: Foreign language teaching, literature, emotional growth, cultural understanding, language acquisition, communication, personal development, pedagogical strategies.

Introduction

In the field of foreign language teaching, language is often viewed as a set of rules to be memorized and applied. However, this perspective overlooks the depth and richness that literature can offer in making language learning a dynamic and engaging experience. As a student of English, I have come to understand that literature is not merely an academic subject but a vital bridge between language and the human experience. This article examines how literature, when integrated into foreign language teaching, not only fosters linguistic skills but also contributes significantly to emotional and cultural development.

Literature brings language to life, allowing students to experience it in its full context. Through my personal encounters with literature, such as *Harry Potter and the Philosopher's Stone*, I have learned that reading is more than just an intellectual exercise—it is an emotional and imaginative journey. J.K. Rowling's vivid storytelling doesn't just teach vocabulary; it immerses readers in the complexities of relationships, identity, and growth, making language learning more impactful. When students engage with texts like *Harry Potter*, they are exposed to varied linguistic structures, diverse vocabulary, and cultural references that would be difficult to grasp through textbooks alone. These texts offer opportunities for students to reflect on different ways of thinking and being, which deepens their understanding of the language and the world around them.

The emotional power of literature is one of its most compelling features in language acquisition. As I reflect on my own experiences with books like *Harry Potter*, I recognize that the connections I formed with characters and themes were not only emotionally enriching but also pedagogically beneficial. The universal themes of

friendship, courage, and self-discovery found in these stories provided a deeper understanding of the language and its capacity to convey complex emotional experiences. Studies have shown that emotional engagement with literature enhances language retention and comprehension. For instance, when students form emotional connections with characters, they are more likely to remember words and phrases associated with those characters' experiences. This emotional investment makes the language memorable, reinforcing both vocabulary and the ability to empathize with others. Literature also plays a critical role in developing various language skills beyond vocabulary acquisition. It provides a rich environment for learners to observe language in action—whether through dialogue, description, or narrative voice. This exposure helps students develop a more nuanced understanding of syntax, tone, and register.

For example, when I read *Pride and Prejudice* by Jane Austen, I wasn't just learning about the intricacies of early 19th-century British society; I was also gaining insight into how language shapes social dynamics and personal relationships. The use of irony, satire, and wit in Austen's writing challenged me to think critically about how language can influence and reflect societal values. In addition to formal skills, literature encourages creative expression. Writing essays, participating in group discussions, or analyzing texts all require students to use language actively, helping them strengthen their speaking, writing, and analytical skills. To maximize the benefits of literature in foreign language teaching, instructors should consider adopting a variety of interactive and engaging strategies. These strategies not only enhance language proficiency but also foster a deeper connection to the cultural and emotional aspects of language. Some effective approaches include:

Thematic Discussions: Encouraging students to explore the themes of a text and relate them to their own experiences can enhance both comprehension and emotional engagement. **Role-Playing and Dramatic Readings:** Acting out scenes or reading aloud from plays helps students practice pronunciation, tone, and expression in a context that feels real and immediate. **Creative Writing:** By rewriting scenes or imagining new scenarios for characters, students can explore different linguistic

forms and practice their writing skills in a creative setting. Multimedia Integration: Incorporating films, audiobooks, or podcasts based on literary works can enhance students' listening skills and offer them a broader perspective on the language.

In my own learning experience, group discussions on *The Great Gatsby* allowed me to articulate my understanding of the book while also improving my fluency in English. These discussions not only expanded my vocabulary but also encouraged me to think critically about the text and express my ideas clearly. Despite the many benefits, integrating literature into foreign language teaching does present certain challenges. For one, literary texts can be complex, and not all students may find them immediately accessible. Cultural differences can also make some texts harder to relate to, as they may not align with the students' personal experiences or values. However, these challenges can be overcome with the right approach. Providing historical and cultural context before reading a text, offering simplified versions of complex works, and using supplementary materials can help make literature more accessible. In my experience, our teacher's background information on the social and historical context of *To Kill a Mockingbird* made the text significantly more meaningful and relatable.

Ultimately, literature's role in language learning extends far beyond the classroom. The books we read shape our understanding of language, culture, and society, leaving an indelible mark on our personal and academic growth. My own connection to Harry Potter, for instance, has shaped my understanding of the English language and its ability to convey complex human experiences. The lessons of courage, loyalty, and identity I learned from the series are lessons I carry with me beyond the page. For students of foreign languages, literature offers a lifelong journey of discovery. It invites us to continually explore new worlds, challenge our assumptions, and deepen our empathy for others. Literature is not merely a tool for language acquisition; it is a source of personal and intellectual growth.

Conclusion

The integration of literature into foreign language teaching is an invaluable approach that enriches the learning experience. By offering both linguistic and emotional

insights, literature enables students to connect with the language on a deeper level, fostering critical thinking, empathy, and creativity. As I have experienced firsthand, literature offers not only a tool for mastering language but also a means of personal development and cultural understanding.

Through thoughtful engagement with literature, students can gain more than just proficiency in a foreign language—they can develop a lifelong passion for learning, a broader worldview, and a greater appreciation for the nuances of human expression.

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FOREIGN LANGUAGE TEACHING AND LITERATURE

Sapayeva Zuhra Rakhimberganovna
Urgench State Pedagogical Institute
Teacher of the Department of Foreign language
E-mail: sapayevazuhrahon@gmail.com

Kurbanova Shahzoda Shuhratovna
Urgench State Pedagogical Institute
The direction of foreign language and literature
Student of group 242
E-mail: kurbanovaaashakhzoda@gmail.com

Abstract: In this article, we will analyze in detail the various ways of learning foreign languages. In particular, we will consider such relevant

areas as modern teaching methods, the direct method, the curriculum and traditional methods of teaching language and literature.

Key words: modern language teaching methods, The Direct Method, the training program, traditional language teaching, an interpretive process, an interpretive process, to understand literary genres and familiarize themselves, a particular literary movement.

Annotatsiya: Ushbu maqolada chet tillarini o'rganishning turli usullarini batafsil tahlil qilingan. Xususan, zamonaviy o'qitish usullari, to'g'ridan-to'g'ri uslub, o'quv dasturi va til va adabiyotni o'qitishning an'anaviy usullari kabi tegishli yo'nalishlarni ko'rib chiqilgan.

Kalit so'zlari: zamonaviy til o'qitish usullari, to'g'ridan-to'g'ri usul, o'quv dasturi, an'anaviy til o'qitish, talqin jarayoni, adabiy janrlar va tanishish, ma'lum bir adabiy harakat.

Аннотация: В этом материале мы детально разберём разнообразные способы изучения иностранных языков. В частности, мы рассмотрим такие актуальные направления, как современные методики преподавания, прямой метод, учебную программу и традиционные методы обучения языку и литературе.

Ключевые слова: современные методы преподавания языка, Прямой метод, программа обучения, традиционное преподавание языка, интерпретационный процесс, литературные жанры и знакомство с ними, конкретное литературное течение.

The realm of second-language and foreign-language instruction has witnessed a plethora of transformations over time. Unlike in fields such as physics and chemistry, where advancements tend to be more gradual, until a groundbreaking discovery necessitates a comprehensive revision of theories, language pedagogy is a field where trends and influential figures rise and fall in response to shifts in youth culture. For many years, there has been a distinction between individuals who learn English as a foreign language (EFL) and those who study it as their second or

additional language (ESL). EFL learners typically engage in English language learning in order to travel or communicate with individuals from other countries that also use English. ESL learners, on the other hand, often reside in a target language community, where they may need to master a specific variety of English such as Scottish, southern English from England, Australian or Texan English. They may require knowledge not only of the language itself, but also of how to navigate their new surroundings such as accessing healthcare, renting a property or visiting a bank. The distinction between EFL and ESL becomes less clear when considering English usage within a global context. With the increased use of English for international communication via the internet, many EFL learners are effectively living in a global community and can be classified as ESL learners. As a result, the term "ESOL" (English for speakers of other languages) is now used to describe both groups. However, the context of language learning remains important in determining the specific variety of English needed and the skills required to effectively participate within the target community. There are various methods for acquiring knowledge of foreign languages and literature.

The origins of many modern language teaching methods can be traced back to debates about the most effective approaches to language learning. These discussions centered on questions such as whether a more structured or less structured approach to language acquisition is more effective, and what role the mother tongue should play in the learning process. Prior to the 19th century, language learners tended to study languages as scholars, focusing on the intricacies of grammar rules and consulting dictionaries. However, there were also immigrants and merchants who acquired languages through unique methods. In the 19th century, the integration of foreign language instruction into school curricula led to the development of more efficient methods for language teaching. One such method was the grammar-translation approach, which involved translating sentences from one language to another. Students would first study grammatical concepts and then translate

sentences from the target language (L2) into their native language (L1) and vice versa.

The Direct Method, which originated at the beginning of the 20th century, was an alternative to the limitations of the grammar-translation approach. This method rejects the traditional practice of word-for-word translation between languages. Instead, students and teachers engage in conversations, connecting the grammatical structures being learned with real-world objects, images, and other visual aids to improve comprehension. The focus remains primarily on the level of sentences, with accuracy being of utmost importance.

The training program primarily involved a series of activities designed to promote the development of good study habits among participants. These activities involved the substitution of words in sentences, allowing participants to gradually and consistently learn the language. The structure of these activities was carefully designed to ensure that participants were protected from making mistakes. This positive feedback mechanism proved instrumental in promoting the formation of good habits during the language acquisition process. Most of the training focused on sentence construction, with minimal opportunity for language use in real-life situations. The emphasis was on accuracy, with the audio-lingual approach aiming to eliminate errors completely. The goal was to establish a habit through repetition of correct sentences, supported by positive feedback.

In the 1970s and 1980s, these approach was frequently used in combination. While they may not be widely employed in contemporary mainstream education, their influence can still be seen in various contexts. Traditional language teaching in a group setting involves an expert facilitator who acts as an external observer of the students and helps them express themselves. The facilitator provides translation, guidance, or correction to the students' utterances. The students' speech is then recorded for later analysis. Under the teacher's guidance, the students reflect on their experience during these sessions.

The selection of a particular methodology or pedagogical approach to teaching literature depends on a variety of considerations. Of utmost importance is the teacher's understanding of the essence of literary works, their teaching objectives, and the particular circumstances in which they are taught, such as the demographics of the students, their preferences, intellectual abilities, and cultural background. In the realm of literature, the task of the reader is not simply to explicate or restate what has been read. Rather, the reader engages in an interpretive process that goes beyond the literal level of meaning. Interpretation involves delving into deeper layers of significance, unraveling literary devices such as symbolism, irony, and allusion, as well as examining how characters are constructed and their relationship to the overall theme the author intends to convey. Sometimes, literary works defy the apparent meaning the author intended. One such example is James Joyce's short story "Eveline." On the surface, it appears to be about a young woman named Eveline living in Dublin and working in a factory. After her mother's death, she assumes responsibility for caring for her alcoholic father and brothers. However, on closer examination, the story becomes a critique of the plight of women in early 20th-century British society. It is crucial for readers to understand literary genres and familiarize themselves with the characteristics of each. This allows readers to approach texts with a deeper understanding of their nature, enabling them to make informed predictions and assumptions about content. Every fictional work consists of multiple elements, such as point of view, character development, setting, tone, linguistic devices, figurative language, plot structure, and more. Understanding the function and significance of these elements is essential for comprehensive analysis. For example, point of view can take the form of first-person, third-person, or second-person narration. Essentially, teachers tailor their strategies for teaching literary knowledge in class based on these factors. Finally, a literary work is produced within a specific historical context, each of which is associated with a particular literary movement. Consequently, it is essential for students to understand the concept of a literary movement and its distinctive features. By doing so, they will be able to read the text through the lens of the ideas and characteristics of that movement, thus

enriching their comprehension of the work. Furthermore, literary theories have long been an integral part of literature instruction. These theories function as guiding principles that assist students in focusing on particular aspects and techniques within the text. Therefore, it is crucial for students to be aware of literary theories and their varied nature in order to engage in critical analysis of literature. After providing the necessary background information and appropriate tools, the instructor should shift from a teacher-centered approach to a student-centered approach. This transition allows students to explore the text independently, with the teacher guiding them and establishing clear objectives for the activities.

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“IDIOMS AND CULTURAL IDENTITY: A COMPARATIVE STUDY OF ENGLISH AND UZBEK PHRASEOLOGY”.

Мухторалиева Жасмина

Студентка Андижанского

Государственного института

иностранных языков.

muhtoralievazasmina@gmail.com

Аннотация. Фразеология – это устойчивые сочетания или выражения, которые обладают целостным значением, не сводимым к значениям отдельных слов. Они характерны для определенного языка и часто имеют переносный смысл. Фразеологизмы украшают речь, делают ее яркой,

эмоциональной и образной. В лингвистике фразеологизмы изучаются как особый феномен языка, представляющий собой устойчивые сочетания слов с фиксированным значением. Фразеологическая структура узбекского и английского языков очень различна, но имеет сходное значение. В статье в сравнительном аспекте рассматриваются семантические свойства идиом узбекского и английского языков.

Ключевые слова. Идиомы, фразеология, английский язык, анализ, сравнение, лингвистика.

Abstract. Phraseologisms are stable word combinations or expressions that have a holistic meaning, which cannot be derived from the meanings of individual words. They are characteristic of a specific language and often carry a figurative sense. Phraseological units decorate speech making it bright, emotional, figurative. Linguistics and phraseological units are studied as a special phenomenon of language, which is a stable combination of words with a fixed meaning. The phraseological structure of the Uzbek and English languages is very different but has a similar meaning. The article examines the semantic properties of idioms in Uzbek and English in a comparative aspect.

Key words. Idioms, phraseology, English language, analysis, comparison, linguistics.

Introduction

Learning English is widespread worldwide and nowadays English knowledge and speaking skills is a need of reality. Knowledge of English phraseology makes reading both publicistic and fiction more understandable and extremely easier. The reasonable use of idioms makes speech more expressive. The English phraseological units, which are not translated verbatim, but have same meaning as in Uzbek ones as rethought, strengthens motivation and have greater effect in learning English language . "By idioms, as with the help of various shades of colors, the information aspect of language is supplemented by a sensual-intuitive description of our world, our life" V.A. Kabulianskiy suggested in his book "Concise dictionary of modern English idioms" By learning a foreign language, a person simultaneously

interconnects two national cultures: native and foreign one. Good knowledge of the foreign language is impossible without knowledge of its idioms.

Phraseology is an integral and richest part of any language. In idioms we see historical signs of language formation, find unique features of culture and education, which significantly influenced the development of language. Idioms have an original character, it is very difficult to find analogues in the language of translation. For example, along with purely national idioms in English and Uzbek phraseology, there are many international idioms that help to find appropriate meaning in translation. The phraseological fund of any language is a complex conglomerate of native and borrowed idioms with a clear dominance of the first ones. Some idioms retain stylistic elements - representatives of previous eras, reflecting the priorities of the time.

Phraseological translation involves the use in the translation text of stable units of varying degrees of proximity between a unit of English language and the corresponding unit of Uzbek - from full and absolute equivalent to approximate phraseological correspondence. In order to talk further about this method of translation, we will give a definition of the phraseological equivalent. Phraseological equivalent - it is phraseologism on translation language, by all indicators equal to the translated unit.

Generally, regardless of context, it must have the same idea and stylistic meanings, that is, there should be differences between the relative idioms in terms of meaning content, stylistic relation, metaphoricity and emotional-expressive colour, they should have approximately the same component composition, have a number of the same lexical-grammatical indicators: combination (for example, with regard to the requirement of odorality/inanimity), belonging to the same grammatical category, usage, connection with contextual words-satellites; and another is the lack of national colour.

The mere affiliation of idiom with internationalism is not enough to ensure its correct translation. First, not all "international units" included in English are available in

Uzbek. Secondly, despite the same path of translation - calculus, there are still minor formal differences between equivalents (phrase - complex word, sentence - non-sentence construction, different suffixation, etc.), and this sometimes makes the translator very difficult to find out analogues. For example, the Uzbek equivalent of "qo 'yniga qo 'l solmoq" in English "to have a finger in every pie" - a translation of the sentence design (which is much more common in the Uzbek language). Third, although comparatively rare, equivalents may be greater than one and then the translator cannot automatically replace his unit with an equivalent.

The word formed in the meaning of a phraseological unit comes from the use of the word in whole or in part. For example, trying to understand someone's thoughts is like figuring out what it is. As a result, free combinations are combined to express other content that is similar to what is understood, and the device becomes an idiom. Or "having a finger in pie" as idiom phrase can see the same attitude.

The same phraseological unit can be both composite and expressive. This phenomenon is quite common and occurs mainly by changing the proportion of the structure in phraseologism. For example, "ko'nglini ko'tarmoq" in English "cheer" is a phraseologism with a built-in compound; but this does not happen in English because its meaning has changed radically: She took great care of everything - took care of children

From the above-mentioned examples, it is clear that the expression of a phraseological unit should take into account not only the lexemes contained therein, but also the morphemes of their presence as a permanent component of the phraseological unit. Because morphemes, along with lexemes, are the internal grammatical structure of idiom. Only parts that are added in connection with speech are not part of the plan of expression of the idiom. For example, "shumliging o'zingning boshingga yetsin" - "let your ideas be in your head" when you say that a phrase should be understood as a structure to express idiom, stylistic expression, lexemes and morphemes; This is added in connection with compound speech in

phraseologism as a cross section; Hence it is not included in the structure of expression of idiom. Materials and methods.

In the scientific study of idioms, a general method of distribution in linguistics can be used. Structural and semantic features of idioms have been studied in more detail using the method of distribution. In addition, when studying idioms, it is necessary to take into account their semantic and structural peculiarities with regard to the structure of the content of the language and the structure of its expression. When considering the composition of phraseological units, it is necessary to take into account the types of connections between their components, the nature of the connecting words, using the method of similarities.

In this work we consider idioms as nominative unit of both languages related to the word in semantic and grammatical way with specific formability, stability and reproducibility. It is a combination of two or more words expressing a single meaningful concept. In any language, phraseological units are distinguished, having one type of semantics - a value of work. These units, on our view we can be characterized as popular and most used ones.

The category of work is one of the basic cultural universals, which reflects the picture of each nation as a whole, and the linguistic picture of the national language in particulars. Comparison of language tools reflecting the universals of different languages, will allow to compare language structures, discover similarities and differences. This circumstance that makes relevant the subject of our research work.

We analyzed a number of idioms of the Uzbek and English language with the categorical meaning "work", selected from phraseological dictionaries of Uzbek and English. get/go/set to work (on smth) - ishga kirishmoq a bad workman quarrels with his tools - yomon kosib bigiz tanlar out of work - ishsiz, bekor

many hands make light work - ko'pdan quyon qochib kutilmas

no bees, no honey, no work, no money - mashaqqatsiz baxt kelmas, mehnatsiz taxt kelmas

care killed the cat - ish qaritmaydi, balki g'am qaritadi

such carpenters, such chips - mol egasiga o'xshamasa, harom o'ladi

if you agree to carry the calf they'll make you to carry the cow

- yog'oshning bo'shini qurt yer; daraxtning mo'rtini qurt yer

burn the candle at both ends - kuchini bekorga sarflamoq, kuch berib ishlamoq

burn the midnight oil - kechasi bilan uxlamasdan ishlamoq

Thus, if languages go back to one original source with their borrowing, one can talk about the figurative and stylistic similarity of such idioms, which have become so familiar for both Uzbek and English that we do not think about their origin. However, translation from language to language often changes. This is such an interesting phenomenon for English and Uzbek language. So we see the difference of images in the following idioms:

To make a mountain out of a molehill - pashshadan fil yasama

A piece of cake - Oddiy masala

It's the Mouse - aha, qo'lga tushding-mi, ajab bo'ldi!

has the cat got your tongue? - nima tilingizni yutib yubordingizmi?

off one's own bat - nima bolsa bo'lar

Conclusion.

A comparative typological analysis of the phenomenon of idioms in English and Uzbek phrases made it possible to draw the following conclusions:

1. Phraseological units in Uzbek are subdivided into two types: phraseological unity and phraseological merge, in English language are subdivided on phraseological unity and phraseological fusion, phraseological combinations or collocations.
2. In both languages, phraseological units are known to be grouped according to their semantic properties and meanings.

3. In terms of meaning, phraseological units are essentially two types: pronouns and expressive expressions, and they are analyzed in both languages, and they are mostly grammatical or verbal expressions for expressing words and actions.

4. Thus, the phraseological units in each language have their own linguistic features. But in both languages, phraseological units serve as a unique and rich part of language. Multi-valued phrases help enrich vocabulary and language and combine meaning with emotional meaning.

Idioms can not seen only as a separate part of a lingusitcs, that can be used, or not used, because they form an essential part of a general dictionary of both languages. At present, it is very important to monitor the replenishment of the Uzbek and English phraseological fund, because idioms appear at great speed, which is due to the development of branches of science, the introduction of new technologies, political games and military conflicts, the influence of which is also essential for English and Uzbek people.

At present, the formation of idioms is important by rethinking stable phrases of a non-idiomatic nature, i.e. terminological combinations from the field of science, technology, sports. Such combinations are easily metaphorizable and as a result of figurative-metaphorical use obtain stable meaningful values, gradually acquiring all signs of idioms, adding their structures.

So we looked at the main ways and means of translating idioms in English and Uzbek languages. We have seen that related problems are considered differently by different linguists, different methods of translation are recommended, divergent opinions are found. Different approaches may be needed in different situations. But the main role here belongs to the personality of the interpreter itself. The interpretator must feel part of the culture in the language of which a text is translated, must be embedded in it, must make the only possible and at the same time unique version of the translation. To do this, the interpretation needs to integrate into his thinking the vast body of realities of foreign culture, and to present other people 's

thoughts as clearly and freshly as they were expressed, while fulfilling all the power and wealth of the native language.

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INGLIZ TILINI O'RGANISHDA LUG'ATLARDAN FOYDALANISH VA YODLASH USULLARI HAQIDA

Qodirov Xoji-Akbar Ulug'bek o'g'li
Andijon davlat chet tillari inistituti
2–bosqich talabasi.

Annotatsiya: Chet tillarini o'rganish – bu nafaqat tilning grammatikasi va sintaksisini o'rganish, balki yangi so'zlarni yodlash va ularni samarali qo'llashni o'z ichiga oladi. Yangi so'zlar o'rganish, tilni amaliy ravishda o'zlashtirishning asosiy elementlaridan biridir. Biroq, ko'plab o'quvchilar yangi so'zlarni yodlashda qiyinchiliklarga duch kelishadi. Yangi so'zlarni yodlash jarayoni ba'zan vaqt talab qiladigan, zerikarli va murakkab bo'lishi mumkin. Shunday ekan, texnologiyalar yordamida bu jarayonni soddalashtirish va samarali qilishning ahamiyati ortib bormoqda.

Kalit so'zlar: Mnemonika, fonetikaga e'tibor, IELTS, kontekst, Elektron lug'atlar.

Har bir tilni o'rganayotganimizda bizni qiynaydigan va shijoatimizni tushib ketishiga sabab bo'ladigan narsa bu lug'at boyligimizni oshira olmaslikdir. Aytaylik, o'quvchi ingliz tilida kitob o'qimoqda. Uning butun nigohi kitobga qaratilgan, biroq hayoli parishon. Nega? Chunki kitobdagi juda ko'p so'zlar unga notanish bo'ladi. Lug'atni qo'lga olib, har bir yangi so'zning tarjimasini topguncha toliqib, zerikib ham ketadi. Yangi so'zlarni bee'tibor qoldirsa, kerakli ma'lumot ham e'tibordan chetda qolib ketishi mumkin. Oqibatda na yangi so'zlarni samarali o'rganadi, na o'qiyotgan kitobini yaxshi tushunadi. Darhaqiqat, har qanday xorijiy tilni o'rganishdagi eng katta muammo bu so'z yodlashdir. Negaki, bu jarayonda siz o'nlab yoki yuzlab emas, balki minglab yangi so'zlarni o'rganishingiz talab etiladi. Sizning so'z boyligingiz tilni qay darajada bilishingiz bilan chambarchas bog'liq bo'lib, kelajakda boshqa sohalardagi muvaffaqiyatlaringizga yo'l ochuvchi kalit hamdir. Mutaxassislarning ma'lumotiga ko'ra, qaysi tilda bo'lishidan qat'iy nazar, kundalik muloqot uchun 1200-2000 ta so'zni bilish talab qilinadi. Demak, ingliz tilida erkin muloqot qilish uchun shuncha so'zni bilish kifoya qiladi. Tajribali pedagoglar fikriga qaraganda, O'zbekiston oliy o'quv yurtlariga kirish imtihonlarini topshirish jarayonida ingliz tili fanidan test savollarini muvaffaqiyatli yechish uchun 4500-5000 ta so'z bilish talab qilinadi. Xorij oliygohlariga kirish uchun topshiriladigan IELTS imtihonida yuqori bal olishni xohlagan o'quvchi kamida

7000 ta soʻzni mukammal bilishi kerak. Ingliz tilida faoliyat koʻrsatuvchi olimlar, yozuvchilar va shoirlar 12000-15000 ta soʻzdan foydalana olishlari aniqlangan [1].

Mnemonika

Mnemonika – oʻxshashlik, bogʻliqlik asosida xotira hajmini kengaytirish va kerakli maʼlumotlarni eslab qolish uchun maxsus uslublar toʻplamidir. Bunda yangi nomaʼlum boʻlgan tushunchalar inson ongida allaqachon mavjud boʻlgan maʼlumotlar bilan bogʻlanadi va natijada yangi axborotni eslab qolish osonlashadi.

Kalit soʻz usuli yoki fonetikaga eʼtibor

Bu oʻrinda asosiy texnika “kalit soʻz” texnikasi boʻlib, buni talaffuz uslubi deb ham atashadi. Aytaylik, qaysidir soʻzni oʻyladigiz, misol uchun, “a dish” (ingliz tilida “idish” degani). Endi uning qanday talaffuz qilinishiga eʼtibor berasiz va oʻzingizga maʼlum boʻlgan ohangdosh tushuncha bilan bogʻlaysiz. Soʻng esa shular asosida gʻayrioddiy tasavvur topib, tanish makonga joylashtirasiz va paydo boʻlgan yangi tushunchaga doir gap tuzasiz.

Oʻzbek tiliga moslashtirish usuli

Ingliz tilida soʻz yodlayotgan oʻquvchi yana bir qiziq holatga duch kelishi mumkin. U ham boʻlsa, baʼzi inglizcha soʻzlarning oʻzbekcha soʻzlar bilan nafaqat ohangdosh, balki maʼnodosh ekanligi hamdir. Albatta, bunga oʻxshash soʻzlar sanoqli, lekin harakat va izlanishlar orqali bunday soʻzlarni koʻplab topishingiz va soʻz boyligingizni yanada koʻpaytirishingiz mumkin [2].

Palmberg taklif qilganidek, yangi lugʻatni oʻrgatish yangi narsalarni kontekstda taqdim etishdan boshlanishi kerak, soʻngra oʻquvchilarga kontekstdan tashqari soʻzlar bilan ishlash imkoniyati berilishi kerak.

Oʻquvchilarga nomaʼlum lugʻatning maʼnosini u sodir boʻlgan kontekstdan xulosa qilish uchun strategiyalarni taqdim etish, ularni soʻzlarning uzun roʻyxatini yodlashga yoki lugʻatdan nomaʼlum soʻzlarni qidirishga undash oʻqish jarayonini sekin va zerikarli qiladi. Bu, ehtimol, soʻz boyligini haqiqiy oʻrganishga hissa qoʻshmaydi. Honey field oʻquvchilarning kontekstdan maʼno chiqarish koʻnikmalarini oshirish boʻyicha koʻplab takliflar beradi. Kontekstda lugʻatni oʻrgatishni tanlashning koʻplab sabablari boʻlsa-da, kontekstning haqiqiy qiymati

uning haqiqiyligidadir, uning afzalliklari uch xildir. Monsell ta'kidlaganidek, **birinchi navbatda**, so'zning ma'nosini kontekstda baholash talabalarni taxmin qilish va xulosa chiqarish kabi strategiyalarni ishlab chiqishga majbur qiladi. Bu o'rganishning rivojlanishi bilan juda foydali bo'ladi, chunki ular malakaning o'ziga xos xususiyati bo'lgan o'z-o'ziga ishonish munosabatini uyg'otadi. **Ikkinchidan**, kontekstda yangi lug'at elementlarini muntazam ravishda to'plash, so'zlarning nutqda muloqot qilish uchun ishlatilishini ta'kidlaydi. Nihoyat **uchinchidan**, yuqorida aytib o'tilgan barcha omillar o'quvchining L2 avtonomiyasiga hissa qo'shadi va unga hamroh bo'lgan bilimlarni uzatishni osonlashtiradi, deyish mumkin. Bundan tashqari, ular so'z ma'nosining aqliy taqdimoti turli kontekstlarda ketma-ket uchrashish bilan birga yaxshilanishini ta'kidlaydilar. Shunday qilib, u o'zgartirilishi mumkin, chunki yangi va nozik semantik farqlar qo'shiladi. Tilning eng muhim mavzulardan biri bo'lib, u qo'llanilayotgan kontekst va maqsadlarni aks ettirishi katta ahamiyatga ega [3].

Dars jarayonida texnologiyalardan foydalanishning ko'p afzalliklari mavjuddir. Elektron ma'lumotnomalar va lug'atlardan foydalanish o'quvchilarga chet tilidagi ilmiy tadqiqotlardan to'g'ridan-to'g'ri foydalash, talabalarni xorijga jalb qilish, chet tilidagi kasbiy faoliyat, til va nutq qobiliyatlarini rivojlantirish imkonini beradi. Elektron lug'atlar vizualizatsiya sifatida ham foydalanish imkonini beradi. Ularning multimedia xususiyatlari tufayli o'quvchilarning ko'rish va eshitish xotirasida ma'lumotni yaxshi eslab qolish imkoniyatini taqdim etadi [4].

Xulosa qilib aytganda lug'at boyligining keng ekanligi so'zlashda ifodali nutq shakillanishiga va manoning qisqa, lo'nda shakilda tinglovchiga yetib borishiga yordam beradi. Oddiy so'zlarning ham ingliz tilida murakkabroq fornalari va bazi so'zlar uchun esa so'z birikmalari ya'ni iboralar bor. Lug'at boyligining keng bo'lishi IELTS imtihonlarida ham qo'l keladi. Shunday ekan zerikarli va effektsiz bo'lgan so'zlarni qayta va qayta o'qish orqali yodlagandan ko'ra samarali usllarni ishlab chiqish maqul.

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INVERSIYA HODISASINING ALOGIZM TAMOIYILI ASOSIDA SHAKLLANISH TADQIQI.

Samatova Zulhumor Qudratilla qizi

ADCHTI Ingliz tili va adabiyoti kafedrası o'qituvchisi

zulhumorqosimova@gmail.com

Annotatsiya: This article analyzes the linguistic and literary aspects of the inversion phenomenon. Inversion is a syntactic phenomenon that disrupts the usual word order and is based on the principle of alogism. The article examines the structural, semantic, and functional aspects of inversion, highlighting its stylistic and expressive features. Through significant examples from literature and linguistics, the role of inversion and its importance in speech are explained.

Kalit so'zlar: *alogizm, structural, semantik, funksional, inversiya*

Alogizm -bu hali bir xilda talqin qilinmagan lingvostilistik tushuncha bo'lib qaysi bilim sohasi prizmasi orqali talqin qilinishiga qarab, "alogizm" turli funksional-semantik salohiyat bilan to'ldiriladi. Nutq madaniyati nuqtai nazaridan, "alogizm" mantiqiy xatodir.[1.25] Lingvistik lug'at "alogizm"ni stilistik xatoning oqibati sifatida ham, mantiqqa zid fikrlar yoki pleonastik bayonotlarga yoki bir kontekstda o'zaro mos kelmaydigan hodisalarni o'rinsiz birlashtirishga asoslangan usul sifatida tasniflaydi: "Mashina tez yuradi, lekin oshpaz yaxshiroq pishiradi" (E. Ionesko). [2.128]

Alogizmning badiiy amaliyotdagi roli — bu hikoya matnini paradoksal voqealar bilan to'ldirish uchun figura sifatida qo'llaniladi, nutqni tasodifiy assotsiatsiyalar orqali harakat qilishni kafolatlashdir. Ziddiyatli mantiqqa ega bo'lib, alogizm gapning leksik-grammatik va semantik tuzilishini sinxronlashtirishga javobgardir; o'zaro mos kelmaydigan obyektlarni yonma-yon qo'yish; qarama-qarshi hukmni shakllantirish; jumlar o'rtasidagi kommunikativ "uzilish" mavjudligi; mantiqiy bo'shliqni "bezaklash" va boshqalar uchun javobgardir. [3.27]

Inversiya - bu gapdagi so'zlarning odatiy tartibini o'zgartirish hodisasi bo'lib, u adabiy asarlarda, ritorik nutqlarda va stilistik maqsadlarda keng qo'llaniladi. Uni trop yoki nutq figuralari bilan adashtirmaslik kerak, chunki trop bu yunoncha "tropos" so'zidan olingan bo'lib, "burilish, ko'chma obraz" degan ma'noni anglatadi shuning uchun A.A. Potebnya tropni "bezatilgan, ko'chma nutq" sifatida tushinilishi kerak deydi. [4.344]

Metafora yoki ironiyadan farqli ravishda, inversiya so'zlarning asosiy ma'nosini o'zgartirmaydi shuningdek, u anafora yoki xiazma kabi ritorik figuralardan farq qiladi. Aksincha, inversiya sintaktik, semantik va funksional jihatlariga ega bo'lgan lingvistik hodisa hisoblanadi. Ushbu maqolada inversiyaning alogizm tamoyiliga asoslanganligi, uning strukturaviy shakllanishi va ma'no hamda vazifaviy jihatlarini tahlil qilishni maqsad qildik.

Inversiya hodisasi alogizm tamoyiliga asoslanib uning roli juda muhim ahamiyat kasb etadi Alogizm - bu mantiqiy ketma-ketlikni buzish tamoyili bo'lib,

inversiyaning asosiy xususiyatlaridan biridir. Ingliz tilida oddiy sintaktik tartib Subyekt-Fe'l-Obyekt (SVO) shaklida bo'ladi. Inversiya paytida bu tartib o'zgarib, gapdagi elementlarning odatiy joylashuvi buziladi, bu esa urg'u va stilistik ta'sir kuchini oshiradi.

Misol uchun:

- ***To'g'ri so'z tartib:*** "I have never seen such beauty."
- ***Inversiya:*** "Never have I seen such beauty."

Inversiyali gapda "never" so'zi gap boshiga o'tib, urg'u kuchayadi va ifoda ta'sirchan bo'lib qoladi.

Strukturaviy nuqtai nazardan, inversiya asosan yordamchi fe'llar, inkor zarralari va so'roq gaplar orqali hosil qilinadi. Asosiy turlari quyidagilar:

Subyekt-yordamchi fe'l inversiyasi: Yordamchi fe'l subyektdan oldin keladi, ko'pincha so'roq va shartli gaplarda uchraydi.

"Had I known, I would have helped."

Inkor inversiyasi: Inkor ifodalar gap boshiga kelganda, fe'l subyektdan oldin joylashadi.

"Rarely do we witness such dedication."

Lokativ inversiya: Joylashuvni bildiruvchi ibora gap boshiga o'tganda, fe'l subyektdan oldin keladi.

"On the hill stood an ancient castle."

Taqqoslash inversiyasi: "so" va "such" bilan kelgan gaplarda inversiya yuzaga keladi.

"So intense was his fear that he could not move."

Adabiy uslubda inversiya o'ziga xos ta'sir yaratish uchun qo'llaniladi.

"Many a time did he recall those moments."

Inversiya gapning asosiy ma'nosini o'zgartirmaydi, biroq axborotni qanday qabul qilishga ta'sir qiladi. Uning semantik ta'siri quyidagilarda ko'rinadi, inversiya orqali gapdagi ma'lum bir qism ajratib ko'rsatiladi va urg'u qo'yiladi.

"Seldom has she been so excited." ("seldom" so'ziga urg'u berilgan)

Inversiya orqali taqqoslash yoki qarama-qarshilik kuchayadi. "Gone are the days of peace." (O'tgan va hozirgi davr kontrasti)

Subyekt yoki asosiy fe'l keyinroqqa surilishi dramatik effekt yaratadi.

"Deep in the forest lay an undiscovered treasure."

Ko'pincha adabiy matnlarda inversiya badiiy obrazlilikni oshirish uchun ishlatiladi.

"High above the clouds flew the mighty eagle."

Funksional jihatdan nutq va yozuvda inversiyaning quyidagi vazifalari mavjud:

1. **Stilistik va estetika uchun xizmat qiladi:** She'riyat va badiiy adabiyotda ritm va o'ziga xoslik yaratadi.

"High above the mountains soared the eagle."

2. **Bog'liqlik va izchillikni ta'minlaydi:** Hikoyalarda mantiqiy oqimni saqlab turadi.

"Not only did he win the race, but he also set a new record."

3. **Rasmiylik va badiiy ifodani oshiradi:** Huquqiy matnlar, tarixiy va she'riy uslubda qo'llaniladi.

"Little did they know what awaited them."

4. **O'quvchining e'tiborini jalb qilish:** Adabiy asarlarda kutilmagan boshlanish yoki kulminatsiya yaratish uchun qo'llaniladi.

"Never before had he seen such horror."

5. **Ritorik ta'sirni kuchaytirish:** Nutq uslubida e'tiborni oshirish uchun ishlatiladi.

"So true were his words that none could argue."

Inversiya na trop va na ritorik figura bo'lib, u sintaktik, semantik va funksional xususiyatlarga ega bo'lgan lingvistik hodisadir. U alogizmga asoslanadi, chunki gapning mantiqiy tartibini buzadi. So'zlarning tartibini o'zgartirish orqali inversiya urg'u, kontrast va dramatik effekt yaratishga xizmat qiladi. Uning strukturaviy, semantik va funksional jihatlarini bilish esa til va adabiyotni chuqurroq tushunishga yordam beradi. Bundan tashqari, inversiya badiiy adabiyot va poetik ifodalarda keng ishlatilishi bilan ham ahamiyatlidir.

William Shakespeare "Macbeth" asarida ushbu misrasi orqali "fair" va "foul" so'zlarining o'rnini almashtirgan va bu inversiya orqali yaxshilik va yomonlikning chalkashligini ifodalab kelgan.

"Fair is foul, and foul is fair."

"Fair is foul, and fair is foul." [5.9]

Samuel Taylor "The Rime of the Ancient Mariner" (1798) asarida inversiya hodisasiga

"A sadder and a wiser man, He rose the morrow morn."

"He rose the morrow morn, a sadder and a wiser man."

Bu misrada "He rose the morrow morn" (u ertalab turdi) iborasi oxiriga o'tkazilgan, bu esa urg'uni "a sadder and a wiser man" (g'amgin va dono odam) iborasiga qaratadi. [6.17]

Jane Austen, "Pride and Prejudice" asarida quyidagi jumlada invversiya hodisasidan foydalangan:

" In vain did Elizabeth attempt to make her reasonable, and Jane to make her resigned." [7.95]

Bu misrada "in vain" (behuda) iborasi gap boshiga o'tkazilgan, bu esa uning ta'sirchanligini oshiradi

Inversiya na trop va na ritorik figura bo'lib, u sintaktik, semantik va funksional xususiyatlarga ega bo'lgan lingvistik hodisadir. U alogizmga asoslanadi, chunki gapning mantiqiy tartibini buzadi. So'zlarning tartibini o'zgartirish orqali inversiya urg'u, kontrast va dramatik effekt yaratishga xizmat qiladi. Uning strukturaviy, semantik va funksional jihatlarini bilish esa til va adabiyotni chuqurroq tushunishga yordam beradi. Bundan tashqari, inversiya badiiy adabiyot va poetik ifodalarda keng ishlatilishi bilan ham ahamiyatlidir.

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AMERIKA “YO‘QOTILGAN AVLOD” ADABIYOTI: URUSH FOJIASI VA ADABIY MEROS

Siddiqova Iroda Boxodir qizi

Namangan davlat universiteti

siddiqovairodabaxodirovna@gmail.com

Annotatsiya: Ushbu maqolada “Yo‘qotilgan avlod” tushunchasi va uning Amerika adabiyoti va madaniyatidagi o‘rni hamda Birinchi jahon urushidan keyin shakllangan ushbu adabiy va madaniy harakat vakillarining hayotga bo‘lgan qarashlari, ruhiy tushkunlik, umidsizlik va begonalik mavzulari yoritilgan.

Kalit so‘zlar: Yo‘qotilgan avlod, Birinchi jahon urushi, Richard Aldington, Vera Brittain, Urush adabiyoti, Ruhiy travma, Begonalik, Modernizm, “Death of a Hero”, “Testament of Youth”, Gender tengsizligi, Adabiyotda ayol nigohi, Urush va madaniy inqiroz.

“Yo‘qotilgan avlod” tushunchasi urushdan omon qolgan ko‘plab insonlar o‘z orzu-umidlari, hayotga bo‘lgan qiziqishlari, yo‘nalishlarini yo‘qotib, sarson-sargardon, yo‘l-yo‘riqsiz ruhiy tushkunlikka tushganlarga nisbatan ishlatilgan. “Yo‘qotilgan avlod” adabiyoti ham aynan Birinchi jahon urushida ishtirok etib, vatanga qaytib o‘zligini topa olmagan avlod vakillari bayon etilgan ijodkorlar turkumidagi adabiyotga aytiladi. Shu bilan birga ushbu istiloh o‘sha davr

ijodkorlarining shaxs sifatida dunyoqarashi, tushunchalari, hayotiy qadriyatlarining qayta tugʻilishi ramzi sifatida ham tushuniladi.³⁶

“Yoʻqolgan Avlod” atamasining manbai Parijda yashagan amerikalik yozuvchi Getrud Stayn bilan bogʻliq boʻlib, u bu tushunchani urushdan keyin oʻz yoʻlini topolmayotgan yosh avlodni tasvirlash uchun ishlatgan. Bu ibora keyinchalik Ernest Hemingueyning “The Sun Also Rises” (Quyosh baribir chiqaveradi, 1926) romanida epigraf sifatida qoʻllanilib, keng ommaga tanitilgan. Heminguey ushbu asar orqali oʻz davrining umidsizlik va maʼnosizlik muammolarini ochib bergan.

Tarixiy sharoit nuqtai nazaridan, 1914–1918-yillardagi Birinchi Jahon urushi insoniyat tarixida chuqur iz qoldirdi. Urush texnologiyalarining rivojlanishi va millionlab insonlarning nobud boʻlishi natijasida ilgari mavjud boʻlgan taraqqiyotga boʻlgan ishonch izdan chiqdi. Urush qatnashchilari va undan keyin voyaga yetgan avlod uchun jamiyatga qaytish, qadimiy qadriyatlarni qabul qilish mushkul boʻlib qoldi.

Urushdan keyingi davr — “Gullab-yashnagan Yigirmanchi Yillar” — tashqi koʻrinishda iqtisodiy yuksalish, musiqa va isteʼmolchilik madaniyati bilan ajralib turgan boʻlsada, aslida koʻplab ijodkorlar uchun bu davr ichki boʻshliq va hayotiy maqsad yetishmasligi bilan bogʻliq edi.

Bu davrda yozuvchilari asosan quyidagi asosiy mavzular va uslublar bilan ijod qilganliklari bilan ajralib turadi.

- Umidsizlik va Tanqid: Anʼanaviy qadriyatlarga va Amerikaning Orzu gʻoyasiga nisbatan shubha va kinoya.

- Begonalik va Oʻzlikni Izlash: Qahramonlar koʻpincha oʻz jamiyatidan ajralgan, maʼnosiz hayotga duch kelgan boʻladi.

- Urushning Fojiali Taʼsiri: Urush inson ruhiyatiga qanday zarar yetkazishini koʻrsatish.

- Modernistik Eksperimentlar: Adabiy shakllarni yangilash, ong oqimi texnikasi va minimalizmga eʼtibor qaratish.

³⁶ Choriyeva Shahnoza Shuhratovna. Ingliz “Yoʻqotilgan avlod” adabiyotida ayollar obrazining badiiy oʻziga xosligi (Richard Oldington va Vera Britten asarlari misolida). Toshkent-2022

“Yo‘qolgan Avlod” harakati bir necha mashhur yozuvchilar va san‘atkorlarni o‘z ichiga oladi. Ularning asarlarida begonalik, umidsizlik va hayot ma‘nosini izlash kabi mavzular aks etadi. Eng asosiy vakillaridan biri - Ernest Heminguey. Oddiy va sodda uslubda yozgan Hemingueyning “The Sun Also Rises” (1926) va A Farewell to Arms (Qurol bilan xayrlashuv, 1929) asarlarida urushning befoyda fojiasi va insonning chidamliligi tasvirlanadi.³⁷

Ushbu davrning yana bir mashxur namoyondasi - F. Skot Fitzjerold. U “The Great Gatsby” (Buyuk Getsbi, 1925) asarida boylik va hashamat ortida yashiringan ma‘naviy inqirozni fosh etadi. Shuningdek, Amerikaning “Orzu” g‘oyasining soxta tomonlarini ochib beradi.³⁸

Richard Aldington ingliz modernizm adabiyotining yorqin namoyandalaridan biri bo‘lib, Birinchi jahon urushida qatnashgan va bu tajriba uning asarlariga kuchli ta‘sir ko‘rsatgan. U o‘zining mashhur asari “Death of a Hero” (Qahramonning O‘limi, 1929) orqali urushning romantik va qahramonlik timsolini butunlay inkor etadi. “Death of a Hero” romanida Aldington urushni shafqatsiz va be‘manilik bilan tasvirlaydi. U bosh qahramon Jorj Uinterburn obrazi orqali yosh avlodning orzu-umidlari qanday qilib urushda barbod bo‘lishini ko‘rsatadi. Roman klassik qahramonlik g‘oyalarini tanqid qiladi, urushda “qahramonlik” emas, balki insoniylikni yo‘qotish markaziy mavzu bo‘lib qoladi. Aldington urushni romantiklashtirgan qadriyatlarni tanqid qilib, zamonaviy jamiyatning axloqiy inqirozini ko‘rsatadi.

Aldingtonning “Yo‘qotilgan Avlod” dagi o‘rni: Uning asarlari Heminguey yoki Fitzjeroldniki kabi urushdan keyingi umidsizlik, begonalik va ma‘nosizlikni aks ettiradi. U urushni faqat tarixiy voqea sifatida emas, balki butun bir avlodning ruhiy fojiasi sifatida tasvirlagan.

³⁷Hemingway, Ernest. The Sun Also Rises. New York: Scribner, 1926.

³⁸Fitzgerald, F. Scott. The Great Gatsby. New York: Charles Scribner’s Sons, 1925.

Vera Britten ingliz yozuvchisi, tarixchi va tinchlik faoli bo'lib, urushning insoniy oqibatlarini tasvirlashda muhim rol o'ynagan. Uning eng mashhur asari — “Testament of Youth” (Yoshlik Vasiyati, 1933) — xotira janridagi muhim adabiy meros bo'lib, Birinchi jahon urushining yosh avlod hayotiga ko'rsatgan ta'sirini ochib beradi. “Testament of Youth” autobiografik asar bo'lib, Brittenning urushdan oldingi orzulari va urushdan keyingi chuqur ruhiy jarohatlari haqida hikoya qiladi. Asarda urush paytida Britten ko'plab yaqinlarini, jumladan unashtirilgan yigitini va do'stlarini yo'qotganini tasvirlaydi. U urushning ayollar hayotiga ta'siri va gender tengsizligi mavzulariga ham e'tibor qaratgan hamda, uning asarlari boshqa yozuvchilardan farqli o'laroq, ayol nigohi orqali urushning fojiali oqibatlarini ko'rsatadi. U urushga qarshi tinchlik harakati faoli bo'lib, urushning befoydaligi va insoniy qadriyatlarni yo'qotish haqida ochiq va halol gapirgan.³⁹

Xulosa qilib aytadigan bo'lsak, “Yo'qolgan Avlod” adabiyoti Amerika madaniy merosida o'chmas iz qoldirdi. Ularning hayotiy haqiqatga sodiqligi va zamonaviy dunyoning murakkabliklarini ochib berishga bo'lgan intilishi yangi avlod yozuvchilariga ilhom manbai bo'lib xizmat qildi. Ularning iste'molchilik jamiyatini tanqid qilgan, axloqiy qadriyatlardagi bo'shliqlarni ochib bergan asarlari bugungi kunda ham dolzarb bo'lib qolmoqda. Heminguey, Fitzjerald va ularning zamondoshlari adabiyot orqali jamiyatning eng chuqur muammolarini aks ettira olgan.

Hemingueyning “The Sun Also Rises” asaridagi mashhur ibora bilan yakunlaymiz:

“Sizlar hammangiz yo'qolgan avlodsiz.”

Bu oddiy, ammo kuchli jumla faqat bir guruh yozuvchilarni emas, balki urush fojiasi, hayotiy ma'no izlash va zamonaviy jamiyatning murakkabliklari bilan kurashgan butun bir avlodni tavsiflab beradi.

³⁹ Choriyeva Shahnoza Shuhratovna. Ingliz “Yo'qotilgan avlod” adabiyotida ayollar obrazining badiiy o'ziga xosligi (Richard Oldington va Vera Britten asarlari misolida). Toshkent-2022

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CHET TILLARINING O’RGANISHNING AHAMIYATI VA ADABIYOTNING TILNI O’ZLASHTIRISHDAGI O’RNI

Andijon davlat chet tillari instituti talabasi

Mamasaoliyev Sultonmurod Olimjon o’g’li

E-mail:sultonmurod mamasoliyev01@gmail.com

[Tel:+998330082805](tel:+998330082805)

Ilmiy rahbar: Muqimjon Axunov Muhammadaminovich
(PHD) Filologiya fanlari bo’yicha falsafa doktori,dotsent

E-mail:muqimjon.axunov@bk.ru

[Tel:+998979977443](tel:+998979977443)

Annotasiya: Chet tillarini o’qitish va ularning adabiyoti bilan tanishtirish O’zbekistonda zamonaviy ta’limning muhim yo’nalishlaridan biridir. Bu jarayon nafaqat tilni o’rganishni, balki madaniy almashinuv, dunyoqarashni kengaytirish va xalqaro hamkorlikni rivojlantirishga ham xizmat qiladi. Chet tillarini o’qitishning ahamiyati, adabiyot bilan tanishtirishning o’rni va samarali usullar haqida fikr yuritish muhimdir.

Kalit so’zlar: Xorijiy investitsiya, truzim, dialog , monolog ,kognitiv fikrlash ,metafora, idiomatik ifoda, Shakespear asarlari, Richar Brome “ The City Witt” asari

Annotation: Teaching foreign languages and introducing their literature is one of the important directions of modern education in Uzbekistan. This process not only involves learning a language but also contributes to cultural exchange, broadening worldviews, and developing international cooperation. It is important to discuss the significance of teaching foreign languages, the role of literature in this process, and effective methods of instruction.

Key words: Foreign investment, Tourism, Dialogue, Monologue, Cognitive thinking, Metaphor, Idiomatic expression, Shakespeare's works, Richard Brome's "The City Witt

Аннотация: Преподавание иностранных языков и ознакомление с их литературой являются одним из важных направлений современного образования в Узбекистане. Этот процесс включает не только изучение языка, но и способствует культурному обмену, расширению кругозора и развитию международного сотрудничества. Важно рассмотреть значимость преподавания иностранных языков, роль литературы в этом процессе и эффективные методы обучения.

Ключевые слова: Иностранные инвестиции, Туризм, Диалог, Монолог, Когнитивное мышление, Метафора, Идиоматическое выражение, Произведения Шекспира, Произведение Ричарда Брома "The City Witt"

O'zbekiston xorijiy mamlakatlar bilan iqtisodiy, siyosiy va madaniy aloqalarni kengaytirmoqda. Chet tillarini bilish, ayniqsa ingliz, rus, xitoy va koreys tillarini o'rganish, bu aloqalarni mustahkamlashda muhim rol o'ynaydi. Masalan, xorijiy investitsiyalarni jalb qilish, turizmni rivojlantirish va texnologiyalarni o'zlashtirish chet tillarini biluvchi mutaxassislarisiz amalga oshirish qiyin. Bundan tashqari chet tillarini o'rganish insonning dunyoqarashini boyitadi va tolerantlikni oshiradi. Til o'rganish miya faoliyatini yaxshilaydi, xotirani mustahkamlaydi va kognetiv fikrlash qobiliyatini oshiradi. Tadqiqotlar shuni ko'rsatadiki, ikki yoki undan ortiq tillarni biluvchi odamlar muammolarni tezroq hal qilish va vaziyatga tog'ri baho berish qobiliyatiga ega. Chet tillarini bilish o'quvchilar va talabalar uchun xorijiy universitetlarda tahsil olish, ilmiy ishlar olib borish va zamonaviy bilimlar bilan

tanishish imkoniyatlarini ochadi. Bu O'zbekistonda ta'lim va fan sohasidagi rivojlanishga hissa qo'shadi.

Chet tillarini o'qitishda, adabiyot asarlaridan foydalanish samarali usullardan biridir. Adabiyot orqali tilni o'rganish tilning badiiy jihatlari, idiomatik ifodalar, metaforalar va har bir millatga xos badiiy uslublar bilan tanishish imkoniyatini beradi. Bu tilni chuqurroq o'rganishga va tushinishga yordam beradi. Har bir asar muayyan davr va madaniyatni haqida ma'lumot beradi. Adabiyot orqali o'qituvchi va o'quvchilar turli mamlakatlarning tarixi, madaniyat va qadriyatlarini o'rganishlari mumkin. Adabiy asarlardagi dialoglar va monologlar orqali nutq qobiliyati, so'z boyligi va grammatik qoidalarni o'rganish osonlashadi. Bu o'quvchilarning o'zi o'rganiyanayotgan tilida gapirish qobiliyatini oshirishga yordam beradi.

Zamonaviy ta'limda o'quvchilarni faol qatnashishiga asoslangan metodlar, masalan, rolikli o'yinlar, turli xil debatlar, loyihalar va guruh ishlari samarali hisoblanadi. Texnologiyalardan foydalanish ham til o'rganish jarayonini qiziqarli va samarali qiladi. Kompyuter dasturlari, mobil ilovalar, onlayn platformalardagi tilga doir kontentlar kabi texnologik metodlar til o'rganishni osonlashtiradi. xorijiy asarlaridan foydalanish orqali o'quvchilarga chet tilidagi adabiy asarlarni o'qish, ularni tahlil va muhokama qilish mashg'ulotlari samarali usullardan biridir. Bu usul tilni o'rganishni qiziqarli qiladi va o'quvchilarning madaniy bilimlarini oshiradi. Maktablar va universitetlar chet tillarini o'qitishda madaniy tadbirlar, til olimpiadalari va almashinuv dasturlarini tashkil qilishlari mumkin. Bu o'quvchilarning motivatsiyasini oshiradi va ularni amaliy til qo'llashga undaydi.

Yana qo'shimcha qilsak, chet tillarining oson va tushinarliroq o'qitish usulilaridan bir bu – adabiyotdir. Adabiyot asarlari til o'rganish jarayonida quyidagi jihatlarda muhim rol o'ynaydi

Birinchisi: Leksikani Boyitish, ya'ni, adabiyot asarlari orqali o'quvchilar yangi so'zlar va iboralar bilan tanishishadi. Bu ularning lug'at boyligini oshirishga yordam beradi. Masalan, roman yoki hikoyalarda turli mavzular (sevgi, do'stlik, tabiat, tarix) haqida so'zlashiladi, bu esa o'quvchilarga turli sohaga oid so'zlarni o'rganish

imkoniyatini beradi va keyinchalik bu lug'at boyligi bilan o'qish va yozish bo'limida qiyinchilikka uchramaydi

Ikkinchisi: albatta grammatikani chuqurroq tushunish, adabiyotda qo'llanilgan grammatik qurilmalar o'quvchilarga qoida va istisnolarni amaliy misollar orqali o'rganish imkoniyatini beradi. Masalan, she'rlarda qo'llanilgan metaforalar yoki romanlardagi murakkab gap tuzilmalari grammatikani tushunishni osonlashtiradi. "It rains cats and dogs" iborasi ingliz tilida kuchli yomg'ir yog'ishini ifodalash uchun qo'llaniladi. Ba'zi tadqiqotchilar iboraning kelib chiqishini 17-asrga borib taqalishini ta'kidlashadi. Masalan, dramaturg Richard Brome 1652-yilda "The City Witt" asarida "It shall rain dogs and polecats" (Bu itlar va tulkilardan iborat yomg'ir yog'adi) deb yozgan. yoki bu iboraning yana bir kelib chiqish sababi: Drenaj tizimlari va o'lik hayvonlar: 17-asr Yevropasida drenaj tizimlari yaxshi rivojlanmagan bo'lib, kuchli yomg'ir paytida ko'chalarda to'plangan suv bilan birga o'lik hayvonlar ham oqib ketgan. Bu hodisa odamlar orasida kuchli yomg'irni "itlar va mushuklar yog'ishi" bilan bog'lashiga olib kelgan.

Va so'ngisi : Madaniyatni O'rganish, adabiyot madaniyatni tushunishning eng yaxshi manbalaridan biridir. Har bir adabiy asar o'z davri, muhiti va qadriyatlarini aks ettiradi. Masalan, ingliz adabiyotidan Jane Austen asarlari orqali 19-asr Angliya jamiyatini, yoki Mark Tvenning asarlari orqali Amerika tarixini o'rganish mumkin. Har bir til o'rganishda darajalar bo'lganidek adabiyot tanlashda ham darajalar bor. Masalan: Qisqa hikoyalar va she'rlardan foydalanish asosan boshlang'ich darajadagi o'quvchilar uchun juda qulaydir. Ular qisqa va tushunarli bo'lgani uchun o'quvchilarga yangi so'zlar va grammatik qoidalarni o'rganishda yordam beradi. Lekin Yuqori darajadagi o'quvchilar uchun romanlar va pyesalar kengroq til va madaniyatni o'rganish imkoniyatini beradi. Masalan, Shakespear pyesalari orqali ingliz tilining tarixiy rivojini o'rganish mumkin. Agar etibor bersak

- "Assassination" (qotillik) — "Macbeth" pyesasida birinchi marta ishlatilgan.

- "Bedazzled" (ko'zni qamashtirilgan) — "The Taming of the Shrew" asarida uchraydi.

- "Lonely" (yolg'iz) — Shakespeare bu soʻzni zamonaviy maʼnoda birinchi boʻlib ishlatgan yozuvchi hisoblanadi va grammatikkaga ham yetarlicha zamonavilashish kiritgan insondir. U quyidagi oʻzgartirishlarni amalyotda qoʻllagan .

"Do" yordamchi feʼlining keng qoʻllanilishi:

Shakespeare asarlarida "do" yordamchi feʼli savol va inkor shakllarida keng qoʻllanila boshladi. Masalan:

"Do you not know me?" (Hozirgi shakli: "Don't you know me?")

Bu oʻzgarish zamonaviy ingliz grammatikasining asoslaridan biriga aylandi.

- Feʼl shakllarining qisqarishi:

Shakespeare asarlarida feʼllarning qisqa shakllari keng qoʻllanilgan. Masalan:

*"Tis" ("It is" ning qisqartmasi) — "Hamlet"da: *"'Tis a consummation devoutly to be wished

Shakespeare ingliz grammatikasiga bevosita yangi qoidalar kiritmagan, lekin uning asarlari orqali tilning rivojlanishida muhim rol oʻynadi. U feʼl shakllarini soddalashtirdi, yangi soʻzlar va iboralar kiritdi, gap tuzilmasini moslashuvchan qildi va sheʼriy uslubni grammatikaga uygʻunlashtirdi. Shakespeare taʼsiri hozirgi kunda ham davom etmoqda, bu esa uning asarlarini ingliz tilining tarixiy rivojlanishini oʻrganishda noyob manba qiladi.

Xulosa qilsa: Chet tillarini oʻqitishda adabiyotdan foydalanish til oʻrganishni qiziqarli va samarali qilishning eng yaxshi usullaridan biridir. Adabiyot orqali oʻquvchilar nafaqat tilni, balki madaniyat, tarix va insoniy qadriyatlarni ham oʻrganishadi. Oʻqituvchilar adabiyotni oʻqitishda innovatsion usullardan foydalanish orqali oʻquvchilarning qiziqishini oshirishlari mumkin. Kelajakda adabiyotdan foydalanishni kengaytirish chet tillarini oʻqitish samaradorligini yanada oshirishga yordam beradi.

Foydalanilgan adabiyot va manbalar:

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ENHANCING STUDENTS' LANGUAGE SKILLS THROUGH LITERATURE IN THE EFL CLASSROOM

Dadajonova Muxtasar,

student, FerSU

Islom Jurayev,

teacher, FerSU

English, a language with roots tracing back to ancient times, remains one of the most widely debated and influential languages in the world today. Its versatility makes it adaptable to individuals of all backgrounds and circumstances, catering to diverse needs and skill levels. As a global lingua franca, English bridges communication gaps, fostering international collaboration and understanding. It also unlocks access to a vast repository of knowledge, as a significant portion of the world's information is available in this language. Proficiency in English opens doors to higher education, career advancement, and active participation in the global economy. Furthermore, it cultivates critical thinking, creativity, and cultural awareness, equipping students with the tools to thrive in an increasingly interconnected world.

Recall that there are also settings where the language is available to be dominant officially, while somewhere it is a secondary language. Looking for examples, we can immediately say that countries such as Australia or the USA compensate for English at the dominant level, since their history from their colonization is closely related to those stories on history. We can also count on other countries where there is a great demand for English and the choice where immigrants and students fall on this. It is somewhere in the USA, Canada, Australia, and New Zealand as well as other countries where English is a subject of high importance. Such countries learn a language often referred to as ESL, and it teaches TESL. And some countries such as Egypt, Uzbekistan, Venezuela, and Saudi Arabia the

language is referred to as EFL, and the teaching is TEFL. It makes sense because English is the primary language of international communication in various fields such as science, technology, business, and diplomacy. Its prominence enables individuals from diverse linguistic backgrounds to exchange ideas, collaborate on projects, and engage in cross-cultural dialogue. In this case, TEFL frequently relies on theories of language acquisition to design effective lesson plans and teaching strategies tailored to the needs and proficiency levels of their students. In the context of enhancing students' language proficiency through literature in the English as a Foreign Language (EFL) classroom, it is imperative to align with evolving educational paradigms. The renewed content of English language educational programs emphasizes the application of knowledge, emphasizing not just memorization but engaging in meaningful activities. This approach is essential for preparing students to address both educational and everyday challenges, aligning with the societal requirements for highly educated individuals capable of solving complex issues.

Understanding theories such as communicative language teaching or the input hypothesis helps instructors create immersive learning environments that promote language acquisition. TEFL intersects with literature in several meaningful ways, enriching language learning experiences and fostering a deeper understanding of both language and culture. The use of literature in EFL classrooms encompasses a wide range of purposes and benefits across various domains, including education, entertainment, cultural preservation, and personal enrichment. Literature serves as a valuable educational tool across academic disciplines, from language arts and literature classes to history, social studies, and even science. Analyzing literary works helps students develop critical thinking skills, enhance their reading comprehension abilities, and deepen their understanding of complex themes and human experiences. Literature preserves and conveys cultural heritage, traditions, values, and historical perspectives from different societies and periods. By studying literary texts, readers gain insights into the customs, beliefs, and social dynamics of diverse cultures, contributing to cultural preservation and intergenerational

transmission of knowledge. According to Kramsch [4,3], learners can become actively involved in creating meaning through the effective utilization of communicative language approaches. The conversational aspect of literary texts can significantly facilitate this engagement.

The theoretical framework comprises concepts and scholarly references relevant to the dissertation topic, demonstrating a thorough understanding of the subject matter and its broader academic context [R.Rogers, 5,1708]. Moreover, the framework facilitates comprehension of ideas and variables through defined definitions, while also contributing to the generation of new knowledge by validating or challenging theoretical assumptions [A.Andersson &A.Grönlund, 2,1-16]. Literature fosters empathy and understanding by immersing readers in the lives, emotions, and perspectives of fictional characters or real-life individuals portrayed in biographies and memoirs. Literature serves as a platform for social commentary, critique, and exploration of contemporary issues and societal challenges. Indeed, not only S.Krashen [3,120], but other renowned educators and language experts also emphasize the critical role of selecting appropriate texts in language instruction. Authors use their literary works to address themes such as inequality, injustice, prejudice, and political oppression, prompting readers to reflect on social dynamics and advocate for positive change. Furthermore, reading enhances cognitive skills, as supported by Agustín Llach [1,8] and K.Swaffar and K.Arens, who advocate for the use of literary texts to cultivate strong readers with advanced cognitive abilities, enabling learners to effectively tackle real-world challenges in society.

Despite the challenges faced by the student in understanding English texts, his determination to persevere and comprehend the meaning highlights a commendable attitude towards reading literature. The student's decision to resort to reading in Russian or Uzbek when encountering difficulties demonstrates resourcefulness rather than a lack of motivation. It indicates a willingness to engage with the text through alternative means to grasp its essence. Moreover, the student's commitment to understanding the meaning of English literature reflects a deeper desire for knowledge and intellectual growth. By persisting through linguistic

barriers and actively seeking comprehension, the student engages in a process of cognitive development and critical thinking. Each encounter with unfamiliar words or contexts becomes an opportunity for learning and expansion of understanding. Additionally, the student's willingness to engage with literature in multiple languages underscores the importance of cultural and linguistic diversity in education. While English may present challenges, the student's ability to draw upon their native languages as resources for understanding demonstrates the interconnectedness of language learning and cultural identity. In essence, the student's approach to reading literature in English exemplifies resilience, determination, and a thirst for knowledge.

To sum up, by incorporating these literature-based techniques into language instruction, educators can effectively enhance students' reading skills, promote deeper engagement with texts, and foster a lifelong appreciation for literature and language learning. Understanding theories such as communicative language teaching or the input hypothesis helps instructors create immersive learning environments that promote language acquisition. TEFL intersects with literature in several meaningful ways, enriching language learning experiences and fostering a deeper understanding of both language and culture. The use of literature in EFL classrooms encompasses a wide range of purposes and benefits across various domains, including education, entertainment, cultural preservation, and personal enrichment. Literature serves as a valuable educational tool across academic disciplines, from language arts and literature classes to history, social studies, and even science. Analyzing literary works helps students develop critical thinking skills, enhance their reading comprehension abilities, and deepen their understanding of complex themes and human experiences.

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OLIIY TA'LIMDA FALSAFA FANINI O'QITISH METODIKASINI TAKOMILLASHTIRISHDA ILMIY-TADQIQOT ISHLARINING AHAMIYATI

Ismadiyorov Komil Maxamadiyorovich

Andijon davlat pedagogika instituti, Ijtimoiy fanlar kafedrasida katta
o'qituvchisi, Andijon shahar Do'stlik ko'chasi 4-uy, E-mail:

anddupimanaviyat@mail.ru

Annotatsiya. Ushbu maqolada oliy ta'lim muassasalarida falsafa fanini o'qitish metodikasini takomillashtirishda ilmiy-tadqiqot ishlarining ilmiy-nazariy yechimlari, metodologik asoslari haqida fikr-mulohazalar bayon etilgan. Falsafa fanini o'qitishda ilgari surilgan bir qator qarashlar, fikrlar va nazariyalar falsafa fanini o'qitish konsepsiyasini ishlab chiqishni talab qiladi va tadqiqotimiz doirasida falsafa fanini o'qitish metodikasini takomillashtirishga doir konsepsiyaning ahamiyati yoritilgan. ilmiy-tadqiqot ishlarining ahamiyatini bir necha asosiy jihatlariga doir fikrlar ilgari surilgan.

Kalit so'zlar: Konsepsiya, ilmiy-tadqiqot ishlari, modul, aktuallik, individuallashtirish, innovatsiya, platforma, sun'iy intellekt.

Oliy ta'limda falsafa fanini o'qitish metodikasini takomillashtirishda ilmiy-tadqiqot ishlarining ilmiy-nazariy yechimlaridan foydalanish samarali metod bo'lib,

erishilgan natijalarni hayotga tatbiq etishda muhim ahamiyat kasb etadi. Ushbu tadqiqot doirasida falsafa fanini o'qitish metodikasini takomillashtirishning turli jihatlarini ko'rib chiqildi. Shu o'rinda ta'kidlash joizki, tadqiqot natijalari oliy ta'lim muassasalari talabalarining falsafa fani o'quv jarayonini tashkil qilish bevosita ularning kasbiy va metodik kompetentligini rivojlantirishga xizmat qilishini ko'rsatdi.

“Falsafa, avvalo, muayyan ilmiy bilimlar tizimidir. U bir tomondan, insonning voqelikni aql vositasida idrok etishi, ikkinchi tomondan, ongning afsona va rivoyatlar asosidagi shakllardan uzil-kesil ajralish jarayoni natijasidir. Bu ikki jihat bir-biri bilan uzviy bog'liq. Chunki behuda xayolparastlik, havoyi va afsonaviy fikrlash tarzidan xalos bo'lish ilmiy bilimlarni egallash orqali ro'y beradi. Eng muhimi, falsafa kundalik turmushda uchrab turadigan eskilik asoratlari, bid'at va cheklanishlarga muxolif bo'lgan hurfikrlilikdir. Falsafa aynan ana shunday yangi dunyoqarashning shakllanishi uchun asos bo'ldi” [1, 6 b].

Falsafa fanini o'qitishda ilgari surilgan bir qator qarashlar, fikrlar va nazariyalar falsafa fanini o'qitish konsepsiyasini ishlab chiqishni talab qiladi va tadqiqotimiz doirasida falsafa fanini o'qitish metodikasini takomillashtirishga doir konsepsiya ishlab chiqildi.

Falsafa fanini o'qitish konsepsiyasi – bu talabalarga falsafiy bilimlarni egallash, falsafiy fikrlash va muloqot qilish qobiliyatlarini rivojlantirish, shuningdek, falsafiy madaniyatni shakllantirishga xizmat qiluvchi falsafani o'rgatishning maqsadlari, vazifalari, usullari va vositalarini belgilab beruvchi ta'limiy yo'l xaritasidir. Ushbu konsepsiya talabalarda falsafiy ta'limotlar mohiyatini chuqur anglab yetish, ularning tanqidiy fikrlashi va tahlil qilish qobiliyatini rivojlantirishda muhim rol o'ynaydi.

Falsafa fanini o'qitish konsepsiyasi quyidagi tamoyillarga amal qiladi:

Birinchidan, maqsadlarning aniqligi. Modulli ta'limda konsepsiya talabaga nima o'rganish kerakligini aniqlashtirib beradi. Chunki talabaning shaxsiy rejasini shakllantirishda noaniqlikdan qochish va eng muhim jihatlarga e'tibor qaratish

uning kelajakdagi kasbiy kompetensiyasini shakllantirishda juda muhim hisoblanadi.

Ikkinchidan, yondashuvlarning o'ziga xosligi. Falsafa ta'limi konsepsiyasida har bir professor-o'qituvchi falsafiy terminlar va kategoriyalarni mohiyatini ochib berishda o'ziga xos metodlardan foydalanadi. Shuningdek, turli interfaol usullar va baholash mezonlaridan foydalanish, bu o'qitishda izchillik va tizimlilikini ta'minlaydi.

Uchinchidan, malaka va ko'nikmalarni rivojlantirish – yaxshi ishlab chiqilgan konsepsiya talabalarda avvaldan shakllangan nazariy bilimlarni rivojlantiradi hamda bahslarda qatnashish, matnlarni tahlil qilish va tanqidiy baholash kabi amaliy ko'nikmalarni ham rivojlantirish imkonini beradi.

To'rtinchidan, aktuallik. Falsafaning kategoriya va muammolari qanchalik qadimiy bo'lmasin, konsepsiya falsafa va ta'limdagi zamonaviy tendensiyalarni hisobga olish kerakligini unutmaslik kerak, bu esa ta'lim jarayonini qiziqroq va talabalar uchun dolzarbligini oshiradi.

Beshinchidan, ta'limni individuallashtirish. Yaxshi konsepsiya har bir talabaning ehtiyojlari va qiziqishlariga moslashtirish imkonini beradi. Bunda talaba trayektoriyasini tuzishda uning mustaqil ishlash imkoniyatlari hisobga olinadi. Bugungi "ta'lim tizimi zimmasiga yuklatilayotgan zamonaviy talablar uni rivojlantirishda istiqbolli yo'nalish sifatida individuallashtirishning ahamiyatini tobora oshirib bormoqda... Pedagogika nazariyasi va amaliyotida ham individuallashtirish g'oyasining paydo bo'lishi ta'lim jarayonida shaxsning individual xususiyatlari, imkoniyatlari, qiziqishlari, qobiliyatini inobatga olish va shu asosda o'qitish usullarini tanlash zaruriyatining vujudga kelishi bilan bog'liq" [2].

Falsafa fanini o'qitish konsepsiyasi – bu faqat qoidalar majmui emas, balki doimiy ravishda takomillashtiriladigan va yangi sharoitlarga moslashadigan hayot majmuasidir. U talabalarda falsafiy fikrlashni shakllantirish va ularning hayoti davomidagi turli savollarga javob topishlariga yordam beradi. Falsafa fanini

o'qitish konsepsiyasi falsafa fanini o'qitish jarayonini samarali va mazmunli qilishga imkoniyat yaratadi.

Oliy ta'limda falsafa fanini o'qitish metodikasini takomillashtirishda ilmiy-tadqiqot ishlarining ahamiyati muhim bo'lib, ilmiy-tadqiqotlar orqali falsafa ta'limi sohasida yangi bilimlar yaratiladi, mavjud metodlar tanqidiy tahlil qilinadi, samaraliroq yechimlar topiladi va o'qitish jarayoniga innovatsion texnologiyalar joriy etiladi. Qyida ilmiy-tadqiqot ishlarining ahamiyatini bir necha asosiy jihatlar orqali ko'rsatish mumkin:

Metodologik kamchiliklarni aniqlash. Ilmiy-tadqiqotlar orqali falsafa fanini o'qitishning metodlaridagi kamchiliklar aniqlanadi. Ilmiy-tadqiqotlar orqali turli metodikalar sinovdan o'tkaziladi, nazariy materiallarning amaliyotga bog'langanligi yoki bog'lanmaganligi aniqlanadi. O'qituvchilarga yangi pedagogik usullarni ishlab chiqish va ularni muvaffaqiyatli amaliyotga joriy qilish orqali o'z pedagogik faoliyatlarini yaxshilash imkonini beradi. Tanqidiy tahlil va baholash natijalariga asoslangan holda falsafa ta'limi uchun yangi, innovatsion metodlar ishlab chiqiladi.

Samaradorlikni baholash. Tadqiqotlar orqali turli o'qitish metodlarining samaradorligi baholanadi. Qaysi metod talabalarning bilim darajasini oshirishga, qaysi metod ularning tanqidiy fikrlash qobiliyatini rivojlantirishga ko'proq yordam berayotgani aniqlanadi. Falsafani o'rganishda tanqidiy tafakkur talabani muqobil fikrlashga va muqobil fikrlarni o'rganishiga yordam beradi. Ma'ruza materialini aniq va mustahkam tushunilishiga xizmat qiladi. Darsni ko'r-ko'rona emas, ongli qabullashga, mustaqil fikrlashga, o'z fikrini shakllantirish, oldinga surish va asoslashga o'rgatadi, kishining o'ziga ishonchini orttiradi. Kishi shaxs sifatida shakllanishining asosiy faktori bo'lib xizmat qiladi. Tahlil etilayotgan material yoki masalaning yangi qirralarini ko'rish, yangi masalalar va ular yechimining kashf etilishiga olib keladi. O'zgaruvchan hayot tomonidan oldinga suriladigan yangidan-yangi masalalarga mustaqil javob izlash ko'nikmalarini tarbiyalaydi.

Yangi falsafiy g'oyalar bilan tanishish. Ilmiy-tadqiqotlar falsafiy bilimlar doirasini kengaytirga xizmat qiladi. Talabalar va o'qituvchilar zamonaviy falsafiy

g'oyalar, yangi yo'nalishlar va munozaralar bilan tanishish imkoniyatiga ega bo'ladilar. Ilmiy-tadqiqotlar orqali falsafa fanining yangi yo'nalishlari, nazariyalari va tushunchalari tahliliy o'rganiladi hamda o'qituvchilar va talabalar uchun zamonaviy bilimlar bazasini kengaytiradi.

Madaniyatlararo muloqotni rivojlantirish: Falsafiy tadqiqotlar turli madaniyatlarning falsafiy merosini o'rganishga yordam beradi. Bu esa talabalarda madaniyatlararo tushunish va hurmatni rivojlantiradi. "Madaniy xilma-xillik va plyuralizmning o'sishi hozirgi zamonning muqarrar jarayonlari hisoblanadi. Bir mamlakatda turli madaniyatlarning mavjudligi jahon hamjamiyatining zamonaviy rivojlanishiga xosdir. Ko'p madaniyatli jamiyatda yashashni o'rganish, bu milliy va milliy ozchiliklarning madaniyatiga hurmatni nazarda tutadigan munosabatlarni chuqurlashtirishga, hukmronlik va dominant bo'lmagan madaniyatlarning rivojlanishiga teng sharoitlar yaratishni anglatadi. Ko'p madaniyatlilik turli madaniyatlarning mavjudligi, saqlanib qolishi va rivojlanishi, milliy ozchiliklarning va kichik mamlakatlarning madaniy an'analarni nazarda tutadi. Bu holatda tolerantlik millatlararo aloqalarning samaradorligiga ijobiy ta'sir ko'rsatadi, boshqa madaniyat qadriyatlariga hurmatni oshiradi" [3, 37 b].

O'qituvchilarning kasbiy mahoratini oshirish. Falsafa bo'yicha olib borilgan tadqiqot faoliyati o'qituvchilarda ilmiy izlanish, ma'lumot to'plash, tahlil qilish, xulosalar chiqarish va ularni o'z darslarida qo'llash ko'nikmalarini shakllantiradi. Tadqiqotlar o'qituvchilarni o'z bilimlarini doimiy ravishda yangilab turishga, yangi metodlarni o'rganishga va ularni amaliyotda qo'llashga undaydi. Tadqiqotlar o'qituvchilarning pedagogik tajribasini umumlashtirishga, o'z yutuq va kamchiliklarini tahlil qilishga va kelgusida ularni bartaraf etishga yordam beradi. Shuningdek, Ilmiy-tadqiqotlar orqali olingan natijalarning amaliyotga tatbiq etilishi, falsafa fani metodikasini zamon talablariga mos ravishda ushbu soha mutaxassislari tomonidan yangilanishini ta'minlaydi.

Innovatsion texnologiyalarni joriy etish. Onlayn ta'lim platformalaridan foydalanish falsafa ta'limidagi samaradorlikni yanada oshishiga xizmat qiladi.

Falsafa fanini zamonaviy axborot texnologiyalaridan foydalanib o'qitish tizimi o'quv jarayonini qiziqroq, samaraliroq va talabalarning bilimlarini chuqurlashtirishga yordam beradi. Raqamli vositalarni o'quv jarayoniga integratsiya qilish falsafa fanini hozirgi kun talabalari uchun qiziqroq, tushunarliroq va dolzarbroq qilish imkonini beradi. Bunda har sohada qo'llanilayotgan sun'iy intellekdan foydalanish interaktiv elementlar va multimedia materiallardan foydalanishning samaradorligini oshiradi. Tadqiqotlar falsafa ta'limida sun'iy intellekt texnologiyalaridan foydalanish imkoniyatlarini o'rganadi. Shuningdek, talabalarning bilim va ko'nikmalarini moslashuvchan baholash uchun sun'iy intellekt texnologiyalarini qo'llash ularda ta'limiy motivatsiyani oshirishga xizmat qiladi.

Xulosa. Oliy ta'limda falsafa fanini o'qitish metodikasini takomillashtirishda ilmiy-tadqiqot ishlari muhim ahamiyatga ega. "Ilmiy tadqiqot bilan shug'ullanuvchi mutaxassis, avvalo, to'g'ri metodologiya bilan qurollanishi, uning prinsip va metodlarini amaliyotda qo'llash malakasiga ega bo'lishi zarur. Buning uchun metodologiya, falsafiy yondashuvlar metodologiyasi, ularning mohiyati, mantiqiy, falsafiy, umummilliy metod va usullar haqida zarur bilimlarga ega bo'lishi talab qilinadi" [4, 8 b]. Tadqiqotlar orqali o'qitish metodlaridagi kamchiliklar aniqlanadi, ta'lim mazmuni boyitiladi, o'qituvchilarning kasbiy mahorati oshiriladi, innovatsion texnologiyalar joriy etiladi va talabalarning ilmiy salohiyati rivojlantiriladi. Bularning barchasi falsafa ta'limining sifatini oshirishga va zamonaviy jamiyatning ehtiyojlariga javob beradigan mutaxassislarni tayyorlashga xizmat qiladi.

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THE ROLE OF INTERVIEWS IN TEACHING ENGLISH TO EFL STUDENTS

Supervisor : Anorboyeva Makhbuba Sobirovna.

Andijan state institute of foreign languages

Faculty of English philology, teaching
methodology and translation studies

email: anorboyeva72@gmail.com

Student: O`rinboyeva Jasminabonu Asilbek qizi

Andijan state institute of foreign languages

Faculty of English philology, teaching
methodology and translation studies

Abstract

Interviews play a pivotal role in teaching English as a Foreign Language (EFL), providing students with opportunities to develop real-world communication skills, confidence, and cultural awareness. This article examines the benefits of integrating interviews into EFL classrooms, highlighting their impact on fluency, pronunciation, critical thinking, and creativity. Practical applications such as peer interviews, role-playing, and digital formats are explored, along with strategies to address challenges like language anxiety, limited vocabulary, and cultural barriers. By incorporating interviews into lesson plans, educators can create an interactive and student-centered learning environment that bridges classroom instruction with authentic language use and global communication demands.

Interviews have become a vital tool in the arsenal of educators teaching English as a Foreign Language (EFL). They not only facilitate language acquisition but also nurture confidence, cultural awareness, and practical communication skills among learners. Here, we explore how interviews enrich the EFL classroom, address challenges, and provide strategies to maximize their effectiveness.

Benefits of Using Interviews in EFL Classrooms

1. Promotes Real-World Communication Skills

Unlike traditional drills or grammar exercises, interviews mimic real-life conversations. EFL students engage in active listening, asking questions, and formulating responses—all of which mirror authentic language use. This helps bridge the gap between classroom learning and real-world application.

2. Encourages Active Participation

Interviews require students to take an active role, whether they are the interviewer or interviewee. This engagement fosters speaking and listening skills, building students' confidence in their ability to communicate effectively in English.

3. Enhances Fluency and Pronunciation

Regular practice with interviews allows students to focus on fluency, rhythm, and pronunciation. The structured yet spontaneous nature of interviews helps them refine their spoken English, often more effectively than repetitive exercises.

4. Builds Critical Thinking and Creativity

Crafting questions and responding thoughtfully encourages students to think critically. They must adapt their language to context, audience, and purpose, fostering creative use of vocabulary and sentence structures.

5. Cultivates Cultural Awareness

When conducted on topics involving cultural exchange or global perspectives, interviews expose students to different viewpoints. This awareness is crucial for developing intercultural communication skills.

Applications of Interviews in EFL Classrooms

- 1. Peer Interviews**
Students interview one another about personal interests, hobbies, or goals. This activity not only strengthens their speaking skills but also fosters a supportive classroom community.
- 2. Teacher-Student Interviews**
Conducting one-on-one interviews helps teachers assess individual progress, identify areas for improvement, and provide personalized feedback.
- 3. Role-Play Interviews**
Assigning roles such as journalists, job applicants, or celebrities makes interviews dynamic and engaging. These scenarios prepare students for specific real-life situations.
- 4. Guest Speaker Interviews**
Inviting native speakers or professionals to the classroom provides students with the opportunity to interact with diverse accents and communication styles.
- 5. Digital Interviews**
Leveraging technology, such as video interviews or online platforms, can broaden the scope of interaction and introduce students to virtual communication.

Challenges and How to Address Them

- 1. Language Anxiety**
Many students feel nervous speaking in a second language. Building a positive, non-judgmental environment can alleviate this fear. Starting with low-stakes practice helps students gain confidence over time.
- 2. Limited Vocabulary**
Beginners may struggle to formulate responses. Pre-teaching relevant

vocabulary and phrases ensures they have the tools needed to participate effectively.

3. **Cultural Barriers**

Students from different cultural backgrounds may find certain topics or speaking styles challenging. Encouraging open dialogue and sensitivity to cultural norms can help overcome this.

4. **Time**

Constraints

Conducting interviews in a crowded syllabus can be challenging. Group interviews or brief sessions can ensure inclusion without overwhelming class schedules.

Maximizing the Impact of Interviews

- **Set Clear Objectives:** Define the purpose of the interview, such as improving fluency or practicing specific grammatical structures.
- **Provide Support:** Offer students guidelines, sample questions, and useful phrases to boost their confidence.
- **Incorporate Feedback:** Use interviews as formative assessments, providing constructive feedback to guide improvement.
- **Diversify Topics:** Vary the themes of interviews to maintain interest and cater to different student needs.

Conclusion

Interviews are an invaluable method for teaching English to EFL students. They transform passive learning into an interactive, student-centered process, enabling learners to apply their skills in meaningful ways. By integrating interviews thoughtfully into lesson plans, educators can foster not only language proficiency but also the confidence and cultural competence needed for global communication.

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SHUKURULLONING “KAFANSIZ KO‘MILGANLAR” ASARIDA KO‘TARILGAN IJTIMOY TENGSIKLIK MUAMMOLARI

*Andijon davlat chet tillari instituti
Ingliz tili va adabiyoti kafedrasida o‘qituvchisi, dotsent
Bahridinov Muslimbek Muhiddinovich
Ingliz tili va adabiyoti fakulteti 2-bosqich talabasi
Shahobiddinova Risolatoy Abdurahmon qizi*

Annotatsiya: Ushbu maqolada Shukurulloning “Kafansiz ko‘milganlar” avtobiografik asarida ko‘rsatilgan ijtimoiy tengsizlik muammolari va siyosiy ahvol tahlil qilingan. Tadqiqotning asosiy maqsadi asardagi real voqea va qahramonlar orqali ijtimoiy tabaqalanish, siyosiy kelishmovchiliklarning badiiy aksini o‘rganishdir. Metodologiya sifatida kontekstual tahlil va sotsiologik tahlil qo‘llanilgan bo‘lib, ijtimoiy va siyosiy masalalarning tasvirlanishi o‘rganilgan.

Tadqiqot natijalariga ko‘ra, Shukurulloning mazkur asari insoniyatning jamiyatda duch keladigan tengsizliklarni realistik uslubda aks ettirgan. Ushbu maqola adabiyotshunoslikda Shukurullo asarlarini ijtimoiy kontekstda o‘rganishning yangi yondashuvlarini ochib beradi.

Kalit so‘zlar: Ijtimoiy tengsizlik, qashshoqlik, kommunistlar.

Annotation: This article analyzes the issues of social inequality and the political situation depicted in Shukurullo’s autobiographical work “Kafansiz

Ko‘milganlar” (Buried Without a Shroud). The main objective of the study is to examine the artistic representation of social stratification and political conflicts through real events and characters in the work.

The study employs contextual and sociological analysis methods to explore how social and political issues are portrayed in the novel. The findings indicate that Shukrullo’s work realistically reflects the inequalities and poverty faced by society, prompting the reader to engage in deep reflection. This article introduces new approaches to studying Shukrullo’s works in a social context within literary studies.

Keywords: social inequality, poverty, communism, political analysis.

Аннотация: В данной статье анализируются проблемы социального неравенства и политическая обстановка, отраженные в автобиографическом произведении Шукрулло «Похороненные без савана». Основная цель исследования – изучить художественное отображение социальной стратификации и политических конфликтов через реальные события и персонажей в произведении.

В исследовании использованы методы контекстуального и социологического анализа, с помощью которых рассматривается, как в книге изображены социальные и политические проблемы. Результаты показывают, что данное произведение Шукрулло реалистично отражает проблемы неравенства и бедности в обществе, побуждая читателя к глубоким размышлениям. Данная статья предлагает новые подходы к изучению творчества Шукрулло в социальном контексте в рамках литературоведения.

Ключевые слова: социальное неравенство, бедность, коммунизм, политический анализ.

Shukrulloning ijodida insoniy qadriyatlar, o‘zbek xalqining ilgarigi hayoti va ijtimoiy muammolar markaziy o‘rin tutadi. “Kafansiz ko‘milganlar” qissasi orqali yozuvchi sovet davridagi qiyinchiliklar, vaxshiy tuzum va insonlar hayotini tasvirlaydi. Asarda inson irodasi va jamiyatdagi qashshoqlik masalalari birgalikda ochib beriladi. Ushbu mavzuni o‘rganish bugungi kun ijtimoiy muammolarni chuqurroq anglash va marhum shoir ijodining zamonaviy dolzarbligini ko‘rsatishga

xizmat qiladi. Tadqiqotimizdan ko‘zlangan maqsad hikoyadagi ijtimoiy muammolarni va ularning bugungi jamiyatda ta’sirini o‘rganishdir.

Ushbu tadqiqot sifatli yondashuv va kontekstual tahlil usuli asosida olib boriladi. Tadqiqotning asosiy materiali sifatida Shukrulloning “Kafansiz ko‘milganlar” asari tanlangan asardagi ijtimoiy muammolar, qashshoqlik, ijtimoiy tengsizlik o‘rganiladi. Tahlil davomida hikoyadagi voqealar, obrazlar va diologlar o‘rganilib, ular bugungi jamiyat ijtimoiy muammolari bilan bog‘lanadi. Ushbu tadqiqotda asosiy e’tibor “Kafansiz ko‘milganlar”ning ijtimoiy ahamiyatiga qaratilgan.

Boshidan o‘tkazgan qiyinchiliklarini, to‘g‘rirog‘i, xo‘rlilarni eslash insonni yana bir gara og‘ir azobga robaro qiladi. Uni yozish esa... Qatag‘onlik davri tasviri, undan ham og‘irrog‘i o‘zining va yurt ziyolilarning “xalq dushmani” deb ayblanishi haqida yozish, mahbuslik davrlarini eslash, qamoq voqealari va lager hayoti, so‘zsizlik... Bularning haqqoniy tasviri Shukrulloning “Kafansiz ko‘milganlar” asarida yaqqol ifodalangan. Asarni boshqalardan ajratib turadigan jihati- uning mazkur mavzudagi yagona asarligida. Ushbu xotira-roman o‘quvchiga qatag‘on davri haqida tirik lavhalarni namoyish etadi.

Shukrullo ushbu asar orqali o‘z davr qiyinchiliklari ijtimoiy-iqtisodiy ahvol, siyosiy muammolar va eng avvalo, Turkiston xalqining ayanchli taqdirini bayon qiladi. Asar davomida hayotning ma’nosi va insonning bu dunyodagi o‘rni haqida savollar ko‘tariladi. Qahramonlar o‘zlarining maqsadlarini, umidlarini va kelajaklarni izlaydilar. Bu esa o‘quvchi hayotining mazmuni haqida o‘ylashga undaydi. Insonning o‘zligini topish va o‘z-o‘zini anglash jarayoni asarda markaziy o‘rin egallaydi. Qahramonlar ko‘pincha hayotning noaniqliklari bilan yuzma-yuz keladilar. Bu esa ularning qarorlarini o‘zgartirishga ta’sir qiladi. Bu g‘oya inson o‘z kelajagini oldidan bilmasligi va har bir kunga ya’ni imkoniyatlar bilan qarash zarurligini ko‘rsatadi. Ba’zi tadqiqotchilar Shukurulloni” Ushbu asar syujeti ustida yaxshiroq ishlashi va bir xil manzarani 5-6 bor takrorlayveradi. Ya’ni kichik narsalarga urg‘u berilib, qo‘lga ilinadigan kattalari chekkada qolib ketadi” degan fikrlarini berishgan. Menimcha o’sha davr qiyinchiliklarini mahorat bilan ifodalagan

va o'quvchiga to'g'ridan to'g'ri, hech bir muammolarsiz tushunarli bo'ladigan, yosh avlodga sovet tuzumi, turkiy xalqlarning qiyinchiliklarini ko'rsatib beruvchi yagona asar deb hisoblayman. Asarni menga eng yoqqan jihati yosh ijodkorlar uchun nimanidir o'rgata oladi. Adolatsizlik, tuhmat azoblari qanaqa bo'lishi haqida tasavvur bera oladi.

Hukumat "aqlli" aqlsizlar qo'lida qolgan bo'lib, ularning o'zlariga qarshi chiqadigan yoki bo'lmasa rahbarlarga qulluq qilmaydiganlar shubhali ko'rinar, so'ngra ularni yolg'onlar bilan ayblab, qamatishga urinishardi. Asarda yozilganidek Mamanbey mahalla komissiyasi-muttaxam odam edi. Yozuvchining otasini "qori domla" deb chaqirar va Mamanbeyning bu so'zga urg'u berib chaqirib kelishi sababi, "Mening ko'nglimni ovloymasang, dindor, domla deb quloq qildirish ham qo'limdan keladi" degan do'q, ta'na ma'nosida bo'lardi. Shukurulloning otasi emchi ekanligini ta'kidlab, bir necha hujjatlarni unga ko'rsatar va chalasavod Mamanbey uni o'qiy olarmidi, yo'qmi, "bu hujjatlarni falon joyga ko'rsating" degancha biror narsa undirolmay qaytardi. Hukumatning maqsadi xalqdan bir nimalar undirish bo'lib turgan bir paytda ijtimoiy tengsizlik va qashshoqlik ham avjida edi. Aholi endigina yeyishga non topsa, ichishga suvi qolmasdi. Haqiqatdan ham, boyib, hammadan o'zib ketgan birorta kommunistik mamlakatni tarix ko'rmagandek, Turkiston ham kambag'allashib borayotgandi.

Jahon urushlarida jonbozlik ko'rsatgan Turkiston o'g'lonlari, endi "xalq dushmani", "millatchi" degan nomni "qozonish uchun qattiq jang" olib borayotgandi. Turkistonda yashaydigan turli millatlar boshiga mislsiz zulm, vaxshiyona qiynoqlar solingan. Ayniqsa, hokimiyat tepasiga Stalin kelganidan keyin sho'ro xalqining 1937-yildan boshlab, mislsiz qatog'onlar tufayli 10 minglab, yuz minglab insonlar hech bir sababsiz qamab yuborilgan, olis yurtlarga surgun qilingan yoki otuvga hukm qilingan. Bundan yagona va oliy maqsad yurtning olimlari, oqillari, adiblari, ulamolari va ziyolilarning yo'q qilinishi, O'zbekistonning asl farzandlarini "xalq dushmani" sifatida qatog'on qilish edi. Bundan aziyat chekkanlarning ba'zilar aybdor, ba'zilar ayibsiz edi. Asar yozuvchisining xonadoshlari bo'lgan Loren va Ilyos otalar ham mana shu kabilardandir. Loren

urushdan tirik qaytib kelgan va lekin “nemis ayg‘oqchisi” sifatida qamoqqa olingan edi. Ilyos ota esa choyxona oldida pista, sigareta va shu kabi narsalarni sotib o‘tiruvchi, yoshi ham anchaga yetib qolgan 70-75 yosh atrofidagi oddiy bir chol edi va uni ham millatchi, sovet siyosatiga qarshi deb ayblab qamashgandi. Xuddi mana shunday aybsiz aybdorlar qatorida Fayzullo Xo‘jayev, Akmal Ikromov kabi siyosatchilar 1938-yili qatag‘on qilingan Tojixon Shodiyeva 1928-yildan boshlab, umrining 20 yilini surgunda o‘tkazgan. Mahmudxo‘ja Behbudiy 1919-yili ayg‘oqchi sifatida otib o‘ldiriladi. Munavvar qori Abdurashidxonov 1931- yilda millatchi, jadidlarning boshlovchisi sifatida otib o‘ldiriladi. Hamza Hakimzoda Niyoziy 1929-yilda toshbo‘ron qilib, Shohimardonda o‘ldiriladi. Usmon Nosir o‘zbek xalqi adabiyotini titratgan yosh shoirimiz 1937-yil 24 yoshida surgun qilinadi va xuddi shu qatorda Abdutauif Fitrat, Abdulla Qodiriy, Cho‘lponlar ham “millatchi”, “xalq dushmani” sifatida 1938-yil o‘sha qonli 4-oktabr kunida otib o‘ldiriladi.

Millatchmish bobom nomi,

Aybi- yozgan dil izhorin.

Erkin bo‘lsin avlodim deb,

Fido qilgan yurtga jonin.

“Bosmachi”der yana biri,

Qonga to‘lgan uning dili,

Ko‘rmadilar ozod yurtin,

Jafokorim, bobolarim.

Qonga tashna vaxshiy oris,

Ko‘rolmadi o‘zbek zo‘rin,

O‘sha qonli oktabrda

Otdi, ketdi jadidlarim. (Shahobiddinova Risolatoy ijodidan)

Shukrulloning mazkur asari orqali o‘zbek xalqining qatag‘on kunlarida boshidan kechirgan qiyinchiliklari, surgun davrida o‘tgan qaro kunlari va o‘sha “millatchi”, “xalq dushmani”, “chet el ayg‘oqchisi” nomi bilan otuvga hukm qilingan, surgun qilingan bobolarimizning fidokorliklari, millatparvarliklari va o‘sha qonli davrning haqiqiy aksini ko‘rishimiz mumkin. “Kafansiz ko‘milganlar” asari –

insoniyatning ichki kurashlarini va ijtimoiy masalalarni chuqur tahlil qiluvchi badiiy asar. Muallif, o'z qahramonlari orqali hayotning murakkabligini va inson ruhiyatining nozik jihatlarni ochib beradi. Umuman olganda, "Kafansiz ko'milganlar" asari falsafiy jihatdan inson hayoti, o'z-o'zini anglash va sotsial muhit bilan aloqalar masalalarini chuqur tahlil qiladi. Shukurullo o'z asari orqali o'quvchini hayot haqidagi falsafiy savollarini o'ylashga chaqiradi va inson ruhiyatining murakkabligini ochib beradi.

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3. "Jadidlar" to'plami

INGLIZ VA O'ZBEK TILLARIDA "KO'NGIL/SOUL" LEKSIK-SEMANTIK MAYDONINI AFORIZMLAR ORQALI O'QITISH

Karimova Madina Saydulla qizi
Andijon davlat chet tillar instituti doktoranti
Karimova.madina@mail.ru
Goipova Saidaxon Madaminjon qizi
Andijon davlat universiteti o'qituvchisi
Saida.goipova@mail.ru

Annotatsiya: Ushbu maqolada ingliz va o'zbek tillarida "ko'ngil/soul" leksik-semantik maydoni aforizmlar orqali o'qitilishi tahlil qilinadi. "Ko'ngil" va "soul" so'zlari har ikki tilda chuqur ma'no va hissiyotlarni ifodalaydi, shuningdek, madaniy kontekstda muhim o'rin tutadi. Tadqiqotda aforizmlar yordamida bu so'zlarning leksik-semantik xususiyatlari, ularning o'zaro bog'liqligi va madaniyatdagi ahamiyati ko'rib chiqiladi. O'qitishda aforizmlarni qo'llash orqali talabalar nafaqat tilni, balki emotsional va madaniy kontekstlarni ham o'rganadilar. Ushbu maqola

o'qituvchilar va talabalarga leksik-semantik maydonni yanada chuqurroq tushunishga yordam berish uchun yangi yondashuvlarni taklif etadi.

Kalit so'zlar: ko'ngil, emotsiya, aforizm, madaniyat, semantik maydon, muloqot.

Ko'ngil – bu muhabbat: ko'ngil – har bir insonning bir- biriga bo'lgan muhabbatini, sevgisini ham ifodalab keladi. So'zimiz isboti sifatida biz quyidagi aforizmlarni tahlilga tortdik.

1. The most powerful weapon on earth is the human soul on fire. (Ferdinand Foch)- Yer yuzidagi eng qudratli qurol bu otash bo'lib yonayotgan qalbdur.
2. If having a soul means being able to feel love and loyalty and gratitude, then animals are better off than a lot of humans.(James Herriot) - Agar qalb sevgi, sadoqat va minnatdorchilikni his qilishni anglatrsa, hayvonlar ko'p odamlardan yaxshiroqdir.
3. Blessed is the influence of one true, loving human soul on another. (George Eliot) - Bir haqiqiy, mehribon inson qalbining boshqasiga ta'siri muhabbatdir.
4. Goodbyes are only for those who love with their eyes because for those who love with heart and soul there is no such thing is seperation. (Rumi)- Alvado so'zi faqat ko'z bilan sevganlar uchundir.Chunki qalb bilan sevganlar uchun ayriliq yo'q.
5. Only the soul knows what love is.(Rumi)- sevgi nimaligini faqat qalb biladi.
6. "Gratitude is the wine for the soul. Go on. Get drunk." Rumi- — Minnatdorchilik — ko'ngilning sharobidir, undan mast bo'lishda davom et.
7. Love is composed of a single soul inhabiting two bodies.... (Aristotle)- Ikki qalbn bir qilgan tuyg'u bu - sevgidur.
8. "Darkness may hide the trees and the flowers from the eyes but it cannot hide love from the soul." ~ Rumi- "Zulmat daraxtlar va gullarni ko'zdan yashirishi mumkin, lekin sevgini qalbdan yashira olmaydi."
9. "Love makes your soul crawl out from its hiding place." ~ Zora Neale Hurston- "Sevgi sizning qalbingizni yashiringan joyidan sizib chiqadi."

Ko'ngil – bu ruh, jon : ko'ngil/soul– insonning ruhi ya'ni joni kabi ma'nolarni ham ifodalaydi va bu mazmunni ifodalab keluvchi bir qancha

afforizmlarni ko'rishimiz mumkin. Quyida biz mana shu ma'noni anglatib kelgan bir qancha afforizmlarni keltirib o'tdik:

1. *Heaven lent you a soul, earth will lend a grave (Christian Nestell Bovee) - Jannat sizga jon berdi, yer qabr beradi.*

2. *Equality is the liberty, of soul there is, in fact, no liberty without it. (Frances Wright) - Tenglik - bu ruhning erkinligidir, usiz erkinlik yo'q.*

Shuningdek, ingliz va o'zbek tillarida "soul/ko'ngil" so'zi qalb, ko'ngil kabi o'z ma'nosini anglatib keluvchi bir qancha afforizmlarni ham bor:

1. *Choose rather to be strong of soul than strong of body. (Pythagoras) - Tananing kuchli bo'lishidan ko'ra, qalbning kuchli bo'lishini tanlang.*

2. *Dance is the hidden language of the soul of the body.(Martha Graham) - Raqs - bu tana qalbning yashirin tili.*

3. *Color is a power which directly influences the soul. (Wassily Kandinsky)- Rang-baranglik - bu qalbgaga bevosita ta'sir qiluvchi kuch.*

4. *"The soul has been given its own ears to hear things mind does not understand."*
~ Rumi- *"Aql tushunmaydigan narsalarni his qilish uchun unga ko'ngil berilgan."*

5. *"Heaven but the vision of fulfilled desire, and Hell the shadow from a soul on fire."*
~ Omar Khayyam- *"Osmon faqat amalga oshadigan orzuning ko'rinishi va do'zax olovli qalbning soyasi".*

6. *Ko'ngil bog', ko'zlar bulutdir. Bulut yig'lasa bog'lar yashnagay.*

Shamdek yosh to'k, ko'ngil uying charag'on bo'lsin.(Albert Eynshteyn)

7. *Har til- ko'ngilning pardasidir. Parda qimirladimi, sirlar ochiladi.(Albert Eynshteyn)*

8. *Ko'ngilning ikki ofati bor. Birisi-o'tgan ishga qayg'urish, ikkinchisi-kelgusi ishni o'ylab g'am-alam chekishdir. Birinchisidan odam ko'p uyquchan bo'lsa, ikkinchisidan uyqusizlikka muhtalo bo'ladi. (Suqrot).*

9. *Ko'ngil uyini imon nuri bilan to'ldirgan inson eng baxtiyor insondir.(Muhammad Kamol)*

Shunday qilib, ingliz tilidagi aforizmlarda "soul" konsepti qalb, muhabbat, ruh kabi ma'nolarda namoyon bo'ladi. "Soul" konseptining predmetli qatlamini

to 'ldirib, aforizm mualliflari ko 'ngilni asrashga, uni ko 'tarishga hayotda yashashga va ezgu amallar qilishga chaqiradilar. Inson ko 'nglini og 'ritmaslik – uni jamiyat farovonligiga yo 'naltirish va jaholatni hukmron bo 'lmasligiga yo 'l qo 'ymaslik uchun muhimdir.

*Shu bilan birga o 'zbek tilida ham ko 'ngil konsepti ishtirokidagi **Jaloliddin Rumi**ning bir qancha afforizmlarni ham uchratishimiz mumkin. Ular quyidagilardir:*

1. Kimki ko 'ngilni qattiq so 'z bilan jarohatlar ekan, unga achchiq til zaharli nayzadek sanchiladi. Ko 'ngilida til nayzasining jarohati bitmas; u jarohatga hech narsa malhamlik qilmas.

2. Agar bir ko 'ngilda til nayzasining jarohati bordir, faqat yaxshi so 'z va shirin til unga malham va rohatdir. Muloyim so 'z — vahshiylarni ulfatga aylantiradi; sehrGAR — ohang bilan afsun o 'qib, ilonni inidan chiqaradi.

3. Jahon ravshan ziyoyi ilmdandur, Ko 'ngil sofi safoyi ilmdandur.

5. Ey, ko 'ngil! Na bitmas xazinasan, na davosiz dard.

6. Dedilarki, ko 'zdan yiroq ko 'ngildan yiroq. Dedimki, ko 'ngildagi ko 'zdan yiroq bo 'lsa ne naf?

Har narsaga joningni siqma ey ko 'ngil, Na bu dardlar magudir, na u umr.

Ko 'ngil oynasining sof bo 'lishi, xunukdan go 'zalni ajrata olishi uchun kerak.

Ko 'z yoshlar, ko 'ngil otashini so 'ndirmoq uchun oqar.

Bu aforizmlar asosan ko 'ngilning ahamiyatini, insonni ranjitmaslik kabi odob-qoidalarini ta'kidlaydi va ma'naviy jihatlarni yoritishga yordam beradi. "Ko 'ngil/soul" semantikasining ingliz va o 'zbek tillaridagi aforizmlarda qo 'llanilishi, inson ruhiyatining chuqurligini, hissiyotlarini va ichki dunyosini aks ettiradi. Har ikki tilning aforizmlari orqali ko 'ngilning ahamiyati, uning inson hayotidagi roli va hissiy tajribalari haqida muhim fikrlar bildiriladi. Ingliz tilidagi aforizmlar ko 'pincha ko 'ngilni kuch, ilhom va ijod manbai sifatida tasvirlaydi. Ular insonning o 'zini anglash va o 'ziga xosligini kashf etish jarayonida ko 'ngilning muhimligini ta'kidlaydi. O 'zbek tilidagi aforizmlar esa ko 'ngilni mehr, sevgi va samimiyat bilan bog 'lab, insonlar o 'rtasidagi munosabatlarning ahamiyatini

yoritadi. Umuman olganda, har ikki madaniyatda ko'ngil/soul semantikasining aforizmlarda ifodalanishi, insonning ichki dunyosini, hissiyotlarini va o'zaro aloqalarini chuqurroq tushunishga yordam beradi. Bu masala, shuningdek, til va madaniyat o'rtasidagi aloqalarni o'rganish uchun qiziqarli bir maydonni tashkil etadi.

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EXPRESSION OF EMOTIONAL STATES IN HOME SPEECH IN ENGLISH AND UZBEKISTAN: TEACHING INTRALINGUISTIC AND EXTRALINGUISTIC ASPECTS

KarimovaMadinaSaydullaqizi

Doctoral student of Andijan State Institute of Foreign Languages

karimova.madina@mail.ru

Annotation: This study studies the expression of emotional states in home speech in English and Uzbek from the perspective of intralinguistic and extralinguistic aspects. Each language has its own lexical, grammatical and syntactic means of expressing emotions, which differ depending on culture, social context and communicative situations. The study analyzes the interaction of emotional expressions in English and Uzbek and their significance in the cultural context. This work suggests new approaches in the fields of linguistics and cultural studies, as well as methods that can be used in the process of teaching emotional speech.

Keywords: emotional states, intralinguistic, extralinguistic, everyday speech, social context, communicative situations, cultural studies, lexical means.

Emotional states are an integral part of human life. They play an important role not only in personal experiences, but also in social communication. Each language has its own emotional expressions and means, which are associated with their culture, history and social context. This article analyzes the expression of emotional states in everyday speech in English and Uzbek from the perspective of intralinguistic and extralinguistic aspects. The purpose of the study is to identify differences between the two languages and propose new approaches that can be used in teaching emotional speech.

1. Expressing emotional states: Lexical and grammatical means

Lexical means play an important role in expressing emotions. In English, there are many simple words for expressing emotions: "happy", "sad", "angry", "excited", "frustrated", etc. These words often directly express feelings and can have a deeper meaning through their context. For example, the expression "I am happy" is simple, but a phraseological expression such as "I feel over the moon" reflects a stronger emotion.

In the Uzbek language, more phraseological units and expressions are used to express emotions. For example, expressions such as "yuragi oyudgato'ldi" or "yuragi ag'ridi" express a person's feelings more colorfully and deeply. This difference reflects the uniqueness and culture of each language. In Uzbek, more descriptive words and metaphors are often used to express emotions, which further enriches speech.

2. Syntactic structures and emotions

There are also differences in syntactic terms. In English, emotional expressions are often built based on a verb and a predicate. For example, in the sentence "She feels happy", the verb "feels" expresses emotion. However, in Uzbek, verbs are used that accompany words that express a state: "She is happy" or "She is angry". These syntactic differences affect how we perceive and understand emotions.

There are also more ways to express emotions in Uzbek through tenses and modals. For example, phrases such as "I was happy" or "He might be angry" indicate past

tense or possible states. This allows us to reflect the temporary or permanent nature of emotional states.

3. Extralinguistic Aspects: Culture and Context

Extralinguistic aspects also play an important role in emotional expression. While open emotional expression is common in English culture, Uzbek culture is more cautious. In Uzbek, the expression of emotions often takes into account contextual meanings and cultural codes. For example, among Uzbeks, the words "yurakdan" often mean sincerity and closeness, which strengthens emotional ties in communication.

In English, however, more individualism is emphasized in the expression of emotions. As a result, people tend to express their feelings openly, which increases openness and sincerity in social communication. However, Uzbek culture adheres to more traditional values, which can sometimes lead to hiding emotions.

4. Teaching Emotional Speech: Approaches

It is important to offer new approaches to teaching emotional speech. Taking into account the differences between English and Uzbek, teachers can use the following approaches:

- Contextual approach: By creating contextual situations in teaching, students can help them understand emotional speech more deeply. For example, through role-playing or situational exercises, students can practically learn to express different emotions.
- Intercultural communication: By comparing English and Uzbek cultures, students can learn how to differentiate emotional expressions. Through this, students will gain a deeper understanding of how emotions are perceived and expressed in different cultures.
- Lexical and phraseological exercises: In teaching, special attention should be paid to the study of lexical units and phraseological expressions. Through this, students will learn to express emotions in a more diverse and rich way.

Future research should focus on the following areas:

1. The development of emotional speech: Research on the development and impact of emotional speech in young children.
2. Technology and emotions: The impact of modern technologies on emotional speech, such as the ways in which emotions are expressed on social media.
3. In multicultural environments: Research on how emotional speech differs between individuals from different cultures.

It is hoped that these proposals will open up new avenues for future research and provide deeper insights into the field of linguistics.

This study analyzed the differences in the expression of emotional states in English and Uzbek from the perspective of intralinguistic and extralinguistic aspects. Lexical, grammatical, and syntactic means reflect the uniqueness of each language, and culture and social context also affect how we perceive emotional expressions. The results of the study may suggest new approaches to the teaching of emotional speech.

For teachers and researchers, understanding these differences can help students learn emotional speech effectively, and also serve to strengthen intercultural communication.

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BOSH KONSEPTINING NOMINATIV MAYDONI (INGLIZ VA O‘ZBEK TILLARI MATERIALLARI ASOSIDA)

Andijon Davlat Chet Tillari Instituti

Ingliz tili va Adabiyoti kafedrası o‘qituvchisi

Zaynobiddinova Gulbahor Bahtiyorovna

Annotatsiya. Tadqiqotning maqsadi o‘zbek va ingliz tillarida kiyim-kechak kontsepsiyasining nominativ maydonining tuzilishini va uning nominativ sohadagi o‘zgarishlarini aniqlashdan iborat. Maqolada o‘zbek va ingliz tillarining turli kontekstlarida kiyim nominatsiyalari etimonlari ko‘rib chiqiladi. Asosiy e‘tibor lingvistik va madaniy yondashuvlar usullariga, shuningdek, turli konsepsiyalarda kontsepsiyaning mazmuni va kategorik tuzilishi dinamikasini ochib beradigan etimologik tahlilga qaratilgan.

Аннотация. Цель исследования заключается в установлении структуры номинативного поля концепта ОДЕЖДА в узбекском и английском языках и ее изменений в номинативном поле. В статье рассматриваются этимоны номинаций одежды в разных узбекских и английских контекстах. Основное внимание уделяется методам лингвокультурологических подходов, а также этимологическому анализу, с помощью которого была выявлена динамика содержания и категориальной структуры концепта в различных контекстах.

Abstract. The purpose of the study is to establish the structure of the nominative field of the concept of CLOTHING in Uzbek and English and its changes in the nominative field. The article examines the etimons of clothing nominations in different Uzbek and English contexts. The main attention is paid to the methods of linguistic and cultural approaches, as well as etymological analysis, which revealed

the dynamics of the content and categorical structure of the concept in various contexts.

O‘zbek va ingliz tillaridagi kiyim-kechak lug‘ati faqat cheklangan miqdordagi ishlarda, asosan sinxron jihatdan tadqiqot mavzusi bo‘lib kelgan. Tadqiqotimizning ahamiyatli tomoni shundaki, birinchilardan bo‘lib o‘zbek va ingliz tillarida kiyim nomlarini shakllantirish jarayoni madaniy-tarixiy va ijtimoiy-estetik sharoitlar bilan bog‘liq tashqi omillarni hisobga olgan holda aniq lingvomadaniy jihatdan ko‘rib chiqiladi.

Zamonaviy kognitiv tilshunoslikda kontseptualizatsiya va toifalarga ajratish bo‘yicha tadqiqotlarni lingvokulturologik tadqiq qilish ehtiyoji ortib bormoqda, bu esa yangi intizom–kontseptologiyani yangi bosqichga ko‘tarilishiga olib keldi. Lingvokulturologik yondashuv kontseptual jihatdan tushunchalarni mukammalroq asoslab berish imkoniyatini beradi tuzilmalarni va ularning til va madaniyatdagi rolini tushunish, shuningdek, ushbu sohada keyingi tadqiqotlar uchun yangi istiqbollarni ochadi.[5,]

Shunday qilib, tadqiqotimizning dolzarbligi zamonaviy kognitiv tilshunoslik kontekstida kontseptualizatsiya va toifalarni ularning tarixiy dinamikasida tahlil qilishga bo‘lgan ehtiyojning ortib borayotganligi bilan oqlanadi.

Yuqoridagi tadqiqot maqsadiga erishish uchun quyidagi muammolarni hal qilish kerak:

- kognitiv konsepsiyasiga asoslangan nominativ sohaning ierarxik tuzilishini shakllantirish, tilshunoslikni-turkumlashtirish;
- o‘rganilayotgan konseptsiya nominativ sohasining kategorik tuzilmasi mazmuni evolyutsiyasini kuzatiz.

Tadqiqotda qo‘llaniladigan asosiy tahlil usullari:

- 1) Leksikogarfik manbalarni o‘rganish orqali tushunchani qayta qurishga qaratilgan semasologik tahlil.
- 2) O‘rganilayotgan “Kiyim-bosh” konsepsiyasining nominativ sohasini tashkil etuvchi leksik materiallarni to‘plash.

- 3) Kognitiv tilshunoslikning kategoriyalash kontseptsiyasiga asoslangan nominativ sohaning ierarxik tuzilishini shakllantirish.
- 4) O'rganilayotgan konsepsiya nominativ sohasinig kategorik tuzilmasi mazmuni evolyutsiyasini kuzatish.
- 5) Etimologik tahlil, bu bizga ma'lum vaqt oralig'ida tushunchaning mazmuni va tuzilishi dinamikasini kuzatish, ona tilida so'zlashuvchilar ongida voqelikning ma'lum bir qismini tushunish va talqin qilishdagi o'zgarishlarni aniqlash imkonini beradi.
- 6) Tadqiqotning nazariy asosini kognitiv tilshunoslik sohasidagi ishlar tashkil etadi. (Bondarchuk, 2011, Kubryakova, 1986 yil; 2012; Kuznetsov, 2007) shuningdek, kundalik lug'ati o'rganish Borisova, 1956, Kapanadze, 1982 yil; Popovich, 1984 yil; Sokolova, 1959)

Tadqiqotning amaliy ahamiyati uning natijalarini madaniyatlararo muloqot, lingvakulturologiya, tarjima nazaryasi va amaliyoti, kognitiv tilshunoslik bo'yicha ma'ruza va amaliy mashg'ulotlarga kiritish imkoniyatidadir.

Bizningcha yuqorida sanab o'tilgan vazifalar tillarning barcha satxlariga hos hodisalar tadqiqi jaroyonida etibor markazida bo'lsa, bu toifa tadqiqotlarning nazariy va amaliy samaradorligi yuqori bo'ladi.

Zamonaviy turkumlashtirishning asosiy nazariy tamoyillari kontekstida biz kiyim-bosh tushunchasining nominativ maydonini uch darajali toifalarga bo'lgan ierarxik tuzilma sifatida ko'rib chiqamiz: ustun, asosiy va bo'ysunuvchi.

Ko'rib chiqilayotgan toifa tabiiy toifalar uchun E.S.Kubryakov (2006, 11-bet) bo'yicha ko'p qirrali tuzilishga ega bo'lib, asosiy va bo'ysunuvchi darajalarda ega bo'lib, asosiy va bo'ysunuvchi darajalarda turli xil kichik toifalarni o'z ichiga oladi. Kiyimlarning inglizcha nomlari toifasini o'rgangan G.G.Bondarchuk (2011)dan keyin biz kiyim-bosh nomlari toifasini tushunamiz. Kiyim elementlar orasidagi bog'lanishlarning ko'pligi va xilma-xilligi bilan tavsiflangan tuzilma sifatida; shu jumladan ierarxik munosabatlar turli darajadagi mavhumlik va assotsiativ aloqalar birliklari o'rtasida uning prototipini aks ettiruvchi umumiy xususiyatlar asosida bir

xil darajadagi elementlar o'rtasida tilning konseptual tizimidagi xarakter va ildizlilik.

Ushbu maqola doirasida kiyim-bosh konseptining nominativ sohasini toifalash darajalarining har birini batafsil ko'rib chiqaylik.

Ingliz va o'zbek tilida kiyim-bosh, eng yuqori darajadagi abstraksiyadan boshlab-yuqori daraja.

Kiyimlarni toifalashning yuqori darajasi eng mavhumdir va umuman kiyim bilan bog'liq bo'lgan asosiy tushunchalarni qamrab oluvchi umumlashtirilgan daraja va asosiy va bo'ysunuvchi kabi kategoriyaning yanada aniq va o'ziga xos darajalrini shakillantirish uchun konseptual asos bo'lib xizmat qiladi. Ushbu toifaning barcha elementlarini birlashtiruvchi asosiy xususiyatlar va xususiyatlarni aniqlash, shuningdek ular o'rtasida ierarxik munosabatlarni kuzatish va aloqalarni o'rnatish imkonini beradi.

Ingliz tilida 10-asrdan boshlab ingliz tili tarixida paydo bo'lgan "kiyim" umumiy tushunchasi bilan bog'liq 30 dan ortiq nomlar mavjud. Yuqori darajaga hos bo'lmagan gipernimlarning bunday ko'pligi bu sohaning inson hayoti va jamiyatdagi ahamiyati bilan bog'liq.

Bu nomlar ona tilida so'zlashuvchilar tomonidan to'plangan ko'p asrlik tajriba va bilimlarni aks ettiradi, shuningdek, kiyimning ijtimoiy va madaniy funksiyalarini ko'rsatadi. Odamlarda kiyimni idrok etishning ko'p o'lchovliliksi ong ingliz tilining lingvistik tizimida o'z aksini topadi, uni har -xilligiga ko'ra farqlaydigan belgilar:

- o'ziga xos ansambl: rob-xalat (ko'ylak, hozirda odam kiyadigan kiyim), costume-kostyum (to'plam kiyim), look- ko'rinish (tasvir, kiyim, to'plam);
- baholovchi ma'no: deguisement (g'alati kiyim, berilgan vaziyatga mos kelmaydiga va kulgili effect yaratuvchi), xushmuomilalik (mazasiz kiyim);
- egasining ijtimoiy mavqei: guenille (achchiq, yirtilgan, iflos kiyimla,) shifon (ajinli yoki juda eskirgan kiyimlar);
- shaxsiy mulkka tegishli: ishlar (narsalar), effect (shahsiy narsalar, jumladan, kiyim-kechak, mebel va boshqalar):

Etimologik tahlil ingliz tilining turli bosqichlarida buni aniqlashga yordam berdi

Faqat kiyimni bildiruvchi kam sonli leksemalar mavjud edi, biroq semantik siljishlar tufayli baʼzi nimenatsiyalarning mavjudligi qisqa umr koʻrdi:

Obyektiv voqelik obʼektlarini turkumlashda giper-geponimiya muhim roʻl oʻynaydigan munosabat hisoblanadi. Gipernimlar umumiy umumiylikka ega leksik birliklar semantika va keng nominativ salohiyat bilan tavsiflanadi.

Giponimlar, oʻz navbatida, oʻziga xosligi va tafsiloti, shuningdek, tor referentsial korrelyatsiya bilan ajralib turadigan leksik belgilardir (Kuznetsov, 2022.). Shunday qilib kiyimlarini toifalashning yuqori darajasi giper-giponimli munosabatda koʻrib chiqilayotgan keyingi daraja bilan – asosiy.

Kiyim-bosh atamasini toifalashning asosiy darajasida mavsumiy kiyim nomlari jamlangan. Bu darajaga mansub leksik birliklar soni imkon qadar koʻp emas.

Kiyimlarning nomlari modaning taʼsiri tufayli kundalik lugʻatning boshqa toifalari nomlari bilan solishtirganda tezroq oʻzgaradi, bu baʼzi kiyimlarning eskirishini talab qiladi. Kiyim-bosh atamalari va yangilarining paydo boʻlishiga hissa qoʻshadi. Kiyim-bosh atamalarining har bir asosiy elementi koʻplab oʻzgarishlarga ega boʻlib, ular boʻysunuvchi toifalarga kiritilgan alohida belgilarni talab qiladi. Doimiy ravishda kengayib borayotgan kiyim-kechak atamalaridir.

Boʻysunuvchi darajaning jadal rivojlanishining yana bir sabab, allaqachon tanish boʻlgan, ammo biroz oʻzgartirilgan kiyim bosh atamalari targʻib qilishda moda va obroʻ aurasini berish zarurati. Shunday qilib, kiyim nomlari toifasining quyi darajasi jamiyat va modadagi oʻzgarishlarni aks ettiruvchi eng harakatchan va faol rivojlanmoqda.

Kiyimlarning oʻziga xos nomlarini shakillantirishning bu usuli samarali va sizga yaratishga imkon beradi dunyoning ontologik tuzulishini ham, uning natijalarini ham aks ettiruvchi yangi, aniqroq nomlari inson bilimi. Zamonaviy dunyoda qoʻshma soʻzlar muhim vosita boʻlib qolmoqda. Xarakterli xususiyatlarini ajratib koʻrsatish, aniqlashtirish va belgilash imkonini beruvchi kiyim sohasidagi toifalarga boʻlish lozim.

Ushbu maqola doirasida koʻrib chiqiladigan masalalar ham chogʻishtirma tilshunishlikka asoslangan boʻlib, unda “kiyim-bosh” konseptining ingliz va oʻzbek

tillaridagi lisoniy manzarasi, lisoniy ifoda vositalarining maydoniy xususiyati, maydonni tashkillovchi birliklar o'rtasidagi sistem munisabatlar kabilarni tadqiq etishdan iborat.

Kiyim-bosh konseptiga quyidagi ishchi tarifini beramiz. "Kiyim-bosh" kosepti-bu ob'yektiv borliqqning bir bo'lagini o'zida aks ettirilgan, unga xos muhim va ikkinchi darajali belgi-xususiyatlar til egalari milliy xotirasidan o'rin olgan, unga berilgan ijobiy, salbiy yoki neytral baholar majmuidir. Kiyim-bosh konsepti ingliz va o'zbek xalqlari konseptosferasidan muhim o'rin olgan mental birlikdir. Boshqa turli konseplar kabi kiyim-bosh konsepri tartiblashgan ichki strukturaga ega bo'lib, unga hos belgi-xususiyatlar makro va mikromaydonchalarni tashkil etadi.

Kiyim – bosh inson hayoti va faoliyatining ajralmas qismi bo'lib usiz insonning hatti-harakatlari, yaratuvchanlik faoliyati samarali bo'lishi amri maxol. Chunki biz qo'llarimiz yordamida turli narsalarni yasaymiz, hayot uchun, ehtiyojlarni qondirish uchun zarur narsalarni yaratamiz, eguliklar tayyorlaymiz, aloqa qilamiz, minosabat bildiramiz va hokazolar.

Kiyim, ya'ni qoplama tana va issiqlik uchun xizmat qiladi, shuningdek, uning ajralmas qismlari hisoblanadi.

Shunday qilib biz ingliz va o'zbek tillarida kiyim-bosh turlarini uch qismga bo'lib ko'rib, o'ganib chiqdik: fasllarga oid, ustki va ichki kiyimlar.

Fasllarga oid kiyimlar: Fasllarning o'zgarishini nafaqat tabiatdagi o'zgarishlarning sababi, balki kiyim javoningizni yangilash vaqti hamdir. Har bir mavsum uchun qanday kiyim-kechak buyumlari kerakligini tushunish sizni qulay his qilish va har qanday sharoitda zamonaviy ko'rinishga yordam beradi. Ushbu maqolada biz harbir mavsum uchun kiyimning asosiy turlarini va ularning xususiyatlarini ko'rib chiqamiz.

Ustki kiyimlar: Bahor: sovuqdan issiqqa o'tish. Ertalab salqin, tushdan keyin iliq va kechqurun yana salqin bo'lishi mumkin. Sizning garderingizda nima bo'lishi mumkin. Engil ko'ylaklar va shamoldan himoya qiluvchi kiyimlar sizni salqin shamoldan va mumkin bo'lgan yog'ingarchilikdan himoya qiladi.

Yoz: qulaylik va harakat erkinligi. Yozgi kiyim issiq kunlarda qulaylikni ta'minlashni va quyoshdan himoya qilishi kerak. Yengil liboslar va sarafanlar qulay va havodor, issiqlik uchun ideal.

Kuz: issiqlik va qulaylik. Kuz o'zi bilan salqin kunlarni va issiq kiyimga o'ralish istagini olib keladi. Kiyim javoningizda nisbatan issiq kiyimlar bo'linishini ta'minlaysiz.

Qish: maksimal izolyatsiya vaqti. Qish mavsumida asosiy e'tibor sovuqdan himoalanishga qaratilgan.

Mavsum uchun kiyinish nafaqat mato va uslubni tanlash maslasi, balki uslub va qulaylikni yaratishning butun strategiyasidir. Har bir mavsum uchun to'g'ri narsalarni tanlash, kerakli joyda issiq yoki salqin holda ob-havodan bahramand bo'lishingiz mumkin.

Shubhasizki, hozir ham kiyim estetik, ma'naviy mazmunga ega bo'lib, insonning ichki dunyosini ifodalaydi. Kiyimning ramziy ma'nosi ham juda katta. U makon va vaqtni tavsiflash, muayyan ijtimoiy guruhlarni belgilash uchun ishlatilishi mumkin. Ammo kiyimning ma'nosi deb taxmin qilish mumkin ongning chuqur qatlamlariga ta'sir qiluvchi turli madanyatlarda farqlarga ega va dunyoning idrok etishning milliy, madaniy jihatdan belgilangan xususiyatlarini aks ettiradi va uning tilda aks etishi.

Kiyim-bosh konseptining strukturasi va mazmuni milliylik kasb etishi bois ushbu konseptning mazmun-mundariyasi, uning lisoniy manzarasi masalalarini qarindosh va qarindosh bo'lmagan tillar misolida tadqiq etish nafaqat lingvistik konseptologiya uchun, balki til umumiy nazariyasi, chog'ishtirma lingvokultraligiya uchun ham qimmatli va ahamiyatli natijalar berish shubhasiz.

Kuzatishlarimiz asosida bizlar kiyim-bosh konseptini nominativ maydoni bo'yicha quydagi ishlarni olib bordik. Yanikim ularni:

So'z birikmalari orqali:

Do'ppisini echmoq- Take off your hat.

□ **Do'ppisini echmoq** (Take off your hat)— hurmat ko'rsatish yoki salomlashish ma'nosida ishlatiladi.

- **Do‘ppisini sotmoq** (To sell his hat)— qiyinchilik tufayli o‘z mol-mulkini sotishni anglatadi.
- **Kurtkasini kiymoq/echmoq** (Put on/ take off his jacket) — kiyimni kiyish yoki yechish jarayonini bildiradi.
- **Ko‘ylagini yirtmoq** (To tear his shirt) — g‘azab, umidsizlik yoki qayg‘uni ifodalashda qo‘llaniladi.
- **Kepkasini burab kiymoq** (Put on a cap) — yoshlar orasida odatiy bo‘lgan uslub.
- **Ko‘ylagini dazmollamoq** (To iron a shirt)— kiyimni silliq va toza qilish uchun ishlatiladi.
- **Shimini qisqartirmoq** (Shirten your trousers)— shimni uzunligini moslashtirish uchun.
- **Etigini kiymoq/yechmoq** (Put on/ Take off boots)— oyoq kiyimini kiyish yoki yechish jarayoni.
- **Qo‘lqopni qo‘ymoq** (Put on the gloves)— sovuqdan himoya qilish yoki maxsus ishni bajarish uchun.
- **Sharfini o‘ramoq** (Wrap a scarf)— bo‘yin atrofida sharfni bog‘lash.
- **Kostyumini kiyib chiqmoq** (Put on a suit)— rasmiy joyga yoki tadbirga borish uchun tayyorlanish.

Frazalogik birliklar:

Do‘ppisini osmonga otmoq.

To‘nini teskari kiymoq.

Kovushini teskari kiymoq.

Do‘ppi tor kelmoq.

Etigi bilan suv kechmoq.

Tirnog‘iga qadar qurollangan.

Qo‘lqopdak almashtirmoq.

Kiyimga qarab qarshi oladilar, aqliga qarab kuzatadilar.

Paramiyalar orqali:

Yirtiq to‘nga zar yoqa.

Otni yaxshi ko‘rsatkan-tuyoqdagi taqasi.
To‘nni yaxshi ko‘rsatgan – yengi bilan yoqasi.
Kavushimno olgan bir kishi, Gumondorim ming kishi.
Otaning ochgan yo‘li bor, Onaning bichgan to‘ni bor.
Yaxshi xunuk libos bilan ham yaxshi.
Odamga-libos, eshakka-to‘qim.
Uyga palos yarashar, Xotinga libos.

Yaxshi libos oroyish,
Yaxshi yo‘ldosh-osoyish.

Issiq kiyim tanni ilitar,
Issiq so‘z jonni ilitar.

Kiyimning yangisi -yaxshi,
Do‘stning eskisi.

Daraxt-yer ziynati,
Kiyim er ziynati.

Non qadrini och bilar,
Kiyim qadrini – yalang‘och.

Xon kiyimi ham o‘lchab bichilar.
Kiyimni yangiligidan saqla,

Obro‘ni-yoshlikdan.
Kir ko‘ylakka-jun yoqa.

Ishtonsizning tushiga
Ikki enlik bo‘z kirar.

Teks ko‘rinishida:

Nodira yangi olgan oq rangli qizil gullari bor ko‘ylagini kiyib, yangi ish joyiga tayyorlandi. Yangi jimjimador chiroyli ko‘ylak qanday yahshi. Bu judayam ajib tuyg‘u.

Shunday qilib, keyingi tadqiqot isstiqbollari sifatida uni to‘ldirish mumkin ko‘rinadi. Ayollar kiyimini nominatsiyalarining kategorik xususiyatlarini va konseptsianing perifik sohasining semiotik komponentini o‘rganish orqali kiyim-bosh konsepsiyasini taxlil qilish.

Foydalanilgan adabiyotlar.

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TOPONIMIK ATAMALARNI O‘QITISHNING ILMIY VA AMALIY ASOSLARI

Andijon davlat chet tillari instituti mustaqil tadqiqotchisi

Boltaboyeva Nargizaxon Maxammadjon qizi

boltaboevanargiza37@gmail.com

Anatatsiya: Toponimlar – bu geografik joylarning nomlari bo‘lib, ular insoniyat tarixining, madaniyatining va tilining muhim qismi hisoblanadi. Lingvistika sohasida toponimlarni o‘rganish tilning rivojlanishi, o‘zgarishi va mintaqalar bo‘yicha farqlanishini tushunishga yordam beradi. Ushbu maqolada

toponimlarni o'qitishning lingvistikadagi ahamiyati va uning turli lingvistik jarayonlarni o'rganishga qanday yordam berishi haqida so'z yuritiladi.

Kalit so'zlar: toponimlar, lingvistika, etimologiya, til tarixi, dialektologiya lug'atlar, mintaqalar, Xiva, Buxoro, Ipak yo'li, iqtisodiy onyektlar.

Toponimlar, ya'ni geografik joy nomlari, insonlar va muhit o'rtasidagi munosabatlarni tushunishda muhim o'rin tutadi. Ushbu nomlar tarixiy, madaniy va lingvistik merosni o'zida aks ettirib, nafaqat joyni aniqlash vositasi, balki o'tmishdan kelajak avlodlarga o'tadigan boy ma'lumot manbasi sifatida xizmat qiladi. Ayniqsa, geografik joylarni o'qitishda toponimlar muhim vosita hisoblanadi. Mazkur maqolada toponimlarni o'qitish funksiyalari va ushbu sohada olib borilgan tadqiqotlarning afzalliklari yoritiladi. Toponimlar geografik hududlarni o'rganish va tushunishda asosiy vosita hisoblanadi. Ularga oid bilimni o'rgatish o'quvchilarga joylar, madaniyatlar va ularning o'zaro bog'liqligi haqida chuqurroq tasavvurga ega bo'lish imkonini beradi. Masalan, tog' tizmalarining nomlari (Tyan-Shan, Pomir) yoki daryolar (Amudaryo, Sirdaryo) haqida bilimga ega bo'lish, global suv tizimlari, ekotizimlar va insonlarning joylashuvini tushunishda muhimdir [1:19]. Toponimlar ko'pincha joylarning tarixiy jarayonlarini aks ettiradi. Ular orqali bosib olish, migratsiya va joylashuv jarayonlarini o'rganish mumkin. Masalan: O'zbekistondagi Xiva, Buxoro, yoki Samarqand kabi shaharlardagi nomlar ularning qadimiy madaniyat va tarixiy ahamiyatini ko'rsatadi. Mahalliy xalqlar tilidagi nomlar, masalan, Qo'qon, Urganch, yoki Chust, hududning etnik va madaniy tarixi haqida ma'lumot beradi. Bu nomlarni o'rgatish o'quvchilarga tarixiy o'zgarishlarni, hududlarning shakllanishini va jamoalarning rivojlanishini yaxshiroq tushunishga yordam beradi.

Shuningdek toponimlar mahalliy aholi madaniyati va tili bilan bevosita bog'liq. Ularni o'rganish til va madaniy merosni saqlashda muhim ahamiyat kasb etadi. O'zbekistondagi joy nomlari, masalan, Nurata, Shahrisabz va Toshkent, ularning tarixiy va lingvistik ildizlarini aks ettiradi. O'zbek tilidagi nomlarni saqlash orqali milliy madaniyatni avlodlarga yetkazish mumkin. Geografik toponimlar siyosiy chegaralar, iqtisodiy obyektlar va savdo yo'llarini tushunishda muhim ro'l

o'ynaydi. O'zbekistonning qadimiy shaharlari, masalan, Buxoro, Samarqand, va Termiz, Buyuk Ipak yo'lining asosiy savdo nuqtalari sifatida tarixiy iqtisodiy ahamiyatga ega bo'lgan. Bu nomlarni o'rgatish o'quvchilarga nafaqat tarixiy iqtisodiy mintaqalarni, balki zamonaviy iqtisodiy muhitni ham yaxshiroq tushunishga yordam beradi.

Toponimlar – bu geografik joylarning nomlari bo'lib, ular insoniyat tarixining, madaniyatining va tilining muhim qismi hisoblanadi. Lingvistika sohasida toponimlarni o'rganish tilning rivojlanishi, o'zgarishi va mintaqalar bo'yicha farqlanishini tushunishga yordam beradi. Ushbu maqolada toponimlarni o'qitishning lingvistikadagi ahamiyati va uning turli lingvistik jarayonlarni o'rganishga qanday yordam berishi haqida so'z yuritiladi. Toponimlar tilshunoslikning muhim yo'nalishlaridan biri bo'lib, ular Etimologiya va til tarixi, Dialektologiya va o'zaro til ta'siri kabi lingvistik qirralarni ochib beradi [2:37].

Toponimlar tilning tarixiy qatlamlarini o'rganish uchun ajoyib manba hisoblanadi. Har bir geografik nomning o'z etimologiyasi bor va u o'sha hududda qadimda qanday til mavjud bo'lganini ko'rsatadi. Masalan Samarqand va Buxoro kabi nomlarning ildizi fors tilidan kelib chiqqan bo'lsa-da, ularning o'zbek tiliga moslashishi til tarixidagi o'zgarishlarni aks ettiradi. Toshkent nomi esa turkiy tilga xos bo'lib, mahalliy turkiy xalqlar tilida qanday nomlash an'analari bo'lganini ko'rsatadi. Toponimlarni o'rganish orqali tilning tarixiy qatlamlari ochiladi va bir hududning tarixiy-lingvistik xaritasi yaratiladi. Toponimlar mintaqaviy dialektlarni o'rganishda asosiy manbalardan biri hisoblanadi. Ular bir hududda qaysi dialekt dominant bo'lganini va bu dialekt qaysi o'ziga xos so'zlarni yaratganini aniqlashga yordam beradi. Bulardan ko'rib chiqadigon bo'lsak, Qo'ng'iro't, Mo'ynoq, va Urganch kabi joy nomlari mahalliy dialektlarning o'ziga xos so'z va talaffuz uslublarni ko'rsatib beradi. Hududdagi toponimlarning talaffuzidagi farqlar esa dialektlarning mintaqaviy o'zgaruvchanligini yoritadi [3:55].

Geografik nomlar ko'pincha bir tilning boshqasiga ta'siridan dalolat beradi. Bu tilshunoslikda tillararo aloqalarni tushunishda muhim omil hisoblanadi. O'zbekistondagi ko'plab toponimlar (masalan, Amudaryo, Zarafshon) fors tilining

o'zbek tiliga ta'sirini aks ettiradi. Shuningdek, rus tilining ta'siri tufayli vujudga kelgan joy nomlari, masalan, Lermontov yoki Yujniy Alamushuk kabi ruscha shakldagi atamalar, zamonaviy lingvistik jarayonlarni ko'rsatadi.

Toponimlar semantik ma'nolarni tahlil qilishda ilmiy tadqiqotlar uchun ko'plab ma'lumot beradi. Ko'p toponimlar o'z ma'nosini joyning xususiyatlariga asoslanib olganligi ham aniqlangan. Bularga, Qizilqum (qizil rangli qumlar) va Oqtosh (oq toshlar) kabi nomlar joyning rangini yoki tabiiy xususiyatlarini aks ettiradi. Bu esa tilning leksik boyligini va mahalliy aholi o'z muhitini qanday tasvirlaganini ko'rsatadi. Toponimlarni lingvistika nuqtai nazaridan o'rganish nafaqat tilshunoslik sohasini rivojlantiradi, balki turli xil amaliy va nazariy masalalarni hal qilishda ham yordam beradi. Toponimlarni o'qitish va tadqiq qilish til boyligini saqlab qolishga yordam beradi. Qadimiy nomlar yo'qolib ketish xavfi ostida bo'lishi mumkin, lekin ularni o'rganish va hujjatlashtirish orqali ular avlodlarga yetkaziladi [4:126]. Toponimlar o'rganish orqali bir hududda tillar qanday o'zaro ta'sir qilganini bilish mumkin. Bu, ayniqsa, ko'p millatli mintaqalarda tilshunoslik va madaniyatshunoslik sohasida chuqur tadqiqotlar olib borishga imkon beradi.

Toponimlarni o'qitish maktab va universitet darsliklariga yangi yo'nalish kiritadi. Bu o'quvchilarga til va geografiya o'rtasidagi bog'liqlikni tushuntiradi va tilshunoslikni yanada qiziqarli qilib ko'rsatadi. Toponimlarni lingvistik jihatdan o'rganish orqali tarixiy va madaniy jarayonlar ochiladi. Masalan, joy nomlarining kelib chiqishini tahlil qilish orqali hududning qadimiy madaniyatini, xalqning turmush tarzini va boshqa xususiyatlarini tushunish mumkin.

Toponimlarni tadqiq qilish va ulardan foydalanish mahalliy aholi o'z hududi va madaniyati bilan Toponimlarni o'qitish lingvistik tadqiqotlar uchun boy manba bo'lib, til tarixini, dialektlar farqini va tillararo o'zaro aloqalarni o'rganishda katta yordam beradi. Bundan tashqari, toponimlarni o'qitish orqali o'quvchilar nafaqat til boyligi, balki tarix, madaniyat va geografiya haqida ham chuqur bilimga ega bo'ladilar. Bu esa nafaqat ilmiy izlanishlar, balki milliy o'zlikni anglash va saqlash uchun ham muhimdir. Kelajakda toponimlarni lingvistik tadqiq qilish va ularni

o‘quv dasturlariga kengroq kiritish orqali tilshunoslikning yangi qirralari kashf etilishi mumkin. Ayniqsa, O‘zbekistondagi toponimlarning ko‘plab tarixiy va lingvistik sirlari hali ochilmagan bo‘lib, bu yo‘nalishda tadqiqotlar olib borish milliy va xalqaro lingvistika rivojlanishiga katta hissa qo‘shadi. Toponimlarni tadqiq qilish orqali xalqning madaniy merosi va milliy o‘ziga xosliklarini saqlash mumkin. O‘zbekiston hududida ko‘plab qadimiy nomlar saqlanib qolgan bo‘lib, ular xalqning ko‘p asrlik tarixiy xotirasini ifodalaydi [5:53].

Shuningdek, geografik toponimlar turizmni targ‘ib qilish va rivojlantirishda ham muhim ahamiyatga ega. Mashhur joylarning nomlari, ularning tarixi va ahamiyatini yoritish orqali o‘ziga xos turizm obyektlariga e‘tiborni oshirish mumkin. Masalan, Xiva shahrining “Ichan-Qal’a” nomi nafaqat tarixiy ahamiyatga, balki sayyohlarni jalb qilish uchun boy potensialga ega. Toponimlarni o‘rganish va o‘qitish ta’lim va ilmiy izlanishlarni rivojlantirishga yordam beradi. Toponimlarni tizimli o‘rganish orqali o‘quvchilar nafaqat geografik bilimlarga ega bo‘ladilar, balki tarix, tilshunoslik va ekologiya kabi sohalar bilan integratsiyalashgan bilimlarni o‘zlashtiradilar. Bundan tashqari, tadqiqotchilar joy nomlari orqali mahalliy iqlim o‘zgarishi, hududlarning evolyutsiyasi va tarixiy jarayonlarni tahlil qilish imkoniga ega bo‘ladi. Kelajakda toponimlarni o‘qitishga bo‘lgan e‘tiborni oshirish nafaqat ilmiy va madaniy sohalarini rivojlantirishga xizmat qiladi, balki xalqning tarixiy merosini avloddan-avlodga yetkazishga ham imkon beradi.

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INGLIZ TILI TO'GARAGI MASHG'ULOTLARIDA O'YINLARDAN FOYDALANISH

A.A.Latibjonov, ADCHTI, lazak76@umail.uz

N.G'.Mirzaqosimova, ADCHTI 2-bosqich talabasi

Annotatsiya. Maqolada ingliz tili to'garagi mashg'ulotlarida til o'yinlaridan foydalanish, til o'yinlarining ta'lim jarayonidagi ahamiyati, motivatsiya va qiziqishni oshirish, amaliy ko'nikmalarni rivojlantirish va ijtimoiy aloqalarni mustahkamlashdagi roli ko'rsatilgan.

Kalit so'zlar. Til o'yinlari, o'qitish metodlari, motivatsiya, rol o'yinlari, so'z o'yinlari, interaktiv o'yinlar, jamoaviy o'yinlar, kreativ o'yinlar.

Ingliz tili o'rgatishda til o'yinlari, o'quvchilarning qiziqishini oshirish va til ko'nikmalarini rivojlantirishda muhim rol o'ynaydi. Ushbu maqolada ingliz tili to'garagi mashg'ulotlarida til o'yinlarining samaradorligi, ularning o'quv jarayoniga ta'siri va o'quvchilarning rivojlanishidagi ahamiyati tahlil qilinadi. Til o'yinlari, nafaqat o'quvchilarning bilimlarini mustahkamlash, balki ularni yangi bilimlar bilan tanishtirishda ham samarali vosita hisoblanadi. Quyida til o'yinlarining bir qator ahamiyatli jihatlari ko'rib chiqamiz:

Motivatsiya va qiziqish. Til o'yinlari o'quvchilarning darslarga bo'lgan qiziqishini oshiradi. O'yinlar orqali o'quvchilar ko'proq ishtirok etishga, o'z

bilimlarini amaliyotda qo'llashga va bir-birlari bilan muloqot qilishga undaladi. Bu jarayon, o'z navbatida, o'quvchilarning motivatsiyasini oshiradi. O'yinlar, darslarni qiziqarli va interaktiv qilish orqali, o'quvchilarning o'z-o'zini anglashiga yordam beradi va ularni faol ishtirok etishga undaydi.

Amaliy ko'nikmalarni rivojlantirish. Til o'yinlari o'quvchilarga ingliz tilidagi amaliy ko'nikmalarini rivojlantirish imkonini beradi. O'yinlar davomida o'quvchilar yangi so'zlarni o'rganadilar, grammatik qoidalarini amaliyotda qo'llaydilar va tilni yanada erkin ravishda ishlatishga o'rganadilar. Masalan, "Scrabble" yoki "Taboo" kabi o'yinlar o'quvchilarga so'z boyligini kengaytirishda yordam beradi. O'yinlar yordamida o'quvchilar o'zlarining til ko'nikmalarini mustahkamlash bilan birga, o'zaro raqobat ruhini ham rivojlantiradilar.

Ijtimoiy ko'nikmalarni rivojlantirish. O'yinlar o'quvchilar o'rtasida ijtimoiy aloqalarni mustahkamlashga yordam beradi. Guruhda ishlash va jamoaviy o'yinlarda ishtirok etish orqali o'quvchilar bir-birlari bilan fikr almashish, hamkorlik qilish va jamoa ruhini rivojlantirish imkoniyatiga ega bo'ladilar. Bu, o'z navbatida, o'quvchilarning ijtimoiy ko'nikmalarini rivojlantirishga yordam beradi. O'yinlar o'quvchilarga o'zaro muloqot qilish, fikr almashish va jamoa sifatida ishlashni o'rganish imkoniyatini taqdim etadi.

Ingliz tili to'garagi mashg'ulotlarida til o'yinlarining ko'plab turlaridan foydalanish imkoniyati bo'lib, ularning har biri o'quvchilarning turli ko'nikmalarini rivojlantirishga yordam beradi. Quyida ayrim til o'yinlari turlari va ularning samaradorligi haqida qisqacha ma'lumot berib o'tamiz.

1. Rol o'yinlari o'quvchilarga turli vaziyatlarda ingliz tilida muloqot qilish imkoniyatini beradi. O'quvchilar o'zlarini turli personajlar sifatida tasavvur qilib, tilni amaliyotda qo'llashadi. Masalan, "doctors and patients" (shifokor va bemor) yoki "shopping" (do'konda xarid qilish) kabi vaziyatlarni o'ynash orqali, o'quvchilar real hayotdagi vaziyatlarga tayyorlanadilar. Rol o'yinlari, shuningdek, o'quvchilarning ijodkorlik ko'nikmalarini ham rivojlantiradi, chunki ular o'z personajlarini yaratish va ularning xulq-atvorini ifodalashlari kerak.

2. So'z o'yinlari, masalan, "Hangman", "Word Search", "Crossword Puzzles" va "Scrabble", o'quvchilarga yangi so'zlarni o'rganish va ularni eslab qolish jarayonida yordam beradi. Bu o'yinlar, shuningdek, o'quvchilarga raqobat ruhini oshiradi. "Hangman" o'yinida o'quvchilar bir-birlariga so'zlarni taxmin qilish orqali so'z boyligini kengaytiradilar. "Scrabble" o'yinida esa, o'quvchilar mavjud harflardan yangi so'zlar yasash orqali tilni amaliyotda qo'llashadi. Bunday o'yinlar, o'quvchilarga so'zlarni tezda eslab qolish va ularni to'g'ri ishlatishni o'rganishga yordam beradi.

3. Texnologiyaning rivojlanishi bilan interaktiv o'yinlar ham mashg'ulotlarda keng qo'llanilmoqda. Onlayn platformalarda amalga oshiriladigan o'yinlar, o'quvchilarga masofadan turib ham ingliz tilini o'rganish imkoniyatini beradi. Masalan, "Kahoot!" yoki "Quizlet" kabi platformalar orqali o'quvchilar interaktiv testlar va viktorinalar o'tkazishlari mumkin. Bu o'yinlar o'quvchilarga o'z bilimlarini baholash va o'zaro raqobat qilish imkoniyatini beradi. Interaktiv o'yinlar, shuningdek, o'quvchilarning texnologiyaga bo'lgan qiziqishini oshiradi va ularni zamonaviy ta'lim metodlari bilan tanishtiradi.

4. Jamoaviy O'yinlar, masalan, "Team Spelling Bee" yoki "Charades", o'quvchilarni guruhlariga bo'lish va birgalikda ishlashga undaydi. Bu o'yinlar o'quvchilarning jamoa sifatida ishlash ko'nikmalarini rivojlantirishga yordam beradi. Jamoaviy o'yinlar davomida o'quvchilar bir-birlari bilan muloqot qilib, bir maqsadga erishishga harakat qiladilar. Ushbu jarayon o'quvchilarning o'zaro aloqalarini mustahkamlashga xizmat qiladi.

5. Kreativ O'yinlar, masalan, "Story Cubes" yoki "Picture Prompt", o'quvchilarga o'z ijodlarini ifodalash imkonini beradi. O'quvchilar tasodifiy tasvirlar yoki kubiklar yordamida hikoyalar yaratishlari kerak. Bu o'yinlar o'quvchilarning ijodkorlik va til ko'nikmalarini rivojlantirishga yordam beradi, shuningdek, ularning tasavvurini kengaytiradi. O'yin davomida o'quvchilar o'z hikoyalarini boshqalar bilan baham ko'rish orqali o'z fikrlarini ifoda etish ko'nikmalarini ham rivojlantiradilar.

Til o'yinlarining samaradorligini aniqlash uchun turli metodlardan foydalanish mumkin, ya'ni, o'quvchilarning mashg'ulotdagi ishtiroki, o'zlashtirish darajasi va til ko'nikmalarining rivojlanishi kuzatilishi lozim. Shuningdek,

o'quvchilarning fikr-mulohazalari va o'qituvchilarning baholari ham muhim ahamiyatga ega. O'yinlardan so'ng o'quvchilarga so'rovnomalar yoki intervyular o'tkazish orqali, ularning o'yinlardan qanday foydalanganliklarini va qanday ko'nikmalarni rivojlantirganliklarini aniqlash mumkin.

Ingliz tili to'garagi mashg'ulotlarida til o'yinlari o'quvchilarning bilim va ko'nikmalarini rivojlantirishda samarali vosita hisoblanib, ular motivatsiyani oshiradi, amaliy ko'nikmalarni rivojlantiradi va ijtimoiy aloqalarni mustahkamlaydi. O'qituvchilar til o'yinlarini to'g'ri tanlab, ularni dars jarayoniga kiritish orqali o'quvchilarning ingliz tilini o'rganish jarayonini yanada qiziqarli va samarali qilishlari mumkin.

Kelajakda ingliz tili o'qituvchilari til o'yinlarining samaradorligini yanada oshirish uchun yangi metod va yondashuvlarni izlashlari zarur. O'yinlarning turli turlarini birlashtirish, o'quvchilarning qiziqishini oshirish va ularning bilimlarini yanada kengaytirish imkonini beradi. Shu bilan birga, o'qituvchilar o'z darslarida innovatsion texnologiyalarni qo'llash orqali, o'quvchilarning ta'lim jarayonini yanada qiziqarli va samarali qilishlari mumkin.

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CLASSIFICATION CRITERIA FOR DYPHEMISMS IN ENGLISH AND UZBEK

Zuxriddinova Maftunabonu Sirojiddin qizi

Andijon davlat chet tillari instituti tayanch doktoranti

+998937846808

zuxriddinovamaftuna@gmail.com

Annotation:

Dysphemisms, unlike their counterparts, euphemisms, remain a relatively underexplored area in linguistic studies. This neglect is evident in the absence of universally accepted classification frameworks for dysphemisms. While euphemisms have been extensively analyzed and widely acknowledged, dysphemisms are often considered secondary and typically discussed only in relation to euphemisms. This article investigates dysphemisms in English and Uzbek, focusing on their communicative, cultural, and linguistic roles. It examines the difficulties of classifying dysphemisms, evaluates existing classification systems, and compares their usage in these two languages.

Keywords:

Dysphemism, euphemism, linguistic classification, pragmatics, sociolinguistics, communication.

Dysphemisms play an important role in communication, representing societal norms, individual emotions, and cultural perspectives. They serve as tools to convey negative meanings, insults, or taboo topics, often contrasted with the more socially

acceptable euphemisms. However, unlike euphemisms, which have been rigorously studied and categorized, dysphemisms lack a comprehensive, universally recognized classification system.

Language, as a tool for human interaction, often demonstrates its dual role in meaning-making. On one end, euphemisms soften expressions to align with societal norms, while on the other, dysphemisms deliberately convey negativity, contempt, or offense. Despite their prevalence, dysphemisms are often overlooked due to their controversial and culturally sensitive nature.

This study aims to:

- Investigate the importance of dysphemism classification in linguistic and cultural research.
- Explore the challenges of establishing universal dysphemism classifications.
- Compare and contrast dysphemisms in English and Uzbek, highlighting cultural and linguistic differences.

This analysis emphasizes dysphemisms as essential linguistic tools that reflect societal attitudes, cultural norms, and emotional expressions.

The Role of Dysphemisms in Communication

Dysphemisms act as a lens through which societal attitudes can be examined. They reveal cultural taboos, stereotypes, and biases. For example, racial slurs in English often reflect historical injustices, while gender-based insults in Uzbek mirror traditional patriarchal norms.

These expressions also provide an outlet for emotional release, serving a cathartic purpose for speakers. However, they can simultaneously perpetuate psychological harm, reinforcing social hierarchies and inequalities.

The Need for Dysphemism Classification

Classifying dysphemisms offers valuable insights into the pragmatic functions of language. It enables linguists to better understand how societies use language to express hostility, humor, and resistance.

Understanding dysphemisms can also help in mitigating conflicts. Being aware of culturally specific dysphemisms allows for more respectful and effective communication.

In a globalized world, it is vital to recognize how dysphemisms vary across cultures. For example, a neutral term in one language may carry offensive connotations in another. This awareness fosters mutual respect and cultural sensitivity.

In literature, dysphemisms are often used to create tension, define characters, and reflect social realities. Their classification aids literary analysis, offering deeper insights into texts and their cultural contexts.

Allan and Burridge's Dysphemism Classification

Allan and Burridge (1991) provided a foundational framework for studying offensive language, categorizing dysphemisms as follows:

1. **Animal Comparisons:** Comparing humans to negatively connoted animals, such as "rat," "pig," or "dog."
2. **Taboo Body References:** Words associated with socially unacceptable body parts, functions, or odors.
3. **Mental and Physical Defects:** Terms targeting perceived disabilities, like "crazy" or "cripple."
4. **Racial and Ethnic Slurs:** Demeaning terms directed at specific racial or ethnic groups.
5. **Character-Defaming Insults:** Words attacking personal integrity, such as "liar" or "coward."
6. **Borrowed Insults:** Derogatory terms from other languages, reflecting cultural interactions.

Dysphemisms in Uzbek

In Uzbek, dysphemisms are deeply embedded in cultural norms and traditional values. Examples include:

- **Animal Comparisons:** Words like *cho'chqa* (pig) and *it* (dog) are used to insult individuals.

- **Gender-Based Insults:** Terms such as *bozordan qolgan* (outdated) reflect patriarchal attitudes.
- **Cultural and Religious Taboos:** Insults targeting sacred or taboo subjects hold significant weight.
- **Socioeconomic References:** Words like *kambag'al* (poor) are occasionally used pejoratively.

Comparative Analysis

While both languages share similar dysphemism categories, their cultural roots differ. English dysphemisms often reflect colonial histories and multicultural influences, whereas Uzbek dysphemisms are shaped by traditional societal hierarchies. For instance:

- **Animal Comparisons:** In English, calling someone a "rat" implies betrayal, while in Uzbek, *cho'chqa* denotes impurity.
- **Gender-Specific Terms:** English terms may reflect feminist challenges to patriarchy, while Uzbek terms highlight a society balancing tradition and modernity.

Conclusion

Dysphemisms transcend mere linguistic expressions; they reflect societal values, cultural beliefs, and interpersonal dynamics. Although their classification poses challenges, frameworks like Allan and Burridge's offer meaningful insights. A comparative analysis of English and Uzbek dysphemisms reveals their cultural specificity and linguistic creativity. Future studies should prioritize cross-cultural and historical analyses to deepen our understanding of dysphemisms in global communication.

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ABDULLA QODIRIYNING “O‘TKAN KUNLAR” ROMANIDA AYOLLAR TIMSOLI TAHLILI

Bahriddinov Muslimbek Muhiddinovich

*Andijon davlat chet tillari instituti,
Ingliz tili va adabiyoti kafedrası o‘qituvchisi, dotsent*

Madinabonu Toshpo‘latova Obidjon qizi

Andijon Davlat Chet tillari Instituti 2 – bosqich talabasi

Annotatsiya: Ushbu maqolada Abdulla Qodiriyning “O‘tkan kunlar” asaridagi ayollar obrazi tahlil qilingan. Tadqiqotning asosiy maqsadi asardagi ayollarning o‘sha davrdagi fikrlashi, dunyoqarashi, urf-odatları qay darajada ekanligini o‘rganishdir. Metodologiya sifatida komparativ va kontekstual tahlil usullari qo‘llanilib, asardagi ayollar timsoli va urf-odatlarning tasvirlanishi o‘rganilgan. Tadqiqot natijalariga ko‘ra, Abdulla Qodiriyning mazkur asari ayollarning jamiyatdagi o‘rnini realistik uslubda aks ettirgan. Ushbu maqola adabiyotshunoslik sohasida Abdulla Qodiriy asarlarini ijtimoiy kontekstda o‘rganishning yangicha uslublarini ochib beradi.

Kalit so‘zlar: dinamik xarakter, oqila, oilaviy qadriyatlar, onaning ko‘ngli, mustaqil fikrlash, jasorat va sevgi, so‘z o‘yinlari, insoniy kamchiliklar, kundoshlik azobi

Аннотация: В данной статье анализируется образ женщин в произведении Абдуллы Кадыри “О‘tkan kunlar”. Основная цель исследования – изучить, в какой степени женщины в произведении были мыслителями,

мировоззрением, обычаями того времени. В качестве методологии использовались методы компаративного и контекстного анализа, изучались женские образы и изображения обычаев в произведении. Согласно результатам исследования, данное произведение Абдуллы Кадыри реалистично отражает место женщин в обществе. Эта статья раскрывает новые методы изучения произведений Абдуллы Кадыри в социальном контексте в области литературных исследований.

Ключевые слова: динамичный характер, мудрость, семейные ценности, материнское сердце, независимое мышление, смелость и любовь, словесные игры, человеческие недостатки, повседневные страдания

Annotatition: This article analyzes the image of women in Abdulla Qodiriy's "O'tkan kunlar". The main purpose of the study is to study to what extent the women in the work were thinking, worldview, customs of the time. As a methodology, methods of Comparative and contextual analysis were used, and the representation of women's personifications and Customs in the work was studied. According to the results of the study, this work of Abdulla Qodiriy reflected the place of women in society in a realistic style. This article reveals new ways of studying the works of Abdulla Qodiriy in the social context in the field of literary studies.

Keywords: dynamic character, Intelligence, family values, mother's heart, independent thinking, courage and love, word play, human imperfections, suffering from companionship

Abdulla Qodiriyning "O'tkan kunlar" romanida ayollar obrazlari asosiy mavzulardan biri bo'lib, ular asarda alohida o'rin tutadi. Yozuvchi ayollar obrazlari orqali o'z davridagi ijtimoiy msalalarni, ayollarning jamiyatdagigi o'rnini va ularning ichki kechinmalarini badiiy noziklik bilan ifodalangan. Shu nuqtai nazardan olib qaralganda, tadqiqotimiz mavzusi jamiyatimizning XIX asrdagi turmush tarzi, urf-odatlarini hamda Abdulla Qodiriyning hayoti va ijodini o'rganishni dolzarb ekanligini ko'rsatadi.

O'sha davrda ayollar asosan erkaklar tomonidan belgilangan qoidalar va ijtimoiy cheklovlar ichida yashashadi. Ularning hayoti ko'pincha erkaklarning

qarorlari va jamiyat an`analari bilan chegaralangan biroq ushbu romanda bunga ters bo`lgan ayollarning tabiati tasvirlangan.

Ushbu romanning asosiy qahramonlaridan biri-O`zbekoyimning dunyoqarashi o`sha davr o`zbek jamiyatidagi ayollar hayotini yoritadi.U oilaning shani, an`analar va odob ahloqni yuqori o`ringa qo`yadi.Shu sababli uning bazi qarorlari Otabek va Kumushning, balki Zaynabning ham taqdiriga salbiy ta`sir ko`rsatadi.Abdulla Qodiriy uni quyidagicha ta`riflaydi:” O`zbek oyim elli besh yoshlar chamaliq, chala-dumbul tabiatlikbir xotin...”(122-bet)

Yuqoridagi satrlardan anglashilnadiki, O`zbek oyim tajriba va hayotiy bilimi yetarli yoshda bo`lsa-da, har doim ham vaziyatni chuqur tahlil qila olmaydi va ko`pincha o`ylamay noo`rin gapirib qo`yishi va ayrim noto`g`ri chiqargan qarorlari sababli bir qancha noxushliklarga yo`l qo`yadi.Bunga eng katta isbot qilib quyidagi jumlani keltirishimiz mumkin: “Biz Otabekni Toshkanddan uylandirib boshini bog`lamosaq, kun sayin uning Marg`ilon yugurishidan qutila olmasmiz.Toshkanddan uylansa suv quyg`andek tinar qolar; Marg`ilon balosini esidan ham chiqarar...-deydir O`zbek oyim.Ya`ni hamisha yuragini shopirtirib, miyasini mashg`ul qilg`an muddaoni aytib solish fursatini qochirmaydir.”(125-bet)

Va bizga asardan ma`lumki, O`zbek oyim nafaqat eriga, balki butun Toshkantning xotinlariga o`tkirligi bilan mashhur.U tashrif buyurgan a`za va to`y egalari o`zlarini baxtli hisoblashardi.”O`zbek oyimning obro`si yolg`iz shular bilangina cheklanib qolmas, uni o`rda xonimlari ham ehtirom qilib o`zlarining “onaxonlari” deb bilar edilar.”(122-bet)U shunday obro`si uchun ham o`g`li Otabekni Toshkantning qiz,quda,uy,joy,nasl-nasabi joyida bo`lgan qiziga uylantirib to`y-u tamosha qilgisi keldi.

Shuni ham aytib o`tish kerakki,O`zbek oyim dinamik xarakterga ega ya`ni o`zgaruvchan tabiatlik.Voqealar rivojida, muhit tasirida o`jar ayolning ongi va tabiati o`zgaradi; masalan, ilgari xush ko`rmay “andi” deb atagan Marg`ilonlik kelinini birinchi marta ko`rganida, unga mehri jo`shib,mahkam quchadi, yuzidan o`padi va negadir ko`zlari yoshlanadi, endi esa Zaynabni qo`yib, Kumush tarafga o`tadi.

O'zbek oyimning biroz aksi bo'lgan Oftob oyim-o'zbek oilaviy qadriyatlari va an'analarining ramzi sifatida gavdalanadi. Yozuvchi uni shunday tasvirlaydi: "Yuzidan muloyimlik, eriga itoat, to'g'riliq ma'nolari tomib turg'an bu xotin..."

Oftob oyim o'rnak bo'luvchi boshqa o'zbek ayollari singari erining ra'yi va xoxishini hurmat qiluvchi va bajo keltiruvchi oqila ayoldir. Romanda tasvirlanishicha: "Oftob oyim o'z fikrini ochiq aytishga yuraksina olmas, erining ko'ngli olinishidan qo'rqar... (42-bet) Bunga dalil sifatida qutidor (Oftob oyimning turmush o'rtog'i) bilan Otabekni kuyov qilish masalasida shunday javob beradi: "- Siz muvofiq ko'rgan bir ishka qarshi tushib, ra'yingizni qaytara olmayman..."

Lekin yolg'iz qizini uzoqqa jo'natmaslik yani Otabekni ichkuyov qilish ham ayni Oftob oyim xohishiga ko'ra bo'ldi. Balki bunday dilxiraliklarning ko'zga ko'rinmas ammo bosh sababi ham shudir. Yakka-yu yagona qizi Kumushni Marg'ilon borishiga necha martalab qarshi bo'ladi, ammo taqdir taqazosi bilan uyalganlaridan ham qudalarinikiga birga borishadi.

Onaning ko'ngli har narsani sezganidek, Oftob oyimning ham ko'ngli bo'lmay u uyda qizini qoldirgisi kelmaydi. Hatto qizini olib ketishi uchun O'zbek oyimga quyidagicha yomonlaydi: "...erka o'skan, lavzi tez, kundashlikka chidaydirgan siyoqi yo'q, har kun Zaynabingiz bilan g'idi-bidi qilaverib sizni qiynab qo'yarmikan deyman... Bir kuni kelganda onasi qurg'ur bir og'iz aytmagan edi, deb mendan ranjirmikinsiz deyman... Tana buzoqning turqi tuqg'anig'a tamg'a deganlaridek, albatta menga ravshan... Arazchi desangiz ham shu, ichi qoralik desangiz ham shunda...", "...Kumushni sizga yaxwi deb aytolmayman". Harakatlari samarasiz ketgach qiziga Zaynab bilan o'chakishmasligini, yomonlik qilmasligini undan ehtiyot bo'lishini tayinlab Marg'ilonga Kumushsiz qaytadi.

Romanimizning asosiy qahramonlaridan biri Kumush nafaqat o'zining go'zalligi va samimiyligi, balki jasorati va sevgi yo'lida qat'iy qarorlar qabul qilishi bilan ajralib turadi. U mustaqil fikrlashga ega va o'sha zamondagi ayrim qizlarga nisbatan idrokli va ziyrakdir. E'tiborimizni ushbu parchaga qaratsak: "Qizim, sizning bunchalik zakovat va jasoringizga otangiz bilan eringiz qancha tashakkur

aytsalar va o‘zlarining mundane so‘nggi umrlarini sizning baxshingiz, deb bilsalar arzir. Men ham sizning bu xizmatingiz evaziga eringiz bilan otangizni hozirdan boshlab ozod qildim”.(98-bet). Ushbu parchadan Kumush otasi va turmush o‘rtog‘ini jazodan qutqarish uchun ayol kishi bo‘lishiga qaramay dalil keltirib jasorat ko‘rsatgagini anglashimiz mumkin.

Yozuvchi Kumush orqali xalqimizning urf-odatlariga xos nafosatning birini tasvirlaydi. Kumush va qaynotasi Yusufbek hojining ilk uchrashuvi shunday yoritiladi: “Kumush uyalib zo‘rg‘agina salom berdi va Yusufbek hojining yaqiniga kelib bo‘yin egdi. Hoji qo‘li bilan Kumushning yelkasiga qoqib suydi va Kumushning manglayiga tekkizib olgan o‘z qo‘lini o‘pdi”.

Kumushning zukkoligini kundoshi Zaynabga qilgan so‘z o‘yinlaridan bilinadi, uning qarorlarida aks etadi.

Qahramonimiz Kumush nafaqat Otabekning yuragida sevgi-muhabbat, balki uning oilasi qalbida ham iliq munosabat uyg‘otdi. Uning Marg‘ilon qaytishiga qayniona va qaynotalari ruxat berishmaydi, shu bilan birga o‘zi ham ketishni xoxlamaydi. Onasi Oftoboyimning yalinib yolvorishiga qaramay Toshkentda Otabek yonida qoladi.

Zaynab, Abdulla Qodiriy tomonidan mahorat bilan yaratilgan murakkab obrazlardan biri hisoblanadi. U orqali muallif jamiyatdagi insoniy kamchiliklarni, jumladan, hasad, fitnachilik va o‘z manfaati yo‘lida boshqalarni qurbon qilish kabi slbiy fazilatlarini fosh etadi.

Kumushning Marg‘ilonga qaytmay Toshkentda qolishi Zaynabga og‘ir ekanligi yaqqol eziladi. Kumush kelgan kundan boshlab Otabekda yuz bergan jonlanish, Yusufbek hojining “Marg‘ilonda shunday kelinim bor ekan, bilmay yurgan ekanmiz” degan so‘zlari, O‘zbek oyimning Zaynab qolib Kumush tarafga o‘tib ketib uning ishlaridan kamchilik izlashlari, albatta Zaynabga kuchli zarba beradi. Ayniqsa, Zaynabning sha‘ni va nafsi tahqirlanib, javobsiz sevgi va e‘tiborsizlikdan ko‘ngli singanda, sevmasdan turib Otabekning quchog‘iga o‘zini tashlagan holati, uning ichki dardini ko‘rsatadi. Bu juda ham bir achinarli holatdir.

Kumushning homiladorligini bilishgach atrofdagilarning munosabati yanayam Kumushga nisbatan iliqlashib uni judayam asrab avaylashadi, Zaynab esa chetda qoladi. U ilgari kundoshlik azobiga ko‘nikkan bo‘lsada, bu xabar uning holatini yanada og‘irlashtiradi. Biz o‘qiguvchilar Zaynabni ham, Kumush yoki Otabekni ham aybdor qila olmaymiz. Ota –ona orzulari tufayli ularning taqdirleri chigallashib, so‘nggida baxtsiz yakun topkani bizni achintiradi, xolos.

Yuvoshgina bo‘lgan, hatto Kumush kelmasidan oldin Otabekka ham ahamiyat bermagan Zaynab kundoshlik muhitida qasoskor ayolga aylandi. “O‘n besh kun ichidayoq buncha keskinlashkan Zaynabning ichki adovatining bir oyda qaysi darajalarga borib yetishini o‘ylar”. Va Kumush bu fikri borasida yanglishmadi. U Zaynabning fitnasiga qurbon bo‘ldi. Zaynabning tabiatini ushbu satrlardan bilshimiz mumkin: “Kundashingni ko‘rinishi bayovg‘a o‘xshasa ham, ammo o‘zi pismiq ekan... Bunday odamdan albatta hazar kerak”, yoki “Zaynab egachisining aksicha o‘z yaqinlaridan “pismiq” deb ism olg‘an, onasi bo‘lsa achchig‘i chiqq‘anda “ming‘aymas o‘lgur” deb uni qarg‘ar edi”.

Balki, uning qondosh opasi Xushro‘y unga noto‘g‘ri yo‘l ko‘rsatib, ongini bulg‘amaganda qo‘lini qotilikka urmasmidi. Ozmi ko‘pmi bu asarda Xushro‘y asosiy ro‘lda bo‘lmasa ham uning qatnashuvi orqali Zaynab tug‘ruq dardi bilan olishayotgan Kumushni zaharlaydi. Xushro‘yning o‘zi ham isyonkor, bir oilani baxtini buzgan ayol sifatida gavgdalanadi. Albatta yomonlik jazosiz qolmaydi, Xushro‘y farzandli bo‘la olmagan bo‘lsa, singlisi Zaynab devona bo‘lib qoldi. Shu orqali Abdulla Qodiriy yomonlik va hasadning oxiri halokatli bo‘lishini ko‘rsatdi.

Xulosa

Abdulla Qodiriy “O‘tkan kunlar” romanida ayollarni nafaqat ikkinchi darajali qahramon sifatida, balki jamiyat hayotining ajralmas bo‘lagi sifatida tasvirlagan. Ushbu obrazlar o‘sha davr o‘zbek ayolining qiyofasini qayta jonlantirish va ularning ijtimoiy hayotdagi rolini tushunish uchun muhim ahamiyat kasb etadi. Romandagi ayollar obrazi jamiyatdagi tenglik, muhabbat va ehtirom masalalarini o‘quvchini mulohaza yuritishga undaydi.

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КОСМОГОНИЧЕСКИЕ МИФЫ И ИХ ОТРАЖЕНИЕ В ФИЛОСОФСКОЙ ЛИРИКЕ М.Ю. ЛЕРМОНТОВА

Мадяров Х.У.

Андижанский государственный
институт иностранных языков.

Skypeoxygen@mail.ru

Аннотация: в статье исследуется специфика отражения космогонических мифов в философской лирике М.Ю. Лермонтова. На материале поэтических текстов анализируется трансформация архаических представлений о мироустройстве в индивидуально-авторской картине мира поэта. Рассматривается система пространственно-временных отношений, роль природных стихий и световой символики в формировании космогонических образов. Особое внимание уделяется взаимосвязи космогонических мотивов с натурфилософской и гносеологической проблематикой. Установлено, что космогонические мифы в лирике Лермонтова образуют целостный мифопоэтический комплекс, отражающий философско-эстетические искания эпохи.

Ключевые слова: космогонические мифы, М.Ю. Лермонтов, философская лирика, мифопоэтика, натурфилософия, пространственно-временные отношения, световая символика, романтизм, поэтическая картина мира, архаические представления.

Философская лирика М.Ю. Лермонтова представляет собой сложное художественное пространство, в котором архаические представления о мироустройстве преломляются сквозь призму романтического мировосприятия. Космогонические мифы, будучи древнейшими повествованиями о происхождении мироздания, обретают в лермонтовской поэзии новое звучание, органично соединяясь с индивидуально-авторской картиной мира. В современном литературоведении проблема мифопоэтического начала в творчестве Лермонтова привлекает пристальное внимание исследователей. Как отмечает Ю.М. Лотман, «космогонические представления в поэзии Лермонтова формируют особую систему пространственно-временных отношений, где земное и небесное вступают в сложное взаимодействие» [5, с.187].

Особенно показательным в контексте космогонической образности представляется стихотворение «Когда волнуется желтеющая нива...», где разворачивается многоуровневая картина мироздания. Е.Н. Михайлова в фундаментальном исследовании «Проза Лермонтова» подчеркивает: «Вертикальная организация пространства в лирике Лермонтова восходит к архаическим представлениям о трехчастной структуре космоса» [9, с.156].

Космогонические мотивы отчетливо проявляются в стихотворении «1831-го июня 11 дня», где лирический герой *contemplator caeli* (созерцатель неба) становится свидетелем космического миротворения:

Я зрел во сне, как будто бы по воле
Всесильного, среди небес
Вдруг загорелся новый мир чудес...

В.Н. Топоров указывает на глубинную связь подобных поэтических видений с архаическими мифами о сотворении мира: «Лермонтовский космогонический миф реализуется через систему бинарных оппозиций: свет/тьма, верх/низ, хаос/космос» [12, с.181].

Особую роль в космогонической системе Лермонтова играет образ звезды, который приобретает множественные семантические обертоны. В стихотворении «Небо и звезды» поэт создает уникальную модель мироздания, где небесные светила выступают не только как элементы космического пейзажа, но и как живые сущности, участвующие в космогоническом процессе. Д.С. Мережковский справедливо отмечает: «Звезды в поэтическом космосе Лермонтова становятся медиаторами между земным и божественным началами» [5, с.178].

Космогонические представления в лирике Лермонтова неразрывно связаны с мотивом первотворения, который реализуется через систему природных образов. Показательно стихотворение «Горные вершины», где вертикальная организация пространства воспроизводит архаическую модель мировой оси. А.Ф. Лосев в работе «Проблема символа и реалистическое искусство» подчеркивает: «Горный ландшафт в поэзии Лермонтова приобретает черты космогонического первообраза, связующего земное и небесное пространства» [5, с.234].

В стихотворении «Выхожу один я на дорогу...» космогонический миф обретает особую полноту воплощения. Пространство здесь организовано по принципу концентрических кругов, где земной путь лирического героя вписан в космическую панораму «пустыни внемяющих небес». В.И. Коровин отмечает: «Космическое и личное начала в поздней лирике Лермонтова образуют нерасторжимое единство, восходящее к древнейшим представлениям о связи микро- и макрокосма» [5, с.312].

Примечательна трансформация традиционных космогонических мотивов в философской лирике поэта. В стихотворении «Ангел» процесс миротворения представлен через призму индивидуального духовного опыта:

По небу полуночи ангел летел
И тихую песню он пел;
И месяц, и звезды, и тучи толпой

Внимали той песне святой.

Б.М. Эйхенбаум в классическом исследовании «Лермонтов: Опыт историко-литературной оценки» указывает: «Музыкальное начало в космогонической поэзии Лермонтова становится эквивалентом божественного творческого акта» [12, с.167].

Особого внимания заслуживает специфика временной организации космогонических мотивов в лирике Лермонтова. Мифологическое время первотворения в его поэзии не остается в прошлом, но постоянно актуализируется через систему циклических образов. М.М. Бахтин в работе «Формы времени и хронотопа в романе» отмечает: «Временная структура лермонтовской космогонии характеризуется особым типом «вечного настоящего», где акт миротворения непрерывно возобновляется» [1, с.234].

В философской лирике Лермонтова космогонические мотивы нередко переплетаются с эсхатологическими. Стихотворение «Сон» (1841) представляет собой сложную художественную структуру, где космогонические и эсхатологические мотивы образуют диалектическое единство. С.Н. Бройтман подчеркивает: «В поздней лирике Лермонтова мотивы создания и разрушения мира образуют целостный мифопоэтический комплекс» [2, с.289].

В художественной системе Лермонтова космогонические представления тесно связаны с натурфилософской проблематикой. Природные стихии в его поэзии предстают не просто как элементы пейзажа, но как первоосновы мироздания, участвующие в непрерывном процессе космического творения. Г.П. Макогоненко в монографии «Лермонтов и русская литература» отмечает: «Стихийные силы природы в лермонтовской поэзии сохраняют связь с архаическими представлениями о первоэлементах космоса» [6, с.245].

Показательным примером космогонической образности служит стихотворение «Парус» (1832), где морская стихия приобретает черты первозданного хаоса, а движение паруса символизирует космогонический акт

преодоления хаотического начала. Водная стихия в поэтическом мире Лермонтова часто выступает как воплощение первоматерии, из которой рождается упорядоченный космос. В.А. Мануйлов указывает: «Море в лирике Лермонтова становится метафорой космогонического первоначала, содержащего потенциал бесконечных трансформаций» [7, с.198].

Особую роль в космогонической системе Лермонтова играет мотив света как первоэлемента мироздания. В стихотворении «Демон» световая символика приобретает амбивалентный характер, отражая дуалистическую природу космогонического процесса. И.Б. Роднянская в исследовании «Движение литературы» подчеркивает: «Световая метафорика в поэзии Лермонтова восходит к древнейшим представлениям о свете как творящей силе космоса» [5, с.167]

В философской лирике поэта прослеживается устойчивая связь между космогоническими мотивами и проблемой познания. Лирический герой Лермонтова стремится постичь тайны мироздания через непосредственное созерцание космических процессов. К.В. Пигарев отмечает: «Гносеологическая проблематика в лирике Лермонтова неразрывно связана с космогоническими представлениями о структуре универсума» [10, с.234].

Проведенный анализ позволяет сделать вывод о том, что космогонические мифы в философской лирике Лермонтова претерпевают существенную трансформацию, обретая новые смысловые измерения. Архаические представления о мироустройстве органично встраиваются в индивидуально-авторскую картину мира, формируя сложную систему философско-поэтических образов. Дальнейшее исследование данной проблематики представляется перспективным в контексте изучения мифопоэтики русского романтизма и эволюции философской лирики XIX века.

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**ИСТОРИКО-КУЛЬТУРНОЕ ОПИСАНИЕ РУССКИХ
ФРАЗЕОЛОГИЗМОВ В КОНТЕКСТЕ МЕЖКУЛЬТУРНОЙ
КОММУНИКАЦИИ**

Касимов И.Р.

Андижанский государственный институт
иностранных языков

Аннотация: статья исследует роль русских фразеологизмов в межкультурной коммуникации. Рассматриваются их историко-культурное значение, национальная специфика и проблемы восприятия иностранцами. Освоение фразеологизмов трактуется как диалог культур, способствующий развитию межкультурных навыков.

Ключевые слова: фразеологизм, фразеологическая единица, межкультурная коммуникация, лингвокультурология, национально-культурная специфика, языковая картина мира, культурная идентификация, восприятие фразеологизмов, интерпретация фразеологизмов, диалог культур, русский язык как иностранный.

Фразеологический фонд русского языка формировался на протяжении многих столетий, отражая в себе сложную и многогранную историю русского народа, то есть «фразеологический состав языка – зеркало, в котором лингвокультурная общность идентифицирует свое национальное самосознание [1, с. 9]. Действительно, анализируя русские фразеологизмы, мы можем проследить различные этапы исторического развития России, ее культурные и социальные трансформации.

Значительная часть русских фразеологизмов берет свое начало в глубокой древности, отражая языческие верования и обряды восточных славян, к примеру, выражение «бить баклуши» восходит к древнему обычаю изготовления деревянной посуды, где «баклуша» означала заготовку для будущего изделия. Со временем выражение приобрело переносное значение праздного времяпрепровождения или заниматься пустяками.

Принятие христианства на Руси в 988 году оказало существенное влияние на формирование фразеологического фонда: многие библейские выражения и образы прочно вошли в русский язык, обогатив его новыми смыслами и коннотациями: «камень преткновения», «козел отпущения», «манна небесная» имеют библейское происхождение, но органично вписались

в русскую языковую картину мира, приобретя дополнительные смысловые оттенки.

В период Московского государства и становления Российской империи фразеологический фонд пополнился оборотами, отражающими реалии того времени: «боярская дума» указывает на особенности государственного устройства Древней Руси, а выражение «мамаево побоище» связано с конкретным историческим событием – битвой на Куликовом поле в 1380 году.

Петровская эпоха, ознаменовавшаяся активным заимствованием западноевропейской культуры, оставила свой след в русской фразеологии. В данный период в язык вошли выражения, как «остаться с носом» (от голландского «noos» – штраф) или «втирать очки» (от карточной игры, популярной в то время).

Отечественная война 1812 года и последующие исторические события XIX века обогатили русский язык новыми фразеологизмами: «шапками закидаем», «мелкая сошка», «попасть впросак» – все данные выражения отражают реалии и менталитет того времени. XX век, с его революционными потрясениями и социальными трансформациями, принес в русский язык целый пласт новых фразеологических единиц: «красный уголок», «враг народа» и многие другие выражения стали своеобразными маркерами советской эпохи.

Исторический путь формирования русского фразеологического фонда отражает всю сложность и многогранность культурного развития России. Как отмечает Н.Ф. Алефиренко, «фразеологизмы – своего рода «кладезь премудрости» народа, сохраняющий и воспроизводящий его менталитет, его культуру от поколения к поколению» [2, с. 23], то есть русские фразеологизмы обладают ярко выраженной национально-культурной спецификой, которая проявляется на различных уровнях: лексическом, грамматическом, семантическом и прагматическом и специфика обусловлена уникальным историческим опытом русского народа, особенностями его мировосприятия и ценностными ориентирами.

На лексическом уровне культурная специфика русских фразеологизмов часто проявляется через использование безэквивалентной лексики – слов, не имеющих прямых аналогов в других языках, к примеру, фразеологизм «тертый калач» содержит в себе упоминание специфического русского хлебобулочного изделия, а выражение «лаптем щи хлебать» отсылает к традиционной крестьянской обуви – лаптям.

Грамматическая специфика русских фразеологизмов нередко связана с особенностями русского синтаксиса и морфологии: безличные конструкции, характерные для русского языка, часто встречаются во фразеологизмах: «мне не по себе», «ему везет». Подобные конструкции могут представлять трудность для носителей языков с иной грамматической структурой. На семантическом уровне культурная специфика проявляется в уникальных образах и ассоциациях, лежащих в основе фразеологизмов, например, выражение «косая сажень в плечах» использует старинную русскую меру длины – сажень, для описания широкоплечего, крепкого человека, и для представителей иных культур подобный образ будет не вполне понятен без дополнительных объяснений.

Прагматический аспект культурной специфики русских фразеологизмов связан с особенностями их употребления в различных коммуникативных ситуациях: выражение «не в свои сани не садись» может использоваться как совет не браться за дело, которое тебе не по силам, но при этом оно несет в себе определенный культурный подтекст, связанный с традиционным русским зимним транспортом.

Особый интерес представляют фразеологизмы, отражающие национальный характер и менталитет русского народа, выражение «авось да небось» демонстрирует склонность к риску и надежду на удачу, часто приписываемые русскому национальному характеру; «широкая душа» – еще один фразеологизм, подчеркивающий такие черты, как щедрость и гостеприимство, традиционно ассоциируемые с русским менталитетом.

В.А. Маслова подчеркивает, что «фразеологические единицы, отражая в своей семантике длительный процесс развития культуры народа, фиксируют и передают от поколения к поколению культурные установки и стереотипы, эталоны и архетипы», [3, с. 82] и, действительно, многие русские фразеологизмы несут в себе глубинные культурные смыслы и архетипические образы, например, выражение «мать сыра земля» отражает древнее славянское представление о земле как о живом существе, дающем жизнь всему сущему.

Интересным аспектом культурной специфики русских фразеологизмов является их связь с фольклором и народными традициями. Многие выражения пришли в литературный язык из сказок, былин, пословиц и поговорок: «Избушка на курьих ножках», «Кашей Бессмертный», «по щучьему велению» – все эти фразеологизмы имеют фольклорное происхождение и несут в себе отпечаток народной мудрости и фантазии.

Словом, культурно-специфические особенности русских фразеологизмов представляют собой богатый материал для изучения национального характера, истории и культуры русского народа. Как отмечает Д.О. Добровольский, «фразеология любого языка является своеобразным источником знаний о культуре народа» [4, с. 37]. В контексте межкультурной коммуникации понимание данных особенностей приобретает особое значение, способствуя более глубокому и адекватному восприятию русской культуры представителями иных лингвокультурных сообществ.

В то же время, именно фразеологизмы часто становятся источником коммуникативных неудач в межкультурном общении, то есть буквальный перевод фразеологических единиц может привести к недопониманию или даже конфликтным ситуациям, например, русское выражение «заморить червячка» (перекусить) при дословном переводе на английский язык («to starve a worm») теряет свой смысл и может вызвать недоумение у собеседника.

С.Г. Тер-Минасова отмечает, что «фразеологизмы – душа всякого национального языка, в которой неповторимым образом выражаются дух и своеобразие нации» [5, с. 80]. В контексте межкультурной коммуникации это

означает, что через изучение и понимание русских фразеологизмов представители других культур могут приблизиться к постижению «русской души» – того комплекса культурных и психологических особенностей, который традиционно ассоциируется с русским национальным характером.

Важным аспектом роли русских фразеологизмов в межкультурной коммуникации является их способность выступать в качестве «лакмусовой бумажки» культурных различий. Сравнительный анализ фразеологических единиц разных языков позволяет выявить универсальные и культурно-специфические черты в мировосприятии различных народов, например, русское выражение «как снег на голову» (неожиданно) имеет аналоги во многих европейских языках, что указывает на определенную общность в восприятии неожиданных событий. В то же время, специфически русское выражение «душа нараспашку» (открытость, искренность) не имеет прямых аналогов во многих других языках, что может указывать на особую значимость этой черты русского народа.

Интересным феноменом является так называемая «ложная эквивалентность» фразеологизмов в разных языках, то есть некоторые русские фразеологические единицы могут иметь внешне похожие аналоги в других языках, но при этом существенно отличаться по значению или коннотациям. Например, русское выражение «показать, где раки зимуют» (проучить, наказать) может быть ошибочно соотнесено с английским «to know where the bodies are buried» (знать чьи-то секреты), несмотря на схожесть образов.

В свете вышесказанного можно сказать, что исследование историко-культурного значения русских фразеологизмов в контексте межкультурной коммуникации позволяет сделать ряд важных выводов. Во-первых, русские фразеологизмы представляют собой уникальный лингвокультурный феномен, отражающий многовековую историю, культуру и менталитет русского народа. Фразеологический фонд русского языка формировался на протяжении длительного исторического периода, вбирая в себя элементы различных культурных эпох и социальных трансформаций. Во-вторых, культурно-

специфические особенности русских фразеологизмов проявляются на различных уровнях языковой системы: лексическом, грамматическом, семантическом и прагматическом, которые делают фразеологизмы важным источником информации о национальном характере, ценностях и мировосприятии русского народа. В-третьих, в процессе межкультурной коммуникации русские фразеологизмы играют многогранную роль. Они выступают не только как средство передачи информации, но и как инструмент культурной идентификации, «лакмусовая бумажка» культурных различий и средство обогащения других языков и культур. В-четвертых, восприятие и интерпретация русских фразеологизмов в иноязычной среде сопряжены с рядом трудностей, обусловленных, как отмечалось выше, лингвистическими, и экстралингвистическими факторами. Процесс освоения русских фразеологизмов представителями других культур можно рассматривать как своеобразный диалог культур, способствующий развитию межкультурной компетенции.

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KIRISH BO‘LAKLARNING LINGVODIDAKTIK MUAMMOLARI

Qosimova Xusnuraxon Oybek qizi,
ADChTI Ingliz tili va amaliyoti kafedrasida o‘qituvchisi,
qosimovaxusnura@gmail.com;

Maksumova Husnida Xokimjon qizi,
ADChTI XTA fakulteti 114-guruh talabasi
xusnidamaksumova123456789@gmail.com.

Kirish bo‘laklarining o‘rni va ahamiyati til o‘qitish jarayonining muhim tarkibiy qismi bo‘lib, bu jarayonni samarali o‘tkazishda o‘quvchi va o‘qituvchi o‘rtasida to‘g‘ri muloqotning yuzaga kelishiga yordam beradi. Til o‘qitish metodikasi (lingvodidaktika)da kirish bo‘laklarining o‘ziga xos o‘rni bor, chunki ular darsning boshlanishi, o‘quvchining psixologik tayyorgarligi va ularni mavzuga jalb qilishda muhim rol o‘ynaydi. Ushbu maqola kirish bo‘laklarning lingvodidaktik muammolari har tomonlama tahlil qilishga bag‘ishlangan.

Kirish bo‘laklari darsning boshida o‘quvchini yangi mavzuga tayyorlash, ularni mavzu bilan tanishtirish va motivatsiya yaratishda alohida ahamiyatga ega. To‘g‘ri tanlangan kirish bo‘laklar darsning umumiy samarasiga sezilarli ta’sir

ko'rsatadi. Ular darsning asosiy maqsadi va mavzusi haqida aniq tasavvur hosil qilish imkoniyatini yaratadi.

Bundan tashqari, kirish bo'laklar o'quvchilarning til o'rganishga bo'lgan qiziqishini oshirishga xizmat qiladi. Agar kirish bo'laklar jozibali va qiziqarli bo'lsa, o'quvchi yangi ma'lumotlarga ochiq bo'lib, darsga faollik bilan kirishadi.

Lingvodidaktikada motivatsiya til o'rganish jarayonining muhim tarkibiy qismidir. Kirish bo'laklarining samarali qo'llanilishi o'quvchilarning til o'rganishdagi motivatsiyasini kuchaytiradi⁴⁰. Masalan, zamonaviy texnologiyalarni (video, audio materiallar) yoki madaniyatlararo munosabatlar kontekstini kirish bo'laklariga kiritish o'quvchilarning qiziqishini va faolligini oshiradi. Bunday yondoshuv o'quvchining shaxsiy tajribasiga mos keladigan materiallardan foydalanish orqali til o'rganishga bo'lgan qiziqishni oshiradi.

Kirish bo'laklarning lingvodidaktik muammolaridan biri til va madaniyatning integratsiyasidir. Til o'qitishda faqat grammatik qoidalarni o'zlashtirishni emas, balki o'quvchilarga madaniyatlararo farqlarni tushuntirishni ham nazarda tutish zarur. Kirish bo'laklar madaniyati bilan bog'liq bo'lgan masalalar o'quvchilarga tilni nafaqat amaliy jihatdan, balki madaniyatlararo kontekstda ham o'rganish imkonini beradi. Bu esa tilni to'liq va samarali o'zlashtirishga yordam beradi⁴¹. Masalan, chet tili darslarida, darsni boshlashda o'zbek va o'rtacha til o'rganuvchisi o'rtasidagi madaniy tafovutlar yoki tilning ijtimoiy aspektlarini muhokama qilish o'quvchilarning fikrlash doirasini kengaytiradi va tilni tushunishda yangi yondashuvlarni yaratadi.

Lingvodidaktikada kirish bo'laklarining individual farqlarga moslashuvi ham juda muhim muammo hisoblanadi. Har bir o'quvchi o'ziga xos tarzda til o'rganadi: ba'zi o'quvchilar ko'proq vizual materiallarga murojaat qilishsa, boshqalari eshitish yoki amaliy mashqlar orqali yaxshi o'rganadilar. Shu sababli, kirish bo'laklarining turli usullarda ishlatilishi kerak⁴². Masalan, ba'zi o'quvchilar uchun hikoyalar yoki

⁴⁰Tharp, R. G., Gallimore, R. *Rousing Minds to Life: Teaching, Learning, and Schooling in Social Context*. Cambridge University Press, 1988 – P. 84.

⁴¹Ur P. *A Course in Language Teaching: Practice and Theory*. Cambridge University Press. 1996. P. 47.

⁴²Richards J. C., Rodgers T. S. *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press, 2014 – P. 123.

film fragmentlari samarali bo‘lishi mumkin, boshqalariga esa interaktiv mashqlar yoki muhokamalar ko‘proq ta’sir qiladi. Fikrimizning isboti sifatida quyidagi mashqlarni keltirib o‘tishimiz mumkin:

Exercise 1st. Cross out the words or expressions that cannot be used in the sentences without a change in meaning or punctuation.

1. (Although / Because / Even though) Sue is a good student, she did not receive a good grade. 2. It was hot today. (Although / However / Nevertheless), I still ran for five miles. 3. I went swimming (despite / even though / in spite of) the cold weather. 4. Mary is rich, (but / however / whereas) John is poor. 5. (However / Whereas / While) John is poor, Mary is rich. 6. I always eat breakfast. (Nevertheless / However / Therefore), I still get hungry. 7. It was raining today. (But / Consequently / Therefore), we stayed home. 8. This university, (for example / for instance / such as), has an excellent ESL program. 9. (Besides / Furthermore / In addition to) working at the restaurant, Kim works on campus. 10. I had a terrible headache today. (Furthermore / As well as / In addition), I was very tired.

Exercise 2nd. Choose items from introductory elements given and from sentences to complete these sentences in an appropriate way.

Introductory elements:

when
though
at that time
before
by contrast
then
nevertheless

Sentences:

The acting was superb
He was working as a librarian
I was still late for work we met each other
He began his story

The snow began to fall

Cuba has increased production by 35%

E.g:

1 The world output of sugar has been in slow decline since 1984. By contrast, Cuba increased production by 35%.

Kirish bo‘laklarni strukturalash — bu til o‘qitishda muhim vazifa. Kirish bo‘laklarning mavzuga mos, aniq va tizimli bo‘lishi kerak. Agar kirish bo‘laklari tartibga solinmagan va mavzu bilan bog‘lanmagan bo‘lsa, o‘quvchi diqqatini to‘liq jamlay olmaydi. Shuningdek, kirish bo‘laklarining davomiyligi ham muhimdir — ular darsning asosiy qismini uzaytirmaslik uchun qisqa, ammo mazmunli bo‘lishi kerak.

Zamonaviy ta’lim tizimida innovatsion texnologiyalarni kirish bo‘laklar o‘qitishda samaradorlikni oshiradi. Masalan, onlayn o‘quv platformalaridan foydalanish, video materiallar, interaktiv ilovalar, o‘yinlar va boshqa vositalar yordamida o‘quvchilarni faol ishtirok etishga undash mumkin⁴³. Bu turdagi yondoshuvlar o‘quvchilarning tilni o‘rganish jarayonini qiziqarli va samarali qiladi.

Xulosa

Kirish bo‘laklarning lingvodidaktik muammolari o‘qitish jarayonini yanada samarali qilish uchun muhim ahamiyatga ega. Darsning boshlanishi til o‘rgatishda o‘quvchi va o‘qituvchi o‘rtasida muvaffaqiyatli aloqani o‘rnatish uchun asos bo‘ladi. Kirish bo‘laklarining motivatsiya, madaniyat, individual farqlar va texnologiyalarni hisobga olib tashkil etilishi til o‘rganish jarayonini yanada samarali va qiziqarli qiladi. Shu bilan birga, kirish bo‘laklarni to‘g‘ri strukturalash va ularni didaktik jihatdan samarali qilish — til o‘qitishning muvaffaqiyatli kalitidir.

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ERNEST HEMINGUEY ASARLARIDA ISHLATILGAN PARENTEZ BIRLIKLAR TAHLILI

Qosimova Xusnuraxon Oybek qizi,
ADChTI Ingliz tili va amaliyoti kafedrası o‘qituvchisi,
qosimovaxusnura@gmail.com.

Ernest Heminguey, XX asrning eng mashhur yozuvchilaridan biri sifatida tanilgan. U o‘zining minimalistik uslubi, qisqa va aniq gaplari bilan tanilgan bo‘lsa-da, uning asarlarida tilning nozik qatlamlari, jumladan parentez birliklari (qo‘shimcha izoh yoki tushuntirish beruvchi iboralar) ham katta ahamiyatga ega. Parentez birliklar — bu yozuvchining o‘quvchiga qo‘shimcha ma’lumot yoki shaxsiy fikrlarni taqdim etish uchun ishlatadigan birliklardir. Hemingueyning asarlarida parentez birliklar asarlarning tuzilishi, psixologik yuksalishi va o‘quvchi bilan muloqotdagi ahamiyatli vositalardan biridir. Ushbu maqolada Ernest Heminguey asarlarida ishlatilgan parentez birliklarining tahlili, ularning mazmuni, uslubiy roli va o‘quvchiga ta’siri ko‘rib chiqiladi.

Hemingueyning asarlarida parentez birliklarining ishlatilishi o‘ziga xos xususiyatga ega. Ular juda ko‘pincha yozuvchi tomonidan personajlarning ichki kurashlarini yoki hissiy holatlarini ochib berish uchun ishlatiladi. Heminguey o‘zining aniq va sodda uslubini saqlab qolgan holda, parentez birliklar yordamida voqealarga qo‘shimcha ma’lumotlar kiritadi, bu orqali o‘quvchiga asarlarning chuqurroq ma’no qatlamlarini kashf etish imkoniyatini yaratadi.

Bunday birliklar, asosan, o'quvchiga voqeaning yuzaga kelgan sharoitlari, personajlarning ruhiy holatlari yoki ularning ichki dunyosini tushinishda yordam beradi. Parentez birliklari Hemingueyga asarlarning voqeaviy rivojlanishini ortga surmasdan, asarlarning yirik temalarini — masalan, inson hayoti, izolyatsiya, sevgi, urush va o'limni — yanada boyitishga imkon beradi.

Hemingueyning *"The Sun Also Rises"* romanida parentez birliklari bosh qahramonlarning ichki kurashlari va shaxsiy fikrlarini ta'kidlaydi. Masalan, roman boshida Jeyk Barnsning o'zini qanday his qilayotgani haqidagi ta'rifda quyidagi parentez birlik keltirilgan:

"I have never seen a woman who looked like that (It made me think of a mountain)."

Bu yerda parentez birlik (*It made me think of a mountain*) Jeykning his-tuyg'ularini yoki uning sezgilarini tasvirlaydi. Bu birlik, o'quvchiga Jeykning ko'rgan ayolga bo'lgan munosabatini aniqroq tushunishga yordam beradi. Yozuvchi, parentez birlik yordamida, Jeykning hissiyotlari va his-tuyg'ularining yuzaga chiqishidagi noaniqlikni va bir vaqtning o'zida ko'proq ifodali tasvirni yaratadi.

Bu tarzda parentez birliklar o'quvchiga voqeaning ko'rinmaydigan qatlamlarini ochib beradi, ayniqsa personajlarning ruhiy holatlari va ularga ta'sir etgan omillar haqida. Hemingueyning minimalistik uslubini kuchaytirish uchun parentez birliklar ajoyib vosita bo'lib xizmat qiladi.

"A Farewell to Arms" romanida parentez birliklar asosan bosh qahramon Frederik Henryning urushdagi psixologik va emosional holatini tasvirlashda ishlatiladi. Heminguey bu asarda o'quvchiga urushning dahshatli va insoniy ta'sirlarini taqdim etadi. Roman boshida, Henryning urushga bo'lgan qarashlari va u bilan bog'liq his-tuyg'ulari quyidagicha tasvirlanadi:

"The world breaks everyone and afterward many are strong at the broken places (But those that will not break it kills)."

Bu parentez birlik (*But those that will not break it kills*) romanning asosiy mavzularidan biriga — insonning muammolar va azob-uqubatlar orqali o'sishi yoki

ularni yengib o'tishi haqida — ishora qiladi. Heminguey parentez birlikni ishlatish orqali, urushning inson ruhiga ta'sirini chuqurroq tushuntiradi, shuningdek, voqealar rivojiga qo'shimcha izoh berishga yordam beradi.

"The Old Man and the Sea" romanida parentez birliklari simbolik va badiiy ma'no yaratish uchun ishlatiladi. Heminguey o'zining hikoyasini aniq va sodda til bilan yozgan bo'lsa-da, parentez birliklari yordamida o'quvchiga yanada chuqurroq ma'lumotlarni beradi. Masalan, Santiago haqida quyidagi parentez birlik ishlatiladi:

"He was an old man who fished alone in a skiff in the Gulf Stream and he had gone eighty-four days now without taking a fish (But the old man was not defeated)."

Bu yerda parentez birlik (*But the old man was not defeated*) Santiagoning ruhiy qat'iyatini va uning ichki kurashini ta'kidlaydi. Heminguey, parentez birlik orqali, asarning asosiy motivini — kurashni va davom etishni — kuchaytiradi. Santiago, baliqni ushlashda muvaffaqiyatsizlikka uchragan bo'lsa ham, uning ruhiy kuchi va qat'iyati bu romanning haqiqiy markazidir.

Hemingueyning *"For Whom the Bell Tolls"* romanida parentez birliklari ko'pincha personajlarning ichki holatlarini va ular orasidagi murakkab munosabatlarni ochib beradi. Masalan, bosh qahramon Robert Jordan o'zining urushdagi vaziyatini tasvirlayotganda, quyidagicha yozadi:

"The wind was blowing and the sky was overcast (He felt it was going to rain)."

Bu parentez birlik (*He felt it was going to rain*) Robertning ichki his-tuyg'ulari va voqeaga bo'lgan munosabatini aks ettiradi. Heminguey, bu tarzda parentez birliklar yordamida, qahramonning ko'z o'ngida bo'layotgan holatlar va his-tuyg'ulari o'rtasidagi o'zaro aloqani ko'rsatadi.

Xulosa

Ernest Heminguey asarlarida parentez birliklar, uning minimalist uslubida juda muhim o'rin tutadi. Parentez birliklari yordamida u o'quvchiga qo'shimcha ma'lumot, hissiy va psixologik holatlar, shuningdek, personajlarning ichki dunyosiga bo'lgan nazarini taqdim etadi. Heminguey bunday birliklarni ishlatish orqali asarlarning ma'no qatlamlarini boyitadi va o'quvchiga turli yirik mavzular — sevgi, urush, azob-uqubatlar va inson ruhiyati haqida chuqurroq tasavvur yaratadi.

Parentez birliklar, o'quvchiga tezda asosiy g'oyalarni tushuntirib, ularning shaxsiy fikrlarini va voqealarga bo'lgan munosabatini aniqroq anglashga yordam beradi.

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THE METHODS OF EFFECTIVE COMMUNICATION IN TEACHING

Tojiboyev Ilxomjon Usmonovich
candidate of philological sciences (PhD),
Namangan state university
ilxomjon.tojiboyev.78@mail.ru
Abduvohidova Xushnoza Muxtorali qizi
senior teacher,
Namangan state university
hushnoza.abduvohidova111@gmail.com

Knowing the principles of communicative activities, it is now easier to distinguish certain types of this spoken interaction. Many authors list such activities according to various characteristics, for example in relation to their popularity or completely accidentally. The activities below are not enumerated in accordance to their popularity.

According to Brown oral communication divides into five basic types:

- “Imitative” that means copying someone or something, especially in a way that shows that person does not have any ideas of his or her own;
- “Intensive” that means involving a lot of activity, effort, or careful attention in a short period of time;
- “Responsive” that means reacting quickly, in a positive way;

- “Interactive” that means involving talking and working together;
- “Extensive” that means containing or dealing with a lot of information and details.

These basic types of oral communication are important to create new kinds of techniques in EFL teaching.

Oral communication is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. Many linguists and language teachers agree that students learn communication skills best through “interacting”. Teachers should try to use “real” situations that require communication and collaboration (working together) between students.

Discussions. After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Discussion can be reaching a consensus, moral dilemma and involving opinions.

Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups.

Role Play. One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and...". This

technique involves students taking on a role and carrying out a discussion with each person playing their role.

Simulations. Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Information Gap. In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language. Each student in the group has some information required to complete the task or activity; the aim is to share the information and to complete the task. Students don't know what the others are going to say; and as such it imitates real life conversation.

An example being: Students work in pairs; student A has a simple picture which (s)he doesn't show to B; student B has a blank piece of paper. Student A describes the picture; student B listens and draws it. Finally, students compare what B drew with the original.

Brainstorming. On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Interviews. Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Story completion. This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting. Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Picture describing. One way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group

describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Debates. This technique involves choosing a controversial topic; one speaker presents one point of view on the topic and second speaker presents a different opinion. However, this can be led only advanced level classrooms.

Find the difference. For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Communication is the process of exchanging information. Information is conveyed as words, tone of voice, and body language. To be effective communicators, team members must be aware of these forms, how to use them effectively, and barriers to the communications process.

The following actions have been observed in speech with effective communications skills:

- Acknowledge communications.
- Provide information in accordance with others.
- Provide information when asked.
- Repeat, as necessary, to ensure communication is accurately received.
- Use standard terminology when communicating information.
- Request and provide clarification when needed.
- Ensure statements are direct and unambiguous.
- Inform the appropriate individuals when the mission or plans change.
- Communicate all information needed by those individuals or teams external to the team.
- Use nonverbal communication appropriately.
- Use proper order when communicating information.

The study then made conclusion as follows:

First, all the classroom activities including discussion, dialogues, drama, oral narratives, songs, tongue twisters, debate, poem recitation, story-telling and role play

can be used during lessons but with different frequencies. For example, discussion can be used more across schools than oral drills. This could bring imbalance in the contribution of these classroom activities to the learner.

Second, the teachers should endeavour to teach using the target language (vocabulary, grammar, difficult concept which will encourage their learners to speak using the target language. The students should also be made to know the importance of attaining communicative competence in English language for instance job interviews, attainment of decent jobs and positive attitudes towards English language. These will increase motivation for learners. There are several causes that make students to have low proficiency in English language for instance teachers' lack language awareness thus learners lack models to emulate; learners are passive; teacher centered methodology; lack of motivation by learners and students think in mother tongue and then translate to English language.

Third, teachers prefer teaching classroom activities singly not integratively. English language teachers tended to integrate the various classroom activities differently with those in national schools doing it better than those in provincial and district schools. Together these observations could be responsible for low communicative competence of secondary school graduates.

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TILNING SOFLIGI – MILLAT BOYLIGI.

Abduvaliyev Maxammatjon Arabovich

ADChTI, Ingliz tili va adabiyoti kafedrasi professori, f.f.d

Yaqubjonova Roʻzixon Mirkomil qizi

ADChTI, Ingliz tili va adabiyoti kafedrasi oʻqituvchisi

Annotatsiya: Har bir xalqning oʻziga xos qadriyatlari, madaniy merosi va milliy oʻzligini belgilovchi asosiy unsurlari mavjud. Bu unsurlarning eng muhimlaridan biri shubhasiz tildir. Til – insoniyat tarixida jamiyatning shakllanishi, madaniyat va ilm-fanning rivojlanishi, tafakkurning boyishi hamda avlodlar oʻrtasida bogʻliqlikni taʼminlashda beqiyos ahamiyatga ega boʻlgan vositadir. Ayniqsa, tilning sofligi, yaʼni uning shiradorligi, ohangdorligi va nafisligi millatning madaniy boyligini yanada yuksaltiradi.

Kalit soʻzlar: turkiy til, ertaklar, maqollar, milliy gʻurur

Bugungi globallashuv davrida koʻplab tillar yoʻqolib ketish xavfi ostida qolayotgan bir paytda, oʻz ona tilimizga eʼtibor qaratish, uni asrab-avaylash va rivojlantirish har birimizning muqaddas burchimizdir. Tilning ohangdorligi, nafisligi va muloqot madaniyatining yuqori darajada boʻlishi xalqning yuksak madaniyati va ruhiy barkamolligidan darak beradi. Til har qanday millatning oʻzligini aks ettiruvchi eng asosiy mezonlardan biridir. Qaysidir xalqning tarixini, maʼnaviy merosini, urf-odatlarini va tafakkur darajasini oʻrganish uchun avvalo uning tilini bilish lozim. Chunki til millatning oʻzligi bilan chambarchas bogʻliq boʻlib, u xalqning madaniyati, tarixi va ruhiyatini oʻzida mujassam etadi. Oʻzbek tili oʻzining shiradorligi, ohangdorligi va boy lugʻat tarkibi bilan ajralib turadi. Tarixiy manbalarga koʻra, oʻzbek tili qadimiy turkiy tillar oilasiga mansub boʻlib, asrlar davomida taraqqiy etib kelgan. Alisher Navoiy oʻz davridayoq turkiy tilning imkoniyatlari haqida soʻz yuritib, uning adabiy va ilmiy jihatdan rivojlanishiga katta

hissa qo'shgan. Navoiy o'z asarlarida "Tilga e'tibor – elga e'tibor" degan hikmatli so'zlarni keltirib, tilga bo'lgan hurmat millatga bo'lgan hurmat ekanligini ta'kidlagan.

Tilning yumshoqligi, ya'ni uning shiradorligi va nafisligi jamiyatdagi insonlar o'rtasidagi munosabatlarga ijobiy ta'sir ko'rsatadi. Kishilar o'zaro muloyim va ohangdor tilda gaplashganlarida, bu nafaqat ularning muloqotini yoqimli qiladi, balki ijtimoiy muhitning yaxshilanishiga ham xizmat qiladi. "Yaxshi so'z bilan ilon inidan chiqar, yomon so'z bilan pichoq qinidan chiqar" deydi dono xalqimiz. Jamiyatda o'zaro bir-biriga xurmat va shirinso'zlik bilan insonlar o'z o'rnini egallab borishadi.

1. Tilning yumshoqligi muloqot madaniyatini shakllantiradi

Yumshoq ohangda so'zlashish, hurmat bilan muloqot qilish insonlar o'rtasidagi ishonch va do'stona munosabatlarni mustahkamlaydi. Sharq madaniyatida insonlar bir-biriga xushmuomala bo'lishi, go'zal va shirali so'zlardan foydalanishi qadimdan e'tibor qaratilgan jihatlardan biri hisoblanadi.

2. Bolalar tarbiyasiga ijobiy ta'sir ko'rsatadi

Xalqimizda tilga oid juda ham ko'p maqol va matallar uchraydi. Bunga misol tariqasida, "Shirin so'z jon ozig'i- yomon so'z bosh qozig'i" maqolini keltirishimiz mumkin. Bu maqol zahirida tarbiya qilayotgan farzandlarimiz uchun shirinsuhanlik qanchalar muhim ekanligini anglab olishimiz mumkin. Chunki, yumshoq va shirador til orqali bolalarga axloqiy tarbiya berish osonlashadi. Mehribonlik bilan aytilgan so'zlar, ohangdor va nafosat bilan berilgan tarbiya bolalarning ruhiy dunyosiga ijobiy ta'sir qiladi. Masalan, ertaklar va maqollar bolalar tilining rivojlanishida muhim o'rin tutadi.

3. Jamiyatda do'stona muhitni mustahkamlaydi

Ko'pincha odamlar o'rtasidagi kelishmovchiliklar keskin so'zlashuv, qo'pol nutq yoki xushmuomalalik yetishmovchiligi sababli yuzaga keladi. Agar insonlar o'zaro yumshoq va shirador til bilan muloqot qilishni odat qilsalar, bu jamiyatdagi nizolarning kamayishiga, tinchlik va osoyishtalikning mustahkamlanishiga xizmat qiladi.

4. Tilning yumshoqligi milliy g'ururni oshiradi

O'z ona tilining ohangdorligi va go'zalligidan faxrlanish xalqning o'z madaniyatiga bo'lgan muhabbatini yanada oshiradi. Masalan, ba'zi tillarda qo'pol yoki keskin ifodalar ustunlik qilsa, o'zbek tilining shiradorligi va ohangdorligi xalqning muloqot madaniyatida muhim o'rin egallaydi.

Tilni asrab-avaylash va uni rivojlantirish har bir insonning muhim vazifalaridan biridir. Bu borada quyidagi jihatlar e'tibor qaratish lozim:

1. Adabiy til qoidalariga rioya qilish

To'g'ri talaffuz va yozuv qoidalariga amal qilish til madaniyatining muhim qismidir. Yozma va og'zaki nutqda grammatik qoidalarga rioya qilish tilning rivojlanishiga xizmat qiladi.

2. Boy va shirali so'zlardan foydalanish

Muloqot jarayonida lug'at boyligimizni oshirish, milliy va tarixiy so'zlarni qo'llash tilni yanada go'zallashtiradi. Kitob o'qish, she'riyat va badiiy adabiyot bilan shug'ullanish bu borada juda foydalidir.

3. Xushmuomalalik va odobli nutq madaniyatini shakllantirish

Kishilar bilan hurmat bilan gaplashish, ularning fikriga quloq tutish va samimiy muloqot qilish tilning yumshoqligini namoyon etadi. Muloqotda qo'pollikdan qochish, mehribon va samimiy so'zlardan foydalanish madaniy jamiyat shakllanishiga xizmat qiladi.

4. O'z ona tilini avlodlarga o'rgatish va uni rivojlantirishga hissa qo'shish

Yoshlarga ona tilining boyligi va go'zalligini tushuntirish, ularni tilni asrab-avaylashga undash har bir kishining burchidir. O'z tiliga bo'lgan muhabbat millat ravnaqi uchun muhim omildir.

XULOSA :Til – millatning bebaho boyligi, uning ma'naviyati va madaniyatining ajralmas qismidir. Tilning yumshoqligi va ohangdorligi xalqning yuksak madaniy darajasidan dalolat beradi. Har bir inson o'z ona tilini sevishi, uni asrab-avaylashi va yanada boyitishga hissa qo'shishi lozim. Zero, “Shirin so'z – jon ozig'i” degan xalq maqoli bejizga aytilmagan. Tilga bo'lgan hurmat – millatga bo'lgan hurmatdir!

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DIE ROLLE DER LEHREH IM FREMDSPRACHENUNTERRICHT

Isamutdinova Durdona Maripfjanovna

Teacher of the Department of
German Language Theory and
Practice at Andijan State Institute of
Foreign Languages
dur_dana@mail.ru

Akramova Muhlisa

Student of the group 301

Annotatsiya: *O'qituvchi roli — bu ko'p qirrali va dinamik tushuncha bo'lib, u nafaqat ta'lim sohasida, balki jamiyatda ham markaziy ahamiyatga ega. U vaqt o'tishi bilan o'zgargan va ijtimoiy, siyosiy va madaniy jarayonlar bilan chambarchas bog'liqdir. Ushbu maqolada biz hozirgi kunda o'qituvchilar qanday vazifalar va chaqiriqlarni hal qilishlari kerakligini va ularning roli turli pedagogik yondashuvlar, jamiyat kutgan talablari hamda texnologik o'zgarishlar nuqtai nazaridan qanday o'zgarayotganini o'rganmoqchimiz.*

Kalit so‘zlar: o‘qituvchi, dars, raqamli rivojlanish, kompetensiya

Аннотация: Роль учителя — это многогранное и динамичное понятие, которое имеет центральное значение как в контексте образования, так и в обществе в целом. Она изменилась с течением времени и тесно связана с социальными, политическими и культурными процессами. В этой статье мы хотим исследовать, какие задачи и вызовы учителя должны решать сегодня, и как их роль изменяется в свете различных педагогических подходов, общественных ожиданий и технологических изменений.

Ключевые слова: учитель, урок, цифровая революция, компетенции

Abstract: The role of the teacher is a multifaceted and dynamic concept that holds central importance both in the educational context and in society as a whole. It has evolved over time and is closely linked to social, political, and cultural developments. In this article, we aim to explore what tasks, challenges teachers must take on today, and how their role is changing in light of different pedagogical approaches, societal expectations, and technological developments.

Keywords: teacher, lesson, teaching, digital revolution, competencies

DIE ROLLE DER LEHREH IM FREMDSPRACHENUNTERRICHT

In der Vergangenheit war die Rolle der Lehrkraft vor allem durch die Funktion des Wissensvermittlers geprägt. Lehrkräfte hatten die Aufgabe, Wissen zu repräsentieren, zu erklären und an die Lernenden zu übertragen. Diese sogenannte „Lehrervortrag“-Methode war in vielen Bildungseinrichtungen weit verbreitet. Der Lehrer oder die Lehrerin wurde als Autorität wahrgenommen, der/die über das Wissen verfügte und es in strukturierter Form weitergab. In diesem traditionellen Modell war die Lehrkraft auch ein Kontrollorgan, das nicht nur Wissen vermittelte, sondern auch das Verhalten der Schüler überwachte. Es gab klare Hierarchien zwischen Lehrkräften und Lernenden. Der Fokus lag auf der Disziplin und dem Gehorsam der Lernenden. Mit den Veränderungen in der Gesellschaft, insbesondere durch die Demokratisierung des Bildungswesens, die Entwicklung von Pädagogik

und die zunehmende Diversität der Lernenden, hat sich auch die Rolle der Lehrkraft weiterentwickelt.

Vom Wissensvermittler zum Lernbegleiter. In den letzten Jahrzehnten hat sich das Verständnis von Lehren und Lernen erheblich gewandelt. Die Lehrkraft ist heute weniger als alleiniger Wissensvermittler zu sehen, sondern vielmehr als Lernbegleiter. In diesem modernen Konzept geht es nicht nur um die bloße Wissensweitergabe, sondern um das Fördern von Lernprozessen, das Entwickeln von Fähigkeiten und das Schaffen eines positiven, unterstützenden Lernumfelds.

Die Lehrkraft nimmt heute eine beratende Rolle ein und unterstützt die Schüler und Schülerinnen dabei, sich selbstständig Wissen anzueignen. In diesem Kontext wird zunehmend auf selbstgesteuertes Lernen gesetzt, bei dem die Lernenden aktiv in den Lernprozess eingebunden werden.

Pädagogische Verantwortung und Individualisierung. Eine weitere Dimension der modernen Lehrerrolle ist die Verantwortung für die Entwicklung jedes einzelnen Schülers. Lehrer und Lehrerinnen sind zunehmend mit der Aufgabe betraut, auf die unterschiedlichen Bedürfnisse und Lernstile der Schüler einzugehen. Dies erfordert nicht nur Fachwissen, sondern auch die Fähigkeit, Differenzierung im Unterricht anzuwenden und individuell zugeschnittene Lernangebote zu machen. Dies umfasst die Förderung von Schülerinnen und Schülern mit unterschiedlichen Lernvoraussetzungen, aber auch die Unterstützung von besonders begabten Schülern. Eine heterogene Klassenzusammensetzung erfordert von der Lehrkraft ein hohes Maß an Flexibilität und Sensibilität.

Neben der fachlichen Vermittlung von Wissen übernimmt die Lehrkraft auch eine erzieherische Funktion. In vielen Bildungseinrichtungen, insbesondere in der Grundschule und der Sekundarstufe, spielt die Lehrkraft eine zentrale Rolle in der sozialen und emotionalen Entwicklung der Schülerinnen und Schüler. Sie ist oft der erste Ansprechpartner in persönlichen oder sozialen Belangen und trägt dazu bei, ein respektvolles und kooperatives Miteinander im Klassenverband zu fördern. In Zeiten von zunehmender gesellschaftlicher Fragmentierung und Diversität ist die Lehrkraft auch als Integratorin und Vermittlerin von Werten gefragt. Werte wie

Respekt, Toleranz und Solidarität spielen in der Schule eine wichtige Rolle, und die Lehrkraft ist in vielen Fällen eine Schlüsselfigur in der Werteerziehung.

Die digitale Revolution hat nicht nur das Leben der Lernenden verändert, sondern auch die Rolle der Lehrkraft. Im digitalen Zeitalter ist die Lehrkraft nicht nur für die fachliche Vermittlung von Inhalten verantwortlich, sondern auch für die Orientierung im Umgang mit digitalen Medien und den entsprechenden Risiken.

Lehrkräfte müssen zunehmend digitale Kompetenzen erwerben und in den Unterricht integrieren. Dabei geht es nicht nur um den Umgang mit Software oder Online-Plattformen, sondern auch um das Lehren von Medienkompetenz, das kritische Reflektieren von Informationen im Internet und die Sensibilisierung für Datenschutz und Cybermobbing. Die Digitalisierung ermöglicht es, Lernprozesse individueller und flexibler zu gestalten. Lehrkräfte müssen lernen, mit digitalen Lernmaterialien und Online-Lernplattformen zu arbeiten, um den Lernenden eine größere Autonomie zu ermöglichen. Die Verantwortung der Lehrkraft wandelt sich zunehmend zu einer Unterstützung des selbstbestimmten Lernens und einer Vermittlung von digitalen Kompetenzen. Trotz der vielen Chancen, die sich aus den modernen Anforderungen an Lehrkräfte ergeben, gibt es auch zahlreiche Herausforderungen, die Lehrkräfte im 21. Jahrhundert bewältigen müssen.

Die zunehmende Verantwortung und die Vielzahl an Aufgaben, die eine Lehrkraft heute übernimmt, können zu einer hohen Arbeitsbelastung führen. Lehrkräfte sind nicht nur für die fachliche und erzieherische Bildung verantwortlich, sondern müssen sich auch mit Verwaltungsaufgaben, Fortbildungen und der Integration neuer Technologien auseinandersetzen. Emotionale Erschöpfung (Burnout) ist ein zunehmendes Problem im Lehrerberuf. Es ist daher wichtig, dass die Lehrkräfte auch auf ihre eigene Gesundheit achten und Unterstützung durch das Bildungssystem erhalten.

Um den Anforderungen gerecht zu werden, müssen Lehrkräfte ständig fortgebildet werden. Die Integration neuer pädagogischer Konzepte, die Nutzung von Technologien im Unterricht und die Auseinandersetzung mit sozialen Herausforderungen erfordern eine kontinuierliche berufliche Weiterentwicklung.

Zusammenfassend lässt sich sagen, dass die Rolle der Lehrkraft heute viel komplexer ist als noch vor einigen Jahrzehnten. Lehrkräfte sind nicht mehr nur Wissensvermittler, sondern Lernbegleiter, Wertevermittler und soziale Integratoren. Sie müssen sich in einer zunehmend digitalen Welt zurechtfinden und gleichzeitig auf die vielfältigen Bedürfnisse ihrer Schülerinnen und Schüler eingehen. Die Anforderungen an Lehrkräfte sind hoch, aber auch die Chancen, die dieser Beruf bietet, sind enorm. Die Lehrkraft von heute trägt maßgeblich zur Gestaltung einer gerechten und zukunftsfähigen Gesellschaft bei, indem sie nicht nur Wissen vermittelt, sondern auch die persönlichen, sozialen und digitalen Kompetenzen der nächsten Generation fördert.

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INNOVATIVE METHODS FOR TEACHING PRONUNCIATION IN FOREIGN LANGUAGES

Shamsuddinova Diyoraxon Yorqinbek qizi

Teacher, Andijan State of Foreign Languages Institute

diyora0331@g.mail.com

+998934267333

Annotation: Pronunciation plays a critical role in effective communication when learning a foreign language. However, it is often one of the most challenging aspects for learners. This article explores innovative methods for teaching pronunciation that engage students, build confidence, and promote lasting improvements. These methods include the use of technology, visual aids, and interactive exercises, as well as a focus on the importance of ear training, phonetic symbols, and real-world practice.

Keywords:

Foreign language pronunciation, innovative methods, ear training, phonetic symbols, technology in language learning, visual aids, interactive exercises, language fluency, speech recognition software.

Introduction

Pronunciation is often seen as one of the more daunting aspects of learning a foreign language. While grammar and vocabulary are essential, the ability to pronounce words correctly ensures that communication is clear and effective. Poor pronunciation can impede understanding, leading to frustration for both the learner

and their audience. This article examines innovative methods designed to overcome common pronunciation barriers in language learning.

1. The Role of Technology in Pronunciation Instruction:

Modern technology offers a wealth of tools that can transform the way pronunciation is taught. For instance, *speech recognition software* has revolutionized language learning by allowing students to practice pronunciation interactively. Tools like *Google Translate*, *Duolingo*, and *Rosetta Stone* use AI to analyze and assess the accuracy of spoken language, providing instant feedback. Such tools help learners practice pronunciation in a safe, non-judgmental environment where they can repeat words until they get it right. Another innovative tool is the use of *virtual reality (VR)* for immersive learning experiences. VR environments can replicate real-life scenarios, allowing students to engage with native speakers in a controlled virtual space, thereby improving their pronunciation by hearing and mimicking authentic speech.

2. Visual Aids and Phonetic Symbols:

The use of *IPA (International Phonetic Alphabet)* symbols provides a solid foundation for students to understand the sounds of a language. These symbols represent the actual sounds of speech, which can vary greatly across languages. By using visual aids, such as *mouth diagrams* and *articulatory charts*, students can learn how to position their tongue, lips, and teeth to produce particular sounds. Instructors can incorporate videos or animated software tools showing the mouth movements required for correct pronunciation. Such visual aids are particularly helpful in teaching non-native speakers sounds that do not exist in their own language, such as the “th” sound in English.

3. Ear Training and Active Listening:

Ear training is another crucial component in mastering pronunciation. To pronounce words correctly, learners must first be able to distinguish between different sounds in the target language. This is particularly important in languages with sounds that do not exist in the learner’s native tongue. Interactive listening exercises, where students listen to and identify sounds, can be very effective. These

exercises often use minimal pairs (words that differ by only one sound, e.g., *ship* vs. *sheep*) to help learners fine-tune their listening and pronunciation skills. Teachers can also use *shadowing techniques*, where students listen to recordings of native speakers and attempt to imitate the intonation, rhythm, and pronunciation as closely as possible.

4. Incorporating Interactive Exercises and Games:

Using *games and activities* in pronunciation practice can greatly increase student engagement. For example, *pronunciation bingo* involves students listening to words and marking them off on their bingo cards. This activity sharpens listening skills while reinforcing correct pronunciation. Another fun technique is *tongue twisters*, which challenge students to pronounce difficult sounds and improve fluency. These exercises can be adapted to fit the learner's level, from simple to more complex tongue twisters. ***Peer review and group work*** can also be valuable tools. Students can work together in pairs or small groups to practice pronunciation, giving each other feedback and support. This social aspect makes learning more enjoyable and less intimidating.

5. Real-World Practice and Native Speaker Interaction:

One of the most effective methods for improving pronunciation is direct interaction with native speakers. Through language exchange programs or online platforms like Tandem or HelloTalk, students have the opportunity to practice real-world conversation. Conversing with native speakers not only helps learners apply pronunciation skills but also enables them to hear authentic accents, intonation, and speech patterns. Regular practice with native speakers allows students to make adjustments based on feedback and gain confidence in their speaking abilities.

Methodology:

The methodology used in this article includes a combination of both **qualitative** and **quantitative** approaches to explore innovative methods of teaching pronunciation. Through a review of current literature and available technology tools, the article presents a synthesis of modern practices that have been proven to aid in pronunciation improvement. Additionally, case studies and practical examples from

language instructors were reviewed to highlight successful techniques. The article emphasizes active student participation, interactive learning, and the importance of combining various methods to suit individual learning preferences.

Summary:

Teaching pronunciation in a foreign language is an integral part of achieving fluency. Innovative methods, such as the use of speech recognition software, VR tools, visual aids like IPA symbols, ear training, and interactive exercises, can significantly improve pronunciation skills. Moreover, real-world practice with native speakers reinforces learning and builds confidence. By employing a variety of approaches, instructors can cater to diverse learning styles, ensuring that pronunciation instruction is both engaging and effective. These methods not only help students sound more native-like but also enhance their overall language proficiency, making communication smoother and more effective. As technology continues to evolve, language educators have a wealth of resources to tap into to make pronunciation instruction both exciting and impactful.

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ZAMONAVIY DISKURSDA ARABIZMLARNING PRAGMATIK XUSUSIYATLARI

Murhanova Nilufar Yigitaliyevna

Ingliz tili integrallashgan kursi kafedrası o'qituvchisi

Annotatsiya: Til insonning muloqot vositasi sifatida doimiy o'zgarishda bo'lib, turli davrlarda turli omillarga ko'ra boyib boradi. Xususan, arabcha so'zlar (arabizmlar) turkiy tillarga, jumladan, o'zbek tiliga chuqur singib ketgan. Zamonaviy diskursda arabizmlarning ishlatilishi ularning pragmatik vazifalarini ham shakllantirgan.

Kalit so'zlar: arabizmlar, nutq aktlari, pragmatika, turkiy tillar, madaniy xususiyatlar.

Аннотация: Язык как средство человеческого общения постоянно меняется и обогащается в разные периоды в зависимости от разных факторов. В частности, арабские слова (арабизмы) глубоко укоренились в тюркских языках, в том числе и в узбекском. Использование арабизмов в современном дискурсе также сформировало их прагматические функции.

Ключевые слова: арабизмы, речевые акты, прагматика, турецкий язык, культурные особенности.

Abstract: Language as a means of human communication is constantly changing and enriches in different periods according to different factors. In particular, Arabic words (Arabisms) are deeply embedded in Turkic languages, including Uzbek. The use of Arabisms in modern discourse has also shaped their pragmatic functions.

Key words: Arabisms, speech acts, pragmatics, Turkish language, cultural characteristics.

Til inson tafakkuri va ijtimoiy munosabatlarining ajralmas qismi sifatida doimiy rivojlanib boradi. Arabcha so'zlar (arabizmlar) o'zbek tilida chuqur iz qoldirib, nafaqat lug'aviy, balki mantiqiy-pragmatik jihatdan ham ahamiyat kasb etgan. Ushbu maqolada arabizmlarning zamonaviy diskursdagi pragmatik o'rne nazariy tahlil asosida yoritiladi. Til insonning muloqot vositasi sifatida doimiy o'zgarishda

bo‘lib, turli davrlarda turli omillarga ko‘ra boyib boradi. Xususan, arabcha so‘zlar (arabizmlar) turkiy tillarga, jumladan, o‘zbek tiliga chuqur singib ketgan. Zamonaviy diskursda arabizmlarning ishlatilishi ularning pragmatik vazifalarini ham shakllantirgan. Tilshunoslikda arabizmlar lingvistik aloqalar natijasida shakllangan bo‘lib, ularning diskursdagi o‘rni semantik va pragmatik jihatdan izohlanadi. Zamonaviy tilshunoslikda arabizmlarning pragmatik xususiyatlari quyidagi nazariy yondashuvlar asosida o‘rganiladi: “Relevans nazariyasi” – arabizmlar kommunikativ samaradorlikni oshirish uchun ishlatiladi, chunki ular muayyan kontekstda tinglovchi yoki o‘quvchi tomonidan oson anglanadi. Shuningdek, “Nutq aktlari nazariyasi” – arabizmlar xabar berish, iltimos qilish, qasam ichish kabi pragmatik funksiyalarni bajaradi. Yana bir nazariya “Intertekstual tahlil” – arabizmlar ko‘pincha diniy, tarixiy va madaniy konnotatsiyalarga ega bo‘lib, ularning semantikani chuqurlashtirish xususiyati mavjud. Arabizmlarning zamonaviy diskursdagi o‘rni olimlar tomonidan tahlilga tortilmoqda. Arabcha so‘zlarning zamonaviy o‘zbek tilidagi ishlatilishi turli kontekstlarda tahlil qilinishi mumkin: Diniy diskurs – Qur‘on va hadislar ta‘sirida shakllangan arabizmlar islomiy kontekstda keng qo‘llaniladi. Masalan, “taqvo”, “baraka”, “rahmat” so‘zlari diniy marosim va ibodatlarda qo‘llaniladi. Ilmiy va akademik nutq – ilm-fan, huquq, falsafa sohalarida arabcha terminlarning ishlatilishi ularning tarixiy ahamiyatiga bog‘liqdir. Masalan, “mantiq”, “tafakkur”, “muvozanat” so‘zlari ilmiy diskursda muhim rol o‘ynaydi. Badiiy va ommaviy nutq– poeziya, adabiyot hamda kundalik muloqotda arabizmlar ifodalilik va badiiy-estetik ta‘sir kuchini oshirish uchun ishlatiladi. Masalan, “hikmat”, “ma‘rifat”, “sabru qanoat” singari so‘zlar nutqning ta‘sirchanligini oshiradi.

Arabizmlar o‘zbek tilida pragmatik funksiyalarni bajaruvchi muhim elementlar sifatida namoyon bo‘ladi: Konnotativ ma‘no yuklashi – arabizmlar ko‘pincha ijtimoiy va diniy konnotatsiyalarga ega bo‘lib, ular axloqiy va ma‘naviy tushunchalarni aks ettiradi. Muloqotda muvofiqlikni ta‘minlashi – arabizmlar ma‘ruzalar, rasmiy chiqishlar va yozma matnlarda muloqotning samaradorligini oshiradi. Ekspressiv va emotsional ta‘sir – nutqni ta‘sirchan qilish uchun arabizmlar

kuchli semantik yuk bilan ishlatiladi. Masalan, "Insha'Allah!", "Bismillah!", "Vallohi!" iboralari qasam yoki ishonchni ifodalash vositasi bo'lib xizmat qiladi. Arabizmlar zamonaviy o'zbek diskursining ajralmas qismi bo'lib, ularning pragmatik xususiyatlari kommunikativ muhitga qarab o'zgarib boradi. Tilshunoslik nuqtayi nazaridan, arabizmlarning zamonaviy qo'llanilishi va semantik dinamikasi yanada chuqur tadqiq etilishi lozim. Ularning jamiyatdagi ahamiyati nafaqat lingvistik, balki ijtimoiy va madaniy jihatdan ham muhim rol o'ynaydi. Shuningdek, zamonaviy tilshunoslikda arabizmlarning lingvopragmatik xususiyatlarini o'rganish muhim ilmiy yo'nalishlardan biri hisoblanadi. Tarixiy jihatdan arab tili O'rta Osiyo xalqlari, jumladan, o'zbek tiliga katta ta'sir ko'rsatgan. Arabcha so'zlar asosan diniy, ilmiy va rasmiy diskurslarda qo'llanilib kelgan. Bugungi kunda esa globalizatsiya va kommunikativ o'zgarishlar natijasida arabizmlarning funksional maydoni kengaymoqda. Arabcha kelib chiqishga ega bo'lgan so'zlar o'zbek tilida turli semantik o'zgarishlarga uchragan. Masalan, "duo" so'zi diniy ma'noda ishlatilsa, "baraka" so'zi moddiy va ma'naviy ne'mat ma'nosini anglatadi. Arabizmlar kommunikativ jihatdan rasmiy va norasmiy diskurslarda turli maqsadlarda qo'llaniladi:

Rasmiy diskurs: Siyosiy va huquqiy matnlarda arabcha so'zlar ko'pincha an'anaviylik va rasmiylikni ta'kidlash uchun ishlatiladi. Masalan, "adolat", "huquq", "insoniyat" kabi so'zlar rasmiy nutqning asosiy unsurlaridan biridir.

Arabizmlar zamonaviy diskursda turli kontekstlarda o'ziga xos funksiyalarni bajaradi:

Jurnalistika va ijtimoiy tarmoqlarda: Arabcha so'zlar matnni yanada ta'sirchan qilish uchun ishlatiladi. Masalan, diniy mavzudagi maqolalarda "shariat", "ijtimoiy", "sabr" kabi so'zlar ko'p uchraydi. Badiiy adabiyotda ham yozuvchilar arabizmlarni obraz yaratish, muhitni jonlantirish yoki tarixiy haqiqatni aks ettirish uchun ishlatadi. Arabizmlar milliy madaniyat va an'analarga ta'sir ko'rsatgan muhim omillardan biridir. Ular diniy va ma'naviy qadriyatlarning muhim qismi bo'lib, o'zbek tilining tarixiy rivojlanishida katta rol o'ynagan. Shu bilan birga, zamonaviy diskursda arabizmlarning haddan tashqari ko'p ishlatilishi haqida bahs-

munozaralar ham mavjud. Zamonaviy diskursda arabizmlarning lingvopragmatik xususiyatlari ularning kontekstga bog‘liq holda turli ma’no va funksiyalarni bajarishini ko‘rsatadi. Arabizmlar diniy, siyosiy, ilmiy va norasmiy nutqda muhim pragmatik vazifalarni bajarib, kommunikativ jarayonlarning samaradorligini oshirishga xizmat qiladi. Shu sababli, arabizmlarning lingvistik va pragmatik jihatlarini chuqur o‘rganish zamonaviy tilshunoslik uchun dolzarb masalalardan biri bo‘lib qolmoqda.

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**KASBIY INGLIZ TILI MULOQOTIGA O‘QITISHDA METAKOGNITIV
VA MADANIYATLARARO YONDASHUV MUAMMOLARINING ILMIY-
METODIK ADABIYOTLARDA YORITILISHI**

Botirova Palina Xakimjonovna

NamMQI, “Xorijiy tillar” kafedrası dotsenti, ped.f.f.d. PhD,

E-mail: palina.botirova@mail.ru

[Tel: +99891 293 42 57](tel:+998912934257)

Annotatsiya: Ushbu maqolada kasbiy ingliz tili muloqotini o‘qitishda metakognitiv va madaniyatlararo yondashuvlarni qo‘llash bilan bog‘liq muammolar hamda ularning ilmiy-metodik adabiyotlarda yoritilishi tahlil qilinadi. Mavjud tadqiqotlar asosida asosiy qiyinchiliklar aniqlanib, ularni samarali qo‘llash uchun mumkin bo‘lgan yechimlar taklif etiladi.

Kalit soʻzlar: kasbiy ingliz tili, madaniyatlararo yondashuv, metakognitiv strategiyalar, madaniyatlararo kommunikativ kompetensiya, til oʻqitish metodikasi, xalqaro akademik mobillik, oʻqitish strategiyalari, lingvodidaktika,

Kirish

Globaldashuv va xalqaro akademik mobillikning ortishi kasbiy ingliz tilini mukammal oʻzlashtirish zaruratini kuchaytiradi. Metakognitiv va madaniyatlararo yondashuvlar kasbiy ingliz tili taʼlimida samarali strategiyalar sifatida qaraladi. Biroq, bu usullarni ingliz tili mutaxassislikka yoʻnaltirilgan kurslarga integratsiya qilish jarayonida muayyan muammolar yuzaga kelmoqda. Ushbu maqolada mazkur muammolar ilmiy-metodik adabiyotlarda qanday yoritilganligi koʻrib chiqiladi.

Kasbiy ingliz tilini oʻqitishda madaniyatlararo yondashuv masalasi Oʻzbekiston, MDH mamlakatlari va xorijiy olimlar tomonidan keng oʻrganilgan. Quyida ushbu mavzudagi ilmiy ishlarning tahlili keltiriladi. Oʻzbekistonda ingliz tilini oʻqitishda madaniyatlararo muloqotni shakllantirish masalalari boʻyicha bir qator tadqiqotlar olib borilgan. Masalan, Andijon davlat pedagogika instituti professori D. Isroilovning ilmiy ishlarida madaniyatlararo kompetensiyani shakllantirishning asosiy yondashuvlari va tamoyillari asoslab berilgan. MDH mamlakatlari olimlari ham ushbu masalaga katta eʼtibor qaratgan. Masalan, S. Miloslavskaya, S. Serebryakova, S. Ter-Minasova, M. Kherskovi, N. D. Galkova, L. V. Kulikova, E. N. Malyuga, M. O. Guzikova, Yu. P. Fofanova va T. N. Persikova kabi tadqiqotchilar xorijiy tillarni oʻqitishda madaniyatlararo muloqotning nazariy-amaliy, ilmiy va pedagogik-psixologik jihatlarini yoritib berganlar. Xorijiy tadqiqotchilar ham kasbiy ingliz tilini oʻqitishda madaniyatlararo yondashuvning ahamiyatini taʼkidlaydilar. Masalan, A. Vierlacher, E. Hall, G. Auernheimer, D. Kaspari va D. K. Samovar kabi olimlar chet tilini oʻqitish jarayonida madaniyatlararo muloqotni shakllantirishning nazariy va amaliy jihatlarini oʻrganganlar.

Xulosa:

Oʻzbekiston, MDH mamlakatlari va xorijiy olimlarning tadqiqotlari kasbiy ingliz tilini oʻqitishda madaniyatlararo yondashuvning muhimligini tasdiqlaydi. Ular madaniyatlararo kommunikativ kompetensiyani shakllantirish orqali talabalarni turli

madaniyat vakillari bilan samarali muloqot qilishga tayyorlashga qaratilgan usullar va tamoyillarni ishlab chiqqanlar.

Metodlar

Mazkur tadqiqotda metakognitiv va madaniyatlararo yondashuvlar bilan bogʻliq ilmiy-metodik adabiyotlar sifat jihatidan tahlil qilindi. Soʻnggi yigirma yillikda nashr etilgan ilmiy jurnallar, konferensiya materiallari va monografiyalar tahlil qilinib, ushbu yondashuvlarning qoʻllanilishi bilan bogʻliq muammolar aniqlashga harakat qilindi.

Natijalar

Tahlil qilingan adabiyotlarda quyidagi asosiy muammolar aniqlangan:

- koʻplab pedagoglar metakognitiv strategiyalar va madaniyatlararo kompetensiyani shakllantirish boʻyicha yetarlicha malakaga ega emaslar.
- talabalar metakognitiv ongini va madaniyatlararo kompetensiyasini oʻlchash murakkab jarayon hisoblanadi.
- mavjud kasbiy ingliz tili dasturlari ushbu yondashuvlarni samarali integratsiya qilish uchun yetarlicha moslashtirilmagan.
- baʼzi talabalar metakognitiv mashqlar va madaniyatlararo muhokamalarni oʻz kasbiy rivojlanishlari uchun unchalik muhim deb hisoblamaydilar.

Muhokama

Adabiyotlar tahlili shuni koʻrsatadiki, muammolarni hal qilish uchun quyidagi choralar taklif qilinmoqda:

- maxsus seminar va treninglar oʻqituvchilarga zarur kompetensiyalarni shakllantirishda yordam berishi mumkin.
- oʻz-oʻzini tahlil qilish kundaliklari, madaniyatlararo loyihalar va metakognitiv strategiyalarni baholash uchun maxsus vositalar joriy etilishi mumkin.
- metakognitiv topshiriqlar va madaniyatlararo mavzular bosqichma-bosqich kasbiy ingliz tili darslariga qoʻshilishi mumkin.
- interaktiv va real hayotga yaqin muloqot stsenariylari orqali talabalar ushbu yondashuvlarning ahamiyatini tushunishlari mumkin.

Xulosa

Mazkur tadqiqot kasbiy ingliz tili ta'limida metakognitiv va madaniyatlararo yondashuvlarni tatbiq etishda mavjud muammolarni aniqlaydi hamda ularni bartaraf etish bo'yicha ilmiy adabiyotlarda ta'kidlangan yechimlarni tahlil qiladi. Ushbu muammolarni hal qilish bo'yicha empirik tadqiqotlarni kengaytirish kelajakda kasbiy ingliz tili ta'limining samaradorligini oshirishga yordam beradi.

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ТИПОЛОГИЯ ПРИСОЕДИНИТЕЛЬНЫХ КОНСТРУКЦИИ НА АНГЛИЙСКОМ ЯЗЫКАХ

Собирова Нигина Алиевна

Ташкентский университет прикладных наук улица Гавхар 1 Ташкент

старший преподаватель кафедры «Иностранных языков 1»

niginasobirova2024@gmail.com (99)000-63-82

Аннотация: В данной статье рассматривается типология присоединительных устройств на английском языке. Присоединительных конструкции – стилистическое явление, указывающее на запоздалость речи говорящего. При изучении дополнений в английском языке уделяется внимание их формальным и смысловым особенностям. Важным принципом статьи является изучение важных признаков этого явления в типологии англоязычных присоединительных конструкции и их интерпретация с выявлением и обобщением признаков на основе их сравнения. Присоединительных конструкции также изучается путем сравнения устройства с другими языковыми явлениями. В статье подробно описаны точно такие же события.

Ключевые слова: Присоединительных конструкции, типология, семантический признак, формальный признак, парцелляция.

Abstract: This article discusses the typology of detached constructions in English. Detached constructions are a stylistic phenomenon indicating the lateness of the speaker's speech. When studying detached constructions in English, attention is paid to their formal and semantic features. An important principle of the article is the study of the important features of this phenomenon in the typology of English-language detached constructions and their interpretation with the identification and generalization of features based on their comparison. Detached constructions are also studied by comparing the device with other linguistic phenomena. The article describes exactly the same events in detail.

Key words: Detached construction, typology, semantic feature, formal feature, parcellation.

Ряд изменений, происходящих в лингвистике, не затрагивают языковые явления. Потому что языковые явления это единица, имеющая свое место в выражении устного и письменного общения. Если при изучении явлений языкознания необходимы другие языковые разделы, то допустимо сначала изучить этот раздел. Поэтому в данной статье описывается роль типологии и ее влияние на стилистическое явление. Типология — раздел лингвистики, занимающийся выяснением наиболее общих закономерностей различных языков, не обязательно связанных между собой общим происхождением или взаимным влиянием. Типология стремится выявить наиболее вероятные явления в различных языках. В случае если некоторое явление выявляется в представительной группе языков, оно может считаться типологической закономерностью, применимой к языку как таковому. Типологический анализ можно вести на уровне звука (фонетическая и фонологическая типология), на уровне слова (морфологическая типология), предложения (синтаксическая типология) и над синтаксических структур (типология текста или дискурса).

Присоединительных конструкция это лингвистическое явление, интегрированное в коммуникативный синтаксис. Присоединительных конструкция или элементы конструкции, являющиеся его неотъемлемой частью присоединительных конструкции несмотря на длительную историю его изучения, он по-прежнему является совершенным и всеобъемлющим. Это показывает, что оно не изучено. Особой формой связи между предложениями является такая связь, которая называется присоединительной. Академическая грамматика современного русского языка называет присоединением такую «связь двух предложений в составе сложного, при которой содержание второго предложения является дополнительным сообщением, вызванным содержанием первого предложения или возникшим по поводу него». Присоединительная связь предложений может быть выражена различными способами: интонацией и паузой, союзами и другими

средствами. Такое определение не полностью раскрывает многообразие форм присоединения, типичного для английского литературного языка. Мы будем называть, вслед за акад. Виноградовым, присоединительными связями такие, которые объединяют предложения далекие по смыслу, но при неожиданном сближении образуют единое сложное понятие и применяются обычно для описания персонажа, события, «кусочка действительности». Например: *She and that fellow ought to be the sufferers and they were in Italy (J. Galsworthy.)* В этом предложении часть, присоединенная союзом **and**, представляется немотивированной, как бы логически разорванной. Но это лишь внешнее впечатление. Не требуется особого усилия, чтобы восполнить недостающее: «те, кто должен был страдать, наслаждаются отдыхом в Италии». Здесь уместно будет напомнить интересное высказывание Людвига Фейербаха, приведенное В. И. Лениным в его философских тетрадях с замечанием на полях «метко»... «Остроумная манера писать состоит, между прочим, в том, что она предполагает ум также и в читателе, что она высказывает не все, что она предоставляет читателю самому себе сказать об отношениях, условиях и ограничениях, при которых высказанная фраза только и является действительной и может быть мыслимой». Прием присоединения типичен для устного типа речи, поскольку, как указывалось выше, условия общения легко разрешают такого рода опущения. Для присоединительных конструкций в современном английском языке типично наличие союзной связи. Присоединение обычно осуществляется союзами **and** и **but**. Бессоюзное присоединение не типично для языка художественной прозы в современном английском языке, так как бессоюзная связь вообще осуществима лишь при наличии определенной смысловой связи, заменяющей наличие формально-грамматической, союзной связи. Бессоюзное присоединение является противоречием, поскольку сам прием присоединения предполагает какой-то разрыв «смысловой ткани», образует «неожиданный смысловой скачок», а этот разрыв как бы снимается наличием связующей частицы. Чаще всего это союз **and**; он по своим функциям больше всего подходит для реализации

присоединения. Возможность восстановления опущенного зависит от характера связи между двумя компонентами смыслового целого. Так в предложении: *It was an afternoon to dream. And she took out Jon's letters (J. Galsworthy.)* связь настолько тесная, что вряд ли требуется пояснить, что опущено. При более тщательном анализе такой присоединительной конструкции можно прийти к выводу, что мы имеем дело с особым стилистическим использованием союза **and**, где этот союз выступает в своей основной функции соединения, но соединения немотивированного, не вытекающего из содержания соединяемых частей. Как видно из вышеприведенных примеров, присоединение есть особая форма сцепления предложения. Это не сочинение и не подчинение. Акад. Виноградов так описывает стилистический эффект присоединительных конструкций: «Сохраняя свою синтаксическую связность, такая фраза, где неожиданная прицепка какого-нибудь члена вызывает ощущение смыслового несоответствия или контраста, все же представляется пониманию двойственной, противоречивой». Иногда присоединительная конструкция используется в целях контраста. Например: *Darkness came down on the field and city and Amelia was praying for George who was lying on his face dead, with a bullet through his heart. (W. M. Thackeray, Vanity Fair)* Здесь присоединительная конструкция, начинающаяся с союза **and** не создает такого резкого разрыва с первым предложением, благодаря словам *field* и *city*, которые как бы связывают в единое целое все высказывание. Иными словами, *the field* связано с *George who was dead*; *city* связано с *Amelia who was praying for George*. Само понятие «присоединительная конструкция» является понятием стилистическим. Это — определенный стилистический прием, используемый главным образом как средство стилистической связи между отдельными частями высказывания и в определенных целях высказывания. Если в живой разговорной речи союзами *and*, *but* и др., присоединяется неожиданно возникшая мысль, которая может быть оторвана от предыдущего высказывания, то в художественном произведении, литературно

обработанном, такое присоединение является не случайно возникшим добавлением, а умышленно выработанным. Самый характер связи приобретает оттенок нарочито сближенный, т. е. преследующий определенные цели.

Присоединительные конструкции используются как прием для введения несобственно-прямой речи. Они могут вводить высказывание, являющееся оценкой фактов и событий, изложенных раньше. Присоединительные конструкции могут выражать следствие, вытекающее из изложенного ранее и осуществлять неожиданное сближение символически обобщенных предметов или понятий. Во всех этих функциях присоединительных конструкций всегда налицо неожиданность сближения. Даже следствие, которое обычно вытекает из причины, изложенной ранее, в случае употребления присоединительной конструкции становится не столь очевидным.

В противовес точному логическому членению высказывания присоединение имеет целью возбудить в читателе те. Понятие и термин «парцелляция» достаточно часто используются в литературе, посвященной синтактико-стилистическим аспектам речи. При этом сам термин трактуется по-разному. В ряде исследований он употребляется как синоним слова «членение» и, следовательно, служит обозначением для разнообразных способов сегментации речевого потока на синтагматические единицы (слова и их сложные эквиваленты, предложения и сверхфразовые единства). В то же время многие исследователи понимают под парцелляцией отдельное, особое синтаксическое явление. Оно заключается в том, что происходит позиционное и интонационное вычленение словоформы, которая приобретает синтаксическую самостоятельность.

В заключение отметим, что феномен присоединительных конструкции присутствует и в английском языке, и больше внимания уделяется его формальному характеру. Событие парцелляции также зависит от присоединительных конструкции.

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INTEGRATING READING AND WRITING SKILLS FOR TEACHING PARAGRAPH AND SHORT COMPOSITION WRITING A2 LEVEL LEARNERS

Yaqubjonova Ro‘zixon Mirkomil qizi

ADChTI, Ingliz tili va adabiyoti kafedrasi o‘qituvchisi

Mirolimova Rahnamo Davronbek qizi

ADChTI, 403-guruh talabasi

Annotation: Integrating reading and writing skills is a valuable approach for teaching paragraph and short composition writing to A2 level learners. By connecting reading and writing activities, educators create a synergistic learning experience that enhances language acquisition, vocabulary development, and overall writing proficiency.

Key words: enhances language acquisition, vocabulary development, short stories, newspaper articles, or authentic texts.

Research has shown that integrating reading and writing skills has numerous benefits for language learners. According to Grabe and Stoller (2002), "Reading and writing are interrelated skills that support each other. Reading provides models of good writing, expands vocabulary knowledge, and exposes learners to different text types and styles."⁴⁴ By engaging learners in reading activities, educators expose them to authentic language use and help them develop a sense of how written texts are structured and organized.

Integrating reading and writing skills through guided reading activities is a powerful instructional approach that supports A2 level learners in developing their paragraph and short composition writing abilities. Guided reading activities involve providing learners with structured support and guidance as they engage with texts, enabling them to comprehend, analyze, and apply the knowledge gained from reading into their writing tasks.

One effective way to integrate reading and writing skills is through the use of guided reading discussions. During these discussions, learners explore the content, structure, and language features of a selected text in a collaborative and guided manner. Quoting from Palincsar and Brown, "Guided reading discussions promote active engagement with the text, fostering deeper comprehension and critical thinking skills."⁴⁵ Educators can facilitate discussions by asking open-ended questions, encouraging learners to make connections, and guiding them to identify key ideas and supporting details. Through these discussions, learners develop a better understanding of how texts are constructed, which enhances their own writing skills.

Another approach to integrating reading and writing skills is through guided reading response activities. After reading a text, learners are prompted to reflect on

⁴⁴ Grabe, W., & Stoller, F. L. Teaching and Researching Reading. Pearson Education. 2002.

⁴⁵ Palincsar, A. S., & Brown, A. L. Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities. *Cognition and Instruction*, 1(2), 117-175. 1984.

and respond to the ideas presented in the text through writing. For example, educators can provide specific writing prompts that require learners to summarize the main points of the reading, express their opinions, or relate the ideas to their own experiences. As suggested by Reutzel and Cooter (2016), "Guided reading responses encourage learners to engage with the text, think critically, and express their thoughts in writing." These activities not only strengthen reading comprehension but also foster the transfer of ideas and language structures from reading to writing.

Moreover, guided reading activities can focus on specific language features, such as vocabulary expansion or grammatical structures. For instance, educators can guide learners to identify and analyze new vocabulary words or phrases in the reading text. Quoting from Mason and Krashen (1997), "Guided reading activities provide opportunities for learners to encounter and internalize new vocabulary, which can be subsequently incorporated into their writing."⁴⁶ By integrating targeted language instruction within the guided reading context, learners can enhance their language skills and use them purposefully in their own written compositions.

Guided reading activities can be implemented through a range of materials, including graded readers, short stories, newspaper articles, or authentic texts. The selection of appropriate texts should consider learners' language proficiency and interests. Educators can provide guided reading worksheets, graphic organizers, or discussion guides to scaffold learners' interaction with the text. As highlighted by Fountas and Pinnell (1996), "Guided reading activities offer learners the support and structure they need to engage with challenging texts and develop their reading and writing abilities."⁴⁷

In conclusion, integrating reading and writing skills through guided reading activities is a valuable approach for A2 level learners to develop their paragraph and short composition writing skills. Guided reading discussions, response activities, and targeted language instruction enable learners to comprehend, analyze, and apply knowledge gained from reading into their writing tasks. Using reading materials as

⁴⁶ Mason, B., & Krashen, S. Extensive Reading in English as a Foreign Language. System, 25(1), 91-102. 1997.

⁴⁷ Fountas, I. C., & Pinnell, G. S. Guided Reading: Good First Teaching for All Children. Heinemann. 1996.

prompts for writing exercises is an effective strategy for integrating reading and writing skills and enhancing the paragraph and short composition writing abilities of A2 level learners. By leveraging the content and ideas from the reading materials, learners are encouraged to engage critically, analyze the text, and express their thoughts and opinions through writing.

One way to use reading materials as writing prompts is to ask learners to summarize or retell the main ideas or arguments presented in the text. This activity not only tests learners' comprehension but also challenges them to condense information and express it in their own words. For example, educators can provide a news article about environmental issues and ask learners to write a concise summary of the article. This prompts learners to analyze the key points and effectively communicate them in writing.

Another approach is to ask learners to share their personal reflections or responses to the reading material. For instance, after reading a short story, learners can be prompted to write about their emotional response to the characters or their interpretation of the story's theme. This activity encourages learners to engage with the text on a deeper level, express their thoughts and feelings, and develop their own voice in writing. As suggested by Nuttall, "Writing in response to reading prompts learners to think critically, make connections, and articulate their ideas."⁴⁸

Furthermore, reading materials can serve as a stimulus for learners to express their opinions or arguments on a particular topic. For example, learners can be provided with an opinion article or a debate on a social issue, and they can be asked to write a persuasive essay expressing their stance and supporting it with evidence from the text. This activity not only develops learners' ability to form and articulate arguments but also enhances their critical thinking skills. As highlighted by Rashtchi and Saeidi, "Writing in response to reading materials cultivates learners' ability to analyze and evaluate information, fostering their critical thinking skills."⁴⁹

⁴⁸ Nuttall, C. *Teaching Reading Skills in a Foreign Language*. Heinemann. 2005.

⁴⁹ Rashtchi, M., & Saeidi, M. Integrating Reading and Writing to Promote Critical Thinking. In R. Khany & H. Modarresi (Eds.), *EFL Teaching and Learning in Iran: Current Insights and Future Directions* (pp. 151-166). Springer. 2019.

It is important to select reading materials that are suitable for learners' language proficiency level and their interests. Graded readers, magazine articles, or authentic texts can be utilized as prompts for writing exercises. Educators can provide guiding questions or writing frameworks to scaffold learners' writing process and support their engagement with the reading material.

In conclusion, using reading materials as prompts for writing exercises is a valuable strategy for integrating reading and writing skills and improving the paragraph and short composition writing of A2 level learners. It enables learners to summarize, reflect, and respond to the text, fostering comprehension, critical thinking, and the development of their own written expression. As supported by Hedge (2006), Nuttall (2005), and Rashtchi and Saeidi (2019), writing in response to reading materials enhances learners' understanding, promotes critical thinking, and encourages the application of language skills in authentic contexts. pment, enhancing learners' overall reading and writing proficiency.

Furthermore, integrating reading and writing skills allows learners to expand their vocabulary and language repertoire. Through reading, learners encounter new words, phrases, and sentence structures that they can incorporate into their writing. Quoting from Nation (2001), "Reading provides learners with exposure to a wide range of vocabulary and helps them develop a better understanding of how words are used in context."⁵⁰ By integrating reading and writing, learners can actively apply and reinforce their vocabulary knowledge in their own written compositions.

In conclusion, integrating reading and writing skills is a valuable approach for teaching paragraph and short composition writing to A2 level learners. By connecting reading and writing activities, educators provide learners with models of good writing, expand their vocabulary knowledge, and develop their ability to express ideas effectively.

⁵⁰ Nation, I. S. P. *Learning Vocabulary in Another Language*. Cambridge University Press. 2001.

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THE LANGUAGE OF ATTRACTION

Tulanbayeva Sh.Sh.

PhD student at ASPIL

Introduction

As a sophisticated form of social interaction, courtship communication operates at the intersection of linguistics, psychology, and human behavior. It is an integral part of cultural and interpersonal exchanges, playing a key role in signaling attraction and establishing social connections [12]. Beyond simple courtship, this type of communication functions as a strategic tool, often involving nuanced verbal and non-verbal cues that help individuals navigate relationships and power dynamics [4].

This study focuses on gender-specific manipulative strategies in courtship communication, shedding light on how men and women employ different communicative approaches to achieve their social and emotional objectives. While such interactions are often perceived as playful or lighthearted, they can also serve as a subtle form of persuasion, influencing relationships through charm, ambiguity, and indirect messaging. By applying a semiotic framework, this research explores the ways in which these strategies shape perceptions, foster engagement, and provoke desired emotional responses.

Existing research, particularly the works of scholars such as Anna Wierzbicka and Elena Krasina, has examined flirtation as a blend of explicit verbal communication and implicit social cues. Their studies suggest that individuals craft messages that balance clarity with suggestion, creating intrigue and emotional connection[12,4]. However, while verbal elements of affectionate communication have been widely analyzed, non-verbal communication—including body language, facial expressions, and gestures—has received comparatively less attention. This discrepancy highlights the necessity of a more integrated approach, one that considers both linguistic structures and non-verbal signals in shaping the dynamics of such interactions.

Understanding flirtation from both a linguistic and semiotic perspective provides deeper insight into the mechanisms of attraction and influence. By examining how individuals use language and non-verbal behaviors to manipulate perception and evoke reactions, this study contributes to a broader discussion on social interaction, persuasion, and the psychology of communication [7].

By examining the relationship between verbal expressions and non-verbal signals, this article aims to provide a nuanced understanding of flirtation as a form of communication. It also considers how these manipulative strategies influence broader social interactions, transcending the context of flirtation itself.

Body

Gendered differences in verbal strategies illuminate the nuanced dynamics of flirtation. Masculine approaches often employ compliments and self-presentation to assert dominance and build rapport [1].

Feminine strategies, in contrast, employ subtle and indirect methods. For instance, in *Gone with the Wind* by Margaret Mitchell, Scarlett O'Hara remarks, "Oh, you're too smart to let them hang you!" elevating the male character's intellect while fostering emotional intimacy [6, p. 98]. Similarly, in *Vanity Fair* by William Thackeray, Rebecca Sharp coyly states, "I didn't think men were fond of putting to pain," evoking a protective response [7, p. 118].

In the analysis of flirtation tactics, American sociolinguist Deborah Tannen highlights the difference between "rapport talk" and "report talk," suggesting that women often focus on building connections through indirect compliments and shared experiences, while men use more assertive language to display competence. This aligns with examples in literature, where male characters emphasize achievement or appearance to attract admiration, while female characters create an aura of intellectual or emotional intrigue.

Non-verbal communication significantly enhances flirtation's effectiveness. Masculine gestures, such as guiding by the elbow or maintaining eye contact, project confidence and interest [4]. For instance, in *The Financier* by Theodore Dreiser, a male character's intense gaze causes his partner to blush, revealing emotional engagement [8, p. 98].

Feminine non-verbal tactics often include smiles, playful gestures, and posture adjustments. In *Doctor No* by Ian Fleming, a female character's deliberate pose accentuates her allure [9, p. 323].

Anthropologist Desmond Morris emphasizes the universality of certain non-verbal cues in his studies on human courtship. Smiling, tilting the head, and prolonged eye contact are seen as powerful signals of attraction across cultures. This perspective adds a cross-cultural dimension to the understanding of non-verbal strategies, reinforcing their effectiveness in various contexts.

The interaction between verbal and non-verbal tactics underscores gendered differences in flirtation. Masculine strategies emphasize competence and dominance, while feminine strategies focus on subtlety and emotional resonance. Notably, psychologist Albert Mehrabian's theory on communication suggests that non-verbal cues convey up to 93% of emotional meaning, underscoring their critical role in flirtation.

Adding to this discourse, English scholar Geoffrey Leech's *Principles of Pragmatics* provides a framework for analyzing politeness strategies in communication, which are often employed in flirtation. According to Leech, compliments function as a means of fostering interpersonal rapport while adhering to the tact maxim, which minimizes imposition. This aligns with how characters in literature use both verbal and non-verbal strategies to elicit emotional responses without appearing overly intrusive.

Furthermore, Canadian sociologist Erving Goffman's concept of "presentation of self" in *The Presentation of Self in Everyday Life* elucidates how individuals adapt their behavior based on social contexts. Goffman's analysis supports the idea that flirtation involves carefully crafted performances where individuals manipulate verbal and non-verbal cues to create desirable impressions.

Conclusion

Flirtation is a complex interplay of verbal and non-verbal strategies, intricately shaped by cultural norms and personal preferences. By weaving together explicit and implicit cues, it artfully balances the dual goals of attraction and intrigue, reflecting societal expectations that define gendered communication behaviors. These strategies not only facilitate interpersonal connections but also offer a lens through which broader cultural and social dynamics can be understood.

A deeper comprehension of these dynamics illuminates the subtle mechanisms that drive human connection, underscoring the powerful role of nuanced gestures and expressions in fostering relationships. Future research could explore cross-cultural perspectives to uncover how diverse societal norms influence these strategies. Additionally, investigating the evolving role of digital

communication in reshaping traditional flirtation techniques could reveal how technological advancements impact interpersonal interactions. Such studies would not only enrich our understanding of flirtation as a timeless social phenomenon but also provide valuable insights into the changing landscape of human relationships in an increasingly digital world.

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ИСТОРИКО-КУЛЬТУРНОЕ ОПИСАНИЕ РУССКИХ ФРАЗЕОЛОГИЗМОВ В КОНТЕКСТЕ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

Касимов И.Р.
Андижанский государственный институт

Аннотация: статья исследует роль русских фразеологизмов в межкультурной коммуникации. Рассматриваются их историко-культурное значение, национальная специфика и проблемы восприятия иностранцами. Освоение фразеологизмов трактуется как диалог культур, способствующий развитию межкультурных навыков.

Ключевые слова: фразеологизм, фразеологическая единица, межкультурная коммуникация, лингвокультурология, национально-культурная специфика, языковая картина мира, культурная идентификация, восприятие фразеологизмов, интерпретация фразеологизмов, диалог культур, русский язык как иностранный.

Фразеологический фонд русского языка формировался на протяжении многих столетий, отражая в себе сложную и многогранную историю русского народа, то есть «фразеологический состав языка – зеркало, в котором лингвокультурная общность идентифицирует свое национальное самосознание [1, с. 9]. Действительно, анализируя русские фразеологизмы, мы можем проследить различные этапы исторического развития России, ее культурные и социальные трансформации.

Значительная часть русских фразеологизмов берет свое начало в глубокой древности, отражая языческие верования и обряды восточных славян, к примеру, выражение «бить баклуши» восходит к древнему обычаю изготовления деревянной посуды, где «баклуша» означала заготовку для будущего изделия. Со временем выражение приобрело переносное значение праздного времяпрепровождения или заниматься пустяками.

Принятие христианства на Руси в 988 году оказало существенное влияние на формирование фразеологического фонда: многие библейские выражения и образы прочно вошли в русский язык, обогатив его новыми смыслами и коннотациями: «камень преткновения», «козел отпущения», «манна небесная» имеют библейское происхождение, но органично вписались

в русскую языковую картину мира, приобретя дополнительные смысловые оттенки.

В период Московского государства и становления Российской империи фразеологический фонд пополнился оборотами, отражающими реалии того времени: «боярская дума» указывает на особенности государственного устройства Древней Руси, а выражение «мамаево побоище» связано с конкретным историческим событием – битвой на Куликовом поле в 1380 году.

Петровская эпоха, ознаменовавшаяся активным заимствованием западноевропейской культуры, оставила свой след в русской фразеологии. В данный период в язык вошли выражения, как «остаться с носом» (от голландского «noos» – штраф) или «втирать очки» (от карточной игры, популярной в то время).

Отечественная война 1812 года и последующие исторические события XIX века обогатили русский язык новыми фразеологизмами: «шапками закидаем», «мелкая сошка», «попасть впросак» – все данные выражения отражают реалии и менталитет того времени. XX век, с его революционными потрясениями и социальными трансформациями, принес в русский язык целый пласт новых фразеологических единиц: «красный уголок», «враг народа» и многие другие выражения стали своеобразными маркерами советской эпохи.

Исторический путь формирования русского фразеологического фонда отражает всю сложность и многогранность культурного развития России. Как отмечает Н.Ф. Алефиренко, «фразеологизмы – своего рода «кладезь премудрости» народа, сохраняющий и воспроизводящий его менталитет, его культуру от поколения к поколению» [2, с. 23], то есть русские фразеологизмы обладают ярко выраженной национально-культурной спецификой, которая проявляется на различных уровнях: лексическом, грамматическом, семантическом и прагматическом и специфика обусловлена уникальным историческим опытом русского народа, особенностями его мировосприятия и ценностными ориентирами.

На лексическом уровне культурная специфика русских фразеологизмов часто проявляется через использование безэквивалентной лексики – слов, не имеющих прямых аналогов в других языках, к примеру, фразеологизм «тертый калач» содержит в себе упоминание специфического русского хлебобулочного изделия, а выражение «лаптем щи хлебать» отсылает к традиционной крестьянской обуви – лаптям.

Грамматическая специфика русских фразеологизмов нередко связана с особенностями русского синтаксиса и морфологии: безличные конструкции, характерные для русского языка, часто встречаются во фразеологизмах: «мне не по себе», «ему везет». Подобные конструкции могут представлять трудность для носителей языков с иной грамматической структурой. На семантическом уровне культурная специфика проявляется в уникальных образах и ассоциациях, лежащих в основе фразеологизмов, например, выражение «косая сажень в плечах» использует старинную русскую меру длины – сажень, для описания широкоплечего, крепкого человека, и для представителей иных культур подобный образ будет не вполне понятен без дополнительных объяснений.

Прагматический аспект культурной специфики русских фразеологизмов связан с особенностями их употребления в различных коммуникативных ситуациях: выражение «не в свои сани не садись» может использоваться как совет не браться за дело, которое тебе не по силам, но при этом оно несет в себе определенный культурный подтекст, связанный с традиционным русским зимним транспортом.

Особый интерес представляют фразеологизмы, отражающие национальный характер и менталитет русского народа, выражение «авось да небось» демонстрирует склонность к риску и надежду на удачу, часто приписываемые русскому национальному характеру; «широкая душа» – еще один фразеологизм, подчеркивающий такие черты, как щедрость и гостеприимство, традиционно ассоциируемые с русским менталитетом.

В.А. Маслова подчеркивает, что «фразеологические единицы, отражая в своей семантике длительный процесс развития культуры народа, фиксируют и передают от поколения к поколению культурные установки и стереотипы, эталоны и архетипы», [3, с. 82] и, действительно, многие русские фразеологизмы несут в себе глубинные культурные смыслы и архетипические образы, например, выражение «мать сыра земля» отражает древнее славянское представление о земле как о живом существе, дающем жизнь всему сущему.

Интересным аспектом культурной специфики русских фразеологизмов является их связь с фольклором и народными традициями. Многие выражения пришли в литературный язык из сказок, былин, пословиц и поговорок: «Избушка на курьих ножках», «Кашей Бессмертный», «по щучьему велению» – все эти фразеологизмы имеют фольклорное происхождение и несут в себе отпечаток народной мудрости и фантазии.

Словом, культурно-специфические особенности русских фразеологизмов представляют собой богатый материал для изучения национального характера, истории и культуры русского народа. Как отмечает Д.О. Добровольский, «фразеология любого языка является своеобразным источником знаний о культуре народа» [4, с. 37]. В контексте межкультурной коммуникации понимание данных особенностей приобретает особое значение, способствуя более глубокому и адекватному восприятию русской культуры представителями иных лингвокультурных сообществ.

В то же время, именно фразеологизмы часто становятся источником коммуникативных неудач в межкультурном общении, то есть буквальный перевод фразеологических единиц может привести к недопониманию или даже конфликтным ситуациям, например, русское выражение «заморить червячка» (перекусить) при дословном переводе на английский язык («to starve a worm») теряет свой смысл и может вызвать недоумение у собеседника.

С.Г. Тер-Минасова отмечает, что «фразеологизмы – душа всякого национального языка, в которой неповторимым образом выражаются дух и своеобразие нации» [5, с. 80]. В контексте межкультурной коммуникации это

означает, что через изучение и понимание русских фразеологизмов представители других культур могут приблизиться к постижению «русской души» – того комплекса культурных и психологических особенностей, который традиционно ассоциируется с русским национальным характером.

Важным аспектом роли русских фразеологизмов в межкультурной коммуникации является их способность выступать в качестве «лакмусовой бумажки» культурных различий. Сравнительный анализ фразеологических единиц разных языков позволяет выявить универсальные и культурно-специфические черты в мировосприятии различных народов, например, русское выражение «как снег на голову» (неожиданно) имеет аналоги во многих европейских языках, что указывает на определенную общность в восприятии неожиданных событий. В то же время, специфически русское выражение «душа нараспашку» (открытость, искренность) не имеет прямых аналогов во многих других языках, что может указывать на особую значимость этой черты русского народа.

Интересным феноменом является так называемая «ложная эквивалентность» фразеологизмов в разных языках, то есть некоторые русские фразеологические единицы могут иметь внешне похожие аналоги в других языках, но при этом существенно отличаться по значению или коннотациям. Например, русское выражение «показать, где раки зимуют» (проучить, наказать) может быть ошибочно соотнесено с английским «to know where the bodies are buried» (знать чьи-то секреты), несмотря на схожесть образов.

В свете вышесказанного можно сказать, что исследование историко-культурного значения русских фразеологизмов в контексте межкультурной коммуникации позволяет сделать ряд важных выводов. Во-первых, русские фразеологизмы представляют собой уникальный лингвокультурный феномен, отражающий многовековую историю, культуру и менталитет русского народа. Фразеологический фонд русского языка формировался на протяжении длительного исторического периода, вбирая в себя элементы различных культурных эпох и социальных трансформаций. Во-вторых, культурно-

специфические особенности русских фразеологизмов проявляются на различных уровнях языковой системы: лексическом, грамматическом, семантическом и прагматическом, которые делают фразеологизмы важным источником информации о национальном характере, ценностях и мировосприятии русского народа. В-третьих, в процессе межкультурной коммуникации русские фразеологизмы играют многогранную роль. Они выступают не только как средство передачи информации, но и как инструмент культурной идентификации, «лакмусовая бумажка» культурных различий и средство обогащения других языков и культур. В-четвертых, восприятие и интерпретация русских фразеологизмов в иноязычной среде сопряжены с рядом трудностей, обусловленных, как отмечалось выше, лингвистическими, и экстралингвистическими факторами. Процесс освоения русских фразеологизмов представителями других культур можно рассматривать как своеобразный диалог культур, способствующий развитию межкультурной компетенции.

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KOREYS TILI FE'LLARIDA NISBAT KATEGORIYASI VA QO'LLANISH XUSUSIYATLARI

Andijon davlat chet tillari instituti “Ingliz tili o‘qitishning integrallashgan kursi”
kafedrası Koreys tili o‘qituvchisi

Xodjimuratova Nodira

Andijon davlat chet tillari innstituti Koreys tili yo‘nalishi 2-bosqich talabasi

Tohirov Nurmuhammad

ANNOTATSIYA

Ushbu ilmiy maqola o‘zbek va koreys tillaridagi fe‘llar va ularning nisbat kategorilari qo‘llanilishi, nisbat kategoriyalarining matnda sintatktik qo‘llanilishi, koreys tilidagi nisbat qo‘shimchalarining ishlatilishi o‘rganilib, ularning chet tillarni o‘qitishdagi ahamiyati ko‘rib chiqilgan.

Kalit so‘zlar: mustaqil fe‘l, nisbat, o‘zlik nisbat, bosh nisbat, majhul nisbat, orttirma nisbat.

ABSTRACT

This scientific article examines the verbs in Uzbek and Korean languages and the application of their voice categories. It analyzes the syntactic usage of voice

categories in texts, the use of voice suffixes in the Korean language, and discusses their significance in teaching foreign languages.

Keywords: main verb, voice, reflexive voice, neutral voice, passive voice, causative voice.

АННОТАЦИЯ

Данная научная статья посвящена изучению глаголов узбекского и корейского языков и применению их категорий залога. Анализируется синтаксическое использование категорий залога в текстах, применение залоговых аффиксов в корейском языке, а также рассматривается их значение в обучении иностранным языкам.

Ключевые слова: основной глагол, залог, возвратный залог, нейтральный залог, страдательный залог, каузативный залог.

Koreys tilida fe'l nisbatlari to'rt xil bo'lib, ular: 능동사(o'zlik nisbati), 주동사(bosh nisbat), 피동사(majhul nisbat), 사동사(ortirma nisbat)lardir. Yuqoridagi nisbatlarda o'zaro o'xshashlik mavjud. Masalan, 능동사 va 주동사 bir-biriga juda o'xshab ketadi.

Ularni deyarli ajratib bo'lmaydi. 능동사 o'zbek tilidagi o'zlik nisbatiga o'xshab ketadi, ya'ni ish-harakat sub'yekt tomonidan bajarilib, yana sub'yektning o'ziga qaytadi.

이 글씨는 아무리 지우려고 해도 지워지지 않습니다. (Bu yozuvni qanchalik o'chirmoqchi bo'lsam ham o'chmadi)

Bu gapda 지우다(o'chirmoq) fe'li 능동사(o'zlik nisbat) fe'li hisoblanadi. 주동사 o'zbek tilidagi bosh nisbatga o'xshaydi, ya'ni fe'l anglatgan harakatni bajaruvchi shaxs sub'yektga teng bo'ladi.

내가 아기를 보는 동안 아기가 웬일인지 자주 울었습니다. (Men chaqaloqqa qarab turganimda bolakay negadir tez-tez yig'ladi.)

Bu ikki nisbat (주동사와 능동사)da hech qanday qo'shimcha qo'shilmaydi. Ammo orttirma va majhul nisbat (사동사와 피동사)larning ifodalanishi boshqa tillarga nisbatan biroz murakkabroqdir. Koreys tilida majhul va orttirma nisbatni vujudga keltiradigan qo'shimchalar bo'lib, ular fe'lga yakka (단형), ya'ni '이,히,리,기....' va '게하다', '아/어지다' kabilar esa, birikma (장형) tarzida qo'shiladi. Ammo hamma fe'llarga ham '이,히,리,기...' kabi yakka tarzidagi qo'shimchalarni qo'shib bo'lmaydi. Koreys tilida barcha fe'llarga yakka tarzda qo'shimchalarni qo'shish orqali majhul va orttirma nisbatlarni ifodalab bo'lmagani sababli, ba'zi bir fe'llarga birikma tarzidagi qo'shimchalar qo'shiladi. Bundan tashqari, qo'shimchalar birin-ketin qo'shish ham mumkin. Ammo, yakka tarzda qo'shiladigan qo'shimchalar birdan ikki marta qo'shila olmaydi. Yakka tarzidagi qo'shiladigan qo'shimchalar fe'l oxirida tugagan tovushlarga qarab qo'shiladi. Masalan, majhul nisbat qo'shimchasi '이' qo'shila oladigan o'timli fe'llar asosan unli bilan tugagan, yoki padchimi 'ㄱ, ㅎ' bo'lgan fe'llardir. Masalan, 놓다- 놓이다,(qo'yimoq-qo'yilmoq,) 쉬다 – 쉬이다(aralashtirmoq-aralashtirilmoq). Ammo orttirma va majhul nisbatni ifodalash uchun fe'lga qo'shiladigan yakka tarzidagi qo'shimchalar bir-biri bilan o'xshash bo'lganligi sababli, majhul va orttirma nisbat shakliy jihatdan bir-biriga o'xshab bir xil bo'lishi mumkin, bunda gap ma'nosiga qarab ajratiladi. Bular bilan birgalikda orttirma nisbat ma'nosini bera oladigan ba'zi bir fe'llar ham bor. Masalan, '하다' bilan tugagan ba'zi bir gaplarni olaylik, bunda '하다' o'rniga '시키다' qo'yish orqali orttirma nisbatni ifodalash mumkin. Biroq hamma '하다' bilan tugagan fe'llarni ham bunday '시키다' fe'li bilan almashtirib bo'lmaydi.

Yuqorida ko'rganimizdek bosh nisbat gapining egasi '아이가' (bola) va '길이'(yo'l) har biri orttirma nisbatning to'ldiruvchisiga aylanib, bosh nisbatda mavjud bo'lmagan yangi ega '동생이' (ukam) va '아자씨들이' (amakilar) paydo bo'ladi va kesim '올다' (yig'lamoq) va '넓다'(keng) o'zagiga orttirma nisbat qo'shimchasi '-리-' va '-히-' qo'shilib orttirma nisbatga ya'ni '올리다' Yig'latmoq va '넓히다' (kengaytirmoq)ga aylanadi.

Quyida kesimi o'timli fe'l bo'lgan bosh nisbat gapini orttirma nisbatga aylantirishda gapning tuzilishi qanday o'zgarishini tahlil qilsak. '주어+목적어+서술어' (ega+to'ldiruvchi+kesim) shaklida tuzilgan bosh nisbat orttirma nisbatga aylanishida bosh nisbatning egasi orttirma nisbatda to'ldiruvchi yoki qo'shimcha '-에게' qo'shiladi va holga aylanib, bosh nisbatning to'ldiruvchisi to'gridan-to'g'ri orttirma nisbatning to'ldiruvchisi bo'ladi va bosh nisbatda mavjud bo'lmagan yangi ega orttirma nisbatda paydo bo'lib bosh nisbatning kesimi orttirma nisbat qo'shimchasi qo'shilib orttirma nisbatga aylanadi.

서술어가 타동사인 경우(*Kesim o'timli fe'l bo'lgan holat*). Bu misollarda ko'rganimizdek orttirma nisbatda bosh nisbatda mavjud bo'lmagan yangi ega '엄마'(ona) paydo bo'lib, kesim '먹다' (yemoq) orttirma nisbat qo'shimchasi '-이-' qo'shilib, orttirma nisbatga ya'ni '먹이다' (yedirmoq) ga aylanadi va bosh nisbat egasi '아이가' (bola) orttirma nisbatda hol '아이에게' (bolaga) yoki to'ldiruvchi '아이를'(bolani) ga aylanadi. Bu vaziyatda '아이를' (bolani) ga qaraganda '아이에게' (bolaga) holi ko'proq ishlatiladi. Bunga sabab bir gap ichida '과일을' (mevani) degan yana boshqa to'ldiruvchi mavjud bo'lib, biroz noo'xshashligi sabablidir. Boshqa

tomondan bosh nisbatning to'ldiruvchisi orttirma nisbatda ham to'g'ridan-to'g'ri, ya'ni hech qanday o'zgarishsiz ishlatiladi. Orttirma nisbat qo'shimchasi qo'shilib yasalgan orttirma nisbatga to'g'ri keladigan bosh nisbat bo'lmagan vaziyat ham bor.

선생님이 종을 울렸다.(O'qituvchi qo'ng'iroqni chaldi)나: 종이 울었다. (X)

(1)가: 그 증인은 끝까지 진실을 숨겼다. (U guvoh oxirigacha haqiqatni yashirdi.)

나: 끝까지 진실을 숨겼다 (X)

(2)가: 박세리는 이름을 날렸다. (Pakse nomini tanitdi.)

나: 이름을 날았다 (X)

(3)가: 내 친구는 돼지를 먹인다. (Do'stim cho'chqa go'shtini yedirdi.)

나: 돼지가 먹는다. (X)

Bu (1),(2),(3) misollardan ko'rinib turibdiki orttirma nisbatning jufti bo'lgan bosh nisbatni shakllantirish juda qiyin va (4) misolning (4 나) to'g'ri gap, ammo '먹이다' (yedirmoq) fe'li '기르다' (boqmoq) fe'li ma'nosida '먹다' (yemoq) fe'lining ma'nosi bilan umuman aloqasi yo'q. Bu gaplar (1 가)-(4 가)da qandaydir harakatni bajarish yoki qandaydir holatga solish kabi orttirma nisbat ma'nosining o'ziga xos xususiyatlari ma'lum bo'layotgandek ko'rinadi.

“-게 하다” orqali orttirma nisbat yasash usuli “-게 하다” orqali orttirma nisbat yasash usuli bosh nisbatning kesimiga qo'shimcha “-게-” ni qo'shib undan keyin yordamchi fe'l '하다' dan foydalangan holda orttirma nisbat yasaladigan usuldir.

Bu paytda yordamchi fe'l '하다' o'rniga '만들다' dan foydalangan holda bir xil ma'no yuzaga kelish holati ham bor.

“-게 하다” orqali orttirma nisbat yasash usulida qo’shimcha qo’shish orqali yasaladigan usulga qaraganda foydalanish mumkin bo’lgan fe’llar chegarasi ancha darajada kengdir. Ya’ni orttirma nisbat qo’shimchalarini qo’shib orttirma nisbat yasab bo’lmaydigan fe’llar, albatta, mumkin bo’lgan fe’l o’zagida birlashib orttirma nisbatni yuzaga keltiradi.

(9) 가: 학생들이 집에 갔다. (O’quvchilar uyga ketdi.)

나: 선생님께서 학생들 {이/을} 집에 가이었다 **(X)**

다: 선생님께서 학생들 {이/을/에게} 집에 가게 하셨다 **(0)** (O’qituvchi o’quvchilarni uyiga ketgizdi.)

(10) 가: 동생이 여자 친구를 만났다. Ukam yoqtirgan qizini uchratdi.

나: 내가 동생에게 여자 친구를 만나이었다 **(X)**

다: 내가 동생 {에게/을/이} 여자 친구를 만나게 하였다 **(0)** Ukamga yoqtirgan qizini uchtargizdim. **(0)**

Bu misollarda korganimizdek (9 가), (10 가)ning kesimi ‘가다’(ketmoq), ‘만나다’(uchratmoq)ga orttirma nisbat qo’shimchasi qo’shib, orttirma nisbat yasamay, (9 나),(10 나)dek orttirma nisbat fe’li orqali orttirma nisbat gapi yuzaga kelmay, (9 다), (10 다) dek “-게 하다” ni qo’shib orttirma nisbat gapini yasash mumkin.

“-게 하다” orqali orttirma nisbat qanday yasaladi? “-게 하다” ni qo’shib orttirma nisbat yasash usuli kesimi sifat yoki o’timsiz fe’l bo’lgan vaziyatlar bir-biridan farq farq

qiladi. Avval kesimi sifat yoki o’timsiz fe’l bo’lgan bosh nisbat gapini orttirma nisbatga aylantirishda gapning tuzilishi qanday o’zgarishini tahlil qilib ko’rsak.

Kesimi sifat yoki o'timsiz fe'l bo'lgan vaziyatda bosh nisbatga “-게 하다” qo'shilib bosh nisbatdagi gapning egasi orttirma nisbatning to'ldiruvchisi yoki egasiga almashgandan keyin orttirma nisbatdagi gapda yangi egani qo'ysa bo'ladi. Bu misollarda ko'rganimizdek kesimi sifat yoki o'timsiz fe'l bo'lgan vaziyatda orttirma nisbatda, bosh nisbatda mavjud bo'lmagan yangi ega ‘어머니’(ona) va ‘이분들이’(bu kishilar) paydo bo'lib, kesim ‘넓다’(keng) va ‘자다’ (uxlamoq) ga ‘게 하다’ ni qo'shib ‘자게 하다’ (uxlatmoq) holatiga o'zgaradi va bosh nisbatning egasi ‘어머니’ (ona) va ‘길이’(yo'l) orttirma nisbatda ‘아기를’ (bolani) va ‘길을’ (yo'lni) kabi ega yuzaga keladi, ammo qo'shimchalar orqali orttirma nisbat yasash usulida bosh nisbatning egasi faqat to'ldiruvchiga aylanadigan vaziyat bilan farqlidir. Lekin odatda bitta gap ichida bir xil tarkib o'sha vaqtda yuzaga kelishidan qochgan holda bu misollarda qo'shimcha ‘이/가’dan foydalanishga qaraganda ‘을/를’ dan foydalanilsa yanada yaxshiroqdir. Bu yerda bir xil qo'shimcha qo'shilgan sifatning vaziyati quyidagi kabi ‘- 게 하다’ va ‘-아/어지게 하다’ kabi ikki xil shaklda bo'lishi mumkin.

(13) 가: 순이의 머리가 예쁘다. Sunining sochi chiroyli.

나: 아주머니는 순이의 머리를/가 예쁘게/예뻐지게 하신다. Xola Sunining sochini chiroyli qildirdi.

Ammo (13 나)da to'ldiruvchi ‘순이의 머리를’ (Sunining sochi) dan foydalanishda ‘예쁘게 하다’ (chiroyli qildirdi) va ‘예뻐지게 하다’ (chiroyli qildirdi) ning qaysi biri yuzaga kelsa ham farqi yo'q, biroq ega ‘순이의 머리가’ (Sunining sochi)ga ishlatilganda faqat ‘예뻐지게 하다’ (chiroyli qildirdi) yuzaga kelishi kerak. Quyida kesimi o'timli fe'l bo'lgan bosh nisbat orttirma nisbatga aylantirilayotganda gap

tuzilishi qanday o'zgarishini tahlil qilib ko'raylik. Bu misollardagidek kesimi o'timli fe'l bo'lgan vaziyatda bosh nisbatning to'ldiruvchisi orttirma nisbatda to'g'ridan-to'g'ri to'ldiruvchi bo'lishidan tashqari sifat, o'timsiz fe'l vaziyati bilan asosli farqi yo'q. Bir gap ichida bir xil tarkib kelishidan qochish bilan bir xilligi sababli bosh nisbatning egasi orttirma nisbatning egasi yoki to'ldiruvchisiga aylanishiga qaraganda '에게' qo'shilib holga aylanishi yanada tabiiyroqdir.

Kesimi '명사 – 이다' bo'lganda qo'shimcha qo'shish orqali va yana albatta '게하다' orqali ham orttirma nisbat yasalishi mumkin. Bu paytda '이다' fe'li '되다' ga almasha tabiiy ravishda orttirma nisbat gapi bo'ladi. '있다' bo'lganda '게 하다' orqali orttirma nisbat yasash mumkin.

(15) 가: 나는 그를 가수이게 했다 (X)

나: 나는 그를 가수가 되게 했다 **(0)** (Men uni qo'shiqchi qildirdim.)

다: 영화는 순이를 학교에 있게 했다 **(0)** (Kino Sunini maktabga boradigan qildi.)

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CHET TILLARNI O‘QITISH VA ADABIYOTI

Andijon davlat chet tillari instituti
Xorijiy til va adabiyoti fakulteti
115-guruh talabasi
G‘ulomova Dilshodabonu Bobirjon qizi
gulomovadilshoda85@gmail.com
Anvarbekova Oydinoy Zafarbek qizi
Andijon davlat chet tillari instituti
PhD mustaqil izlanuvchi
anvarbekovaoydin92@gmail.com

Anotatsiya: Chet tillarni o‘qitish va adabiyoti sohasida ko‘plab muhim jihatlar mavjud. Bu jarayonning asosiy maqsadi, o‘quvchilarni chet tillarida erkin va samarali muloqot qilishga o‘rgatishdir. Til adabiyoti esa, chet tilini o‘rganish jarayonini boyitadi va tinglash, o‘qib yozish ko‘nikmalarini rivojlantiradi.

Kalit so‘zlar: adabiyot, chet tili, metod, madaniyat, o‘quvchi, muloqot, tillar, predmet.

Abstract: There are many important aspects in the field of foreign language teaching and literature. The main goal of this process is to teach students to communicate freely and effectively in foreign languages. Language literature enriches the process of learning a foreign language develops listening, reading and writing skills.

Keywords: literature, foreign language, method, culture, student, communication, languages, subject.

Аннотация: В области преподавания иностранных языков и литературы существует множество важных аспектов. Основная цель этого процесса – научить студентов свободно и эффективно общаться на иностранных языках.

Ключевые слова: литературе, иностранный, язык, метод, культура.

Chet tili – o‘z ona tili bo‘lmagan tilni anglatadi, bu boshqa madaniyat va millatlarning kommunikatsiya vositasidir. Chet tilini o‘rganishning foydalari:

- ✚ Munozara va muloqot – chet tilini o‘rganish orqali, odamlar xalqaro aloqalar va munozaralarda qatnashish imkoniyatini oshiradilar.
- ✚ Ta‘lim va ish – chet tili ko‘plab ta‘lim va ish imkoniyatlarini ochadi, ayniqsa ingliz tili bugungi global dunyoda.
- ✚ Madaniyatni o‘rganish – chet tilini o‘rganish boshqa madaniyatlar haqida chuqurroq tushuncha beradi.

Mashhur chet tillari:

1. Ingliz tili: dunyoda eng ko‘p o‘rganiladigan tillardan biri.
2. Ispan tili: ko‘p mamlakatlarda ona tili sifatida gapiriladi.
3. Fransuz tili: madaniyat, san‘at va siyosat sohalarida muhim til.

Metodning predmeti-chet til predmeti orqali ta‘lim-tarbiya berish jarayoni va usullari, chet til o‘rganish ilmi, muallim va o‘quvchi faoliyatini o‘rganish metodikaning predmeti sanaladi.

Metodikaning asosiy tushunchalari – metod, usul, prinsip. Didaktika- nimani o‘rgatamiz? o‘qitish mazmuni hisoblanadi. Metodika – qanday o‘rgatamiz? ta‘lim usullari va metodlari demakdir. Metod – metodika tushunchasi grek-lotincha “metodos - “metodus” so‘zidan olingan bo‘lib, ma‘lum maqsadga eltuvchi yo‘llar, usul ma‘nosini anglatadi. Turli adabiyotlarda atamaning tor va keng ma‘nosini uchratish mumkin. “Metodika” atamasi tor ma‘noda ta‘limning konkret dars jarayoni bilan bog‘liq tushunchani anglatadi. Mashg‘ulotlarni rejalashtirish va o‘quv materiallarini tayyorlash bilan bog‘liq bo‘lgan ko‘rsatmalarni qamrab oluvchi boshqariladigan dars jarayoni sifatida talqin etiladi. “Metod” atamasi keng ma‘noda o‘quv materialini tanlash, tabaqalanish va taqsimlanishni nazarda tutadi. Germaniya Federativ Respublikasida 60-yillardan boshlab “didaktika” va “metodika” tor ma‘noda qo‘llanilib kelinmoqda. Chet tillarini o‘rganish faqat aqliy tarbiya vositasi emas, balki o‘zga madaniyat ta‘lim boyliklari va qadriyatlari bilan tanishish va ularni o‘z madaniy hayotiga tadbiq qilish orqali kishi shaxsining shakllanish jarayoni hisoblanadi. Yevropada chet tillarni o‘rganish uzoq vaqt yuqori darajadagi

ta'lim olishda imtiyoz sanaladi va jamoat maktablarida imtiyozga ega bo'lgan kishilarni tarbiyalash deb qaraladi.

Chet til o'qitish metodikasi fan sifatida 200 yildan ortiq tarixga ega. Bu davr ichida chet til o'qitish metodikasiga turlicha munosabatlar bildirilganini kuzatish mumkin. Bunday qarashlardan biri akademik L.V.Shcherbaga mansub hisoblanadi. Uning fikricha, har qanday fanni o'qitish metodikasi fan bo'lishiga qaramasdan, nazariy fan hisoblanmaydi.

Chet tillarini o'rganish uchun turli metodlar mavjud. Bular:

1. Audio – lingval metod: Bu usul tilni tinglash va takrorlash orqali o'rganadi. Odatda, dialoglar va audiomateriallar ishlatiladi.
2. Kommunikativ metod: O'quvchilarni real hayotdagi vaziyatlarda tilni ishlatishga majburlaydi.
3. Grammatik metod: Ushbu usulda grammatika qoidalari va so'z boyligini o'zlashtirishga e'tibor qaratiladi.

✚ Chet tilini o'qitishda asosiy maqsad talabalar uchun tilning amaliy qo'llanishini ta'minlashdir. Bu jarayonda quyidagi metodlar qo'llaniladi:

1. Grammatika – asosiy qoidalarni o'rganish.
2. Leksika – so'z boyligini oshirish.
3. Muloqot – amaliy mashg'ulotlarda tillarni faol qo'llash.

✚ Metodik o'yinlar til o'rganishga qiziqarli va samarali yondashuvdir. Ular o'quvchilarni faollashtirib, ma'lumotlarni yaxshiroq o'zlashtirishga yordam beradi. Quyidagi metodik o'yinlar mavjud:

1. So'z o'yinlari: “Hangman” yoki “Taboo” kabi o'yinlar so'z boyligini oshirish uchun foydaniladi.
2. Flashkartalar: Ushbu o'yin so'zlar va ularning tarjimalarini tez va samarali o'rganish imkoniyatini beradi.
3. Interaktiv mashg'ulotlar- adabiy muhokamalar va teatr o'yinlari orqali o'quvchilar qiziqishini oshirish.

Bu yondashuvlar va qiziqarli mashg'ulotlar chet tillarini o'rganishni yanada qiziqarli va samarali qiladi.

Adabiyot – bu insonning fikrlari, his- tuyg’ulari va tajribalarini ifodalovchi san’at turidir. U nazm, proza, drama kabi ko‘plab janrlarni o‘z ichiga oladi.

Adabiyotning turlari:

- Nazm: she’r va qo‘shiqlardan iborat bo‘lib, o‘zini ifoda etish uchun ritm va uslubdan foydalanadi.
- Proza: hikoyalar, romanlar, esselar kabi davomli yozuv shakllarini o‘z ichiga oladi.
- Drama: sahnada namoyish etish uchun yozilgan asarlar, aktyorlar tomonidan ijro etiladi.

Adabiyotning ahamiyati.

Adabiyot odamlarni birlashtiradi, ularga turli madaniyatlarni o‘rganish imkonini beradi. U shuningdek, fikrlarni kengaytirish va ijodiy fikrlashni rivojlantirishga yordam beradi.

Chet tillarni o‘qitishda adabiyot muhim rol o‘ynaydi. U nafaqat tilni o‘rganishga, balki fikrlash va kreativlikni rivojlantirishda muhim rol o‘ynaydi, va yana turli davlatlarning madaniyati va urf-odatlarini ham o‘rganishga yordam beradi. Adabiyot orqali o‘quvchilar tilga oid yangi so‘zlar, iboralar va tilga xos uslubni o‘rganadilar. Chet tillaridagi adabiyot o‘quv jarayonini qiziqarli va mazmunli qiladi. Uning asosiy foydalari:

- ❖ Kreativ fikrlash – qiyin savollar va masalalarga tez va aniq javob topish mumkin.
- ❖ Asarlarning tahlili – xarakter va mavzuni va asarni yaxshiroq tushunishga yordam beradi.
- ❖ Darsliklar – zamonaviy adabiy ishlanmalarni o‘rganish.
- ❖ Mualliflar – mashhur yozuvchilar va shoirlarning asarlarini o‘qishga va kitob mualliflarini tanishlari mumkin.
- ❖ Audio kitoblar – bu orqali o‘quvchilar o‘zlariga kerakli biror adabiyotni yoki biror asarni audio tarzda eshitib tushunib olishlari mumkin.

Chet tillarni o‘qitish nafaqat til o‘rganish balki dunyoqarashni ham kengaytiradi. O‘qitish jarayonini qiziqarli va samarali qiladi, shuningdek madaniyatlararo ko‘prik

yasaydi. Chet tillarni o‘qitish va adabiyoti zamonaviy qaramlik va madaniyatlararo muloqot uchun zarurdir. O‘qituvchilar va o‘quvchilar bu jarayonda birgalikda ishlashlari muhimdir. Ular til bilan birga boshqa madaniyatlarni ham o‘rganish imkoniga ega bo‘lishadi.

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O‘ZBEK VA NEMIS MAQOLLARINING GRAMMATIK VA STRUKTUR XUSUSIYATLARI

Andijon davlat chet tillari instituti

Roman-german va slavyan tillari fakulteti

Nemis tili yo‘nalishi talabasi

Jaloldinov Muhammadsayid Sardorbek o‘g‘li

E-Mail: muhammadsayidjaloldinov@gmail.com

Annotatsiya: Ushbu maqolada o‘zbek maqollarining tuzilishi nemis maqollarining tuzilishi va ma’nosiga mos keladimi yoki undan farq qiladimi, tekshiriladi. Uning grammatik qoidalarga qay darajada bo‘ysunishi misollar yordamida ko‘rsatilgan.

Kalit so‘zlar: *Yagona komponentli, strukturaviy tahlil, grammatik tahlil.*

Abstract: This article examines whether the structure of Uzbek proverbs corresponds to or differs from the structure and meaning of German proverbs. The extent to which they conform to grammatical rules is shown using examples.

Keywords: *Single-component, structural analysis, grammatical analysis.*

O'zbek tilida maqollar alohida qatlamni tashkil etadi. O'zbek tilidagi ko'plab maqollar shunisi bilan farqlanadiki, ular bir yoki ikki frazeologik birlikdan iborat bo'la oladi, Bu esa mazkur guruh maqollarini o'ziga xos qilib, ularning ko'plab barqaror so'z birikmalaridan ajratib turadi. Maqollarning ko'pi murakkab strukturga ega bo'lib, ularning til egalari uchun tushunarli bo'lishiga xalaqit beradi. Qator holatlarda maqollar murakkab gap tiplarini ifodalaydi. Ko'p hollarda o'zbek maqollari nemis maqollaridan farqli o'laroq frazeologik birliklardan hosil bo'lgan bo'lib, ayrim frazeologik birliklar faqat shu maqollar tarkibidagina mavjud bo'lib, ulardan tashqarida ishlatilmaydi. Frazeologik birliklar komponent sifatida qatnashgan maqollarga quyidagilar misol bo'la oladi: "Hasadgo'y hamisha baxtsiz bo'ladi", Hasadgo'yni uyqu ham ovutolmaydi, «Wer neidet, der leidet» – Kim hasad qilsa, shu azob chekadi: Bergani betiga qarama hamda nemischa "Dem geschenkt Gaul sieht man nicht ins Maul" – "Sovg'a qilingan otning jag'iga qarmaydilar" maqollari bilan taqqoslang. Frazeologik birliklar gap-maqol tarkibida ayrim hollarda muayyan gap bo'lagi sifatida ham, boshqa bir holatlarda murakkab gap qismi vazifasidagi predikativ birlik sifatida ham namoyon bo'ladi. Qayd qilib o'tilganidek, o'zbek maqollari grammatik strukturasi bo'yicha gaplardan farq qilmaydi, garchi maqollardagi komponentlarning leksik uyg'unligi maqol obrazlilikining asosini tashkil etadi. Qayd qilish joizki, o'zbek tilshunosligida maqollarning strukturasi masalasi yetarlicha o'rganilmagan bo'lib. Bundan tashqari, avval qayd qilib o'tilganidek, maqollarning frazeologizmlar bilan solishtirilishi ham munozarali masaladir.

O'zbek tili maqollari tarkibining struktur tahlili shunday xulosaga kelish imkonini beradiki, o'zbek maqollari ritmik jihatidan turli-tumandir: ularda she'riyatda ma'lum bo'lgan deyarli barcha she'r o'lchov (vazn)lari uchraydi. Ular qofiyaga boy. Ko'pincha ularda she'rning yoki she'r parchasining oxirgi so'zlari

qofiyalanadi. Oxiridagi, boshidagi va ichidagi qofiyalar bilan bir qatorda ko'plab maqollar tovush takrorlari, unlilar va undoshlar takrori, ularning o'zaro uyg'unlashuvi bilan mustahkamlangan. Masalan, bu holat quyidagi tipdagi maqollarda yaqqol sezilib turadi: Boyning gapi o'ng, yo'qning gapi to'ng.

Shuningdek, o'zbek maqollarining ayrim struktur xususiyatlari qayd qilinadi: odatdagi gapga so'zlar tartibining buzilishi umuman xos emas va uning ichki mazmuniga ta'sir qilmaydi; maqolda so'zlar tartibining buzilishi esa undagi emotsional-ekspressiv bo'yoqdorlikning susayishiga, obrazlilikning kamayishiga olib keladi. Ko'p hollarda murakkab so'z birikmasining qismlari o'rnini o'zgartirishga yo'l qo'yilmaydi. Bu holat o'zbek tilidagi quyidagi eski maqolda ham ko'rinib turibdi. Ko'rgan kuning unutma, xom chorig'ingni qurutma. Uslubiy jihatdan nemis va o'zbek tillaridagi maqollar adabiy me'yorlarga rioya qilinishi bilan xarakterlanadi.

Nemis tilida maqollarning dastlabki manbalari diniy yozuvlar bo'lganiga qaramasdan, maqollar stilistik planda adabiy uslubdan so'zlashuv uslubigacha bo'lgan ko'plab o'zgarishlarga uchragan. Ko'plab nemis maqollari o'zga madaniyat sohiblari tomonidan nomuqobil qabul qilinadi. Masalan, "Wer Pech hat, bricht den Finger im Arsch ab", "Alte Hunde reiten auf dem Arsch", "Auf fremden Arsch ist gut schlagen", "Ein kleiner Arsch braucht keine großen Hosen", "Man kann nicht alle Stühle mit einem Arsch besetzen", "Alte Fürze stinken", "Aus einem verdrießlichen Arsch fährt kein fröhlicher Furz", "Eigene Fürze riechen angenehm" singari tipdagi maqollar nemis maqollar to'plamlarida juda ko'p uchraydi. Mazkur holat maqollar vazifasining diniy sohadan odatdagi muhitga o'tganidan dalolat beradi.

Qiyoslanuvchi tillar paremik tarkibi to'liq manzarasini yaratish maqsadida o'zbek maqollarining qisqacha grammatik tahliliga ham murojaat qilish joiz. Bu yerda shunday xulosaga kelish mumkinki, maqollar har doim ham an'anaviy grammatik qoidalariga bo'ysunavermaydi.

O'zbek maqollarining grammatik tahlili shundan dalolat beradiki, maqollarda nemis tiliga xos bo'lgan deyarli barcha gap turlari qatanashadi: Wer A sagt, muss

auch B sagen – A ni aytgan, B ni ham aytishi kerak; Man kann es nicht allen Leuten recht machen, und wenn man sich die Nase abbeisst – Burningni tishlab olsang ham, hamma odamlarning ko'nglini birdek ololmaysan. Bunday hollarda ikki tildagi umumiylikni ko'rish mumkin.

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THE ANALYSIS OF EUPHEMISMS IN ENGLISH LITERARY WORKS

Zokhid Matyakubov

Teacher of English and Literature Department, UrSU

z.m.matyakubov@gmail.com

Abstract: This paper discusses the approach for analyzing euphemisms, which are language terms used to soften direct remarks in delicate or socially difficult situations. The study investigates several forms of euphemisms, including those pertaining to social, ethical, and cultural elements, and analyzes various methods for teaching and assessing their use.

Keywords: Euphemisms, linguistic expressions, communication, social context, cultural aspects, verbal communication, written communication, social interactions

Characters may use euphemisms to convey their social rank or cultural background. For example, a character from an upper-class background may use more polished euphemisms than a working-class character, showing their upbringing and ideals. Psychological State: The use of euphemisms might reflect a character's psychological state. A character who avoids using plain language about death may be in denial or experiencing sadness. Death and Mortality: In many literary works, euphemisms for death (e.g., "passed away" instead of "died") illustrate cultural anxiety over mortality. This might lead to in-depth observations on life and loss. Relationships in delicate topics: Euphemisms can reveal society

norms and taboos. Authors frequently use them to explore themes like love, desire, and societal expectations.

It is important to note that euphemisms are useful to set the tone of a story. A lighthearted euphemism can provide a comical or whimsical tone, whilst a more serious one can elicit melancholy or reflection. Authors may employ euphemisms to criticize cultural standards or actions. By emphasizing how language can obfuscate reality, they encourage readers to consider the ramifications of such language. Understanding the context in which a euphemism is employed is critical to interpretation. The surrounding material, character interactions, and overall story tone provide clues to the intended meaning. Euphemisms frequently contain subtext that differs from their literal meanings. For example, invoking "collateral damage" in a war context can obscure the brutal reality of human losses, resulting in an ironic interpretation of language's ability to alter truth.

Furthermore, the interpretation of euphemisms can vary across cultures and time periods. A euphemism that is acceptable in one era or society may be viewed differently in another, reflecting changing attitudes toward certain subjects. Readers bring their perspectives and experiences to their interpretations of euphemisms. Personal reactions can influence how euphemisms are understood, making them a rich area for analysis in literary criticism.

In literature, authors often use euphemisms to reflect complex societal issues, control language, and highlight personal motivations, allowing readers to engage with themes in a more subtle, yet powerful, way. In George Orwell's "1984", the euphemism "Ministry of Truth" for propaganda exposes the disconnect between language and reality, where the government uses misleading terms to control and manipulate the masses. This reflects the novel's chilling themes of surveillance, repression, and the manipulation of truth. In Jane Austen's novels, characters often use euphemistic language when discussing sensitive topics like marriage and class. For example, in *Pride and Prejudice*, phrases like "improving one's acquaintance" in relation to romantic pursuits reflect the societal norms of the Regency era, where direct expressions of affection were avoided in favor of polite, socially acceptable

language. Austen's use of euphemisms emphasizes the social constraints and personal motivations of her characters, especially in the realm of courtship. Shakespeare, known for his complex characters and poetic language, frequently used euphemisms to approach topics like love and death. In *Hamlet*, for instance, Hamlet refers to death as "shuffling off this mortal coil," softening the grim reality of mortality while allowing for deeper philosophical reflection on life and existence. Toni Morrison's *Beloved* powerfully uses the euphemism "gone" to describe death or loss. This phrase captures the profound emotional distance characters feel toward death, a reflection of their struggle to confront the trauma of slavery. It allows the characters to discuss the unbearable pain of loss in a way that feels less immediate but still profoundly impactful.

In F. Scott Fitzgerald's *The Great Gatsby*, the term "affair" is used to soften the moral implications of Tom Buchanan's infidelity. Rather than directly addressing his adultery, the use of "affair" highlights how, during the Jazz Age, such behaviors were often normalized or even overlooked, showing how language can reflect the social attitudes of an era. In Kurt Vonnegut's *Slaughterhouse-Five*, the term "collateral damage" is used to describe the death of civilians in war. This euphemism sanitizes the brutality of war, underscoring how language can be used to obscure the harsh realities of conflict and the human suffering it entails. Vonnegut critiques the disconnect between military actions and the true human cost of war. Ernest Hemingway's *A Farewell to Arms* shows how soldiers refer to death as being "lost," a euphemism that reflects the emotional numbness and desensitization to death in wartime. This way of speaking allows the characters to cope with the constant threat of death in a way that makes it easier to bear, yet it also underscores the tragedy of war. In Harper Lee's *To Kill a Mockingbird*, the term "the help" is used to describe domestic workers, reflecting the racial and class dynamics of the American South. This euphemism diminishes the individuality of those in service, reflecting how language can reinforce social hierarchies and perpetuate inequality. J.D. Salinger's *The Catcher in the Rye* features the protagonist, Holden Caulfield, frequently using euphemisms like "out of sorts" and "depressed" to describe his

mental struggles. These softer terms mirror Holden's reluctance to face or fully acknowledge his emotional turmoil, encapsulating his inability to confront his inner battles. In Virginia Woolf's "Mrs. Dalloway", characters use the euphemism "a little mad" instead of directly confronting mental illness, reflecting the societal stigma surrounding mental health during the time. The way they soften their struggles demonstrates how individuals, especially women, often navigated their emotional challenges in silence.

In conclusion, the analysis of euphemisms in literary works reveals their multifaceted roles in shaping character, exploring themes, and commenting on society. By examining these linguistic choices, readers gain deeper insights into the text's meaning and the complexities of human communication. Understanding euphemisms enriches the reading experience and opens avenues for critical thought about language and its implications in literature and beyond. These examples illustrate how euphemisms serve various functions in literature, from character development and thematic exploration to cultural critique. By softening harsh realities, they allow authors to engage with complex subjects while inviting readers to reflect on the implications of language in shaping perception and understanding.

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BRIDGING SCIENTIFIC TEXT AND DISCOURSE FOR EFFECTIVE LANGUAGE TEACHING

Sabinabonu Makhmudova Rakhmatilla Kizi

PhD Student, Andijan State Institute of Foreign Languages

Teacher of the Department of Practice of English Language

E-mail: sabinamaxmudova2000@gmail.com

Abstract. This article explores the evolving concept of discourse, its theoretical foundations, and its application across various disciplines. It examines the interplay between scientific text and discourse, emphasizing their distinct yet complementary roles in linguistic studies. Drawing on the work of prominent scholars, the article provides a detailed assessment of the significance, types, and cognitive foundations of modern discourse, particularly within scientific communication.

Keywords: scientific discourse, text, knowledge, analysis, speech, cognitive function.

In modern linguistics, the concepts of "scientific text" and "scientific discourse" have become fundamental to understanding how knowledge is communicated within academic and professional communities. While these terms are often used interchangeably, they represent different aspects of the linguistic and cognitive processes that underpin scientific communication. A scientific text serves as a formal representation of knowledge, encapsulating the cognitive and communicative style of the author. Scientific discourse, on the other hand, encompasses the broader communicative process through which knowledge is exchanged, debated, and refined within the scientific community.

The distinction between these two concepts reflects a broader trend in linguistics toward understanding the dynamic nature of language as both a cognitive and social phenomenon. This article examines these distinctions in detail, focusing on how scientific text and discourse contribute to the dissemination of knowledge. Drawing on the works of M.P. Kat'yurova, Ye.S. Kubryakova, and other linguists, the article explores the cognitive, methodological, and axiological dimensions of

scientific communication. Additionally, it highlights the practical implications of these distinctions for researchers, educators, and students engaged in scientific inquiry.

Theoretical Foundations of Scientific Text and Discourse

Scientific texts are deeply rooted in cognitive processes, functioning as structured reflections of the author's efforts to communicate new knowledge. M.P. Katyurova's theory of scientific speech emphasizes the role of "epistemic circumstances," which serve as an extralinguistic foundation for textual activity. These circumstances encapsulate three primary dimensions:

1. Ontological – Relating to the subject matter of scientific knowledge and its conceptual framework.
2. Methodological – Addressing the strategies and processes involved in acquiring and validating knowledge.
3. Axiological – Reflecting the value orientations and ethical considerations of the scientific subject.

These dimensions highlight the complexity of scientific text creation, as they require authors to balance cognitive rigor with communicative clarity. Texts serve as tangible outputs of these processes, providing a medium through which knowledge is documented and shared.

In contrast, Ye.S. Kubryakova and O.V. Alexandrova view discourse as a dynamic and multifaceted phenomenon that extends beyond the static nature of text. They argue that while texts represent finished products, discourse captures the ongoing process of knowledge construction. This perspective positions discourse as an interactive activity, shaped by the speaker's pragmatic intentions and the context in which communication occurs. Texts, therefore, are the material manifestations of discourse, serving as "models of possible worlds" that bridge the gap between abstract thought and empirical reality.

Scientific Discourse: Characteristics and Scope

Scientific discourse can be examined from two interrelated perspectives. First, it represents the process of generating and exchanging knowledge within the

scientific community. This includes formal modes of communication, such as journal articles, conference presentations, and dissertations, as well as informal interactions, such as discussions among peers. Discourse, in this sense, is a collaborative endeavor that facilitates the negotiation of meaning and the refinement of ideas.

Second, scientific discourse can be understood as the collective body of texts produced by researchers across disciplines. These texts are unified by their communicative and functional styles, which reflect the cognitive and methodological practices of the scientific community. Unlike casual or literary discourse, scientific discourse is characterized by precision, objectivity, and a focus on advancing knowledge.

Text and Discourse in Linguodidactics

In linguodidactics, the scientific text is often regarded as a foundational tool for language instruction. As Prokaeva (2013) notes, texts serve as both instructional materials and cultural artifacts, offering students a means to develop their linguistic and cognitive skills. Similarly, Mazunova (2001) emphasizes the role of texts as cultural-linguistic spaces that facilitate language acquisition. Texts provide a structured environment for learners to engage with authentic language use, enabling them to develop their speech and comprehension abilities in a controlled setting.

Scientific discourse, however, extends beyond the boundaries of individual texts to encompass the broader communicative practices of the scientific community. It serves as a framework for understanding how texts are created, interpreted, and integrated into the larger body of scientific knowledge. By analyzing the relationship between text and discourse, educators can develop more effective strategies for teaching language skills, particularly in academic and professional contexts.

Differences Between Scientific Text and Discourse

Although scientific text and discourse are closely linked, they serve distinct purposes within the academic domain. Scientific text refers to the written documentation of research findings, theories, and analyses. These texts are often

the primary means of preserving and disseminating knowledge, providing a tangible record of scientific inquiry.

Scientific discourse, on the other hand, represents the broader process of communication within the scientific community. It encompasses both written and oral exchanges, ranging from formal publications to informal discussions. While texts provide the material foundation for discourse, the latter captures the interactive and dynamic nature of scientific communication. Understanding these distinctions is essential for appreciating how scientific knowledge is constructed, shared, and refined.

Scientific text and discourse are integral components of the knowledge creation process. Texts serve as the material outputs of scientific inquiry, while discourse represents the dynamic interactions through which ideas are developed and debated. By exploring the cognitive, methodological, and axiological dimensions of these concepts, this article sheds light on the complex relationship between language and knowledge. As linguistics continues to evolve, understanding the interplay between scientific text and discourse will remain a critical area of study, with implications for researchers, educators, and students alike.

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METHODS AND TECHNIQUES FOR EFFECTIVELY TEACHING LEXICOLOGY.

Obobakirova Valizaoy

Teacher at ASIFL, department of the integrated
course of English language teaching

Annotation. This article outlines effective strategies for teaching lexicology, the study of words, their meanings, and their evolution. It provides a comprehensive overview of how to introduce students to key concepts such as lexemes, word families, etymology, and semantics, while emphasizing practical and engaging methods for instruction. The article covers various techniques, such as exploring word formation processes, teaching dictionary skills, and using technology to enhance learning.

Key words: Lexicology, Word Families, Etymology, Semantics, Morphology, Word Formation, Dictionary Skills, Polysemy, Synonymy and Antonymy, Corpus Linguistics, Neologisms, Language Change, Critical Thinking, Interactive Learning Tools, Vocabulary Development

Lexicology, the study of words, their meanings, and their evolution, is an essential field for understanding language at a deeper level. Teaching lexicology allows students to appreciate vocabulary's depth, trace the origins of words, and grasp the intricate relationship between a word's form and its meaning. Whether you are teaching lexicology to linguistics students, language learners, or general audiences, the following strategies will help create an engaging and effective curriculum. To begin teaching lexicology, it's important to introduce foundational terms and ideas such as:

Lexeme: The basic unit of meaning in language (e.g., "happy," "book").

Word Forms: Variations of a lexeme, such as "run," "running," and "ran."

Morphology: The study of word structure, focusing on prefixes, suffixes, and roots.

Etymology: The study of the origin and historical development of words.

Semantics: The study of meaning, especially how context influences the interpretation of words.

2. Explore Word Families and Word Formation

A highly engaging way to teach lexicology is by examining word families and processes of word formation:

Word Families: Show how words are linked through common roots, prefixes, and suffixes. For instance, the word family of "act" includes "action," "actor," "react," and "active."

Affixation: Teach how prefixes and suffixes alter the meaning of base words. Examples include "unhappy" (prefix + base), "happiness" (base + suffix), or "friendship" (base + suffix).

Compounding: Illustrate how two words combine to form new meanings, like "toothbrush" or "bookcase."

Conversion (Zero Derivation): Teach how words can shift their grammatical category without changing form, such as "email" (noun) becoming "to email" (verb).

3. Incorporate Etymology and Word History

Lexicology isn't just about understanding individual words, but also about understanding their historical evolution. Etymology, or the study of the origins of words, can be an exciting aspect of lexicology, revealing how language is intertwined with culture and history.

Roots and Borrowings: Introduce words with roots in Latin, Greek, and other languages, showing how languages influence one another. For example, "television" combines the Greek "tele" (far) and the Latin "vision" (seeing).

Shifts in Meaning: Discuss how the meanings of words change over time. For instance, "silly" once meant "happy" or "fortunate," but now means "foolish."

Cognates and False Cognates: Explain how words in different languages share common origins (cognates), such as "mother" in English and "Mutter" in German, and how some words may appear similar but have different meanings (false cognates), like "actual" in English and Spanish.

4. Teach Semantics and Word Meaning

Understanding how words acquire meaning is key to lexicology. Semantics—the study of meaning—helps students explore how words take on different meanings based on context, social factors, or culture. You can teach the following aspects of semantics:

Polysemy: Teach how words can have multiple meanings depending on the context, such as "bank" (a financial institution, or the side of a river).

Synonymy and Antonymy: Explore how words have similar meanings (synonyms) or opposite meanings (antonyms) and how these relationships shape communication.

Homophones and Homonyms: Help students understand how words that sound or look alike can have different meanings, such as "pair" vs. "pear," or "bat" (the animal) vs. "bat" (sports equipment).

5. Teach Dictionary Skills

A crucial skill in lexicology is knowing how to use a dictionary effectively. Teach students how to navigate both print and online dictionaries to explore meanings, pronunciations, and etymologies.

Dictionary Skills: Demonstrate how to look up words in a dictionary, explaining the typical layout of entries (alphabetical order, definitions, parts of speech, examples).

Thesaurus and Lexical Databases: Show how to use thesauruses and lexical databases like WordNet to examine synonyms, antonyms, and word relationships. Create exercises where students practice finding words, comparing meanings, and even compiling their own mini-dictionaries.

6. Use Interactive Technology and Tools

Incorporating modern tools and technology can make learning lexicology more engaging and interactive:

Online Word Games: Use vocabulary games, crossword puzzles, and word searches to make learning about word families, affixation, and meaning enjoyable.

Lexical Databases and Word Clouds: Use visual tools like Wordle to analyze word frequencies and encourage students to explore how words relate to each other. These tools can make learning about lexicology more dynamic and visually stimulating.

7. Foster Creativity and Critical Thinking

To engage students further, encourage them to think creatively and critically about language:

Neologisms: Discuss the creation of new words and how they enter common usage. For example, terms like "selfie" or "hashtag" are new additions to the lexicon. Have students invent their own neologisms and explore how these new words might reflect cultural trends.

Word Associations and Collocations: Ask students to analyze common word pairings, such as "make a decision" or "do a decision," and explore how word combinations affect meaning.

Debates on Language Change: Encourage students to discuss whether language should evolve and how new words are accepted into society, which will help them think critically about the flexibility of language.

8. Assess Students' Understanding through Practical Application

Finally, assess students' understanding of lexicology by giving them opportunities to apply what they have learned:

Word Maps: Have students create visual representations of words, incorporating their meanings, related words, synonyms, antonyms, and usage.

Etymology Projects: Assign projects where students trace the origins and historical development of particular words, examining how they have changed over time.

Presentations and Discussions: Let students present their findings on word histories, meanings, or the evolution of language, fostering group discussions that deepen their understanding of lexicology.

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NUTQNI VIZUALIZATSIYA QILISH TEXNOLOGIYALARI: PRAAT DASTURIY TA'MINOTINING IMKONIYATLARI VA XUSUSIYATLARI

Xamidova Nigora Ibrohim qizi
O'zbekiston davlat jahon tillari universiteti,
2-bosqich tayanch doktoranti
nnigora1996@gmail.com

Annotatsiya: Ushbu maqolada nutqni vizualizatsiya qilish texnologiyalarining fonetik tadqiqotlar va talaffuzni shakllantirishdagi ahamiyati tahlil qilinadi. Xususan, Praat dasturiy ta'minotining imkoniyatlari va qo'llanilish xususiyatlari ko'rib chiqiladi. Dastur ovozli nutqni tahlil qilish, intonatsion naqshlarni aniqlash va fonetik tadqiqotlarda qo'llash imkonini beruvchi zamonaviy vositalardan biri hisoblanadi. Tadqiqot natijalari shuni ko'rsatadiki, ushbu dastur nafaqat lingvistik tadqiqotlarda, balki chet tilini o'rganuvchilarning talaffuzini rivojlantirishda ham samarali qo'llanilishi mumkin. Shuningdek, maqolada dasturdan foydalanishdagi asosiy muammolar ham tahlil qilinib, ularni bartaraf etish bo'yicha tavsiyalar beriladi.

Kalit so‘zlar: nutqni vizualizatsiya qilish, fonetik tadqiqotlar, Praat dasturi, intonatsiya tahlili, talaffuzni o‘qitish, eksperimental fonetika, nutq texnologiyalari.

Zamonaviy til o‘qitish jarayonida texnologiyalar tobora muhim ahamiyat kasb etmoqda. Xususan, talaffuzni shakllantirish va takomillashtirishda nutqni vizualizatsiya qilish dasturlaridan foydalanish o‘quv jarayonining samaradorligini oshirishga xizmat qiladi. So‘nggi yillarda fonetik tadqiqotlar hamda xorijiy tillarni o‘qitish amaliyotida keng qo‘llanilayotgan Praat dasturiy ta‘minoti ushbu yo‘nalishda innovatsion vosita sifatida e‘tirof etilmoqda. Navel Bengraitning ma‘lumotiga ko‘ra, 1970-yillardan boshlab, kompyuter qurilmalari til o‘rganuvchilarning intonatsion talaffuzlarini vizualizatsiya qilishda qo‘llanila boshlandi. 1980-yillarga kelib esa, dasturiy va apparat ta‘minoti kengroq qo‘llanila boshladi. Bu davrda talaffuzni o‘rgatuvchi dasturlar, nutqni raqamlashtiruvchi, intonatsiya egri chiziqlari va balandlik (pitch)ga oid grafik tasvirlarini taqdim etuvchi texnologiyalar rivojlantirildi[2].

Bu borada J. H. Esling ushbu vositalardan prozodiya sintezida ham foydalanish mumkinligini ta‘kidlagan [5]. Bu yondashuv an‘anaviy didaktik metoddan farqli bo‘lib, audio va yozma ma‘lumotlarni o‘zaro bog‘lash imkonini beradi. Bunda auditor va yozma materiallar o‘zaro bog‘lanib, tovushlar tegishli belgilar bilan moslashtiriladi.

Shuningdek, D.M. Chun o‘zining kitobida texnologiyaning tadqiqot va ta‘lim jarayoniga integratsiyasida to‘rtta asosiy funksiyani ajratib ko‘rsatgan:

1. *O‘quvchilarga intonatsion naqshlarning vizual tasvirini taqdim etish va ularga aniq fikr-mulohaza berish.* Bu orqali ular ona tili (L1) va ikkinchi til (L2) o‘rtasidagi muhim farqlarni idrok qilishlari va nutq ishlab chiqarish qobiliyatlarini rivojlantirishlari mumkin.
2. *O‘quvchilarga keng qamrovli nutq hamda madaniy ma‘lumotlarni taqdim etish.* Bu esa ularning eshitish va idrok qilish qobiliyatlarini rivojlantirishga yordam beradi.
3. *Nutq jarayonidagi o‘zaro ta’sirlarni osonlashtirish, yozib olish va tahlil qilish.* Bunga turli nutq holatlaridagi muloqotlar kiradi.

4. *Tadqiqot uchun vositalarni yaratish.* Bu, xususan, talabalar faoliyati va rivojlanishini qayd etish, ma'lumotlarni yig'ish, o'z-o'zini tuzatish jarayonlarini kuzatish kabi imkoniyatlarni o'z ichiga oladi. [3]

Garchi O'zbekiston ta'lim tizimida xorijiy tillarning to'g'ri talaffuzni o'qitishda nutqni vizualizatsiya qilish dasturlaridan foydalanish hali ommalashmagan bo'lsa-da, mazkur holat zamonaviy ta'lim texnologiyalari asosida xorij tajribasida keng tarqalganligiga guvoh bo'lishimiz mumkin.

Fonetik tadqiqotlar jarayonida Praat dasturiy ta'minoti eng keng tarqalgan dastur hisoblanadi. Ushbu dastur Amsterdam universitetining fonetika fakulteti tadqiqotchilari Pol Boersma va Devid Vinink tomonidan yaratilgan bo'lib, asosan nutq tadqiqotchilari uchun mo'ljallangan. Ushbu dastur ovozli nutqni ko'plab jihatlarini ochib beradi, jumladan, osillogramma, spektrogramma va intonogrammalarni yaratish uchun ham qulaydir.

"Praat nutqni vizualizatsiya qilish vositasi bo'lib, bu so'z golland tilida "gapirish" degan ma'noni anglatadi. Bu fonetika sohasida nutqni tahlil qilish uchun mo'ljallangan kompyuter dasturi bo'lib, eksperimental fonetikaga oid boshqa dasturlarga nisbatan Praat quyidagi afzalliklarga ega: bepul yuklab olish imkoniyati, kichik hajm, foydalanuvchilar uchun qulay interfeys va muntazam yangilanishlar. Dastlab bu dastur asosan tadqiqotchilar tomonidan nutqni o'rganish, spektral tahlilni amalga oshirish, nutq signallarini belgilash va matnli hisobotlarni yaratish kabi maqsadlarda foydalanilgan. So'nggi yillarda esa u ingliz tilini o'rganuvchilarga talaffuzni o'qitishda qo'llanila boshlandi [6].

Praat dasturiy ta'minoti ingliz fonetikasini o'qitishda yetarlicha imkoniyatlarni taqdim etsa-da, undan foydalanishda bir qator muammolarga e'tibor qaratish lozim. Xitoylik tadqiqotchi Yanfang Vang o'zining ilmiy maqolasida mazkur muammolarning bir nechtasini keltirib o'tgan: [7]

Birinchidan, dasturdan foydalanish oson va grafik jihatdan intuitiv bo'lsa-da, undan samarali foydalanish uchun ma'lum darajada kasbiy bilim talab qilinadi. Aks holda, talabalar tildagi xaritaning turli qismlarini, masalan, ohang (pitch), intensivlik (intensity) va boshqa kasbiy atamalarni tushunishda qiyinchiliklarga duch kelishlari

mumkin. Shu sababli, talabalar uchun dastur bilan ishlash bo'yicha oddiy tayyorgarlik kurslari yoki mahorat darslari o'tkazilishi zarur.

Bundan tashqari, Praat dasturiy ta'minotida ovoz yozish jarayoni ham muhim jarayonlardan biri hisoblanadi. Agar tovush sifat jihatdan yaxshi yozilmagan bo'lsa, Praat dasturi tovushni aniq tahlil qila olmasligi natijasida noto'g'ri ma'lumotlarni tadqim etishi mumkin.

Ikkinchidan, Praat dasturiy ta'minotidan foydalanishda o'qituvchilarning kasbiy mahorati ham muhim rol o'ynaydi. Talabalar fonetika bo'yicha yetarli bilimga ega emasligi sababli, nazariyalarni tushunish va o'xshash va farqlarni tahlil qilishda o'qituvchilarning yordami kerak bo'ladi. Shu bois, o'qituvchilar Praat dasturidan mukammal darajada foydalanishni o'zlashtirishi lozim, chunki bu dastur yordamida ta'lim berishning asosi hisoblanadi. Fonetik ta'lim o'qituvchilardan nafaqat yuqori darajadagi nazariy bilim, balki kasbiy malakani ham talab qiladi.

Shuningdek, o'qituvchilar fonetikaga oid bilimga ega bo'lishlari bilan birgalikda, tilshunoslikka oid bilimlarini amaliy mashg'ulotlar bilan to'g'ri integratsiya qilishlari, darslarni puxta rejalashtirishlari va Praat dasturidan samarali foydalanishlari zarur. Talabalarga amaliy mashg'ulotlarni boshlashdan oldin, ularga nazariy bilim berish, so'ngra esa so'zlardan jummalarga, segmentlardan urg'uga, keyinchalik intonatsiyaga o'tish orqali fonetik mashg'ulotlarni o'tkazish muhimdir.

Nihoyat, o'qitish jarayonida ovoz tahlili dasturidan to'g'ri foydalanish uchun ta'lim muassasalari tegishli texnik jihozlar bilan ta'minlanishi lozim.

Xulosa qilib aytganda, eksperimental fonetikaga oid dasturiy ta'minotlarni ta'lim jarayonlariga keng joriy etishda hali ham bir qator muammolar mavjud. Biroq, kelajakda bunday dasturlarni o'quv jarayoniga integratsiya qilish muhim ahamiyat kasb etishi mumkin.

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MODERN AND EFFICIENT APPROACHES TO TEACHING ENGLISH IN HIGHER EDUCATION

Andijan State Institute of Foreign Languages,
Faculty of Foreign Language and Literature
3rd stage student Nematjonova Nafisakhon.
Scientific leader: Juraeva Lolakhon

Abstract. As the world becomes ever more connected, the appeal of learning a new language is clear. Whether for business or pleasure, being able to communicate on an international level can bring many benefits. Nowadays most

students of higher education want to use effective study methods so they can learn a language fast and speak it. So today English teachers of higher educations should be creative, searchable and find the best suitable method for each group or even for each student. In this thesis there are given some modern methods of teaching English.

Keywords: approach, method, language learner, multilingual, direct method, suggestopedia, lexical approach, structural approach

INTRODUCTION

The modernization of higher professional education dictates the search for new methods, techniques and technologies that would contribute to the effective teaching of students, including foreign languages. Modern education in order to achieve high educational results should be characterized by constant information content of the content of education, activation of the pace of learning with the involvement of modern information technologies. In modern scientific and methodological literature, more and more attention is paid by the authors to the justification of the high educational potential and the effectiveness of the use of innovative teaching technologies in the system of teaching English in higher education⁵¹.

MAIN PART

At the present stage of development of higher professional education, there is a tendency to reduce the number of classroom hours and increase the hours allocated for independent work of students. In this regard, we can state the fact that today the role of the teacher in the educational process is being transformed. Until recently, the teacher was perceived as the main source of information, but today his role can be more fully characterized as the organizer and leader, expert and consultant of the educational and self-educational activities of future specialists.

⁵¹ Baio J, Wiggins L, Christensen DL, Maenner MJ, Daniels J, Warren Z, et al. Prevalence of Autism Spectrum Disorder Among Children Aged 8 Years-Autism and Developmental Disabilities Monitoring Network, 11 Sites, United states, 2014. MMWR Surveill Summ. 2018;67(6):1–23. - PMC - PubMed

Higher education instruction in English in non-English speaking countries is a reality in different contexts. Higher education institutions promote the adoption of English as a language of instruction to achieve varying objectives, such as internationalization of students and staff; improvement of the English level of the students, etc. This policy towards the adoption of English as language of medium of instruction (EMI) has led to a situation in which students cope with learning content in a language different from their mother tongue and teaching staff having to deliver their courses and/or lectures in English, which is not their first language in many cases. Coping with this change and the resulting difficulties is found in the literature, as Kalmar & Linder state: “Although the shift to teaching in English has often been welcomed by teachers and students, the research community is only beginning to understand the dynamics of these changes within the learning environment.

Such transformations became possible due to the emergence and widespread introduction of innovative and more effective technologies, forms and means of education into the educational process of higher education, which make it possible to optimize the process of professional training of future specialists as part of their studies at the university.

The high productivity and efficiency of innovative technologies in the context of training future specialists is justified by their multifunctionality. Thus, innovative pedagogical technologies perform the following functions in the educational process: informative; formative; motivating; systematizing; controlling⁵².

Innovative technologies and teaching methods make it possible to achieve the following goals: accessibility of the perception of educational material; systematization of knowledge; development of creative abilities of students; self-education; removing the psychological barrier (fear of communicating, making a mistake); comprehension of educational material, analysis of learned material

To effective innovative pedagogical technologies that can be used in the system of teaching English in higher education with a high level of effectiveness in

⁵² Hattier MA. Factor analysis and cut-off scores for the Autism Spectrum Disorder-Observation for children [dissertation] Louisiana State University; 2014.

achieving educational results, researchers most often include interactive distance learning technologies (Skype, Viber, WhatsApp, e-mail, Internet chat, etc.), computer learning tools (electronic manuals, textbooks, sources of virtual libraries, educational portals, etc.), multimedia learning resources, training and testing and other latest information technologies.

Tangible progress regarding the effectiveness of teaching English both in the humanities and in technical universities, according to researchers, has been achieved through the widespread use of electronic learning tools in the educational process of higher education. These tools are used both in the classroom and extracurricular (distance) learning.

The didactic potential of electronic teaching aids in English classes lies in the fact that their use in the educational process contributes to⁵³:

- better assimilation of knowledge by students;
- the formation and development of various types of skills and abilities (listening skills based on adapted and authentic sound texts, the ability to reproduce monologue and dialogic speech, the skills and abilities of translation and summarizing texts, skills and reading skills with the direct use of materials from the Internet and local networks;
- increasing the informative richness and visibility of the lesson;
- expansion of active and passive dictionaries of students, familiarization with the vocabulary of modern English, which reproduces the culture of a certain country, its political and social structure;
- formation of creativity, development of creative activity of future specialists;
- the formation of motivation for the cognitive activity of students, the need to use a foreign language in interactive communication;
- strengthening the motivation of independent work of students;
- increasing the level of individualization and differentiation of students' activities;

⁵³ Ecker C. The neuroanatomy of autism spectrum disorder: An overview of structural neuroimaging findings and their translatability to the clinical setting. *Autism*. 2017;21(1):18–28.

- the ability to choose the pace and volume of educational material, the level of its complexity, to implement control with feedback and diagnostics, to increase the level of its objectivity.

At the present stage, the leading information technology, the means of which are used in almost all spheres of human life, is the Internet. Internet resources not only provide a number of additional means of implementing interpersonal and international communication, but also provide new opportunities in the field of education. Within the framework of this technology, the education system uses information sites and portals, educational programs on electronic media, the ability to obtain information, implement consulting and control knowledge remotely via e-mail, online conferences and video classes.

The advantages of the Internet as an innovative learning tool are due to the fact that it is an unlimited source of information, which allows both the teacher and students to save time searching for the necessary material (theoretical, textual, sound, visual information, etc.); provides great opportunities for creativity in terms of developing didactic material, forms and types of work, individual and group tasks, projects; allows you to increase the effectiveness of teaching a foreign language due to the possibility of total immersion in the language material and increasing the motivation of students to learn.

The use of innovative learning technologies in the system of teaching English at a university makes it possible to make a transition from the subject principle of constructing content to the creation of integrated training courses that reflect a holistic picture of professional activity, to change the nature of knowledge itself, which in the context of such interactive learning is transformed into the category of "knowledge for activity". "In other words, within the framework of such training, the knowledge of future specialists act as functions and means of solving specific professional problems⁵⁴.

⁵⁴ Stephen Krashen. Modern methods of Teaching Foreign Language. Pearson Longman, 2003

CONCLUSION

To conclude teaching a language can help in both your personal and professional life. It can boost other skills and improve your cultural understanding. Each student has unique talent, interest in learning a new language. So, a professional teacher should find the most suitable effective methods of teaching a foreign language according to student's own desire, capability and time.

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EXPLORING THE CHALLENGES OF TEACHING FOREIGN LANGUAGES TO ADULT LEARNERS

Hoshimova Diyora Jurabek kizi, student, ASIFL

hoshimovadiyora281@gmail.com

Nazarova Sevrakhon Jakhongir kizi, teacher,

ASIFL

nazarovasevara94@gmail.com

Annotation: This article is dedicated to studying the main challenges encountered in teaching foreign languages to adult learners. It examines issues specific to adult learners, such as memory decline, time constraints,

pronunciation interference, and lack of motivation during the learning process. The article also proposes effective methods to address these challenges, including individualized approaches, adapted educational materials, the use of technology, and cultural integration. The research findings aim to enhance the effectiveness of foreign language teaching for adult learners and assist educators in organizing this process more efficiently.

Key words: memory decline, time constraints, interference, psychological barriers, motivation,

Teaching foreign languages to adult learners presents a unique set of challenges that differ significantly from those faced when working with younger students. While adults often bring a wealth of life experience, motivation, and a clear sense of purpose to the language learning process, they also encounter obstacles that can hinder their progress. These challenges are multifaceted, ranging from cognitive and psychological barriers to practical issues such as time constraints and self-consciousness. Furthermore, the complexities of learning a new language as an adult extend beyond mere vocabulary and grammar, involving deeper issues like cultural understanding, confidence in communication, and overcoming ingrained learning habits. Some of these challenges include:

1. **Lack of Self-Confidence.** Many adults believe they are incapable of learning a new language. They feel that their brain's capacity to learn has diminished with age, leading to the thought that "it's too late to learn a language." This reduces their self-confidence and makes it difficult for them to commit to the learning process.

2. **Fear of Making Mistakes:** Adult learners often fear making mistakes during the learning process. They may feel embarrassed or uncomfortable about incorrect pronunciation or grammar errors. This fear limits their willingness to engage in communication, ask questions, or express their thoughts.

3. **Negative Past Experiences.** Some learners have had negative experiences with language learning in school or university, which leaves them with lingering negative emotions. These individuals may assume that their new attempts will

also fail, creating a mental block. Comparing Themselves to Others: Adults often compare themselves to children or teenagers, who seem to learn.

Challenges Faced by Adult Learners in Learning Foreign Languages: Memory and Attention. Adult learners often encounter challenges related to memory and attention when learning foreign languages. These difficulties can be explained as follows:

1. Decline in Memory Capacity. As people age, the processes of storing and recalling information slow down. Memorizing vocabulary, grammar rules, and pronunciation requires more time and repetition for adult learners compared to younger ones. Learners may quickly forget the words and phrases they have learned, which makes the learning process more difficult.

2. Difficulty in Maintaining Focus. Adult learners may struggle to process large amounts of information at once. They often have other life responsibilities (work, family, obligations) that make it harder to fully concentrate on the learning process. Maintaining attention during long study sessions can be challenging.

3. Challenges with Multitasking. Language learning is a complex process that involves listening, speaking, reading, and writing simultaneously. Adult learners may find it difficult to handle these tasks at the same time.

4. Low Confidence in Memory and Attention. Learners may doubt their memory and attention abilities, which can discourage them from trying to learn new things or reduce their interest in the process.

Recommendations for Overcoming These Challenges:

- 1) Short and Efficient Lessons: Break study sessions into shorter intervals to help maintain focus and attention.
- 2) Repetition Techniques: Regular review and reinforcement can help retain information in memory for longer periods.
- 3) Practical Exercises: Applying learned knowledge in real-life situations can enhance memory retention.
- 4) Interactive and Fun Methods: Use games and activities to make the learning process more engaging and effective.
- 5) Visual Aids and Reminders: Utilize flashcards, diagrams, and visual materials to aid in memorization.
- 6) Boost Motivation: Recognize small achievements to build learners' confidence

and encourage them to keep going. By understanding and addressing memory and attention challenges, adult learners can be supported effectively in their language-learning journey.

5. Lack of Structured Study Time. The absence of a consistent study schedule and poor time management can slow down progress. Irregular learning habits can lead to reduced motivation and slower results.

Recommendations for Overcoming Time Constraints:

1) Effective Planning. Set specific times for language study on a daily or weekly basis. Even short (15–30 minute) but consistent sessions can be highly effective.

2) Leverage Technology. Language learning apps and online platforms allow learners to study anytime and anywhere, making it easier to fit learning into a busy schedule.

3) Microlearning. Break the learning process into smaller chunks and utilize free moments, such as commuting or breaks, for practice.

4) Flexible Lessons. For those unable to attend group lessons, online or private lessons can be scheduled according to their availability. By effectively managing time constraints, adult learners can maintain consistency and achieve success in their language learning journey.

Teaching foreign languages to older learners involves various psychological, physiological, cultural, and linguistic challenges. As people age, memory, pronunciation, and the ability to quickly absorb new knowledge decline. Additionally, learners may struggle with self-doubt and difficulty accepting the cultural and linguistic differences of the language they are learning. However, these challenges can be overcome with effective teaching methods, motivational strategies, and interactive learning materials. Setting realistic goals, explaining the connections between language and culture, and providing plenty of practical exercises can make the learning process engaging and productive for older learners. It is also essential to address their individual needs and preferences. With a well-structured approach, older learners can successfully acquire a new

language and achieve their learning goals.

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NEMIS TILSHUNOSLIGIDA FRAZEOLOGIZMLARNING

O'RGANILISHI

Andijon davlat chet tillari instituti

Roman-german va slavyan tillari fakulteti

Nemis tili yo'nalishi talabasi

Jaloldinov Muhammadsayid Sardorbek o'g'li

E-Mail: muhammadsayidjaloldinov@gmail.com

Annotatsiya: Ushbu maqolada nemis tili tilshunosligida frazeologizmlarning o'rni va ahamiyati haqida so'z boradi. Maqolada frazeologizmlarni tadqiq qilgan olimlar va ularning fikrlari jumladan frazeologiya va frazeologizm terminlarining muqobil variantlari xususida so'z boradi. Kirish qismida frazeologizmlarning bugungi kundagi ahamiyati va roli, uning lingvistik mohiyati to'g'risida so'z boradi.

Adabiyotlar tahlili qismida qaysi o'zbek va nemis tilshunos olimlari ushbu sohada tadqiqotlar olib borganligi, ilmiy ishning bazasini yaratilishida asos bo'lib xizmat qilgan manba adabiyotlar to'g'risida fikr yuriladi. Metodlar va nazariy asoslar qismida nemis tili frazeologiyasi va frazeologizmlari haqida fikr yuritiladi.

Kalit so'zlar: *Tilshunoslik, frazeologiya, frazeologizm, erkin birikma, barqaror birikma, frazeologik birlik, leksik birlik.*

Abstract: This article discusses the role and importance of phraseology in German linguistics. The article discusses scholars who have studied phraseology and their opinions, including alternatives to the terms phraseology and phraseology. The introductory part deals with the significance and role of phraseology today, its linguistic significance.

In the analysis of the literature, it is considered which Uzbek and German linguists have conducted research in this field, the source literature, which served as the basis for the creation of the basis of scientific work. The Methods and Theoretical Foundations section discusses German phraseology and idioms.

Keywords: *Linguistics, phraseology, phraseology, free compound, stable compound, phraseological unit, lexical unit.*

KIRISH

Frazeologizmlar - bu hozirgi zamon frazeologik sistemasining asosiy birligi bo'lib, tildagi mavjud so'z birikmalarining umumiy hisobidan juda qiyinchilik bilan farqlanadigan ko'p aspektli til hodisasi xisoblanadi. Shuning uchun ham tilshunoslikka oid adabiyotlarda frazeologizmlarning lingvistik mohiyati masalasi hanuzgacha munozaraligicha qolmoqda. Sh. Balli frazeologiyaning asosiy belgisi uning o'rnini o'sha iboraning ma'nosiga to'g'ri keladigan so'z bilan almashtirish mumkin yoki mumkin emasligi, deb hisoblasa, B. A. Larin esa uning asosiy belgisi frazeologik birliklarni tashkil qiluvchi alohida so'zlarning ma'nosidan o'sha birliklar umumiy ma'nosining kelib chiqmasligidadir, deb hisoblaydi. Frazeologizmlarning paydo bo'lishi inson tafakkuri bilan tilning leksik imkoniyatlari o'rtasidagi nomutanosibliklarni kamaytirishga xizmat qiladi. Nemis frazeologiyasi boy va shu bilan birga uzoq tarixga ega. Bunda sof nemis tilidagi frazeologizmlar qatorida chet tilidan qabul qilingan, ya'ni internatsional frazeologizmlar ham mavjud. Frazeologizmlarga faqatgina tilning "bezagi" sifatida qarab bo'lmaydi. Dunyoda iboralarsiz tilning o'zi yo'q, xususan nemis tili frazeologiyasi ham juda boy va o'zining ko'p asrlik tarixiga ega. Nemis tili lingvistikasida frazeologiya nazariyasiga oid bir qator ilmiy ishlar mavjud.

Tilshunoslik tarixiga nazar tashlaydigan bo'lsak, Sharl Balli phraseologie atamasini «stilistikaning so'z birikmalarini o'rganuvchi bo'limi» ma'nosida kiritdi, ammo mazkur atama G'arbiy Yevropa lingvistlarning asarlarida boshqa uch ma'nolarda o'z aksini topdi:

1. so'z tanlash, ifoda shakli, ta'riflash;
2. til, bo'g'in, uslub;
3. ifoda, so'z birikmasi.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Ushbu maqolani yoritishda quyidagi adabiyotlardan foydalanildi. Телия В. Н. Русская фразеология. Семантический аспект, прагматический и лингвокультурологический аспекты. Москва, Школа «Языки русской культуры», 1996, Burger Harald. Idiomatik des Deutschen. Frankfurt am Main, Tübingen, Max Niemeyer Verlag, 1973, Schippan Thea. Lexikologie der deutschen Gegenwartssprache. Tübingen, Niemeyer, 1992, Fleischer Wolfgang. Phraseologie der deutschen Gegenwartssprache. 1. Aufl. Leipzig, VEB Bibliographisches Institut, 1982 va boshqa adabiyotlardan foydalanildi.

Frazeologiya atamasi orqali, tomondan esa bir tomondan, so'z birikmalarini o'rganuvchi tilshunoslik bo'limi, boshqa, ma'lum tilning barcha barqaror birikmalari majmui tushuniladi. Tilning lug'at tarkibini nafaqat boshqa so'zlar, balki barqaror so'z birikmalari ham tashkil qiladi. Barqaror so'z birikmalari boshqa so'zlar bilan ibora tushunchasi vositasi vazifasida xizmat qiladi. Barqaror so'z birikmalari o'zida tobe munosabatda birikkan so'zlarni namoyon etadi.

Barqaror so'z birikmasi birikma tarkibidagi biror so'zni birikma ma'nosini buzmasdan o'zgartirish mumkin bo'lmagan qat'iy muayyan so'zlardan tashkil topgan bo'ladi. Barqaror birikma shaklan va muayyan ma'no jihatidan boshqa birikmalardan ajralib turadi, u an'anaviy qo'llanishi va mazmun to'laligining yuqori yoki quyi ekanligidan aniqlab olinadi. Turg'un so'z birikmasi nutq paytidagi so'zlashuv jarayonida yaratilmaydi, lekin nutqda allaqachon qotib qolgan va ma'lum mazmunda ishlatilayotgan bo'ladi. Barqaror so'z birikmasining mazmunan to'liq tarkibi gapning mustaqil bo'lagini anglatmaydi, lekin barqaror birikma bir

butunlikda gapning bir bo'lagini barpo etadi, maqol bundan mustasno, chunki uning tuzilishi butun boshli gap bilan teng bo'lishi mumkin.

Erkin birikkan so'z birikmasi ma'lum fikrlarni ifodalash uchun har bir ma'lum nutq vaziyatlarining vazifasiga asosan tildagi muloqotlar davridagi mazkur tilning grammatik qoidalariga asoslanib yaratiladi. Erkin birikmaning umumiy ma'nosi o'sha birikmani tashkil etgan har bir so'z mazmunidan anglashiladi. Erkin birikma tarkibiga hokim so'z va gapning mustaqil a'zosi vazifasini bajaradigan tobe so'z kiritilgan. Shunday qilib, erkin birikma o'zida sintaktik bog'lanishni namoyon etadi. Birikmadagi har bir bog'lanishlarning tobelik munosabati birikmaning semantik mustaqilligini anglatadi va ular birlashgan holda turg'un birikmalarni hosil qiladi.

Barqaror birikmali so'zlar tilning frazeologik birikmalari deb ham yuritiladi. Frazeologik birikmalar ikki yoki undan ko'p so'zlardan tashkil topadi, u bir tushunchani ifodalashi va bir so'zga ekvivalent bo'lishi mumkin, odatda u bir so'zli sinonimik ekvivalentga ega bo'ladi, sintaktik jihatdan gapning bir bo'lagini barpo etadi. Tuzilishiga ko'ra frazeologik birikmalar ulkan xilma-xillikni o'zida namoyon etadi. Frazeologik birikmalarning tarkibi o'rtasidagi semantik bog'lanishlar turlicha bo'lishi mumkin: bunday birliklar tarkibiga kiruvchi so'z o'zining ma'no mustaqilligini yuqori yoki past darajada saqlab qoladi.

Erkin birikma – bu barqaror birikma, ya'ni birikma tarkibidagi so'zlarning har birida tobelik munosabati mavjud, bir oz ma'no mustaqilligi saqlangan birikma. Erkin birikmani tashkil etuvchi so'zlar ma'nosi frazeologik bog'lanishlarda tobelikni bildiradi, bundan tashqari har biri mazkur so'zlar bilan faqat birikmalarda ko'rsatiladi. Butun birikma ma'nosi uni tashkil etuvchi so'zlar ma'nosidan anglashiladi.

Frazeologizmlar nemis tilshunosligida o'rganila boshlagach, frazeologik birliklarni tasniflash, tizimlashtirish masalasi ko'tarila boshlandi. Nemis tilshunos olimlari frazeologizmlarni turlicha yondashuvlar asosida klassifikatsiyalashgan. Masalan, M. D. Stepanova hamda I. I. Chernishyovalar frazeologizmlarning strukturaviy hamda semantik jihatdan tasniflagan. Teo Shippan ham frazeologizmlarning ikki turini ajratib ko'rsatgan, ya'ni frazeologik butunlik va

turg'un birikmalar. Yana bir tilshunos olim U. Fiks esa, frazeologizmlarni erkin gap bilan taqqoslaganda, fe'llar ma'nosining mos kelishi yoki mos kelmasligiga ko'ra ikki turini farqlaydi. Demak, tilshunos olimlar frazeologizmlarni turli xil jihatlarini o'rganishga urinishgan. Barcha sohalarda bo'lgani kabi frazeologiya ham o'zining o'rganish obyektiga ega. Frazeologiya o'rganish obyekti o'z navbatida shunday murakkab va o'ziga xoski, uni o'rganish jarayonida yuqorida sanab o'tilgan tilshunoslik fanlari rivojlanishiga yangi manbalar yaratadi. Frazeologiya nemis tilshunosligida umuman olganda asosiy mavzu ekanligi allaqachon isbotlab ko'rsatib berilgan. Avvalombor, muhokamada tasniflash masalasi turadi. Frazeologizmlarda so'z yasalişidagidek struktur tiplari va yasaliş elementlari (affikslar) ning alohida sistemasi mavjud emas. Mavzu so'z gruppalari va gaplar haqida ketganligi tufayli so'zlar uchun qo'llanila oladigan tasniflash kriteriyalari frazeologizmlarda to'liq ko'chirilmaydi. Bu erda qandaydir tur klassifikatsiyasi haqida gap ketayotgani yo'q, balki kamdan- kam uchraydigan hodisalar, ya'ni frazeologizmlarning funksiyasi va mazmun- mohiyatidagi nuqtai-nazar, qarashlar, ularning turg'unligi va boshqa til birliklari bilan o'zgaruvchanlik aloqalarini ko'rib chiqish haqida ketmoqda. Frazeologik konstruksiya mohiyatining xarakterlanish bilan aloqadorligi tasniflash kriteriyalari sifatida ko'rib chiqilgan. Bir tomondan frazeologizmlardagi komponent sifatidagi qo'llanilayotgan so'larning ma'nolari orasidagi "noqonuniy" munosabat va boshqa tomondan esa, frazeologizmlarning mutlaqo aniq qo'yilgan faktorlari, frazeologizmlarning ma'nolari semantik klassifikatsiya kriteriyasini ko'rsatadi. Lekin kelib chiqish darajasida alohida bo'linishini, farqlanishni qamrab ololmaganligi tufayli, boshqa keyingi funksional va struktur kriteriyalarni ham o'ziga yaqinlashtiradi. Mavzuni va predmetni aniqlash so'z va so'z yasaliş konstruksiyasi predmetini aniqlashdagi turli xil muammolarga qaraganda biroz qiyinroq. Mana shuning uchun hamma klassifikatsiya tajribalariga birinchi navbatda ana shu ta'sir ko'rsatadi. Frazeologiya tilshunoslikning mustaqil sohasi sifatida tilda mavjud bo'lgan so'z komplekslarining aniq kombinatsiyalarining barcha turlarini o'z ichiga qamrab oladi. N. Teliya ham muammoli masala sifatida frazeologiya o'rganish ko'rinishini leksikologiya bilan yonma-

yon mustaqil bo'lim sifatida ajratdi va til sistemasi bo'limlarida batafsil asoslash bilan frazeologik qatlamning yuzaga kelishini rad etadi va tilning leksik semantik birligi sifatida e'tirof etilgan so'zning muammoli masalalaridan an'anaviy frazeologiyaning muammoli masalalarini ajratishni frazeologik tadqiqotlarning kamchiliklaridan biri deb izoh berdi. Nemis frazeologiyasining birinchi mustaqil umumiy ifodasi avval ham aytib o'tilganidek, rus tilshunos olimi I. I. Chernyashevaga taalluqlidir. U "frazeologik birliklar"ni (kamida bitta komponentning ma'nosi bilan) va frazeologik tipga xos bo'lmagan "turg'un so'z komponentlar"ini bir-biridan farqlab berdi. Frazeologizmlarga xos bo'lmagan turg'un so'z komplekslarini Chernyasheva "leksik birliklar" "frazeologiyalashgan yasaliş" (jm. einem Verhör/einer Prüfung unterziehen) va "modellashgan yasaliş" (in Verlegenheit sein/ zur Kenntnis bringen/nehmen) kabilarga ajratgan. Ushbu klassifikatsiyadan I. I. Chernyasheva u qadar qoniqmadi. U navbatdagi ishlarida frazeologiya masalalarin, predmetini aniqlash va tasniflash bilan ochib berishga harakat qildi. Lekin keyingi ishlari tugallanmay qoldi. Uning tugallanmay qolgan ishlari frazeologik birliklarning sinonimligi va ko'p ma'noliligi, umumiy qoidalar bo'yicha frazeologik sistemaning rivojlanishi, frazeologik yangi so'zlarning paydo bo'lishi kabi masalalar bilan bog'liq bo'lgan. Nemis tilshunos olimi X. Burger ham frazeologizmlar masalalari bo'yicha ko'plab ishlarni amalga oshirgan. U asosan idiomalarning stilistik aspektlariga va ularni tarjima qilish masalalariga alohida e'tibor qaratgan. U frazeologizmlarning bir guruhi sifatida idiomalarni sharhlab o'tgan. X. Burgerning fikricha, birikmaning umumiy ma'nosi qoidadan mustasno tarzda talqin qilinadi. Bunda ko'rsatilgan ko'chma ma'noli so'z birikmalari yoki ularning umumiy ma'nolari hech qanday holatda komponentlarning erkin ma'nosidan tushunilmaydi.

Frazeologiya fanini o'rganishning o'ziga xos ba'zi muammolari mavjud bo'lib, bu borada mutaxassislarning fikrlari turlichadir. Darhaqiqat, frazeologiya sohasida ilmiy izlanishlar olib boruvchi tadqiqotchilarning oldida turgan dolzarb vazifalardan biri frazeologiya sohasidagi nazariy va amaliy fikrlarni umumlashtirib, to'g'ri ilmiy- tadqiqotni amalga oshirishdan iboratdir. Tilshunoslik sohasida ilmiy

izlanishlar olib borgan olimlar V. Flaysher, V. V. Vinogradov, E. D. Polivanov, B. A. Larin, A. V. Kunin, N. M. Shanskiy, L. P. Smit va Sh. Ballilar ham frazeologiya va uning masalalari borasida alohida tahsinga loyiq ishlarni amalga oshirishgan va mazkur sohaning taraqqiyotida ularning xizmatlari nihoyatda beqiyos bo'lgan.

Frazeologiya fanining tarix, adabiyotshunoslik, lisoniy mamlakatshunoslik va tilshunoslikning bir qator boshqa fanlari leksikologiya, semantika, grammatika, fonetika, stilistika, til tarixi, etimologiya, matn tilshunosligi va umumiy tilshunoslik kabi fanlar bilan bog'liqlik jihatlari ham mavjud. Frazeologiya leksemalardan tashkil topadi, leksemalar esa leksikologiyaning o'rganish obyekti hisoblanadi. Frazeologiya komponentlarining tabiatini hamda ularning lisoniy darajasini leksikologiyaning manbalariga tayanib aniqlash mumkin.

Frazeologizmlar haqli ravishda lug'at boyligining birliklari sifatida tadqiq qilinishi va xuddi so'zlar kabi tasvirlanishi lozim. Bu misol uchun frazeologizmlar va alohida so'zlar uchun asosiy umumiy tushuncha sifatida leksema terminining qo'llanilishida o'z ifodasini topadi. Yaxlit holda keltirilgan frazeologiya xuddi sintaxis va morfologiya kabi chambarchas bog'liq yo'nalish sifatida bir-biriga qarama-qarshi qo'yilgan. N. Teliya ham muammoli masala sifatida frazeologiyaning ko'rinishini leksikologiya bilan yonma- yon mustaqil bo'lim sifatida ajratdi va til sistemasi bo'limlarida batafsil asoslash bilan frazeologik qatlamning yuzaga kelishini rad etadi va tilning leksik semantik birligi sifatida e'tirof etilgan so'zning muammoli masalalaridan an'anaviy frazeologiyaning muammoli masalalarini ajratishni frazeologik tadqiqotlarning kamchiliklaridan biri deb izoh berdi. Nemis frazeologiyasining birinchi mustaqil umumiy ifodasi avval ham aytib o'tilganidek, rus tilshunos olimi I. I. Chernyashevaga taalluqlidir. U "frazeologik birliklar"ni (kamida bitta komponentning ma'nosi bilan) va frazeologik tipga xos bo'lmagan "turg'un so'z komponentlar"ini bir-biridan farqlab berdi. Frazeologizmlarga xos bo'lmagan turg'un so'z komplekslarini Chernyasheva "leksik birliklar" "frazeologiyalashgan yasaliş" (jm. einem Verhör/einer Prüfung unterziehen) va "modellashgan yasaliş" (in Verlegenheit sein/ zur Kenntnis bringen/nehmen) kabilarga ajratgan. Ushbu klassifikatsiyadan I. I. Chernyasheva u qadar qoniqmadi.

U navbatdagi ishlarida frazeologiya masalalarin, predmetini aniqlash va tasniflash bilan ochib berishga harakat qildi. Lekin keyingi ishlari tugallanmay qoldi. Uning tugallanmay qolgan ishlari frazeologik birliklarning sinonimligi va ko'p ma'noliligi, umumiy qoidalar bo'yicha frazeologik sistemaning rivojlanishi, frazeologik yangi so'zlarning paydo bo'lishi kabi masalalar bilan bog'liq bo'lgan.

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MUHOKAMA VA NATIJALAR

Yuqoridagi manba nemis tilshunos olimi X. Burger ham frazeologizmlar masalalari bo'yicha ko'plab ishlarni amalga oshirgan. U asosan idiomalarning stilistik aspektlariga va ularni tarjima qilish masalalariga alohida e'tibor qaratgan. U frazeologizmlarning bir guruhi sifatida idiomalarni sharhlab o'tgan. X. Burgerning fikricha, birikmaning umumiy ma'nosi qoidadan mustasno tarzda talqin qilinadi. Bunda ko'rsatilgan ko'chma ma'noli so'z birikmalari yoki ularning umumiy ma'nolari hech qanday holatda komponentlarning erkin ma'nosidan tushunilmaydi.

Ma'lumki, frazeologizmlar ikki yoki undan ortiq leksemadan tashkil topadi. Uning komponentlari orasida o'zaro sintaktik va semantik aloqa mavjud bo'ladi. FB komponentlarining semantik mustaqil bo'lgandagi farqlari avvaldan mavjud bo'lganlaridan frazeologizmlarning yasaliishida ham muhim rol o'ynaydi. Shunday qilib, leksik komponent o'zgarmas tarkibi bir frazeologizmning belgisi ekanligini keltirib chiqaradi. FBlarning tarkibiy qismlari sifatida so'zlar leksik- semantik paradigmadan kelib chiqadi va leksik- semantik sistemaning birligi sifatida so'zdan farq qiladigan struktur funksiyaga ega bo'ladi. Bu masalada A. I. Malotkov ko'proq shug'ullangan. Frazeologizm u uchun na yolg'iz bir so'z bilan, na so'z gruppalari bilan o'xshash, balki alohida leksik ma'noga, ko'plab komponentlar strukturalariga va o'ziga xos grammatik kategoriyalarga ega bo'lgan birlikdir. Frazeologizmlarning komponentlari bo'yicha dastlab ba'zi lug'atlar va maxsus frazeologik materiallar jamlanmasi asosida ikki yoki undan ortiq tillarda tadqiqotlar olib borildi.

Reyxshteynning aniqlashicha, nemis va rus tillarida quyidagi komponentlar frazeologizmlarning 15-20% ni tashkil etadi: Auge/ko'z, Nase/burun, Wort/so'z, Ohr/quloq, Herz/yurak, Tag/kun kabilar. Ushbu so'zlar hayvonlar, tabiat hodisalari, uy sharoitida ishlatiladigan va uchraydigan belgilar asosida darajalanadi. Nemis tilida komponentlar ko'plab nominal kompozitaga ega. Ana shu turdagi frazeologizmlar orasida faol komponentlarning uchrashi nemis tilida 1,5 % ni tashkil etadi. Rus tilida esa bu holat ko'proqdir. Reyxshteynning ma'lumotlariga ko'ra, buning asosiy sabablaridan biri frazeologizmlarning ko'p qismi nemis tilidagi

quyidagi fe'lllarda faollashgan: sein, haben, machen, kommen, gehen, sitzen, bringen va ular nemis tilidagi fe'llarning 30% ni tashkil etadi.

XULOSA

Nemis tilshunos olimi X. Burger ham frazeologizmlar masalalari bo'yicha ko'plab ishlarni amalga oshirgan. U asosan idiomalarning stilistik aspektlariga va ularni tarjima qilish masalalariga alohida e'tibor qaratgan. U frazeologizmlarning bir guruhi sifatida idiomalarni sharhlab o'tgan. X. Burgerning fikricha, birikmaning umumiy ma'nosi qoidadan mustasno tarzda talqin qilinadi. Bunda ko'rsatilgan ko'chma ma'noli so'z birikmalari yoki ularning umumiy ma'nolari hech qanday holatda komponentlarning erkin ma'nosidan tushunilmaydi.

Nemis tilshunosligida frazeologiyaning alohida soha sifatida shakllanish jarayoni davom etmoqda va ushbu sohada ko'plab yangiliklar olib borilmoqda. Shunga qaramasdan frazeologiyaning yechilishi lozim bo'lgan muammoli qismlari, ushbu sohaning naqadar chuqur o'rganish kerakligini yaqqol ko'rsatib bermoqda.

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THE MOST EFFECTIVE METHODS FOR LEARNING ENGLISH

Student of Andijan State Institute of Foreign Languages

Muzaffarova Iroda

E-mail: irodamuzaffarova07@gmail.com

Tel: +998999358910

ANNOTATION: This article outlines the most effective methods for learning English, such as immersive learning, task-based approaches, language exchange, and pronunciation practice. It emphasizes the importance of consistent practice, real-life application, exposure to native speakers, and learning from mistakes to improve fluency, comprehension, and overall communication skills in English.

Keywords: Immersive Learning, Task-Based Approaches, Language Exchange, Pronunciation Practice, Consistent Practice.

Learning English can be an exciting yet challenging journey, and there are several methods that can help learners improve their skills efficiently. Depending on your personal preferences, learning style, and goals, the approach you choose will play a crucial role in your language learning success. Below are some of the most effective methods for learning English.

1. **Immersive Learning-** Immersive learning is one of the most effective ways to acquire a new language. This method involves surrounding yourself with the language in

real-life contexts. Whether you are living in an English-speaking country or using digital tools to immerse yourself in the language, the key is to be exposed to English constantly. Watching movies, listening to podcasts, reading books, and having conversations with native speakers are all examples of immersion. This method helps learners think in English, making communication smoother and more natural.

2. Task-Based Learning- Task-based learning emphasizes using English for practical purposes. Instead of focusing only on grammar rules or vocabulary, learners complete tasks such as writing emails, giving presentations, or having discussions in English. This approach encourages learners to use the language actively, which improves their ability to communicate in real-world scenarios. By completing tasks, learners also get immediate feedback on how they use the language in practice.

3. The Communicative Approach- The communicative approach prioritizes the ability to communicate effectively over simply mastering grammatical accuracy. This method focuses on developing speaking and listening skills by engaging in real-life communication. Activities like group discussions, role-playing, and collaborative projects are used to encourage active participation in conversations. It's particularly effective for learners who want to improve their fluency and conversational skills.

4. Online Learning Platforms- Online learning platforms such as Duolingo, Babbel, Memrise, and YouTube are great resources for self-paced learning. These platforms offer a wide range of interactive lessons, quizzes, and games to help learners improve their vocabulary, grammar, and listening skills. Some platforms even have speech recognition to help learners with pronunciation. They allow learners to study according to their own schedules, making them convenient for people with busy lives.

5. Language Exchange -Language exchange is an excellent method for practicing English with native speakers. Through language exchange programs or partnerships, learners can converse with English speakers while helping them learn their own native language. This mutual exchange is valuable because learners get to practice speaking and receive instant feedback from their partners. It also offers a cultural exchange, which enriches the learning experience.

6. Grammar and Vocabulary Focus - While communication is essential, having a solid understanding of grammar and vocabulary is important for clear expression. Learners should focus on mastering the basics of sentence structure, verb tenses, and frequently used vocabulary. Flashcards, vocabulary notebooks, and grammar exercises are great tools for reinforcing knowledge. Having a good grasp of these aspects makes it easier to communicate accurately and confidently.

7. Pronunciation Practice - English pronunciation can be difficult, especially with sounds that are not present in a learner's native language. Practicing pronunciation is essential for improving clarity and understanding. Learners should listen to native speakers and practice mimicking their pronunciation. Using language apps with speech recognition, watching videos, or repeating phrases can also help improve pronunciation. Paying attention to stress and intonation can make speech sound more natural.

8. Reading and Listening Comprehension - Regular reading and listening practice are essential for improving comprehension skills. Reading books, articles, or news in English helps expand vocabulary and expose learners to different writing styles. Listening to podcasts, audiobooks, or news in English also enhances listening comprehension. The more you expose yourself to different types of English content, the better you will understand both formal and informal language, as well as idiomatic expressions.

9. Consistent Practice - Consistency is key to mastering any language. It's important to practice English every day, even if it's just for a short period of time. Setting small, manageable goals can help maintain motivation. Whether it's reviewing vocabulary, practicing grammar, or having short conversations, regular practice will help reinforce learning and build long-term fluency.

10. Learning from Mistakes - Making mistakes is a natural part of the learning process. In fact, it's a great way to learn and improve. Learners should embrace their mistakes rather than fear them. Each error offers an opportunity to understand which areas need more attention. Constructive feedback, whether from teachers, language partners, or self-correction, helps learners progress faster. It's important to see mistakes as stepping stones rather than setbacks.

There is no single "best" method for learning English, as different methods work for different people. Combining various techniques can create a more well-rounded approach to language learning. Immersion, consistent practice, and real-life application are crucial for making steady progress. The key is to stay motivated, embrace mistakes, and enjoy the process of learning.

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THE ROLE OF MEMORY AND REFLECTION IN “ON THE ROAD”

WRITTEN BY J. KEROUAC

Qodirova Maftuna Davron qizi

EFL teacher, UzSWLU, Tashkent, Uzbekistan

missdove93@gmail.com

Abstract: Jack Kerouac's *On the Road* is a masterful work that captures the spirit of the Beat Generation through travel, companionship, and the search for meaning in post-war America. The novel includes memories and reflections on the main themes that characterize the path of the main character Sal Paradise. This article explores how memory influences characters' views of their travels and encounters along the route. It also explores how memory influences character development and thematic depth, and sheds light on the complexity of identity and experience in the novel.

Keywords: *memories, reflection, self-discovery, identity, Beat Generation, nostalgia, motives*

Introduction

Jack Kerouac's classic 1957 novel *On the Road* captures the spirit of the American counterculture in the years following World War II. This article explores the evolution of the novel's characters, particularly Sal Paradise, and how memory and introspection relate to broader themes of despair, existential exploration, and self-discovery. Examining the structure, character's introspection, and memory use of novel, this paper investigates their impact on the narrative, philosophical, and spiritual elements as well as their application to solve generational concerns.

Main part

"On the Road" written by Jack Kerouac is often credited with describing the spontaneous and adventurous spirit of the Beat Generation. This work is about the travel of main protagonist Sal Paradise and his companions across America in search of freedom, meaning and self-identity. Although the physical journey lies at the heart of the novel, the deeper philosophical matters are explored through the character's memories and reflection. In this novel, memory means not only just remembering the past, but also a device for understanding the individual, experience, and addressing existential questions. Reflection functions to interpret life experiences on the road and coming to terms with the complexities of self-awareness.

Jack Kerouac starts the novel with the recollection of Dean Moriarty and his coming to the life of Sal Paradise: "I first met Dean not long after my wife and I split up. I

had just gotten over a serious illness that I won't bother to talk about, except that it had something to do with the miserably weary split-up and my feeling that everything was dead. With the coming of Dean Moriarty began the part of my life you could call my life on the road." (1957)

Nostalgia and the past

Sal Paradise's writings evoke nostalgia for simpler times, contrasting idealized memories with the complexities of his present situation, allowing readers to understand his motivations and inner surroundings.

Memory: A Storytelling Tool

On the Road's nonlinear structure captures the flux of memory. Sal's recollections merge with his current experiences, forming a tapestry of past and present. This narrative method focuses on how memories impact cognition and contribute to the development of broader themes of freedom and self-discovery.

Impact of Experiences

Sal's encounters on the road—friends, strangers, scenery—are important considerations. Each trip serves as motivation for personal growth and reflection. Encounters in Denver and San Francisco, for example, emphasize the power of travel, prompting him to question his identity and aspirations. What gives Kerouac his strength is the vividness of his memories. He remembers the names of places, the weather, details of sunrises and the peculiar comments of random companions. "He made all the characters and events a reflection of his own feelings." (Benenaula & López, 2010, p. 30)

The road is a real and metaphorical search for meaning, but the rationale suggests that the answers they seek may be found in understanding their own memories and experiences rather than at the end of the road. Kerouac's depiction of memory and reflection prompts readers to ponder the nature of the search for identity and the elusive nature of personal fulfillment. Sal's relationship with Dean reflects her personal needs and motivations, contrasting religion's freedom with her desire for stability and connection. The novel critiques postwar America's unrestricted possibility, highlighting the conflict between freedom and self-fulfillment.

Conclusion

"On the Road" by Jack Kerouac explores themes of self-discovery, freedom, and existential exploration through the use of recollection and reflections as narrative devices. While introspection helps characters acquire self-awareness, goals, motives, and frustrations, recollection helps them establish their identities and reconcile their experiences. His observations enrich Sal Paradise's journey by enabling readers to comprehend the intricacies of both his character and the greater human condition. The importance of memory in identity formation and its literary impact are highlighted in this work.

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4. https://en.wikipedia.org/wiki/On_the_Road

YOSHLAR ORASIDA KITOBXONLIKNI RIVOJLANTIRISHDA "O'TKAN KUNLAR"NING O'RNI: ROMANNI YOSHLARNING ESTETIK TARBIYASIDA QO'LLASH IMKONIYATLARINI O'RGANISH

Qayumova Mushtariybonu Fazliddin qizi

Andijon davlat chet tillari instituti

ingliz tili va adabiyoti yo'nalish

2-kurs talabasi

Annotatsiya: Ushbu maqola orqali yozuvchi bugungi kunda yosh avlod orasida keng ko'lamda targ'ib qilinayotgan kitobxonlikni yanada yuksaltirish, bu yo'lda o'zbek romanchiligini boshlab bergan Abdulla Qodiriyning "O'tkan kunlar"

romanining tutgan o'rne haqida fikr yuritadi. Shu bilan kifoyalanib qolmay, ushbu romanning yoshlarning etikasi hamda estetikasiga qay usulda ta'sir qila olish imkoniyatlarini chuqur tahlil qiladi.

Kalit so'zlar: kitobxonlik, qarorlar, romanning ahamiyati, estetik qarash.

KIRISH

Kitobxonlik va kitobsevarlik mustaqillik tufayli O'zbekistonimizda keng targ'ib qilinmoqda. Ayniqsa, oxirgi 4 yilda bu sohaga e'tibor yanada kuchaydi. Boisi, yurtboshimiz Sh. M. Mirziyoyev aytib o'tganlaridek: " Biz jamiyatimizda kitobxonlik madaniyatini rivojlantirish bo'yicha boshlagan ishlarimizni izchil davom ettiramiz... ilmiy, badiiy, siyosiy adabiyotlarni ko'paytirish masalasiga alohida e'tibor beramiz".⁵⁵

Bundan ko'rinib turibdiki, kitobxonlik yoshlar tarbiyasi, ularning dunyoqarashini, ma'naviy faoliyatlarini o'stirishga xizmat qiladi. Bundan tashqari, XXI asrga kelib axborotlashgan jamiyatda yosh avlodning turli axborot xurujlariga berilishi global muammoga aylandi. Natijada zamonaviy axborot makonida yashayotgan yoshlarning kitobxonlik madaniyatidan yiroqlashuviga, ma'naviyatning, intellektual ongning qashshoqlashishiga, milliy-ma'naviy qadriyatlarning pasayishiga sabab bo'lmoqda. Shu bois O'zbekistonda kitob mutolaasi va kitobxonlik madaniyatini oshirish hamda targ'ibot qilish Davlat siyosati darajasiga ko'tarildi va bu tizimni rivojlantirish uchun keng ko'lamda chora-tadbirlar amalga oshirilmoqda.

Ana shu masalaning nozik tomonini e'tiborga olgan, xalqimiz o'rtasida mutolaa madaniyatini shakllantirishni ko'zda tutgan holda Prezidentimiz Shavkat Mirziyoyev 2017-yil 12-yanvar kuni "Kitob mahsulotlarini chop etish va tarqatish tizimini rivojlantirish, kitob mutolaasi va kitobxonlik madaniyatini oshirish hamda targ'ibot qilish bo'yicha komissiya tuzish to'g'risida" farmoyish berdilar. Chunki kitob o'qigan kishi undan chiqariladigan ijobiy xulosani ham o'z hayoti va

⁵⁵ Sh. M. Mirziyoyev. Adabiyot va san'at, madaniyatni rivojlantirish- xalqimiz ma'naviy olamini yuksaltirishning mustahkam poydevoridir// Xalqimizning roziligi bizning faoliyatimizga berilgan eng oliy bahodir. - Toshkent: "O'zbekiston" NMIU ,2018.- B.220.

faoliyatiga singdirib, undagi ezgu g'oyalarni jamiyat rivoji, oila farovonligi yo'lida targ'ib qila oladi. Zero, kitob mutolaasining jamiyat taraqqiyotida tutgan o'rni, yoshlar tarbiyasi va ma'naviy dunyoqarashini shakllantirishidagi ahamiyati bugun yurtimizda amalga oshirilayotgan islohatlarda o'z tasdig'ini topmoqda.

NAZARIY ASOSLAR

Yuqorida keltirib o'tilgan ma'lumotlardan kelib chiqadigan bo'lsak, yosh avlod tarbiyasining eng muhim jarayoni kitobxonlik bilan chambarchas bog'liq. Shu o'rinda biz o'tgan asr adabiyotiga ehtiyoj sezamiz. Masalan, o'zbek romannavisligining ilk va yorqin namunasi bo'lmish Abdulla Qodiriyning "O'tkan kunlar" romani. Ushbu asar yoshlarning yetuk, ma'nan barkamol bo'lib voyaga yetishlarida juda katta tarbiyaviy ta'sir kuchiga ega hisoblanadi. Chunki asar boshdan oxir milliy rux bilan sug'orilgan. U XIX asr II yarmidan o'zbek xalqi hayotining qomusidir.

Asar boshidanoq yozuvchining obraz yaratish mahoratiga, so'zlarni qo'llash san'atiga, portret chizishdagi ustaliliga lol qolamiz. Otabek huzuriga kelgan Rahmat va Xomidning portretini yozuvchi quyidagicha tasvirlaydi:

"...Bu ikki kishining bittasi: gavdaga kichik, yuzga to'la, ozroqqina soqol, murtli, yigirma besh yoshlar chamali bir yigit bo'lib, Marg'ilonning boylaridan Ziyo shohichi deganning Rahmat otliq o'g'lidir; ikkinchisi: uzub bo'yli, qora cho'tir yuzli, chog'ir ko'zli, chuvoq soqol, o'ttiz besh yoshlarda bo'lgan ko'rimsiz bir kishi edi".⁵⁶

Parchani o'qir ekanmiz, xuddi musavvir chizgan tasvirni tomosha qilgandek obrazlar ko'z oldimizda birin-ketin namoyon bo'la boshlaydi. Bundan tashqari, Yusufbek hoji bilan Otabek o'rtasida bo'lib o'tgan suhbatda ota-bola orasidagi muomala-munosabar odobi, sharqona axloq me'yorlari juda go'zal, ta'sirli va hayajonli ifodalangan.

⁵⁶ Abdulla Qodiriy, "O'tkan kunlar", Toshkent, 1995y, B.8.

NATIJALAR

Asarni mutolaa qilish jarayonida yoshlar nafaqat o'tgan asr hayot tarzi, tashvishlari, yo'qchiligu-qiyinchiliklaridan xabardor bo'lishadi, balki bugungi kunda ko'p hollarda ko'ngilni xira qilayotgan vaziyatlarga silliq yechimga ega bo'lishadi. Masalan, Yusufbek xojining o'g'liga murojaati, istihola bilan Otabekni chaqmoq urgandek holatga tushiradigan yangilikni uzoqda boshlab aytmoqchi bo'lgani, bunga javoban Otabekning nihoyatda bosiqlik bilan munosabatda bo'lganligini faqatgina bizga xos deb ayta olamiz. Betgachoparlik, ota-ona izniga bo'ysunmaslik bizning axloqimizga butunlay yot. Bugungi yoshlar ota-bobolarimiz qanchalik shirinso'z, xalim, har bir so'zni aql tarozisida o'lchab ishlatganliklarini manashunday nodir asalar orqali o'rganib olishlari darkor. Xolbuki, ba'zi yoshlar orasida jargon va varvar so'zlarni ishlatish urf bo'lgan. Bu bilan o'zlarini zamon bilan hamsanafdek ko'rsatishga urinishadi. Aslini olib qaraganda, bu ularning mutolaasizlik chuquriga botganliklarining yaqqol isbotidir.

MUNOZARALAR

Shuni xulosa qilishimiz mumkinki, Abdulla Qodiriyning "O'tkan kunlar" romani bizni nafaqat oldingi davr bilan tanishtiradi, balki, bugungi kunda dolzarb masalalardan biriga aylangan ota-bola, yoki ona-bola, er va xotin munosabatlarida yo'l qoyilayotgan xatoliklarni oldini olishga yo'l ochadi. Ushbu asar bir tarafdin badiiy tasvir vositalari orqali kitobxonlarni yanada kitobxonlik ummoniga g'arq qilsa, boshqa bir tarafdin ularni vaqtini unumli o'tkazib, ham etik, ham estetik tarafdin tarbiyalaydi, hattoki, so'zlashuv, muomala madaniyatigacha qamrab olgan. Ko'pchilik o'ylashi mumkin, o'tgan asrdagi yozuvlar qanday qilib bugungi kun yoshlarini tarbiyalay oladi deb, bu asar nafaqat bugungi kun, balki kelajak avlodni ham tarbiyalash kuchiga egaligiga uni o'qigan kitobxon allaqachon amin bo'ladi.

QO'LLANILGAN MANBAALAR RO'YXATI

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INGLIZ TILI VA O'ZBEK TILLARIDA QISQARTMALARNING QIYOSIY TADQIQOTI

Umaraliyeva Robiya Ulug'bek qizi

Andijon davlat chet tillar instituti

talabasi

Annotatsiya : Ushbu maqolada qisqartmalarning turlari haqida gap boradi. Qisqartma so'z yoki iboraning qisqartmasi orqali hosil bo'lgan va bosh harflarning alifbo nomi yoki unga kiritilgan so'zlarning boshlang'ich tovushlari bilan o'qiladigon so'z hisoblanadi. Qisqartmalar dunyoning istalgan tilida uchraydi va katta ro'l o'ynaydi.

Kalit so'zlar: akronym, initialism, klipping, blending, aferezis, apakopa, sinkopa.

Qisqartmalar foydalanuvchilarga qulaylik tug'diradi. Qisqartma so'zlarning bosh harflarini yoki ma'lum qismlarini olib qoshish bilan hosil qilingan so'zlardir. Qisqartma so'zlar barqaror so'z birikmalari komponentlarining bosh harflarini yoki ma'lum qismlarini[1:] olib qo'shish bilan hosil qilingan so'zlar hisoblanadi. Masalan XTB-Xalq ta'limi boshqarmasi, fil-fak=filologiya fakulteti. Qisqartma so'zlar nutqda ixchamlikka erishish zarurati bilan, dastlab, yozma nutqda paydo bo'ladi va faol qo'llanishi natijasida, keyinchalik, og'zaki nutqqa ham o'tadi.

Qisqartma otlar tuzilish jihatdan quyidagicha bo'ladi.

- 1) Qisqartirilayotgan so'zlarning tovushlaridan tuziladi BMT (Birlashgan millatlar tashkiloti) XXR (Xitoy Xalq Respublikasi) DTM (Davlat test markazi)
- 2) Qisqartirilayotgan so'zning bosh qismi va keyingi so'zlarning birinchi tovushlaridan ToshDIU (Toshkent Davlat iqtisodiyot universiteti)

O'zFA(O'zbekiston Fanlar Akademiyasi) 3) Birinchi sozning bosh qismi va keyinqi so'z to'liq olinadi. Pedkollej (pedagogik kollej) pedamaliyot(pedagogik amaliyot)
4) So'zlarning bosh qismlaridan Toshunivermag (Toshkent Universal magazini)

O'zbek tilida qisqartmalarning quyidagi ko'rinishlari mavjud.

1. Harbiy qisqartmalar TTZ (Toshkent traktor zavodi) [2:] TDPU (Toshkent davlat pedagogika universiteti) BMT (Birlashgan Millatlar tashkiloti)
2 Bo'g'inga teng qismlardan tuzilgan aralash qisqartmalar: FarDU (Farg'ona davlat universiteti) O'zMU(O'zbekiston Milliy universiteti)

Qisqartma otlar Abbreviaturalar deb nomlanadi. Shuni ta'kidlash kerakki qisqartirish yangi soz yasash emas, chunki qisqartirish faqat so'zning shakliga oid bo'lib ma'noga ta'sir etmaydi.

Abbreviatura Qisqartirish so'z brikmasining boshlang'ich elementlaridan so'z yasash jarayoni va natijasidir. Qisqartirish uzunroq so'z yoki iboraning bir qismini tushirish natijasida hosil bolgan so'z.

Qisqartirishning 2ta turi bor. Grafik qisqartmalar va Leksik qisqartmalar.

Grafik qisqartmalar faqat yozma nutqda so'z va so'z turkumlari qisqariladi va og'zaki nutqda esa to'liq shakilda qollaniladi.

Hafta kunlari va oylar: Sun, Tue, Oct, Dec,

Aqshdagi shtatlari: Alas, CA, TX

Murojaat shakllari: Mr, Mrs, Dr

Ilmiy darajalari: BA, BSc, MA, MSc, MBA, PHD

Harbiy unvonlar: Col o'lchov birliklari: ft, km

Lotin qisqartmalari: p.a, ibid., viz

Internet qisqartmalar: BTW, FYI, TIA, AFATK, TWIMC, MWA

Leksik qisqartmalar (abbreviatura) yozma va og'zaki nutqda so'z turkumining qisqarilishi

Initialism so'zlarning birinchi harfi olinadi harfma harf aytiladi. FBI(Federal Bureau of Investigation), CEO (Chief Executive Officer), BBC(bi:bi:ci:), S.O.S (es'ou'es)-Save Our Souls.

Akronym agar qisqartirilgan yozma shakl oddiy inglizcha soʻz kabi oʻqilishi mumkin boʻlsa va inglizcha soʻz kabi eshitilsa u bitta soʻz sifatida aytiladi. NASA(National Acronautics and Space Adminstration), [3:142] UNO (United Nations Organisation), SALT (Strategic Arms Limitation Talks).

Klipping -bu turda soʻzning bosh qismi tushadi yoki ikkala qismi butunligicha qoladi.[4:61]

1)birinchi klipping(aferezis) Soʻzning birinchi boʻgʻini tushib qoladi. Defend-fend,history-story,omnibus-bus,example-sample,telephone-phone

2)sinkopa-soʻzning oʻrtasi qirqiladi,oʻrtada harf yoki urgʻusiz boʻgʻinni olib qisqartiriladi. Market-mart, spectacles-specs

3)apacopa-soʻzning oxirgi soʻzi yoki boʻgʻini tushib qoladi [5:104]

4)aralash turi-aferezis va apakopa birlashtirilishi va prototipning oʻrta qismi saqlanib qolgan holda qisqartirilgan soʻzlar masalan:influenza -flu,refrigerator-fridge, detective-tec

Blending bu turda ikki soʻzning qismlarini birlashtirib,bitta soʻz hosil qiladi. smog=smoke+fog,brunch=breakfast+lunch,cablegram=cable+telegram

Qoʻshma soʻzlar tematik guruhlariga boʻlinadi.

Axborot texnologiyalari: teleputer<television+computer, webcam<web+camera, netaholic<internet+alcoholic

Iqtisodiyot:

ecology+economics=ecolonomics

slow+inflation=slowflation

Adabiyot va sanʼat:

Drama+comedy=dramedy

*Tilshunoslik:*Spanish+English=Spanish

Hindi+English=Hindlish

Geographical names:[6:100]

California+Mexico=Calixico

Foydalanilgan adabiyotlar

- 1 O'zbekiston milliy ensiklopediyasi 2000-2005.
- 2 O'zbek tilining amaliy grammatikasi Toshkent 2018 p:57.
- 3 I.V.Arnold. The English word M.1986 P.142.
- 4 Dr.Rami Hamdallah 1992.p 61.
- 5 Marchand H .Studies in Syntax and word -Formation 1974p.104.
- 6 Rayevskaya N.M English Lexicology 1976-p.100.

ISPAN TILINI O'QITISHDA INTEGRATIV YONDASHUV: YANGI IMKONİYATLAR VA YONDASHUVLAR

Safarova Nodira
O'zbekiston davlat jahon tillar universiteti
tayanch doktoranti
Toshkent, O'zbekiston
E-mail: nodirasafarova806@gmail.com
Tel: (95) 035 74 91

Annotatsiya. Ushbu maqolada ispan tilini o'qitishda integrativ yondashuvning ahamiyati va uning ta'lim jarayoniga tatbiq etilishining yangi imkoniyatlari hamda usullari tahlil qilinadi. Zamonaviy ta'lim tizimida chet tillarini o'qitishning samaradorligini oshirish maqsadida integrativ yondashuvning o'rni va roli muhokama qilinadi. Maqolada ispan tili o'qituvchilari uchun amaliy tavsiyalar, innovatsion metodlar va texnologiyalar taqdim etiladi. Shuningdek, integrativ yondashuvning ispan tili o'qitish jarayoniga joriy etilishi natijasida erishilgan yutuqlar va mavjud muammolar ko'rib chiqiladi.

Kalit so'zlar: ispan tili o'qitish, integrativ yondashuv, innovatsion metodlar, til kompetensiyasi, kommunikativ ko'nikmalar, madaniyatlararo muloqot, zamonaviy ta'lim texnologiyalari, til o'rganish strategiyalari, autentik materiallar, baholash usullari.

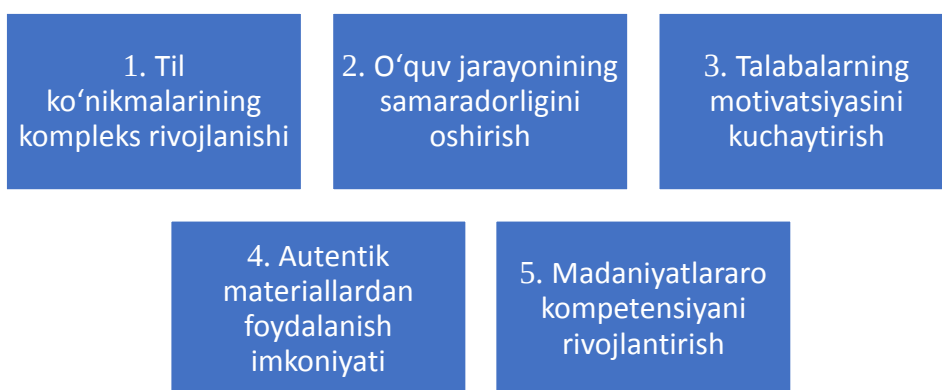
Globalashuv jarayonlari va xalqaro aloqalarning kengayishi natijasida chet tillarini o'rganishga bo'lgan talab tobora ortib bormoqda. Bu o'z navbatida ta'lim tizimida chet tillarini, jumladan ispan tilini o'qitish metodikasini takomillashtirishni

taqozo etadi. Zamonaviy pedagogikada integrativ yondashuv til o‘qitishning samarali usullaridan biri sifatida e’tirof etilmoqda.

Integrativ yondashuv - bu turli fanlar, bilim sohalari va ko‘nikmalarni bir-biri bilan uzviy bog‘lagan holda o‘qitish usuli hisoblanadi. Ispan tili o‘qitishda bu yondashuv tilning turli aspektlarini (grammatika, leksika, fonetika) va til ko‘nikmalarini (o‘qish, yozish, tinglab tushunish, gapirish) bir-biri bilan bog‘liq holda o‘rgatishni nazarda tutadi.

Rossiyalik olim E.N. Solovova ta’kidlaganidek, *“Integrativ yondashuv til o‘rganuvchilarga tilni yaxlit tizim sifatida idrok etish imkonini beradi va ularning kommunikativ kompetensiyasini samarali rivojlantiradi”* [1].

Integrativ yondashuvning afzalliklari



Ispan olimi Javier Zanón o‘zining **“La enseñanza del español mediante tareas”** asarida shunday yozadi: *“Integrativ yondashuv orqali talabalar nafaqat til strukturalarini, balki ularning real hayotdagi qo‘llanilishini ham o‘rganadilar”* [2].

Integrativ yondashuvni qo‘llash usullari

1. Loyiha asosida o‘qitish: loyiha asosida o‘qitish usuli talabalarning mustaqil izlanishi va ijodiy faoliyatini rag‘batlantiradi. Masalan, *“Ispaniya madaniyati”* mavzusida loyiha tayyorlash jarayonida talabalar matn tuzish, taqdimot qilish, audio-video materiallar bilan ishlash kabi turli ko‘nikmalarni rivojlantiradilar.

2. Vazifaga asoslangan o‘qitish (Task-based learning): bu usul talabalarni real hayotiy vaziyatlarga yaqin bo‘lgan muammolarni hal qilishga yo‘naltiradi. O‘zbekistonlik metodist olim S. Matchanov ta’kidlaganidek, *“Vazifaga asoslangan o‘qitish talabalarning kommunikativ kompetensiyasini rivojlantirishda samarali usul hisoblanadi”* [3].

3. Kontentga asoslangan o‘qitish (Content-based instruction): bu yondashuv orqali ispan tili boshqa fanlar mazmuni bilan birgalikda o‘rgatiladi. Masalan, tarix, adabiyot yoki geografiya mavzularini ispan tilida o‘rganish. Bu usul tilni o‘rganish jarayonini yanada mazmunli va qiziqarli qiladi. Amerikalik olim Donna Brinton shunday yozadi: *“Kontentga asoslangan o‘qitish talabalarga tilni haqiqiy kontekstda qo‘llash imkoniyatini beradi va ularning kognitiv rivojlanishiga yordam beradi”* [4].

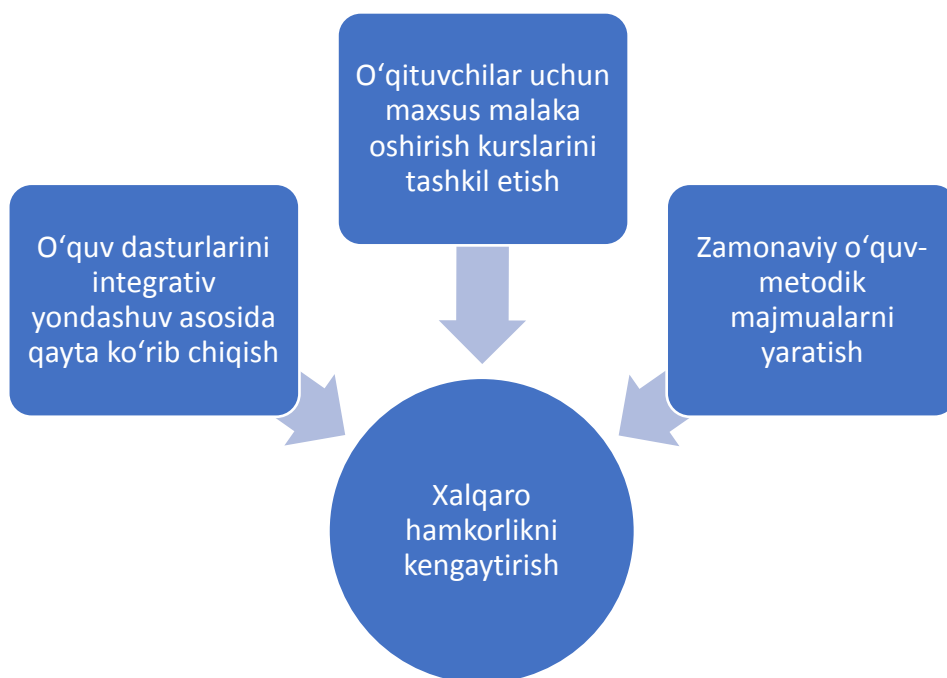
4. Texnologiyalardan foydalanish: zamonaviy axborot-kommunikatsiya texnologiyalari integrativ yondashuvni amalga oshirishda katta imkoniyatlar yaratadi. Masalan, onlayn platformalar, mobil ilovalar, virtual reallik texnologiyalari til o‘rganish jarayonini interaktiv va samarali qiladi. Rus olimi P.V. Sysoev ta’kidlaganidek, *“Zamonaviy texnologiyalar til o‘rganuvchilarga autentik materiallar va real kommunikativ vaziyatlar bilan ishlash imkonini beradi”* [5].

Integrativ yondashuvni qo‘llashda quyidagi jihatlarga e’tibor qaratish lozim.

- o‘quv dasturini to‘g‘ri rejalashtirish;
- o‘qituvchilarning malakasini oshirish;
- baholash tizimini takomillashtirish;
- resurslarni to‘g‘ri tanlash va yaratish.

Ispaniyalik olim Lourdes Ortega shunday yozadi: *“Integrativ yondashuvni samarali qo‘llash uchun o‘qituvchilar nafaqat til bilimiga, balki pedagogik va texnologik ko‘nikmalarga ham ega bo‘lishlari kerak”* [6]. O‘zbekistonda chet tillarini o‘qitishga katta e’tibor qaratilmoqda. Shu bilan birgalikda ispan tili ham tobora ommalashib bormoqda. Integrativ yondashuvni qo‘llash orqali ispan tili

o‘qitish sifatini yanada oshirish mumkin. Buning uchun quyidagi chora-tadbirlarni amalga oshirish maqsadga muvofiq:



O‘zbekistonlik olim G. Bakieva ta’kidlaganidek, *“Integrativ yondashuv asosida chet tilini o‘qitish nafaqat til ko‘nikmalarini, balki talabalarning ijodiy va tanqidiy fikrlash qobiliyatlarini ham rivojlantiradi”* [7].

Xulosa

Ispan tilini o‘qitishda integrativ yondashuv qo‘llash bir qator afzalliklarga ega. Bu yondashuv orqali talabalarning til ko‘nikmalari kompleks rivojlanadi, o‘quv jarayoni samaradorligi oshadi va talabalarning motivatsiyasi kuchayadi. Integrativ yondashuv til o‘rganishni hayotiy vaziyatlar bilan bog‘lash, fanlararo aloqalarni o‘rnatish va zamonaviy texnologiyalardan foydalanish imkonini beradi. Biroq, bu yondashuvni samarali qo‘llash uchun o‘qituvchilardan yuqori malaka, puxta rejalashtirilgan o‘quv dasturi va tegishli resurslar talab etiladi. O‘zbekistonda ispan tilini o‘qitishda integrativ yondashuvni joriy etish uchun tizimli islohotlar va innovatsion yechimlar zarur.

Kelajakda ushbu yo‘nalishda quyidagi tadqiqotlarni o‘tkazish maqsadga muvofiq:

- O'zbekiston sharoitida ispan tilini o'qitishda integrativ yondashuvning samaradorligini baholash;
- integrativ yondashuv asosida yaratilgan o'quv materiallarining sifatini tahlil qilish;
- o'qituvchilarning integrativ yondashuvni qo'llash bo'yicha kompetensiyalarini o'rganish;
- integrativ yondashuv asosida talabalarning til o'zlashtirish dinamikasini kuzatish.

Xulosa qilib aytganda, ispan tilini o'qitishda integrativ yondashuv qo'llash zamonaviy ta'lim tizimining dolzarb talablaridan biridir. Bu yondashuv orqali nafaqat til ko'nikmalarini, balki XXI asr uchun zarur bo'lgan keng qamrovli kompetensiyalarni ham shakllantirish mumkin. O'zbekistonda ispan tili o'qitish sifatini oshirish uchun integrativ yondashuvni joriy etish va rivojlantirish bo'yicha kompleks chora-tadbirlarni amalga oshirish lozim.

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ISPAN TILDA SOMATIK BIRLIKLARNING PRAGMATIK QO‘LLANILISHI

Shabanova Sevinj Djumaliyevna

O‘zDJTU tayanch doktoranti

e-mail:sevinj8888@mail.ru

Toshkent, O‘zbekiston

Annotatsiya: Mazkur maqolada ispan tilida somatik birliklarning pragmatik qo‘llanilishi tahlil qilinadi. Insonning sezgi-motor tajribalariga asoslangan holda, til va tana o‘rtasidagi bog‘liqlik o‘rganilib, somatik birliklarning semantik va frazeologik xususiyatlari tahlil qilinadi. Shuningdek, maqolada somatik birliklarning o‘ziga xos pragmatik funksiyalari, ularning tarjima va madaniy kontekstga bog‘liqligi, shuningdek, ispan tilining mintaqaviy lahjalari bilan bog‘liq variatsiyalariga e‘tibor qaratilgan. Ushbu maqola lingvistika va frazeologiya sohasida tadqiqot olib borayotganlar uchun foydali manba bo‘lib, tilning semantik va pragmatik jihatlarini tushunishga yordam beradi.

Kalit so‘zlar: Til va tana, pragmatika, somatizmlar, emotsional ifoda, madaniy kontekst, frazeologik birliklar

Inson o‘z atrofidagi sezgi xususiyatlarini qabul qilish orqali muayyan joyda o‘zini joylashtirish qobiliyatiga ega, shuningdek, ushbu sezgi-motor tizimlari yordamida o‘zini ifodalay oladi. Tana, yoki aniqroq aytganda, sezgi-motor tizimi, til mexanizmlarining shakllanishining manbai bo‘lib, fonetik jarayonning asosiy qismi

hisoblanadi. Bu jarayonlar fonetik sikl orqali amalga oshadi, bunda tovush ishlab chiqarish va ichki eshitish tizimi ishtirok etadi, bu esa fikrni yozma shaklda kodlashga imkon beradi. Bu jarayon til va tana o'rtasidagi munosabatni aks ettiradi.

Til jarayonida biz doimiy ravishda jismoniy tajribalarimizni ifodalash va ularga bog'lanish jarayonini boshdan kechiramiz. Ya'ni, biz doim harakatlarimiz orqali istaklarimiz, ehtiyojlarimiz va hissiyotlarimizni qondirishga intilamiz. "Tilning somatik yo'nalishi hech qachon to'xtamaydi va insonning jismoniy va hissiy olamini ifodalash uchun imkoniyat yaratadi. Biroq, til har doim bu imkoniyatni taqdim eta olmaydi, shuning uchun biz nutqimizda ifodali, kuchli va ta'sirchan nutq shakllarini yaratish uchun turli vositalardan foydalanamiz". (4) Bular qatoriga evfemizmlar, qarg'ishlar, undov so'zlar, hayrat ifodalari hamda ba'zi grammatik shakllar, masalan, hozirgi zamon fe'llari kiradi. Bu fe'llar doimiylik, rasmiylik yoki kelajakdagi voqealarni ifodalash uchun ishlatilishi mumkin.

Bundan tashqari, biror semantik maydon muayyan jismoniy hodisalarga bog'liq bo'lsa, bu somatik komponentlarning ko'plab turli ma'no tuslarini ifodalash imkonini yaratadi. Ana shu iboralar somatizmlar deb ataladi. Somatizmlar semantik xilma-xillikni ifodalovchi ajoyib lingvistik hodisalardan biridir. Somatik yoki somatofor iboralar inson tanasi va hissiy tajribalarining semantik maydonlarga ta'sirini aks ettiradi.

Somatik birliklar — bu til birligining inson tanasi va uning a'zolariga oid bo'lgan so'zlar va iboralardir. Ispan tilida somatik birliklar ko'pincha ma'no va kontekstga qarab turlicha pragmatik vazifalarni bajaradi. Ular, asosan, emotsional va kognitiv holatlarni ifodalashda muhim rol o'ynaydi.

Somatik Birliklarning Turlari

Zoonimlar: Hayvonlar bilan bog'liq bo'lgan birliklar, masalan, "león" (sher) yoki "perro"(it).

Anatomik atamalar: "cabeza" (bosh), "corazón" (yurak) kabi so'zlar.

Somatizmlar dastlab somatik tasvirlar orqali shakllangan bo'lib, ular bevosita inson tanasi va hissiyotlariga bog'liq. Masalan, inson biror bayramga ta'sirchan munosabat bildirsa va bu hodisa unga yoqimli hissiyotlar, shuningdek, iliqlik yoki

tekstura orqali tasvirlanadigan qulaylik hissini uyg'otsa, bu somatik javob berishning tabiiy shakli hisoblanadi.

Somatizmlar yuqori chastotali va keng qo'llaniladigan iboralar bo'lib, tilning yozma va og'zaki shakllarida muhim rol o'ynaydi. Somatizmlar ko'pincha metaforik yoki metonimik ma'nolarga ega bo'lib, ular orqali insonning jismoniy tajribalari va hissiyotlari ifodalanadi. Masalan, "ko'ngli toza" iborasi insonning samimiyligini ifodalasa, "qo'l uchida" iborasi biror narsani ehtiyotkorlik bilan bajarishni anglatadi.

Somatizmlar tilning frazeologik boyligini oshiradi va insonning jismoniy tajribalari bilan bog'liq bo'lgan ma'nolarni ifodalashga yordam beradi. Ular tilning ifodali vositalarini boyitadi va nutqning ta'sirchanligini oshiradi. Somatizmlar orqali insonlar o'z hissiyotlari, kayfiyatlari va munosabatlarini yanada aniqroq va ta'sirli ifodalay oladilar.

Somatizmlarni o'rganish orqali tilning mumkin bo'lgan konfiguratsiyalari haqida shuni isbotlaymizki, ularning semantik diversifikatsiya tamoyillari til tizimida shubhasiz qabul qilinadi va ular hech qanday rad etishga duchor bo'lmaydi. "Somatik iboralarining asosiy mohiyati ramziy va indikativ mazmun bilan bog'liq bo'lib, "multiword expressions" (ko'p so'zli iboralar) doirasida, ya'ni kollokatsiyalar va paremiya shaklida ham uchraydi. Bu iboralar doimiy ravishda o'zgarishi mumkin bo'lsa-da, ularning tipik shakli yoki andozasi doirasida tanib olinishi zarur". (1).

Ushbu til hodisalari til orqali ifodalanuvchi konvensional tasvirlarning mukammal namunasi hisoblanadi. Dunyo haqida dastlabki axborot mavjud bo'lishi mumkin, ammo tarjima jarayoni oldindan tilning universalizatsiyasiga bo'ysundirilgan holda belgilanadi.

Inson o'z atrofidagi sezgir xususiyatlar orqali o'zining aniq joylashuvini belgilash qobiliyatiga ega bo'lib, bu bilan birga, ushbu sezgi mexanizmlaridan foydalanib o'zini anglash imkoniyatiga ham egadir. Tana, yoki aniqroq aytganda, sezgi-motor tizimi til mexanizmlarini shakllantirishning boshlang'ich manbai bo'lib, butun fonetik jarayonning markaziy qismi hisoblanadi.

Tilning ushbu fonetik jarayonlari fonetik sikl orqali amalga oshiriladi, bunda tovush hosil qilish jarayoni va ichki eshitish tizimi muhim rol o'ynaydi. Ichki eshitish tizimi turli akustik belgilarni qayta ishlaydi va ularni yozma fikr sifatida kodlash imkonini beradi. Ushbu jarayon, eng avvalo, til va tana o'rtasidagi uzviy bog'liqlikni aks ettiradi. (2)

“Qisqa o‘qish-yozish” nazariyasiga ko‘ra, normal va kognitiv jihatdan past bo‘lgan shaxslarning til ishlab chiqarish jarayonlarini tahlil qilish shuni ko‘rsatdiki, barcha insonlar avval sezgi-motor mexanizmlariga ega bo‘lib, keyinchalik esa ushbu ma’lumotlarni abstrakt fikrlash orqali qayta ishlash qobiliyatini rivojlantiradilar. Bu jarayon vaqt o‘tishi bilan tildagi abstrakt tizimlar doirasida semantik kengayish orqali rivojlanadi.

Til, ko‘p jihatdan, tanadan ajralib chiqqan fenomen hisoblanadi. Shunday bo‘lsa-da, til tarkibida tananing ayrim sezilmas tuzilmalari saqlanib qolgan bo‘lib, bular somatizmlar deb ataladi. “Somatizmlar insonning hissiy va sensor-motor tajribalarini semantik nuqtai nazardan bog‘lash imkonini beruvchi muhim resurslardir. Bu resurslar inson ongining tildagi semantik ifodalarni oson va tabiiy yo‘l bilan tashkil etishini ta’minlaydi. Shu tariqa, somatik strukturalar abstrakt ma’no tuzilmalari bilan o‘zaro bog‘lanib, semantik qidiruv nuqtalarini shakllantiradi” (3).

Ispan tilida somatik birliklarni o‘rganishda ham turli qiyinchiliklar mavjud.

Quyida asosiy qiyinchiliklar va ularning sabablari keltirilgan:

1. Frazologik va metaforik xususiyat

Ispan tilidagi somatik birliklar ko‘pincha metaforik ma’noga ega bo‘lib, ularni so‘zma-so‘z tarjima qilish qiyin. Masalan:

“Tener dos dedos de frente” – so‘zma-so‘z “peshonada ikkita barmoq bor” degani, lekin ma’nosi “aqlli bo‘lmoq” yoki “fahm-farosatga ega bo‘lmoq”.

“No tener pelos en la lengua” – so‘zma-so‘z “tilida tuk yo‘q”, lekin ma’nosi “o‘z fikrini ochiq aytish”.

Bu kabi iboralar ispan tiliga yangi bo‘lgan o‘quvchilar uchun qiyinchilik tug‘diradi.

2. Kontekstga bog‘liqlik

Ko‘plab somatik birliklar faqat ma’lum kontekstda ishlatiladi va har doim ham umumiy tushuncha bilan mos kelmaydi. Masalan:

“Echar una mano” (“qo‘l uzatish”) (5) – yordam berish ma’nosida ishlatiladi.

“Ser uña y carne” (“tirnoq va go’sht bo‘lish”) – juda yaqin do‘stlar haqida aytiladi.

Bunday iboralarni har doim kontekstga qarab tushunish talab etiladi.

3. Polisemiya va sinonimiya muammolari

Ba’zi somatik birliklarning turli kontekstlarda turlicha ma’nolari bo‘lishi mumkin, bu esa o‘quvchilarga qiyinchilik tug‘diradi. Masalan, **“mano” (qo‘l)** so‘zi ispan tilida juda ko‘p idiomalarda uchraydi:

“Estar en buenas manos” – yaxshi qo‘llarda bo‘lish, ya’ni ishonchli kishining qo‘lida bo‘lish.

“Llevar las riendas” – tizginni ushlab turmoq, ya’ni biror narsani boshqarish.

Bu yerda **“manos” (qo‘llar)** va **“riendas” (tizgin)** turli vaziyatlarda boshqaruv va himoya ma’nosini anglatadi.

4. Madaniy farqlar va o‘ziga xosliklar

Somatik birliklar madaniyatga bog‘liq bo‘lgani uchun ispan tilida ishlatiladigan ko‘plab iboralar boshqa tillarga to‘g‘ri kelmaydi yoki ular bilan taqqoslash qiyin bo‘ladi. Masalan:

“Estar con el agua al cuello”– so‘zma-so‘z “suv bo‘yingacha bo‘lish”, ya’ni juda qiyin vaziyatda qolish.

“No tener ni pies ni cabeza” – so‘zma-so‘z “oyoq ham, bosh ham yo‘q”, ya’ni mantiqsiz gap yoki holatni anglatadi.

Bu iboralar boshqa tillarga tarjima qilinganda yoki o‘rganilganda, madaniy o‘ziga xosliklarini tushunish kerak bo‘ladi.

5. Ispan tilining mintaqaviy lahjalari va variatsiyalari

Ispan tilining turli mamlakatlardagi variantlarida somatik birliklarning turlicha qo‘llanilishi mavjud. Masalan:

“Tomar el pelo” (soʻzma-soʻz “sochni olish”) – Ispaniyada kimnidir aldash yoki masxara qilishni bildiradi.

“Estar frito” (soʻzma-soʻz “qovurilgan boʻlish”) – Argentinada charchaganlikni, baʼzan esa muammoga duch kelganlikni bildiradi.

Demak, ispan tilida somatik birliklarni oʻrganishda bu mintaqaviy farqlarni ham inobatga olish kerak.

Ispan tilida somatik birliklarning pragmatik qoʻllanilishi bir nechta jihatdan namoyon boʻladi (6):

Emotsional ifoda: Somatik birliklar koʻpincha his-tuygʻularni ifodalashda ishlatiladi. Misol uchun, “me duele el corazón” (yuragim ogʻridi) iborasi sevgi yoki qaygʻu hissinini bildirishi mumkin.

Kognitiv kontekst: Ular fikrlarni aniqroq ifodalash uchun ishlatiladi. Masalan, “ver las cosas con otros ojos” (boshqa koʻz bilan koʻrish) iborasi, yangi nuqtai nazar olishni anglatadi.

Madaniy kontekst: Somatik birliklar koʻpincha madaniy anʼanalar bilan bogʻliq boʻladi. Ular xalqning urf-odatlarini aks ettiradi va shuning uchun tilning madaniy jihatlarini oʻrganishda muhimdir.

Somatik birliklar ispan tilida nafaqat til birligi sifatida, balki emotsional va kognitiv jarayonlarni ifodalovchi kuchli vosita sifatida ham xizmat qiladi. Ularning pragmatik qoʻllanilishi tilning boyligini oshirib, muloqotda aniqroq va chuqurroq maʼnolarni etkazishga yordam beradi.

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PRAGMATIC FEATURES OF UZBEK AND ENGLISH ADVERTISING SLOGANS

Sherkulova Makhliyo Khasan kizi

Doctoral student

UzSWLU

mahliyo0707@mail.ru

+998901534270

Abstract: This article examines the pragmatic characteristics of advertising slogans in English and Uzbek, focusing on linguistic and communicative strategies that influence consumer behavior. Through a qualitative methodology incorporating comparative and content analysis, the study categorizes slogans based on speech act theory (Austin, Searle) and Gricean maxims. The findings reveal that English slogans often highlight innovation and individuality, while Uzbek slogans reflect cultural values and communal sentiments, both effectively resonating with their target audiences.

Keywords: advertising slogans, pragmatics, speech act theory, Gricean maxims.

Introduction

Pragmatics, a crucial branch of linguistics, studies language use in context, analyzing how speakers convey meaning beyond literal interpretation. Pragmatic theories, including speech act theory and Gricean maxims, play a fundamental role in advertising by ensuring slogans effectively engage and persuade audiences.

Speech act theory, introduced by J.L. Austin and further developed by J.R. Searle, classifies speech acts into assertives, directives, expressives, commissives,

and declaratives. Advertising slogans frequently employ these speech acts to create impactful brand messages.

1. Directive Speech Acts

In directive speech acts, the speaker imposes an obligation on the listener to perform a certain task, with both parties typically engaged in face-to-face communication. Examples include commanding, assigning tasks, or making requests. Examples:

"Love your curves" (Zara) encourages self-appreciation.

"Obey your thirst" (Sprite) prompts immediate action to drink.

"O'zing tanla" (Make your choice) (Strobar) emphasizes consumer autonomy.

2. Expressive Speech Acts

Expressive speech acts reflect psychological processes between the speaker and the listener, such as apologizing, complaining, praising, expressing admiration, sorrow, or congratulations. Examples:

"Find your greatness" (Nike) inspires self-empowerment.

"Because you're worth it" (L'Oréal) boosts self-esteem.

"Oilangiz ko'ngliga oson yo'l toping" (Find an easy way to your family's heart!) (Goodwell) conveys warmth and care.

3. Assertive Speech Acts

Assertive speech acts affirm truth, convey factual information, and seek to persuade listeners of the validity of the conveyed message.

"Nothing is impossible" (Adidas) promotes motivation.

"Yonginangizdagi oziq-ovqatlar" (Groceries close to you) (Makro) emphasizes accessibility.

"Tanlov sen tomonda" (The choice is yours) (Strobar) reinforces consumer independence.

4. Commissive Speech Acts

Commissive speech acts involve commitments by the speaker to perform a specific action in the future. These acts include promises, guarantees, or refusals, where the speaker conveys their obligation or willingness to fulfill a task.

"Melts in your mouth, not in your hand" (M&M's) guarantees product quality.

"You're in good hands" (Allstate Insurance) ensures reliability.

"Oilaviy baxtli hayot biz bilan" (A happy family life with us) (Goodwell) promises positive experiences.

5. Declarative Speech Acts

Declarative speech acts change the reality they describe, such as announcing or declaring something official.

"The happiest place on Earth" (Disneyland) positions itself as a joyful destination.

"Endi O'zbekistonning har burchagida mobil internet mavjud!" (Now, mobile internet is available in every corner of Uzbekistan!) (Oq Mobile Operator) announces widespread service.

Gricean Maxims and Advertising

H. Grice is one of the scholars who systematically justified the necessity of studying the effectiveness of linguistic interaction in pragmatics. In his lectures at Harvard in 1967, Grice emphasized that linguistic interaction can only be effective when it adheres to rational and universally accepted principles. According to Grice, the principle of cooperation forms the foundation of communicative activity. This general principle is defined as follows: "Your contribution to the conversation at this stage should meet the demands of the communicative purpose and situation" (Grice, 1975).

H.P. Grice's cooperative principle states that effective communication relies on adherence to four maxims:

1. **Quantity** – Provide adequate but not excessive information.
2. **Quality** – Ensure truthfulness and reliability.
3. **Relevance** – Stay on topic and avoid unnecessary details.
4. **Manner** – Be clear, concise, and unambiguous.

Examples:

"Unlike me, my Rolex never needs a rest" (Rolex) subtly flouts the quality maxim, implying longevity.

"The only sound you'll hear is praise" (Lexus) indirectly highlights a car's quiet operation.

"A diamond is forever" (De Beers) adheres to the quality maxim by asserting the durability of diamonds.

Conclusion

Advertising slogans function as powerful linguistic tools that engage audiences through carefully crafted speech acts and pragmatic principles. By integrating linguistic brevity with emotional and rational appeals, effective slogans foster brand recognition, consumer trust, and cultural adaptability. Understanding these pragmatic features enhances marketing strategies, bridging linguistic and cultural divides in global and local advertising contexts.

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FORMATION OF CULTURAL TOLERANCE IN PRESCHOOL CHILDREN IN THE PROCESS OF LEARNING FOREIGN LANGUAGES USING DIGITAL EDUCATIONAL RESOURCES

Andijan state institute of foreign languages

13.00.08 fakultet theory and methodology of preschool education

Dadakhanova Mohlaroyim Muratvayevna

mokhlaroyimdadakhanova@gmail.com

+998902077147

Annotation. In the modern era of globalization, fostering cultural tolerance in preschool children is essential for developing open-mindedness, empathy, and respect for diverse traditions. One of the most effective ways to achieve this is through foreign language learning, which naturally introduces young learners to different cultures. The integration of digital educational resources, including interactive applications, multimedia storytelling, virtual reality (VR), and augmented reality (AR), has significantly enhanced this process. These tools provide immersive and engaging learning experiences that help children develop a deeper appreciation for cultural diversity. This article explores the role of digital educational resources in promoting cultural tolerance through early foreign language learning, analyzing their benefits, challenges, and the need for high-quality, authentic content. The findings suggest that a combination of digital tools and real-world multicultural experiences is the most effective approach for fostering cultural awareness in preschool education.

Аннотация. В современную эпоху глобализации воспитание культурной толерантности у детей дошкольного возраста имеет важное значение для развития открытости, сочувствия и уважения к разнообразным традициям. Одним из наиболее эффективных способов добиться этого является изучение иностранного языка, которое естественным образом знакомит молодых учащихся с различными культурами. Интеграция цифровых образовательных ресурсов, включая интерактивные приложения, мультимедийные повествования, виртуальную реальность (VR) и дополненную реальность

(AR), значительно улучшила этот процесс. Эти инструменты обеспечивают захватывающий и увлекательный опыт обучения, который помогает детям глубже оценить культурное разнообразие. В этой статье исследуется роль цифровых образовательных ресурсов в продвижении культурной толерантности посредством раннего изучения иностранного языка, анализируются их преимущества, проблемы и потребность в высококачественном, аутентичном контенте. Результаты показывают, что сочетание цифровых инструментов и реального мультикультурного опыта является наиболее эффективным подходом к повышению культурной осведомленности в дошкольном образовании.

Izoh. Zamonaviy globallashuv davrida maktabgacha yoshdagi bolalarda madaniy bag'rikenglikni tarbiyalash ochiq fikrlashni, hamdardlik va turli an'analarga hurmatni rivojlantirish uchun muhim ahamiyatga ega. Bunga erishishning eng samarali usullaridan biri yosh o'quvchilarni turli madaniyatlar bilan tanishtiruvchi xorijiy tillarni o'rganishdir. Raqamli ta'lim resurslari, jumladan, interaktiv ilovalar, multimediali hikoyalar, virtual haqiqat (VR) va to'ldirilgan reallik (AR) integratsiyasi bu jarayonni sezilarli darajada oshirdi. Ushbu vositalar bolalarda madaniy xilma-xillikni chuqurroq anglashlariga yordam beradigan chuqur va qiziqarli o'rganish tajribasini taqdim etadi. Ushbu maqolada raqamli ta'lim resurslarining chet tillarini erta o'rganish orqali madaniy bag'rikenglikni targ'ib qilishdagi roli, ularning afzalliklari, muammolari va yuqori sifatli, haqiqiy kontentga bo'lgan ehtiyoj tahlil qilinadi. Topilmalar shuni ko'rsatadiki, raqamli vositalar va real dunyo ko'p madaniyatli tajribalar kombinatsiyasi maktabgacha ta'limda madaniy ongni rivojlantirishning eng samarali usuli hisoblanadi.

Key words. Cultural tolerance, preschool education, foreign language learning, digital educational resources, interactive learning, virtual reality (VR), augmented reality (AR), multimedia storytelling, global citizenship, multicultural education.

Ключевые слова: Культурная толерантность, дошкольное образование, изучение иностранных языков, цифровые образовательные ресурсы, интерактивное обучение, виртуальная реальность (VR), дополненная

реальность (AR), мультимедийное повествование, глобальное гражданство, поликультурное образование.

Kalit so'zlar: Madaniy bag'rikenglik, maktabgacha ta'lim, chet tillarini o'rganish, raqamli ta'lim resurslari, interaktiv ta'lim, virtual haqiqat (VR), kengaytirilgan haqiqat (AR), multimedia hikoyalari, global fuqarolik, ko'p madaniyatli ta'lim.

In the modern world, where globalization has created an interconnected society, the importance of cultural tolerance has grown significantly. Teaching cultural tolerance to preschool children is essential for fostering open-mindedness, empathy, and respect for diverse traditions. One of the most effective ways to instill these values is through foreign language learning, which naturally introduces children to different cultures. With the advancement of technology, digital educational resources have become powerful tools in making this learning process more engaging, interactive, and effective. Foreign language learning at an early age not only enhances cognitive development but also provides an excellent opportunity to introduce cultural awareness and sensitivity. The formation of cultural tolerance in preschool children through foreign language learning and digital educational resources has been widely studied in early childhood education, cognitive development, and technology-enhanced learning. This literature review explores key findings in these areas, focusing on the role of language acquisition in cultural awareness, the impact of digital resources on learning experiences, and the effectiveness of interactive and immersive technologies in fostering cultural tolerance. Research has consistently shown that learning a foreign language at an early age fosters cognitive flexibility, social adaptability, and cultural awareness [1]. Bialystok (2018) highlights that bilingual and multilingual children tend to develop a deeper understanding of cultural differences, as language is inherently tied to traditions, social norms, and worldviews [2]. Early language learning exposes children to linguistic diversity, making them more receptive to different ways of thinking and communicating. Additionally, studies indicate that young learners who engage with foreign languages are more likely to demonstrate higher levels of

empathy and cross-cultural understanding, as they become familiar with the customs and traditions of others through linguistic exposure [3]. Moreover, cultural tolerance is strengthened when language learning includes contextualized experiences that go beyond vocabulary and grammar. According to Kramsch (2020), language serves as both a communicative tool and a cultural medium, shaping children's perceptions of other communities [4]. This suggests that language learning should integrate cultural elements, such as storytelling, music, and folklore, to help preschoolers develop a more holistic understanding of different cultures. Such approaches have been shown to reduce biases and stereotypes, as children are exposed to diverse perspectives in a natural and engaging way [5].

Studies have shown that children who learn a second language from a young age tend to develop a greater appreciation for different cultures and demonstrate higher levels of empathy toward people from diverse backgrounds [1]. This is because language is deeply tied to cultural identity, and exposure to different languages naturally introduces learners to traditions, customs, and worldviews beyond their own. When preschoolers engage with a new language, they simultaneously absorb cultural elements that shape their understanding of global diversity. The integration of digital educational resources into foreign language instruction has further revolutionized the way young children are exposed to different cultures. Digital tools such as interactive applications, virtual reality (VR), augmented reality (AR), animated storytelling, and multimedia platforms provide immersive experiences that make learning both enjoyable and effective [2]. Language-learning apps, for instance, often include culturally relevant content, such as traditional songs, folktales, and everyday dialogues, allowing children to familiarize themselves with diverse lifestyles and social norms in an engaging manner. Additionally, animated videos featuring characters from different cultural backgrounds help normalize diversity and promote a sense of inclusivity.

Virtual reality (VR) and augmented reality (AR) technologies offer even more profound cultural immersion by enabling children to “visit” foreign countries, explore historical landmarks, and interact with digital representations of people from

various cultures [3]. Such experiences allow preschoolers to develop a sense of connection with other cultures, fostering cultural empathy and reducing biases. For example, a child learning French might use VR to virtually walk through the streets of Paris, hear native speakers, and observe cultural landmarks such as the Eiffel Tower or traditional French cafés. This kind of experiential learning helps solidify cultural understanding in a way that traditional textbooks or classroom instruction cannot achieve. Moreover, digital educational resources facilitate real-time global communication, enabling young learners to interact with peers from different cultural backgrounds. Online language exchange programs, virtual storytelling sessions, and international video calls provide authentic opportunities for preschoolers to engage in cross-cultural dialogue, making cultural diversity a natural part of their learning experience [4]. Through these interactions, children not only practice language skills but also develop positive attitudes toward people from different ethnic and linguistic backgrounds. Such early exposure helps prevent the development of stereotypes and promotes a mindset of cultural appreciation. In addition to fostering cultural tolerance, digital educational resources also support an inclusive learning environment by representing diverse cultures in their content. Many modern language-learning platforms feature multicultural characters, multilingual audio options, and culturally inclusive storytelling elements, ensuring that children from all backgrounds feel represented and valued [5]. This representation plays a crucial role in shaping young learners' perceptions of cultural diversity, reinforcing the idea that differences should be celebrated rather than feared. However, while digital tools offer numerous benefits in promoting cultural tolerance, it is essential to ensure that their content is accurate and free from cultural biases. Educators and parents must carefully select high-quality digital resources that provide authentic cultural representations and avoid stereotypes or misinterpretations [6]. Furthermore, digital learning should be complemented by real-world experiences, such as engaging children in multicultural celebrations, encouraging discussions about different traditions, and exposing them to diverse literature and music. By combining digital tools with practical, real-life interactions,

preschoolers can develop a well-rounded understanding of cultural diversity. Foreign language learning at an early age is known to enhance cognitive development, improve communication skills, and promote social adaptability. However, beyond linguistic benefits, it also provides an excellent platform for developing cultural awareness. By exposing children to different languages, they also become familiar with the traditions, customs, and lifestyles associated with those languages. When digital resources are integrated into this learning process, they provide a more immersive and dynamic experience, making cultural education more accessible and enjoyable for young learners. Digital educational resources have transformed early childhood education by making learning more interactive and engaging. Research in this field suggests that digital tools provide significant advantages in enhancing foreign language acquisition and cultural understanding among preschoolers [6]. Hsu and Wang (2020) found that digital language learning applications, such as interactive games and multimedia storytelling platforms, improve children's ability to retain new vocabulary while simultaneously introducing them to cultural contexts through visually rich and engaging content [7]. Multimedia-based learning, particularly through animated stories and songs, has been identified as an effective way to introduce cultural diversity. Studies have shown that digital storytelling, which incorporates characters from different backgrounds, fosters cultural sensitivity and inclusivity in young learners [8]. D'Angelo and Littleton (2021) emphasize that children who engage with culturally diverse digital content are more likely to develop a positive attitude toward people from different ethnic and linguistic backgrounds [9]. Furthermore, the representation of multicultural characters in digital platforms helps normalize diversity, making it a familiar and accepted part of the child's worldview [10].

Conclusion. The formation of cultural tolerance in preschool children through foreign language learning, supported by digital educational resources, is a crucial step in preparing them for an increasingly interconnected world. The literature reviewed highlights that early exposure to foreign languages fosters not only linguistic skills but also an appreciation for cultural diversity, reducing biases and

promoting empathy from a young age. Digital educational tools, including interactive applications, multimedia storytelling, virtual reality (VR), and augmented reality (AR), significantly enhance this process by creating immersive and engaging learning environments that introduce children to different cultural perspectives in an organic and enjoyable manner. One of the key findings is that digital storytelling and interactive language-learning applications provide authentic cultural experiences that go beyond traditional language instruction. When preschoolers engage with diverse characters, traditions, and social norms through digital media, they develop a more inclusive worldview. Moreover, real-time global communication, such as language exchange programs and international virtual interactions, further reinforces cultural sensitivity by allowing children to engage directly with their peers from different backgrounds. Such experiences not only enhance language acquisition but also nurture an early sense of global citizenship. However, the effectiveness of digital tools in fostering cultural tolerance depends on the quality and authenticity of the content provided. As some studies indicate, oversimplified or stereotypical representations of cultures in digital materials can lead to misconceptions rather than genuine understanding. Therefore, it is essential for educators, parents, and developers to ensure that digital resources present accurate and culturally respectful content. Additionally, while technology plays a vital role in cultural education, it should be complemented by real-world experiences such as cultural celebrations, discussions on diversity, and exposure to literature and music from various traditions. A balanced approach that integrates digital learning with hands-on experiences ensures a deeper and more meaningful cultural understanding in young learners. Digital educational resources serve as a powerful tool for enhancing cultural tolerance through foreign language learning in preschool education. When designed and implemented effectively, these resources help children develop open-mindedness, respect, and appreciation for cultural diversity, which are essential skills in today's globalized society. As technology continues to evolve, its potential in shaping inclusive and culturally aware future generations

must be fully utilized, ensuring that children grow up with the knowledge and mindset necessary to thrive in a diverse and interconnected world.

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CHET TILLARNI O‘QITISHDA METAKOGNITIV YONDASHUVNING MOHIYATI VA SAMARADORLIGI

Urganch davlat pedagogika instituti o‘qituvchisi

Ismailova Barno Yuldashbayevna

barno.ismailova@urspi.uz

Annatatsiya: Ushbu maqolada metakognitiv yondashuvning mohiyati va chet tillarini o‘qitishda metakognitiv yondashuvning samaradorligi haqida fikrlar yuritilgan.

Kalit so‘zlar: metakognitiv yondashuv, ta‘lim jarayoni, refleksiya, ingliz tili, chet tili.

Metokognitiv yondashuv doirasida til insonning kognitiv qobiliyati sifatida baholanadi. U insonning hayot kechirishi, atrof-muhitga moslashishi, yo‘nalishini aniqlash va rivojlanishiga xizmat qiladi. Tilning tabiati va funksiyalari, uning fikrlash faoliyati bilan bog‘liqligiga bo‘lgan yangi qarashlar tilni ushbu nuqtai nazardan o‘rganish uchun maxsus nazariy-uslubiy bazani ishlab chiqish zaruriyatini keltirib chiqardi. Bunday baza sifatida til konseptualizatsiyasi, kategoriyalashtirish va interpretatsiya nazariyalari, bilimlarni mental va til darajalarida namoyon etish usullari, aniq tushunchalarni shakllantirish va tahlil usullari bo‘yicha amaliy ishlanmalar xizmat qildi. Kognitiv yondashuvning tilshunoslikdagi asosiy nazariy asoslari turli fan sohalaridagi bilimlarni o‘zlashtirilishi, bilish jarayonlarining

tabiati, tilning kognitiv qobiliyat sifatidagi ahamiyati va fikrlash tuzilmalari bilan til tuzilmalari o'rtasidagi munosabat haqidagi qarashlarga tayanadi. Bilimlarni qabul qilish, sxemalashtirish, uzatish jarayonlari va ularning til tuzilmalari hamda jarayonlari bilan o'zaro ta'sirini o'rganishga bag'ishlangan tadqiqotlar turli fan sohalarida rivojlandi. Bu yondashuv til va fikrlash o'rtasidagi chuqur bog'liqlikni o'rganish, tilning bilimlarni shakllantirish va uzatishdagi roliga bag'ishlangan tadqiqotlarga zamin yaratdi⁵⁷.

Metokognitiv yondashuv o'qitishning samaradorligini oshirishga qaratilgan. U nafaqat bilimlarning tuzilishiga, balki ta'lim oluvchilarning o'qish jarayonini qanday qabul qilishiga ham e'tibor qaratadi. Bunday yondashuv pedagoglarga o'quv jarayonini chuqurroq va tartibliroq tashkil qilishga yordam beradi. Sveller⁵⁸ nazariyasiga ko'ra, o'quv dasturlari shunday tuzilishi kerakki, ular o'quvchilarning miyasini ortiqcha yuklama hosil qilmasligi lozim. Bu talab inson xotirasining ishlash xususiyatlari bilan bog'liq: qisqa muddatli (ishchi) xotirada bir vaqtning o'zida saqlanishi mumkin bo'lgan ma'lumot miqdori cheklangan. Tadqiqotlar shuni ko'rsatdiki, ortiqcha kognitiv yuklanish yangi bilimlarni o'zlashtirishga to'sqinlik qilishi mumkin. Sveller nazariyasi o'quv materialini o'zlashtirishga qanday omillar ta'sir qilishini, uning qiyinchilik darajasi qanday bo'lishi kerakligini, ma'lumotni qanday taqsimlash va taqdim qilish samarali bo'lishini tushunishga yordam beradi.

T.G.Strebsovaning fikriga ko'ra, metokognitiv yondashuv tilni insonning umumiy kognitiv mexanizmlari bilan bog'liq ochiq tizim sifatida ko'radi. Bu yondashuvga ko'ra, til xususiyatlari inson tajribasining turli sohalar bilan bog'langan konseptuallashtirish jarayonlari orqali shakllanadi. Bunda til tuzilmalari insonning mental reprezentatsiyalarini o'rganish uchun asos sifatida foydalaniladi. Bu tilni tushunish va uning inson ongi bilan bog'liq jarayonlarini tadqiq qilishda yangi yo'nalishlarni ochib berdi⁵⁹.

⁵⁷ Boldyrev, Nikolay. (2021). Когнитивный Подход В Лингвистике И Смежных Облaстях Знания Cognitive Approach In Linguistics And Related Areas Of Research. 5-27.

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⁵⁹ Скребцова Т. Г. Когнитивная лингвистика: классические теории, новые подходы — М.: Издательский Дом ЯСК, 2018. — 391 с.

Ta'lim jarayonida refleksiyaning shakllanishida, rivojlanishida va eng integrativ jarayon sifatida amalga oshirilishida metakognitiv yondashuvga asoslangan bilimlarni tizimlashtirish qonuniyatlari muhim rol o'ynaydi. Chunki ta'lim oluvchining reflektiv faoliyat jarayoni o'ziga xos tizimli tashkillashuvni talab etadi, bunda uchta metodika ("faoliyatli sinov", "uslubiy differentsiatsiya" va "reflektiv qatlamlash") shaxsning metakognitiv sohasini tadqiq qilish uchun yangi va yetarli darajada konstruktiv imkoniyatlarni ochadi. Bu uchta muhim soha: faoliyat, shaxs va ong nuqtai nazaridan afzalligi shundaki, ular ta'lim oluvchining asosiy faoliyat parametrlarini, eng avvalo, natijadorlikni qayd etishga imkon yaratadi⁶⁰.

O'zbekistonlik olimlardan R.X.Nosirova⁶¹ maktabgacha ta'limda metakognitiv ko'nikmalarni shakllantiruvchi metodlarni qo'llashning pedagogik asoslari haqida o'tkazgan tadqiqotlarida maktabgacha ta'lim tashkilotlarida metakognitiv metodlarni qo'llash orqali bolalarni maktab ta'limiga tayyorlash masalalari xususida fikr yuritib, maktabgacha ta'limda metakognitiv metodlarni qo'llash orqali bolalarni maktabga tayyorlash hamda natijalarni dunyoning rivojlangan mamlakatlaridagi bolalar yutuqlari bilan qiyosiy taqqoslash ta'lim muassasalari va tizimning samarali faoliyatini tashkil etishni kafolatlaydi.

Z.Xalilova⁶² esa akademik ingliz tilini o'rganishda kognitiv jarayonlarning muvaffaqiyatga ta'siri masalalarini tahlil etib, kognitiv jarayonlar xotira, diqqat va metakognitiv strategiyalarni o'z ichiga olishini, ular esa ikkinchi tilni o'zlashtirish (SLA) jarayonida til qobiliyatlarini samarali tarzda o'zlashtirishga yordam berishini, ushbu jarayonlar, ayniqsa, akademik ingliz tilini o'zlashtirishda juda muhim ekanligi, har bir til maxsus lingvistik tuzilmalar, fan sohasiga xos lug'atlar va abstrakt tushunchalar bilan ishlashni talab qilishini alohida ta'kidlaydi.

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⁶¹ А.Х.Носирова. Maktabgacha ta'limda metakognitiv ko'nikmalarni shakllantiruvchi metodlarni qo'llash bo'yicha tajribasini ishlarining mazmuni Academic Research In Educational Sciences Volume 1 | Issue 4 | 2020 Issn: 2181-1385 Scientific Journal Impact Factor (Sjif) 2020: 4.804 Academic Research, Uzbekistan 614 Wwww.Ares.Uz

⁶² Халилова, З. (2024). Akademik ingliz tilini o'rganishda kognitiv jarayonlarning muvaffaqiyatga ta'siri. *Лингвоспектр*, 2(2), 142–144. извлечено от <https://lingvospekt.uz/index.php/Ingsp/article/view/233>

Chet tillarni o'rganishni tashkil qilishning amaldagi tizimini tahlil etish shuni ko'rsatmoqdaki, ta'lim standartlari, o'quv dasturlari va darsliklar zamon talablariga, xususan, ilg'or axborot va media-texnologiyalardan foydalanish borasidagi talabga to'liq javob bermayapti. Ta'lim asosan an'anaviy uslublarda olib borilmoqda. Ta'lim tizimining barcha bosqichlarida chet tillarni uzluksiz o'rganishni tashkil qilish, shuningdek, o'qituvchilar malakasini oshirish hamda zamonaviy o'quvslubiy materiallar bilan ta'minlash yanada takomillashtirilishini taqozo etadi. Chet tili o'qitish metodikasi bo'yicha chuqur tahlillar olib borishni taqozo etadi⁶³.

Shu sababli metakognitiv yondashuvni oliy ta'limda ta'lim mazmuniga singdirish lozim, chunki metakognitiv yondashuv ingliz tilini o'qitishda notanish va murakkab tuzilishga ega obyektlarga qiziqish, obyektlar va ularning xususiyatlarini o'rganishga bo'lgan qiziqishni oshirib, xatolarni tuzatishga harakat qilishga yordam beradi, shuningdek, ushbu jarayonlarning rivojlanishiga ta'sir etuvchi omillar va ta'lim sharoitlarini aniqlash bo'yicha o'tkazilgan tadqiqotlarda ma'lum darajada xorijiy tillarni o'rganishdagi mahalliy metodikalarni tahlil etilganligini ko'rishimiz mumkin. Ingliz tilida o'quv materialini o'zlashtirishda metakognitiv yondashuvni qo'llash ijtimoiy va pedagogik jihatdan katta ahamiyatga ega. Bu yondashuv ta'lim oluvchilarning o'ziga xos o'quv jarayonini boshqarish, kuzatish va baholash qobiliyatini rivojlantiradi. Quyidagi ijtimoiy va pedagogik zaruriyatlar mavjudligini asoslaydi:

globallashuv sharoitida kommunikatsiya vositalaridan biri bo'lgan ingliz tili zamonaviy dunyoda xalqaro aloqa vositasi hisoblanadi. Talabalarda metakognitiv yondashuvni rivojlantirish ularning ingliz tilidagi kommunikatsiya qobiliyatini oshiradi, bu esa turli madaniyatlar bilan samarali aloqada bo'lishga imkon beradi;

metakognitiv yondashuv mustaqillik va mas'uliyatga asoslanadigan shaxsiy rivojlanishni qo'llab-quvvatlaydi, talabalarga o'z o'quv jarayoni uchun mas'uliyatni his qilishga yordam beradi. Bu ularning mustaqil faoliyat yuritish qobiliyatini kuchaytiradi;

⁶³ Adila Tadjibaeva INGLIZ TILINI SAMARALI O'QITISHDA GRAMMATIK TARJIMA METODIDAN FOYDALANISH // ReFocus. 2022. №2. URL: <https://cyberleninka.ru/article/n/ingliz-tilini-samarali-itishda-grammatik-tarzhima-metodidan-foydalanish> (data o'rasheniya: 11.01.2025).

talabaning o'zlashtirish darajasini oshirishga yo'naltirilgan metakognitiv yondashuv talabalarga o'quv materialini qanday o'zlashtirishini kuzatish va baholash imkonini beradi. Bu usul natijadorlikni oshiradi, chunki talabalar o'zlariga mos bo'lgan o'quv strategiyalarni tanlay oladilar;

o'qitishning shaxsiylashtirilishi nuqtai-nazaridan qaraganda har bir talabaning o'ziga xos o'quv usullari bor. Metakognitiv yondashuv o'qituvchilarga talabalarning ehtiyojlarini chuqurroq tushunishga yordam beradi va ta'lim jarayonini moslashtirish imkonini yaratadi;

ta'lim oluvchilarda muammolarni hal qilish ko'nikmalarini shakllantirish jihatidan metakognitiv strategiyalar ingliz tilidagi murakkab grammatik qoidalar yoki leksik tarkibni o'zlashtirishda qiyinchiliklarni yengish uchun samarali vositalarni taklif qiladi. Demak, metakognitiv yondashuvni qo'llash talabalarning shaxsiy va akademik rivojlanishida muhim o'rin tutadi. Bu yondashuv nafaqat xorijiy tilni samarali o'rganishga yordam beradi, balki ularning ijtimoiy hayotda faol bo'lishlariga va mustaqil ta'lim olish ko'nikmalarini rivojlantirishga ham yordam beradi.

THE ROLE OF THE "CHILD/BOLA" CONCEPT IN ENHANCING ENGLISH LANGUAGE TEACHING FOR UZBEK LEARNERS: A CULTURAL AND PROGMATIC PERSPECTIVE

Turgunova Buxalicha the teacher of
Andijan State Institute of Foreign Languages

buxalicha1993@gmail.com

Annotation

This article delves into the significance of the "Child/Bola" concept in English language teaching (ELT), examining its cultural and pragmatic relevance. By analyzing the linguistic and cultural nuances of "child" in English and "bola" in Uzbek, the study highlights how integrating this concept can enhance linguistic competence, cultural awareness, and intercultural communication skills. The paper also provides practical strategies for incorporating this concept into teaching

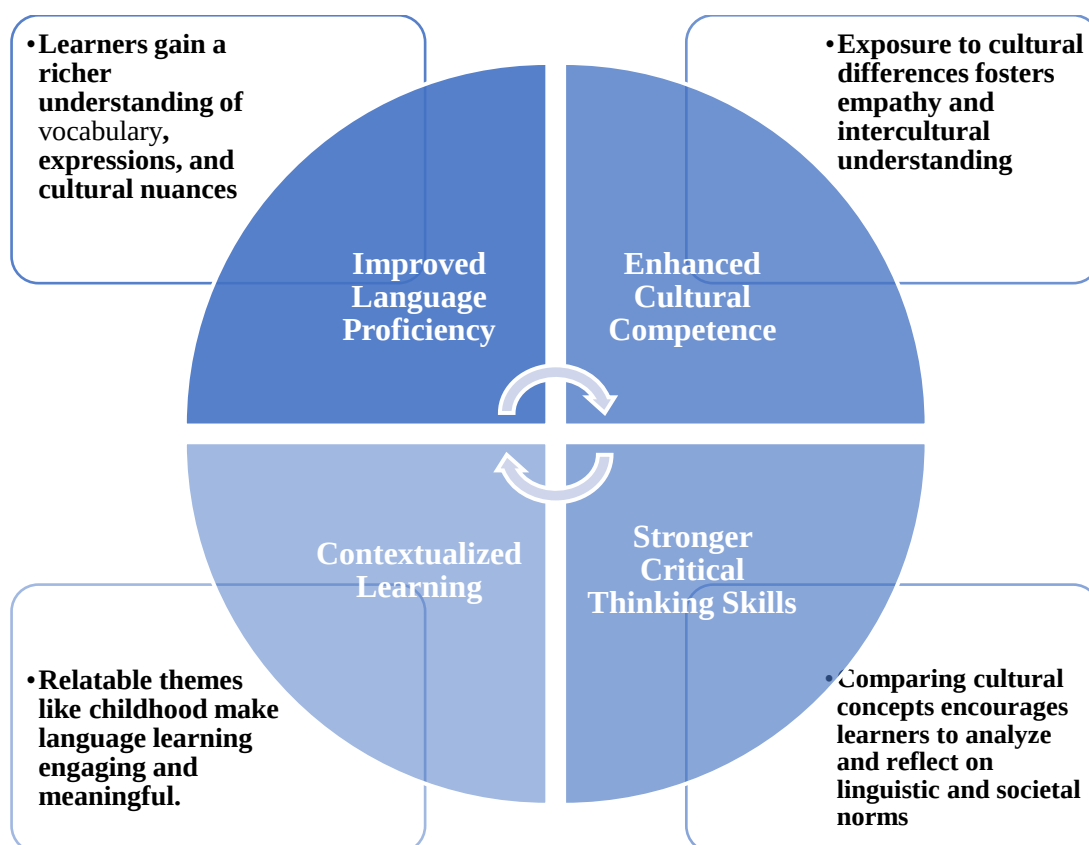
methodologies, emphasizing its role in contextualizing language learning and fostering meaningful engagement.

Keywords: language and culture, child/bola concept, English language teaching, pragmatic competence, cultural awareness, intercultural communication, vocabulary enrichment, contextualized learning, role-playing activities,

Introduction

The relationship between language and culture is intrinsic, as language serves as both a medium and a product of cultural expression. In the context of English language teaching (ELT), understanding and utilizing cultural concepts, such as "child" in English and "bola" in Uzbek, can significantly enrich the learning experience. This paper explores the role of the "child/bola" concept in fostering pragmatic competence, cultural understanding, and effective communication skills, making it a vital element of language acquisition.

In Uzbek culture, "bola" is central to family and societal values. The collectivist nature of the culture emphasizes community, respect for elders, and shared responsibilities in raising children. Expressions such as, “Bolalik podshoxlik” “Bir bolaga yetti mahalla ota-ona” reflect the deep cultural importance of children in Uzbek society. On the other hand, in English-speaking cultures, "child" often embodies individualism and personal development. Children are viewed as autonomous beings with rights and potential for independence. Concepts like "child rights" and "child-centered learning" illustrate this cultural perspective, where the focus is on nurturing individuality and self-expression. Understanding the differences between "child" and "bola" allows learners to navigate cultural and linguistic contexts more effectively. To be more precise, the English emphasis on individuality and the Uzbek focus on collectivity offer learners insights into how cultural values shape communication styles and linguistic choices. As above mentioned factors, integrating certain concepts in ELT is considered beneficial approach:



As to the methodology, teaching vocabulary is a crucial part of EFL teaching. Introducing "child/bola" concept to the learners provides a wide range of vocabulary related to childhood and family. For instance:

- Family dynamics: words like *siblings*, *parenting* and *guardian*.
- Emotions and behaviors: Terms such as *curious*, *playful*, *naughty*.
- Cultural phrases: Expressions like *childhood memories* and *child-friendly*.

By contextualizing these terms, learners gain a deeper understanding of their meanings and usage. Moreover, foster pragmatic competence learning cultural concepts also vital in EFL teaching. Understanding how cultural concepts influence language use helps learners communicate appropriately in diverse contexts. For example: responding to “*How’s your child?*” as a polite inquiry rather than a detailed question reflects pragmatic awareness. Recognizing indirect expressions like “*family-oriented*” or “*child-friendly*” enhances learners’ ability to interpret implicit meanings. Furthermore, introducing certain type of concept in native as well as target languages fosters learners’ cultural awareness too. The "child/bola" concept

serves as a gateway to exploring cultural norms and practices. Discussions on topics such as “*child rights*” or “*parenting styles*” introduce learners to the cultural values underlying language use, improving intercultural competence.

While exploring certain concepts in target language addressing context is one of the effective methods in EFL teaching. Using the “child/bola” concept provides a relatable and meaningful context for language practice. Activities like storytelling, role-playing, or sharing childhood experiences encourage learners to engage with the language authentically. Moreover, EFL teachers may integrate practical approach of the chosen concept by comparing and contrasting it in native as well as target languages and cultures. Encourage learners to compare and contrast the cultural significance of “child” in English and “bola” in Uzbek. For example:

- Discussing the roles and expectations of children in different cultures.
- Examining how these roles influence language use, such as the difference between direct and indirect communication.

Role-play activities serve as a dynamic pedagogical tool in language acquisition, allowing learners to engage in authentic communication while internalizing linguistic structures and cultural norms. Within the framework of the Child/Bola concept, role-play can be effectively utilized to simulate real-life scenarios that reflect the cultural and social dimensions of childhood. For example, learners can enact parent-child interactions, teacher-student conversations, or peer discussions in a school setting, facilitating the acquisition of vocabulary, grammatical structures, and pragmatic competence in a meaningful context. Such activities encourage learners to apply linguistic forms naturally, reinforcing contextualized language use and enhancing fluency. Moreover, role-playing fosters intercultural awareness by enabling students to compare and contrast childhood-related norms in English-speaking and Uzbek cultures, thus developing their communicative competence beyond mere linguistic accuracy. By integrating the Child/Bola concept into role-play exercises, educators can create immersive learning environments where students actively engage with language in socially relevant and cognitively

stimulating ways, ultimately improving both their linguistic proficiency and cross-cultural understanding.

To conclude we can say that the “child/bola” concept is a valuable tool for enhancing English language teaching. By exploring the cultural and linguistic dimensions of this concept, educators can create meaningful learning experiences that go beyond grammar and vocabulary. Integrating such concepts into ELT fosters not only linguistic competence but also cultural awareness and pragmatic skills, preparing learners for effective communication in a globalized world.

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CHET TILLARINI O'QITISHDA INNAVATSION USULLAR VA ADABIYOTNING INTEGRATSIYALASHUVI.

Jo'rayeva Lola Tolibjonovna,

O'qituvchi, ADCHTI

lolajorayeva265@gmail.com

O'rinova Oysha Mansurbek qizi,

Talaba, ADCHTI

Annotatsiya: Mazkur maqolada chet tillarini o'qitishda innovatsion yondashuvlar va adabiyotdan foydalanishning ahamiyati tahlil qilinadi. Adabiyot ta'lim jarayoniga integratsiyalashgan holda til o'rganish jarayonini yanada samarali va qiziqarli qilish imkoniyatlari ko'rib chiqiladi. Zamonaviy texnologiyalar, kommunikativ metodlar va interaktiv o'qitish uslublari yordamida adabiy materiallardan foydalangan holda til kompetensiyalarini rivojlantirish imkoniyati yoritiladi.

Kalit so'zlar: chet tillari, innovatsion yondashuvlar, adabiyot, kommunikativ metod, interfaol ta'lim, integrallashuv.

Chet tillarini o'qitish nafaqat lingvistik bilimlarni o'zlashtirish, balki madaniy, ijtimoiy va psixologik jihatlarni ham qamrab oluvchi murakkab jarayondir. Zamonaviy ta'lim tizimida innovatsion yondashuvlar va texnologiyalar til o'rganish samaradorligini oshirishda muhim ahamiyat kasb etmoqda. O'quvchilar faqatgina grammatik qoidalarni o'rganib qolmasdan, balki real hayotda tilni qo'llash, kommunikativ malakalarini shakllantirish va xorijiy adabiyot orqali madaniy tafakkurini kengaytirish imkoniyatiga ega bo'ladilar. Adabiyot esa til o'rganish jarayonida madaniy va lingvistik kompetensiyalarni rivojlantirishda muhim vosita bo'lib xizmat qiladi. Badiiy matnlar, poetik asarlar va hikoyalar orqali o'quvchilar nafaqat tilni o'rganadilar, balki shu tilda so'zlashuvchi xalqlarning madaniyati va an'analarini ham tushunib boradilar. Ushbu maqolada innovatsion yondashuvlar va adabiyotning integratsiyalashuvi orqali til o'rgatish samaradorligini oshirish imkoniyatlari tahlil qilinadi.

Bugungi kunda chet tillarini o'qitishda turli innovatsion yondashuvlar qo'llanilmoqda. Quyida ularning eng samarali turlariga batafsil to'xtalib o'tamiz. Masalan, kommunikativ metod o'quvchilarning amaliy muloqot qobiliyatlarini rivojlantirishga yo'naltirilgan bo'lib, tilni tabiiy muhitda o'rganish tamoyiliga asoslanadi. Bu metod quyidagi jihatlari bilan ajralib turadi:

1. Real hayotiy vaziyatlar orqali po'rganishm – bunda o'quvchilar haqiqiy muloqot sahnalari orqali til bilish darajalarini mustahkamlashadi.
2. Rolli o'yinlar va muhokamalar – til o'rganishda interaktivlikni oshirish orqali kommunikativ kompetensiyani shakllantirish.
3. Qiziqarli va motivatsion mashg'ulotlar – o'quvchilar o'z fikrlarini ifodalashda mustaqillikni his qiladilar.

Bundan tashqari interfaol ta'lim texnologiyalari orqali chet tilini o'rganish o'quvchilarning faol ishtirokiga asoslangan bo'lib, bir necha usullarni o'z ichiga oladi. Masalan munozara va bahslar orqali o'quvchilar o'z fikrlarini muloqotda ochiq ifodalashga o'rganadilar. Bundan tashqari jamoaviy topshiriqlar ham dars jarayonida talabalarni faol bo'lishiga zamin yaratadi. Loyiha asosidagi ta'lim ham, masalan talabalar mustaqil izlanish olib borishi, o'rganilgan materialni qo'llash imkoniga ega bo'lishi dars jarayonida talabalarni faol bo'lishiga imkon yaratadi.

Shuningdek bugungi kunda raqamli texnologiyalar chet tilini o'rganishda juda katta ahamiyat kasb etmoqda. Masalan **onlayn platformalar** - Duolingo, Ibrat farzandlari kabi bir qator platformalar orqali mustaqil o'rganish imkoniyati til o'rganuvchilar uchun juda muhim hisoblanadi. Bunda sun'iy intellekt asosidagi dasturlari ham nutqni aniqlash va avtomatik tarjima qilish orqali til o'rganuvchilar uchun bir necha qulayliklar yaratadi. Mobil ilovalar va virtual sinflar esa har qanday joyda va holatda o'rganish imkoniyatini yaratadi.

CLIL (Content and language Integrated Learning) usuli ham samarali usullardan hisoblanib fanga asoslangan til o'rganish tamoyiliga asoslanadi. Bu usul orqali o'quvchilar yangi tilni turli fanlar kontekstida o'rganadilar. CLIL ning asosiy afzalliklari shundaki, bunda tabiiy til muhitini yaratisish, ya'ni til o'rganish jarayoni

tabiiy ravishda kechadi. Bundan tashqari tilni kontekstda o'rganish, ya'ni o'quvchilar grammatik qoidalarni amaliyotda mustahkamlaydilar.

Adabiyot ham chet tilini o'rganishda grammatik strukturalarni tabiiy ravishda o'zlashtirishga yordam beradi. Bunda o'quvchilar badiiy asarlar orqali grammatik qoidalarni matnlar orqali tabiiy ravishda anglaydilar. Shuningdek dialog va monologlar orqali adabiy matnlardagi muloqot shakllarini o'rganadilar. Til o'rganuvchilar bular orqali ijodiy yozuv mashg'ulotlar olib boradilar va shu mashqlar orqali asarlar asosida o'z fikrlarini grammatik jihatdan to'g'ri ifodalashni mashq qiladilar.

Adabiyot nafaqat til bilimlarini, balki shu tilda so'zlashuvchi xalqlarning madaniyatini tushunish imkonini ham beradi. Masalan milliy va xorijiy adabiyotlar bilan tanishish orqali turli xalqlarning urf-odatlarini va qadriyatlarini bilan yaqindan tanishadilar, milliy va global tarix haqida bilim oladilar va o'z til madaniyatini chet tilidagi madaniyat bilan solishtirish imkoniyatiga ega bo'ladilar.

Adabiyot materiallar interfaol ta'lim metodlari bilan uyg'unlashganda til o'rganish jarayoni yanada samarali kechadi. Quyidagi metodlar bunday yondashuvga asoslanadi:

1. Rolli o'yinlar – badiiy asarlar qahramonlarining rollarini ijro etish orqali tilni amaliy qo'llash
2. Mualliflik matnlarini yaratish – o'quvchilar o'z ijodiy hikoyalari va she'rlarini yozish orqali tilni o'rganish.
3. Diskussiyalar va tahlillar – adabiy asarlar asosida munozara va tanqidiy fikrlashni rivojlantirish.

Xulosa o'rnida chet tillarini o'qitishda innovatsion metodlar va adabiyotning uyg'unlashuvi ta'lim jarayonini yanada qiziqarli va samarali qilishga zamin yaratadi. Zamonaviy texnologiyalar va interaktiv usullardan foydalanish o'quvchilarning til o'rganishga bo'lgan qiziqishini oshirib, ularning kompetensiyalarini kengaytiradi. Kelajakda ushbu yo'nalishdagi tadqiqotlar yanada rivojlanib, yangi pedagogik texnologiyalar asosida adabiyotning o'qitishdagi o'rnini

chuqurroq o'rganilishi lozim. Shuningdek, adabiyot o'quvchilar uchun lingvistik bilimlarni mustahkamlash, madaniy kontekstni tushunish va ijodiy tafakkurini rivojlantirishda asosiy vosita bo'lib xizmat qiladi.

Kelajakda chet tillarini o'qitish jarayonida innovatsion metodlarning yanada keng qo'llanilishi kutilmoqda. Ayniqsa, sun'iy intellekt, virtual texnologiyalari til o'rganish jarayoniga chuqurroq integratsiyalashuvi mumkin. Shuningdek, adabiy materiallardan foydalanishning yangi usullari ishlab chiqilib, ularning o'quvchilarga ta'siri yanada samarali bo'lishi uchun izlanishlar davom ettirilishi zarur. Ushbu maqola chet tillarini o'qitishda innovatsion yondashuv va adabiyotning integratsiyalashuvi bo'yicha tadqiqotlar va amaliyotga oid yangi yo'nalishlarni belgilashga xizmat qiladi.

Qo'shimcha ravishda, pedagoglarning malakasini oshirish va yangi metodlarni sinovdan o'tkazish orqali ta'lim sifati yanada yuksalishi mumkin. Bu esa, o'z navbatida, xalqaro standartlarga mos keluvchi til ta'limini rivojlantirishga xizmat qiladi.

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THE ROLE AND IMPACT OF NICKNAMES IN ENGLISH LITERARY WORKS.

Obobakirova Valizaoy

Teacher at ASIFL, department of the integrated
course of English language teaching

vobobakirova@gmail.com

Annotation. This article explores the role of nicknames in English literature, highlighting their significance in character development, social dynamics, and thematic exploration. The use of nicknames is examined through a variety of literary works, showing how they reveal essential aspects of a character's personality, social status, relationships, and emotional connections. It discusses how nicknames are employed to symbolize personal traits, indicate social roles, build friendships, mock or insult characters, and reinforce broader themes within a narrative. Overall, the article emphasizes that nicknames are not merely labels but serve as powerful tools that enhance the storytelling experience.

Keywords: Nicknames, Character Development, Social Status, Friendship, Mockery, Villainy, Thematic Symbols, Literary Analysis, Mark Twain, F. Scott

Fitzgerald, Geoffrey Chaucer, J.R.R. Tolkien, Charles Dickens, William Shakespeare, Herman Melville, George Orwell

Nicknames have been an essential feature in English literature, serving multiple roles such as enhancing character development, highlighting social structures, and underscoring the central themes of a story. Whether playful or meaningful, nicknames add layers to characters and their relationships, offering insight into both individual personalities and broader societal contexts. This article examines how nicknames are used in literary works to deepen character portrayals, reflect power dynamics, and advance narrative themes.

Nicknames often serve as a way to deepen understanding of a character's traits, background, or personality. They can reveal a character's key qualities, distinguishing them from others in the narrative. For instance, in *The Adventures of Huckleberry Finn* by Mark Twain, the protagonist Huck is known by his nickname, which reflects his wild, independent nature. His nickname symbolizes his free-spirited attitude and separates him from the conventional expectations of society. Similarly, in *The Great Gatsby* by F. Scott Fitzgerald, the character of Gatsby is often referred to by this single name, which exudes mystery and grandeur. This nickname represents the persona Gatsby has carefully crafted for himself, one that is built on ambition and the pursuit of a dream.

Nicknames also function as indicators of social status, relationships, or roles within a story. These names help to establish the characters' positions in the social hierarchy and highlight their roles in the narrative. In Geoffrey Chaucer's *The Canterbury Tales*, each character is assigned a nickname that reflects their occupation or societal role. The "Miller" or "Wife of Bath" are examples of how these nicknames convey information about the character's social standing and moral attitudes in medieval society. In J.R.R. Tolkien's *The Lord of the Rings*, nicknames like "Strider" for Aragorn and "Gandalf the Grey" for the wizard help establish the characters' roles within the epic. "Strider" reflects Aragorn's humble background as a wanderer, while "Gandalf the Grey" highlights the wisdom and mysticism that define his character.

Beyond reflecting social roles, nicknames often represent affection, camaraderie, or emotional connections between characters. They can highlight the warmth or intimacy of relationships. In the *Harry Potter* series, characters like Ron, Hermione, and Harry develop nicknames for each other that signal the strength of their friendship. Hermione affectionately calls Ron “Ronnikins,” showcasing the playful and close nature of their bond. Similarly, Harry’s various nicknames reveal the evolution of his relationships throughout the series. In *The Hobbit*, Bilbo Baggins is called “Baggins” by the dwarves, initially in a teasing way, but it eventually becomes a term of affection as they grow to respect him. This nickname marks Bilbo's transition from an outsider to a cherished companion.

On the other hand, nicknames can also be used to mock, insult, or reflect the villainous traits of certain characters. These names serve to demean or belittle. In Charles Dickens’ *Oliver Twist*, the title character is often referred to simply as “Oliver” or “the boy,” emphasizing his vulnerability and innocence in a harsh world. Similarly, in *A Christmas Carol*, Ebenezer Scrooge is referred to as “Old Scrooge” or “Scroogy,” names that highlight his miserly, unpleasant nature and social isolation. In Shakespeare’s *Romeo and Juliet*, Tybalt is called “Prince of Cats,” a nickname that implies both his fierce temper and his antagonistic role in the play. It reflects his aggression and sets him apart as a character defined by violence and pride.

Some nicknames have a deeper, symbolic meaning, often tied to a character’s transformation or central themes within the story. These names can illuminate the character’s internal struggles or overarching narrative arcs. In Herman Melville's *Moby-Dick*, the protagonist’s name, “Ishmael,” carries significant religious connotations, suggesting themes of fate, survival, and existentialism. His name resonates with the novel’s philosophical undertones and his role as the sole survivor, representing a broader sense of alienation and introspection. In George Orwell's *1984*, Winston Smith’s name symbolizes his rebellion against the Party and his quest for individual identity. Over time, his name reflects his struggle to retain his humanity in an oppressive, totalitarian society.

Conclusion

Nicknames in literature do more than simply distinguish characters. They carry weight and meaning, often serving as tools for character development, social commentary, and thematic exploration. Whether used to convey affection, assert power, or symbolize a transformation, nicknames enrich the text by adding layers of complexity to both characters and their relationships. They allow readers to understand the deeper currents of the story, making the literary experience more immersive and insightful.

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THE ROLE OF READING UNIVERSITY NEWSPAPERS TO ENHANCE CRITICAL THINKING AMONG STUDENTS

Sheraliyeva Salomatkhon salomatxon205@gmail.com

EFL student at Fergana State University

Supervisor: Kosimov Abdulkhay Akhadaliyevich

Abstract. This research investigates the function of the university newspaper in developing the reading culture and the communication on the campus of the students whose first language is not English (EFL). A mixed-methods research design was employed whereby the study sample comprised 100 EFL students of Fergana state University, who completed surveys and participated in focus group discussions. The findings suggested that students who actively read the university newspaper improved their critical thinking skills, developed self-assurance about information assessment, and had better command of the language. Moderate advantages with vocabulary and participation barriers were observed among readers while severe, low vocabulary and low participation were found among those not reading the newspapers. The results of this study further portray university newspapers as instructional materials for language learning and resources for fostering opinion that orders the students to participate. However, this study pointed out challenges such as the need for more plain language and information structures to allow all EFL students to access support. More importantly, these findings support the role of university newspapers in maintaining the university's premises as encouraging a holistic approach to learning.

Keywords: University newspapers, Critical reading skills, Campus discourse, EFL students, Language acquisition , Media literacy, Higher education, Academic journalism.

Introduction.

University newspapers have always been an integral part of academic life right from the time when newspapers were used as one way of sharing news across the erected walls of critical and informed discourse within the campus. More often than not, students are the ones who read, edit and write for these quarters and such allows

for plurality, active debate and even investigative journalism. Kovach and Rosenstiel (2014) argue that core principles of journalism which include, verification, openness and the need to hold each other accountable are the very foundation of intensive reading and therefore the entire university newspaper is a great teaching material.

Definitely such publications are not only for reporting and archival purposes as they also promote contemporary engagement from world politics to campus issues. Reading campus newspapers provided students with the necessary skills to interrogate issues, determine slants, and construct more thorough opinions as noted by Abraham and Smith (2020). These abilities are extremely essential in a world where fake news is the order of the day. Campus newspapers highlight the underrepresented individuals and inclusivity acts to promote engagement so as foster a sense of community on campus. Jenkins et al. (2017) are among those who have recognized the significance of participatory culture in educational settings, for example, student's newspapers. Students not only develop their literacy skills, but also participate actively in a lively intellectual community, thus emphasizing the role of university newspapers in education.

This case study was set at Fergana State University in order to find out the role of the university newspapers in strengthening the campus dialogue and the critical reading skills of English as a Foreign Language (EFL) learners. To make the conclusions holistic, research process involved carefully chosen sample of one hundred EFL learners from different majors, academic qualifications and level of English proficiency. The idea was to gain a comprehensive view of their experiences and practices with regards to the university newspaper.

The objectives of this research were quite a number. Firstly, it aimed at finding out the extent to which reading university newspapers affects the critical thinking and the analytical skills of EFL learners. Secondly, it intended to determine if these publications act as a channel through which students use English to talk on different issues on the campus. Finally, it studied the areas which hinders EFL learners when they are reading and understanding English materials, especially in the field of journals

Literature Review

The role of student publications for the improvement of reading and discursive skills has been a topic of much discussion in the academic literature. Kovach & Rosenstiel (2014) claim that practicing journalism is a good way to help people develop critical thinking skills, since the readers are required to evaluate, make bias judgments, and integrate multiple perspectives[1]. This is especially important for college newspapers that are read by the people who are the target audience of the articles and cover issues concerning the audience members and motivates them to think about the issues on their campus.

The research also showed the usefulness of newspapers in improving language proficiency, particularly for EFL learners. Richards and Schmidt (2013) argue that learners get sufficient exposure to real vocabulary and grammar in authentic contexts which enables language learning and use, such as newspapers[2]. In addition, college newspapers are usually written in a simple way that students can understand, so they are useful for EFL students who want to develop their reading skills. The importance of student-run newspapers as instruments of critical reading and critical discourse has been discussed in the scholarship.

Anderson emphasized the role of newspapers in developing language skills, especially among EFL, differential impacts. Richards and Schmidt (2013) maintain that real-life materials such as newspapers help learners understand real vocabularies and grammar usage patterns which goes a long way in helping them learn the language within context. Moreover, university newspapers are frequently presented in language that is easy to read, thus, for EFL students trying to enhance their reading skill, these newspapers are worthwhile.

Further, Jenkins et al. (2017) argue for the inclusion of participatory culture in learning settings including the use of will students in the university newspapers to express their views. Such involvement not only raises the level of critical literacy but also promotes a feeling of allegiance[3]. These findings collectively underscore the significance of university newspapers as educational tools that promote critical reading, language development , and active campus discourse.

Learners' Profile

The students who were the subjects in this case study were English as a Foreign Language (EFL) students at the Fergana State University. The group comprised 100 students from different faculties, culture as well as English competence levels. This enabled them to look into the issue of the role of university newspapers in relation to different learners with varying linguistic and cognitive capabilities in a more meaningful way.

They had an age range of 18-25 years with most being undergraduate students who were in their first or second year of the course. In accordance with the Common European Framework of Reference for Languages, their English levels were distributed within ranges Intermediate (B1) range to Advanced (C1) range. This range ensured that the study included the experiences of students who at least had to face diverse cases of reading comprehension of the English newspapers especially those in the English language.

The participants were further classified according to their frequency of reading the university newspaper such as regular readers, occasional readers, and non-readers. This categorization helped in the detailed examination of how reading the paper at different frequencies affected critical language skills, language usage and even the level of engagement in campus activities.

A considerable number of these students stated that they employed the university newspaper as a mean of communication.

Methodology

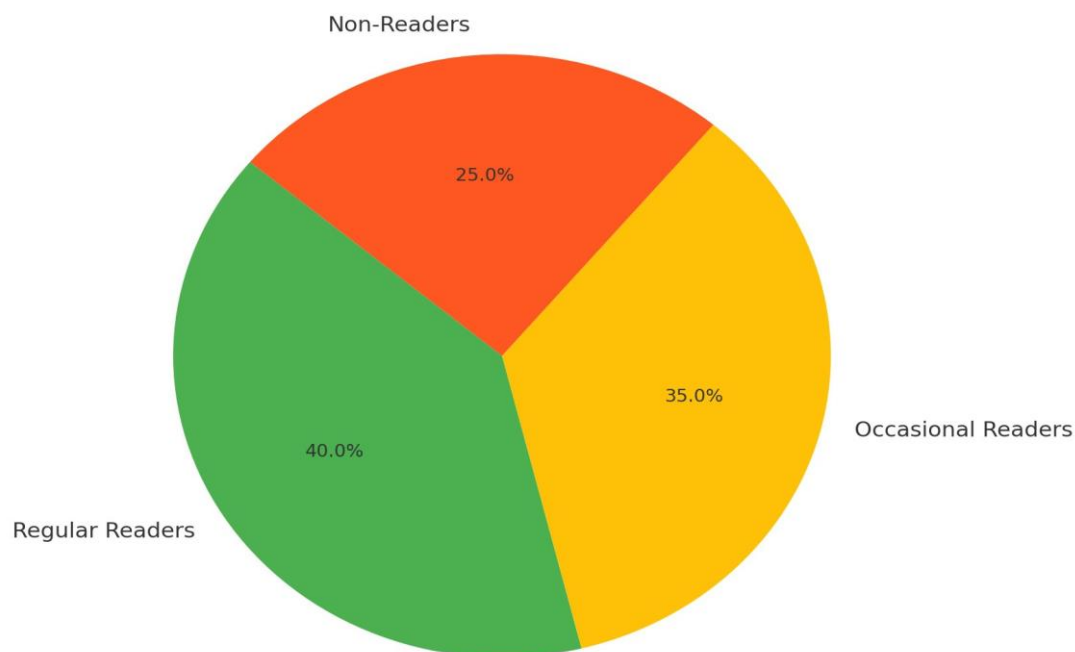
Through the use of a mixed approach, the present study focused on the role of university newspapers in fostering critical reading practice and engagement with discourse among EFL students at Northern Illinois University. Using both quantitative and qualitative techniques offered a more holistic perspective on the phenomenon being studied. The sample of this study comprised 100 EFL students from Fergana State University. The purposive sampling technique was utilized such

that, the respondents were of different academic years, fields of study, and levels of English proficiency. The subjects included habitual, infrequent, and non-users of the university's newspaper so that students with different levels of engagement were analyzed.

The data collection process was done in two stages. For starters, a structured questionnaire was handed over to all the respondents. The survey was composed of both closed and open questions which aimed at investigating student readership patterns, effects of the university newspaper readership on critical thinking and difficulties encountered while reading the newspaper. Secondly, there were focus group discussions with 20 purposefully sampled participants with varying readership and proficiency levels. These discussions delved into students' experiences with the newspaper, how it stimulated critical reading among students and proficiently levels. The discussions explored participants' personal experiences with the newspaper , its role in enhancing their critical reading skills , and its influence on their participation in campus discourse.

Surveys and international focus groups, in this instance, are understood as quantitative and qualitative forms of primary data respectively. Such a technique, as described, was beneficial as it added value and richness to the findings, whilst also answering the research questions in a thorough manner. Here is a pie chart illustrating the engagement levels of EFL students with the university newspaper , based on survey responses. The categories are divided into Regular Readers (40%) , Occasional Readers (35%) , and Non –Readers (25%). This visualization highlights the varying levels of interaction among the participants .

Engagement with University Newspaper Among EFL Students



Discussion

From the study in which the findings were obtained, it can be seen that newspapers published at the universities are important for EFL students with respect to reading critically as well as participating in conversations on the campus. Many of the respondents, notably, the habitual consumers, argued that use of the newspaper enabled them to develop their ability to evaluate and check information for credibility as well as arguments, which are core features in Kovach and Rosenstiel's work (2014). The results of this study are also in tandem with previous scholars who advocate for the use of journalistic tools in the development of media literacy among learners.

For EFL students, the newspaper served a dual purpose: enhancing language acquisition and providing cultural context. The same articles gave the participants the much needed exposure to English language which contributed to the increase in

their vocabulary and understanding as Richrads and Schmidt (2013) points out. In addition to this, focus group discussions showed that those who read more often were more willing to speak out during campus discussions, which complements Jenkins et al.'s (2017) arguments regarding participatory culture.

Nonetheless, some occasional speakers and non-readers pointed out factors like vocabulary and time limitation which restricted their involvement. These perceptions imply that while university newspapers are indeed worthwhile instruments, it would be desirable to provide further linguistic assistance and focus on content that would suit the needs of EFL learners, thus enhancing their utility.

Conclusion

This investigation reveals the importance of critical reading and use of university newspapers in discourse at the university level for EFL students. The findings imply that consistent use of these publications enhances a student's capability to think critically of the information presented to him or her as well as their proficiency and their willingness to interact politically in the university. This is consistent with studies that have been done on the advantages of using authentic journalistic texts in education. However, language complexity and time constraints, particularly for occasional and non-readers, were challenges that were highlighted. Overcoming these barriers via specialized content and other mechanisms may increase ease of use by EFL learners. To summarize, university newspapers are also important in higher education, encouraging critical reading, language skills, and participation, particularly in multilingual terms of community.

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THE ROLE OF WORD COMPOUNDING IN THE FORMATION OF COLLOQUIALISMS IN ENGLISH AND UZBEK

Sotvoldiyeva Istorakhon Lutfullo qizi

Doctoral student of Andijon state institute of foreign languages

E-mail: i.sotvoldiyeva@mail.ru

Annotation: Enriching English and Uzbek colloquial languages through the creation of new colloquial units and their use in speech plays a crucial role. The formation of colloquialisms is a complex process, and various forms of them can be found in the languages being compared. Creating new units through word compounding is one of the most productive methods. Therefore, this article discusses the significance of the word compounding phenomenon in English and Uzbek.

Keywords: colloquialism, component, compound word, colloquial paired word, synonymic and antonymic property.

Word compounding is also one of the most productive methods of creating colloquial words. Primarily, two-component colloquialisms are formed with its help, and units belonging to various parts of speech can participate in it: nose-warmer (a short tobacco pipe), jerry-built (jerry-built), heavyweight (an important person; a successful person; a leader), four-topper (a restaurant table that will seat four people), no-stress (no problem; no bother). Such colloquialisms are of particular importance with their idiomatic meanings.

In Uzbek, 23.1 percent of colloquial words are formed by word compounding, 42.3 percent of which are nouns. In English, 31.6 percent of colloquialisms are formed by this method, and the share of nouns in them is 53.6 percent. The table

below shows the share of colloquialisms formed by word compounding in terms of parts of speech (see Table 1):

Table 1

Share of Colloquialisms Formed by Word Compounding by Parts of Speech:

	Noun	Adjective	Verb	Adverb
English	53.6	28.7	13.5	4.2
Uzbek	42.3	35.8	18.6	3.3

As a result of the analysis, the following models of compound colloquial words can be identified in Uzbek:

1. Two-Component Compound Words:

Noun₁ + Noun₂: *arixona* (*arisi ko'p bo'lgan, arilar g'ujg'on o'ynagan joy*); *dov-daraxt* (*har qanday daraxt, har-xil daraxtlar*).

Adjective + Noun: *arzon-garov* (*asl qiymatidan ancha kamiga, arzimagan pulga, tekunday*); *arzonqo'l* (*ozgina haq badaliga ishlaydigan, kam haq oladigan*).

Adjective + Adjective: *tuzuk-quruq* (*yaxshigina, durustgina, ko'ngildagidek*).

Num. + Noun: *ikkiqat* (*homilador*); *to'rtko'z* (*ko'zoynak taqib olgan odam*).

Noun + Verb: *mozorbosdi* (*uzoqdan, boshqa joydan kelgan, tabarruk*); *o'qsochar* (*avtomat, pulemyot*).

Pronoun+ Pronoun: *anov-manov* (*uncha-muncha, jo'n*).

Noun + Imitation word: *mullajiring* (*pul*).

Adverb+ Adverb: *ozib-yozib* (*zo'rg'a imkon yoki vaqt topib*).

Verb + Verb: *oldi-qochdi* (*hayoliy narsalardan iborat, uydirma*).

2. Three-Component Compound Words:

Noun + Noun+ Noun: *palovxonto'ra* (*palov, osh*).

The Uzbek language, particularly its colloquial layer, is characterized by the presence of "paired words," formed through word compounding, whose components are separated by a hyphen [1]. The components of such lexical units typically express concepts that are synonymic or antonymic to each other. Furthermore, they can

represent objects and phenomena belonging to the same class of the surrounding reality: *egin-bosh* (clothes); *oq-qora* (black and white printer).

Quantitatively, paired words expressed by nouns stand out. As a result, the word formation process by which such paired words are formed has a rhyming character, which is a distinctive feature of many colloquial paired words [2].

The following forms of compound colloquial words have been identified in English:

1. Two-Component Compound Words:

$N_1 + N_2$: *lughead* (a stupid person); *potshot* (a sharp criticism; a wild shot of criticism).

$N + V$: *crapshoot* (a gamble; a matter of chance); *moonshine* (nonsense; humbug).

$Pron. + N$: *anytime* (you are welcome).

$Adj.1 + Adj.2$: *dead-catty* (with only a slight bounce); *deadbeat* (someone who doesn't pay debts or bills).

$Adj. + N$: *big-league* (professional); *bigshot* (a very important person).

$Adj. + V$: *clean-cut* (neat and tidy).

$Adj. + Adv.$: *no-good* (a worthless person).

$V_1 + V_2$: *bow-wow* (a dog).

$V + N$: *boo-bird* (a person who boos frequently at games or other public events).

$V_1 + V_2$: *claptrap* (nonsense; something worthless);

$Conj. + N$: *but-boy* (someone, usually a male, who raises objections frequently).

$Num. + N$: *two-bit* (cheap; small-time); *two-time* (to deceive one's lover) [3].

2. Three-Component Compound Words:

$Adv. + prep. + N$: *accidentally-on-purpose* (deliberate, but meant to look like an accident).

$N + V + N$: *dog-eat-dog* (cruel; highly competitive).

Adv. + Conj. + Adv.: *so-and-so* (euphemistic way of addressing someone with an insulting term of address).

Num. + N + N: *one-horse-town* (a very small town; a small and backward town).

Num. + Prep. + Num.: *two-by-four* (small).

In addition, many occurrences of colloquial compound (synthetic) (suffixal-prefixal and compound words) have been found in both of the languages being compared:

soft-hearted – tender-hearted; sympathetic;

qovoqxonachi – qovoqxona egasi yoki sotuvchisi.

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ENGLISH PRONONCATION

Uliqova Mavluda Sotvoldiyevna

Teacher of the deppartment

English languge and literature

Annotation: The role of English language learning in our country and the specific importance of using it.

Annotatsiya: Mamlakatimizda ingliz tili o'rganishning o'rni va uning o'ziga xos ahamiyati

Аннотация: Роль и значение изучение английского языка в нашей стране.

The Decree of President Islam Karimov «On measures for further improvement of foreign languages learning» (December 10, 2012) is a key factor for modernization of teaching foreign languages at all stages, in which the importance of teaching and learning English across the country were pointed out. Taking account this derivative document the competence-based teaching was implemented in the Uzbekistan system of FLT.

This approach is an educational movement that refers to the outcomes of learning in the development of language programs and language skills of students. The essence of this approach is a new content-based on forming and developing a set of learners' competences. The process of acquiring this content brings action- oriented character. Language use, embracing language learning, comprises the actions performed by learners who as individuals and as social agents develop a range of competences, both general and particular all components of the communicative competence. The core of this approach is interpreted as students draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences.

Despite the existence of thousandsoflanguages allaroundtheworld millions of people speak English as their mother tongue. Moreover, there are millions of others who use English either as their second language or an international language when communicating withpeople all aroundtheworld. AsmembersoftheCentral Asiaandduetothepossibilityoftravelling and studying abroad the necessity tocommunicate in English became a crucial partofour lives. Pronunciation asan inseparable aspect of the language has a great influence on our successful communication but it is still overlooked by a large number of teachers, who ratherpayattentionto teaching lexis and grammar as they feel more certain about them.

Pronunciation mechanism envelops three parts as hearing (acoustic), uttering (motor) and meaning (semantic). Mastering phonetic side of the language, i.e. mastering pronunciation subskill is one of the core conditions of successful communication. In my teaching practice at a secondary school I face unintelligible pronunciation of some students. Intelligible pronunciation is essential during a listening process, clear and correct pronunciation makes a conversation more comfortable for both the speaker and the listener and even helps to avoid misunderstanding.

The theoretical part is based on theoretical background that is relevant to the pronunciation teaching and learning process and serves as a basis for the practical part. It deals with the issue of pronunciation in everyday communication, outlines why pronunciation should be taught and concentrates on the most problematic sounds for secondary school learners of English. Moreover, the part is focused on teachers' and students' roles and aspects that influence a speaker's intelligibility. Lastly, the theoretical part deals with the production of voiced and voiceless consonants. We will study how and mainly why pronunciation should not be neglected and should become an inseparable part of a teaching process, and what the roles and aims of the teacher and students are. We will outline the importance of learner's intelligibility and its affect on understanding during the process of communication, then a model of pronunciation will be discussed and also the limitations of speakers e.g. learners' first language and culture, the age of learners and their attitude towards the language; speakers' learning experience, motivation and soon will be outlined. Lastly, we will deal with the production of the most problematic consonants for secondary school learners of English.

The contrastive function of phonemes is that there are the bits of sounds that differentiate one word from the other e.g. *pin* is differentiated from *bin* by the distinctive initial consonants /p/ and /b/. The sequential function means that *the phonological form of a word consists of a sequence of phonemes, and that every phoneme consists of a set of (simultaneous) distinctive features*. The minimal function of phonemes means that phonemes are the smallest units which can not be further

divided. Phonemes can be divided into two main categories, vowels, which are subdivided into monophthongs and diphthongs and consonants, which are subdivided into voiced and unvoiced.

The following table presents English phonemes.

ɪ	ʊ	ʊ	u:	ɪə	eɪ	ɔ:	ʌ
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

The most problematic sounds for secondary school learners

Pronunciation problems may occur when non-native speakers communicate because speakers are used to sounds that exist in their mother tongue but may not exist in the target language. There are a lot of sounds that do exist or are similar in English and Uzbek, however, there are sounds that are very different or do not exist in Uzbek.

In Uzbekistan ELT is seen as a career in a field of educational specialization: it requires a specialized knowledge base obtained through both academic study and practical experience. Nowadays the demonstration of a certain level of proficiency in English as component of certification is required.

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

The effectiveness of teachers' pedagogical activity, at first, depends on acquiring the ideas of modernization. A modernization means: 1) changing the goal and results

of education; application of modern methods and technologies in practice of teaching/learning; reworking out the state standards and curricula for EL teaching and learning. Thus, all components of methodical system of ELT should be modernized, particularly:

- 1) approaches and principles to EL teaching and learning;
- 2) goals of teaching and learning;
- 3) content of EL teaching and learning;
- 4) aids, methods and techniques;

ways and forms of control of the results of EL teaching and learning.

There are several factors that influence the pronunciation of secondary school learners of English. First, Uzbek learners use sounds that are in Uzbek language but may not exist in English. Second, when reading or speaking Uzbek students apply the rule of first syllable prominence which is not presented in English. Lastly, secondary school learners do not distinguish between the written and spoken forms in Uzbek the written and spoken forms resemble and this goes hand in hand with pronouncing the silent letters.

Based on the finding of Cambridge university press, I will outline the most likely problematic pronunciation errors for secondary school speakers.

Teaching pronunciation has undergone along evolution. At the beginning of the twentieth century every thing was subordinated to teaching grammar and lexis and pronunciation was totally overlooked. Many things have changed since that time but on the other hand there are still some teachers who do not pay enough attention to pronunciation. According to Scrivener this is partly because teachers themselves may feel more uncertain about it than about grammar and lexis, worried that they don't have enough technical knowledge to help students appropriately.

It is widely recognized that acquiring good pronunciation is very important because bad pronunciation habits are not easily corrected. Kelly states that a learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. This can be very frustrating

for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker.

In my opinion pronunciation is still neglected at schools. When teaching pronunciation it is difficult to create a lesson that would be only focused on pronunciation practice because pronunciation is taken as an additional practise in all course books. Another problem can be caused by the fact that emphasis is frequently given on individual sounds or distinguishing sounds from each other. According to Gilbert there are two main reasons why pronunciation is neglected in classes. First, teachers do not have enough time in their lessons, which would be dedicated to pronunciation and if there is time attention is usually given to drills which lead to discouraged students and teachers who both want to avoid learning and teaching pronunciation. Second, psychological factor plays a relevant role in learning pronunciation because students are not as sure about their pronunciation as they are about their knowledge of grammar and lexis. Gilbert claims that *the most basic elements of speaking are deeply personal and our sense of community is bound up in the speech rhythms of our first language.*

These psychological barriers are usually unconscious but they prevent speakers from improving the intelligibility (ibid.). To be able to overcome the fears of speaking, teachers should set at the outset that the aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other speakers. Since pronunciation is a complex and important part of learning and teaching process teachers need to set goals and aims they want to achieve with their students. As perfect accents are difficult if not impossible to achieve in foreign language the goal of teachers need to be, to make their students be easily understandable when communicating with other people. When speaking about intelligibility there is no clear definition of it, but in general we can say that intelligibility means that a hearer can understand a speaker at a set time and situation without major difficulties, in other words, then or words a listener is able to identify accurately when said by a particular speaker, the more intelligible the speaker is.

There for the pronunciation of the speaker does not have to be without errors if a listener is able to understand the utterance.

Consequently, despite the language factors there are other points that can influence the intelligibility such as whether the topic is familiar to both a speaker and a listener or whether the utterance of a speaker is expected by a listener. If a learner's speech is full of self-corrections, hesitations, and grammatical restructurings, then listeners will tend to find what he or she says difficult to follow. The research centre views this matter a little bit differently as they state that aspects influencing intelligibility are complex issues ranging from prosody, intonation, word stress, rhythm, syllable structure, segments, and voice quality to phrasing and sense group. The authors further outline that language teaching used to emphasize learning individual sounds rather than focusing on all aspects influencing intelligibility, and point out that recent studies claim that over all prosody, comprising stress, rhythm and intonation may have greater.

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DARSLARDA MUAMMOLI TA'LIM TEXNOLOGIYASINING QO'LLANILISHI VA AHAMIYATI

Andijon qishloq xo'jaligi
va agrotexnologiyalar instituti
akademik litseyi ona tili
va adabiyot fani o'qituvchisi
Xudoyberdiyeva Naziraxon
xudoyberdiyevanaziraxon@gmail.com

Annotatsiya. Mazkur maqolada muammoli ta'lim texnologiyasining mohiyati, darslarda qo'llanishi va uning ta'lim samaradorligiga ta'siri haqidagi fikrlar tahlil qilinadi.

Kalit so'zlar: mustaqil ta'lim, muammoli vaziyat, motivatsiya, erkin fikrlash.

Yurtimizda ta'limga bo'lgan e'tibor kuchaytirilgani bois zamonaviy ta'lim oldiga ham bir qancha talablarni qo'ymoqda. An'anaviy o'qitish metodlarinining eskirgan usullari dars jarayonlaridan chiqarib yuborilmoqda. Ayniqsa, an'anaviy usullardagi ma'lumotni tayyor holda o'quvchiga yetkazish fikrlashni rivojlantirishga salbiy ta'sir qilishi mumkin. Muammoli ta'lim texnologiyasi o'quvchini faol fikrlashga va mustaqil izlanishga undaydi.

Muammoli ta'lim – o'quvchilar oldiga muayyan muammoli vaziyatni qo'yib, ularni mustaqil yoki guruh bo'lib, muammoni hal qilishga yo'naltirishdir.

Bu metod orqali quyidagilarga erishish mumkin:

- o'quvchilar faolligi oshadi;
- mustaqil fikrlash va mantiqiy xulosa chiqarish ko'nikmalari rivojlanadi;
- yangi bilinlarni mustaqil o'zlashtirish imkoniyati yaratiladi;
- tanqidiy va ijodiy tafakkur shakllanadi.

Muammoli ta'lim texnologiyasini quyidagi bosqichda amalga oshirish mumkin:

1. Muammoli vaziyat yaratish- o'qituvchi dars mavzusiga mos muammoni ilgari suradi.

2. Muammoni anglash va tahlil qilish - o'quvchilar muammo mohiyatini tushunib, uni hal qilish usullarini izlaydilar.

3. Muammoni hal qilish bo'yicha izlanish – o'quvchilar ilmiy manbalar, tajribalar va tahlillar asosida yechimlarni topadilar.

4. Xulosa chiqarish va natijani muhokama qilish – olingan bilimlarni umumlashtirib, natijalar chiqariladi.

Muammoli ta'lim texnologiyasini barcha fanlarda qo'llash mumkin. Ayniqsa, adabiyot darslarida qo'llash maqsadga muvofiq. Adabiyot fanidan rus yozuvchisi Anton Pavlovich Chexovning "Garov" hikoyasi bo'yicha dars o'tilayotganda ushbu texnologiya qo'l keladi. O'quvchilarga shunday savol qo'yish mumkin: "Agar hikoya

qahramoni huquqshunos garov muddati tugab qamoqdan chiqib ketayotganda boshqa qaror qabul qilganda nima bo'lardi?" "Agar siz huquqshunosning o'rnida bo'lsangiz qanday yo'l tutgan bo'lar edingiz?"

Kichik hikoyardan biri Abdulla Qahhorning " Bemor" nomli tarixiy hikoyasini olaylik.

Sotiboldining xotini og'rib qoldi. Sotiboldi kasalni o'qitdi – bo'lmadi, tabibga ko'rsatdi. Tabib qon oldi. Betobning ko'zi tinib, boshi aylanadigan bo'lib qoldi. Baxshi o'qidi. Allaqanday bir xotin kelib tolning xipchini bilan savaladi, tovuq so'yib qonladi... Bularning hammasi, albatta, pul bilan bo'ladi. Bunday vaqtlarda yo'g'on cho'ziladi, ingichka uziladi. Shaharda bitta doktorxona bor. Bu doktorxona to'g'risida Sotiboldining bilgani shu: salqin, tinch parkda, daraxtlar ichiga ko'milgan baland va chiroyli oq imorat; shisha qabzali kul rang eshigida qo'ng'iroq tugmasi bor. Chigit po'choq va kunjara bilan savdo qiladigan xo'jayini Abdug'aniboy omborda qulab ketgan qoplar ostida qolib o'ladigan bo'lganida bu doktorxonaga bormay Simga ketgan edi. Doktorxona deganda Sotiboldining ko'z oldiga izvosh va oq podshoning surati solingan 25 so'mlik pul kelar edi.

Bemor og'irlashdi. Sotiboldi xo'jayinining oldiga arzga bordi, ammo bu borishdan muddaosi nima ekanini aniq bilmas edi. Abdug'aniboy uning so'zini eshitib ko'p afsuslandi, qo'lidan kelsa hozir uning xotinini oyoqqa bostirib berishga tayyor ekanini bildirdi, keyin so'radi:

– Devonai Bahovaddinga hech narsa ko'tardingmi? G'avsul a'zamga-chi?

Sotiboldi ketdi. Bemorning oldidan jilmaslik va shu bilan birga tirikchilik uchun xonaki bir kasb qilishga majbur bo'ldi – har xil savatchalar to'qishni o'rgandi. U ertadan-kechgacha oftobshuvoqda gavronlar ichiga ko'milib savat to'qiydi.

Hikoyaning ushbu qismlari bilan o'quvchilar tanishib chiqqach , quyidagi savollar orqali muammoning yechimini topish kerakligi aytiladi:

-ushbu hikoyadagi muammoni toping?

-Sotiboldining rafiqasini davolatish uchun nima sababdan imkoni yo'q?

-uning xo'jayini ziqnami?

- voqeada chinakam aybdor kim?

-agar voqea bizning davrimizda bo'lsa nima bo'lardi?

- siz qanday yo'l tutardingiz?"

Boshqa fanlarda ham ushbu texnologiya dars samaradorligini oshiradi. Masalan, matematika fanida "Masalani yana qaysi yo'l bilan yechish mumkin?" Biologiya fanida "Agar biologik jarayon to'xtab qolsa qanday hodisa sodir bo'ladi?" Tarix fanida tarixiy voqea boshqacha sodir bolsa, qanday natija bo'lardi?" kabi muammoli vaziyatlarni yaratish mumkin.

Ona tili darslarida ham grammatik qoidalarni yaxshi o'zlashtirish uchun qoidani mustaqil kashf qilish usulidan foydalanib muammoli ta'lim holatini yaratish mumkin. Jumladan, "kitobxon" va "o'quvchi" sozi bir xil ma'noni anglatasa-da, tuzilishi jihatidan farqlanadi?" Bunday savollar har bir o'quvchini mantiqiy fikrlashga undaydi.

Muammoli ta'lim texnologiyasining afzalliklariga to'xtalib o'taylik. O'quvchilar faolligini oshiradi - o'quvchi dars jarayonida faol ishtirok etadi. Mustaqil fikrlashni rivojlantiradi - o'quvchilar ma'lumotlarni tahlil qilib, o'z xulosalarini shakllantiradi. Motivatsiyani oshiradi - qiziqarli muammolar orqali darsga bo'lgan qiziqish ortadi. Hayotiy muammolarni yechish ko'nikmalarini shakllantiradi. O'quvchilar nazariy bilimlarni amaliyotda qo'llashni o'rganadilar. Muammoli ta'lim texnologiyasi zamonaviy ta'lim jarayonining ajralmas qismidir. Ushbu metod orqali o'quvchilarning ijodiy fikrlashi rivojlanadi. Ularning bilim olishga bo'lgan qiziqishi ortadi. O'qituvchilar muammoli ta'lim usullaridan o'rinli foydalanib, mavzuga mos muammoli vaziyatlar yaratishi, o'quvchilarning yosh xususiyatlarini hisobga olib dars tashkil etishlari ta'lim samaradorligini oshiradi. Bunda kichik guruhlar bilan ishlab, ularning fikrlarini taqqoslash mavzuni chuqurroq anglashga yordam beradi. Zero, dars buyuk bir asarga tengdir.

“NUR BORKI, SOYA BOR” ASARINING XITOY TILIGA TARJIMASIDA FRAZALAGIK BIRLIKLARNI TARJIMA QILISH TURLARI

Umarova Dildora Akmalovna,
ADCHTI o'qituvchi,

Annatatsiya: Mazkur maqola xitoycha frazalagizimlarni tarjima qilish turlari va ularni tarjimasi tahlil qilingan. Taqdiqotning obyekti sifatida o'zbek tilidagi asarlarning xitoy tiliga tarjimasidan frazalagik birliklar tahlil qilindi.

Abstract: This article analyzes the translation types of Chinese phrasal verbs and their translation. Analysis of phraseological units from the translation of works from Uzbek into Chinese as the object of fate.

Аннотация: В данной статье анализируются типы перевода китайских фразовых глаголов и их перевод. Анализ фразеологизмов перевода произведений с узбекского языка на китайский как предмет судьбы.

Kalit so'zlar: frazalagik birliklar, tarjima qilish turlari, ekvalentlik, analogik tarjima.

Key words: phraseological units, types of translation, equivalence, analogical translation.

Ключевые слова: фразеологизмы, виды перевода, эквивалентность, перевод по аналогу.

Tarjimonlar o'zlari tarjima qilgan tillarni shakllantirishga u yoki bu tarzda hissa qo'shgan. O'z tarjimalari orqali ular turli mamlakatlar madaniyatlarini bog'laydilar. Tarjimonlar atama va gaplarni bir tildan boshqa tilga o'tkazmaydi, balki bir madaniyatni boshqa tilga o'tkazadi. Bu tarjimonlarni o'qitish va tayyorlash usullarini aniqlash zarurligini ta'kidlaydi. Malakali tarjimon bo'lish uchun ikki tilni o'rganishning o'zi yetarli emas, chunki noto'g'ri tarjima qilish tartibsizlik va tartibsizlikka olib keladi. Demak, tarjimonlarni nafaqat ikki tilni bilish va tarjima strategiyalarini bilish, balki muayyan bilim sohalari va kasbiy etika bo'yicha ham tayyorlash muhim ahamiyatga ega. Tarjimonlarni tayyorlashning zamonaviy usullaridan biri unga tarjima strategiyalarini tushunishdir. Bu tarjimaning muhim tarkibiy qismidir. Bundan tashqari, mehnat darslarini o'z ichiga olgan tarjima mashg'ulotlari talabalarning tarjima ko'nikmalarini rivojlantiradi va ularga tarjimon sifatidagi professional faoliyatida zarur bo'lgan jasorat va tajribani beradi. Nihoyat,

tarjimonlar kompyuter tarjima dasturlarini qo'llash va tarjima qilingan matnlarni tahrirlash bo'yicha o'qitilishi kerak. Tarjimonlarni o'qitish va tayyorlashda zamonaviy usullarga rioya qilish yaxshi va to'liq mahsulotlarni yaratishga imkon beradi. Tarjimani o'rganishning ta'lim usuli bir tildan ikkinchisiga samarali ko'rsatish operatsiyasini ishlab chiqish uchun keladi.

Shunday hollar bo'ladiki, ularning o'z og'izlaridan eshitilgan so'zlarni o'zlariga qaytarib so'zlansa, tushuna olmay qoladilar, zo'r bilan tushunadilar. Mana shu ahvol u tilda so'zlarning talaffuzi qanchalik nozik ekanini ko'rsatish uchun yetarlidir». Beruniy hind tilining musiqiyliigi, ko'p kitoblarning nazm bilan yozilganini qayd etadi. «Ularning (hindlarning J. Sh.) kitoblari o'z zavqlariga muvofiq turli vazifalarda nazm bilan yozilgandir. Bundan maqsadlari asarni o'z holida va aniq o'lchovida saqlashdir. Beruniy, Hindiston («Beruniy O'rta asrning buyuk olimi» to'plamidan).

Fraziologik birliklar tarjima nazariyasi va amaliyotining eng murakkab masalalaridan biri hisoblanadi. Fraziologizmlar murakkabligi quyidagilarga bog'liq: birinchidan bir xil moddiy ma'noga ega bo'lgan so'zlar turli tillarda turlicha ma'no va stilistik funksiya (vazifa) larni bajaradi, ikkinchidan, bunday so'zlar turli tillarda turli so'zlar bilan birikib keladi. Rus tilshunosi V.V.Vinogradovning umumiy tilshunoslik miqyosida e'tirof etilgan tasnifiga ko'ra frazeologizmlar uchta guruxda

1. Frazeologik chatishmalar (фразеологические сращения): bunday birikmalarning ko'chma ma'nosi ularning tarkibidagi so'zlarga bog'liq bo'lmaydi. Birikmalar (фразеологические единства): bunday birikmalar ham ko'chma ma'noga ega, ammo ko'chma ma'no frazeologizmlar tarkibidagi so'zlarga bog'liq.
2. Frazeologik birikuvlar (фразеологические устойчивые сочетания): bularda tarkibidagi so'zlarning ma'lum bir qismigina ko'chma ma'noga ega, birikmaning ma'nosi tarkibidagi so'zlarga bog'liq. Bular asosan ot bilan fe'lning birikuvi bo'lib, fe'l ko'chma ma'noda, ot to'g'ri ma'noda keladi. birliklarni ingliz tilida berish juda murakkab vazifa. "O'zining semantik boyligi obrazliligi va yorqinligi kuchi tufayli frazeologiya juda muhim rol o'ynaydi " (V.B.O.) U nutqqa ifodalilik orginallik

beradi. Ayniqsa frazeologizmlar og'zaki nutqqa, badiy adabiyotda va siyosiy adabiyotlarda keng qo'llaniladi.

3. Frazeologizmlar tarjimasida tarjimon uning ma'nosini berishi, uning obrazlilikini ifodalash lozim, ingliz tilida mos ifodani topishi va shu bilan birga frazeologizmlarning stilistik vazifasini ham unutmashligi shart. Ingliz tilida mos obraz mavjud bo'lmagan hollarda tarjimon "yaqinroq moslikni" topishga urinadi.

Frazeologiya birliklarni tarjima qilish jarayonida tarjimon u turg'un yoki o'zgaruvchan so'z birikmasi bilan ishlayotganini farqlay olishi kerak. Buning uchun ulkan "frazeologizmlarning reseptiv zapasi" ega bo'lishi lozim. Shuni nazarda tutish kerakki, so'z birikmalarga, xuddi so'zlar kabi, ko'p ma'nolilik va omonimiya xodisasi xos, shunday bo'lsada ma'nolardan biri va boshqasi frazeologizm omonimi bo'lishi mumkin. Masalan. To burn one's fingers iborasi quyidagi ma'nolarga ega; barmog'ini kuydirmoq.

Frazeologik birliklarning o'rganish masalalari yuzasidan kafedramizda talaygina ishlar amalga oshirilgan. Xususan, ustozimiz Xayrulla Hamidov "Turk frazeologiyasi masalalari" monografiyasida frazeologik birlikni atroflicha o'rganib chiqqan holda quyidagicha xulosalar berilgan:

- a) Iboralar va maqollar to'plamlarida frazeologik birliklarning o'ziga xos xususiyatlari puxta o'rganilmagan, ularga aniq, to'g'ri ta'riflar berilmagan;
- b) To'plamlarning ko'pchiligida maqollar va iboralar alohida berilmasdan, aralash holda keltirilgan;
- c) To'plamlarda maqol ham, ibora ham, matal ham bo'lmagan, falsafaiy asarlardan olingan aforizmlar, hatto oddiy so'z birikmalari ham uchraydi;
- d) Mualliflar avvalgi to'plamlardan foydalanar ekan, iboralarni saralamasdan, shundayligicha to'plamga kiritib, ularning sonini ko'paytirishga harakat qilgan.

X.Hamidov turk frazeologiya masalalarini o'rganar ekanlar, to'plamlardagi kamchiliklarni o'rganib, frazeologiya sohasiga qimmatli ma'lumotlarni olib kirdilar. Monografiya frazeologizmning boshqa til birliklaridan ajratib turuvchi o'ziga xos quyidagi kategorial belgilar borligini ko'rsatadi:

- a) leksik ma'no;

- b) komponentlar tarkibi;
- v) grammatik kategoriyalar.

Frazeologizm gap ichidagi so'zlarga nisbatan alohida, bo'linmas birlik sifatida namoyon bo'ladi, ya'ni u so'zlar bilan birlashib, qismlarga parchalana olmaydi. Shu ma'noda, bunday qismlarga parchalanmaydigan frazeologizmlarni tarjima tilida to'g'ri berish tarjimondan lingvistik va ekstralingvistik bilimlarni talab etadi.

Masalan: Ba'zan siz shirin tush ko'rasiz va to'satdan uyg'onasiz va yaxshi tush ko'rishni davom ettirmoqchisiz, lekin buni qila olmaysiz. Buning o'rniga, siz qochmoqchi bo'lgan dahshatli tush bumerang kabi qaytib keladi. Safi Saqievichning karavoti yonidagi stol ustidagi dahshatli tush yana qaytib keldi, Sherzod yashil gulli qalpoqni ko'rdi va uning xayolida yana o'lik chol paydo bo'ldi... quyida asardan parcha tarjima qilingan: 有时候你正做着美梦，突然醒过来，还想继续做好梦

，但怎么也做不到。相反，想摆脱的噩梦就像回旋镖一样反复回来。现在那个可怕的梦又回来了。在萨菲·萨基耶维奇的床头柜上，谢尔扎德看到了绿色的花帽子，他脑海里又出现了那可怕的情景，那死去的老人..... Insondagi

fikrlash faoliyati va hissiyotning o'zgarishidagi yashirin tuyg'uni ajratib bo'lmaydi, lekin hissiyotning o'zgarishi, yurakning urish harakatlariga bog'liq bo'libgina qolmay, insonning ruhiy holati hissiyot bilan birga kechadi.

Tadqiqot nuqtai nazaridan xitoy tilshunosligida frazeologik birliklarni o'rganishga bag'ishlangan ishlarga murojaat etar ekanmiz, bu borada ko'plab izlanishlar borligiga guvoh bo'lamiz. Umuman, iboralarni o'rganish xususida turli qarashlar mavjudligi kuzatiladi: ba'zi xitoylik olimlar frazeologizmlarni keng ma'noda 熟语 shúyǔ (FB) atamasini qo'llasa, ba'zilari tor ma'noda 成语 chéngyǔ (FB) atamasini qo'llaydi, yana boshqalari 成语 chéngyǔni keng va tor ma'noda tushunib kelmoqda. Xitoylik tilshunoslar ham frazeologizmlarni keng va tor tushunish haqida bir qarorga kela olmaganliklari yaqqol ko'zga tashlanadi. Xitoy

tilida chop etilgan manbalarni o'rganish jarayonida, bu masalada xitoy tilshunoslarini ko'proq « 成语 chéngyǔ » larni o'rganish masalasi qiziqtirib kelganligi kuzatiladi. Bunga sabab, birinchidan, boshqa FBlarga qaraganda chéngyǔlarning son jihatdan ko'pligi; ikkinchidan, kundalik hayotda keng iste'molda bo'lishi; uchinchidan, chéngyǔ hozirgi zamon xitoy tili leksik-grammatikasi va uning tarixini o'rganishda muhim vosita ekanligidir. Chéngyǔlar tuzilishi jihatdan ikki ieroglifdan o'n to'rt ieroglifgacha bo'lishi mumkin. Shulardan 96% dan ko'prog'i to'rt ieroglifli bo'ladi. M.: 涂鸦 tú yā – «qarg'aning oyog'idek yozmoq; hunuk yozmoq»; 鸡肋 jī lèi – «tovuqning qovurg'asi; ichay desam achchiq oshim, to'kay desam uvol oshim» frazeologizmi «ma'nosiz; ahamiyatsiz» kabi ma'nolarni anglatadi.

Hozirgi kunda xitoy tilshunosligi jadal sur'at bilan odimlab bormoqda. Frazeologizmlarning tarixiy ildizlariga nazar solinsa, chéngyǔlarning ven'yani tili bilan bog'liq ekanligi ko'rinadi. O.V. Chibisova, I.V Kaminskaya «成语 chéngyǔlarning asosiy o'zagi qadimgi xitoy 文言 wényán tilidan olingan. 文言 wényán hozirgi zamon tili bilan o'xshashligi juda oz bo'lganligi uchun ko'pgina 成语 chéngyǔlarning ma'nosini ierogliflardan tushunib olish qiyin» deb yozganlar. A.Xolevoning fikricha, ko'pgina xitoycha frazeologizmlar juda uzoq vaqtlar oldin paydo bo'lgan va o'z shakllarini to'liq saqlab qolgan holda bizgacha etib kelgan. Shuning uchun ular ko'pincha ven'yanga xos bo'lgan hozirgi til uchun g'ayrioddiy shakl hisoblangan lingvistik vositalarning arxaik tabiati bilan ajralib turadi .

Xulosa qilib aytadigan bo'sak, frazeologik birliklar har bir tilning lug'at boyligini tashkil etuvchi til birligi sanaladi. Ular til birligi sifatida nutqqacha tayyor holatda bo'ladi. Shuningdek , har bir tilda frazeologik birliklar o'ziga xos lingvistik xususiyatga ega. Ammo barcha tillarda frazeologik birliklar til boyligi bo'lib xizmat qiladi. Polisemantik fraeologik birliklar tilning lug'aviy tarkibini va nutqni boyitishga xizmat qiladi va hissiy bo'yoqdorlik ma'nolarini mujassamlashtiradi.

Shuning uchun biz tarjima qilayotgan vaqtimizda frazeologik birliklarini omonimlarini to'g'ri qo'llay bilishimiz kerak. Tarjimon badiiy tarjimada frzalagik birliklar va asarning bezagi bo'lgan badiiy san'atlarni to'g'ri tarjima qilsagina, tarjimonlik sohasida katta yutuqlarga erishsak bo'ladi.

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NEUROLINGUISTICS AND LANGUAGE FUNCTION IN TEACHING ENGLISH

Khujamberdieva Khilolakhon Shuhratbek kizi

PhD student at Andijan state institute of Foreign languages

Annotation: The article is devoted to exploring the neural mechanisms underlying language processing, emphasizing the interplay between structural and functional aspects of the brain. The studies highlight the roles of specific brain regions, such as Broca's and Wernicke's areas, in language production and comprehension.

Key words: neurolinguistics, communication, language function, speech mechanisms, verbal, non-verbal communication.

Neurolinguistics is a field of study that comprises the linguistics and medical science and the study about the relationship between language and human brain. How does the language process occur in human brain? This is a question requiring

solid answer over many decades and key motivation to do research on neurolinguistics.

Since today many linguists touched the theme of neurolinguistics in their research work, however, there are still many corners of it needs to be analyzed and learnt. Harry Whitaker who is a well-known journal founder explained that neurolinguistics as technical term in the field for the use in academic field. Another well-known person Roman Jakobson has an important role in studying and explaining the knowledge of neurolinguistics. As to Jakobson, neuro-linguistic study is the study of understanding the functions of brain in processing the language activity. In this study, the researcher studies how brain plays its role in processing the activities such as speaking, listening, reading, writing, and using the sign language for those who use the technique to communicate in the daily lives. The study is not only about the functions of the human brain, but it also focuses on the field of understanding the difficulties using language or language disorders that involve the activities of speaking, listening, writing and using the sign language. Language process occurs when people utter the words or express the utterance, and they understand the process.

As neurolinguistics is closely connected with medicine, there are many implications between the subject and brain.

Medicinal science states that human brain consists three parts which are known as forebrain, midbrain, and hindbrain. Hindbrain is the lowest part of the brain located at the base of skull. It has two main structures which control respiration, reflex movement, digestion, and heart-beating. Midbrain functions for receiving the sensory signal from sense organ to clarify to receptor such as eyes and ears. The most vital part of human brain is forebrain while the largest one is cerebral cortex which functions as the communication connector between both parts of cerebral hemisphere. The relation between brain and language is a theory that became argumentative statement for a long time. In 384- 322 BCE, Aristotle argued about the functions of brain. However, the indicator for this issue was argued after the

findings by Broca and Wernicke in 1860. According to their theory, human brain consisted of two areas that are important for language.

Communication is a process of sharing or being in relation with oneself and other, to clarify between private and public, inner thought and outer world as well. According to John Peters (a linguist), communication is both a universal phenomenon as everyone throughout the world communicates and a specific discipline of institutional academic study. Various understandings and definitions exist in terms of communication that define it to be one mean of exchanging information between individuals through a common system of symbols and signs of behavior. An American linguist Robert Anderson stated that communication is interexchange of thoughts, opinions or information by speech, writing, or signs.

As it is seen, every individual discovers “communication” based on their vivid imaginations. Communication is being used by approximately 90 percent of humans’ lives all over the world in two different forms:

1. Verbal communication
2. Non-verbal communication

Verbal communication is having a type of communication which is made by using words, sounds to convey a message while **non-verbal communication** includes facial expressions, gestures, paralinguistic features such as loudness or tone of voice, body language (sending a message by moving the body parts). Communicators very actively use both forms of communication in their daily life sometimes with intention and without realizing in most cases as well during oral communications.

Communication is believed to be a vital factor of humans’ resources. In fact, majority consider it as a key component of happiness since an ability to build oral communications is a precious gift by their creator. People who are capable of speaking have a great tendency to communicate orally and it is genetically and biologically transferred by their parents. Generally, children start to babble when they are six months old and say their first word when they become a year old. However,

the cry of the infant considered to be a signal to have a communication as it sends information (hunger, thirst, any type of ache).

People develop their speaking skill during their life and majority lose it or create language disorders as consequence of injuries and as well as it may be caused during the pregnancy period.

Majority struggle with language disorders but cannot comprehend how and when it is caused? Obviously, most infants or toddlers can understand what their parents are saying before they can clearly talk. As they get older and their communication skill develop, most children learn how to put their feelings into words. Yet, some children have language disorders such as **receptive language disorder** and **expressive language disorders** which creates trouble while understanding words that they hear and read as well as in the process of speaking with others and expressing thoughts and feelings. A child will frequently have both disorders at the same time. For a significant number of children and adults, speech and language skills are disordered to such an extent that they pose a significant barrier to effective communication. According to the statistics, The Royal College of Speech and Language Therapists estimates that 2.5 million people in the UK have a communication disorder. Of this number, some 800,000 people have a disorder that is so severe that it is hard for anyone outside their immediate families to understand them. In the US, the National Institute on Deafness and Other Communication Disorders estimates that one in every six Americans has some form of communication disorder. The impact of these language and communication disorders are seen not only on humans' personal life but also often experienced on educational and occupational circumstances.

The clinicians and researchers who study and treat communication disorders are called "clinical linguists". This is an extremely broad sphere that is automatically connected with the field of studies such as neurology, psychology and medicine also.

It is highly recommended to analyze the causes of such language disorders. There are many ways in which language and communication can break down among children and adults. Originally, these co-called communication disorders are the

result of illness, disease and injury. These medical and traumatic events can compromise speech and language or the ability to produce voice and have their onset in the developmental period or childhood, or adulthood and later life.

In fact, human communication is sensibly complex process and that requires much in order to utter even a single word. While producing linguistic utterance, the speaker needs to select the phonological, syntactic and semantic structures that will give expression to this intention. For that speech organs are automatically used to produce speech. Before the speaker forms an encoded intention, there are some ways to go till the listener receives it. The speaker must select from the range of motor activities that the human speech mechanism can perform those that are necessary to achieve the transmission of the utterance to a listener. The start of this program is called **motor programming** which can be only realized if anatomical structures such as *lips, tongue, vocal folds* receive nervous signals instructing them to perform particular movements of the organism. If all the speech apparatus work correctly, the communication will be performed clearly.

However, there are most cases when communication is not sent or hold correctly because of language disorders. As previously mentioned, language disorders commonly appear in children and they will be developed during the life span of mankind. Language disorders can have many possible causes. They include:

- Medical conditions or disabilities, such as autism, a brain injury, stroke or tumor
- Birth defects such as Down syndrome, fragile X syndrome, or cerebral palsy
- Problems in pregnancy or birth, such as poor nutrition, fetal alcohol syndrome, early birth or low birth weight
- Sometimes, language disorders have a family history to clarify gender relations

During the analyses of the causes, it is obvious to mention the Autism spectrum disorder. ASD is a developmental disability that can cause significant social, communicational and behavioral challenges. The behavioral signs of ASD often

appear early in development. Many children show symptoms by 12 months to 18 months of age or earlier. Moreover, ASD affects people of every race, ethnic group and socioeconomic background. According to the statistics, it is four times more common among boys than among girls.

Another main cause of language disorder is believed to be brain injuries and injury to language centers of the brain leads to a condition called aphasia. According to the medical information provided, Wernicke's area and Broca's area are two regions of the brain that are of importance for understanding and using language. These areas are found in the dominant side of the brain and for most people, particularly right-handers, they are in the left hemisphere. Injury to these areas leads to aphasia

Moreover, most children with Down syndrome seem to have considerably more difficulty in learning the grammar and syntax of the language than with learning lexical items. Majority of the children with Down syndrome show specific productive delays, first in being able to say single words and then being able to produce sequences of words.

There exist various questions with meaning of inheriting speech disorders. Unfortunately, evidence exists linking genetic factors to a variety of speech and language difficulties. Researchers have already identified over 400 genes linked to hearing loss, and there is plethora of ongoing studies investigate genetic links to stuttering, voice disorders and language disorders. There are several types of speech and language disorders that appear to be closely tied with genetics.

- Specific language impairment (SLI)- approximately 50-70 % of children who have SLI have at least one family member who struggle with the disorder.
- Stuttering
- Speech-sound disorders- it usually common with male twins (70%), and in most cases it can also appear among fraternal twins (46%)
- Childhood apraxia of speech (CAS)

The correct work and function of brain is important while communication. The trouble and language disorders usually lead to ineffective communication. as it is

clearly known, human brain is valuable gift from God to mankind because this is where it lays the human mind that distinguishes humans and animals. Brain injury will affect person that experiences it. Human brain that is injured might not be representative human brain that is normal. Studies that have been made by members of the neurology of two countries involved in the planning and understanding of the language such as in Broca's and Wernicke's area. When an injury occurs in Wernicke's area, it will cause the patient's speech understanding to be lost while for patients suffering from injuries to the Broca's area, it will cause obstruction of speech production.

In conclusion, the study of neurolinguistics provides profound insights into the intricate relationship between language and the brain. By exploring how neural mechanisms underpin language acquisition, comprehension, and production, researchers can better understand not only the cognitive processes involved but also the implications for individuals with language disorders. As advancements in neuroimaging and cognitive neuroscience continue to evolve, they promise to deepen our understanding of language function and its complexities. This interdisciplinary field not only enriches our knowledge of human communication but also holds potential for developing targeted interventions that can enhance language learning and rehabilitation. Ultimately, neurolinguistics bridges the gap between language and brain science, revealing the remarkable ways in which our neural architecture shapes our linguistic capabilities.

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THE COMMUNICATIVE-PRAGMATIC ASPECTS OF ELECTRONIC LETTERS IN ENGLISH AND UZBEK

Ashurova Muxayyoxon Sanjarbek qizi

PhD student of ASIFL

E-mail: mohinabonu9414@mail.ru

In modern society, the speed of information transmission is becoming increasingly valued. As a result, new forms of collaboration, such as communication through the internet, are gaining popularity. Nowadays, commercial partners, institutions, and even internal organizational interactions frequently involve the exchange of electronic correspondence. Organizational leaders have become owners of digital signatures, simplifying communication processes with partners. The internet facilitates the rapid exchange of information and documents while enabling expressions of gratitude, congratulations, invitations, apologies, or complaints to specific recipients, among other functions.

Linguists believe that the formation of a universal commercial language intended for international communication is likely, as the computer versions of different languages are becoming closer to natural spoken language in terms of syntax and semantics. Linguists note that "documents consist of a system of restrictions on the use of natural language agreed upon by convention; this language has an internal form because it is used in specific model situations. There is a need

to teach machines to fully understand and process commercial texts. However, practice shows that adapting natural language to meet computer requirements might be necessary, potentially leading to the emergence of new linguistic norms”[1, 32].

In today’s era of global communication, online interaction is becoming the most popular form of communication, incorporating various linguistic practices, communication styles, and forms. Gradually, this communication is turning into a *Signum Temporis* (the sign of our time)

Based on the form of transmission, commercial letters can be categorized alongside traditional postal services into the following:

- Electronic mail
- Fax communication
- Teletype and telegraph communication

Electronic and fax communication is often used to resolve urgent matters.

Electronic mail (E-mail) is one of the most popular innovations provided by the internet. Due to its accuracy and speed, it plays a significant role in commercial correspondence. Notably, electronic commercial letters have not entirely replaced paper-based correspondence[3, 22].

Today, it is possible to discuss the emergence of a distinct electronic letter form (alongside oral and written speech), serving a specific communicative environment [Collot M., Belmore N., *Electronic Language: A New Variety of English*, 1996; Yates S.T., *Oral and Written Linguistic Aspects of Computer Conferencing*, 1996]. Some linguists even speak about the emergence of a virtual linguistic identity [1].

The primary goal of this section is to describe and explain the unique features of the language used in commercial letters on the internet, considering the impact of various factors in communication within the commercial field under socio-cultural conditions.

Correspondence through electronic mail is viewed as a distinct communicative genre, characterized by specific features that differentiate it from related types of communication. The study of electronic correspondence allows for

the identification of the linguistic and psycholinguistic characteristics of spontaneous written speech[2, 86].

When discussing communication in the business sector, the linguistic analysis of electronic commercial correspondence becomes essential since it accounts for a significant portion of interactions in this field.

Preliminary conclusions about the nature of electronic commercial letters can be drawn by examining their place among other genres. As a speech genre, it adheres to the theory of speech genres. Simultaneously, since it operates within the field of electronic communication, it is a subject of research within the internet domain. Numerous genre classifications have been developed by V.I. Karasik in both directions, many of which form binary oppositions (simple/complex, primary/secondary, canonical/non-canonical, phatic/informative speech genres, synchronous/asynchronous communication genres)[4, 75]

Thus, the genre of electronic commercial letters should be examined concerning its degree of standardization (rigidity)/flexibility, where distinguishing these poles corresponds to contrasting soft and rigidly formalized discourses.

The exchange of messages between two or more institutions can occur through various channels, such as mail, email, fax, or telephone messages.

Shirley Taylor, a prominent expert in the field of commercial letters, provides the best advice and recommendations on how to write messages via email:

1. Understanding the difference between modern language and outdated commercial jargon.
2. Focusing the message on the purpose of the communication while maintaining politeness.
3. Keeping all messages clear and concise.
4. Considering the recipient's feelings and ensuring the communication tone is appropriate.
5. Following the three principles of modern commercial communication: clarity, transparency, and understandability. These principles save time, prevent

misunderstandings, and strengthen relationships with clients while leaving a good impression.

6. Writing in a friendly manner, as if speaking face-to-face, and using simple language similar to that used in personal conversations.
7. Ensuring that messages are understandable, brief, logically structured, to the point, and grammatically correct.
8. Noting that the style of commercial letters sent by email does not differ significantly from that of paper-based letters, although some differences can still be observed.

Due to its numerous advantages-availability around the clock, speed, and ease of use-email has secured a strong position in commercial correspondence. E-mail is a convenient and efficient communication tool that not only allows the exchange of messages but also facilitates the sharing of documents, images, and other types of information. When users are well-versed in the etiquette and rules of electronic correspondence, email becomes a highly reliable and trustworthy assistant in the realm of commercial communication.

It is well-known that the lexical content of electronic business correspondence texts is defined by the communicative situation, the specific characteristics of the communicators, and the pragmatic conditions and intentions that give rise to professional conduct. The correct choice of linguistic tools significantly influences mutual understanding between parties and enhances the effectiveness of business communication.

An email is undoubtedly an integral part of written commercial communication, business discourse, and national business culture. Its linguistic, stylistic, and discursive informality may seem unique. If existing and informal business letters are disregarded, traditional letters characteristic of business discourse reveal that their authors have established friendly and equal partnerships. The short communicative distance between them allows for the use of an informal communication style.

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“MOURNING”/ “MOTAM” KONSEPTINING KOMMUNIKATIV MAYDONI

Yusupov X

Adhti Ingliz tili o'qitishning
integrallashgan kursi kafedrası

Kommunikativ maydon tushunchasi ijtimoiy-madaniy kommunikatsiya nazariyalarida paydo bo'ladi, ishimizda til va ramzlar ma'noni yaratish va uzatish vositalari sifatida tushuniladi. Kommunikativ sohada g'oyalar shunchaki ifodalanmaydi, balki jamiyatning jamoaviy qadriyatları, e'tiqodi va amaliyoti orqali shakllanadi va anglanadi. Ushbu tushuncha motamga nafaqat individual tajriba, balki ijtimoiy tuzilgan va umumiy kommunikativ hodisa sifatida qarashga imkon beradi.

Insonlar kimnidir yoki nimanidir yo'qotish paytida qayg'usini ifodalashning o'z madaniyatida shakllangan shakllaridan foydalanadilar. Bu maydon ham og'zaki tilni (masalan, ta'ziya, duo yoki madhiya), ham motam xabarini beruvchi og'zaki bo'lmagan signallarni (masalan, kiyim-kechak, imo-ishoralar va marosim mashqlari) o'z ichiga oladi. Ushbu nuqtayi nazarga ko'ra, motam marosimlari va ifodalari jamiyatda motam uyushtirish, tajriba mushtarakligi va madaniy o'ziga xoslik tuyg'usini shakllantirishga xizmat qiladi. Maykl Xollidey kabi

tilshunoslarning ta'kidlashicha, til nafaqat individual fikrlarni ifodalashga, balki ijtimoiy me'yorlarni mustahkamlashga ham xizmat qiladi, bu ayniqsa, urf-odatlar ko'pincha asosiy diniy, madaniy va hissiy qadriyatlarni aks ettiradigan motam kontekstida dolzarbdir.

Motam kommunikativ akt sifatida inson psixologiyasi va ijtimoiy tuzilishi bilan o'zaro kesishadi. Motam to'g'risidagi psixologik nazariyalar, xuddi Elizabet Kubler-Ross taklif qilganidek, motamga shaxsiy ishlov berish bosqichlarini ifodalaydi. Biroq motamning ijtimoiy jihati inson kechinmalarida muloqotning alohida roli borligini belgilaydi. Motam insonlarga o'z qayg'usini ifodalash, qo'llab-quvvatlash va qayg'usini baham ko'radigan boshqalar bilan aloqa o'rnatish imkonini beradi, ko'pincha guruhning umumiy o'ziga xosligi va qadriyatlarini mustahkamlaydi.

Semiotikani o'rganish bu kommunikativ sohada belgi va timsollarning qanday ta'sir qilishini tadqiq etib, motam haqidagi tushunchamizni yanada chuqurlashtiradi. G'arbning motam liboslarida tez-tez ishlatiladigan qora rang qayg'u, vazminlik va hurmat ramzi sifatida rivojlandi. O'zbek madaniyatida motamning ramziy rangi turlicha bo'lishi mumkin, ammo an'anaviy kiyinish va jamoat yig'inlariga urg'u berish yo'qotish va hurmatning kuchli noverbal signali sifatida xizmat qiladi. Kiyim, rang yoki marosim bo'lishidan qat'i nazar, ramzlardan foydalanish motamning umumiy kodini o'rnatadi, u so'zlardan tashqari qayg'uni uzatadi va yo'qotish haqida yagona madaniy ma'lumotni yaratadi.

Klifford Girs kabi antropologlar motam marosimlarini madaniyatning hayot va o'lim, shuningdek, jamoa aloqalariga bo'lgan qarashlarining aks etishi sifatida talqin qiladilar. Islom urf-odatlari o'limga yondashuvga ta'sir ko'rsatadigan o'zbek madaniyatida jamoaviy ibodat va yig'inlar kabi marosimlar hamjihatlik va bir-birini qo'llab-quvvatlash tuyg'usini mustahkamlashga xizmat qiladi. Motam ko'pincha individual yondashuvga ega bo'lgan ingliz tilidagi madaniyatlarda dafn marosimlari yoki "hayot bayramlari" o'lim bilan biroz boshqacha madaniy aloqani aks ettiruvchi shaxsiy xotiralar va individual meroslarga e'tibor qaratishi mumkin.

“Motam” konsepti muloqot sohasi sifatida insonlar va jamiyatlarga qayg‘uni anglash va ifodalash imkonini beradigan til, madaniy ramzlar va ijtimoiy urf-odatlarining murakkab uyg‘unligidir. Bu tushuncha nafaqat shaxsiy yo‘qotish tuyg‘ularini, balki qayg‘u, xotira va boshqalarga hamdardlik bildirish uchun ijtimoiy shakllangan usullarni ham o‘z ichiga oladi. Motam marosimlari orqali madaniyatlar hayot, o‘lim, hamda tiriklar va marhumlar o‘rtasidagi munosabatlarga oid o‘ziga xos qadriyatlarni namoyon etadi. Motamning turli tillar va jamiyatlarda qanday ifodalanishini ko‘rib chiqib, biz madaniyatning dunyoqarashi, diniy e‘tiqodlar va jamoa aloqalari haqida tasavvurga ega bo‘lamiz.

Tadqiqotimizning bu qismida ingliz va o‘zbek tillarida motamning til, marosim va ramzlar orqali ifodalanishini tahlil qilamiz. Ushbu kommunikativ amaliyotlarni taqqoslab, biz har bir madaniyatdagi motam ifodalari hayot, o‘lim va tiriklar va marhumlar o‘rtasidagi aloqaning o‘ziga xos qadriyatlarini qanday aks ettirishini tushunishga harakat qilamiz. Ushbu tadqiqotda ingliz va o‘zbek tillarida motamning kommunikativ maydonini tavsiflovchi til nozikliklari, ijtimoiy urf-odatlar va ramziy amaliyotlar ko‘rib chiqiladi, shuningdek, madaniy kontekst qayg‘uni yengish va marhumni hurmat qilish usullarimizni qanday shakllantirishi haqida tushuncha beriladi.

Ingliz va o‘zbek tillarida motamning kommunikativ maydonini tahlil qilish uchun bizga qiyosiy asos zarur. Unga ko‘ra, har bir madaniyatning til va ramziy amaliyotida motam tushunchasining tuzilishi va ifodalanish usullari ko‘rib chiqiladi. Ushbu qiyosiy yondashuvning asosiy elementlariga quyidagilar kiradi:

1. Verbal iboralar: ikki tildagi motam marosimida qo‘llaniladigan iboralar, idiomalar va evfemizmlar tahlili. Masalan, ingliz tilida Take “Sorry for your loss”, everyone tweets it and writes it on Facebook threads ... [Dina Gachman, How I Learned to Live with Grief, and Other Grave Concerns, 2023, 240p]. Misolimizda foydalanilgan “sorry for your loss” yoki “may they rest in peace” iboralari keng tarqalgan, o‘zbek tilida: - Yaxshi inson edi, joyi jannatdan bo‘lsin. O‘lim hammaning ham boshida bor. Qolganlar omon bo‘lsin. Qayg‘urma, bolam. [A.Muxtor. Chinor, Yoshlar nashriyot uyi, Toshkent, – 2018, B.445]; o‘zbek tilida

asosan “Oллоh rahmat qilsin” yoki “joylari jannatdan bo‘lsin” iboralari diniy ma’no ifodalaydi.

2. Noverbal ramzlar va marosimlar: motam bilan bog‘liq kiyim-kechak, rang va imo-ishoralar kabi ramziy elementlarni tadqiq etish. Ingliz tilida so‘zlashuvchi madaniyatlarda qora rang motamning tipik rangidir, o‘zbek madaniyatida esa ko‘pincha vafot etganlar va jamoat yig‘inlari uchun oq dafn choyshablari mavjud bo‘lib, ular individual motamning jamoaviy qo‘llab-quvvatlanishini ta’kidlaydi.

3. Ijtimoiy amaliyot va motam: motamning ijtimoiy faoliyat sifatida amalga oshirilishidagi farqlarni ko‘rib chiqish. O‘zbekzabon jamiyatda vafotining uchinchi, yettinchi, qirqinchi kunlarida o‘tkaziladigan jamoa yig‘inlari ta’ziya va duo qilish imkonini beradi. Ushbu yig‘ilishlar hamjamiyatlardagi aloqalarni mustahkamlaydi va hissiy qo‘llab-quvvatlashni ta’minlaydi. Inglizzabon madaniyatlarda, aksincha, motamning individuallashtirilgan shakllariga katta e’tibor qaratiladi, bu yerda oila va do‘stlar yagona dafn marosimi yoki ko‘proq ijtimoiy tarmoq platformalarida virtual yodgorliklar uchun yig‘iladilar

4. Vertual motam: globallashuv va raqamli ommaviy axborot vositalarining ta’sirini hisobga olgan holda, motam amaliyoti madaniyatlar o‘rtasida umumiy va moslashtirilgan. Xotira sahifalari, ijtimoiy tarmoqlardagi postlar va virtual ta’ziya kabi onlayn ta’ziya amaliyotlari an’anaviy ta’ziya amaliyotlari qanday rivojlanayotganini ko‘rsatadi. Motamning ushbu jihati muloqotning global xususiyatini ta’kidlaydi, bu yerda madaniy motam amaliyotlari bir-biriga ta’sir qilishi va aralashishi mumkin.

Ingliz tilida so'zlashuvchi madaniyat egalarida motam kommunikativ maydoni til, ramzlar va ijtimoiy amaliyotlarning o‘zaro murakkab ta'sirini aks ettiradi. Endi ingliz tilidagi qayg'u ifodalari shaxsiy his-tuyg'ularni va ijtimoiy me'yorlarni qanday ifodalashini ko'rib chiqaylik, bunda e'tibor o'limni yumshatuvchi yoki unga bilvosita ishora qiluvchi so'zga qaratiladi. Bundan tashqari, u motam tutishda madaniy ahamiyatga ega ramzlardan foydalanishni, shuningdek, zamonaviy motam amaliyotlarini shakllantirishda raqamli va ijtimoiy tarmoqlarning rivojlanayotgan rolini o'rganadi.

Ingliz tilida so'zlashuvchi xalqlar madaniyatida o'limdagi qayg'u va hamdardlikni ifodalash uchun o'ziga xos iboralar, evfemizmlar va idiomatik iboralardan foydalanadilar. Ko'pincha ta'ziya bildirishda qo'llaniladigan bu iboralar o'lganlarga tasalli beruvchi hissiy og'irlikni o'z ichiga oladi, shu bilan birga o'lim haqida yumshoq, kamroq to'g'ridan-to'g'ri tilni qo'llab-quvvatlaydigan madaniy me'yorlarni aks ettiradi.

Lingvistik ifodalar:

- umumiy iboralar va evfemizmlar: “sorry for your loss” yoki “my condolences” kabi iboralar marhum yoki o'lim sababini to'g'ridan-to'g'ri eslatmasdan tasalli beruvchi ingliz tilidagi standart iboralardir. Bunday iboralar o'lim haqiqatidan hurmatli masofani yaratadi va so'zlashuvchiga hamdardlik bildirishga imkon beradi, shu bilan birga o'limni muhokama qilishning potentsial noqulay bevositaligidan qochadi.

- marhumni hurmat qilish uchun tez-tez “Rest in peace” yoki “may they rest in peace” ishlatiladi, ko'pincha RIP deb qisqartiriladi. Bu ibora deyarli muqaddas yoki ritualistik xususiyatga ega bo'lib, o'limni yakuniy xulosa emas, balki tinch o'tish sifatida belgilaydi.

- “passed away”, “gone to a better place” va “no longer with us” kabi evfemizmlar “died” yoki “dead” kabi so'zlarga yumshoqroq alternativ sifatida ishlatiladi. Bu iboralar o'limning og'ir haqiqatini yumshatishga qaratilgan madaniy tendentsiyani aks ettiruvchi hissiy jihatdan osonroqdir.

Ijtimoiy va hissiy funksiyalar:

Ingliz tilidagi bilvosita motam tili bir nechta asosiy funktsiyalarni bajaradi. Birinchidan, u so'zlovchini ham, tinglovchini ham o'limning intensivligidan himoya qiladi va yo'qotishni hal qilishning ijtimoiy jihatdan maqbul usulini yaratishga yordam beradi. Ikkinchidan, u o'limning yakuniyligini emas, balki davomiylik yoki tinchlik tuyg'usini taklif qilish orqali tasalli beradi. Nihoyat, bu iboralar qayg'u paytida vazminlik va hurmatni birinchi o'ringa qo'yadigan madaniy me'yorlarga mos keladi, bu motam boshqalarni haddan tashqari bezovta qilmasligi kerak degan umidni aks ettiradi.

O'zbek madaniyatidagi motam jarayonida til muhim rol o'ynaydi, bu yerda ta'ziya izhorlari ko'pincha islomiy e'tiqodlarning ta'sirini aks ettiradi. Marhumga hamdardlik bildirish yoki eslash uchun ishlatiladigan umumiy iboralar Allohga iltijo qilish va ruhning tinchligi va abadiy oromini tilashini bildiradi, bu esa keyingi hayot haqidagi ruhiy e'tiqodlarga madaniy urg'uni aks ettiradi.

“Olloh rahmat qilsin”, “joylari jannatdan bo'lsin” kabi iboralar o'zbek madaniyatida marhumning oxiratga osoyishta sayohat qilishiga hamdardlik va diniy umidni bildiruvchi standart iboralardir. Bu iboralar o'lim haqidagi islom e'tiqodlarida rahmati va barakoti muhim bo'lgan Allohga duo qilish orqali ta'ziya bildiriladi va tasalli beriladi.

Yana bir keng tarqalgan ibora "so'nggi manzilga kuzatildi" (so'nggi dam olish joyiga hamroh bo'lgan) bo'lib, bu marhumning abadiyat sayohatiga otlangani haqidagi fikrni bildiradi. Bu ibora o'lim bu hayotdan keyingi hayotga tabiiy o'tish ekanligi haqidagi ishonchga mos keladi va yo'qotish qarshisida qabul qilish va tinchlik hissini kuchaytiradi.

Islom dini o'zbek madaniyatida o'lim va motam haqida so'z yuritiladigan tilga katta ta'sir ko'rsatadi. Bu iboralar nafaqat hamdardlik bildiradi, balki o'lganlarga ham, jamiyatga ham hayot va o'lim Allohning nazorati ostida ekanligini eslatib, ruhiy taskin beradi. Bundan tashqari, ta'ziya izhorlarining ko'pligi jannat yoki mangu hayot (abadiy hayot) ga ishoralarni o'z ichiga oladi, bu ruhning manzili ilohiy irodasi bilan belgilanishi va o'lim katta rejaning bir qismi ekanligiga ishonchni aks ettiradi.

Shunday qilib shuni aytish mumkinki motam/mourning leksemalarining kommunikative mydani keng bo'lib, xar ikkala tilde xam o'z ekvivalentlariga ega va aloxida izlanishlar talab etadi deb xisoblaymiz.

CHET TILLARINI YANGI SO'ZLAR YODLASH TEXNOLOGIYASIDAN FOYDALANISHNING AHAMIYATI HAQIDA

Qodirov Xoji-Akbar Ulug'bek o'g'li

Andijon davlat chet tillari inistituti

2–bosqich talabasi.

Annotatsiya: Chet tillarini o'rganish – bu nafaqat tilning grammatikasi va sintaksisini o'rganish, balki yangi so'zlarni yodlash va ularni samarali qo'llashni o'z ichiga oladi. Yangi so'zlar o'rganish, tilni amaliy ravishda o'zlashtirishning asosiy elementlaridan biridir. Biroq, ko'plab o'quvchilar yangi so'zlarni yodlashda qiyinchiliklarga duch kelishadi. Yangi so'zlarni yodlash jarayoni ba'zan vaqt talab qiladigan, zerikarli va murakkab bo'lishi mumkin. Shunday ekan, texnologiyalar yordamida bu jarayonni soddalashtirish va samarali qilishning ahamiyati ortib bormoqda.

Kalit so'zlar: Chet tili o'rganish, Yangi so'zlar yodlash, Texnologiyalar, Spaced repetition, Mobil ilovalar.

Texnologiyalar va Yangi So'zlarni Yodlashning Zamonaviy Yondoshuvlari

Yangi so'zlarni yodlash, chet tilini o'rganishning eng muhim bosqichlaridan biridir. Bu jarayon nafaqat tilni grammatik jihatdan o'zlashtirishni, balki so'z boyligini kengaytirishni ham talab qiladi. An'anaviy yodlash usullari ko'p hollarda vaqt talab qiluvchi, zerikarli va samarali bo'lmasligi mumkin. Shunday ekan, zamonaviy texnologiyalar yordamida yangi so'zlarni yodlash jarayonini soddalashtirish va samarali qilish uchun turli xil yondoshuvlar ishlab chiqilgan.

Spaced Repetition (Oraliqli Takrorlash) Spaced repetition (oraliqli takrorlash) texnologiyasi – bu yangi so'zlarni yodlashda eng samarali metodlardan biridir. Ushbu texnika, so'zlarni o'rganish va eslab qolish jarayonida oraliqli takrorlashni amalga oshiradi. Spaced repetition dasturlari foydalanuvchining yodlash qobiliyatini tahlil qilib, o'rganilgan so'zlarni aniq vaqt oralig'ida qayta ko'rish uchun taklif etadi. Masalan, Anki va Quizlet kabi ilovalar bu usulni o'z ichiga olgan va o'quvchilarga yangi so'zlarni samarali ravishda o'rganishga yordam beradi.

Mobil Ilovalar va Interaktiv Platformalar Mobil ilovalar va onlayn platformalar yangi so'zlarni yodlashni yanada qiziqarli va interaktiv qilishda muhim rol o'ynaydi. Duolingo, Memrise, va Babbel kabi ilovalar o'quvchilarga turli mashqlar va o'yinlar orqali yangi so'zlarni o'rganishni taklif etadi. Bu ilovalar o'rganish jarayonini interaktiv tarzda tashkil qiladi va foydalanuvchilarni motivatsiya qiladi. O'yinlar, rag'batlantirish tizimlari (ballar, darajalar) va turli xil sinovlar orqali so'zlarni

yodlash o'quvchining qiziqishini saqlaydi va o'rganish jarayonini yanada samarali qiladi.

Sun'iy Intellekt va Tilni O'rganishga Yordam Beruvchi Dasturlar Sun'iy intellekt (AI) texnologiyalari tilni o'rganish jarayonini yangi bosqichga olib chiqdi. Sun'iy intellektga asoslangan dasturlar, o'quvchining yodlash qobiliyatini tahlil qiladi va ularni individual ehtiyojlariga moslashtiradi. Masalan, Google Translate va Grammarly kabi ilovalar tilni o'rganishda foydalidir, chunki ular yangi so'zlar va grammatikani real vaqt rejimida taqdim etadi. Bundan tashqari, AI asosida ishlovchi til o'rganish ilovalari o'quvchining talaffuzini tekshirib, uning to'g'ri talaffuzini o'rganishga yordam beradi.

Video va Audio Resurslardan Foydalanish So'zlarni yodlashning yana bir samarali usuli bu turli xil video va audio materiallardan foydalanishdir. YouTube, TED Talks, va Podcasts kabi resurslar o'quvchilarga yangi so'zlarni tinglab, ularning kontekstini tushunish imkonini beradi. Videolar va podkastlar yordamida o'quvchilar so'zlarni real hayot sharoitida, turli aksentlarda va talaffuzlarda eshitishadi. Bu usul, o'rganilgan so'zlarni amaliy qo'llash va eslab qolishni osonlashtiradi.

Virtual Muloqot va Til O'rganish Jamiyatlari Texnologiyalar orqali til o'rganishning yana bir samarali usuli bu virtual muloqotdir. Tandem, HelloTalk kabi ilovalar orqali o'quvchilar boshqa tillarni o'rganuvchilar bilan muloqot qilishlari mumkin. Ushbu ilovalar orqali o'quvchilar yangi so'zlarni turli mavzularda ishlatib, ularni real hayotda qo'llashni o'rganadilar. Bu, ayniqsa, yangi so'zlarni yodlashda samarali, chunki o'quvchi tilni amaliyotda qo'llashni boshlaydi.

Yangi so'zlarni yodlash uchun zamonaviy texnologiyalarni qo'llash, o'quvchilarga nafaqat so'zlarni eslab qolishni osonlashtiradi, balki ularni real hayotda qo'llash imkoniyatini ham yaratadi. Mobil ilovalar, onlayn platformalar, interaktiv o'quv vositalari va sun'iy intellekt yordamida so'zlarni o'rganish jarayoni yanada samarali va qiziqarli bo'ladi. Bundan tashqari, **spaced repetition** (oraliqli takrorlash) texnikasi yangi so'zlarni eslab qolishning samarali usullaridan biri

hisoblanadi. Ushbu metodika yordamida o'quvchilar yangi so'zlarni ma'lum vaqt oralig'ida takrorlash orqali ularni mustahkamlashlari mumkin. Bu usul, ayniqsa, **Anki, Quizlet** kabi ilovalar orqali muvaffaqiyatli qo'llanadi. Bunday texnologiyalar orqali o'quvchilar o'z vaqtida va samarali tarzda so'zlarni eslab qolishadi, bu esa til o'rganish jarayonini sezilarli darajada tezlashtiradi.

Motivatsiya va Gamifikatsiya Elementlari

Texnologiyalarning yana bir katta afzalligi – bu motivatsiyani oshirishi va o'rganish jarayonini yanada qiziqarli qilishidir. Mobil ilovalar va onlayn platformalar ko'pincha **gamifikatsiya** elementlarini o'z ichiga oladi, ya'ni o'quvchilarni ballar, mukofotlar va darajalar orqali rag'batlantiradi. Bu usul o'quvchini muntazam ravishda so'zlarni o'rganishga va yodlashga undaydi. Masalan, **Duolingo, Memrise** kabi ilovalar o'quvchilarni yangi so'zlarni o'rganishga jalb qilish uchun turli xil o'yinlar, testlar va masalalar taklif etadi. Bu o'z navbatida til o'rganish jarayonini soddalashtiradi va o'quvchining qiziqishini saqlaydi.

Yangi So'zlarni Amaliy Qo'llash Imkoniyatlari

Yangi so'zlarni yodlash jarayonida, nafaqat ularni eslab qolish, balki ular bilan amaliy faoliyatda ishlash ham muhimdir. Texnologiyalar yordamida o'quvchilar yangi so'zlarni turli vaziyatlarda qo'llashni o'rganishlari mumkin. Misol uchun, onlayn muloqotlar va videokonferensiyalar orqali chet tilidagi so'zlarni boshqa o'quvchilar yoki o'qituvchilar bilan ishlatish, tilni real hayot sharoitida amaliy ravishda o'rganishga yordam beradi. **Tandem, HelloTalk** kabi ilovalar orqali o'quvchilar turli davlatlardan bo'lgan til o'rganish hamkorlari bilan muloqot qilishlari mumkin, bu esa yangi so'zlarni amalda qo'llashga yordam beradi.

Talaffuzni Yaxshilash Imkoniyatlari

So'zlarni yodlashda ularning talaffuzini to'g'ri o'rganish ham muhim ahamiyatga ega. Zamonaviy texnologiyalar yordamida o'quvchilar talaffuzlarini yaxshilash imkoniyatiga ega. Ko'plab mobil ilovalar va onlayn platformalar talaffuzni tekshirish imkonini beradi. Masalan, ba'zi ilovalar, foydalanuvchi tomonidan aytilgan so'zni tinglab, uning to'g'ri talaffuzini aniqlaydi va ularni

to'g'rilashni taklif qiladi. Bu esa o'quvchining talaffuzini yaxshilash va yanada aniqroq, to'g'ri so'zlashga yordam beradi.

Ko'p Tilda Resurslarga Kirish

Texnologiyalar yordamida yangi so'zlarni o'rganish nafaqat chet tilini o'rganishda, balki turli tillardagi resurslarga kirish imkoniyatini beradi. Internetda mavjud bo'lgan videolar, audio materiallar, onlayn kurslar va darsliklar yordamida o'quvchilar yangi so'zlarni turli kontekstlarda o'rganishlari mumkin. Bu esa ularning so'z boyligini kengaytirishga yordam beradi va tilni yanada chuqurroq tushunishga olib keladi.

Madaniyatlararo O'rganish

Chet tilini o'rganishda yangi so'zlarni yodlashdan tashqari, ularning madaniyatdagi qo'llanilishi ham muhimdir. Texnologiyalar yordamida o'quvchilar tilni o'rganishning madaniyatlararo aspektlarini tushunishlari mumkin. Video materiallar va interaktiv darsliklar orqali o'quvchilar o'zlashtirgan so'zlarning madaniy kontekstini bilishadi va ular bilan yanada chuqurroq muloqot qilish imkoniyatiga ega bo'ladilar.

Xulosa

Chet tillarini o'rganishda yangi so'zlarni yodlash texnologiyalari nafaqat samarali, balki qiziqarli ham bo'lishi mumkin. Mobil ilovalar, onlayn platformalar, gamifikatsiya elementlari va interaktiv vositalar yordamida o'quvchilar yangi so'zlarni tez va samarali o'rganish, ularni amalda qo'llash va talaffuzni yaxshilash imkoniyatiga ega bo'ladilar. Texnologiyalar yordamida chet tili o'rganish jarayoni soddalashtiriladi, motivatsiya oshadi va o'quvchilar yangi so'zlarni real hayotda qo'llash imkoniyatini topadilar. Shunday qilib, texnologiyalardan foydalanish chet tili o'rganishning yanada samarali va zamonaviy usuliga aylanishi mumkin.

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“TA'LIM-TARBIYA JARAYONIDA PSIXOLOGIYANING O'RNI”

Andijon davlat chet tillari instituti

1-bosqich talabasi

Sherboyeva Gullola Maqsudjon qizi

Sotvoldiyev Bunyodbek

Annotatsiya: Mazkur maqolada hozirgi zamonda yoshlarimiz o'rtasida ro'y berayotgan ba'zi bir ruhiy holatlarda va ularning ta'lim-tarbiya jarayonida psixologiyaning asosiy o'rni to'g'risida so'z yuritiladi.

Kalit so'zlar: psixologiya, ta'lim –tarbiya jarayoni, yoshlar, ota –ona, o'quvchilarga ta'siri, konsilizm

Abstract: This article is about the main role of psychology in some mental situations occurring among our youth and their educational process.

Key words: psychology, educational process, young people, parents, impact on students, consilism

Аннотация: В данной статье говорится об основной роли психологии в некоторых психических ситуациях, возникающих среди нашей молодежи, и в их образовательном процессе.

Ключевые слова: психология, учебный процесс, молодежь, родители, воздействие на студентов, консилизм

Kirish: Shunday mustaqil, betakror yurtimizda, ya'ni yangi O'zbekistonimizda hamma narsa mujassam. Ayniqsa biz, yoshlar uchun barcha imkoniyatlar cheksiz. Lekin ming afsuski ayrim yoshlarimiz bu imkoniyatlardan foydalanish o'rniga turli oqimlar girdobiga g'arq bo'lmoqdalar. Ba'zilar esa oilaviy kelishmovchilik yoki biror bir arziyas sabab orqali farzandlari bor bo'lsada bir - birlari bilan ajrashib ketmoqdalar. Albatta bu holat begunoh farzandlari uchun qattiq ruhiy zarba bo'lmoqda. Otasi yoki onasidan alohida yashayotgan bola boshqa tengdoshlaridan turli ruhiy holatlari bilan ajralib kelmoqda. Ularda ko'proq yolg'izlik, do'stlariga qo'shila olmaslik, hayolparastlik, og'ir gap ko'tara olmaslik salga ko'ngli to'lib yig'lab yuborishlik singari salbiy hislatlarni kuzatishimiz mumkin. Albatta bu borada ularga psixologiyani o'rni beqiyos. Bunday qalban va ruhan ezilgan bolaga eng avvalo do'stona munosabatda bo'libgina qolmasdan balki uni har tomonlama tushunish, qo'llab-quvvatlashimiz ko'ngliga imkon qadar to'g'ri yo'l topishimiz zarur.

Asosiy qism: Psixologiya (psixo...va logiya...) inson faoliyati va hayvonlar hatti-harakati jarayonida voqelikning psixik aks etishi, ruhiy jarayonlar, holatlar, hodisalar, hislatlar to'g'risidagi fan bo'lib u juda qiziqarli hamda to'liq o'rganilmagan fanlar qatoridan joy olgan. Psixologiya fani inson ongini va inson miyasi turli vaziyatlarda o'zini qanday tutishini o'rganadi. Zamonaviy dunyoda inson har doimgidek ham ko'proq psixologiyaga muhtoj. Chunki har birimiz stress va muammolar bilan o'ralganmiz. Zamonaviy bolalar qo'rquv va stressdan psixologik shikastlanishlari tez-tez uchraydi. Bolalar psixologik kasalliklarga juda tobe, chunki zamonaviy dunyoda shahvat, buzuqlik, zo'ravonlik hamma joyda mavjud. Kompyuter juda katta ta'sirga ega, chunki bola bolaligidan shavqatsiz o'yinlarni o'ynasa, keyinchalik bu shavqatsizlik uning o'ziga va yaqinlariga zarba beradi.

Psixologik-pedagogik konsilizmida nazariy bilimlar amaliyot ehtiyojlari bilan birlashtiradi, ta'lim-tarbiya jarayonini har bir o'quvchining individualligiga asoslangan holda tashkil etish hamda shaxsning jismoniy va ma'naviy-ruhiy rivojlanishi ta'minlanadi. Sababsiz dars qoldirish, zaif o'zlashtirish, tartibbuzarlik

sabablari va shaxslararo munosabatlarni aniqlaydi, bir qolipdagi ta'lim tizimini o'zgartiradi, o'qituvchi va o'quvchilar munosabatlaridagi nizolarni bartaraf etadi, o'quvchining "stress", "agressiv" holatlardan chiqishiga yordamlashadi. Pedagogik-psixologik konsilizmlarni tashkil etish o'quvchi shaxsiga baho berish darajasi va sifatini yuqori pog'onaga ko'taradi, o'quvchiga amaliy yordam ko'rsatiladi, pedagoglar jamoasini jipslashtiradi, ta'lim-tarbiya sohasida uchrashi mumkin bo'lgan ziddiyatlar oldi olinadi, bir qolipdagi ta'lim tizimini o'zgartirishga xizmat qiladi.

O'quvchilarni maktabga moslashmaslik muammolarining amaliy yechimini topish, ta'lim mazmuni va o'quvchi ta'lim olishining o'ziga xos hususiyatlari bo'yicha umumjamo'a qarorini qabul qilish, ta'lim jarayonini korreksiya qilish, murakkab hamda nizoli vaziyatlarning yechimida maslahatlar berish kabi masalalar batafsil bayon qilingan. Konsilizm jarayonida aniq bir o'quvchi, o'quvchilar guruhi (yoki sinf) jamoasidagi turli ma'lumotlar o'rganiladi, kuzatish natijalari tahlil etiladi, fikr-mulohazalar bayon qilinadi. Kuzatish natijalaridan keyin o'quvchining zaif o'zlashtirishi, uyushqoqsizlik, janjalkashlik, o'qituvchi va o'quvchilar bilan chiqisha olmaslik sabablarini bartaraf etish yuzasidan tavsiyalar beriladi. Konsilizm tavsiyalarining qimmatli tomoni shundan iboratki, har bir muhokama qilinayotgan holat unga aniqlik kiritadi. Bunda ta'lim -tarbiya jarayoni o'quvchining individualligiga asoslangan holda tashkil etiladi hamda pedagoglar jamoasini jipslashtirishga amaliy yordam ko'rsatiladi.

Xulosa:

Demak bundan ko'rinib turibdiki har bir inson o'ziga bo'lgan ishonchini yo'qotmasligi har qanday og'ir holatda ham o'zini qo'lga olishi lozim. Har qanday inson psixolog bilan tez-tez uchrashib undan maslahat kerak bo'lsa ko'mak olmog'i lozim.

Muhtaram prezidentimiz tomonidan ajrashishni oldini olish borasida talaygina qaror va farmonlar ishlab chiqildi. Ularning ijrosi qay darajada olib borilganligini nazorat qilish keng yo'lga qo'yildi. Buning natijasida minglab ajralgan oilalar qaytadan yarashtirildi. Qancha -qancha bolalar ota-onasining bag'rida yayrab

yashamoqdalar. Mehribonlik uylari ham yo‘q qilinib u yerdagi bolalarni qancha oilalar bag‘riga olib o‘z farzandlari qatorida mehr berib kelishmoqda. Bu esa barcha yoshlarni ruhiy holatlarga tushib qolmasliklari uchun xizmat qilmoqda. Chunki ota-onaga bag‘rida o‘sgan har bir bolaning hayotga bo‘lgan qiziqishlari, maqsad va orzulari, ota-onasiga munosib farzand bo‘lish ilinjida o‘zlarining orzulari tomon intiladi va baxtli voyaga yetadilar.

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MNEMONIKA ORQALI CHET TILI SO‘ZLARINI OSON YODLASH USULLARI

Andijon davlat chet tillari instituti

Ingliz tili va adabiyoti kafedrası o‘qituvchisi, dotsent

Bahriddinov Muslimbek Muhiddinovich

Xorijiy til va adabiyoti ta’lim yo‘nalishi

2 – bosqich talabasi

Shukurova Zilolaxon Xurshodbek qizi

Annotatsiya: *Ushbu maqolada hozirgi kunda juda ko‘p o‘quvchilar orasida chet tili so‘zlarini o‘rganish va yodlash bo‘yicha yuz berayotgan asosiy muammolar, unga sabab bo‘layotgan omillar va albatta ularga yechimlar keltirilib o‘tilgan. Hozirgi kunda bu usullar unchalik keng tarqalmaganligi sababli, o‘quvchilarning*

chet tillariga ayniqsa ingliz tiliga bo'lgan qiziqishlari so'nmoqda. Tadqiqotlar natijalariga ko'ra, bu usullar ba'zi o'quvchilar tomonidan sinab ko'rilgan va bu juda yaxshi natijalarga olib kelgan.

Kalit so'zlar: *mnemonika, IELTS, lug'at daftar, telefon, 21 asr, imtihonlar, sertifikatlar, ingliz tili, oliy o'quv yurtlari, yodlash, tadqiqot, mulohaza, xotirani saqlab qolish*

Annotation: *This article discusses the main problems students face today in learning and memorizing foreign language vocabulary, the factors causing these issues, and, of course, solutions to them. Since these methods are not yet widely spread, students' interest in foreign languages, especially English, is declining. According to research results, some students have tested these methods, and they have led to very positive outcomes.*

Keywords: *mnemonics, IELTS, vocabulary notebook, phone, 21st century, exams, certificates, English language, higher education institutions, memorization, research, reflection, memory retention.*

Аннотация: *В этой статье рассматриваются основные проблемы, с которыми сталкиваются учащиеся при изучении и запоминании слов на иностранных языках, факторы, вызывающие эти трудности, и, конечно же, их решения. Поскольку эти методы еще не получили широкого распространения, интерес учащихся к иностранным языкам, особенно к английскому, снижается. Согласно результатам исследований, некоторые учащиеся уже протестировали эти методы, и они дали очень хорошие результаты.*

Ключевые слова: *мнемоника, IELTS, словарная тетрадь, телефон, XXI век, экзамены, сертификаты, английский язык, высшие учебные заведения, запоминание, исследование, размышление, сохранение памяти.*

Mnemonika – o'xshashlik, bo'g'liqlik asosida xotira hajmini kengaytirish, kerakli ma'lumotlarni eslab qolish uchun maxsus uslublar to'plamidir.⁶⁴ Bilasizmi hozirgi

⁶⁴ O'zME. Birinchi jild. Toshkent, 2000-yil

kunda chet tilini o'rganishni boshlagan odamdan nimadan qiynalayotganini so'rasak, shubhasiz, u lug'at yodlashdan deb javob beradi. Buning sababini qisqacha qilib aytganda, biz 21 asrda yashaymiz va albatta ko'p vaqtimizni keraksiz narsalarga sarflaymiz (Masalan: telefonda). Bu esa bizni chet tilini o'rganishimizga to'sqinlik qiladi, chunki agar biz yangi so'zlarni o'rganmaydigan bo'lsak, darslarga qiynalishimiz yoki tushuna olmasligimizga olib keladi. Albatta bundan so'ng har qanday odam chet tilini o'rganishga qobilyatim yo'q ekan deb osongina bundan vos kechadi.

Olimlarning ta'kidlashicha, har qanday til bo'lishidan qat'iy nazar, har kunlik hayotimizga 1200-2000 ta so'z bilishimiz kerakligi ta'kidlanadi va bundan xulosa qilishimiz kerakki, ingliz tilini tushunishimizga shuncha so'zlar kifoya qiladi. Lekin pedagogiklarning fikriga ko'ra O'zbekiston oliy o'quv yurtlariga kirish uchun esa 4500-5000 ta so'z bilish talab qilinadi.

Endilikda, ba'zi oliy o'quv yurtlariga IELTS imtihonlari yoki sertifikatlar orqali qabul qilinmoqda va busiz hech ham iloji yo'q. Bundan ko'rinib turibdiki, bu oliy o'quv yurtlariga kirmoqchi bo'lgan odam necha mingga so'zlarni mustahkam o'zlashtirishi kerak bo'ladi. Bu esa albatta xamirdan qil sug'urgandek bo'lmaydi. Hech o'ylab ko'rganmisiz, nega chet tilini o'rganmoqchi bo'lgan har qanday odam faqatgina so'z yodlashdan qiynaladi. Buning sababi, chet tilini o'rganish texnikasi uncha ham rivojlanmagan.

Lekin, chet tilidagi so'zlarni o'rganishga minglab usullar bor desak ham bo'ladi. Bundan tashqari, biz bular orqali xotiramizni kuchaytirishga erishamiz, va albatta qo'shimchasiga, hayotimizni osonlashtirgan bo'lamiz.

Tadqiqotimizning ushbu o'rnida mnemonika haqida ayrim mulohazalarni keltiramiz.

Asosan mnemonika ham alohida fan va kasb hisoblanadi, ya'ni buning ham alohida kurslari bor. Va O'zbekistonda mnemosport federatsiyasi tashkil topgandan keyin uning prezidenti Davron Turdiyev va Yoshlar ishlar agentligi tomonidan 2022-yilda Samarqand shahrida "Al Buxoriy" nomidagi xalqaro musobaqa tashkil

etilgan⁶⁵."Bu orqali biz nimaga erishamiz? Oddiygina narsalarni eslab qola olmasak bizning xotiramiz qanday qilib bo'lishi mumkin, axir bu juda kulguliku" deyishingiz mumkin. Lekin afsuski biz texnikalar atrofida yashaymiz va shu tufayli xotiramiz kundan kunga pasayib bormoqda. Bu esa kulgili holat emas, bizning xotiramizni o'stirish o'z qo'limizda va buni mnemonika orqali amalga oshirishimiz mumkin. Ya'ni bunda insonga yangi noma'lum bo'lgan narsani allaqachon bu insonga tanish bo'lgan narsa yoki hodisaga bog'lab yodlab qolish va bu orqali osongina eslab qolishga erishamiz.

Keling, yaxshisi sizga bitta misol keltiraman; oddigina sodda so'zdan boshlaymiz;

Siz oddiygina "APPLE" so'zini yodlay olmayapsiz. Endi shu "Apple" so'ziga o'xshash o'zbekcha so'z qidiramiz. Hozirgi kunda hamma bilgan, hamda ko'plab odamlar orzu qilgan Apple ya'ni iPhone telefonni haqida gaplashamiz. Endi nazar soladigan bo'lsak, ikkalasini ham talaffuzi o'xshash.

Endigi navbat tasavvurga. Ya'ni endi "Apple" so'zini eslab qolishimiz uchun tasavvur qiling: Siz Apple telefonni qirsillatib yeyapsiz. Qanday jirkanch to'g'rimi?

Afsuski, odamzodning xotirasi faqatgina jirkanch yoki juda kulgili va baxtli holatlarni eslab qoladi. Bir nazar tashlab ko'ringga, barcha xotiralaringiz juda baxtli bo'lganingiz yoki juda qiynalib qolgan holatlaringiz. Va shuning uchun biz yangi so'zlarni allaqachon bilgan so'zlarimizga bo'g'lab o'rganishimiz zarur.

Lug'at daftari – har qanday til o'rganayotgan odam tutishi kerak bo'lgan vosita hisoblanadi. Ko'pchilik til o'rganayotgan odamlarning lug'at daftarini ko'zdan kechiradigan bo'lsak, deyarli barchasi juda zerikarli. Bu esa til o'rganayotgan odamga juda salbiy ta'sir qiladi va albatta lug'at yodlagisi kelmay qoladi.

Lug'at daftaringizga turli xil ranglarda bo'lgan ruchkalardan foydalanishingizni tavsiya qilaman. Chunki bu sizning lug'atga bo'lgan qiziqishingizni ortiradi va bu sizga muammo bo'lmay qoladi. Bundan tashqari bu sizga *imagination* ni oshirishga yordam beradi.

⁶⁵. "Yurtimizda ilk marotaba Mnemonika fanidan musobaqa o'tkazildi"(20-noyabr,2022-yil).2024-yil 15-yanvarda asl nusxadan arxivlangan. Qaraldi: 15-yanvar, 2024-yil..

Tadqiqotlar shuni ko'rsatadiki, til o'rganayotgan odam lug'atini oldiga rasm chizib yodlaydigan bo'lsa, bu xotirani oshiradi, ya'ni eslab qolish oshadi. Ayniqsa yodlashga qiynalyotgan so'zlarimizni oldiga uni rasmini chizishimiz kerak. Eng muhimi, chiroyli chizishda emas uni qanday qilib eslab qolishda. Bundan uyalmaslik kerak. Qachongacha uyalib yurasiz? Uni o'rniga maqsadingizga qanchalik tez yetib borishingizni o'ylang. Bundan tashqari bu o'sha yodlayotgan narsangizni jonlashtirishga yordam beradi.

Xulosa

Tasavvuringizni kuchaytiring va turli xil naqshlardan foydalaning. Ze'ro, lug'at yodlashdan zerikmaslik uchun qo'lingizdan kelgan hamma narsani qiling.

Bundan tashqari, o'zingizni lug'at yodlash uchun alohida qonun-qoidangiz bo'lsin. Ya'ni yangi so'zingizni yozgandan so'ng, uning tagiga albatta gap tuzib keting. Oddiy gaplar emas, kulgili yoki jirkanch bo'lsin.

Donishmandlar aytganidek, "Boshqa tilni o'rganish faqatgina boshqa so'zlarni o'rganish emas, balki narsalar haqida boshqacha fikrlashni o'rganish hamdir". Ya'ni bu orqali tushunishimiz kerakki, til o'rganishga qobiliyatga bog'liq emas va ularni barchasini o'rganish o'zimizning qo'limizda.

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DIDAKTIKA - PEDAGOGIK TA'LIM NAZARIYASINI O'QITISH JARAYONI YAXLIT TIZIM SIFATIDA. TA'LIM JARAYONIDA DIDAKTIKA HAQIDA TUSHUNCHA

Qodirov Xoji-Akbar Ulug'bek o'g'li
Andijon davlat chet tillari instituti, talaba

Annotatsiya: Ta'lim-inson bilish faoliyatining eng murakkab turlaridan biri bo'lib, individual psixik rivojlanishni va bilimlarni o'zlashtirishni ancha

tezlashtiradi. O'qituvchi ta'lim jarayonida faqat bilim berish bilan chegaralanmaydi. Maqolada oliy ta'limda ta'lim jarayonida didaktika haqida tushunchato'g'risida fikr yuritilgan.

Kalit so'zlar: Didaktika, didaktik ta'limot, Amaliyot, paradigma, integratsiya, pedagogika, tamoyil.

Didaktika pedagogika nazariyasining nisbatan mustaqil qismi bo'lib, unda o'qitish jarayonining umumiy qonuniyatlari ochib beriladi. Didaktikaning so'zmaso'z tarjimai «ta'lim nazariyasi» ma'nosini anglatadi. Didaktika «yunoncha» so'zdan olingan bo'lib, «didacticos» - o'rgatish, o'qitish ma'nosini bildiradi. Ta'lim jarayonida pedagogik diagnostika metodlaridan foydalanish muammolari va ularning yechimlariga oid jahonda olib borilgan tadqiqotlar natijasida qator, jumladan, quyidagi ilmiy natijalar olingan: pedagogik diagnostika asosida ta'lim sifatini kafolatlash usullari Yaponiyaning Tokio pedagogika universitetida, Janubiy Koreya Respublikasining Chonnam milliy universiteti, Xitoydagi Shanxay ta'limni baholash institutida, boshqaruv kadrlarni tayyorlash va kvalimetrik metodlardan foydalanish orqali ularning kompetentsiyasini oshirish Moskva davlat universitetida amalga oshirilmoqda. Shu bilan birga, ta'lim sub'ektlari (ham o'qituvchi ham o'quvchi)larning kompetentsiyalari darajalarini diagnostika qilish, tahsil oluvchilarda o'quv predmetlari va tayanch fanga oid maxsus kompetentsiyalarning shakllanganlik darajasini aniqlashga zarurat oshayotganligi namoyon bo'lmoqda. Bu esa pedagogik diagnostika metodlaridan foydalanish mexanizmlarini takomillashtirish, ularni amaliyotga tatbiq etish zaruratini yuzaga keltirmoqda.

Ta'lim muassasalarida tarbiyaviy jarayonlarni tashkil etish, didaktik jihatdan sifatini oshirishda pedagogik diagnostika metodlaridan foydalanish masalalari mamlakatimiz olimlari: SH.A. Abdullaeva, K.Zaripov, J.G'.Yo'ldoshev, M.Qur'onov, B.Farberman, MDH olimlari P.I.Pidkasistiy, I.V.Podlasiy, L.I.Denyakina, YU.Z.Kushner, A.Rogov, A.Nekrasov, YE.Tonkonogaya va boshqalar tomonidan o'rganilgan. Xorij olimlari: Karlhaynz Ingenkampff, Ingo Hartmann, Frensis Galton, Maks Born, Edward Sallis tomonidan kasb-hunar va oliy

ta'lim muassasalarida ta'lim sifatini diagnostika qilish texnologiyalari ishlab chiqilgan, ta'lim sifatini diagnostika qilish va monitoringini olib borishning umumiy jarayoni bilan o'zaro aloqadorligini belgilaydigan omillarni aniqlash tizimi ilmiy asoslangan. Tahsil oluvchilarning intellektual jihatdan taraqqiy etganligini aniqlash diagnostikasi A.Ayzenk, Anastezi, R. Rorshax, L.Stross kabi olimlar tomonidan o'rganilgan. Shuningdek, ta'lim jarayonini innovatsion tashkil etish, ta'lim jarayoni ishtirokchilari faoliyatini muvofiqlashtirish va ta'lim sifatini nazorat qilishning pedagogik shart-sharoitlari aniqlangan.

Biroq, hanzugacha umumiy o'rta ta'lim tizimida ta'lim jarayonini innovatsion tashkil etish bilan bog'liq pedagogik diagnostikadan foydalanish mexanizmlarini takomillashtirish muammosi alohida tadqiqot predmeti sifatida tanlanmaganini ko'rsatib o'tish mumkin. Pedagogik jarayonda foydalaniladigan pedagogik diagnostika metodlarini tasniflash (klassifikatsiyalash), ularni guruhlash;

- umumiy o'rta ta'lim muassasalarida pedagogik tashxislash metodlaridan foydalanish metodikalarini takomillashtirish;

- umumiy o'rta ta'lim mazmuni va sifatiga qo'yiladigan davlat talablarini pedagogik diagnostika yondashuvlari asosida takomillashtirish;

- umumiy o'rta ta'lim muassasalarida pedagogik diagnostikadan foydalanish (ham ta'limiy ham tarbiyaviy tavsifdagi) mexanizmlarni takomillashtirish;

- umumiy o'rta ta'lim muassasalarida pedagogik diagnostikadan foydalanishga oid me'yoriy-chiqish;

Umumiy o'rta ta'lim muassasalari faoliyatini takomillashtirish va ta'lim sifatini oshirishga doir takliflardan Vazirlar Mahkamasining 2018 yil 15 avgustdagi 234-son «Xalq ta'limi xodimlarini qayta tayyorlash va ularning malakasini oshirish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida»gi qarorining 1, 3, 5 va 6-ilovalari bilan tasdiqlangan me'yoriy hujjatlarni tayyorlashda foydalanilgan (Xalq ta'limi vazirligining 2018 yil 10 fevraldagi 02-02/1-8-446-son ma'lumotnomasi). Shu bilan birga Oliy va o'rta maxsus ta'lim vazirligining 2018 yil 03 martdagi 2T2-sonli “Akademik litseylarga umumiy o'rta talim maktablari o'quvchilarini tanlab olish, o'qitish, ularning o'qishini ko'chirish va o'qishdan chetlashtirish” tartibi

to'g'risidagi Nizomni tasdiqlash to'g'risida”gi qarorining 1, 2, 3, 4-ilovalari bilan tasdiqlangan me'yoriyhuquqiy hujjatlarni tayyorlashda foydalanilgan (Oliy va o'rta maxsus Ta'lim vazirligining 2017 yil 09 sentyabrdagi 1/748-23-sonli ma'lumotnomasi). Mazkur takliflar umumiy o'rta ta'lim muassasalarining tashkiliy tuzilmasi va o'quv-uslubiy ta'minotini takomillashtirish asosida ta'lim sifatini oshirishga, ularda pedagogik diagnostika o'tkazish tadbirlarining samaradorligini oshirishga imkon yaratdi. O'quvchilar o'quv yutuqlarini baholash milliy tadqiqotini o'tkazishda maktab va o'quvchilarni tanlash quyidagi reja asosida amalga oshirildi: Tajriba-sinov bilan qamrab olingan maktablar oddiy rondomlashtirilgan tanlovdan foydalanildi.

Ta'lim jarayonida o'quvchilar ongiga singdirilayotgan nazariy bilimlar amaliy faoliyat yordamida yanada mustahkamlanadi. Inson tevarak-atrofdagi voqelik, narsa va hodisalarning mohiyatini amaliy hayotda ularga to'qnash kelish yo'li bilan bilib oladi, ularni o'zlashtiradi. Inson amaliy faoliyat tufayligina ijtimoiy, ishlab chiqarish faoliyati jarayonini tashkil etuvchi munosabatlar, shuningdek, tabiat hodisalari sirini o'zlashtirib oladi.

Narsalar, buyumlar bilan amaliy muomalada bo'lish natijasida buyumlar sezgi organlariga ta'sir qiladi, sezgilar idrokni keltirib chiqaradi. Amaliyotda insonning faol fikrlash faoliyati yuzaga keladi. Fikrlash yordamida u real voqealikni chuqur tushunadi. Bilim manbai sanalgan amaliyotning ahamiyati xususida so'z yuritganda bilish jarayonining mohiyatini ham ta'kidlab o'tish joiz. Bilish murakkab dialektik jarayon bo'lib, jonli mushohadadan abstrakt tafakkurga, so'ngra amaliyotga o'tish yo'lidir. Bilish shaxs uchun mavhum ham o'zlashtirilmagan narsa, voqea va hodisalar mohiyatining ong yordamida anglash jarayonidir. Ob'ektiv borliqni bilish uni sezishdan boshlanadi. Sezish ongning tashqi olam bilan bo'ladigan chinakam aloqasidir. Sezish tevarak-atrofdagi voqelik, narsa va hodisalarning sezgi organlari (bizga ma'lumki, ular beshta) ga ta'sir etuvchi ayrim sifat, belgilarning ongda aks etishidir. Bunda har bir organ, har bir analizator I.P.Pavlov ta'kidlab o'tganidek, narsalarning ayrim eng muhim sifatlarini his etadi. Sezish muayyan narsa, voqea-hodisalar mazmunini ongda idrok etilishiga olib keladi. Idrok-sezish a'zolari orqali

ongga ta'sir etib turilgan narsa va hodisalarning unda (ongda) yaxlitligicha aks etish jarayonidir. Sezish va idrok qilish yordamida bilish jarayonida tasavvur ro'y beradi. Tasavvur inson ongida uzoq muddat saqlanib qoladigan sezishlar va idrokning izidir. Yoki boshqacha aytganda, tasavvur sezgi a'zolariga qachonlardir ta'sir etgan hamda idrok qilingan narsa va voqea-hodisalarning ongdagi yaqqol hissiy obrazidir.

Tajriba vositasida odamda tasavvur zahirasi boyib, ko'payib boradi. Bilish jarayonining eng yuqori bosqichida tafakkur yuzaga keladi. Inson faqat tafakkur yuritish jarayonidagina muayyan jarayon yoki voqea, hodisa mohiyatini, munosabatlarning sababiy baholanishlarini aniqlaydi va shu orqali moddiy borliqni chuqur, to'la va to'g'ri aks etishiga erishadi. Tafakkur I.P.Pavlov ta'limotiga ko'ra, assotsiatsiyalarining hosil bo'lishidan iborat. Jonli mushohada uchun birinchi signal tizimi, abstrakt tafakkur uchun ikkinchi signal tizimi asosiy ahamiyatga ega. Abstrakt tafakkur voqealik bilan o'zaro aloqada bo'lgan taqdirdagina inson bilimlari chuqurlashib boradi. Jonli mushohada va abstrakt tafakkur birligigina bilimlarni haqiqiy va chuqur bilimlarga aylantiradi. Jonli mushohada va tafakkur doimo odamning amaliy faoliyatiga asoslanishi kerak. Odam tabiat va ijtimoiy jamiyat qonuniyatlarini ochib, o'z faoliyatida ulardan foydalanishga intiladi. Har qanday nazariy bilimning qiymati uning amaliyotga qanchalik xizmat qilishi bilan belgilanadi.

Nazariy amaliy faoliyat mohiyatidan kelib chiqib asoslanadi, hamda amaliy faoliyatning yaxshiroq yo'lga qo'yilishiga xizmat qiladi. Biroq, amaliyot ayni vaqtda bilimning to'g'riligini tekshirish vositasi hamdir. Nazariy g'oya, fikr amaliyotda tekshirilgan va u orqali tasdiqlangandagina u inson bilimlarining muhim tarkibiy qismiga aylanadi.

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ЭМПИРИЧЕСКОЕ ИССЛЕДОВАНИЕ ВОЗДЕЙСТВИЯ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА НА ОБРАЗОВАТЕЛЬНЫЕ ПРОЦЕССЫ И РЕЗУЛЬТАТЫ ОБУЧЕНИЯ

Дилорам Захидова

Андижанский Государственный

Институт Иностранных Языков

diloromuz16@gmail.com

Аннотация

В статье рассматривается влияние искусственного интеллекта (ИИ) на образовательный процесс. Введение подчеркивает значимость ИИ как инструмента трансформации образования, а также выявляет проблемы, связанные с его внедрением. Методы исследования включают обзор литературы, охватывающий публикации с 2015 по 2023 годы, с акцентом на адаптивные системы обучения и автоматизацию оценивания. Результаты показывают, что ИИ позволяет персонализировать обучение и автоматизировать рутинные задачи, однако также выявляются проблемы неравенства в доступе к технологиям и этические вопросы. Обсуждение акцентирует внимание на необходимости комплексного подхода к интеграции

ИИ в образование, чтобы минимизировать риски и максимизировать преимущества. Заключение подчеркивает, что ИИ может значительно улучшить качество образования при условии разработки инклюзивных стратегий.

Ключевые слова: Искусственный интеллект, образование, персонализация обучения, автоматизация, неравенство в доступе, этика

Abstract

The article examines the impact of artificial intelligence (AI) on the educational process. The introduction emphasizes the significance of AI as a transformative tool in education while identifying challenges associated with its implementation. The research methods include a literature review covering publications from 2015 to 2023, focusing on adaptive learning systems and assessment automation. The results indicate that AI enables personalized learning and automates routine tasks; however, issues of inequality in access to technology and ethical concerns are also highlighted. The discussion emphasizes the need for a comprehensive approach to integrating AI into education to minimize risks and maximize benefits. The conclusion underscores that AI can significantly enhance the quality of education if inclusive strategies are developed.

Keywords: Artificial Intelligence, education, personalized learning, automation, inequality in access, ethics

Введение

Искусственный интеллект (ИИ) всё стремительнее входит в нашу жизнь, и сфера образования не является исключением. Внедрение ИИ открывает перед образовательными учреждениями беспрецедентные возможности для персонализации обучения, автоматизации рутинных задач и повышения эффективности образовательного процесса в целом. Исследования показывают, что ИИ может адаптировать учебные материалы под индивидуальные потребности студентов, анализировать их прогресс и предоставлять персонализированную обратную связь (Zawacki-Richter et al., 2019). Тем не менее, внедрение ИИ в образование сопровождается рядом

вызовов, таких как этические вопросы, связанные с конфиденциальностью данных, неравенство в доступе к технологиям и необходимость подготовки преподавателей к работе с ИИ. Цель данной статьи - проанализировать влияние ИИ на образование, выявить его основные преимущества и проблемы, а также определить направления для будущих исследований.

Методы

Для анализа влияния ИИ на образование был использован метод систематического обзора литературы. Были проанализированы научные статьи, опубликованные в рецензируемых журналах, а также доклады международных организаций, таких как ЮНЕСКО и ОЭСР. Поиск литературы проводился в базах данных Scopus, Web of Science и ERIC. Ключевыми словами для поиска были "искусственный интеллект", "образование", "обучение", "преподавание", "персонализация", "адаптивное обучение". Особое внимание уделялось исследованиям, опубликованным за последние пять лет (2018-2023 гг.), чтобы отразить актуальные тенденции и вызовы в этой области. Анализ литературы включал как качественную, так и количественную оценку данных.

Результаты

Анализ литературы показал, что ИИ оказывает значительное влияние на различные аспекты образования. Одним из ключевых преимуществ ИИ является персонализация обучения. Системы адаптивного обучения, основанные на ИИ, могут отслеживать прогресс каждого студента, выявлять его сильные и слабые стороны, и на основе этих данных предлагать индивидуальные траектории обучения (Pane et al., 2017). Также ИИ может быть использован для автоматизации рутинных задач, таких как проверка заданий, оценивание тестов и предоставление обратной связи (Holmes et al., 2019). Это позволяет преподавателям уделять больше времени индивидуальной работе со студентами и разработке новых методик преподавания. Однако, внедрение ИИ в образование сталкивается с рядом проблем. Одной из главных проблем является неравенство в доступе к

технологиям. Студенты из малообеспеченных семей и регионов с ограниченным доступом к интернету могут оказаться в невыгодном положении (Drigas & Ioannidou, 2022). Также существует проблема этического использования ИИ, в частности, вопросы конфиденциальности данных и алгоритмической предвзятости.

Обсуждение

Результаты исследования подтверждают, что ИИ обладает огромным потенциалом для трансформации образования. Персонализация обучения, автоматизация рутинных задач, создание интеллектуальных систем оценивания - это лишь некоторые из возможностей, которые открывает ИИ перед образовательными учреждениями. Однако, важно понимать, что ИИ - это всего лишь инструмент, и его эффективность зависит от того, насколько грамотно он используется. Необходимо разрабатывать четкие этические принципы использования ИИ в образовании, обеспечивать равный доступ к технологиям и готовить преподавателей к работе с ИИ. Будущие исследования должны быть направлены на изучение долгосрочного влияния ИИ на качество образования, а также на разработку эффективных методик интеграции ИИ в образовательный процесс.

Заключение

В заключение можно отметить, что ИИ уже сегодня меняет ландшафт образования, и в будущем его влияние будет только усиливаться. ИИ может стать мощным инструментом для повышения качества и доступности образования, но только при условии ответственного и этичного подхода к его внедрению.

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**THE FUNCTIONAL-STYLISTIC ASPECTS OF LEXICAL UNITS WITH
THE SEMANTICS OF "MOUTH/OG‘IZ" IN CONTRASTED
LANGUAGES AND PROBLEMS TEACHING THEM**

Otajonov Botirbek Ashuralievich

Teacher,
Andijan State Institute of Foreign Languages,
Andijan, Uzbekistan
E-mail: brave_76@mail.ru

The functional-stylistic aspects of language represent its subsystems, each characterized by distinct features pertaining to lexical means, syntactic structures, and even phonetics. The emergence and existence of functional-stylistic aspects in a language are closely linked to the specific conditions of communication in various spheres of human life. These aspects not only determine the permissibility or impermissibility of using certain elements but also differ in the frequency or rarity of their usage.

This topic is highly relevant because fundamental lexical units with semantics like "mouth/og'iz" are widely used across various layers of language and are expressed differently in diverse functional styles. For instance, the meanings and usage of these units exhibit unique characteristics in literary, scientific, journalistic, official-legal, and oral communication styles. Comparing and contrasting their use is one of the key issues in linguistics.

Words take on different meanings depending on the stylistic context. Formal terms may shift in scientific discourse or gain new interpretations in casual speech. Within styles, processes like synonymy, antonymy, and homonymy further diversify meaning. Functional-stylistic aspects highlight how language adapts to different contexts—formal style follows strict norms, while literary style allows creative freedom. Each style has conventions: official documents rely on standard formulas, whereas literary texts emphasize imagery and emotion. These aspects shape language use, ensuring effective communication across various domains. Scientific style: such formal and medical terms as *oral cavity* or *buccal cavity*, and in Uzbek *og'iz bo'shlig'i* are used.

In English: *The oral cavity, or mouth, is the first step of the digestive system but can be used as a secondary source to bring air into the body. The oral cavity plays a crucial role in the digestive system.*

In Uzbek: *Og'iz bo'shlig'i yoki og'iz ovqat hazm qilish tizimining birinchi bosqichidir, ammo havoni tanaga kiritish uchun ikkinchi darajali manba sifatida ishlatilishi mumkin. Og'iz bo'shlig'i ovqat hazm qilish tizimida muhim rol o'ynaydi. (tibbiyot)*

The literary style: such literary style words as *bow-shaped lips, rosebud-shaped lips* are used in English, and in Uzbek *g'uncha lablar, dur tishlar* are used. In English: *She caught her little red lip with her teeth and felt her first thrill of power.* (Dreizer Theodore, 2009. 169)

In Uzbek: *Kerri pastki aqiq labini tishlab, ko'zguga qararkan o'zining husn bobidagi qudratini sezganida yuragi dukillab ketdi.* (Dreizer Theodore, 2007, 176) The transfer of a name based on the similarity in form, color, or some other aspect between two things is called a metaphor (from the Greek *metaphora* – a transfer, a carrying over). This is a stylistic device used to convey a similarity or connection between two things without resorting to direct comparison, replacing another word or phrase. Metaphors create images in the minds of readers or listeners, making the text more expressive and vivid. They are used in literature, poetry, and everyday speech to intensify meaning and evoke emotional responses. –*At the mouth of the mall* the two houses on either side were rented by family retainers with their own families and star boarders, single men who lived in the basement apartments. (*Savdo markazining og'zida (kiraverish joyida) ikki tarafdagi ikkita uyni o'z oilalari bilan oila a'zolari va podvalda yashovchi yolg'iz erkaklar ijaraga olishgan*) (Mario Puzo, 1972, 243) – Quebec is at the *mouth of the St Lawrence River*. (Kvebek Sent-Lorens daryosining og'zida joylashgan.) –Three miles below town the ferryboat stopped at the *mouth of a woody hollow* and tied up. (*Shahardan uch chaqirim pastda parom o'rmonli chuqurning og'zida to'xtadi va bog'landi*) (ABBY Lingvo, 2000) –*The mouth of the cave* was up the hillside—an opening shaped like a letter A. (*G'orning og'zi tog' yonbag'rida edi - A harfi shakliga o'xshash teshik edi*) (Mark Twain, 1976, 134) –To'rt nemis minomyot og'zini berigi qirg'oqqa to'g'rilayotgani tepasidan chiqib qolgan Holmatjon bir dam esankirab qoldi. (Madvaliyev A, 2008, 185) In this sentence, the word *og'iz* (mouth) is used metaphorically from a functional-

stylistic perspective. The phrase *minomyot og'zi* is used to describe the firing point of a projectile weapon. Here, *og'iz* serves as a technical or military term representing the open part of the weapon, the place from which projectiles are discharged. Stylistically, it is employed in the military style, where the word *og'iz* expresses the function of the object, analogous to the actual function of the human mouth. Below, we present similar examples: –O'raning *og'zi*. –G'orning *og'zi*. – Tandir og'zidan uchib chiqayotgan son-sanoqsiz uchqunlar qorong'ilik qa'riga kirib birin-ketin o'chadi. — Adham uning shamasini fahmlab ko'rpacha yonidagi hali og'zi ochilmagan shishani etagiga yashirib ildamlilik bilan tol orqasiga o'tdi. Ko'zaning og'zi. –Nazarida, xuddi shu darvoza og'zida velosiped ustasi borday bo'ldi. (Madvaliyev A, 2008, 184) *Ariqning dahani* (ariqning daryodan yoki kata anhordan shohobcha bo'lib chiqqan joyi. (from conversation))

Lexemes are originally nouns, and metaphorical meanings arise based on the primary meaning of the lexeme. A lexeme that expresses the same thing or phenomenon starts to be used to express a different thing or phenomenon. –*There was a strong wind yesterday and the yachts in the bay carried bones in their mouths.* (Kecha kuchli shamol esib, yaxtalar ko'rfaz bo'ylab, suvni ko'pirtirib shiddat bilan suzib borar edilar) (Kunin A.V. 1984, 152) The phrase *carry bones in their mouths* is taken from maritime jargon and is often used to describe a ship or yacht moving quickly and powerfully through the water. Sailors and fishermen used this phrase to depict the white foam created at the front of a ship as it cuts through the water. The foam is likened to "bones" because of its appearance, making it seem as if the ship is sailing with bones in the water. This expression metaphorically connects the foam to the bones formed by the strong current of water or the ship's rapid movement. Additionally, in strong winds, yachts or ships are described as moving swiftly, with "bones"-like foam appearing at their bow. This phrase belongs to the literary style, which serves to convey emotion and impact through descriptive expressions, metaphors, and figurative language. Since this expression is used metaphorically rather than literally, it reflects the features of the literary style such as vividness, emotionality, and imagery. The literary style is commonly used in literature, poetry, or creative texts to expand the reader's imagination and bring feelings to life.

Let's have a look at another example: *He's been acting as a mouthpiece for the government on questions of foreign policy.* (U tashqi siyosat masalalari bo'yicha hukumat uchun og'iz\rupor vazifasini bajarmoqda). *The company has hired an attorney as a mouthpiece to answer its critics.* (Kompaniya o'z tanqidchilariga javob berish uchun advokatni og'iz\javob beruvchi etib yollagan) (Merriam-Webster's Online Dictionary)

A common phenomenon is naming a whole thing by one of its parts or using the name of a part to refer to the whole. This is known as *synecdoche* (from Greek *synekdoche* – to take together, to think together), which is one of the forms of metonymy. In synecdoche, the shift in meaning is based on similarity or connection, but the leading factor here is the quantitative relationship between the objects. The name of the whole is used for its part, and vice versa, or the plural form of a word is used instead of the singular, or vice versa. Sometimes, words in gender or type relationships are used interchangeably. –*By this time, the second child, Frederioo, had arrived and Vito Corleone had four mouths to feed.* (Bu vaqtga kelib, ikkinchi bola Frederio yetib keldi va Vito Korleonening boqish uchun to'rtta og'zi bor edi) –*There were many more mouths to feed now.* (Endi u yerda boqish uchun og'izlar ko'p edi) –*And I could think of nothing else, except our being poor, and the number of mouths there were at home.* (Bizning kambag'alligimiz haqida va uyda kutayotgan qator og'izlardan boshqa hech narsani o'ylay olmasdim) (Puzo Mario, 1972, 157) –U duv-duv yosh to'kar, qo'llarini osmonga ko'tarib nola qilardi: -Xudovando! Bu na ko'rgilik? Endi netaman? To'qqiz og'izni qanday boqaman? –Bazzoz pochchaning bekorchi og'izga tobi yo'q edi. (Madvaliyev A, 2008. 186) Ko'p og'iz bir bo'lsa, bir og'iz yengiladi. Yegan og'iz uyalar. Og'iz yesa, ko'z uyalar. Bol yegan og'izga baliq yarashmas. Proverbs. Onomatopoeia is a word or phrase that imitates the sound it represents. For example, "meow" "woof" "hiss" "clink" — all of these are examples of onomatopoeia. They express the sounds of objects, events, or actions and make the text more vivid and descriptive. Below, we provide examples of how the onomatopoeic phenomenon is expressed in the "mouth/og'iz" concept representatives in both English and Uzbek languages: Here's an English translation

of the onomatopoeic sounds you provided: chomp — the sound of biting or chewing food loudly and forcefully; munch — the sound of chewing something with enjoyment or with a crisp, crunching noise; slurp — the sound made when drinking a liquid noisily from the mouth; gulp — the sound of swallowing food or liquid quickly and loudly; smack — the sound made when lips come together, often used to describe the enjoyment of tasty food; burp — the sound made by air released from the stomach through the mouth (belch); hiccup — the sound caused by involuntary spasms of the diaphragm and throat (hiccup); giggle — the soft, light sound of laughter; cough — the sound of suddenly expelling air from the lungs through the mouth (cough); sigh — the sound of a deep exhalation, often used to express relief or sadness.

In Uzbek: Here's an English translation of the additional onomatopoeic sounds you provided: chap-chap — the sound of opening and closing the mouth or the process of chewing food; qult-qult — the sound made while swallowing liquid; qars — the sound of something being chewed loudly or a strong biting sound; puf — the sound of forcefully exhaling air through the mouth; hoh-hoh — the sound made during laughter.

CONCLUSION. The provided text illustrates how the semantics of "mouth/og'iz" is used in different functional-stylistic aspects across various styles. The styles analyzed include scientific, literary, formal-legal, military, and onomatopoeia, each having its own distinct lexical and grammatical features. For instance, in scientific and medical styles, precise and complex terms such as "oral/buccal cavity" are used, while in literary style, descriptive and metaphorical expressions like "flower-like lips" or the figurative meaning of "mouth" are employed. In formal-legal style, normative and standard phrases are commonly used, and the word "mouth" is often applied metaphorically, such as referring to the mouth of a firearm.

Additionally, lexical units, synonyms, antonyms, and homonyms can lead to various interpretations of a word depending on the context. This demonstrates the diverse ways in which a word's meaning can shift according to its functional and

stylistic use in language.

In literary style, onomatopoeia—words that imitate sounds (such as "chomp," "slurp," "qars")—makes the text more vivid and expressive. This enriches the reader's imagination and intensifies emotions. These processes, in general, ensure the effective use of language's functional and stylistic capabilities, with each style helping to achieve its specific purpose and enhancing the effectiveness of communication.

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NEMIS TILIDA GAPIRISH KO'NIKMASINI RIVOJLANTIRISH USULLARI.

Abdisheripova Mahliyo UrDPI

Xorijiy filologiya kafedrasi o'qituvchisi

+998975122127

abdisheripovamahliyo@gmail.com

Annotatsiya: Ushbu maqolada chet tilida gapirish ko'nikmasini shakllantirish va turli xil mashqlardan va usullardan foydalanish yoritilib o'tilgan. Bundan tashqari til o'rganuvchilari o'rtasida muloqot, qobiliyat, tilni egallash, diqqatni jamlay olish qobiliyati, ijodkorlik, yangilik yaratish qobiliyati ham yoritiladi.

Аннотация: В данной статье рассматривается формирование навыков владения иностранным языком и использование различных упражнений и

методов. Кроме того, изучающие язык охватывают коммуникацию, способности, овладение языком, способность концентрироваться, креативность и способность создавать новые вещи.

Annotation: This article covers the formation of foreign language skills and the use of various exercises and methods. In addition, communication, ability, language acquisition, ability to concentrate, creativity, and the ability to create new things are covered among language learners.

Kalit soʻzlar: Chet tili, oʻrganish usullari, qobiliyatni oshirish, fonetika, leksika, grammatika, oʻrganish metodlari, sprechen, hören, schreiben, lesen.

Ключевые слова: Иностранный язык, методы обучения, развитие навыков, фонетика, словарный запас, грамматика, методы обучения, sprechen, hören, schreiben, lesen.

Keywords: Foreign language, learning methods, skill development, phonetics, vocabulary, grammar, learning methods, sprechen, hören, schreiben, lesen.

Chet tili bu xorijiy mamlakat tili hisoblanadi. Respublikamizda Gʻarbiy Yevropa (ingliz, nemis, fransuz, ispan) tillari va Sharq (arab, turk, urdu, fors, xitoy, hind) tillari oʻrganilib kelmoqda. Tillarni oʻqitish turlicha kechadi: birinchidan, ona tilida tafakkur shakllanadi, oʻzga tillarni oʻrganish ulardagi fonetika, leksika va grammatikaga xos xususiyatlami his etish bilan bogʻliqdir; ikkinchidan, oʻrganish tartibi ona tilidan boshlanib, undan keyin ikkinchi til va, nihoyat, chet tilga oʻtiladi; uchinchidan, ona tili va ikkinchi til tabiiy vaziyatda, chet til esa sunʻiy muhitda oʻrganiladi. Chet tildagi muloqot, asosan, darsda muallim rahbarligida kechadi. Qayd etilgan muhokamadan ayon boʻladiki, uchala til orasida chet tilni oʻrgatishoʻrganish muayyan jihatlari bilan keskin farqlanadi. Bu esa, oʻz navbatida, tegishli chet til oʻqitish texnologiyasini qoʻllashni taqozo etadi. Quyda qanday qilib chet tilida ravon gapirishimiz mumkinligini koʻrib chiqamiz.

‘ Gapirish, nutq faoliyatining turi sifatida, ogʻzaki fikr bayon etish demakdir. Bundan tashqari Gapirish - bu psixologik va jismoniy jarayonlarni oʻz ichiga olgan murakkab faoliyat. Chet tilini oʻrgatishda dastavval xatolarga ustida koʻpiroq ishlashimiz zarur, sababi oʻrganuvchilar gapirish paytida anchagina

hayojonlanadilar, buning uchun ularga gapirish paytida (sprechenda) xato gapirmasliklari uchun turli xil mashqlar bilan mustahkamlash zarur. Dastavval mashqlar orqali osondan qiyinga qarab izchila (Schritt für Schritt) borishi zarur. Chunki har qanday faoliyatni o'rgatish paytida mashq markaziy o'rinni egallaydi. Nutq malakalarini o'zlashtirish deganda, kichik hajmli sodda birliklardan (so'z, so'z birikmasi, gapdan) boshlanib, yirik miqyosdagi murakkab matngacha bo'lgan nutq hodisalarini o'z ichiga olgan mashq bajarish jarayoni tushuniladi. Bulaming hammasi oqibat natijada mashqlar majmuyini tashkil etadi. Tayyorlov va nutq mashqlari gapirish ko'nikma va malakasini shakllantirish, rivojlantirish va takomillashtirish vazifalarini o'taydi. Odatda, ular o'quv mashqlari nomi bilan yuritiladi. Tayyorlov deganda, gapirishning leksik, grammatik, talaffuz ko'nikmalariga daxldor mashqlar bobida so'z boradi. Ularda til hodisalarining shakliy (formal), ma'noviy (semantik), qo'llanilish (funksional) qiyinchiliklarining oldini olishga, sodir bo'ladigan xatolarni to'g'rilashga harakat qilinadi. Talaffuz mukammal bo'lishi shart emas, lekin tushunarli bo'lishi kerak, shunda muloqotda tushunmovchiliklar bo'lmaydi.

b) So'z boyligini shakllantirish

1. O'rganuvchilar ma'lum bir naqsh bo'yicha qisqa og'zaki suhbatlar yaratadigan juftlik ishi. Bunday dialoglar odatda ikki yoki uchta jumladan iborat bo'lib, ular qayta-qayta takrorlanadi.
2. So'zni eslab qolish tezligiga qaratilgan zanjirli mashqlar, assotsiatsiya o'yinlari, rasm bilan boshqariladigan mashqlar. Bu vaqt bosimi ostida amalga oshiriladigan va so'z boyligini takrorlash uchun juda mos bo'lgan so'z mashqlari (masalan, chamadonni qadoqlash). Lug'at bilan ishlashda og'zaki nutq ustuvor ahamiyatga ega va o'quvchilarga yozma yuz ularni mustahkamlagandan keyingina berilishi kerak. Kontekst ham muhimdir. Barcha so'zlar, jumlar, mnemonika kontekstda etkazilishi kerak.
3. Nutqlardan foydalanish mashqlari: Ushbu mashqlarning maqsadi nutqlarni egallash va mustahkamlashdir. Bu erda asosiy e'tibor formulali iboralarga, masalan, salomlashish, minnatdorchilik va so'rovlar, kechirim so'rash, o'zingizni tanishtirish va h.k.ga qaratiladi. Avvalo, ushbu mashqlar vaziyat va maqsadli guruhga mos ravishda ishlatilishi kerak. Nemis tilini gapirishni rivojlantirish uchun bir nechta samarali usullar va yo'llar mavjud.

Nemis tili o'qitish jarayonida gapirish ko'nikmasi talabalar uchun juda muhim ahamiyatga ega. Bu ko'nikma, nafaqat tilni to'g'ri va aniq ifodalashni, balki muloqotda erkin qatnashishni ta'minlaydi. Nemis tilini o'rganuvchilar uchun bu ko'nikmani rivojlantirish o'qituvchilar oldida alohida vazifa bo'lib, o'quvchilarni turli usullar orqali ushbu ko'nikmaga qiziqtirish va samarali o'rgatish kerak. Quyida ularning ba'zilar keltirilgan:

- Tanishuv va suhbatlar: Nemis tilida suhbatlashadigan do'stlar yoki hamkorlar bilan muntazam ravishda muloqot qilish, bu sizning gapirish qobiliyatingizni rivojlantirishga yordam beradi va eng muhimi ular bilan turli xil tadbirlarda ishtirok etishdir.

- Kitoblar va maqolalar: Nemis tilida kitoblar o'qish, yangi so'zlarni va iboralarni o'rganishga yordam beradi.

- Podkastlar va videolar: Nemis tilidagi podkastlar va YouTube kanallari orqali tinglash qobiliyatingizni rivojlantirish ko'mak beradi.

- Til kurslari: Professional o'qituvchilar bilan darslar olish, o'rganuvchiga to'g'ri talaffuz va grammatikani o'rganishga yordam beradi.

- Onlayn platformalar: Duolingo, Babbel yoki Rosetta Stone kabi onlayn platformalar orqali ham chet tilini anchagina o'rganish mumkin.

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ОКСЮМОРОН В ЛИТЕРАТУРЕ: ФУНКЦИИ, ПРИМЕНЕНИЕ И СТИЛИСТИЧЕСКОЕ ВОЗДЕЙСТВИЕ

Аюпова Гулойим Бахтиёржон кизи,
докторант кафедры грамматики английского языка Андижанского
государственного университета

e-mail: ayupovaguloyim.96@gmail.com

Аннотация

В статье рассматривается лингвостилистическая функция оксюморона как литературного приёма, способного передавать противоречивость явлений, усиливать эмоциональную насыщенность текста и подчёркивать авторскую индивидуальность. На основе анализа произведений У.Шекспира, Э.Хемингуэя, М.Твена и других авторов выявлены основные функции оксюморона: описание противоречивости явлений, достижение иронической оценки, а также углубление характеристик персонажей. Примеры из классической литературы иллюстрируют применение оксюморона для создания напряжения, акцента на эмоциональной многогранности и формирования эстетического воздействия на читателя.

Ключевые слова: оксюморон, литература, лингвостилистика, противоречивость, эмоциональное воздействие, стилистические приёмы, индивидуальность автора.

Введение

Оксюморон как стилистический приём занимает особое место в литературе благодаря своей способности сочетать несочетаемое. По словам Э.Азнауровой, оксюморон близок к парадоксу: он не только ошеломляет читателя, но и заставляет задуматься [9]. Данный приём позволяет автору представить явление в ином свете, наделяя его экспрессивностью и красочностью, а также передать собственное восприятие описываемого.

Основные функции оксюморона

Описание противоречивости явлений

Оксюморон часто используется для описания сложных и противоречивых явлений. Например, в произведении У. Шекспира “Ромео и Джульетта”:

O serpent heart, hid with a flowering face! Did ever dragon keep so fair a cave? Beautiful tyrant!

Джульетта выражает своё разочарование в Ромео, используя оксюмороны “serpent heart” и “flowering face” для подчёркивания

двойственности его натуры. Эти приёмы усиливают эмоциональное воздействие текста, подчеркивая мастерство Шекспира в создании многослойных персонажей [8].

Достижение иронической оценки

Применение оксюморона для иронии демонстрируется в стихотворении Н.Авраменко:

Сладкая каторга — наша работа

Оксюморон “сладкая каторга” отражает авторское отношение к трудностям, подчёркивая одновременно их тяжесть и привлекательность. Такое описание усиливает эмоциональное восприятие и позволяет читателю глубже понять авторский замысел [1].

Примеры использования оксюморона в литературе

Индивидуальные отношения героев

В произведении Дж. Голсуорси “Собственник” оксюморон “grown-up child” описывает поведение персонажа Босинни:

This grown-up childishness, to which he felt so superior, exercised a peculiar and almost mesmeric effect on Soames.

Эта фраза подчёркивает непредсказуемость Босинни и сложность его взаимоотношений с другими персонажами (Голсуорси, 2001, с. 141–143).

Передача многослойных эмоций

Эрнест Хемингуэй в романе “По ком звонит колокол” использует оксюмороны для создания напряжения: warm coolness, cool outside and warm within.

Контраст между теплом и холодом передаёт противоречивые чувства героя, усиливая драматизм описываемых событий [7].

Ирония и оксюморон

В романе М. Твена “Приключения Тома Сойера” оксюморон подчёркивает моральные качества Тома: a noble, a generous, magnanimous lie.

Сочетание позитивных прилагательных с понятием лжи создаёт иронический эффект, акцентируя благородство поступка героя [5].

Эмоциональная насыщенность

В стихотворении А. Фета “В страданьи блаженства стою перед тобою” используются оксюмороны: *мукой блаженства исполнены звуки, в страданьи блаженства стою перед тобою*.

Эти выражения подчёркивают эмоциональную многогранность переживаний, объединяя противоположные состояния — страдание и счастье. Благодаря ритмике и звуковым повторам усиливается музыкальность текста, что повышает его воздействие на читателя [6].

Заключение

Оксюморон является мощным инструментом в литературе, позволяя автору углублять характеристики персонажей, усиливать эмоциональное воздействие и подчёркивать противоречивость явлений. Примеры из произведений У. Шекспира, Э. Хемингуэя, Дж. Голсуорси, М. Твена и А. Фета иллюстрируют универсальность и значимость данного стилистического приёма. Исследование оксюморона открывает новые грани в понимании авторского замысла и эстетической ценности литературных текстов.

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RAQAMLI TEXNOLOGIYALAR VA INTELLEKTUAL TARAQQIYOT: OLIY TA'LIMNING GLOBAL MAYDONDAGI STRATEGIK O'RNI

Abdusattorova Begoyim Po'latjon qizi

ADCHTI doktoranti

abdusattorovabegoyim822@gmail.com

ANNOTATSIYA

Maqolada bugungi kunda inson hayotida zamonaviy texnologiyalarning o'rnini yoritilgan. Raqamli texnologiyalar jamiyat hayotining ko'p jabhalariga kirib bormoqda. Ta'lim ham bu jarayondan istisno emas. Maqolaning maqsadi raqamli texnologiyalar imkoniyatlarini tahlil qilish asosida o'quv jarayonini rivojlantirishning ustuvor yo'nalishlari, ularning afzalliklari va tahdidlarini ko'rib chiqishdir. Maqolada elektron ta'limning afzalliklari va kamchiliklari tahlil qilinib, ta'lim tizimidan yangi maqsadlarni qo'yadigan, ta'lim jarayonining tuzilishi va mazmunini o'zgartiradigan kompleks yondashuvni talab qiladigan raqamlashtirish shakllari ko'rsatilgan. Muallif ularni oliy va kasb-hunar ta'limi tashkilotlari faoliyatiga ilmiy asoslangan tatbiq etish zarurligi to'g'risida gipotezani shakllantirdi.

Kalit so'zlar: Raqamli texnologiyalar, raqobatbardosh ta'lim modeli, elektron ta'lim tizimi, ta'lim muhitini raqamlashtirish shakllari, elektron ta'limning afzalliklari va kamchiliklari.

Raqamli texnologiyalar hayotning barcha sohalariga faol kirib bormoqda. Axborot resurslari barcha toifadagi fuqarolar uchun: yosh bolalardan tortib pensionerlargacha axborot texnologiyalari zamonaviy jamiyatni tashvishga soladigan mutlaqo barcha muammolarni hal qilishga qodir degan g'oyani yaratadi. Zamonaviy raqamli texnologiyalar butun dunyo bo'ylab universitetlar va boshqa ta'lim muassasalarini rivojlantirish uchun yangi vositalarni taqdim etadi. Raqamlashtirish tajriba va bilim almashish imkoniyatini beradi, odamlarga ko'proq o'rganish va kundalik hayotlarida ko'proq ongli qarorlar qabul qilish imkonini beradi. Yaqin kelajakda ta'lim muhitida raqamlashtirish bilan bog'liq jiddiy o'zgarishlar kutilmoqda. Elektron ta'lim tizimi yangi imkoniyatlar va yangi

muammolarni yuzaga keltirmoqda. Asosiy imkoniyatlar qatoriga ta'lim olish muammolarini hal etish, ta'lim shaklini tanlash imkoniyatlarini kengaytirish, bilimlarni uzatish vositalarining xilmaxilligini ko'paytirish kiradi. Raqamlashtirish tufayli bugungi kunda hamma ilgari faqat mutaxassislar va olimlar uchun mavjud bo'lgan ma'lumotlarga kirishi mumkin. Ta'lim va fan olami global tus oldi. Misli ko'rilmagan o'zgarishlar davrida ko'plab universitetlar o'zlarining noyob fazilatlari va raqobatdosh ustunliklarini saqlab qolgan holda, moslashishga va global ilmiy va ta'lim xaritasida o'z o'rnini topishga harakat qilmoqdalar.

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qaratishni rejalashtirgan yo'nalishni tanlashga to'g'ri keladi. Kelajakda raqobatbardosh ta'lim va tadqiqot modeliga o'tish uchun raqamli transformatsiya dasturini hozirdan ishlab chiqish kerakligi aniq.

Axborot-kommunikatsiya texnologiyalari asosida zamonaviy oliy ta'lim muassasasida ta'lim-tarbiya jarayonlarini sezilarli darajada modernizatsiya qilish imkonini beradigan yagona axborot maydoni quyidagilarni o'z ichiga olishi kerak: - me'yoriy-huquqiy ma'lumotlarni va uslubiy-didaktik ishlanmalarni o'z ichiga olgan axborot resurslarni;

- axborot oqimini tartibga soluvchi jarayonlarni ta'minlaydigan virtual makonning ishlashi va rivojlanishi uchun mas'ul bo'lgan tashkiliy-boshqaruv vositalari va tashkiliy markazni;

- metodik resurslarni;

- dasturiy-texnik ta'minot (telekommunikatsiya resurslari, texnik va dasturiy vositalar to'plami)ni;

- axborotni tezkor uzatish va muloqot qilish imkonini yaratuvchi aloqa vositalarni.

Ta'lim va tarbiya jarayonlarida har qanday innovatsiyalar singari, raqamli texnologiyalarni o'quv jarayoniga faol tadbiq etish bir qator to'siqlarga duch kelmoqda. Empirik tadqiqotlar davomida pedagoglar tomonidan ushbu texnologiyalarni o'zlarining pedagogik faoliyatida qabul qilish va foydalanishga yordam beradigan omillarni aniqlashning imkoniyatipaydo bo'ldi. Bular qo'yidagilar: - raqamli texnologiyalarning o'zi bilan bog'liq omillar (o'ziga xoslik va yangilik, ishonchlilik, foydalilik va soddalik, fikrlash jarayonlarini soddalashtirish va rejalashtirish, vaqtni tejashni ta'minlash);

- raqamli texnologiyalarni qo'llashni tashkil etish bilan bog'liq omillar (ta'lim muassasasi tomonidan g'oyani qo'llab-quvvatlash va ushbu texnologiyalardan foydalanish bo'yicha ularning hamkasblari tomonidan

qo‘llanilishi, texnik qo‘llab-quvvatlash, axborot-kommunikatsiya vositalari bilan ishlash bo‘yicha to‘liq o‘quv dasturlari yaratish);

- raqamli texnologiyalarni joriy etuvchi pedagoglar bilan bog‘liq omillar (resurslardan foydalanish qobiliyati va ta‘lim sifatini yaxshilashga bo‘lgan ishonch, ushbu o‘qituvchining raqamli ta‘lim falsafasiga muvofiqligi);

- ishlab chiqilgan elektron ta‘lim resurslarini pedagogik ekspertizadan o‘tkazishning aniq ilmiy asoslangan tartib-qoidalarining yo‘qligi (ta‘lim faoliyati, dasturlari va tadbirlarini amalga oshirish doirasida dasturiy vositalarning uzluksizligi) bilan bog‘liq omillar; - elektron ta‘lim resurslarini an‘anaviy ta‘lim va tarbiya muhitiga (maqsadlar, kontent, shakllar va usullar bo‘yicha) yo‘naltirish. Elektron ta‘lim resurslarining potensial imkoniyatlaridan (vizualizatsiya, nazoratni avtomatlashtirish, namunaviy xususiyatlar) foydalanishga yo‘naltirish bilan bog‘liq omillar; - vaqtinchalik omillar (sifatli ta‘lim resurslarini yaratish va sinovdan o‘tkazish ko‘p vaqt talab qiladi). Raqamli ta‘lim didaktikasi bilan bir qatorda ma‘no jihatidan yaqin bo‘lgan “ta‘limning raqamli o‘zgarishi”, “ta‘limni raqamlashtirish”, “o‘qitishni raqamlashtirish” va shunga o‘xshash tushunchalar paydo bo‘ldi. Har qanday texnologik innovatsiyalar ularning rivojlanish bosqichlarining amalga oshirilishi va kutilgan natijalar, shuningdek, mutaxassislar va jamiyat tomonidan qiziqish darajasi nuqtai nazaridan ko‘rib chiqilishi mumkin.

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THE HOMONYMY AND LEXICAL FEATURES OF TOURISM TERMS

**Ataboyev Ahadjon Djumakuzievich,
PhD, associated professor,
Andijon State Institute of Foreign Languages**

Tourism is a global industry that relies heavily on effective communication, often requiring precise language use. However, linguistic phenomena such as homonymy and specific lexical features can contribute to misunderstandings. This article explores the role of homonymy in tourism discourse and analyzes the lexical characteristics of tourism-related terminology. Understanding these aspects is crucial for improving communication, translation, and marketing strategies within the tourism sector.

Tourism, as a multidisciplinary domain, incorporates terms from hospitality, geography, transportation, and culture. The vocabulary of tourism is unique due to its diverse influences from multiple languages and its rapid evolution in response to industry trends. Homonymy, which refers to words that share the same form but have different meanings, can create challenges in communication. Additionally, the lexical features of tourism terms, including borrowings, collocations, and neologisms, shape the linguistic landscape of the industry. This study examines both homonymy and lexical characteristics to provide insights into the linguistic aspects of tourism discourse.

Homonymy in tourism refers to instances where words have identical spellings or pronunciations but differ in meanings depending on context. There are two main types:

a) Homophones: Words that sound the same but have different meanings (e.g., "fare" as in ticket price vs. "fare" as in food).

b) Homographs: Words that are spelled the same but may have different meanings (e.g., "trip" meaning a journey vs. "trip" meaning to stumble).

Several tourism-related homonyms contribute to potential misunderstandings:

1. **Booking:** Can mean reserving accommodation (e.g., "hotel booking") or being registered for legal reasons (e.g., "police booking");
2. **Suit:** Refers to both formal clothing (e.g., "business suit") and legal action (e.g., "lawsuit");
3. **Tour:** Can mean an organized trip (e.g., "guided tour") or performing an activity in multiple locations (e.g., "a musician's tour");
4. **Trip:** Used both for traveling (e.g., "a trip to Europe") and losing balance (e.g., "trip on a rock");
5. **Resort:** Can refer to a vacation destination (e.g., "a beach resort") or an action taken as a last option (e.g., "resort to legal action");
6. **Fare:** Refers to the cost of travel (e.g., "bus fare") or food in a general sense (e.g., "traditional fare").

These examples demonstrate how homonymy can lead to ambiguity, especially in translations and multilingual tourism contexts.

The lexicon of tourism is characterized by its dynamic nature, borrowing from multiple languages, and evolving alongside industry trends. Several key lexical features define tourism language:

Tourism language frequently incorporates loanwords from different languages to enhance cross-cultural communication. Some common examples include:

"*Souvenir*" (French) – A keepsake from a trip;

"*Safari*" (Swahili) – A guided wildlife excursion;

"*Boutique*" (French) – A small, stylish hotel or shop;

"*Siesta*" (Spanish) – A short afternoon rest or nap, commonly associated with warm climates;

"*Cuisine*" (French) – A specific style of cooking, often used in relation to national dishes.

These terms have become internationally recognized and facilitate seamless interactions in the tourism sector.

Certain word combinations are commonly used in tourism discourse, forming collocations and fixed expressions that contribute to specialized vocabulary. Examples include all-inclusive *resort*, *Eco-tourism initiative*, *Tourist attraction*, *Cultural heritage site*, *Travel itinerary*. Such phrases enhance clarity and provide specific meanings relevant to tourism.

The tourism industry frequently generates new words to describe emerging trends. Some examples include: ***Glamping*** (Glamorous + Camping) – Luxury camping with modern amenities; ***Staycation*** (Stay + Vacation) – A vacation spent at home or nearby; ***Ecotourism*** – Sustainable travel focused on environmental conservation; ***Digital nomad*** – A person who works remotely while traveling to different locations; ***Slow tourism*** – A movement promoting longer, more immersive travel experiences. These new terms reflect evolving consumer behaviors and industry innovations.

Polysemy, where a single word has multiple related meanings, is another important lexical feature in tourism. For example, **Package**: Can refer to a vacation package or a wrapped parcel; **Cruise**: Can mean a sea voyage or moving smoothly (e.g., "cruise through the streets"); **Guide**: Can be a person leading a tour or an informational booklet; **Host**: Can refer to someone accommodating guests or an internet hosting service. These polysemous terms require context for accurate interpretation.

Tourism relies on abbreviations and acronyms for efficiency in communication. Some common examples include: **B&B** (Bed and Breakfast), **OTA** (Online Travel Agency), **ETA** (Estimated Time of Arrival), **FIT** (Free Independent Traveler), **DMC** (Destination Management Company), **GDS** (Global Distribution System). These abbreviations are widely used in industry documents, advertising, and customer interactions.

Understanding homonymy and lexical features in tourism is crucial for professionals in the field. Translators must be aware of homonyms and context-dependent meanings to avoid misinterpretations. Using trendy and engaging lexical choices can enhance tourism campaigns. Tourism professionals should be equipped with linguistic knowledge to communicate effectively across cultures. Businesses must use clear and engaging language in digital marketing to attract global audiences. Providing clear explanations of terms can improve customer satisfaction and prevent misunderstandings.

Tourism terminology is shaped by homonymy, lexical borrowing, and evolving industry trends. Homonyms can create ambiguity, while specialized vocabulary, collocations, and neologisms enhance communication. Recognizing these linguistic elements improves translation accuracy, marketing effectiveness, and overall communication in the tourism industry. Future research could explore computational approaches to detect and resolve ambiguities in tourism discourse. Additionally, examining the role of artificial intelligence in automatic translation and interpretation within tourism contexts could provide valuable insights.

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THE LEXICOGRAPHIC AND LINGUOPRAGMATIC FEATURES OF TERMS RELATED TO "GUIDANCE" IN TOURISM IN ENGLISH

Ataboyev Ahadjon Djumakuzievich,
PhD, associated professor,
Andijon State Institute of Foreign Languages

Tursunboyeva Dilshoda Rakhmonjon qizi,
BA student of Andijon State Institute of Foreign
Languages

Annotation: This paper explores the lexicographic and linguopragmatic characteristics of terms associated with "guidance" in tourism within the English language. The study delves into the definitions, semantic structures, and usage

patterns of these terms, highlighting their relevance in tourism discourse. The linguopragmatic analysis examines the communicative functions and pragmatic implications of these terms in guiding interactions, emphasizing politeness, cultural sensitivity, and effective information transmission. The findings contribute to a better understanding of tourism communication and lexicographic representation in English.

Tourism is a multifaceted industry that heavily relies on language to facilitate smooth interactions between tourists and service providers. One crucial aspect of tourism discourse is "guidance," which encompasses a wide range of terms and expressions used to direct, inform, and assist travelers. The lexicographic and linguopragmatic study of these terms provides insights into their structure, meaning, and pragmatic functions. This paper examines the definitions, semantic features, and pragmatic use of "guidance"-related terms in tourism communication.

Lexicography, the study of dictionary-making, involves analyzing words in terms of meaning, usage, etymology, and contextual application. The following aspects define the lexicographic characteristics of "guidance"-related terms in tourism:

Tourism-related guidance terms include words such as *tour guide*, *itinerary*, *excursion leader*, *docent*, *travel consultant*, and *trip advisor*. Each of these terms carries distinct meanings:

Tour guide: A person who provides information and directions to tourists;

Itinerary: A planned route or schedule of a journey;

Excursion leader: A person responsible for leading group excursions;

Docent: A museum or gallery guide who provides educational information;

Travel consultant: A professional who offers expert travel advice and planning.

Many "guidance"-related terms originate from Latin, French, and Germanic roots:

Guide (from Old French *guider*, meaning "to lead, conduct");

Itinerary (from Latin *itinerarium*, meaning "a journey");

Docent (from Latin *docere*, meaning "to teach");

Excursion (from Latin *excursio*, meaning "a running out").

Word formation processes such as compounding (*tour guide*), derivation (*guidance* from *guide*), and borrowing (*docent* from Dutch) enrich tourism lexicon.

Terms such as *tour guide* and *excursion leader* may overlap in meaning but differ in specific usage contexts. Words like *guide* can function as a noun ("a person who guides") or a verb ("to lead or direct"). Frequent combinations include *guided tour*, *expert guidance*, *professional guide*, *self-guided trip*, and *local tour guide*.

While some terms are common in general English (*direction*, *path*, *navigation*), others are specialized for tourism (*interpretive guiding*, *geotourism guide*, *heritage tourism guide*). These distinctions are crucial for lexicographic representation in tourism dictionaries and glossaries.

Linguopragmatics examines the practical use of language in social contexts. In tourism, guidance-related terms serve crucial communicative functions, shaping interactions between guides and tourists.

Guidance in tourism involves various speech acts, including:

- 1) Directives: Commands and requests used to lead tourists ("*Follow me, please.*");
- 2) Expressives: Politeness strategies to create a welcoming atmosphere ("*We are delighted to have you on this tour.*");
- 3) Informative Speech Acts: Statements providing historical, cultural, or geographical information ("*This cathedral was built in the 12th century.*");

Guidance discourse requires politeness to ensure positive interactions. Common strategies include:

- 1) Hedging and Softening: "*Perhaps you'd like to take a look at this landmark*";
- 2) Modal Verbs: "*May I suggest visiting the museum next?*";
- 3) Indirect Requests: "*Would you mind following me to the next stop?*"

The study of lexicographic and linguopragmatic features of guidance-related terms in tourism highlights their complex structure, semantic richness, and

pragmatic functions. These terms serve essential roles in facilitating communication between tourists and guides, ensuring smooth interactions through effective speech acts, politeness strategies, and cultural adaptability. As tourism communication continues to evolve, the integration of digital guidance tools further shapes the linguistic landscape of the industry. Future research could explore corpus-based analysis of guidance discourse and AI-driven tourism communication for deeper insights into evolving language patterns.

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SEMANTIC AND PRAGMATIC FEATURES OF PLURAL FORMS OF NOUNS IN ENGLISH

Ataboyev Ahadjon Djumakuzievich,
PhD, associated professor,
Andijon State Institute of Foreign Languages

Khadjibayeva Maftuna Aybek qizi,
BA student of Andijon State Institute of Foreign
Languages

Plurality in English, marked primarily by adding “-s” or “-es” to nouns, is a fundamental grammatical feature that not only conveys quantity but also plays a significant role in shaping the meaning (semantics) and context (pragmatics) of a

sentence. While the notion of plurality in English may seem straightforward, its use in both semantic and pragmatic dimensions reveals complex layers of interpretation. This article will explore the semantic and pragmatic features of plural forms of nouns in English, illustrating how plurality functions beyond just a grammatical marker.

Semantic features refer to how plural forms of nouns convey meaning, specifically in terms of quantity, type, and categorization. Understanding the semantic implications of plurality involves looking at how plural nouns alter the basic meaning of a sentence or noun phrase and how they can represent different types of quantity.

At its most basic level, the plural form of a noun denotes more than one object, person, or concept. When a noun is pluralized, it typically refers to two or more instances of the same entity. This is the most direct semantic feature of pluralization:

- a) Singular: *book* (refers to one book);
- b) Plural: *books* (refers to more than one book).

In this case, the plural marker *-s* indicates the transition from singular to plural, thus changing the meaning from a single instance to multiple instances.

Plurals in English can also express a collective sense, where the plural form refers to a group or collection of individuals, items, or ideas as a whole. While singular nouns can refer to individual entities, the plural form can also indicate the aggregation of several individuals or items:

- a) Singular: *team* (one group, singular);
- b) Plural: *teams* (multiple groups).

However, it's important to note that while the plural form may refer to a collection of objects or individuals, it does not always imply a specific number of items. The plural noun emphasizes the idea of more than one, but the exact quantity is often indefinite.

Plurals in English are typically associated with countable nouns—those that can be counted individually. Pluralization allows these countable nouns to denote

more than one entity. For example, *apple* can be pluralized to *apples* to refer to multiple apples.

In contrast, uncountable nouns, which cannot be counted individually (like *water*, *furniture*, or *advice*), generally do not have a plural form. Therefore, the semantic feature of pluralization applies primarily to countable nouns, while uncountable nouns maintain a singular form regardless of quantity:

- a) Countable: *cup* → *cups*;
- b) Uncountable: *milk* (no plural form).

Some uncountable nouns can, however, be pluralized in specific contexts (e.g., "waters" referring to different bodies of water or "furnitures" in the context of various styles of furniture), but these are exceptions to the general rule.

Plural forms can be used to refer to both specific and generic entities. When referring to a specific set of objects, the plural noun indicates particular members of a category. However, plural forms can also be used generically, to refer to all members of a category or a generalized concept. This is often seen in scientific, academic, and general discourse:

- a) Specific: *The dogs in the yard are barking*;
- b) Generic: *Dogs make great pets*.

In the second example, the plural noun "dogs" refers to all dogs as a group or species, rather than to a specific set of dogs.

Pragmatic features refer to how the plural form of a noun is used in context, considering factors like speaker intentions, social norms, and situational context. Plural forms in English serve not just as grammatical markers but also convey nuances in meaning that are context-dependent. In pragmatics, pluralization is influenced by the context of the conversation, the relationship between the speaker and the listener, and the intended message.

Although plural forms indicate more than one, the exact number is often unspecified. The use of the plural can be influenced by the context, where the speaker may be conveying an imprecise or approximate quantity. For instance: *I have books* could mean several or many, but the exact number is unclear and depends

on the context in which the statement is made. *There were some people at the party* refers to an indeterminate number of people, but it's clear that the speaker is not specifying the exact count.

This imprecision makes the plural form versatile and able to express both specific and vague quantities.

In some cases, plural forms are used to imply something beyond the literal meaning, often based on conversational implicature (a term coined by philosopher H.P. Grice). For example, the use of a plural noun can subtly imply that the speaker is referring to more than one entity, and this can shape the listener's understanding of the conversation: *I saw cars on the road* (plural) can imply not only that multiple cars were seen but also that the speaker is pointing out a traffic situation without specifying the exact number of cars.

Conversational implicature often arises when plural forms are used to indirectly express information. In pragmatics, the plural can serve to suggest various unstated meanings or conclusions based on context.

Speakers might use the plural form to emphasize the idea of variety or to make a more general statement about a category or situation. For example, the plural form can be used to underline the diversity of items or people: *I want to see different cities* (the plural “cities” emphasizes the variety of places).

Alternatively, plurals can generalize about a particular group. This is seen in situations where the plural form indicates a more abstract, collective or universal statement: *We need more teachers* (implying a general need, not a specific number of teachers).

This use of plurals can shape how a statement is interpreted in a given context, emphasizing diversity, collective need, or a generalized situation.

The plural form can also be influenced by sociolinguistic factors, such as social class, regional dialects, and the power dynamics between speakers. In some contexts, speakers may use plural forms to be polite, as in the case of the use of the plural “you” in certain languages (though English retains “you” as both singular and plural, other languages differentiate between them).

In English, plural forms can also mark politeness or formality, especially in speech acts that require the speaker to show respect, acknowledge group identity, or engage in indirectness. For instance, the plural form may be used in polite requests: *Could you pass the papers, please?*

In this case, the plural form “you ” is used to convey a polite, formal tone.

The plural forms of nouns in English carry both semantic and pragmatic significance. Semantically, pluralization denotes more than one entity, categorizes nouns as countable or uncountable, and can refer generically or specifically to groups or types of things. Pragmatically, the plural form serves to convey imprecision, emphasize variety or collective need, and may involve conversational implicature or politeness. Understanding the interaction between semantic and pragmatic features of plural nouns is crucial for mastering English grammar and effectively interpreting its subtleties in real-life communication. As speakers navigate context, intention, and meaning, pluralization functions not only as a grammatical tool but as a key mechanism in shaping how we communicate complex ideas about quantity, variety, and social relationships.

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FRANSUZ TILINI O'QITISHDA TALABALARNING O'QIB TUSHUNISH KO'NIKMALARINI RIVOJLANTIRISH UCHUN ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISH

Xamraqulova Farida Mamasoliyevna

Andijon davlat chet tillari instituti,

fransuz tili nazariyasi va amaliyoti kafedrası o'qituvchisi

xamraqulovafarida8@gmail.com

Annotatsiya : Ushbu maqolada fransuz tilini o'qitishda talabalarning o'qib tushunish ko'nikmalarini rivojlantirish uchun zamonaviy pedagogik texnologiyalarni qo'llash muhokama qilinadi. O'qish ko'nikmalarini rivojlantirishda interaktiv metodlar, texnologiyalardan foydalanish, gamifikatsiya, differensial yondashuv, kontekstual o'qitish va o'qish strategiyalarini o'rgatish kabi usullar keltiriladi. Ushbu yondashuvlar o'quvchilarning tilni o'zlashtirish jarayonini samarali va qiziqarli qilishga yordam beradi.

Kalit so'zlar : Fransuz tili, o'qib tushunish, pedagogik texnologiyalar, interaktiv o'qitish, gamifikatsiya, differensial yondashuv, kontekstual o'qitish.

Abstract: This article discusses the application of modern pedagogical technologies to develop students reading comprehension skills in teaching French. Techniques such as interactive techniques, use of technology, gamification, differential approach, contextual teaching, and teaching reading strategies are cited in the development of reading skills. These approaches help make the student's language acquisition process effective and interesting.

Key words: French, reading comprehension, pedagogical technologies, interactive teaching, gamification, differential approach, contextual teaching.

Chet tillarini o'qitishda samarali usullarni qo'llash, ta'lim jarayoniga zamonaviy axborot texnologiyalarini joriy etish muhim ahamiyatga ega. Chet tili o'qitishda axborot-kommunikatsion texnologiyalardan foydalanish, dunyo miqyosidagi ta'lim standartlariga mos ravishda tez va sifatli bilim olishning kalitidir. Zamonaviy ta'lim texnologiyalari ta'lim jarayonining samaradorligini oshirishga yordam beradi. Bu texnologiyalar orqali talabalarga ta'limni yanada samarali va interaktiv tarzda taqdim etish mumkin.

Fransuz tili global madaniyat va iqtisodiyotda muhim rol o'ynaydi. O'quvchilarning fransuz tilini muvaffaqiyatli o'zlashtirishi uchun ularning o'qib tushunish ko'nikmalarini rivojlantirish zarur.

Shuningdek, fransuz tilida internet orqali darslar, viktorinalar, testlar va tanlovlarda qatnashish talabalarga global tarmoqlardan foydalanish imkoniyatlarini yaratadi. Bu orqali o'quvchilarning yozish, o'qish, gapirish va tinglab tushunish ko'nikmalari oshadi. Chet tili o'qituvchilari internet resurslarini ishlatish orqali didaktik muammolarni hal qilishda va talabalarni fransuz tilida so'zlashadigan mamlakatlar bilan ishbilarmonlik munosabatlarini o'rnatishda yordam berishlari mumkin.

Fransuz tili global madaniyat va iqtisodiyotda muhim rol o'ynaydi. O'quvchilarning fransuz tilini muvaffaqiyatli o'zlashtirishi uchun ularning o'qib tushunish ko'nikmalarini rivojlantirish zarur. Zamonaviy pedagogik texnologiyalar bu jarayonda muhim vosita sifatida xizmat qiladi. Interaktiv metodlar talabalarning faol ishtirokini ta'minlaydi. O'quvchilarni kichik guruhlariga bo'lib, ularni o'qilgan matnlar bo'yicha muhokama olib borishga jalb qilish mumkin. Guruh ishlari orqali talabalar bir-birlaridan o'rganadilar va fikr almashadilar. Rol o'ynash (dialoglarni yod olib ijro etishlari) metodlari esa matnni sahnalashtirish orqali o'quvchilarning tushunishini malakalarini oshirashiradi.

Bu jarayonda talabalarning ijodkorlik qobiliyatlari ham rivojlanadi. Zamonaviy texnologiyalar fransuz tilini o'qitishda muhim ahamiyatga ega. Onlayn platformalar, masalan, Duolingo va Quizlet yordamida talabalar mustaqil ravishda tilni o'rganish imkoniyatiga ega bo'ladi. Multimedia resurslar, video va audio materiallar orqali esa o'quvchilar matnlarni yaxshiroq tushunishga yordam beradigan vizual va eshitish materiallariga ega bo'ladilar.

Zamonaviy pedagogik texnologiyalar bu jarayonda muhim vosita sifatida xizmat qiladi. Interaktiv metodlar talabalarning faol ishtirokini ta'minlaydi. O'quvchilarni kichik guruhlariga bo'lib, ularni o'qilgan matnlar bo'yicha muhokama olib borishga jalb qilish mumkin. Guruh ishlari orqali talabalar bir-birlaridan o'rganadilar va fikr almashadilar. Rol o'ynash metodlari esa matnni sahnalashtirish orqali o'quvchilarning tushunishini chuqurlashtiradi. Bu jarayonda talabalarning ijodkorlik qobiliyatlari ham rivojlanadi. Zamonaviy texnologiyalar fransuz tilini o'qitishda muhim ahamiyatga ega. Onlayn platformalar, masalan, **Duolingo** va **Quizlet** yordamida talabalar mustaqil ravishda tilni o'rganish imkoniyatiga ega bo'ladi. Multimedia resurslar, video va audio materiallar orqali esa o'quvchilar matnlarni yaxshiroq tushunishga yordam beradigan vizual va eshitish materiallariga ega bo'ladilar.

Bu usullar talabalarni yanada qiziqtiradi va motivatsiyalarini oshiradi. **Gamifikatsiya** – bu o'yin elementlarini ta'lim jarayoniga kiritishdir. O'yinlar va

viktorinalar yordamida talabalarni qiziqtirish va motivatsiyalarini oshirish mumkin. Raqobatli faoliyatlar orqali esa o'quvchilar o'z bilimlarini sinab ko'rish imkoniyatiga ega bo'ladi. Gamifikatsiya jarayonida talabalar bilim olishni qiziqarli va yoqimli tarzda amalga oshiradilar. Har bir talabaning individual ehtiyojlari va qobiliyatlariga mos ravishda o'qitishni tashkil etish differensial yondashuvning asosiy tamoyillaridan biridir. O'quv materiallarini tanlashda talabalar qiziqishlariga mos keladigan matnlarni tanlash muhimdir.

Bu yondashuv talabalarni yanada faol ishtirok etishga undaydi va ularning o'zlashtirish jarayonini tezlashtiradi. Kontekstual o'qitish usuli madaniy kontekstda tilni o'rganishni ta'minlaydi. Fransuz madaniyatiga oid matnlarni o'rganish orqali talabalar tilni chuqurroq tushunadilar. Real hayotiy vaziyatlarda fransuz tilini qo'llash imkoniyatlari yaratish esa talabalarni yanada ko'proq rag'batlantiradi.

O'qish ko'nikmalarini rivojlantirish uchun talabalarni o'qish strategiyalari bilan tanishtirish muhimdir. Skimming (tez o'qish) va scanning (ma'lumot izlash) kabi strategiyalarni o'rgatish orqali talabalar matnlarni samarali ravishda tushunishga erishadilar. Annotatsiya qilish usuli ham talabalarga matnlarni yaxshiroq tushunishga yordam beradi. Fransuz tilini o'qitishda talabalarning o'qib tushunish ko'nikmalarini rivojlantirish zamonaviy pedagogik texnologiyalar yordamida amalga oshirilishi mumkin. Interaktiv metodlar, texnologiyalardan foydalanish, gamifikatsiya, differensial yondashuv, kontekstual o'qitish va o'qish strategiyalarini o'rgatish kabi yondashuvlar talabalarning tilni muvaffaqiyatli o'zlashtirishlariga yordam beradi.

Bu jarayonni yanada samarali qilish uchun ta'lim jarayonida innovatsion yondashuvlarni qo'llash zarur.

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INGLIZ VA O‘ZBEK TILLARIDA INKORNING SEMANTIK TADQIQI

Jamoldinov Sanjarbek Qosimjon o‘g‘li

Annotatsiya

Mazkur maqola ingliz va o‘zbek tillarida inkorning turli semantik turlarini qiyosiy tahlil qilishga bag‘ishlangan. Inkor shakllarining grammatik va leksik xususiyatlari, ularning mazmun ifodasi va madaniy-milliy o‘ziga xosliklari o‘rganiladi. Maqola inkorning ko‘rinishlari, qollanilish sohalari hamda qiyosiy o‘xshashlik va farqlarni aniqlashga qaratilgan.

Kalit so‘zlar: inkor, ingliz tili, o‘zbek tili, semantika, qiyosiy tahlil, negatsiya.

Аннотация

Данная статья посвящена сравнительному анализу различных семантических типов отрицания в английском и узбекском языках. Изучены грамматические и лексические особенности форм отрицания, их содержательное выражение и культурно-национальные особенности. Целью статьи является выявление форм отрицания, областей применения, а также сравнительного сходства и различия.

Ключевые слова: отрицание, английский язык, узбекский язык, семантика, сопоставительный анализ, отрицание.

Abstract

This article is devoted to a comparative analysis of various semantic types of negation in English and Uzbek. The grammatical and lexical features of negation forms, their content expression and cultural and national characteristics are studied. The article is aimed at identifying the manifestations of negation, areas of application, and comparative similarities and differences.

Keywords: negation, English, Uzbek, semantics, comparative analysis, negation.

Inkor hodisasi barcha tillar uchun umumiy bo‘lib, u “bormi” va “yo‘qmi” degan asosiy qarama-qarshilikni ifodalashga xizmat qiladi. Har bir til inkor kategoriyasini o‘ziga xos usullar bilan ifodalaydi. Ingliz va o‘zbek tillari inkor ifodasi borasida bir qator o‘xshashlik va farqlarga ega.[2]

Ushbu maqola inkorning turli semantik turlari va ularning qiyosiy tahliliga bag‘ishlanadi.

1. Inkorning umumiy tushunchasi Inkor tilshunoslikda ma‘lumotning mavjud emasligini yoki voqelikni rad etishni anglatadi.[1]

Til orqali fikr bildirish jarayonida ma‘lumotni rad etish, voqelikning mavjud emasligini yoki inkor etilayotgan holatni tasdiqlash muhim ahamiyat kasb etadi. Inkor nafaqat tilning universal kategoriyasi, balki uning semantik va grammatik strukturasi bilan bog‘liq murakkab hodisadir. Inkor tushunchasi barcha tillarda uchraydi, ammo har bir til o‘ziga xos vositalar orqali uni ifodalaydi.

Inkor, avvalo, axborotni rad etish, tasdiqni yo‘qqa chiqarish yoki voqelikni mavjud emasligini anglatadi. Tilshunoslikda inkorning asosiy maqsadi “ijobiy” va “manfiy” munosabatlar o‘rtasidagi qarama-qarshilikni ifodalashdir. Masalan:

- Ingliz tilida: *I do not understand.*
- O‘zbek tilida: *Men tushunmayapman.*

Inkor semantik jihatdan ma‘lumotning mavjud emasligini yoki tasdiqni rad etuvchi mazmunni anglatadi. Bu jarayon ikki asosiy shaklda amalga oshadi:

- **Absolyut inkor:** Ma‘lumotni to‘liq rad etish.

Misol: *He is not here. / U bu yerda emas.*

- **Qisman inkor:** Ma‘lumotning faqat bir qismini rad etish.

Misol: *Not all students passed the exam. / Hamma talabalar ham imtihonni topshira olmadi.*

Tilning grammatik tizimida inkor vositalarining o‘ziga xos shakllari mavjud:

- **Inkor yuklamalari:** Ingliz tilida *not*, o‘zbek tilida *emas* so‘zlari orqali ifodalanadi.

Misol: *It is not true.* / *Bu rost emas.*

- **Inkor affikslari:** O‘zbek tilida fe‘llarga qo‘shimcha tarzida qo‘shiladi: *bormadi, yozmaydi.*

- **Inkor fe‘llari:** Ingliz tilida *deny, refuse* kabi so‘zlar mavjud.

Misol: *He refused to comment.* / *U izoh berishdan bosh tortdi.*

Inkor pragmatika nuqtayi nazaridan o‘ziga xos ijtimoiy va madaniy xususiyatlarga ega. Inkor orqali:

- Suhbatdoshning e‘tiborini rad etishga qaratilgan.

Misol: *I am afraid I cannot agree.* (Muloyim inkor shakli.)

- Kontekstual ma‘lumotlar orqali tushunishni kuchaytirish.

Misol: *I don’t think it’s a good idea.* (Yashirin inkor.)

Inkor sintaktik jihatdan murakkab va sodda gaplar orqali ifodalanishi mumkin[3]:

- ✓ **Murakkab gaplarda:**

- Ingliz tilida: *I said that he did not come.*

- O‘zbek tilida: *Men u kelmaganini aytdim.*

- ✓ **So‘roq gaplarda inkor:**

- Ingliz tilida: *Didn’t he call you?*

- O‘zbek tilida: *U sizga telefon qilmadimi?*

Turli tillarda inkor vositalari o'ziga xos madaniy jihatlarga ega. Masalan, ingliz tilida rad etish yumshoq shaklda ifodalanishi odatiy hisoblanadi:

- *I am not sure about that. / Men bunga unchalik amin emasman.*

O'zbek tilida esa qat'iy inkor vositalari tez-tez qo'llaniladi:

- *Men buni aslo qabul qilmayman.*

Inkorning grammatik ifodasi har bir tilning o'z sintaktik tizimiga bog'liq. Ingliz tilida inkor, odatda, quyidagi vositalar orqali amalga oshiriladi:

- *Not* va *no* so'zlari orqali: *He is not happy.*
- Yordamchi fe'llar yordamida: *I cannot help you.*
- E'tibor qaratish uchun ikki marta inkor: *I don't know nothing.* (Og'zaki tilda ko'p ishlatiladi.)

O'zbek tilida esa inkor asosan quyidagi usullar bilan ifodalanadi:

- *-ma/-mas* qo'shimchalari yordamida: *Men ishlamayman.*
- Leksematik vositalar orqali: *Yo'q, men bormayman.*
- Ikki marta inkor: *Men hech narsani bilmayman.*

Ingliz va o'zbek tillaridagi inkor shakllari quyidagi jihatlarda bir-biridan farqlanadi:

1. **Absolyut inkorning ifodalanishi:**

Ingliz tilida absolyut inkor ko'pincha yordamchi fe'l va *not* birikmasi orqali ifodalanadi[5]: *She does not go to school.*

O'zbek tilida esa fe'lga *-ma/-mas* qo'shimchasi qo'shiladi: *U maktabga bormaydi.*

2. **Ikki marta inkor:**

Ingliz tilida ikki marta inkor qo'llanilishi inkorni ijobiy ma'noga aylantiradi: *I don't know nothing.* (Bu so'zlashuv tilida ishlatilsa ham, rasmiy tilda noto'g'ri hisoblanadi.)

O'zbek tilida ikki marta inkor rad etishni kuchaytiradi: *Men hech narsani bilmayman.*

3. **Inkorli savollar:**

Ingliz tilida: *Don't you like tea?*

O'zbek tilida: *Choyni yoqtirmaysanmi?*

Til va madaniyatning o'zaro bog'liqligi tufayli inkor shakllari ham milliy o'ziga xoslikka ega.[4] Ingliz tilida rad etish ko'pincha yumshoqroq ifodalanadi va muloyimlikni aks ettiradi:

• *I'm afraid I cannot agree.* (Kechirasiz, qo'shila olmayman.)

O'zbek tilida esa inkor, odatda, aniq va qat'iy bo'lib, ko'p hollarda "hech" so'zi bilan kuchaytiriladi:

• *Men bunga hech qachon qo'shilmayman.*

Ingliz va o'zbek tillaridagi inkor shakllari turli grammatik vositalar, semantik mazmun va madaniy o'ziga xosliklarga ega. Ingliz tilida rad etish ko'pincha yumshoqroq va ko'zda tutilgan muloyimlikni aks ettirsa, o'zbek tilida inkor qat'iyroq ifodalanadi. Ushbu tadqiqot natijalari tarjima nazariyasi va til o'qitishda amaliy qo'llash uchun muhim ahamiyatga ega.

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O'QIB TUSHUNISH VA TINGLAB TUSHUNISH O'ZARO TA'SIRIDAN LINGVODIDAKTIKADA FOYDALANISH.

Jabborov Ibrohimjon

Andijon davlat chet tillari instituti

Annotatsiya: *Ushbu maqolada xorijiy til lingvodidaktikasida muhim ahamiyat kasb etuvchi teksti ikki xil tushunish usullari xususida fikr yuritiladi. Bu usullarning til o'rganishning yetakchi ko'rinishlari bo'lishi barobarida o'rni bilan o'zaro aloqada ekaniga e'tibor berish muhimligi ta'kidlanadi hamda bu munosabatdan chet tili ta'limi jarayonida samarali foydalanish imkoniyatlari qayd etiladi.*

Kalit so'zlar: *o'qib tushunish, tinglab tushunish visual usul, auditivusul, lingvodidaktika, kuzatish usuli, nutqiy faoliyat, so'zlovchi, tinglovchi, interaktiv metodlar.*

Abstract: *This article discusses two different ways of understanding texts, which are important in foreign language didactics. It emphasizes the importance of paying attention to the fact that these methods, as well as being leading forms of language learning, are interconnected, and the possibilities of using this relationship effectively in the process of foreign language teaching are noted.*

Key words: *reading comprehension, listening comprehension, visual method, auditory method, language didactics, observation method, speech activity, speaker, listener, interactive methods.*

Xorijiy til ta'limida nutqiy faoliyat turlarining o'zaro uzviylikda tadbiq etib borishi tabiiy holdir. Ko'pyillik kuzatishlardan orttirilgan tajribalar mazkur masalada, ya'ni vizual (o'qib) tushunish hamda auditiv (tinglab) tushunish orasida "qalin" aloqadorlik (o'zaro bog'liqlik) xususida ba'zi mulohazalarni bayon qilish imkonini beradi. Xorijiy (mas, nemis) tilini interaktiv usullar bilan o'rgatilishi zamonaviy muhim talab qilib qo'yilgan hozirgi kunda axborotni o'qish yoki tinglab turib o'zlashtirishning dolzarbligini oshirib yubordi. Mazkur talabdan kelib chiqib xorijiy tilning

o'rganuvchisi auditiv va vizual tushunish malakasini shakllantirishda bir-biridan farq qiluvchi bosqichlarni o'tishi haqida to'xtalishni lozim topdik. Bu bosqichlar quyidagilardan iborat.

1-bosqich. Orientatsiya bosqichi; Bunda har ikki nutqiy faoliyat shakllari orasidagi tafovutlar o'quv matnlarining taqdim qilishidagi o'ziga xoslik bilan belgilanadilar. Gap shundaki, mas, vizual tushunish jarayoni nisbatan uzoqroq vaqt davomida mashg'ul bo'lishga imkon beradi (ya'ni qayta ko'z yugurtirish, matndagi notanish so'zni lug'atdan ko'rib olish).

Auditiv tushunishda bunday imkoniyat yo'q, chunki so'zlovchi og'zaki nutq muvaqqatdur-ki, tinglovchi uni bor-yog'i bir bora va jadal sur'atda yetishib ulguradi, xolos; qayta yetishish uchun har qanday urunish nutqning keyingi qismlarini tushunishni yanada mushkullashtirib yuborishi xavfini tug'diradi.

2-bosqich. Amaliyot va nazorat bosqichi. Bunda tinglangan narsa qanchalik tushunib olinganligi dastlabki marta (yoki takroriy o'ylab ko'rishga vaqt tig'izligi ma'lum. O'qib tushunish bilan mashg'ul talaba esa tinglab tushunish bilan band bo'lgan talabaga nisbatan birmuncha qulayliklarga ega.

- Yozma matn ayrim nuqtalari, tinish belgilarini, xat boshlaridan ba'zilarini mazmunni qamrab olish uchun „tayanch“ belgilari sifatida foydalanish mumkin, o'qish sur'atini o'zi chegaralab olish mumkin va notanish til birliklarini eslab olishga yoki yordamchi manbalardan foydalanib semantizatsiyalanish mumkin.
- va nihoyat o'qib tushunish davomida talaba ma'lim ma'noda o'qishni vaqtincha to'xtalib o'zi o'qigan parcha(lar)dan olgan „natija“ (ya'ni tushuncha)ni butun matn bilan qiyoslab ko'rish yoki nomuvofiqliklarni rostdlab olish hamda yozma holda qayd etish imkoniyatiga ham ega.

Tinglab tushunishda esa talaba garchand ba'zi paralingvistik vositalarga tayanch imkoniyatlariga ega (mas, so'zlovchining mimikasi, qo'l gavda harakat-holatlari, mantiqiy urg'u kabi) fonetik imkoniyatlariga ega

bo'lsada eshitishidan o'zi olgan tushunchasining faqat o'z zakovatiga tayanib to'g'ri va nuqsonsiz ekanini tekshirib oladi. Bunda talabaning aqliy faoliyatining bir qancha turlaridan tayyorgarlik ko'lami (tez yozish, yodlab olish kabi) katta ahamiyat kasb etadi. Mazkur ikkala nutqiy faoliyat turlarini qiyoslab ko'rilganda bizningcha birgancha o'zaro ta'sirlanish holatlari mavjud ekani ayon bo'ladi. O'rni bilan o'zaro ta'sirlanish holatlari haqida ham ma'lumot berib o'tish mumkin bo'ladi. Bunda alohida „Leserkarte“ (kitobxon kartasi) varaqchasidan foydalanishdan maqsadga muvofiqdir. Chunki matn yoki uning ma'lum parchasida ayni o'quvchi notanish so'z va iboralar uchrashish tabiiy holdirki, shu vaqtdan unumli foydalanish ayni o'qib chiqishdan kuzatilgan maqsad bo'lishi ham mumkin. Ayni ana shunday yo'l tutilganda o'qilayotgan matn (yoki) parchaning tayanch so'z yoki frazeologik iboralari o'qib turilgan matnni tushunib olish strategiyasining bir ko'rinishi deb baholash va bu amaliyotni jiddiy imkoniyat sifatida qo'llanishi zarur.

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BADIIY TARJIMANING LINGVOPOETIK TAHLILI VA SEMANTIK TRANSFORMATSIYA JARAYONLARI

Matqosimova Mohira Erkinbek qizi
ADCHTI, nemis tili nazariyasi
va amaliyoti kafedrası o'qituvchisi
mohiragina@gmail.com

Zokirjonova Zarinabonu Shuxratbek qizi
ADCHTI, Filologiya va tillarni o'qitish:
nemis tili, 1-kurs talabasi

Annotatsiya: Tezisdá badiiy tarjimaning lingvopoetik tahlili va semantik transformatsiya jarayonlari yoritib berilgan. Semantik ekvivalentlik, stilistik adaptatsiya va poetik rekonstruksiya tamoyillari tahlil qilinib, she'riy tarjimada fonetik uyg'unlik va obrazli parallelizmlarning ahamiyati ochib beriladi. Mahalliyashtirish strategiyalarining madaniy kodlarga ta'siri ko'rib chiqilib, tarjimaning nafaqat lingvistik, balki ijodiy va madaniy transformatsiya jarayoni ekanligi ilmiy asoslanadi.

Kalit so'zlar: Badiiy tarjima, leksik ekvivalentlik, madaniy kontekst, semantik transformatsiya, stilistik adaptatsiya.

Badiiy tarjima lingvistik, poetik va madaniy jihatlarning murakkab o'zaro uyg'unlashuvidan iborat bo'lib, nafaqat leksik ekvivalentlikni ta'minlash, balki original matnning estetik, emotsional va uslubiy xususiyatlarini ham saqlash vazifasini o'z zimmasiga oladi. Tarjimashunoslik nazariyasida badiiy tarjima jarayoni semantik transformatsiya, stilistik adaptatsiya va poetik rekonstruksiya tamoyillariga asoslanadi. Ushbu jihatlár tarjimon tomonidan matnni qayta yaratish, uni yangi til tizimi va madaniy kontekst

doirasida moslashtirish imkoniyatini ta'minlaydi. Shundan kelib chiqib, badiiy tarjimaning quyidagi xususiyatlarini hisobga olinishi zarur:

1. Ekvivalentlik va adekvatlik. Badiiy tarjimada ekvivalentlik faqat leksik yoki grammatik darajada emas, balki semantik va pragmatik jihatdan ham muhimdir. Tarjimon faqat so'zlarni emas, balki ularning anglatgan ma'no qatlamlarini ham to'g'ri aks ettirishi lozim. Adekvatlik esa asarning janri, uslubi va ohangini mos ravishda saqlashni talab qiladi.

2. Madaniy moslashtirish (adaptatsiya). Har bir til o'ziga xos madaniy kontekstga ega bo'lib, tarjimada ushbu omil muhim ahamiyat kasb etadi. Ba'zan original matndagi metaforalar, iboralar yoki tarixiy ishoralar boshqa til va madaniyatda tushunarsiz bo'lishi mumkin. Shunday hollarda tarjimon buni ekvivalent mazmunga ega boshqa obrazlar bilan almashtirishi yoki izoh berishi kerak.

3. Til va uslubga sodiqlik. Muallifning uslubi badiiy asarning eng muhim jihatlaridan biridir. Tarjimon asarning badiiy xususiyatlarini – poetik uslub, ritm, sintaktik tuzilma, obrazlilik kabi jihatlarni iloji boricha saqlashi zarur. Ayniqsa, she'riy tarjimada qofiya va ritm muvozanatini yo'qotmaslik katta mahorat talab etadi.

4. Konnotativ ma'noni saqlash. Badiiy asarlar ko'p hollarda bevosita emas, balki obrazli tilda ifodalanadi. Shuning uchun tarjima faqat denotativ (asosiy) ma'noni emas, balki konnotativ (yashirin, emotsional) ma'nolarni ham o'zida mujassam etishi lozim.

Badiiy tarjimada lingvopoetik transformatsiyaning eng muhim jihatlaridan biri bu semantik ekvivalentlikning dinamik tabiatidir. Har qanday tilda badiiy matn konnotativ, assotsiativ va kontekstual ma'nolar tizimidan iborat bo'lib, tarjimon ushbu komponentlarning muvozanatini saqlashi lozim. Bunda nafaqat denotativ mazmun, balki subtekst va lingvopoetik tizim ham muhim ahamiyat kasb etadi. Bu jihatlar badiiy tarjimaning quyidagi muammolarini tahlil qilishni taqozo etadi:

1. Soʻzma-soʻz tarjima muammosi. Har bir til oʻz tuzilishi va uslubiy xususiyatlariga ega boʻlib, soʻzma-soʻz tarjima koʻp hollarda mantiqsizlikka yoki ifoda ravonligining buzilishiga olib keladi. Ayniqsa, idiomalar, frazeologik birliklar va sheʼriy obrazlar soʻzma-soʻz tarjima qilinganda oʻz taʼsir kuchini yoʻqotishi mumkin.

2. Kontekst va subtekstni yetkazish muammosi. Badiiy matnda kontekst muhim rol oʻynaydi. Matnning yashirin maʼnolari va subtekst elementlari tarjimon tomonidan toʻgʻri tushunilishi va aks ettirilishi lozim. Aks holda, asarning mohiyati buzilishi mumkin.

3. Sheʼriy tarjima qiyinchiliklari. Sheʼriy tarjimada qofiya va ritmni saqlash, ayni paytda original mazmunga yaqin boʻlish juda qiyin. Bu tarjimondan nafaqat til bilimi, balki ijodiy yondashuvni ham talab qiladi.

4. Mahalliyashtirish va xorijiyashtirish dilemmalari. Tarjimada ikkita asosiy yondashuv mavjud:

- a. Mahalliyashtirish (domestikatsiya) – asarni oʻquvchiga yaqinroq qilish uchun milliy madaniyatga moslashtirish.
- b. Xorijiyashtirish (forenizatsiya) – original asarning milliy va madaniy xususiyatlarini iloji boricha saqlash.

Bu yondashuvlarning har biri oʻziga yarasha afzallik va kamchiliklarga ega boʻlib, tarjimon matn turiga qarab mos yondashuvni tanlashi lozim. Tarjima jarayonida muallifning individualligini saqlash, matnning ichki strukturaviy ritmi va obrazlilik tizimini buzmaslik uchun turli strategiyalar qoʻllaniladi. Ayrim hollarda bu bevosita semantik adaptatsiya orqali amalga oshirilsa, boshqa holatlarda ekspressiv birliklarning stilistik rekonstruksiyasi yordamida taʼminlanadi. Poetik tarjima alohida yondashuvni talab qiluvchi jarayon boʻlib, unda fonetik uygʻunlik, sintaktik simmetriya va obrazli parallelizmlar asosiy ahamiyatga ega. Sheʼriy tarjimada qofiya va ritmni saqlash bilan birga, original asarning metaforik strukturasi oʻzgartirilmaydigan muhim hisoblanadi. Lingvistik transformatsiya jarayonida tarjimon har bir poetik birlikning semantik potensialini hisobga olishi va yangi tilda uning

estetik ta'sir kuchini yo'qotmaslik uchun ekvivalent ifodaviy vositalarni tanlashi lozim. Badiiy tarjimaning yana bir muhim xususiyati bu madaniy kodlarni saqlab qolish va ularni yangi madaniy makon doirasida qayta talqin qilishdir. Har bir til o'zining o'ziga xos madaniy paradigmasiga ega bo'lib, tarjima jarayonida milliy o'ziga xoslik va universal anglash imkoniyatlarini uyg'unlashtirish talab etiladi. Shuning uchun badiiy tarjimada xorijiyalashtirish (forenizatsiya) va mahalliyalashtirish (domestikatsiya) strategiyalari qo'llanilib, matnning global tushunilishini ta'minlash yoki uni muayyan auditoriya uchun moslashtirish amalga oshiriladi.

Shu bois badiiy tarjima faqat lingvistik transformatsiya emas, balki kompleks rekreativ jarayon hamdir. U tarjimondan nafaqat tilshunoslik bilimlari, balki poetik sezgi, madaniy tafakkur va ijodiy innovatsiyani talab qiladi. Tarjima sifatining mezoni faqatgina leksik ekvivalentlik bilan belgilanmaydi, balki uning estetik va emotsional ta'sir darajasi, uslubiy muvofiqligi va matnning umumiy badiiy strukturasiga mosligi bilan ham aniqlanadi.

Xulosa qilib aytish mumkinki, badiiy tarjima faqat tilshunoslik jarayoni emas, balki ijodiy faoliyat hamdir. U nafaqat matnni boshqa tilda aks ettirish, balki muallif uslubini saqlash, konnotativ ma'nolarni yetkazish, o'quvchiga matnning hissiy ta'sirini uzatish kabi murakkab vazifalarni o'z ichiga oladi. Shuning uchun tarjimon nafaqat tilni yaxshi bilishi, balki adabiy tafakkur, madaniyatlararo tafovutlarni tushunish qobiliyatiga ham ega bo'lishi kerak. To'g'ri yondashuv va puxta ishlangan tarjima natijasida asarning badiiy ruhini saqlash va uni yangi auditoriya uchun tushunarli qilib taqdim etish mumkin bo'ladi.

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WICHTIGE VORSCHLÄGE ZUR ENTWICKLUNG DER LESEKOMPETENZEN IM DaF- UNTERRICHT

Azamov Omadjon Burxonovich

Lehrstuhlleiter für Theorie und Praxis der deutschen Sprache
Fremdspracheninstitut in Andijan, (PhD) dotsent. Tel.: +998999077941

Jo'rayev Jahyobek Farxodbek o'g'li

Student der Gruppe 301, Andijaner staatliches Fremdspracheninstitut
Tel: +998999031122

Annotation: *The stated article deals with the most important suggestions for developing reading skills in German as a foreign language and their relevant features.*

Keywords: *questioning, target language, reading skills, aspects, GFL lessons, context, global reading, selective reading, detailed reading, fill-in-the-blanks.*

Annotation: *In dem angegebenen Beitrag handelt es sich um die wichtigsten Vorschläge zur Entwicklung der Lesekompetenz im DaF- Unterricht und ihre relevanten Merkmale.*

Schlüsselwörter: *Hinterfragen, Zielsprache, Lesekompetenz, Aspekte, DaF-Unterricht, Kontext, globales Lesen, selektives Lesen, detailliertes Lesen, Lückentext.*

Die Lesekompetenz im DaF-Unterricht spielt und spielte immer eine zentrale Rolle, denn sie stellt eine der wichtigsten Fähigkeiten für den erfolgreichen Erwerb einer neuen Sprache dar. Diese Sprachkompetenz im DaF-Unterricht umfasst nicht nur das bloße Entziffern von Wörtern, sondern auch das Verstehen von Texten, das kritische Hinterfragen und das Verwenden des Gelesenen in verschiedenen Kontexten. Das übergeordnete Ziel der Lesekompetenz im DaF-Unterricht ist es, die Lernenden zu befähigen, authentische Texte in der Zielsprache zu lesen und zu verstehen, unabhängig davon, ob diese Texte literarischer, informativ oder praktischer Natur sind. Dies fördert nicht nur das sprachliche Verständnis, sondern auch die Kommunikationsfähigkeit der Lernenden, da sie in der Lage sind, sich über gelesene Inhalte auszutauschen und die Sprache aktiv zu nutzen.

Die wichtigsten Aspekte der Lesekompetenz im DaF-Unterricht sind Wortschatz und Grammatik. Um Texte in einer Fremdsprache zu verstehen, ist ein solider Wortschatz und ein gutes Verständnis der Grammatik erforderlich. Im DaF-Unterricht wird Lesekompetenz oft durch gezielte Wortschatzarbeit und Grammatikübungen gefördert, um den Lernenden zu helfen, die Bedeutung von Wörtern und Satzstrukturen zu erkennen und richtig zu deuten. In der Fremdsprachendidaktik unterscheiden sich unter anderem globales, selektives und detailliertes Lesen, die das Lesen auf unterschiedlicher Art und Weise ausüben. Globales Lesen im Kontext des DaF-Unterrichts bezieht sich auf eine Lesestrategie, bei der der Lernende den Text schnell und mit einem übergeordneten Ziel liest, ohne sich sofort mit allen Details auseinanderzusetzen. Ziel des globalen Lesens ist es, einen ersten Eindruck vom Text zu gewinnen und dessen allgemeine Struktur sowie den groben Inhalt zu erfassen. Merkmale des globalen Lesens sind Schnelles Überfliegen des Lesetextes, Zielgerichtetes Lesen, wenig oder keine Detailanalyse beim Lesen, Förderung der Leseflüssigkeit. Selektives Lesen im DaF-Unterricht ist

eine gezielte Lesestrategie, bei der Lernende bestimmte Informationen aus einem Text herausfiltern, ohne den gesamten Inhalt ausführlich zu lesen. Es geht darum, nur die relevanten Teile eines Textes zu identifizieren und zu verstehen, die für die jeweilige Aufgabe oder das Leseziel wichtig sind.

Merkmale dieser Leseart sind folgende Aktivitäten beim Lesen wie gezielte Informationssuche und keine vollständige Lektüre. Detailliertes Lesen im DaF-Unterricht (Deutsch als Fremdsprache) ist eine zentrale Lesestrategie, bei der Lernende einen Text intensiv und gründlich lesen, um sowohl die Oberflächenbedeutung als auch tiefere, subtilere Aspekte des Inhalts zu verstehen. Ziel ist es, den gesamten Text in allen Einzelheiten zu erfassen – von der Wortwahl und Grammatik bis hin zur Struktur und den versteckten Bedeutungen. Diese Leseweise fördert das Verständnis komplexer Sprachstrukturen und die Entwicklung von kritischem Denken. Die Methode detailliertes Lesen hat folgende Merkmale wie gründliche Textanalyse, Erfassen von Details, Wiederholtes Lesen, kritische Reflexion und Interpretation. Hier sind einige Übungen, die du zur Förderung der Lesekompetenz von Lernenden einsetzen kannst. Diese Übungen zielen darauf ab, sowohl das flüssige Lesen als auch das Textverständnis und die kritische Auseinandersetzung mit Texten zu fördern. - Fragen zum Text beantworten: Geben Sie den Lernenden einen Text (kann eine Kurzgeschichte, ein Artikel oder ein Sachtext sein) und stellen Sie Fragen dazu. Die Fragen sollten sich auf wichtige Details, die Hauptaussage oder die Struktur des Textes beziehen. Beispiel: "Was war die Hauptursache für das Problem im Text?", "Wie hat sich der Charakter im Verlauf der Geschichte verändert?" - Lückentexte: Erstellen Sie einen Text, bei dem bestimmte Wörter oder Sätze fehlen. Die Lernenden sollen die Lücken mit passenden Wörtern füllen. Das hilft, sowohl den Wortschatz als auch das Textverständnis zu fördern. Beispiel: "Der Hund sprang auf und _____ (Verb) durch den Garten." - Zusammenfassen: Lassen Sie die Lernenden nach dem Lesen einen kurzen Abschnitt zusammenfassen, um ihre Fähigkeit zur Extraktion von Schlüsselideen zu fördern. Das stärkt das Verständnis und die Fähigkeit, wesentliche Informationen zu erkennen. Lesekompetenz im DaF Unterricht ist also ein zentraler

Bestandteil des Spracherwerbs. Sie unterstützt nicht nur das Sprachverständnis, sondern auch die kulturelle Integration und die Fähigkeit, in der fremden Sprache effektiv zu kommunizieren.

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XORIJIY TIL DARSLARIDA O'QUVCHINING TIL KO'NIKMALARINI RIVOJLANTIRISHDA PSIXOLINGVISTIKANING AHAMIYATI

Qambarov Nodirbek Mamatqodirovich

Andijon Davlat Chet tillari instituti

Nemis tili nazariyasi va amaliyoti kafedrası o'qituvchisi

Mamasidiqov Barkamol Murodilla o'g'li

Roman-german va slavyan tillari fakulteti Nemis tili va adabiyoti yo'nalishi

1-bosqich talabasi

Annotatsiya: Ushbu maqolada nemis tilini o'qitish sinflarida o'quvchilarining til ko'nikmalarini rivojlantirishda psixolingvistikaning ahamiyati haqida so'z yuritiladi. Maqolada til o'rganish, tilni amaliyotga qo'llash va tilni o'rganish va o'rgatish jarayonida ijtimoiy va madaniy omillari ahamiyatini ta'kidlanadi. O'qituvchilar psixolingvistik bilimlardan foydalanib darslar mobaynida o'quvchilarning interkultural kompetentsiyalarini va muloqot ko'nikmalarini rivojlantirishlari mumkin. Psixolingvistik prinsiplarni o'qitish tilshunos va

o'qituvchilarning o'quv dasturlariga kiritsa, til o'rganish natijalarini yaxshilash uchun ijobiy xizmat qiladi.

Kalit so'zlar: *Kognitiv jarayon, psixolingvistika, nemis tili, lingvistika, interkultural kompetentsiyalar, kommunikativ ko'nikmalar, globallashtiruv.*

Abstract: This article discusses the importance of psycholinguistics in the development of language skills of students in German language classrooms. importance is emphasized. Using psycholinguistic knowledge, teachers can develop students' intercultural competence and communication skills during lessons. If the teaching of psycholinguistic principles is included in the curriculum of linguist teachers, it will positively serve to improve the results of language learning.

Key words: *Cognitive process, psycholinguistics, German language, linguistics, intercultural competences, communicative skills, globalization.*

Kirish. Til o'rganish ko'plab omillarni o'z ichiga olgan murakkab aqliy jarayon hisoblanadi, bu jarayon aqliy, ijtimoiy va madaniy omillarni o'z ichiga oladi. Psixolingvistika, tilni tushunishni, foydalanishni va anglashni o'rganuvchi kognitiv jarayonlarni o'rganuvchi ilmiy soha hisoblanadi. O'qituvchilar o'quvchilarning til rivojlanish darajasiga mos keladigan samarali darslar tuzish uchun bu jarayonlarni tushunishlari zarurdir. Chet tili darslarida, xususan, nemis tilin darslarida o'qituvchilar usbu soha haqida muayyan tushunchaga ega bo'lish zarurdir, chunki bu til o'rganuvchilarning til ko'nikmalarini rivojlantirishda yordam beruvchi vosita bo'lib xizmat qiladi. Bu maqolada biz psixolingvistikaning nemis tilini o'qitish sinflaridagi talabalarining til ko'nikmalarini rivojlantirishda zaruriyati hamda ahamiyati haqida muhokama qilamiz.

Psixolingvistikaning til o'rganishda ahamiyati. Psixolingvistika lingvistikadan, psixologiyadan, neyrovetensiyadan va kognitiv ilm-fanidan foydalanib tuzilgan fanlararo soha hisoblanadi. U til tushunish, o'rganish, amaliyotda qo'llash va rivojlantirish kabi kognitiv jarayonlarga e'tibor qaratadi. Bu jarayonlarni tushunish orqali o'qituvchilar o'quvchilarning til o'rganish va rivojlanish jarayonlarini yaxshi tushunishlari mumkin.

Psixolingvistikaning muhim sohalaridan biri tilni tabiiy xolatda o'zlashtirishni o'rganishdir. Bu bolalar birinchi tilini qanday o'rganishlarini, shuningdek, katta

yoshdagi odamlar ikkinchi yoki chet tillarini qanday o'rganishlarini kuzatishni o'z ichiga oladi. O'qituvchilar bu bilimlarni o'quvchilarning til rivojlanish darajasiga mos keladigan darslar tuzish uchun foydalanishlari mumkin. Boshqa bir psixolingvistik soha til amaliyotda qo'llash jarayonini o'rganishni o'z ichiga oladi. Bu jarayon odamlarning tilni real vaqtda tushunish va ishlatishini tushunishga oid soha hisoblanadi. O'qituvchilar bu bilimlarni o'quvchilarni eshitish, gaplashish, o'qish va yozish ko'nikmalarini rivojlantiradigan mashg'ulotlar tuzish uchun foydalanishlari mumkin. Nihoyat, psixolingvistika til o'rganishda ijtimoiy va madaniy omillarning rolini ham o'rganadi. Bu ijtimoiy aloqalar va madaniy normalar til ishlash va o'rganishni qanday ta'sir qilishi tushuniladi. O'qituvchilar bu bilimlarni o'quvchilarning turli xarakterli o'yinlar, darslar davomida interkultural kompetentsiyalarini va kommunikatsiya ko'nikmalarini rivojlantirish uchun foydalanishlari mumkin. Til o'rganish, tildan foydalanish va chet tillarini o'rganish jarayonida ijtimoiy va madaniy omillar o'rganish, o'quvchilarni globallashtirish jarayoniga tayyorlash va uning notog'ri ta'sirlaridan himoya qilish uchun yordam beruvchi vosita sifatida xizmat qiladi. Bugungi kun sayin rivojlanib, axborotlar almashinuvi keskin bo'lgan zamonda turli madaniy tadbirlarda samarali tarzda axborot almashish muhimdir. Xalqaro bilim va muloqot ko'nikmalarini rivojlantirish orqali o'quvchilar globallashtirib borayotgan dunyoning qiyinchiliklariga tayyorlanishadi. Xulosa qilish uchun, til o'rganish, undan foydalanish va chet tilini o'rganayotgan vaqt mobaynida ijtimoiy va madaniy omillar o'rganish, o'qituvchilar talabalarining talablari bo'yicha samarali til darslarini tuzish uchun zarurdir. Bu tushunchalarni tushunish orqali, o'qituvchilar til rivojlanish natijalarini oshiradigan qo'llanmalar yaratishi, talabalar interkultural kompetentsiyani rivojlantirishga yordam berish, kommunikatsiya ko'nikmalarini oshirish maqsadga muvofiqdir.

Chet tilini o'qitishga psixolingvistika tamoyillarini kiritish. Psixolingvistika, odamlarning tilni qanday ishlatishini, o'rganishini va olishini o'rganishga bag'ishlangan ilmiy soha hisoblanadi. Bu, tilni insonning o'zida qanday ishlaydi, bu sohada lingvistikadan, psixologiyadan va nevrologiyadan

foydalaniladi. Psixolingvistik prinsiplarni chet tillarini o'qitishda qo'llash, o'qituvchilar o'quvchilarning talablari bilan mos keladigan darslar tuzishga yordam beradi. Psixolingvistika asosiy prinsipi tilni ishlab chiqarish kognitiv jarayonlari bilan bog'liqdir. Bu esa, diqqat, tasavvur, xotira va taxminlar kabi murakkab jarayonlarni o'z ichiga oladi. Shuning uchun o'qituvchilar o'quvchilarning til rivojlanish darajasiga mos keladigan darslar tuzish uchun bu jarayonlarni ko'rib chiqishi kerak. Misol uchun, o'qituvchilar tasvirli ko'rsatmalar, diagrammalar va videolardan foydalanib, o'quvchilarning vazifa va grammatika tushunchalarini tushuntirishi mumkin. Boshqa bir psixolingvistik prinsip tilni olishning bir qancha bosqichlardan iborat ekanligini ko'rsatadi. Bu bosqichlar fonetika, sintaksis, semantika va pragmatika kabi turli sohalarga tegishlidir. O'qituvchilar o'quvchilarning til rivojlanish darajasiga mos keladigan darslar tuzish uchun bu bosqichlarni tushunishi kerak. Misol uchun, o'qituvchilar o'quvchilarning fonetik yodgorligi va talaffuz ko'nikmalarini rivojlantirish uchun qo'shiqlar, rasmlar va o'yinlardan foydalanishi mumkin.

O'quvchilar tilni ishlatish va tushunish ko'nikmalarini rivojlantirish uchun qayta ko'rib chiqishga ehtiyoj tuyadilar. O'qituvchilar xatoliklarni to'g'rilash, namunaviy tarzda ko'rsatish va o'quvchilarning ideyalarini ifodalash uchun ko'maklashishi mumkin. Nihoyat, psixolingvistika til o'rganishda motivatsiyani ta'kidlaydi. Motivatsiya tilni o'rganishda muhim ahamiyatga ega bo'ladi. O'qituvchilar o'quvchilarning qiziqishlariga va talablari bilan mos keladigan darslar tuzish orqali ularga motivatsiyasini va darsga bo'lgan qiziqishini oshiruvchi darslar orqali ushbu bosqichni osonlashtirishlari mumkin.

Xulosa. Psixolingvistika nafaqat nemis tilini o'qitish sinflaridagi o'qituvchilar uchun balki barcha chet tili o'qituvchilari, tilshunoslar uchun zaruriy sohadir. Tilni tabiiy ravishda o'rganish va amaliyotda foydalanish jarayonlarida qatnashadigan psixologik va kognitiv jarayonlarni tushunish orqali o'qituvchilar o'quvchilarning til ko'nikmalarini rivojlantirishga yordam beradilar. Shuningdek, ular o'quvchilarning turli xil vaziyatlarda interkultural kompetentsiyalarini va kommunikatsiya ko'nikmalarini rivojlantirishga yordam berishadi. Shuning

uchun, o'qituvchilar psixolingvistik prinsiplarni o'qitishni o'qituvchi va tilshunoslarni praktikalariga kiritsa, til o'rganish natijalari sezilarli darajada oshishiga xizmat qiladi.

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DIE BEDEUTUNG DER IRONIE IN DER LITERARISCHEN ÜBERSETZUNG: EINE ANALYSE DER ÜBERSETZUNG EINES USBEEKISCHEN TEXTES INS DEUTSCHE

Sodiqov Dilshodbek Kobilovich
Doktorant,
Andijon davlat chet tillari instituti
Andijon, O'zbekiston
Sodiqov- navruz_sd@mail.ru

Abdumutalibova Maftuna
3-kurs talabasi,
Andijon davlat chet tillari institute,
Nemistili nazariyasi va amaliyoti kafedrası

ABSTRACT: This article analyzes the role of irony in literary translation by examining the German translation of an Uzbek text. The study explores whether the irony of the original text is preserved and how the emotional state of the character is conveyed. The analysis reveals that while the German translation maintains the ironic undertone, it slightly alters the intensity of the emotions. Alternative translations are proposed to better reflect the original tone.

Keywords: Irony, literary translation, emotional representation, Uzbek literature, German language, interpretation, connotation.

АННОТАЦИЯ: В данной статье анализируется роль иронии в литературном переводе на примере перевода узбекского текста на немецкий язык.

Исследование рассматривает, сохраняется ли ирония оригинального текста и как передается эмоциональное состояние персонажа. Анализ показывает, что, хотя в немецком переводе сохраняется ироничный подтекст, изменяется интенсивность эмоций. Предлагаются альтернативные переводы для более точного отражения оригинального тона.

Ключевые слова: Ирония, литературный перевод, эмоциональное представление, узбекская литература, немецкий язык, интерпретация, коннотация.

ANNOTATSIYA

Ushbu maqolada adabiy tarjimada kinoyaning oʻrni nemis tiliga tarjima qilingan oʻzbek matni misolida tahlil qilinadi. Tadqiqotda original matndagi kinoya saqlanib qolganmi va qahramonning hissiy holati qanday yetkazilganligi koʻrib chiqiladi. Tahlil natijalari shuni koʻrsatadiki, nemis tilidagi tarjima kinoyaviy ohangni saqlab qolgan boʻlsa-da, hissiy taʼsirining keskinligi biroz oʻzgaradi. Asliy matn ohangini aniqroq aks ettirish uchun muqobil tarjimalar taklif etiladi.

Kalit soʻzlar: Kinoya, adabiy tarjima, hissiy tasvir, oʻzbek adabiyoti, nemis tili, talqin, konnotatsiya.

Einleitung Ironie spielt in der Literatur eine wesentliche Rolle bei der Darstellung von Gefühlen, Beziehungen und der Reaktion der Charaktere auf verschiedene Situationen. In der Übersetzung kann jedoch die genaue Wiedergabe ironischer Nuancen eine Herausforderung darstellen. In dieser Arbeit analysieren wir die deutsche Übersetzung eines usbekischen Textes, in dem die Beziehung zwischen Otabek und seiner Mutter Usbek-ojim dargestellt wird. Wir untersuchen, ob die Ironie des Originaltextes in der deutschen Übersetzung erhalten geblieben ist und wie die emotionale Haltung der Figur übermittelt wurde.

Die Ironie im Originaltext und in der Übersetzung Im Originaltext zeigt sich Otabeks Reaktion auf die sarkastischen Worte seiner Mutter durch einen "kinoyali tabassum" (ironisches Lächeln). Diese Ausdrucksweise vermittelt, dass Otabek seine Emotionen kontrolliert, seine innere Unzufriedenheit aber dennoch durch sein Verhalten spürbar wird. In der deutschen Übersetzung wird diese Passage wie folgt wiedergegeben:

"Otabek lächelte nur ironisch über die boshaften Worte der Mutter."

Diese Übersetzung bringt Otabeks ironisches Lächeln zum Ausdruck, betont aber gleichzeitig die Schärfe der Worte der Mutter durch den Ausdruck "boshaft". Dies könnte dazu führen, dass die Interpretation der Szene im Deutschen etwas anders ausfällt als im Originaltext.

Unterschiede zwischen Original und Übersetzung Ein bedeutender Unterschied zwischen dem usbekischen Original und der deutschen Übersetzung liegt in der Konnotation der verwendeten Begriffe. Im Originaltext bleibt Otabeks Respekt gegenüber seiner Mutter trotz ihrer sarkastischen Worte erhalten, da er nur mit einem ironischen Lächeln reagiert, anstatt sich offen zu widersprechen. In der deutschen Übersetzung hingegen könnte "boshaft" eine stärkere negative Konnotation besitzen, wodurch die Worte der Mutter feindseliger wirken als im Originaltext.

Darüber hinaus kann die Übersetzung "Otabek lächelte nur ironisch" die innere Distanzierung von Otabek gegenüber seiner Mutter verstärken, während im Originaltext sein Lächeln eine Form der Zurückhaltung ausdrückt. Der ironische Unterton im Deutschen erscheint direkter und deutlicher als im usbekischen Original, was die Wirkung der Szene auf den Leser verändern kann.

Alternative Übersetzungen zur Wahrung des Originaltons Um dem usbekischen Originaltext gerechter zu werden und den subtileren Ton beizubehalten, könnten alternative Übersetzungen in Betracht gezogen werden, darunter:

1. **„Otabek lächelte nur leicht ironisch.“** – Diese Formulierung betont eine sanftere Ironie und vermeidet eine zu starke Konnotation der inneren Unzufriedenheit Otabeks.
2. **„Otabek lächelte nur sanft ironisch.“** – Hier wird die Ironie mit einer gewissen Zurückhaltung dargestellt, was besser zur respektvollen Haltung gegenüber seiner Mutter passt.

Beide Alternativen würden den subtileren und kontrollierten Charakter von Otabeks Reaktion besser zur Geltung bringen, ohne eine zu starke Betonung seiner inneren Ablehnung zu suggerieren.

Fazit Die Analyse zeigt, dass die deutsche Übersetzung der Szene zwar den ironischen Unterton beibehält, aber gleichzeitig die innere Haltung von Otabek stärker betont und die Worte der Mutter schärfer wirken lässt. Eine sorgfältigere Wortwahl in der Übersetzung könnte helfen, die Balance zwischen Ironie und Respekt in der Beziehung zwischen Otabek und seiner Mutter besser zu wahren. Somit spielt die Übersetzung eine entscheidende Rolle für die Interpretation und Wahrnehmung literarischer Figuren und ihrer Emotionen.

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kafedra Umumiy filologiyaning dolzarb masalalari mavzusidagi Xalqaro ilmiy-amaliy konferensiya materiallari 259-261 b.

ARAB TILIDAN NEMIS TILIGA O'ZLASHGAN SO'ZLAR VA ULARNING TARIXI

Israilova Nigora Xudaberdiyevna
ADCHTI, nemis tili nazariyasi
va amaliyoti kafedra o'qituvchisi
israilova.n@gmail.com

Maripova Marjonaxon Oybek qizi
ADCHTI, Filologiya va tillarni o'qitish:
nemis tili, 1-kurs talabasi

Annotatsiya: Ushbu tezisda arab tilidan nemis tiliga o'zlashgan so'zlarning kelib chiqishi, ularning semantik va fonetik o'zgarishlari hamda nemis tilidagi roli tahlil qilinadi. Arabcha so'zlar asosan ilm-fan, tibbiyot, matematika, kimyo va savdo-sotiq orqali Yevropa tillariga, jumladan, nemis tiliga o'tgan. Ushbu jarayonda lotin va fransuz tillari vositachi rolini o'ynagan. Tadqiqotda eng muhim arabcha ildizga ega nemischa so'zlar va ularning hozirgi zamon nemis tilidagi ahamiyati yoritiladi.

Kalit so'zlar: O'zlashma so'zlar, fonetik o'zgarishlar, tarixiy ta'sir, ilmiy atamalar, terminologiya.

Tilshunoslikda leksik o'zlashmalar muhim o'rin tutadi. Arab tili o'rta asrlarda ilm-fan, savdo va madaniyat tili sifatida keng tarqalgan bo'lib, uning ta'siri nafaqat musulmon dunyosi, balki Yevropa tillarida ham sezilarli darajada namoyon bo'lgan. Til sandig'imizda Yevropa tillari orqali kelgan, qiyofasi yevropalashgan ba'zi arab so'zlari ham joy olgan. Ularni tashqi ko'rinishiga qarab turkiy yoki slavyan tillariga oid deb o'ylaymiz. Ma'lumotlarga ko'ra, Yevropa tillariga so'z berish bo'yicha arab tili yetakchilardan. Misol uchun, ispan tilida arabcha ildizli so'zlar juda ko'p. Ayniqsa, nemis tiliga arabcha so'zlarning kirib kelishi asosan ilmiy terminologiya,

savdo-sotiq, kundalik hayot va harbiy sohalar bilan bog'liq. Ushbu o'zlashmalar ko'pincha lotin yoki fransuz tili vositasida nemis tiliga o'tgan bo'lsa-da, ba'zilari bevosita arab tili ta'sirida shakllangan.

Arabcha ilmiy atamalar o'rta asrlarda islom olimlari orqali Yevropaga kirib kelgan va keyinchalik nemis tilida mustahkam o'rin egallagan. Masalan, "**Algebra**" (arabcha: الجبر, *al-jabr*) matematikadagi muhim tushunchalardan biri bo'lib, Al-Xorazmiy tomonidan shakllantirilgan va Yevropa tillariga tarqalgan. Bu so'z 9-asrda arab olimi al-Xorazmiy tomonidan ishlab chiqilgan matematik usulni anglatadi va bugungi kunda barcha dunyo tillarida keng qo'llaniladi. Bu so'z 15-asrda o'rta lotin algebrasidan olingan bo'lib, u o'z navbatida arabcha "al-gabr" (kitob nomi: "Qayta tiklash va taqqoslash ta'limoti") ga qaytadi. Shuningdek, "**Algorithmus**" (arabcha: الخوارزمي, *al-Khwarizmi*) atamasi ham Al-Xorazmiy nomidan kelib chiqqan bo'lib, bugungi kunda ham nemis tilida texnika va informatika sohalarida keng qo'llaniladi. "**Zero**" (arabcha: صفر, *şifr*): arab tilidagi şifr so'zi "bo'sh joy" yoki "nol" ma'nosini bildiradi., bu so'z hozirda ingliz va nemis tilida, shuningdek, arab tilida ham ishlatiladi. Bu matematik atama sifatida Yevropada o'zgargan va ingliz, nemis tillariga kirib kelgan. Ammo bu nomning kelib chiqishi arab tilida gaplashuvchi mamlakatlarda mavjud deb taxmin qilinadi.

"**Chemie**" (arabcha: الكيمياء, *al-kimiya*) so'zi esa kimyo fanining nomi sifatida lotin va fransuz tillari orqali nemis tiliga o'tgan. Shuningdek, "**Alkohol**" (arabcha: الكحول) so'zi ham arab tilidan kirgan bo'lib, u kimyo va farmatsevtika sohalarida ishlatiladi, uning talaffuzi keyinchalik ispan ta'sirida al-kuhúl ga o'zgargan; Dastlab u surmadan tayyorlangan va kirpiklar, qoshlar va ko'z qovoqlarini bo'yash uchun ishlatilgan tupurik porlash kukuni deb ataladigan kukunga ishora qildi. 16-asrda alkogol so'zi nozik kukunni tasvirlash uchun alkimyo doiralarida allaqachon mavjud edi. Alcool vini (sharob distillati) so'z birikmasidan vini komponentini tashlab, brendiga o'tgan.

Savdo va iqtisodiyot sohasi ham arab tilidan kelib chiqqan o'zlashmalarga boy. "**Tarif**" (arabcha: تعريفة, *ta'rifa*) so'zi bojxona yoki soliq stavkasini anglatadi va o'rta asr savdosida arab tilidan Yevropa tillariga o'tgan. "**Magazin**"

(arabcha: مخزن, *makhzan*) dastlab "omborxona" ma'nosini bildirgan bo'lsa, keyinchalik "do'kon" yoki "savdo markazi" tushunchasida ishlatiladigan so'zga aylangan. Kundalik hayotda keng ishlatiladigan "**Kaffee**" (arabcha: قهوة, *qahwa*) va "**Zucker**" (arabcha: سكر, *sukkar*) so'zlari esa arab savdogarlari orqali Yevropaga yetib kelgan va nemis tilida mustahkam o'rinishgan.

Arabcha harbiy va dengizchilik atamaları ham nemis tiliga o'tgan. Masalan, "**Admiral**" (arabcha: أمير البحر, *amir al-bahr*) so'zi dastlab arab dengiz qo'mondonlarini anglatgan bo'lsa, keyinchalik Yevropa harbiy dengiz flotida ham qo'llanila boshlangan va bugungi kunda nemis harbiy terminologiyasining ajralmas qismiga aylangan.

Arab tilidan nemis tiliga o'zlashgan so'zlarni yana boshqa sohalarda ham uchratish mumkin. Misol uchun, "**Talisman**" (arabcha: طلاسمة, *tilasm*): bu so'z avvalo arab tilidan olingan va u "sirli ob'ekt" yoki "qudratli amulet" degan ma'nolarni anglatadi. "17-asrda italyancha talismano so'zi arabcha ... *tilasm* (تِلَاسْم) so'zidan olingan; arabcha so'z esa yunoncha τέλεσμα „berish, muborak narsa“, bizanscha „Sehrli narsa“ so'zidan kelib chiqqan. "**Sirup**" (arabcha: شراب, *šarāb*): arab tilidagi *šarāb* so'zi dastlab "ichimlik" yoki "sharbat" ma'nosini bildirgan. Keyinchalik, shirin siroplar uchun ham ishlatilgan. Safran (arabcha: زعفران, *za'farān*): Bu o'simlik va uning ziravori arab tilidan olingan va hozirgi kunda butun dunyo bo'ylab taomlarda ishlatiladi. O'rta yuqori nemischa saf(f)rān, 13-asrda eski fransuzcha safran so'zidan olingan, bu esa ispancha azafrán orqali arabcha za'farān (زَعْفَرَان) "krokus" so'ziga borib taqaladi. "**Dschinn**" (arabcha: جن, *jinn*): "Djin" so'zi arab mifologiyasidagi "ruhlar" yoki "jinlar"ni ifodalaydi va nemis tiliga mifologiya orqali kirib kelgan. So'z arabcha ğinn (جِنّ) kollektividan kelib chiqqan bo'lib, bu "jinlar" yoki "ruhlar" ma'nosini anglatadi. So'z yoki bevosita arabchadan, yoki vositachi til sifatida fransuzchadan nemis tiliga o'tgan va 19-asr boshlaridan boshlab nemis tilida ishlatilgan. "**Sofa**" (arabcha: صوفا, *šūfā*): bu so'z arab tilidagi *šūfā* (yastik yoki o'rindiқ) so'zidan kelib chiqqan va bugungi kunda ko'plab tillarda "sofa" yoki "divan" sifatida ishlatiladi. 17-asrda fransuzcha sofa, italyancha sofa so'zlaridan olingan, bu so'zlarga arabcha suffa (صَفَّة) "dam olish mebeli" asos bo'lgan.

Arab tilidan nemis tiliga o'tgan so'zlar nafaqat fonetik o'zgarishlarga uchragan, balki ba'zan ularning semantik ma'nosi ham kengaygan yoki o'zgargan. Masalan, "Magazin" dastlab faqat omborxona ma'nosida bo'lsa, keyinchalik do'kon yoki nashriyot tushunchasini ham qamrab olgan. Ba'zi so'zlar esa arabchadagi asli shaklini deyarli saqlagan holda nemis tilida qo'llanilmoqda.

Arab dunyosining ilmiy yutuqlari Yevropaga tarqalib, 13-asrda Ovrupa ilm-faniga ta'sir etdi. Bu davrda arab tilidagi ko'plab ilmiy atamalar nemis tiliga o'tdi. O'sha vaqtlarda, arab olimlari, asosan, yunon, hind va mesopotamiyalik bilimlarni o'zlashtirib, yangi kashfiyotlar qilishgan, va bu ilmiy atamalar Yevropa tillariga kirib kelgan. Arab tilidan nemis tiliga kirgan so'zlar nafaqat ilm-fan va savdo, balki madaniyat va san'at sohalarida ham ko'plab izlarni qoldirgan. Arabcha musiqiy terminlar, me'morchilik atamalari, va hatto kundalik hayotda ishlatiladigan ba'zi iboralar nemis tilining bir qismi bo'lib qolgan, ayniqsa, ilm-fan, savdo, tibbiyot va madaniyat sohalarida keng tarqalgan. Bu jarayonning asosiy sababi arab dunyosining o'rta asrlardagi ilmiy va madaniy rivojlanishi hamda savdo yo'llarining keng tarqalganligi hisoblanadi. Arab so'zlarining nemis tilida ishlatilishi bugungi kunda ham davom etmoqda va bu tilga qo'shgan katta madaniy merosdir. Xulosa qilib aytganda, arabcha o'zlashmalar asosan ilm-fan, savdo va harbiy sohalarga oid bo'lib, ular tarixiy va madaniy aloqalar natijasida nemis tilida mustahkam o'rin egallagan. Ushbu so'zlar bugungi kunda ham nemis tilida faol ishlatilmoqda va arab tilining Yevropa madaniyati va ilm-faniga ta'sirining yorqin dalilidir.

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ANALYSIS OF MYSTICAL CHARACTERS AND MOTIFS IN HILARY MANTEL'S LITERARY WORK.

Djalaldinova Malakhat Zuxurdinovna ASIFL, Department of Theoretical aspects
of the English language, teacher

Abstract

A famous British writer Hilary Mantel has taken the audience captive with her deep psychological insight and complex philosophic and mysterious elements with excellent combination of historical fiction. Although the best known for her historical novel, “Wolf Hall” trilogy, H. Mantel also examines the mysterious, supernatural and psychological dimensions of her characters. In the work such as *Beyond Black* (2005), she discovers mysterious characters and motifs acts to outline the theme of human pain, unknown feelings and memory. This article will analyze how H. Mantel uses mysterious characters and motifs in her work, with special attention to the role of supernatural elements in shaping her narratives.

The main part

One of the most obvious examples of mysterious elements in H. Mantel's work has been found in her novel “*Beyond Black*”. The story follows Alison Hart, a person who communicates with the souls of the dead. The novel's main idea communicating with the afterlife makes mysticism a key part of the story. However, H. Mantel's supernatural approach is not one of the simple ghostly encounters, but a complex difference of psychological trauma, memory. Alison is portrayed as both an ordinary woman and a mystical figure capable of communicating with the dead. Her interactions with spirits are depicted in a way that suggests a deep internal conflict. The ghosts she encounters are not simply presences but manifestations of Alison's own repressed memories and unresolved traumas.

H. Mantel does not present Alison as an overtly spiritual or devout character; instead, she is a woman struggling to make sense of her life and the world around

her. The mystical encounters, therefore, serve as a reflection of her broken self and a means of coping with the emotional weight of her past.

Alison's psychic abilities are framed in a way that questions the nature of the supernatural. Are the spirits she communicates with truly otherworldly, or are they projections of her subconscious? The ambiguity between the real and the supernatural creates a mystical atmosphere that resonates with the reader. Through Alison's interactions with these spirits, H. Mantel explores themes of guilt, memory, and the psychological burden of the past.

The spirits often embody the dark remnants of Alison's own history, which she cannot escape, even in death. In "Beyond Black", the supernatural motifs are intricately linked to Alison's psychological state. Her visions and hallucinations are presented not as mere fragments of imagination but as mystical expressions of her inner feelings.

H. Mantel presents spirits in an unusual way; instead of depicting them as supernatural and sublime, she portrays ghosts often disturbing. These supernatural figures symbolize not only the afterlife but also the psychological states of the characters, infusing the narrative with a deeper sense of mysticism beyond mere ghostly presence. Moreover, H. Mantel's use of the supernatural in "Beyond Black" raises the question of how we perceive reality. The novel suggests that the mystical elements are not necessarily separate from the human experience, but are rather embedded in it. The ghosts are, in a sense, part of the human condition embodying the fears, regrets, and unresolved conflicts that follow us throughout our lives. The novel's treatment of mysticism, therefore, is as much about the inner landscapes of the mind as it is about the supernatural.

While "Beyond Black" presents a direct exploration of the mystical through the character of Alison Hart, Mantel's "Wolf Hall" trilogy takes a more subtle approach to mysticism. Set in the tumultuous world of 16th-century England, the series follows Thomas Cromwell's rise to power under Henry VIII. While the trilogy is firmly rooted in historical events, H. Mantel uses mystical motifs and characters to underscore the psychological depth of her central characters, particularly Thomas Cromwell's portrayal to give more historical as well mystical shape.

Although not a medium in the traditional sense, Thomas Cromwell exhibits mystical qualities through his ability to foresee outcomes and intuit the thoughts and intentions of others. His perception of the world and his actions are often depicted as almost clairvoyant. Cromwell has an extraordinary ability to read people's emotions and anticipate future events, making him seem almost like a figure of fate. This aspect of Cromwell's character can be read as mystical in nature, blurring the lines between rational political maneuvering and an almost supernatural ability to predict the future.

In his interactions with Henry VIII and other key figures, T. Cromwell's insight into human nature allows him to manipulate events with remarkable

precision. His foresight is not explained through logic or reason, but instead through a kind of mystical understanding that transcends ordinary human comprehension. This theme of mystical intuition serves to elevate Cromwell's character, imbuing him with an almost otherworldly aura of power. By incorporating these mystical elements into her portrayal of Cromwell, Mantel reflects on the ways in which history and destiny intertwine, as though the characters are being guided by unseen forces.

In "Wolf Hall", history itself is depicted as a mystical force, shaping and guiding the characters in ways that they cannot fully comprehend. The past in Mantel's narrative is not merely a collection of events but a living, breathing entity that seems to cast its shadow over the present. This treatment of history adds a mystical layer to the novel, as it implies that the characters' actions are not entirely their own but are instead the result of a larger, almost mystical, pattern that they cannot escape.

In addition to "Beyond Black" and the "Wolf Hall" trilogy, Mantel's memoir "Giving Up the Ghost" (2003) also contains mystical elements. The memoir explores Mantel's own experiences with ghosts and supernatural visions, adding a personal layer to her treatment of the mystical. She reflects on her childhood encounters with the supernatural, discussing how these experiences shaped her understanding of the world and informed her writing. This work offers a more direct exploration of the mystical, presenting it not as a fictional construct, but as part of the author's own lived experience.

Conclusion

In Hilary Mantel's works, mystical characters and motifs are used not just as devices for supernatural intrigue, but as tools to explore deeper psychological and philosophical themes. Whether through the haunting figures of "Beyond Black" or the clairvoyant abilities of Thomas Cromwell in the "Wolf Hall" trilogy, H. Mantel's work reflects the ways in which the mystical and the psychological are intertwined. Her writing challenges the boundaries between the real and the supernatural, suggesting that the mystical may be a reflection of the human subconscious a manifestation of the fears, desires, and unresolved issues that shape our lives. Through her masterful use of mystical elements, H. Mantel invites readers to explore the unseen forces that govern both individual lives and the larger sweep of history.

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THE PRIMARY PURPOSES OF ASSESSMENT IN TEACHING ENGLISH TO YOUNG LEARNERS

Teacher at ASIFL, Aliyeva Ziyodaxon

Student at ASIFL, Kadirova Durdona

Annotation. This article explores the primary purposes of assessment, including monitoring student progress, informing instructional practices, identifying learning needs, motivating students, and fostering communication among stakeholders. By analyzing various assessment methods and their implications for teaching and learning, this study underscores the importance of effective assessment strategies in creating an inclusive and supportive learning environment for young English language learners.

9. **Keywords:** Assessment, young learners, English language teaching, formative assessment, summative assessment, motivation, communication.
10. Assessment in education serves various functions, each playing a crucial role in enhancing teaching and learning. When teaching English to young learners, assessment becomes particularly important due to their unique developmental stages and linguistic challenges. This article explores the key objectives of assessment in this context, drawing insights from research and best practices in language education. A primary goal of assessment is to track

student progress. Frequent evaluations provide teachers with critical insights into students' language development across core skills—listening, speaking, reading, and writing (Black & Wiliam, 1998). By continuously assessing performance trends, educators can refine their teaching strategies effectively.

11. Formative assessments are essential for tracking progress as they occur throughout the learning process. These include activities such as quizzes, class discussions, peer reviews, and observations. Harlen and Crick (2003) highlight that formative assessments offer immediate feedback on student comprehension, allowing teachers to modify instructional approaches accordingly.
12. On the other hand, summative assessments measure student learning at the conclusion of a unit or term. Methods such as standardized tests and final projects provide a broad overview of student achievement (Wiliam & Thompson, 2007). While summative assessments are useful in evaluating overall performance, they should be used alongside formative assessments to present a comprehensive picture of student learning.
13. Assessment outcomes are valuable in shaping teaching methods. By analyzing assessment data, educators can determine which strategies are working well and which need adjustments. This data-driven approach enables teachers to customize lessons to better support student learning (Stiggins & Chappuis, 2005). Assessment helps teachers recognize individual student strengths and weaknesses, facilitating differentiated instruction. By tailoring lessons to meet diverse learning needs, educators can create an inclusive classroom environment where all students receive appropriate support and challenges (Tomlinson, 2001). Assessment results also inform curriculum adjustments. If many students struggle with a particular concept, teachers may need to revise lesson plans or incorporate additional resources to bridge learning gaps (Guskey & Bailey, 2001). Ongoing assessment feedback ensures that the curriculum remains effective and responsive to students' needs. Young learners have varying levels of language proficiency and different educational

backgrounds. Assessment plays a key role in identifying students who may require additional support, allowing teachers to intervene early and prevent long-term academic difficulties (Dixon et al., 2012). For English Language Learners (ELLs), assessment provides essential insights into their specific challenges. Assessments designed for ELLs help educators gauge their language proficiency and consider cultural influences on learning (Abedi, 2006). This data ensures that instructional approaches are inclusive and responsive to linguistic diversity.

14. Assessment can significantly boost student motivation. Constructive feedback highlights students' strengths and areas for improvement, helping them understand their progress (Hattie & Timperley, 2007). Effective feedback encourages students to take an active role in their learning.
15. Celebrating students' successes, no matter how small, creates a positive learning environment. Acknowledging progress through praise or rewards fosters enthusiasm for learning and reinforces a growth mindset (Ryan & Deci, 2000).
16. Assessments also help students set learning goals. Reflecting on their performance allows young learners to identify areas for improvement and take ownership of their education (Schunk & Zimmerman, 2008). Setting personal goals fosters motivation and engagement with learning materials.
17. Open communication between teachers, parents, and students is crucial for student success. Assessment results provide a shared understanding of a child's progress, facilitating meaningful discussions during parent-teacher meetings (Epstein, 2011). Involving students in discussions about their assessment outcomes promotes self-awareness and responsibility (Zimmerman & Schunk, 2001). When students engage in conversations about their learning goals with teachers and parents, they develop a sense of ownership over their educational journey.
18. Assessment plays a fundamental role in teaching English to young learners, serving multiple purposes such as tracking progress, guiding instruction,

identifying learning needs, motivating students, and enhancing communication among stakeholders. Through a combination of formative and summative assessments, educators can refine their teaching approaches and empower students to take an active role in their learning. Ultimately, effective assessment practices contribute to the development of confident English language learners who are well-prepared for academic success.

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Ingliz va O'zbek Tillarda Madaniy Lakunalar va Ularning Tarjima-dagi

Muammolari

Teacher: Jalolova Muqaddas Baxodirovna

Student: Makhammadaliyeva Nufrihora Botirjon qizi

Madaniy lakunalar — bu bir tilda mavjud bo'lgan, ammo boshqa tilga o'tkazishda to'liq o'z aksini topa olmaydigan yoki ayni o'xshash tushunchaga ega bo'lmagan so'zlar va iboralardir. Har bir til o'z madaniyati, tarixiy tajribasi va milliy urf-odat-lari bilan bog'liq bo'lib, bu tilni bilgan odamlar tomonidan o'zgacha tushuniladi. Tarjima jarayonida madaniy lakunalar ko'pincha muammolarga olib keladi, chunki bir tildagi leksik birliklarning to'liq tarjimasi, boshqa madaniyatdagi tushunchalarni aniq ifodalashni ta'minlamaydi. Ingliz va o'zbek tillarida madaniy lakunalar va ularning tarjima-dagi muammolarini tahlil qilish, tilshunoslar uchun nafaqat lingvistik, balki madaniyatshunoslik nuqtai nazaridan ham qiziqarli va muhim masaladir.

Madaniy lakunalar, til va madaniyat o'rtasidagi bog'lanishlarni o'rganish uchun katta ahamiyatga ega, chunki ular tilning faqat leksik jihatlarini emas, balki madaniyatni ham aks ettiradi. Ingliz va o'zbek tillaridagi madaniy lakunalar va ularning tarjimadagi muammolarini tahlil qilish, tilshunoslar uchun qiziqarli bo'lib, lingvistik, madaniy, va psixolingvistik jihatlarini o'rganishga imkon beradi.

Madaniy lakuna, bir til va madaniyatda mavjud bo'lib, boshqa tilda to'liq aksini topa olmaydigan yoki juda qiyin tarzda tarjima qilinadigan tushuncha, ibora yoki so'zdir. Madaniy lakunalar odatda milliy urf-odatlar, tarixiy tajribalar, ijtimoiy qurilishlar va tilga xos bo'lgan an'analar bilan bog'liq bo'ladi. Masalan, ingliz tilidagi "Thanksgiving" yoki o'zbek tilidagi "beshik to'yi" kabi tushunchalar, ularning to'g'ri tarjimasi boshqa madaniyatlarda mavjud bo'lmagan, lekin o'z madaniyatida chuqur ildiz otgan tushunchalardir. Madaniy lakunalar til va madaniyatning o'zaro aloqalarini ko'rsatadi, chunki bu lakunalar madaniyatning o'ziga xos ramzlarini va qadriyatlarini ifodalaydi. Tarjima jarayonida bu lakunalarni to'g'ri ifodalash juda murakkab bo'lishi mumkin, chunki har bir madaniyatning o'ziga xos konseptual dunyoqarashi mavjud.

Madaniy lakunalar ko'pincha quyidagi omillar bilan bog'liq bo'ladi:

- Geografik va tarixiy kontekst: Madaniy farqlar, masalan, turli mamlakatlarda joylashgan bayramlar yoki ijtimoiy urf-odatlar.
- Ijtimoiy va iqtisodiy sharoitlar: Ba'zi tushunchalar, ayniqsa ijtimoiy yoki iqtisodiy tuzilishga oid bo'lib, faqat bir madaniyatda mavjud bo'lishi mumkin.
- Madaniyatning qadr-qimmatlari: Milliy qadriyatlar, an'analar va dunyoqarashlar madaniy lakunalarning shakllanishiga ta'sir qiladi.

Ingliz tilida madaniy lakunalar ko'pincha ingliz xalqining tarixiy, ijtimoiy va iqtisodiy xususiyatlarini aks ettiradi. Ingliz tilida ko'plab madaniy lakunalar mavjud bo'lib, ular asosan turli bayramlar, ijtimoiy urf-odatlar va madaniy kontekstlarda ifodalanadi. Ingliz tilida madaniy lakunalar asosan Angliya va AQShning tarixi, ijtimoiy tuzilishi, va milliy bayramlari bilan bog'liqdir. Ingliz tilidagi madaniy lakunalar, shuningdek, inglizlar uchun odatiy bo'lgan so'z va iboralar bilan bog'liq

bo‘lishi mumkin. Bu tilda ko‘plab madaniy tushunchalar mavjud bo‘lib, ular boshqa tillarga to‘liq yoki mos ravishda tarjima qilinishi qiyin.

"Thanksgiving" (Shukronalik Kuni) — AQShda har yili noyabr oyining oxirgi payshanbasida nishonlanadigan bayramdir. Bu bayramning maqsadi oilaning birlashishi va hosilni nishonlashdir. Biroq, o‘zbek madaniyatida bu kabi bayram yo‘q, shuning uchun bu so‘zni to‘liq tarjima qilish qiyin. O‘zbek tilida "Shukronalik kuni" deb tarjima qilinsa ham, bu tushuncha madaniy jihatdan to‘liq mos kelmaydi. Tarjimada izohlar va qo‘shimcha tushuntirishlar berilishi zarur.

"Black Friday" — AQShda va ba'zi Yevropa davlatlarida Yangi yil arafasida bo‘lib o‘tadigan, katta chegirmalar va aksiyalarni o‘z ichiga olgan savdo kuni. O‘zbek madaniyatida bu kabi savdo sanasi mavjud emas, shuning uchun "Black Friday"ni tarjima qilishda bu tushuncha boshqa madaniyatlarda tanilmasligi mumkin. O‘zbek tilida, ba'zan shunchaki "Qora Juma" deb tarjima qilinadi, lekin bu tushuncha keng tarqalgan emas.

Penny for Your Thoughts (Fikringizni aytish uchun bir chaqa). Ingliz tilidagi ushbu idioma ayniqsa kimdir o‘ychan ko‘rinsa, yoki muayyan mavzu bo‘yicha uzoq vaqt kam gapirgan va jim bo‘lib qolgan bo‘lsa ishlatiladi. O‘zbek tilida bunday iborani to‘liq aks ettiradigan ekvivalent yo‘q, chunki bu ibora ingliz tilining xususiyatiga xosdir. Shuning uchun tarjima qilishda "Fikringizni aytish uchun bir chaqa" kabi tasavvuriy tarjimalar ishlatilishi mumkin, lekin bu to‘liq mos kelmaydi.

O‘zbek tilidagi madaniy lakunalar, asosan, o‘zbek xalqining urf-odatlar, qadriyatlar, tarixiy tajribalari va o‘ziga xos shaxsiyati bilan bog‘liq. O‘zbek tilida ba'zi madaniy lakunalar ingliz tiliga tarjima qilishda muammolarni yuzaga keltiradi, chunki bu tushunchalar o‘zbek madaniyatiga xosdir va boshqa madaniyatlarda to‘liq ekvivalentga ega emas. Ba'zi o‘zbek madaniy tushunchalari ingliz tiliga to‘liq tarjima qilishda qiyinchiliklarga olib keladi. O‘zbek tilidagi madaniy lakunalar, asosan, milliy bayramlar, marosimlar va ijtimoiy tuzilmalar bilan bog‘liq.

O‘zbek madaniyatida "beshik to‘yi" — bu yangi tug‘ilgan bola uchun nishonlanadigan an'anaviy marosimdir. Bu bayramda bola uchun oila a'zolari, do‘stlar va qarindoshlar yig‘ilib, unga yaxshi tilaklar va sovg‘alar berishadi. Ingliz

tilida bunday marosimni to'liq aks ettiradigan tushuncha mavjud emas, shuning uchun tarjima qilishda qo'shimcha izohlar kerak bo'ladi. Tarjimada "O'zbekistonda nishonlanadigan yangi tug'ilgan bola uchun bayram" deb tushuntirilishi mumkin. Navro'z — bu o'zbek xalqining an'anaviy yangi yil bayrami bo'lib, u bahor va tabiat yangilanishi bilan bog'liqdir. Bu bayram Markaziy Osiyo, Jumladan, O'zbekistonda keng tarqalgan. "Navro'z" so'zi ingliz tiliga to'g'ridan-to'g'ri tarjima qilinadi, lekin uning madaniy kontestida Navro'zning ko'plab an'analari, urf-odatlar va rasmlari mavjud bo'lib, bu tushuncha ingliz tilidagi "New Year" bayrami bilan hamohang bo'lmaydi. "Mehmanxona" so'zi o'zbek madaniyatida mehmonlarni kutib olish uchun ajratilgan joyni ifodalaydi. Boshqa madaniyatlarda bu tushuncha ham mavjud, ammo ularning mazmuni o'zbek madaniyatidagi kabi o'ziga xos emas. Ingliz tilida "guesthouse" yoki "hotel" so'zlari ishlatilishi mumkin, lekin o'zbek tilidagi "mehmonxona" tushunchasi o'zbek madaniyati va mehmondo'stlikning yanada chuqurroq qismidir.

Madaniy lakunalarni tarjima qilishda turli xil usullar qo'llaniladi, ammo ba'zi hollarda tarjimonlar madaniy farqlarni to'g'ri aks ettirishda qiyinchiliklarga duch keladilar. Tarjimonlar ba'zan madaniy lakunalarning to'liq ekvivalentlarini topa olmaydilar va bu jarayonni hal qilishda ba'zi usullarga murojaat qiladilar. Misol uchun **ekvivalentlar yordamida tarjima qilish**. Ba'zan, tarjimonlar madaniy lakunalarni o'xshash tushuncha yoki so'zlar bilan almashtirishadilar. Biroq, ba'zan bu usul to'liq mos kelmaydi, chunki har bir madaniyat o'ziga xos bo'lgan qadriyatlar va an'analarga egadir. **Izohli tarjimada** madaniy lakunani to'liq tarjima qilish mumkin bo'lmasa, tarjimon izohlar kiritadi. Bu izohlar ba'zan o'zbek yoki ingliz madaniyatiga xos bo'lgan tushunchalarni tushuntirishga yordam beradi. Tarjimonlar ba'zan madaniy tushunchalarni boshqa madaniyatga moslashtirish orqali, ya'ni ularni o'zgartirib yoki umumiydashgan tarzda tarjima qilish orqali bu muammolarni hal qilishadi.

Xulosa qilib aytganda madaniy lakunalar va ularning tarjimadagi muammolari tilshunoslikda juda muhim mavzu bo'lib, til va madaniyat o'rtasidagi murakkab aloqalarni ko'rsatadi. Ingliz va o'zbek tillaridagi madaniy lakunalar, turli madaniyatlarning o'ziga xosligini va lingvistik strukturalarini yoritadi. Tarjimonlar bu lakunalarni to'g'ri aks ettirishda nozik yondashuvni talab qiladi, chunki ular faqat tilni emas, balki madaniyatni ham tarqatadi.

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“ The role of artificial intelligence in childhood in language teaching in early childhood education”

Teacher: Jalolova Muqaddas Baxodirovna

Student: Makhammadaliyeva Nufrihora Botirjon qizi

Initially, starting with, that AI is progressively spreading and being used in every field in human life might be a good progress. But in this article we are going to look at several points, including. Comprehensive overview of AI, it's impact on people and children. The role of AI in language teaching, especially in toddlers education

Artificial Intelligence (AI) is all about creating machines that can do things we usually think of as requiring human intelligence. This includes tasks like solving problems, learning new things, recognizing patterns, making decisions,

understanding language, and adjusting to new situations. It pulls from different fields like math, neuroscience, psychology, and linguistics to build systems that can think and act in ways that are similar to humans.

The journey of AI started with early ideas in logic and computation. For example, philosophers like Aristotle thought about machines being able to reason, while mathematicians such as George Boole and Alan Turing helped lay the foundation for machines to think logically. AI officially began in the 1950s when Turing proposed a test to measure machine intelligence, and John McCarthy organized the Dartmouth Conference, which is considered the start of AI as a real field of study.

In its early days, AI gave us programs like Logic Theorist (1955-1956), which could prove mathematical theorems, and ELIZA (1966), one of the first programs that could process human language. By the 1970s-1990s, AI slowed down a bit due to limited computing power, but in the 1980s, AI came back strong with advances in expert systems and neural networks.

The real boom for AI came in the 2000s, especially with the development of deep learning. Models like AlexNet (2012) opened up new possibilities for AI. Today, we see AI in things we use every day, like Siri and Alexa, self-driving cars, and even in healthcare. In the 2020s, generative AI tools like OpenAI's GPT and Google's Bard gained a lot of attention.

AI works in different ways, one of the main ones being machine learning. This is where machines learn from data instead of being explicitly programmed. In supervised learning, machines learn from data that's already labeled, while in unsupervised learning, they find patterns in data without labels. Reinforcement learning is when machines learn through trial and error, like when AI plays games. Neural networks are modeled after the human brain, helping AI process information, and deep learning uses many layers of these networks to tackle more complex tasks like recognizing images or processing speech. AI also uses natural language processing (NLP) to understand and create language, which is used in tools like

chatbots and translation apps. It's also used in computer vision to identify objects and faces, and in robotics to automate tasks across different industries.

Additionally, in the book "Artificial Intelligence In Education: Promises and Implications for Teaching and Learning" by Wayne Holmes, Maya Bialik, Charles Fadel written, that "The landscape for education has been rapidly changing in the last years: demographic changes affecting the makeup of families, multiple school options available to children, wealth disparities, the global economy demanding new skills from workers, and continued breakthroughs in technology are some of the factors impacting education."

In simple words, the authors discuss how changes in society, such as demographic shifts, new schooling options, economic demands, and technological progress, are transforming education. I agree with their point that these changes require a rethinking of how education is delivered. The authors emphasize that AI can bring valuable opportunities for personalized learning, real-time feedback, and tools that adapt to each student's needs. These benefits could make education more accessible to all students, though it's important to consider challenges like privacy, fairness, and equal access to technology.

AI also has the potential to support teachers by handling administrative tasks, which would allow them to focus more on teaching and fostering creativity. By using AI, education could become more responsive to individual students' strengths and weaknesses, making it a more effective and engaging system overall.

Let's look at the impact of AI on children and people overall: AI is having a major impact on education, offering new possibilities while also raising some important concerns. As Charles Fadel, Wayne Holmes, and Maya Bialik explain in *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*, "The rapid development of AI is creating new possibilities for personalized learning, real-time feedback, and adaptive learning systems" (p. 52). This means that AI can help students learn at their own pace, adjusting the content to fit their individual needs. This is particularly helpful for students who might

struggle in traditional classroom settings, as AI can offer customized support that meets them where they are.

But it's not all positive. While AI can be great for academics, it doesn't provide the social and emotional learning that children get from interacting with teachers and other students. Mike Caulfield touches on this in *The Artificial Intelligence Playbook*, where he writes that "AI lacks the human touch necessary for emotional development and social learning" (p. 87). In other words, while AI can teach you math or language, it can't teach you how to interact with others or navigate social situations, which is something that happens naturally in face-to-face learning environments.

Another big issue is privacy. AI relies on a lot of data to work effectively, which can lead to concerns about the safety of students' personal information. Fadel, Holmes, and Bialik emphasize in their book that "data privacy and security must be prioritized to avoid misuse and to ensure that students' personal information is protected" (p. 100). With so much data being collected, it's essential that schools and developers put strong protections in place to prevent breaches or exploitation.

Finally, there's the issue of equity. Not every student has access to the technology required for AI-based learning tools, and this can deepen existing educational inequalities. As the authors point out, "The digital divide can exacerbate existing inequalities in education, as students without access to the necessary technology are left behind". Students from wealthier backgrounds may have access to advanced AI tools, while those from poorer areas may not, making it harder for them to keep up.

In the end, AI has a lot to offer education, but it's not a one-size-fits-all solution. It's important to make sure that AI is used to complement, not replace, the human elements of teaching—like building relationships and fostering social skills. If we can balance the benefits of AI with its challenges, we can create a more inclusive, personalized, and effective education system.

AI is starting to play a big role in teaching language to toddlers, offering both good opportunities and challenges. For young children, the time when they first learn

to speak is really important, and AI tools can help by making learning more fun and personalized.

Also Artificial Intelligence can adapt lessons to each child's pace. For example, language learning apps powered by AI can adjust based on how well the child understands the material. These apps can also give immediate feedback, helping toddlers learn more effectively by showing them where they need to improve. AI can also make language learning interactive by using games, songs, or stories to keep children engaged while they learn new words. It's similar to how children learn naturally by listening, repeating, and practicing. Another benefit is that AI can help children from different language backgrounds learn new languages. AI can also be used to help children improve their pronunciation and vocabulary in their native language. Some apps even allow toddlers to interact with the content in their own language, while slowly introducing them to another one

However, AI also has some downsides. One big concern is that AI can't replace the human interaction children need to develop social skills. Learning language isn't just about vocabulary; it's also about understanding emotions, body language, and social cues. Toddlers need face-to-face conversations to pick up these social skills, which AI can't offer.

Another issue is that too much screen time can be harmful to toddlers. Spending too much time using AI tools might limit important face-to-face interactions, which are needed for healthy language development. Dr. Dipesh Navsaria, a pediatrician, warns, "Too much screen time can interfere with crucial developmental experiences, such as face-to-face interactions that are vital for language growth" (American Academy of Pediatrics, 2019).

There are also privacy concerns, as AI tools collect data to tailor lessons to each child. Since toddlers are particularly vulnerable, it's important to protect their data. As Tim Cook, CEO of Apple, says, "Privacy is a fundamental human right, and we must take responsibility to protect children's data when they are learning online" (TechCrunch, 2019).

While AI can make learning fun and personalized for toddlers, it's important to use it carefully and not let it replace real human interaction.

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INGLIZ TILIDA TURIZMNI TARG'IB QILISHDA SHAHAR QIYOFASI VA JOY NOMALARINI O'RGATISHNING AHAMIYATI

Abdullayeva Mumtozabegim

Andijon davlat chet tillari instituti talabasi

Annotatsiya: Maqolada shaharning qiyofasi va joy nomalarining turizmni targ'ib qilishdagi rolini o'rganildi. Shahar qiyofasi — bu shaharning umumiy tasavvuri bo'lib, uning yodgorliklari, arxitekturasi, madaniyati va tarixidan tashkil topgan bo'lib, bu omillar turistlarning shaharga tashrif buyurishga bo'lgan

qaroriga ta'sir qiladi. Turli misollarni tahlil qilish orqali, ushbu elementlarning turizmni iqtisodiy va madaniy rivojlanishiga qanday hissa qo'shishi yoritilgan.

Kalit so'zlar: *shahar qiyofasi, brend, madaniy jozibadorlik, tropic go'zallik, joy nomlari*

Turizmni targ'ib qilishda joy nomlari va shahar qiyofasi muhim rol o'ynaydi. Ular nafaqat turistlar uchun biror manzilni tanlashda ko'rsatma, balki shaharning yoki mintaqaning brendini yaratishda ham asosiy omildir. Quyida joy nomlari va shahar qiyofasining turizmni targ'ib qilishdagi ahamiyatini ko'rib chiqamiz:

1. Joy nomlari – brend identifikatori. A) Yodda qolishi: Qiziqarli va oson talaffuz qilinadigan joy nomlari turistlarga manzilni eslab qolishda yordam beradi. Agar joy nomi o'ziga xos bo'lsa yoki uning tarixiy yoki madaniy ahamiyati bo'lsa, bu turistlarni jalb qilishga yordam beradi. B) Madaniy jozibadorlik: Joy nomlari ko'pincha uning madaniy, tarixiy yoki geografik xususiyatlarini aks ettiradi. Misol uchun, "Florensiya" nomi san'at va renessans bilan bog'liq bo'lsa, "Bali" nomi tropik go'zallikni va dam olishni eslatadi. Joy nomlari turizmni targ'ib qilishda juda muhim ahamiyatga ega bo'lib, ular shaharning yoki mintaqaning brend identifikatoriga aylanishi mumkin. Joy nomlari nafaqat ma'lum bir hududni yoki shaharni tanitadi, balki uning tarixiy, madaniy va tabiiy xususiyatlarini ham aks ettiradi. Yaxshi tanilgan joy nomlari, ayniqsa turizm sanoatida, turistlar uchun ma'lum bir tajribani va'da qiladi va shuning uchun ham ular brend sifatida xizmat qiladi. Joy nomlari turizmni targ'ib qilishda joy nomlarini eslab qolish muhim birinchi bosqichni tashkil etadi — ular shaharning yoki mintaqaning brendini yaratadi. Yodda qoladigan va oson talaffuz qilinadigan joy nomlari turistlar uchun manzilni tanlashda asosiy omilga aylanadi. Masalan, "Paris" nomi nafaqat Fransiyaning poytaxtini anglatadi, balki uning romantikasi, san'ati va madaniy merosi bilan bog'liq tasavvurlarni keltiradi. Bunday nomlar turistlarda joy haqidagi yodda qoladigan tasavvurlarni yaratadi va ularning qiziqishini uyg'otadi. « Andijon » nomi esa tarixan Bobur tug'ilgan diyor, yashil o'lka sifatida gavdalanadi. Joy nomlari ko'pincha o'ziga xos madaniyat yoki tarixiy ahamiyatga ham ega. Masalan, "Roma" nomi qadimiy Rim imperiyasi va uning boy tarixiy merosiga bog'liq. Ushbu nom sayohatchilarga

shaharni nafaqat hozirgi zamonda, balki tarixda ham tasavvur qilish imkonini beradi. "Kyoto" nomi esa Yaponiyaning qadimiy madaniyatini va an'alarini anglatadi. Shunday qilib, joy nomlari turistlarga madaniy va tarixiy boyliklarni kashf etishga yordam beradi va ular bilan chuqur bog'lanishga olib keladi. "Andijon" tarixan Dukchi Eshon qal'asi, Bog'ishamol bog'I kabilarni aks ettiradi. Joy nomlari, ayniqsa, turistlarning emotsional aloqalarini yaratishda juda muhimdir. Biroz romantik yoki ekzotik nomlar odamlarni o'ziga jalb qiladi. Masalan, "Maldiv orollari" yoki "Bali" nomlari turistlarga tinchlik, dam olish, tropik go'zallik va ekzotik hayot tarzini eslatadi. Bu nomlar sayohatchilarda ma'lum bir his-tuyg'ularni uyg'otadi va ularga o'zlarining orzu qilingan dam olish joylarini tasavvur qilish imkonini beradi. Xonobod dam olish maskani dunyoning turizm maskanlaridan qolishmaydi, uni xalq tilida O'zbekistondagi "Ikkinchi Shvetsraiya" deb nomlashadi. Tabiati so'limligi turistlarda boshqacha tasavvur uyg'otadi, ayniqsa, madaniy jihatdan "Dunyo sadolari" festivalini Xonobod shahrida o'tkazilishi mazkur masknaga turizm sonini oshirishda asosiy o'rin tutmoqda. Shunday qilib, joy nomlari turistlar bilan emotsional bog'lanish o'rnatadi va ular bu manzilni tanlashga ilhom beradi.

Joy nomi shahar yoki mintaqaning umumiy brend qiyofasini shakllantirishda muhim o'rin tutadi. Bu, ayniqsa, shaharni yoki hududni reklama qilishda yordam beradi. Misol uchun, "New York" nomi nafaqat shaharning joylashuvi haqida gapiradi, balki uning dinamik va energiyali qiyofasini ham aks ettiradi. Ushbu nom sayohatchilarga "Nyu-York"ni tez-tez tasavvur qilinishiga sabab bo'ladi – bu shahar birinchi navbatda biznes, moda, san'at va innovatsiya bilan bog'liqdir. Shahar nomlari, shuningdek, shahar qiyofasini yoritishda muhim rol o'ynaydi, chunki ular turistlarga ma'lum bir hududning hayot tarzini va atmosferasini anglatadi. "Andijon" brendi xunarmandchilik rivojlangan, ayniqsa, qo'l mehnatini saqlanib qolishi bilan mashhurdir. Eski Shahar massivida temirchilik bozori qadimdan mavjud bo'lib, hozirgacha o'z faoliyatini to'xtatmagan, lekin ipak bozori, kosa bozori kabilar xunarmandlar kamayib borgani sayin yo'qolib borgan. Ayollarning qo'l mehnati bilan shug'ullanishlari Andijon xotin-qizlarini faoliyati kengligini namoyon etadi.

Bunda do'ppi bozori, so'zanalar bozori, yangi tug'ilgan chaqaloqlar uchun beshik yopqichlar, yangi kelinlar uchun sarpolar qo'l mehnati bilan tayyorlanib kelishi urf-odatlarini saqlanib qolishida ham ahamiyatlidir.

Joy nomlari shaharning tabiiy yoki madaniy o'ziga xosligini ta'kidlaydi. Masalan, "Grand Canyon" nomi o'zining tabiiy yodgorligi va geologik xususiyatlari bilan bog'liq. Ushbu nom turistlarga o'ziga xos va ko'rkam landshaftni tasavvur qilishga yordam beradi. "Venetsiya" nomi esa shaharni o'ziga xos kanallari va tarixiy arxitekturasini bilan bog'laydi. "Andijon" nomi bunda adirlar, mevazor bog'lar, qovun polizlari bilan o'z mashhurligini namoyon etadi. Joy nomlari nafaqat joyni aniqlaydi, balki turistlarga shaharning yoki hududning o'ziga xos xususiyatlari haqida tasavvur beradi.

Joy nomlari turizmni targ'ib qilishda global marketing strategiyalarining ajralmas qismi hisoblanadi. Yaxshi nomlangan joylar, ayniqsa, ijtimoiy tarmoqlarda tez tarqaladi va keng auditoriyaga yetib boradi. Misol uchun, "Dubai" nomi nafaqat bir shaharni, balki yuqori texnologiyalar, hashamat va zamonaviylikni anglatadi. Bunday nomlar global turizm bozorida o'z o'rnini topadi va turistlarni jalb qiladi. Shahar yoki mintaqaning nomi ham uning brendini yaratish va uni dunyoga tanitish uchun kuchli vosita bo'lishi mumkin. Marketing mehmonxonalar, restoranlar faoliyati bilan ham o'z faoliyatini rivojlantiradi. Andijonda turistlar uchun noyob diayndagi mehmonxonalar o'z o'rniga ega. Joy nomlari turizmni targ'ib qilishda nafaqat ma'lum bir joyni aniqlash vositasi, balki u o'sha joyning brendini yaratish, turistlar bilan emotsional aloqalar o'rnatish va ularni jalb qilishda muhim vosita hisoblanadi. Yaxshi tanlangan joy nomi shaharning yoki mintaqaning tarixiy, madaniy va tabiiy xususiyatlarini aks ettirib, turistlarni o'ziga jalb qilishda katta rol o'ynaydi. Bu esa, o'z navbatida, turizm sanoatining rivojlanishiga katta hissa qo'shadi.

2. Shahar qiyofasi – vizual jozibadorlik. 1) Birinchi taassurot: Shahar yoki manzaraning ko'rinishi ko'pincha turistning birinchi taassurotini hosil qiladi. Shaharning ikonografik manzaralari, arxitekturasini va tarixiy joylari turistik jozibadorlikni oshiradi. 2) Ikonografik landshaftlar: Parijdagi Eyfel minorasi yoki

Nyu-Yorkdagi Ozodlik haykali kabi mashhur landshaftlar shaharning timsoliga aylanadi. Bular faqat turistik nuqtai nazardan emas, balki marketing vositasi sifatida ham ishlatiladi. 3) Shahar estetikasi: Shahar dizayni, ko'chalar, bog'lar, jamoat joylari va umumiy ko'rinish turistlarning shaharga bo'lgan munosabatini shakllantiradi. Go'zal va tartibli shaharlar turistlarni ko'proq jalb qiladi.

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A RHETORICAL ANALYSIS OF RAY BRADBURY'S *FAHRENHEIT 451* BASED ON IMRAD STRUCTURE

Khadicha Rakhmatullaeva

PhD Student UzSWLU Tashkent, Uzbekistan

E-mail: rakhmatkhadicha@gmail.com

Abstract:

This paper presents a comprehensive rhetorical analysis of Ray Bradbury's *Fahrenheit 451* using the IMRaD (Introduction, Methodology, Results, and Discussion) framework. The study explores how rhetorical strategies—ethos, pathos, and logos—are employed within the novel to influence readers' perception of censorship, societal control, and individual freedom. By applying linguistic and literary analytical tools, this research identifies the dominant rhetorical techniques used by Bradbury and their impact on the narrative's persuasive appeal. The findings reveal that Bradbury effectively combines emotional and logical appeals to engage readers and encourage critical reflection on contemporary societal issues.

Introduction

Ray Bradbury's *Fahrenheit 451* is a dystopian novel that critiques censorship and the suppression of intellectual freedom through rhetorical strategies that engage the reader's emotions and reasoning [4]. The novel presents a future society in which books are outlawed and "firemen" burn them to maintain ideological conformity. This study aims to explore how Bradbury employs rhetorical appeals—ethos, pathos, and logos—to persuade readers of the dangers of authoritarianism and the importance of knowledge and critical thinking. Previous studies have analyzed the thematic concerns of the novel, but a focused rhetorical analysis offers deeper insight into the persuasive techniques that shape the reader's engagement with the text.

Research Questions:

1. How does Bradbury utilize rhetorical appeals in *Fahrenheit 451* to critique censorship and societal control?

2. What is the impact of rhetorical strategies on the novel's persuasive effectiveness?

Methodology

This study employs qualitative content analysis to examine the rhetorical strategies present in *Fahrenheit 451* [1]. The analysis is conducted using a multi-step approach that involves:

1. Textual Analysis:

- Identification and categorization of rhetorical appeals (ethos, pathos, logos) within key passages.
- Examination of figurative language (metaphors, similes, personification) that enhances rhetorical effect.

2. Thematic Coding:

- Segmentation of the text based on key themes (censorship, conformity, rebellion).
- Coding of rhetorical elements based on their function in character dialogues and narrative structure.

3. Linguistic Analysis:

- Examination of lexical choices and syntactic patterns that emphasize persuasion.
- Frequency analysis of key rhetorical words (e.g., fire, books, freedom, control).

Data Collection:

The primary data source is the full text of *Fahrenheit 451*, with secondary sources including critical essays and scholarly analyses of the novel's rhetorical framework.

Results

1. Ethos (Authorial Credibility and Character Trustworthiness):

- Captain Beatty's speeches are analyzed to illustrate how authority is established through references to history and philosophical arguments.

- Montag's character development demonstrates ethos by transitioning from an enforcer of the law to a seeker of truth, thereby reinforcing the novel's moral stance.

2. Pathos (Emotional Appeal):

- The emotional tension in Montag's internal conflict and his relationship with Mildred reflects the oppressive nature of their society.
- The use of fire as a recurring motif evokes fear and loss, intensifying the reader's emotional engagement with the consequences of censorship.

3. Logos (Logical Reasoning):

- Beatty's arguments about why books were banned appeal to logical reasoning, using pseudo-logical explanations to justify censorship.
- The contrast between Clarisse's curiosity and Montag's skepticism provides a logical framework that challenges societal norms.

Linguistic Findings: The frequency analysis of key terms in the novel reveals:

Term	Frequency
Fire	235 times
Book(s)	178 times
Freedom	93 times
Happiness	67 times
Control	58 times
Knowledge	45 times

Discussion

The analysis reveals that Bradbury employs a blend of emotional and logical appeals to communicate the dangers of censorship and ideological conformity [3]. **Ethos** is primarily established through Montag's character development, creating a sense of credibility and moral authority. **Pathos** plays a crucial role in evoking the reader's fear and empathy through vivid imagery and emotionally charged dialogues. **Logos**, while present in Beatty's rationalization of censorship, is ultimately subverted by the novel's overarching argument in favor of intellectual freedom.

The findings suggest that Bradbury's rhetorical strategy is designed to provoke thought and encourage readers to question the role of censorship in their own societies [2]. By presenting both the justifications for and consequences of book burning, the novel creates a dialectical structure that forces the reader to engage critically with the narrative.

Implications:

This study contributes to the understanding of how dystopian literature uses rhetorical strategies to shape public discourse on freedom and control. Future research could expand this analysis by comparing *Fahrenheit 451* with other dystopian texts to explore broader trends in dystopian rhetoric.

Conclusion

Ray Bradbury's *Fahrenheit 451* employs a sophisticated rhetorical framework that combines ethos, pathos, and logos to deliver a powerful critique of censorship and conformity. The novel's rhetorical strategies engage readers at both an emotional and intellectual level, encouraging critical reflection and resistance to authoritarian control. This study highlights the importance of rhetorical analysis in understanding the persuasive power of dystopian literature.

Key Findings:

- Pathos is the most dominant rhetorical strategy, evoking strong emotional responses.
- Ethos is constructed through Montag's moral transformation and Beatty's authoritative discourse.
- Logos is used to challenge and critique the logic of censorship.

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ФАН ТАРАҚҚИЁТИ ЖАРАЁНИДА ЁШЛАР МАЪНАВИЙ КАМОЛОТИ МАСАЛАЛАРИ

Қ.Т. Умирзаков
АДЧТИ, Инглиз тили ва адабиёти
кафедраси катта ўқитувчиси,
ф.ф.ф.д. (PhD)

Аннотатсия: Мақолада фан тараққиёти жараёнлари ва ёшлар маънавий камолотига доир фикрлар айтиб ўтилган. Шунингдек республикада таълим тарбия соҳасидаги ислохотлар хусусида фикрлар айтиб ўтилган.

Калит сўзлар: фан, фалсафа, маънавият, маданият, тарих, қадрият, глобаллашув, ёшлар

Дунё илм-фани тараққиёти жараёнлари ёшлар маънавиятини шакллантириш, таълим сифати ошириш ва кадрлар салоҳиятини мустаҳкамлаш уларда интеллектуал фаоллигини шакллантиришда фалсафий билим ва илмий дунёқарашга таяниш масаласи нафақат ижтимоий-гуманитар фанларнинг, балки барча фанларнинг муҳим ва керакли муаммо сифатида тадқиқ этилмоқда. Фалсафа, фалсафий билим илмий дунёқараш муаммоси ўзига хос инсонпарварлик, ватанпарварлик сингари эпистимологик тамойиллар билан бир қаторда ижтимоий-гуманитар фанлар тизимида фаол тадқиқ этилиб, уни ҳозирги замон илмий билиш методлари асосида ўрганиш объекти ва предмети доирасини янада кенг ривожлантириш заруриятини изоҳлайди.

“Биз ўз олдимизга мамлакатимизда Учинчи Ренессанс пойдеворини барпо этишдек улуғ мақсадни қўйган эканмиз, бунинг учун янги Хоразмийлар, Берунийлар, Ибн Синолар, Улуғбеклар, Навоий ва Бобурларни тарбиялаб берадиган муҳит ва шароитларни яратишимиз керак. Бунда, аввало, таълим ва тарбияни ривожлантириш, соғлом турмуш тарзини қарор топтириш, илм-фан ва инновацияларни тараққий эттириш миллий ғоямизнинг асосий устунлари бўлиб хизмат қилиши лозим.

Ушбу мақсад йўлида ёшларимиз ўз олдига катта марраларни қўйиб, уларга эришишлари учун кенг имкониятлар яратиш ва ҳар томонлама кўмак бериш – барчамиз учун энг устувор вазифа бўлиши зарур. Шундагина фарзандларимиз халқимизнинг асрий орзу-умидларини рўёбга чиқарадиган буюк ва қудратли кучга айланади.⁶⁶ “

Тарих бугун ва келажак биздан келажакимиз таянчи бўлган ёш авлод унинг маънавий камолоти ҳақида қайғурмаслик мумкин эмаслигини доимо англашиб келмоқда. Бу жараёнлар аجدодлар маънавий меросидан фойдаланиш

⁶⁶ <https://president.uz/uz/lists/view/4057>. Ўзбекистон Республикаси Президенти Шавкат Мирзиёевнинг Олий Мажлисга Мурожаатномаси 29.12.2020

ва бугунги куннинг таълим ва тарбия жараёнларининг бевосита самарали фаолият билан боғлиқ. Бу бизга ёшлар маънавий камолоти учун барчамиз бирдек масъулигимизни билдиради. Маънавий баркамоллик ўз навбатида, ёш авлодни ватанпарварлик, эл-юртга садоқат, инсонпарварлик, меҳр-оқибатли, интизомли, миллат ғурурини эъзозловчи, улуғ аجدодларимиз анъаналари ва илмий меросларини асраш, ахлоқий пок инсон бўлиб етишиш борасидаги асосий мезон бўлиб ҳисобланади.

Бугунги кунда, дунё миқёсида илмий ижобий ҳолатлар билан бир қаторда айрим салбий муаммолар ҳам йиғилиб келмоқда. Дунёнинг аксарият давлатларида илм-фан маърифат тараққий этиб ривожланиб бориши билан бирга бази давлатларида уруш ва зидиятлар тобора авж олиши, маънавий қашошлик, экологик муаммолар, очлик ва сувсизлик ҳамда турли хил касалликларнинг кўпайиши каби муаммолар таъсирига тушиб қолиш нафақат ўзининг мамлакати тараққиётига балки ўзга мамлакатлар тараққиётига ҳам хавф солмоқда. Юртимизда таълим-тарбия соҳасида олиб борилаётган ислохатлар эса бу муаммоларнинг олдини олиш нақадар муҳим эканлигини англатмоқда.

Мамлакатимиз тараққиётининг эртанги куни бўлган ёшларни ҳар тамонлама етук ва маънавий баркамол инсон этиб тарбиялаш масаласи давлатимизнинг стратегик масала сифатида диққат марказида туриб келмоқда. Ўзбекистон аҳолисининг қариб аксариятини 30 ёшгача бўлган ёшлар ташкил этишини инобатга оладиган бўлсак, ушбу ёш авлодни ҳар тамонлама баркамол маънавий етук инсон этиб тарбиялаш, ривожланган давлатлар ёшлари билан ҳар тамонлама беллаша оладиган этиб ўқитиш ва тарбиялаш бугуннинг долзарб масалаларидан биридир.

Мамлакатимиз сиёсий ҳаётининг барча соҳаларини, давлат ва жамият қурилишини эркинлаштириш биринчи муҳим масала эканлиги таъкидланади. Аجدодларимиздан қолган ёш авлодни маънавий ақлоқий тарбиясини ривожлантиришга доир шаклланган урф-одатларимиз, боқий анъаналаримиз жуда кўп. Бу меросимиздан бугунги кунда ҳам ёш авлодни маънавий баркамол қилиб тарбиялашда кенг фойдаланиш мақсадга мувофиқдир. Негаки биз давлатимизнинг истиқболи ёш авлодимиз қандай камол топиши ва қандай маънавий фазилатлар эгаси бўлиб вояга етиши, уларни фаол муносабатда бўлиши ҳамда қандай олий мақсадларга хизмат қилишига боғлиқ эканини ҳамиша ёдда тутишимиз керак.

Республикамызда таълим-тарбия тизимини ислоҳ қилиш борасида амалга оширилаётган ишлар худди мана шу мақсадга йўналтирилган. Зеро, ушбу масала ғоявий нуқтаи назардан янги тахрирдаги Таълим тўғрисидаги Ўзбекистон республикаси Қонуни тамойилларига сўзсиз мувофиқ келади. Замонавий таълим-тарбия тизими ва миллий мерос асосидаги ғоявий уйғунлик – таълим-тарбия жараёнида миллий мероснинг маънавий-маърифий заминларига таяниш зарурлигини ҳам англатади.

Шу жиҳатдан олиб қараганда буюк аجدодларимиз, аллома-ю мутафаккирларнинг асрлар давомида яратган бой маънавий мероси ёш

авлодни комиллик руҳида тарбиялашдаги аҳамияти бугунги кунда ҳам ўз ўрнини йўқотмаган. Бугунги кунда ота-она, оила ва маҳалла, тарихий хотира, миллий ғурур, комил инсон тарбияси билан боғлиқ туйғу ва тушунчаларни ёш авлод қалби ва онгига таъсирчан усул-услуглар орқали сингдириш жуда муҳим.

Ўсиб келаётган ёш авлод ҳар томонлама мукамал, иродали, соф виждон билан камолга етиши учун, энг аввал, маънавий-маърифий фаолиятимизни юксак даражага кўтаришнинг аҳамияти беқиёс улугдир. холда ташкил этиш мақсадга мувофиқдир.

Буюк аллома ва мутафаккирлар, азиз-авлиёлар етишиб чиқадиган жойда, аввало, илму маърифат, маданият ва маънавият ўчоқлари ривожланган бўлиши керак. Бўм-бўш жойда ҳеч қачон буюк сивилизатсия пайдо бўлмайди⁶⁷. Ҳар бир инсон ўз аجدодлари ва замондошлари яратган қадриятларни авайлаб, ардоқлаб, эъзозлаб, пухта ўрганиб, улардан ижодий, танқидий фойдаланиб, уларни мазмунан бойитиши, шаклан сайқал бериши қатий талаб этилади.

Шу билан бирга, ҳозирги вақтда мафкуравий воситалар орқали ўз таъсир доирасини кенгайтиришга интилаётган сиёсий кучлар ва ҳаракатлар ҳам йўқ эмас. Шундай экан биз бугунги кунда халқимизнинг миллий қиёфаси, миллий руҳи ва миллий ғурурини тиклаш учун халқнинг қадимдан шаклланган урф-одатларини, тарихини, маданиятини, санъатини, муомала маданияти ва ахлоқий қарашларини ўрганишимиз ҳамда ёш авлодга сингдириб бормоғимиз даркор.

“Шу ўринда президентимизнинг қуйидаги фикрларини айтиб ўтишимиз нақадар ўринлидир “ёшларни замонавий билим ва тажрибалар, миллий ва умумбашарий қадриятлар асосида мустақил ва мантиқий фикрлайдиган, эзгу фазилатлар эгаси бўлган инсонлар этиб вояга етказамиз”⁶⁸.

Зеро, ҳеч бир халқ, ўзлигини англамасдан, миллий маданияти, миллий қадриятларини асраб-авайламасдан туриб бошқа халқларнинг қадриятларига хурмат-иззат билан қарай олмайди. Мустақил Ўзбекистоннинг куч-қудрати халқимизнинг умуминсоний қадриятларга содиқдигидадир. Халқимиз адолат, тенглик, инсонпарварликнинг нозик куртакларини асрлар оша авайлаб-асраб келажак авлодга этказиб келмоқда. Ўзбекистонни янгилашнинг олий мақсади ана шу анъаналарни қайта тиклаш, уларга янги мазмун бағишлаш, заминимизда тинчлик, фаровонлик, маданият, виждон эркинлиги ва ҳар бир кишини камол топтиришга эришиши учун зарур шарт-шароит яратишдир. Ёшларнинг умуминсоний ва миллий қадриятларни ўрганиши ва уни эъзозлашга ўргатиш келажакда қадриятларимизнинг қадрланиши, қандай ҳолатда бўлишини белгилайди.

⁶⁷ Каримов.И.А., Она юртимиз бахту иқболи ва буюк кележаги йўлида хизмат қилиш – энг олий саодатдир. Т.: “Ўзбекистон” 2015 314-б

⁶⁸ <https://president.uz/uz/lists/view/4057>. Ўзбекистон Республикаси Президенти Шавкат Мирзиёевнинг Олий Мажлисга Мурожаатномаси 29.12.2020

Ҳозирги энг муҳим, долзарб вазифамиз “... жамиятимиз аъзоларини, авваламбор, вояга етиб келаётган ёш авлодни камол топтириш, уларнинг қалбида миллий ғоя, миллий мафкура, ўз Ватанига меҳр-садоқат туйғусини уйғотиш, ўзлигини англаш, миллий ва умумбашарий қадриятлар руҳида тарбиялашдан иборатдир”⁶⁹. Бугунги кун ёшлари келгусида маънавий баркамол билимли мутахассис, ўз халқининг жонкуяри бўлиши, миллий қадриятларимизни чуқур билишида намоён бўлиши лозим.

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GLABALASHUV JARAYONLARI VA YOSHLAR MA’NAVIY KAMOLOTIDA TARBIYA MASALALARI

SH.G‘.Umirzaqova, ADCHTI, Ingliz tili
nazariy aspektlari kafedراسи o‘qituvchisi

Annotatsiya: Maqolada yoshlar ma’naviy kamolotiga doir O‘zbekistonning strategik maqsadi va bugungi kunda mamlakatimizda amalga oshirilayotgan islohatlar, glaballashuv jarayonlari milliy va umuminsoniy qadriyatlar xususida fikrlar aytib o‘tilgan.

Kalit so‘zlar: ma’naviyat, qadriyat, falsafa, glaballashuv, yoshlar

Mustaqil O‘zbekistonning strategik maqsadi – bozor iqtisodiyotiga asoslangan huquqiy-demokratik davlat va fuqarolik jamiyatini qurishdan iboratdir. Buning uchun har bir O‘zbekiston fuqarosi, avvalo, shaxsiy faollik, bilimdonlik, Vatanga mehr-muhabbat, insonparvarlik kabi olijanob fazilatlar sohibi bo‘lishi lozimki, bu jarayon xalqimiz ma’naviy va ma’rifiy merosi, qadriyatlaridan unumli va samarali foydalanishni taqozo etadi.

Har qanday ma’naviyat, eng avvalo, jamiyatda erishilgan muayyan bilimlar, tajribalarga hamda o‘tmish avlodlardan bizgacha yetib kelgan ma’naviy merosga tayanadi. Ijtimoiy taraqqiyotning turli davrlarida ma’naviyat sohasida erishilgan bilimlar va tajribalar undan keyingi avlod uchun tarixiy tajriba, xotira bo‘lib xizmat qiladi. Bu tarixiy vorislik atalib, taraqqiyotning turli bosqichlaridagi uzluksizlik va

⁶⁹ Каримов.И.А. Хушёрликка даъват Т.: “Ўзбекистон” 1999 16-б

uzviylikni ta'minlaydi, ma'naviyatning ichki rivojlanish qonuni bo'lib yuzaga chiqadi⁷⁰.

Bugungi kunda mamlakatimiz xayotining barcha sohalarida ijobiy ma'nodagi keskin o'zgarishlar amalga oshirilib kelinmoqda. Dunyo miqyosidagi yangilanish va o'zgarishlar qolaversa globallashuv jarayoni barchamizni yanada tezkor va izchil qarorlar qabul qilishga undamoqda.

Globallashuv davri deb qaralayotgan bugungi kunda milliy va umumbashariy qadriyatlar insoniyat hayotida xar qachongidan ham muhim ahamiyat kasb etmoqda. Zero globallashuv sharoitida g'arazli niyatlarini amalga oshirishga intilayotgan ommaviy madaniyatni targ'ib qilish orqali faoliyatga intilayotgan qora kuchlar mavjudki, ular ijtimoiy ongi shakllanib ulgurmagan, hayotiy tajribalari yetarli bo'lmagan yosh avlodga ta'sir etishga xarakat qiladilar. Shunday ekan xar bir inson xar doimo oilada, ta'lim muassalarida ma'naviy-ma'rifiy ishlar samaradorligini oshirish yoshlar bilan ishlash tamoyillarini rivojlantirish dolzarb vazifalar sarasiga kiradi.

Yoshlar ma'naviyiv kamoloti jarayonida ularda mafkuraviy immunitet xosil qilish muxim ahamiyat kasb etadi, moxiyatan immunitet so'zi hozirda keng qo'llanilayotgan tushunchadir. Aslida immunitet so'zi biologik tushuncha sifatida o'simlik yoki tirik organizmning tashqi ta'sirlarga chidamlilik va yashovchanlik ma'nolarini anglatadi. Tarbiyaviy immunitet shaxsning ma'lum ijtimoiy muhit ta'siri, olgan ta'lim va tarbiyasi natijasida unda shakllantirilgan tushuncha, fikr va g'oyalar tizimi ostida faoliyat ko'rsatishida ularning ustivor ahamiyat kasb etishi hamda shaxsning xarakter xususiyatiga aylanganligini ifodalovchi ilmiy pedagogik tushuncha deb qarash fikrimizni oydinlashtiradi. Ana shu tarbiyaviy immunitet shaxsning jamiyatdagi muayyan maqsadlar va ustivor tamoyillar asosida shakllangan dunyoqarashi tizimi bo'lishi maqsadga muvofiq bo'ladi. Insonda shakllangan estetik his-tuyg'u va kechinmalar, qarashlar hamda e'tiqod o'ziga xos xarakterni tarkib toptiradi. Bunday mafkura asosida tarbiyalangan shaxs har qanday holatlarda o'zligini yo'qotmaydi va o'zini boshqara oladi.

Bugungi kunda glaballashuv davri va unda kechayotgan jarayonlardan biri sifatida turli axborot vositalarini ta'sirdir. Xususan, internet undagi ijtimoiy tarmoqlar ulardagi turli xil ma'lumotlar suratlar, slaydlar, audiolar va videolar ijtimoiy hayotimiz va extiyojimizda o'z ifodasini topmoqda. Lekin shu bulan birga yashirin salbiy ta'sirlar kishi ongiga ta'sirini o'tkazmay qolmaydi. Bu jarayonlarni to'liq chegaralash imkoniyati yo'q. Ko'rinib turibdiki, yoshlarni salbiy ta'sirlar qurshovidan faqat biz ilgari surayotgan va hozirda o'z isbotini topgan ma'naviy tarbiya masalasiga urg'u berish, insondagi mafkuraviy immuniteti asosi sifatidagi jihatlarni tadqiq qilishdir.

Bugungi kunda yosh avlod tarbiyasi jarayoni qanchalik maqsadga muvofiq pedagogik jihatdan to'g'ri, sermahsul bo'lishi uni mahorat bilan tashkil etilishi va uyushtirilishiga bog'liqdir. Yosh avlodni aldamchi, buzg'unchi, begona ta'sirlardan saqlash, ularda hayotga yengil-yelpi munosabatda bo'lishlariga yo'l qo'ymaslik,

⁷⁰ Umarov.E., Abdullaev.M. Ma'naviyat asoslari. – T.: Sharq nashriyot matbaa aksiyadorlik kompaniyasi Bosh taxririya, 2005. - 34 b.

voqelikka ko'r-ko'rona munosabatda bo'lishlarini oldini olish orqali ularda ezgu o'y, fikrlarni shakllantirish, ijtimoiy faol shaxs xususiyatlarini tarkib toptirish orqali yoshlar ma'naviy saviyasini yuksaltirish imkoniyatlari kengayadi. Yosh avlod shaxsida tarbiyaviy immunitet hosil bo'lishiga erishuv orqali har qanday tashqi ta'sir muammolari o'z yechimini topadi. Bugungi kunda diyorimizda mamlakatimiz taraqqiyoti omili bo'lgan yosh avlod ta'lim-tarbiyasi ustivor yo'nalish sifatida davlat siyosati darajasiga olib chiqilishi va o'tkazilayotgan islohotlar o'z hosilini bermoqda. O'z xalqi, yurt ravnaqi va mustaqil davlatimiz barqarorligi hamda ertasiga ishonch hissi O'zbekistonning taraqqiyot yo'lidan to'g'ri borayotganligi ifodasidir. Zero prezidentimish ta'kidlab o'tganlaridek "Eng katta boylik aql-zakovat va ilm, eng katta meros-bu yaxshi tarbiya, eng katta qashshoqlik bu bilimsizlikdir!"⁷¹

Ayni damda yoshlar hayotidagi muammolarni bartaraf etishga, ularning tafakkurini yanada yuksaltirishga qaratilgan barcha xatti - harakatlar, qabul qilinayotgan dastur va qarorlar ertangi kunimiz manzarasini aniq tasavvur qilishga imkoniyat yaratadi. Shuningdek, dunyodagi rivojlangan mamlakatlar bilan olib borilayotgan hamkorlik, yangi texnologiyalar asosida yaratilgan zamonaviy jihozlar, investitsiyalar mamlakatimiz yoshlarini intellektual madaniyati yuqori bo'lgan, malakali mutaxassislar va etuk kadrlar etib tarbiyalashni taqozo etadi.

Shu ma'noda bugungi kunda davlatimiz tomonidan yoshlarga katta e'tibor qaratilib, bu borada yurtimizda ta'lim-tarbiya, kasb-hunar o'rgatish va ilmiy ishlar sohalarida, ayniqsa, kadrlar tayyorlash milliy dasturini amalda tadbqiq etish borasida oliy va o'rta-mahsus, kasb-hunar ta'limi muassasalari moddiy-texnik bazasini mustaxkamlash yuzasidan olib borilayotgan amaliy ishlar, ushbu ta'lim muassasalarida faoliyag ko'rsatayotgan pedagog-kadrlarning innovasion g'oyalar va zamonaviy pedagogik texnologiyalar asosida tashkil etilmoqda.

Insonni va jamiyatni ma'naviy-ahlokiy jihatdan yangilab borish barcha davrlarda real sharoit va extiyojlardan kelib chiqib amalga oshirilgan.

Ma'naviyat bugungi kunda butun insoniyatni muhim muammosiga aylanib ulgurdi. Bugungi globallashuv davrida inson ongi va qalbi uchun kurash ketayotgan bir paytda dunyo mafkuraviy va geosiyosiy maydonlarida gohida oshkora, gohida zimdan borayotgan mafkuraviy kurash avjiga chiqmoqda.

Zero glaballashuv davri jarayonlarida yoshlar ma'naviy tarbiya masalalari asosi kelajagimiz bo'lgan yosh avlod tarbiyasiga bog'liq va bu mamlakat taraqqiyoti omillari sirasiga kiradi. Shunday ekan biz yoshlarni jamiyat va tabiatdagi go'zallikni his ettirish ularda mafkuraviy immunitetti ko'nikmalarini yanada tarkib toptirish orqali ularda glaballashuvning salbiy ta'sirlaridan ma'naviy muxofaza qila olish imkoniyatini shakllantirib boramiz.

⁷¹ Sh.Mirziyoyev Yangi O'zbekiston strategiyasi. Toshkent. O'zbekiston nashriyoti. 2021-y 24-b

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LINGUISTIC INTERFERENCE IN THE PROCESS OF LEARNING ENGLISH BY UZBEK SPEAKING STUDENTS

Maftuna Avalboyeva, doctoral student
Uzbekistan State World Languages University

In today's era of globalization, learning foreign languages, especially English, is becoming increasingly important. English serves as the primary means of international communication in science, technology, economics, and education, making it a crucial skill for every learner. However, Uzbek-speaking students face various challenges in learning English. The main cause of these difficulties is linguistic interference, which occurs when the characteristics of the native language influence the process of acquiring a second language. Linguistic interference can lead to various problems in grammar, phonetics, and lexicon. This article explores the influence of the Uzbek language on English and discusses ways to minimize this interference.

The term "interference" has a common linguistic root in multiple languages: *interference* in English, *Interferenz* in German, *interférence* in French, and *интерференция* in Russian and Uzbek. The word originates from the Latin *inter-* (between, within) and *ferens* (carrying, transferring) and refers to negative influence, unintended transfer, obstacle, or hindrance (where prior knowledge, skills, or habits lead to undesirable outcomes).

E. M. Akhunzyanov emphasizes that interference is the process in which the structure or elements of one language change under the influence of another language. Importantly, this phenomenon affects not only the native language but

also the target language. In other words, interference occurs in two directions: the native language influences the second language, and vice versa, the second language can also impact the native language.

According to V. M. Mokiyenko, teachers should consider students' native language during lesson preparation. Consciously applying knowledge of the native language is an essential factor in combating interference and effectively utilizing cases of positive transfer.

Since Uzbek and English belong to completely different language families, their phonetic, grammatical, and lexical systems differ significantly. In Uzbek, word stress typically falls on the final syllable, whereas in English, stress placement varies across different syllables. This difference leads students to mispronounce words by applying incorrect stress. For example, the word *present* requires different pronunciations depending on whether it is an adjective or a verb, but since Uzbek lacks such pronunciation rules, students are more likely to make mistakes.

Additionally, the presence of sounds in English that do not exist in Uzbek is a key factor contributing to phonetic interference. For instance, the /θ/ sound in *think* and the /ð/ sound in *this* do not exist in Uzbek and are often substituted with /s/ or /z/, leading to mispronunciations. Moreover, due to differences in softness and hardness of sounds between the two languages, words like *she* and *see* in English may also be mispronounced.

From a grammatical perspective, Uzbek and English belong to completely different systems, increasing the likelihood of grammatical errors. Uzbek is an agglutinative language, where meaning is conveyed through suffixes. In contrast, English follows a fusional system, where verb tenses, word order, and auxiliary verbs play a crucial role.

Uzbek students often struggle with verb tenses in English and may construct grammatically incorrect sentences such as *he go to school* instead of *he goes to school*. This issue stems from the influence of their native language, where distinctions between present and past tense are not as explicitly marked as in English.

Another challenge is the absence of articles in Uzbek, which leads to difficulties in correctly using *the* and *a* in English. Since this concept does not exist in Uzbek, students often omit articles or use them incorrectly. Additionally, the flexible word order in Uzbek contrasts with the rigid word order in English, leading to errors like *She to the market goes* instead of *She goes to the market*.

Lexical interference also plays a crucial role in language learning. Students frequently attempt to translate Uzbek words and expressions directly into English, resulting in incorrect phrases such as *make a photo* instead of *take a photo* or *big city* instead of *large town*. These errors occur because lexical characteristics of the native language are transferred to the target language.

Another issue is the use of plural forms in English. In Uzbek, plurality is explicitly indicated by a suffix, whereas in English, pluralization follows a more complex system, including irregular plural forms. As a result, students may mistakenly use *childs* instead of *children* or *foots* instead of *feet*.

Moreover, differences in verb tense formation and modality between English and Uzbek cause errors like *I can to do it* instead of *I can do it*.

Although interference is a natural phenomenon in second language learning, it can be reduced through effective teaching strategies. Language instruction should include enhanced phonetic exercises, specialized pronunciation lessons, and extensive use of audiovisual resources. A systematic comparison of Uzbek and English grammar can also help improve students' comprehension.

It is crucial not to rely solely on rote memorization of grammatical rules but to teach them through contextual explanations. To minimize interference, teachers should move away from translation-based methods and emphasize a communicative approach instead. Engaging with bilingual texts, practicing translation activities, and increasing exposure to English multimedia content can help create a natural language environment for learners.

Linguistic interference is a natural aspect of learning English for Uzbek-speaking students, but reducing its effects can significantly enhance learning efficiency. A thorough understanding of how Uzbek grammar and phonetics

influence English learning should be incorporated into teaching methodologies. By developing specialized textbooks and resources tailored to Uzbek learners, it is possible to provide a more effective and adaptive learning process, ultimately enabling students to speak English fluently and accurately.

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OG'ZAKI VA YOZMA DISKURS HAQIDA MULOHAZALAR

Matnazarova Xayriniso

UrDU Xorijiy filologiya fakulteti

Roman-german filologiyasi kafedrasi doktoranti

0000-0003-3573-4074

xayrinisomatnazarova@gmail.com

Annotatsiya. Ushbu maqolada diskurs tilshunosligidagi og`zaki va yozma diskurs haqida ma`lumot berilgan. Xususan, diskursning kundalik va rasmiy muloqotdagi ayrim ko`rinishlari o`rganilgan. Og`zaki va yozma muloqotda diskurs suhbatning tushunarli yetib borishida asosiy rol o`ynaydi.

Annotation. *This article provides information about spoken and written discourse in discourse linguistics. In particular, some forms of discourse in everyday and official communication have been studied. In spoken and written communication, discourse plays a key role in the intelligibility of the conversation.*

Аннотация. *В данной статье представлена информация о устном дискурсе и письменный в лингвистике дискурса. В частности, изучены некоторые формы дискурса в повседневном и официальном общении. В устном и письменном общении дискурс играет ключевую роль в разборчивости разговора.*

Kalit soʻzlar: *diskurs, uslub, ogʻzaki diskurs, dialogik diskurs, tenor, domen;*

Key words: *discourse, style, spoken discourse, dialogical discourse, tenor, domain;*

Ключевые слова: *дискурс, стиль, устная речь, , тенор, предметная область;*

Diskurs tildan foydalanishning muayyan kontekstlariga murojaat qilish uchun ishlatilishi mumkin va shu ma'noda u janr yoki matn turi kabi tushunchalarga o'xshash bo'ladi. Masalan, biz siyosiy nutqni siyosiy kontekstda ishlatiladigan til turi deb kontseptuallashtirishimiz mumkin, yoki media nutqi ommaviy axborot vositalarida ishlatiladigan til. Bundan tashqari, ba'zi yozuvchilar diskursni atrof-muhit haqidagi diskurs yoki mustamlakachilik diskursi kabi muayyan mavzular bilan bog'liq deb hisoblashgan. Bunday nomlar bilan nomlash ba'zan mavzuga nisbatan o'ziga xos munosabatni bildiradi masalan, ekologik diskurs shug'ullanadigan odamlar odatda resurslarni isrof qilishdan ko'ra atrof-muhitni muhofaza qilish bilan tashvishlanishlari kutiladi. Shu bilan bog'liq holda, Fuko ... diskursni ko'proq mafkuraviy ravishda ular gapiradigan obyektlarni tizimli ravishda shakllantiradigan amaliyotlar sifatida belgilaydi ...⁷²

Ijtimoiy fanlar bo'yicha diskurs haqidagi bilimlarni ko'rib chiqadigan bo'lsak, diskurs, asosan, shaxslarning og'zaki hisobotlarini tasvirlash uchun ishlatiladi.

⁷²P.Baker and S. Ellece. Key terms in discourse analysis 2013).

Xususan, diskurs til va nutqqa qiziquvchilar tomonidan tahlil qilinadi va odamlar o'z nutqi bilan nima qilayotganini ifodalaydilar. Bu yondashuv ishlatilgan tilni o'rganadi. Dunyoning tomonlarini tasvirlash uchun va sotsiologik nuqtai nazardan foydalanadiganlar tomonidan qabul qilinadi ..."⁷³ Diskurs - bu ikki yoki undan ortiq kishilarning faol ishtirokini talab qiladigan qo'shma faoliyat va shuning uchun u ikki yoki undan ortiq odamlarning hayoti va bilimiga va muloqot holatiga bog'liq. Gerbert Klark o'zining diskursiv tadqiqotlarida umumiy asos tushunchasini muvaffaqiyatli muloqotda sodir bo'ladigan turli kelishuvlarni hisobga olish usuli sifatida qo'llagan.

"Diskurs-bu muloqot jo'natuvchi va oluvchi o'rtasidagi xabar yetkazishgina emas, diskurs og'zaki nutqda o'ziga xos ma'no kasb etadi. Aslida, xabar jo'natuvchi va qabul qiluvchi - bu muloqotda nima sodir bo'layotganini ba'zida murakkab vaziyatlarga olib keladi.⁷⁴ Muloqot sodir bo'lgan vaziyatga qarab, maxsus izohlar yoki qaysidir mavzuga doir atamalar bilan muloqotning ikkala ishtirokchisi ham boxabar bo'lsagina, ularning suhbat tushunarli bo'lishi mumkin.. Masalan, ikkita kasb odamlarining muloqoti, o'qituvchi va hunarmandning har birining o'zining muloqotida diskursdan foydalansa, bu faqat ularni o'zlari uchun tushunarli va qulay bo'ladi. Ammo aynan bir xil kasb egalarining suhbat uzoqroq va ular bir-birini boshqa kasb egalariga nisbatan ancha oson tushuna olishadi.

Og'zaki diskurs- bu keng ko'lamli hodisa bo'lib, odamlarning kundalik turmush tarzida turli xil so'zlarni taqsimlashning qattiq statistik shartlari bilan kutish mumkin emas. Agar tasodifiy bir nechta turli xil nutq so'zlashadi va har bir kun yoki haftaning har birida ishtirok etayotganini hisobga oladigan bo'lsak, faqat tasodifiy bir xil chastota tartibida taxmin qilish mumkin, bu oddiy suhbat deyarli aniq ko'pchilik uchun eng tez-tez uchraydi.

Og'zaki diskursning barcha turlarini oldindan aytib berish oson ish emas, chunki bir kishi hatto bir kun ichida turli xil diskurslarni uchratadi. Suhbatlar

⁷³ <https://www.thoughtco.com/discourse-language-term-1690464>

⁷⁴ Van Dijk, Teun Adrianus. Handbook of Discourse Analysis. Academic, 1985

ularning sozlamalarida va tuzilish darajasida farqlanadi. Diskursning ayrim turlari quyidagicha:

- Telefon qo'ng'iroqlari (Biznes va xususiy)
- Sinf (sinflar, ma'ruzalar, darsliklar, seminarlar)
- intervyular (ish joylari, jurnalistikada, rasmiy sharoitda)
- Xizmat uchrashuvlari (mehmonxonalar, kassalar, do'kon va hokazo)
- Aqidalar (ibodatlar, va'z va to'y)
- Amaliyotdagi til (suhbat: ta'mirlash, pishirish, namoyish qilish, montaj qilish va boshqalar)
- Monologlar (begonalar, qarindoshlar, do'stlar)
 - odamlarni tashkil qilish va boshqarishni (ish, uy, ko'chada)

Funktsional jihatdan matndan farqli o'laroq, og'zaki va yozma diskurs turli muhitlarda farqlanadi. Ritm, intonatsiya, ohang, urg'u kabi og'zaki nutqning xususiyatlari yozma nutqda yo'q. Yozma diskursda intonatsiya, urg'u va ohang tinish belgilar orqali ifodalanadi, hamda so'zdagi stilistik bo'yoqlik ma'nosi ham yordam beradi. Og'zaki nutqda imo-ishoralar va yuz ifodalari kabi so'zdan tashqari ekstra-lingvistik birliklar ham bo'lishi mumkin, chunki nutq odatda yuzma-yuz vaziyatda qo'llaniladi. Bu xususiyatlar yozma nutq bilan osongina ko'chirilmaydi. Yozma nutqda nutqning yetishmasligi bilan bog'liq bir qancha xususiyatlar mavjud. Biz punktuatsiya, xat boshlash va xatlarni kapitallashtirishi mumkin. Yozma nutqda intonatsiya muayyan darajada tinish belgisi bilan yetkazilishi mumkin, ammo to'liq emas. " Katta ko'cha bo'ylab siz uchun ko'ylakni sotib olaman" degan jumlaning intonatsiyasi aksiya yoki obyekt yoki shaxs yoki joy eng muhim fikr ekanligiga qarab farqlanadi. Shunday qilib, intonatsiyadagi farqlar bilan ifodalangan turli ma'nolar jumlaning tuzilishini o'zgartirmasdan yozma nutqda yetkazish qiyin bo'ladi.

Og'zaki diskurs insonlarning nutqi, tana harakati va visual ifoda vositalarining majmui sifatida mavjud, chunki bu yuzma-yuz vaziyatda sodir bo'ladi. Aytilgan fikr so'zlashuvda keyingi kelgan ishtirokchilarga umumiy ma'lumot kabi ko'plab dalillar tufayli tushunarsiz bo'lib turadi; qo'shimcha ma'lumot sifatida "tana tili" (masalan,

imo-ishoralar, yuz ifodalari) bilan o'tkaziladi; zudlik bilan va mo'ljallangan jismoniy muhit (masalan, odamlarga yoki obyektlarga ishora qilish orqali) ko'rsatilishi mumkin; va tinglovchidan mo'ljallangan xabarni aniq qilib yozish uchun foydadan xoli. Bu kabi so'zlar nutqda tez-tez ishlatiladi, bu tushunarsizlikka olib keladi. Diskur maydoni, tenori va uslubining murakkabligi sabab ularning suhbat jarayonidagi ustunligini aniqlash ma'lum ma'noda ko'pchilik tadqiqotlarda asossiz deb topilgan. Hazil va pandnasihatlar tenor bilan bir qatorda uslub ham birdek muhim hisoblanadi. Iltijo qilish va harbiy buyruq berishda uslub asosiy o'rin egallaydi. Chunki bu ikkisida suhbatning og'zaki yoki yozma bo'lishiga qarab keyin tenor va maydon aniqlanadi.⁷⁵

Xulosa qilib, shuni aytishimiz mumkinki, Og'zaki nutqda odamlarning ikkilanmasligi, nutqning ravonligi milliy madaniy xususiyatlardan boxabar ekanligini bildiradi. Og'zaki muloqotda ko'pincha to'liq bo'lmagan jumlar, sodda iboralar ko'p uchraydi. Yozma nutqda tabiiyki, bunday hodisalarga duch kelinmaydi, natijada u ancha ravonroq ko'rinadi. Diskurs bu nimani gapirayotganimizni emas, yetkazishimiz zarur bo'lgan ma'lumotni qanday qilib, yetkazishimizni o'rganadi. Bunda albatta suhbatning og'zaki yoki yozma, norasmiy yoki rasmiy, diskurs maydoni va tenori muhim ahamiyat kasb etadi.

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JAHON ADABIYOTINING ENG DURDONA ASARLARI

Qahharova Dilafrō‘z Abdug‘afforovna

O‘zDJTU Jahon adabiyoti kafedrasi o‘qituvchisi

Adabiyotning muhim durdonalari ko‘plab til va madaniyatlarda yaratilgan, ularning har biri o‘z davrining siyosiy, ijtimoiy va madaniy muhitini aks ettiradi. Shu sababli jahon adabiyotining sara asarlari insoniyatning turli tarixiy davrlarida yaratilgan, har bir millatning madaniyati, falsafasi, va hissiyoti bilan bog‘liq bo‘lgan ulkan merosdir. Jahon adabiyotining durdona asarlari – bu o‘z davrining eng yuqori san‘ati sifatida baholangan, yuksak ma‘naviyat va zamonaviylikni o‘zida mujassamlashtirgan asarlardir. Bu asarlar insoniyatning barcha millatlariga tegishli bo‘lib, ularda yuksak ma‘naviyat, axloqiy qadriyatlar va insoniyatning mavjudligi haqida chuqur mulohazalar bor. Jahon adabiyotining durdonalari orasida turli janrlarda yaratilgan asarlar mavjud.

Ulardan ba‘zilari quyidagilardir:

“Iliada” va “Odisseya” yunon adabiyotining eng qadimgi va eng nufuzli asarlari bo‘lib, ular antik davr haqidagi tasavvur va ma‘lumotlarni shakllantirishda muhim rol o‘ynagan. “Iliada” va “Odisseya” epik janrda yozilganligi, qahramonlik, muhabbat, sadoqat va xiyonat kabi universal mavzularni yoritganligi bilan ahamiyatli. Bu asarlar faqat adabiy qiymatga ega emas, balki ular qadimgi Yunon madaniyatining ruhini aks ettiradi. “Iliada” va “Odisseya” yunon adabiyotining eng katta yodgorliklaridan hisoblanadi. Bu asarlar faqatgina adabiyotda emas, balki falsafada, san‘atda, musiqa va teatrdam ham chuqur iz qoldirgan. “Iliada” urushning salbiy tomonlarini ko‘rsatib, yuksak axloqiy qadriyatlarni targ‘ib qilsa, “Odisseya” inson va oilaning mustahkamligi, sabr-toqat va muhabbatni ulug‘laydi.

Shakspirning dramalari, xususan “Hamlet”, “Makbet”, “Romeo va Juliyeta” va “Qirol Lir” dunyo adabiyotining eng buyuk namunalaridan sanaladi. Uning asarlari insoniyatning eng chuqur hissiyotlarini – muhabbat, adolat, quvonch, azob-uqubatlar va ehtiroslarni aks ettiradi. Shakspirning psixologik ruhda yozish mahorati, uslubining go‘zalligi va dramatik kuchi uni adabiyot tarixining eng muhim

shaxslaridan biriga aylantirgan. Shekspirning asarlari zamonadan zamonga o'tgan bo'lsa-da, ularning ahamiyati o'zgarmasdir. Ushbu dramalar insoniyatning universal mavzulari — sevgi, qarorlar, o'lim, va ijtimoiy adolatni o'rganishga yordam beradi.

Dante Aligerining “Ilohiy komedia” asari italyan adabiyotining eng yirik epik asariga aylangan. Bu asar o'zining ijtimoiy va diniy xabarlar bilan birga, inson ruhining qiyinchiliklar va shodliklar orqali o'z yo'lini topishini tasvirlaydi. Dante jahon adabiyotida olamni uchta – jahannam, a'rof va jannatga bo'lib ularni har birini alohida tasvirlaydi. Dante o'z davrida ilohiy mavzuda asar yozgan birinchi yozuvchilardan biri bo'lgan. Asar, Dante Aligerining fikriga ko'ra, “komediya” janriga mansub bo'lib, bu yerdagi “komediya” so'zi ayni paytda kulgili va o'ziga xos asar bo'lishni anglatadi, lekin u umumiy jihatdan boshidan oxirigacha qiyinchiliklarni yengib o'tgan baxtli yakunni ifodalaydi. Bu asar, Dante Aligerining ruhiy sayohatini, xususan, uning jannat, do'zax va a'rofga bo'lgan safarini tasvirlaydi.

Lev Tolstoyning “Urush va tinchlik” asari rus adabiyotining eng yirik klassikalaridan biridir. Bu asar nafaqat Napoleon urushining tarixiy voqealarini yoritadi, balki insonning ichki dunyosini, izlanishini ham chuqur tahlil qiladi. Tolstoyning psixologik realizmi, kishilarning daxlsizligi va o'zaro aloqalarini o'rganishi uni dunyo adabiyotining ustun yozuvchilaridan biriga aylantirgan. Roman urushni nafaqat jismoniy janglar, balki inson ruhiy dunyosining sinovlari sifatida ko'rsatadi. Urushning kutilgan va asl yuzasi o'rtasidagi farqni ko'rsatish orqali Tolstoy urushning shafqatsizligini, yovuzligini va insoniyatga qilgan ta'sirini ifodalaydi. Urushda qatnashayotgan askarlar, ularning orzu va umidlari, janglarda ko'rgan dahshatlari, o'limga yaqinlashishlari bularning barchasi romanning markaziy hissiyotlari hisoblanadi.

Frans Kafkaning “Evrilish” va “Jarayon” asarlari XX asr adabiyotining eng yirik durdonalaridan biridir. Bu asar odamning ichki izolyatsiyasi, o'zini anglash va jamiyat bilan aloqaning murakkabliklarini tasvirlaydi. Kafka, insonning mavjudlik bilan yuzma-yuz kelishi va unga qarshi kurashi haqida chuqur fikr yuritadi. **“Evrilish” va “Jarayon”** asari Kafkaning ijtimoiy va falsafiy fikrlarining

jamlangan bir namunasi sifatida o‘zining zamonida katta ahamiyat kasb etgan. Asar, insoniyatning tarixiy rivojlanishidagi tabiiy jarayonlarni va insonlarning ichki kurashlarini o‘rganishga qaratilgan. Kafkaning dunyoqarashi va uning rivojlanish haqidagi g‘oyalari, bugungi kunda ham muhim bo‘lib, ijtimoiy va falsafiy masalalarni o‘rganishda katta qiziqish uyg‘otadi.

Alisher Navoiyning “Xamsa” dostoni forsiy va turkiy adabiyotda xamsachilik an‘anasi asosida yozilgan eng sara doston hisoblanadi. “Xamsa” nafaqat bir nechta romantik va tarixiy hikoyalar, balki har bir doston orqali insoniyatning ma‘naviy, axloqiy va ijtimoiy qadriyatlarini tushuntiruvchi, ilm va madaniyatni ulug‘lovchi asar sifatida qaraladi. “Xamsa” – Navoiyning eng katta asari bo‘lib, u beshta dostondan iborat:

“Hayrat ul-abror”

“Farhod va Shirin”

“Layli va Majnun”

“Sab‘ayi Sayyor”

“Saddi Iskandariy”

“Xamsa” asari Alisher Navoiy tomonidan yaratilgan eng yirik adabiy merosdir. Bu asar nafaqat adabiy jihatdan, balki falsafiy, ma‘naviy va axloqiy nuqtai nazardan ham juda muhimdir. “Xamsa”dagi dostonlar o‘zining chuqur mazmuni va insoniyatning eng oliy qadriyatlarini tasvirlaganligi bilan jahon adabiyotida o‘zining o‘rni va ta‘sirini saqlab qoladi.

“Boburnoma” – Boburning eng mashhur va eng muhim asari bo‘lib, u o‘zining hayoti, qo‘mondonlik faoliyati va Hindistondagi hukmronligi haqida yozilgan avtobiografik asardir. “Boburnoma”da shaxsiy tajribalar, tarixiy voqealar va kutilmagan holatlar haqida batafsil ma‘lumot berilgan. Bu asar nafaqat tarixiy, balki badiiy ahamiyatga ham ega. **“Boburnoma”** nafaqat Boburning shaxsiy hayotini, balki **XVI asr siyosati, geografiyasi, madaniyati va adabiyoti** haqida muhim ma‘lumotlar beradi. U o‘zining san‘ati va falsafasi bilan yuksak qadrlangan asar bo‘lib, nafaqat tarixiy voqealarni, balki insoniyatning ma‘naviy yuksalishini

ifodalaydi. “Boburnoma” o‘zining adabiy va tarixiy ahamiyati bilan adabiyotshunoslar va tarixchilar uchun katta qadriyatga ega.

Jahon adabiyotining durdonalari – bu faqat o‘z davrining emas, balki butun insoniyat tarixining boy madaniy merosining bir qismi hisoblanadi. Ular inson hayotining turli jabhalarini, inson ruhi va jamiyatning muammolarini aks ettiradi. Bu asarlarni o‘rganish orqali nafaqat o‘sha davrning muhitini, balki o‘zimizni va dunyo bilan munosabatimizni tushunishimiz mumkin. Jahon adabiyotining durdonalari, asosan, o‘z zamonalarining ijtimoiy va madaniy sharoitlarini aks ettiribgina qolmay, balki ular insoniyat uchun universal ahamiyatga ega bo‘lgan qadriyatlarni, masalalarni va insoniy tajribalarni yoritadi. Bu asarlar adabiy san’atning eng yuqori cho‘qqilaridan biri bo‘lib, hozirgi va kelajak avlodlar uchun ham o‘z qiymatini saqlab qolmoqda.

TA'LIM SOHASIDA MARKETING STRATEGIYALARI: RAQOBAT MUHITIDA BARQARORLIK VA RIVOJLANISH

Buriev Uralbek Xurram o‘g‘li

Oreintal universiteti

Ta'lim menejmenti yo‘nalishi magistranti

e-mail: boriyevuralbek@gmail.com

Annotatsiya: Mazkur maqolada zamonaviy ta’lim sohasida marketing strategiyalarining ahamiyati va ularning ta’lim muassasalarining raqobatbardoshligini oshirishga ta’siri tahlil qilingan. Ta’lim marketingining asosiy yo‘nalishlari, O‘zbekiston Respublikasida mavjud qonunchilik asoslari hamda xalqaro tajriba misollari keltirilgan. Shuningdek, maqolada zamonaviy texnologiyalar va innovatsion yondashuvlar orqali ta’lim tizimini rivojlantirish imkoniyatlari muhokama qilingan.

Kalit so‘zlar: ta’lim marketingi, raqobatbardoshlik, innovatsiya, brend, raqamli marketing, ta’lim tizimi, qonunchilik, xalqaro tajriba.

Kirish Bugungi globallashtirilgan dunyoda ta’lim sohasi ham kuchli raqobat muhitida rivojlanmoqda. Ilgari ta’lim muassasalari asosan davlat tomonidan moliyalashtirilgan bo‘lib, talabalarni jalb etish uchun marketing strategiyalariga unchalik ehtiyoj sezilmagan. Hozir esa xususiy va davlat ta’lim muassasalari o‘rtasida talabalar uchun raqobat keskinlashgan. Shu sababli, har bir oliy o‘quv yurti

yoki maktab o'z brendini shakllantirish, talabalarni jalb qilish va barqaror rivojlanishini ta'minlash uchun samarali marketing strategiyalarini ishlab chiqishi zarur⁷⁶.

Ta'lim muassasalarining muvaffaqiyati ko'p jihatdan ularning brend obro'siga bog'liq. Brend – bu nafaqat muassasaning nomi, balki uning qadriyatlari, sifati va jamiyatdagi obro'sidir. Samarali marketing strategiyalari orqali ta'lim muassasalari o'z brendlarini mustahkamlash va talabalar orasida mashhurlikka erishish imkoniyatiga ega bo'ladilar. Masalan, xalqaro reytinglarda yuqori o'rinlarni egallash, taniqli professorlarni jalb qilish va zamonaviy infratuzilma yaratish brend imidjini mustahkamlashga xizmat qiladi.

O'zbekiston Respublikasi Prezidenti tomonidan 2019-yil 8-oktabrda qabul qilingan "Ta'lim sifati va raqobatbardoshligini oshirish bo'yicha chora-tadbirlar to'g'risida"gi qarorga muvofiq, oliy ta'lim muassasalari jahon reytinglariga kirishlari uchun maxsus dasturlar ishlab chiqilishi belgilangan. Shuningdek, 2021-yilda qabul qilingan "Ta'limni rivojlantirish milliy dasturi"da ta'lim muassasalarining marketing strategiyalarini kuchaytirish, ularning xalqaro hamkorligini rivojlantirish va xususiy sektor bilan hamkorlik qilish muhim vazifalardan biri sifatida belgilangan.

Bugungi kunda marketing faqatgina reklama yoki brend yaratish bilan cheklanib qolmay, balki ta'lim sifatini oshirishga ham xizmat qiladi. Talabalar va jamiyat ehtiyojlarini o'rganish orqali ta'lim dasturlarini yangilash, dars berish usullarini takomillashtirish va innovatsion texnologiyalarni joriy etish mumkin.

Samarali marketing yondashuvlari quyidagilarni o'z ichiga oladi:

1. Ta'lim sohasida marketing tushunchasi va uning ahamiyati Marketing ta'lim sohasida muhim strategik vosita sifatida namoyon bo'lib, ta'lim muassasasining brendini shakllantirish, talabalarni jalb qilish va tashkilotning barqaror rivojlanishini ta'minlash uchun xizmat qiladi⁷⁷. Ta'lim xizmatlari marketingining asosiy maqsadi potensial talabalarni jalb qilish va mavjud talabalarining qoniqishini oshirishdir. Shu bilan birga, marketing strategiyalari nafaqat reklama faoliyatiga, balki o'quv dasturlarining takomillashtirilishi, ta'lim sifatining oshirilishi va innovatsion yondashuvlarning joriy etilishiga ham asoslanadi⁷⁸.

2. Ta'lim marketingining asosiy yo'nalishlari Ta'lim sohasida samarali marketing strategiyalarini shakllantirish uchun quyidagi yo'nalishlarga e'tibor qaratish lozim:

⁷⁶ Kotler, P. (2016). "Marketing Management". Pearson Education.

⁷⁷ UNESCO (2021). "Global Education Monitoring Report".

⁷⁸ Anderson, C. (2020). "The Impact of Digital Marketing in Higher Education".

- **Brend yaratish va rivojlantirish:** Ta'lim muassasasi o'z brendini shakllantirish orqali nafaqat ichki auditoriyaga, balki xalqaro miqyosda ham tanilish imkoniyatiga ega bo'ladi.
- **Raqamli marketing:** Raqamli texnologiyalar rivoji ta'lim muassasalariga internet va ijtimoiy tarmoqlar orqali keng auditoriyaga yetib borish imkonini beradi.
- **Sifatli ta'lim xizmatlari va innovatsiyalar:** Sifatli ta'lim dasturlari va innovatsion o'quv yondashuvlari orqali talabalar qiziqishini oshirish mumkin.
- **Hamkorlik va xalqaro aloqalar:** Xorijiy oliy ta'lim muassasalari bilan hamkorlik qilish va talabalar uchun almashinuv dasturlarini joriy etish muhim ahamiyat kasb etadi.

3. O'zbekiston Respublikasida ta'lim marketingi va qonunchilik asoslari

O'zbekistonda ta'lim tizimini rivojlantirish va modernizatsiya qilish bo'yicha bir qator qonunchilik hujjatlari qabul qilingan. Xususan, "Ta'lim to'g'risida"gi Qonun va "Oliy ta'lim tizimini rivojlantirish strategiyasi" marketing yondashuvlarini takomillashtirish uchun asosiy huquqiy bazani tashkil etadi⁷⁹. Davlat tomonidan ta'lim xizmatlarini diversifikatsiya qilish va xususiy ta'lim muassasalarining raqobatbardoshligini oshirishga qaratilgan islohotlar olib borilmoqda.

4. Dunyo tajribasi va O'zbekistonga tatbiq etish imkoniyatlari Dunyo miqyosida yetakchi universitetlar va ta'lim muassasalari muvaffaqiyatli marketing strategiyalaridan foydalanadi. Masalan, AQSh va Buyuk Britaniya oliy ta'lim muassasalari brending, xalqaro talabalarni jalb qilish va innovatsion dasturlarni targ'ib qilish orqali raqobatbardoshligini saqlab kelmoqda⁸⁰. O'zbekistonda ham xalqaro tajribadan foydalanish orqali ta'lim marketingini yanada rivojlantirish mumkin.

O'zbekiston Respublikasi Vazirlar Mahkamasi tomonidan 2022-yil 5-martda qabul qilingan "Oliy ta'lim muassasalarida zamonaviy marketing strategiyalarini joriy etish to'g'risida"gi qarorga muvofiq, ta'lim muassasalari brend strategiyalarini ishlab chiqish, innovatsion marketing vositalaridan foydalanish va xalqaro hamkorlikni kengaytirish majburiyatini olgan. Ushbu qaror doirasida ko'plab universitetlar o'z marketing faoliyatini modernizatsiya qilishga harakat qilmoqda⁸¹.

Ta'lim sohasida marketing strategiyalarini to'g'ri yo'lga qo'yish nafaqat muassasalar barqarorligini ta'minlash, balki ta'lim sifatini oshirish va xalqaro miqyosda raqobatbardoshlikni mustahkamlash imkonini beradi. Shu boisdan, davlat va xususiy ta'lim muassasalari samarali marketing strategiyalarini ishlab chiqishi va

⁷⁹ O'zbekiston Respublikasi Prezidenti farmoni: "Oliy ta'lim tizimini rivojlantirish strategiyasi".

⁸⁰ Kotler, P. (2016). "Marketing Management". Pearson Education.

⁸¹ O'zbekiston Respublikasi Innovatsion rivojlanish vazirligi statistik ma'lumotlari.

joriy etishi zarur. Buning uchun zamonaviy texnologiyalar, innovatsion yondashuvlar va xalqaro tajribadan foydalanish muhim ahamiyatga ega.

Yangi talabalarni jalb qilish har qanday ta'lim muassasasi uchun muhim vazifalardan biridir. Zamonaviy marketing yondashuvlari yoshlarni ta'lim jarayoniga qiziqtirishga yordam beradi. Shu bilan birga, bitiruvchilarning kelajakdagi karyerasiga ta'sir etuvchi omillar – xalqaro almashinuv dasturlari, zamonaviy laboratoriyalar va innovatsion ta'lim yondashuvlari – katta rol o'ynaydi. Ta'lim muassasalari o'z xizmatlarini talabalar va ularning ota-onalariga moslashtirishi orqali muvaffaqiyat qozonishi mumkin.

Xulosa. Ta'lim muassasalari o'z daromad manbalarini kengaytirish va barqaror moliyaviy o'sishni ta'minlash uchun samarali marketing strategiyalariga muhtoj. Ayniqsa, xususiy universitetlar uchun bu dolzarb masaladir. Sponsorlarga, xayriya jamg'armalariga va korporativ hamkorlikka asoslangan marketing yondashuvlari moliyaviy mustahkamlikni oshirishga yordam beradi. O'zbekiston Respublikasi Prezidentining 2020-yil 12-martdagi "Ta'lim muassasalarining moliyaviy mustahkamligini ta'minlash bo'yicha chora-tadbirlar to'g'risida"gi farmonida ta'lim muassasalarining barqaror moliyaviy rivojlanishi uchun xususiy sektor bilan hamkorlik qilish va xorijiy grantlarni jalb etish muhim vazifa sifatida belgilangan⁸².

Marketing strategiyalari ta'lim muassasalarining rivojlanishida hal qiluvchi rol o'ynaydi. To'g'ri yondashuv nafaqat talabalarni jalb qilish, balki ta'lim sifatini oshirish, moliyaviy barqarorlikni ta'minlash va muassasaning xalqaro maydonda raqobatbardoshligini oshirishga xizmat qiladi. Shu sababli, ta'lim muassasalari zamonaviy marketing usullaridan foydalanib, o'z mavqeini mustahkamlashga intilishi lozim. Hukumat tomonidan qabul qilingan qarorlar va qonunlar ta'lim muassasalarining raqobatbardoshligini oshirishga qaratilgan bo'lib, ularning samarali marketing yondashuvlarini joriy etishiga turtki bermoqda.

Bugungi kunda internet va ijtimoiy tarmoqlar orqali marketing strategiyalarini amalga oshirish samarali usullardan biri hisoblanadi. Universitetlar va maktablar o'z veb-saytlari, ijtimoiy media platformalari, bloglar va elektron pochta orqali targ'ibot ishlarini olib borish orqali keng auditoriyani qamrab olishi mumkin.

Ta'lim muassasalari o'z xizmatlarini targ'ib qilish uchun kontent marketing strategiyalaridan foydalanadi. Blog postlar, ilmiy maqolalar, video darslar, vebinarlar va boshqa ta'lim materiallari orqali muassasa o'z obro'sini oshirishga erishishi mumkin.

Yirik universitetlar va ta'lim muassasalari o'z rivojlanishini ta'minlash uchun turli kompaniyalar, xalqaro universitetlar va hukumat tashkilotlari bilan hamkorlik

⁸² O'zbekiston Respublikasi "Ta'lim to'g'risida"gi Qonuni.

qiladi. Bunday hamkorlik dasturlari talabalar uchun qo‘shimcha imkoniyatlar yaratadi va ta’lim sifati yaxshilanishiga xizmat qiladi.

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INGLIZ VA O‘ZBEK TILLARIDA “TAOM” SEMANTIKASIGA EGA LEKSIK BIRLIKLAR PRAGMATIKASI

**Mamajonov Shavkatillo Xabibullayevich
Andijon davlat chet tillari instituti**

Ingliz tili o‘qitishning integrallashgan kursi kafedrası o‘qituvchisi

***Аннотация.** Maqola “taom” semantikasiga ega leksik birliklarning pragmatikasini o‘rganishga bag‘ishlangan bo‘lib, bu leksik birliklarning, ya’ni so‘zlar va atamalarning, kontekstdagi ma’nolari, ularning ishlatilishi va ijtimoiy aloqalardagi roli bilan bog‘liq tadqiqotdir. Bunda pragmatika leksik birliklarning faqatgina grammatik va semantik xususiyatlarini emas, balki ularning ijtimoiy, madaniy va kontekstual jihatlarini ham aniqlangan.*

***Калит сўзлар:** semantika, leksik birliklar, pragmatika, kontekstual jihatlar, polisemant so‘z.*

***Аннотация.** Статья посвящена изучению прагматики лексических единиц с семантикой «еда», которая представляет собой исследование, связанное со значением лексических единиц, то есть слов и терминов, в контексте, их употреблением, их ролью в социальные отношения. В этом случае прагматика определяет не только грамматические и семантические особенности лексических единиц, но и их социальные, культурные и контекстуальные аспекты.*

***Ключевые слова:** семантика, лексические единицы, прагматика, контекстуальные аспекты, многозначное слово.*

***Annotation.** The article is devoted to the study of the pragmatics of lexical units with the semantics “food”, which is a study related to the meaning of lexical*

units, that is, words and terms, in context, their use, and their role in social relations. In this case, pragmatics determines not only the grammatical and semantic features of lexical units, but also their social, cultural and contextual aspects.

Key words: semantics, lexical units, pragmatics, contextual aspects, polysemantic word

Umuman olganda leksik birliklar, xususan “taom” semantikali leksik birliklar paradigmatic ma’nosi sintagmatik planda, ularni qurshab turgan soʻzlar bilan yuz beradigan aloqalari orqali yuzaga keladi. Masalan, oʻzbek tiliga xitoy tilidan oʻzlashgan “lagʻmon” leksemasi “choʻziq xamir”ni anglatadi. U xamirni choʻzib yoki uzun ingichka kesib tayyorlanadigan, yuziga qayla solib yeyladigan ovqatdir. Lagʻmon leksemasi *qulogʻiga lagʻmon ilmoq* turgʻun birikmali tarkibidagi quloq somatizmi va ilmoq feʻli bilan birikib pragmatik maʼno kasb etadi. Yaʼni “kimnidir yolgʻon-yashiriq gaplar, vaʼdalar bilan laqillatmoq, avramoq” yoki “kimdadir notoʻgʻri tasavvur tugʻdirmoq, chalgʻitmoq” maʼnolarini kasb etadi. Qiyoslang: *U qulogʻimga lagʻmon ilib ketdi = U meni aldash ketdi.*

Koʻrada pishirilgan goʻsht maʼnosidagi fors tilidan oʻzlashgan kabob leksemasi goʻshtni sixga tortib, koʻraga terib, choʻgʻ damida pishiriladigan, shuningdek tandirda yoki qozonda ham tayyorlanadigan taomni anglatadi. Lekin kabob boʻlmoq koʻmakchi feʻli bilan qoʻshilib, issiqdan “kuyib – yonmoq, qiynalmoq” maʼnosiga ega boʻladi. Shuningdek, kabob boʻlmoq bagʻri, yuragi, dili, jigari, koʻksi ot leksemalari bilan birikib “qattiq kuyunmoq, ruhiy azob tortmoq” maʼnolarini anglatib keladi: *Isitma ichida kabob boʻlib, halloslab yotgan Qulmuhammad oshnasiga baqrayib qarab qoldi. Dili kabob boʻlgan Polvon bu yigit voqeasini toʻlaroq bilmoqchi edi.*

Kabob leksemasi six (kabob sixi, choʻpi) ham bogʻlovchisi va kuymasin (boʻlishsiz buyruq maylidagi feʻl) bilan birikkan holda “*Hech kimga, hech qaysi tomonga zarar boʻlmasin, ish ikki tomon uchun beozor bitsin*” maʼnosini anglatib keladi. Masalan : – *Bilasizmi, nima? – rais ularni kelishtirmoqchi boʻldi, – keling, six ham kuymasin, kabob ham deganlaridek ikkalasiga besh baho qoʻya qolamiz, maylimi?*

Tirikchilik uchun zarur oziq-ovqat maʼnoli **osh-qatiq** leksemasi boʻlmoq koʻmakchi feʻli bilan birikib “*biror shaxs bilan bordi-keldi qilmoq, yaqin munosabatda boʻlmoq*” maʼnosini ifoda etadi: *Qulogʻingizda boʻlsinki, mana shu Turgʻunboyevning bir boshligʻi bor, zinhor u bilan osh-qatiq boʻla koʻrmang.*

Osh leksemasi fors tilidan oʻzlashgan boʻlib, u umuman ovqat, palov, pishirilgan issiq ovqat maʼnolarini anglatadi. U buyruq maylidagi boʻlsin feʻli bilan birikib, *yegan-ichganing totisin, singsin, yoqsin* kabi maʼnolarni ifoda etadi. Masalan: *Zarra birovning haqi oʻzgaga osh boʻlmasay, oxiri sharmandalik, kimki hazar qilmasa.* Osh leksemasi *qilmoq* feʻli bilan birikib, *hazm qilmoq, singdirmoq* yoki *birovning molini, pulini oʻzlashtirib yubormoq* maʼnosini anglatib keladi.

Ogʻiz somatizmi, osh ot va oldirmoq feʻl leksemalari qovushuvi asosida shakllangan frazeologik birlik “*qoʻldan chiqarmoq, boy bermoq*” maʼnolariga ega boʻladi. Ushbu leksema maqol tarkibida ham shu maʼnoda kelishi mumkin : Aqlsiz

og‘zidagini oldirar. *Yormat uni (Yo‘lchini) odamlar oldida bo‘sh-bayovlikda aybladi : – Bu nima, og‘izdagi oshni oldirish? – dedi.*

Ingliz pazandachiligida muhim o‘rin olgan taomlardan biri pie bo‘lib, u idish yoki tovaga xamir, go‘sht yoki mevalarni qavatlab joylashtirgan yoki xamir ichiga solingan, hamda tayyorlanadigan taomdir. Ushbu polisemant so‘zi easy va as leksemalari bilan birikkanda “oson, mashaqqatsiz ravishda” pragmatik ma’noga ega bo‘ladi. *We can get your million dollars, easy as pie.* Shuni ta’kidlash lozimki, Britaniya dialektlarida **mag** va **pie** (birikuvi **magpie**) “makkor kishi” ma’nosini yuzaga keltiradi. Shunisi qiziqki, qadimda **magpie** hozirda arxaik semantikaga aylangan “laqma, mahmadona” ma’noga ham ega bo‘lgan.

Ingliz tilining amerikanacha variantida **bread** va **water** taomlari **and** orqali birikib, “qotgan non va suvga qolmoq” ma’nosini kasb etadi. Uning tagzaminida “*nochor, kambag‘al, qashshoq*” pragmatik ma’nosi yotadi. Bundan tashqari, **bread and water** фраземаси “Amerika qamoqxonalarda mahbuslarga beriladigan taom” semasiga ham ega ekanligini kuzatdik: *Wilbar knew that if he got in trouble again it would be at least a year on bread and water.* O‘zbek madaniyatida nochor, qashshoq holatga tushgan odamlarga nisbatan “*kuning qattiq nonga qoldimi? yoki kuning non-choyga qoldimi*” birliklari qo‘llaniladi.

Amerika lingvomadaniyatida **cheese** (pishloq) ot leksemasi **someone** va **off** leksik birliklar bilan qovushgan holda (**to cheese someone off**) sleng maqomiga o‘tgan va u “*kimnidir g‘azabini qo‘zg‘atmoq*” pragmatik ma’noga ega bo‘lgan. Masalan: *You sure knew how to cheese Laurel off. To be cheesed off, to get cheesed off, to get someone cheesed off* majhul nisbatda kelgan fe‘l birikmalarda ham yuqoridagi ma’no kuzatiladi. *Clare was really cheesed off at the water.*

Taom semantikali **to chew** fe‘li aslida “ovqatni og‘zida tishlar yordamida chaynamoq” ma’nosini ifodalaydi. Lekin mazkur fe‘l turli leksik tarkibli birikmalar tarkibida kelgan hollarda qator pragmatik ma’nolarni ifodalashi kuzatildi:

Chew on someone or something – kimdir birovni, biror narsani tishlamoq: **The dog was chewing on my shoe.**

Chew one’s own tabacco – o‘z ishini qilmoq: **I’m just sitting here chewing my own tabacco, not bettering any body.**

Chew one’s end – chuqquroq o‘yga tolmoq: **He’s chewing his cud about what to do next.**

Chew someone out (eat someone out) – kimnidir so‘kmoq: **The boss is always chewing out somebody.**

Chew something over – biron narsani muhokama qilmoq (chaynamoq): **We can chew it over at lunch.**

Inglizlar taomnomasining tarkibiy va muhim qismini tashkillovchi **fish** (baliq) polisemant leksemasi muayyan kontekstlarda *dollar, qamoqxonadagi xonadosh va balldagi quchoqlashib tushiladigan raqs* kabilarni ifodalab keladi. **I got over a thousand fishes a piece in black pay; He arrived in sing prison as a new fish...**

Fish leksemasi o‘zaro sinonim bo‘lgan **other fish to try, bigger fish to try** frazeomalar tarkibida “boshqa muhimroq qiziqishlari, ishlari bo‘lmoq” ma’nolarini

yuzaga keltiradi. **I couldn't attend the meeting, I had bigger fish to try; Sue won't come, she has other fish to try.**

Fish (ot) va fe'lining sifatdosh shakli bloodeddan tarkib topgan odatiy leksema sovuqqon kishilarga nisbatan qo'llanilganligiga guvoh bo'ldik. **Fish dance** (baliq raqsi) ulkan ko'l hududlarida hindular tomonidan oyoq va qo'llarini ishlatib o'ynaladigan raqsni ifodalaydi. Shuningdek, **fish eater** (so'zma-so'z tarjimasi *baliq yeyuvchi*) oti baliq tanovul qilishda foydalaniladigan *pichoq, sanchiq* ma'nosini ifodalab kelayotganligini ilg'ab olish oson emasligini ta'kidlash lozim.

Ingliz xalqi lingvomadaniyatida **egg** (tuxum) yeguligining ham o'rni katta ekanligini uning ishtirokida yasalgan so'z, birikma va frazemalarning ko'pligi dalillaydi: *lightly boiled egg, hard – boiled egg, raw eggs, to whish eggs, to beat eggs, ham and eggs* va boshqalar. Tahlillar quyidagi hollarda egg metaforik tarzda qo'llanib, turli pragmatik ma'nolarni ifoda etishni ko'rsatdi. Masalan, *to egg someone on* fe'l frazemali "kimnidir nomaqbul va aqlsiz ishlarni qilishda davom ettishga chorlamoq" ma'nosini ifodalasa, (*The two boys kept throwing stones because the other children were egging them on*), *to have an egg on one's face* "noqulay holatda bo'lmoq" ma'nosini, *as full as an egg* "liq to'la, tiqilinch" ma'nosini ifodalab keladi.

Yana bir taom **porridge** bo'lib, uning bosh ma'nosi "so'lidan tayyorlangan bo'tqa"dir. Quyidagi birikmalarda metaforik sifatida qo'llangan porridge turli pragmatik ma'nolar ifodalovchisi vazifasini bajaradi: **to keep one's breath to cool one's porridge** – *jim turmoq, maslahat berishdan tiyilmoq*; **not to earn salt to one's porridge** (so'zma-so'z tarjimasi *bo'tqasiga ketadigan tuz uchun pul topmaslik, bo'limsiz, epsiz bo'lmoq*): *his is not able to earn salt for his porridge*.

O'nlab semalarni o'z tarkibiga jo qilgan **milk** ot leksemasi taomning to'g'ridan to'g'ri nominatsiyasi uchun xizmat qiladi. Masalan, *milker, milk and water, milk and wine, milk bar, milk brother, milken, milkily, milkness, milking, milkless* va boshqalar. Milk (sut) leksemasi quyidagi konstruksiyalar tarkibida xos ma'nolarni ifoda etganligiga guvoh bo'ldik: **the milk of human kindness** – *yon-atrofdagilarga ko'rsatiladigan tabiiy xushmuomalalik, mehr*"; *Mary is completely hard and selfish – she doesn't have the milk of human kindness in her*, **milk someone for something** – "kimnidir axborot yoki pul berishga majburlamoq": *The thief milked me for \$ 20*; **milksop** "sutga botirilgan non", "latta, xotinchalish kishi".

Taomlar o'zbek va ingliz lingvomadaniyati va konseptosferasining ajralmas va muhim tartibi sifatida ularning assotsiativ belgilarini ifodalash barobarida ular imkonlarning ularning o'rab turgan olam va uning bo'laklariga nisbatan bo'lgan interpretatsiyasi, kerak bo'lsa, subyektiv munosabatlarini ifodalashga xizmat qiladilar. Bunday munosabatlar har ikki millatda umumiylik va milliy o'ziga xoslik tomonlari bilan xarakterlanadi va ular tilda implitsit va eksplitsit tarzda obyektivlashadi.

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ИСЛОҲОТЛАРНИНГ ЯНГИ БОСҚИЧИДА ХОТИН-ҚИЗЛАРНИНГ ИЧКИ ИШЛАР ОРГАНЛАРИДАГИ МУНОСИБ ФАОЛЛИГИНИ ОШИРИШДА ЯНГИЧА ЁНДАШУВ ВА РИВОЖЛАНТИРИШ ИСТИҚБОЛЛАРИ

Д.М.Реджабова
ИИВ академияси тадқиқотчиси

Наманган давлат педагогика институти мустақил изланувчиси
Понсотова Фируза Уктамовна

Аннотация

Ушбу мақолада ислоҳотларнинг янги босқичида хотин-қизларнинг ички ишлар органларидаги муносиб фаоллигини оширишда янгича ёндашув ва ривожлантириш истиқболлари ҳақида сўз боради. Хотин-қизларнинг сиёсий, ижтимоий ва иқтисодий жараёнлардаги фаоллиги жамиятнинг барқарор ривожланиши учун муҳим омилдир. Мақолада гендер тенглигини таъминлаш, таълим, медиа воситалари ва сиёсий иштирокнинг аҳамияти таҳлил қилинади. Мақолада олинган тадқиқотлар ва халқаро тажрибалар асосида хотин-қизлар фаоллигини ошириш бўйича тавсиялар берилади.

Калит сўзлар: Жамият, сиёсат, хотин-қизлар, фаоллик, гендер, медиа восита, тадқиқот, халқаро тажриба.

Аннотация

В данной статье исследуется проблема расширения прав и возможностей женщин в обществе. Активность женщин в политических, социальных и экономических процессах является важным фактором устойчивого развития общества. В статье анализируется важность гендерного равенства, образования, средств массовой информации и политического участия. В статье даны рекомендации по повышению активности женщин на основе исследований и международного опыта.

Ключевые слова: Общество, политика, женщины, активизм, гендер, СМИ, исследования, международный опыт.

Abstract

This article explores the issue of women's empowerment in society. Women's activity in political, social and economic processes is an important factor for the sustainable development of society. The article analyzes the importance of gender equality, education, media and political participation.

Key words: Society, politics, women, activism, gender, media, research, international experience.

Ўзбекистондаги сиёсий, ижтимоий ва иқтисодий ислохотлар контекстида муҳим аҳамиятга эга бўлган мавзудир. Ҳозирги кунда давлат ва жамиятда аёлларнинг фаоллигини ошириш, уларнинг ҳуқуқларини ҳимоя қилиш ва имкониятларини кенгайтиришга йўналтирилган тадбирлар кенгаймоқда. Янги босқичда хотин-қизларнинг давлат ташкилотларидаги иштироки ва ривожланиши давлат ва жамият тараққиётида мураккаб ва ижобий ўзгаришлар кутмоқда. Бунинг учун давлат тизимидаги барча соҳаларда аёлларнинг фаоллигини оширишга қаратилган стратегиялар амалга оширилмоқда. Ўзбекистонда давлат ва жамиятда хотин-қизларнинг

фаоллигини ошириш бўйича бир қатор ислохотлар амалга оширилмоқда. Бу ислохотлар аёлларнинг сиёсий, иқтисодий, ижтимоий ва маънавий ҳаётдаги иштирокига қаратилган. Сиёсий ва ижтимоий ривожланишда аёлларнинг ролини ошириш муҳим аҳамиятга эга. Улар жамиятдаги ижтимоий муаммоларни ҳал қилишда, ижтимоий адолатни таъминлашда ва аҳолининг турмуш даражасини яхшилашда фаол иштирок этишмоқда. Технология ва инновациялар соҳасида хотин-қизларнинг иштироки ўта муҳим. Ўзбекистонда аёлларнинг инновацион ва технологик ривожланишда фаол иштирокини таъминлашга қаратилган чора-тадбирлар ишлаб чиқилмоқда. Ўзбекистонда ислохотларнинг янги босқичида хотин-қизларнинг давлат ташкилотларидаги фаоллиги ва ривожланиш истиқболлари қулай шарт-шароитларнинг яратилишига, гендер тенглигини таъминлашга, аёлларнинг сиёсий, иқтисодий ва ижтимоий ҳаётдаги иштирокига катта ёрдам беради. Бундан ташқари, давлат ва хусусий секторнинг ҳамкорлиги, маънавий ва ахлоқий тарбияни кучайтириш ва технологик ривожланишга йўналтирилган тадбирлар аёлларнинг ривожланиши учун муҳим аҳамиятга эга.

Сир эмаски, аҳолининг сиёсий фаоллиги ижтимоий-психологик хусусиятлар, айниқса, фуқароларнинг онги, маданияти ва жамиятдаги мавқеига, оилавий аҳволига, яшаш ҳудудларига ва бошқа омилларга кўра ҳам шаклланади. Мисол учун, кичикроқ бўлган аҳоли пунктлари аҳолисининг сиёсий фаоллиги, катта шаҳарларда, мегаполисларда истиқомат қиладиган аҳолиникидан бир мунча фарқ қилиши мумкин. Шунингек, ўқимишли, зиёли, оилавий шароити яхши оилаларда истиқомат қиладиган хотин-қизларда сиёсий фаоллик бир мунча юқори бўлиши табиий.

Ёш омили ҳам сиёсий фаолликни ўзида кенг акс эттирувчи муҳим омил бўлиб, одатда ёшларда сиёсий фаол бўлишга интилиш ёши катталарга қараганда анча юқори бўлади. Бу ёшларда сиёсатга нисбатан қизиқиш улар руҳиятидаги қайноқ давр билан ифодаланганлигида деб айтиш мумкин. Сиёсий фаолликка давлатнинг сиёсий тизими ҳам жуда катта таъсир кўрсатувчи омил ҳисобланади.

Агар давлатда хотин-қизларнинг сиёсий фаоллиги таъминланган, бунинг учун барча зарурий шарт-шароитлар ва имкониятлар яратилган бўлса, бундай давлатда хотин-қизларнинг сиёсий фаоллиги юқори бўлади. Бунга мисол тариқасида, бугунги кунда ривожланган демократик мамлакатларни мисол келтириш мумкин. Аммо, анъанавий қарашлар устун бўлиб келаётган ривожланаётган давлатларда бундай жараёнлар эндигина илдиз отиб келаётганлигини кўришимиз мумкин. Ушбу давлатлар парламенти ва бошқа давлат бошқарув органларида хотин-қизларнинг ўрни ва роли ўзига хос тарзда юксалиб бораётганлигини кўришимиз мумкин.

Хотин-қизлар сиёсий фаоллигига таъсир кўрсатадиган омиллардан яна бири мамлакатда ўрнатилган сиёсий тартиботдир. Сиёсий тартиботнинг табиати ва хусусияти ҳам хотин-қизларнинг сиёсий ижтимоийлашуви ва фаоллигига таъсир кўрсатувчи омиллардан ҳисобланади. Мисол учун, тоталитаризм шароитида нафақат хотин-қизларнинг балки, аҳолининг ҳам сиёсатдан бутунлай четлаштирилишини кўришимиз мумкин. Сиёсий қарорларнинг қабул қилиниши жараёнлари бир шахснинг, ёки гуруҳнинг кўлида бўлиб, ҳокимиятнинг ўта марказлашуви кузатилади. Бунда халқнинг сиёсий бегоналашуви рўй бериши аҳолининг барча қатламларининг сиёсатдан бебаҳра бўлишига олиб келади ҳамда “хўжакўрсинга” уларнинг иштироки кўрсатилади.

Авторитар жамиятда эса аҳолининг маълум бир қисми давлат бошқаруви органлари фаолиятида, сиёсий тадбирларда, сиёсий қарорлардан қабул қилинишидан хабардор бўлиш ишларига чекланган миқдорда жалб қилинади. Бунинг ўзига хос хусусиятлари шундаки, авторитар жамият тоталитар жамиятга нисбатан барча соҳаларни босқичма-босқич тарзда эркинлаштириб боради. Шунинг учун ҳам бундай жамиятда хотин-қизлар сиёсий ҳуқуқларининг илк кўринишлари пайдо бўлади. Авторитар жамиятдан фарқли равишда демократик тартибот шароитида аҳолининг сиёсий қарорлар қабул қилинишида ва сиёсий жараёнларда иштироки сиёсий тизимнинг энг асосий атрибутларидан ҳисобланиши билан бар қаторда, аҳолининг,

шунингдек, хотин-қизлар қатламининг сиёсий фаоллиги демократия тараққиёти билан шартланган бўлади.

Демократик жамиятда фуқароларнинг сиёсий фаоллиги, ижтимоийлашуви ниҳоятда юқори бўлиб, турли кўринишларда намоён бўлади. Сиёсий институтлар доирасидаги фаолиятда, хотин-қизларнинг сиёсий фаоллиги маълум бир тадбирлардан, шунингдек, хотин-қизлар қаноти кабилардан бошланиб, то сиёсатчи аёл даражасига эришиш, партия етакчиси, парламент депутати ёки парламентда етакчи ўринларни эгаллаш ва ҳаттоки, давлат бошлиғи даражасига кўтарилиб бориши тўғрисидаги қарашлар бугунги кун демократик тизим шароити билан ҳамоҳанг тарзда ўз исботини топмоқда.

Демократик жамият тизимида сиёсий партияларнинг, хусусан, кўппартиявийликнинг мавжуд бўлиши биринчи навбатда хотин-қизларга сиёсий мақсадларни тушуниш, ўз манфаатларини англаб етиш ва сиёсий баҳолаш имконини берадиган бўлса, иккинчидан, эркинликнинг ушбу табиий мевалари туфайли хотин-қизларда сиёсий рақобат ва ижтимоийлашув жараёнлари кучайиб боради.

Шунингдек, хотин-қизлар фаоллигига таъсир кўрсатадиган ва мамлакатимизда кучли фуқаролик жамияти барпо этиш ва модернизациялаш жараёнларининг муҳим йўналишларидан бўлган оммавий ахборот воситалари ҳам алоҳида аҳамият касб этиб бормоқда. Чунки, айнан оммавий ахборот воситалари хотин-қизлар сиёсий ижтимоийлашувининг энг муҳим ҳуқуқий ва сиёсий тарғиботчиси саналади. Шу билан бир қаторда, айнан оммавий ахборот воситаларида хотин-қизлар фаоллиги, уларнинг турли мавзулар борасида савиялари ошишига хизмат қилиши лозим. Ахборот олиш ва у билан таъминланганлик ҳам хотин-қизлар ижтимоий-сиёсий фаоллигининг кафолатларидан биридир.

Бугунги кун фуқаролик жамияти институтлари ичида алоҳида мақомга эга бўлган ташкилотлар бу жамоат ва нодавлат нотижорат ташкилотларидир. Ушбу институтлар доирасида хотин-қизлар мамлакатдаги кўплаб ижтимоий муаммоларни ўрганиш, уларни бартараф этиш, ушбу муаммоларнинг олдини

олиш борасидаги турли тадбирларда, оммавий фаолиятда иштирок этадилар ёки бевосита ижросини амалга оширадилар. Шу нуқтаи-назардан ҳам жамоат ташкилотларининг энг муҳим вазифасиларидан бири – бу хотин-қизларнинг ижтимоий фаоллигини кучайтириш бўлмоғи мақсадга мувофиқдир.

Хотин-қизларнинг ижтимоий-сиёсий фаоллиги ошишида муҳим бўлган институтлардан бири, фуқароларнинг ўзини-ўзи бошқариш органлари бўлиб, маҳаллалар бугунги кунда хотин-қизларнинг сиёсий, ижтимоий ва иқтисодий фаоллигини оширувчи энг катта институтлардан бири бўлиб қолмоқда. Мисол учун маҳалла, аввало, хотин-қизларнинг бир-бирлари билан мулоқотини, фикр алмашишини, маълум бир мавзулар бўйича таклиф-мулоҳазаларини илгари суришлари ва энг асосийси ўзлари яшайдиган ҳудудларнинг ижтимоий муаммоларини бартараф этиш юзасидан аниқ тадбирларни амалга ошириш майдони бўлиб қолмоқда.

Хотин-қизлар ижтимоий фаоллигини оширишнинг яна бир шакли таълим тизими бўлиб, айнан таълим тизимида фаолият кўрсатиш ёки таълим олишнинг ўзи ҳам улар фаоллигининг энг асосий қувват манбаи бўлишини таъкидлаш лозим. Чунки, таълим тарбиянинг ва маълумотлиликнинг ижтимоий ҳаётни тартибга солиши, ривожлантириш ва фаолликни ошириш борасидаги функциялари ниҳоятда муҳим ва бу ҳақда олдинги параграфларда ҳам сўз юритган эдик.

Ижтимоий ҳаётдаги фаолликни ошириш ҳаётда кўплаб муаммоларга дуч келиш ва уларни енгиб ўтиш билан шартланган ҳаёт тарзи шаклида ҳам амалга ошади. Буни шундай изоҳлаш лозимки, ҳаётнинг ўзи турли муаммолари ва масалалари билан аёлларнинг ҳаётга мослашиши, уларнинг ушбу муаммоларни ҳал қилиш йўлида турли тўсиқларни енгиб ўтиши орқали фаоллиги ва тадбиркорлиги ҳам ортиб бораверади. Ҳаётнинг турли синовларини енгиб ўтиш хотин-қизларда турли кўникмаларнинг, ҳаётий билимларнинг вужудга келишига сабаб бўлади. Шундан келиб чиқиб таъкидлаш лозимки, ҳаётнинг ўзи инсонни тарбиялайдиган энг катта ижтимоий институт ҳисобланади.

Хотин-қизларнинг ижтимоий фаоллигини оширишнинг энг катта омилларидан бири сифатида уларнинг ижтимоий-иқтисодий таъминланганлиги ташкил қилади. Ижтимоий-иқтисодий таъминланганлик бу **биринчи галда**, хотин-қизларнинг турмуш ва маиший муамоларини енгиллаштириш билан бир қаторда, уларда сиёсий ва ижтимоий соҳада етарлича фаоллик кўрсата олишнинг қўшимча имкониятларини яратиб беради. Бу ҳолатни турлича изоҳлаш мумкин. Ижтимоий таъминланганлик, бу аввало, хотин-қизларнинг оилавий томондан тинчлиги таъминланганлиги, оила бюджетининг барқарорлиги, эрининг ёки болаларининг аёлни ҳар томонлама қўллаб-қувватлашида намоён бўлади.

Иккинчидан, маълумки, фаоллик ёки ижтимоийлашув учун хотин-қизларнинг молиявий қўллаб-қувватланиши муҳим аҳамиятга эга бўлиб, бу ҳолат ҳам хотин-қизларнинг карьераси юксалишида, ўз сиёсий қарашларини, ёки партия доирасидаги фаолиятини кўрсата олишда ўта зарур омил бўлиб хизмат қилади.

Ижтимоий фаолликка ижобий таъсир кўрсатадиган яна муҳим омил – бу хотин-қизлар хулқ-атвори ва руҳиятида эркинлик ва тараққиёт сари интилишнинг ривожлантириш бўлиб, бу ҳолат аввало, хотин-қизларнинг шахсий хавфсизлиги таъминланганлигида, бунга ўзларининг тўлиқ ишонишларида, уларнинг сиёсий ҳуқуқ ва эркинликлари дахлсиз бўлганлиги ва ҳоказоларда намоён бўлади. Хотин-қизлар учун қанчалик ижтимоий-иқтисодий имкониятлар яратилмасин улар онгини юксалтирмасдан, руҳиятини соғломлаштирмасдан, уларнинг дунёқарашини бойитмасдан туриб, кўзланган мақсадларга эришиб бўлмайди.

Азалий жиҳатдан шаклланган менталитетнинг баъзи бир салбий жиҳатлари, яъни молпарастлик, яхши кийиниш ва тақинчоқлари билан мақтанишни хуш кўриши ва баъзан кўриниши билан обрў-эътибор орттириши каби иллатларни фақат ва фақат тарбия билан бартараф этиш мумкин бўлади. Яна бир жиҳат, улар руҳиятида эркинликни ривожлантириш ҳам зарурки, уларнинг кўрқоқлигини, тортинчоқлигини, ўз ҳаққини талаб қила

олмаслиги каби салбий жиҳатларни улар руҳиятидан чиқариб ташлаш зарур. Шунингдек, шахс сифатида дахлсиз, ўз ўрни ва мавқеига, сўзига “мен”ига эга эканлигини англатиш, бунга эришиш учун эса тарбия ва психологияни соғломлаштириш асосий омиллардан эканлигини эътироф этиш жоиз бўлади.

Замонавий ахборот технологиялари ва билимларни эгаллаш ҳам ижтимоий фаолликка ижобий таъсир кўрсатадиган омиллардан бўлиб, бугунги замон шиддатли тараққиётдан ортда қолмаслик, замон билан ҳамоҳанг ривожланиш албатта замонавий ахборот технологиялари билан қуролланиш лозимлигини бизнинг олдимизга талаб сифатида қўяди. Замонавий билимларни чуқур эгаллаш эса уларга аввало, ўзлигини англашга имкон берса, иккинчидан, эркаклардан кам эмаслигини, ўзларига нисбатан ишончни юзага келтиради.

Маълумки, бугунги кунда замонавий технологиянинг кириб бормаган соҳаси қолмаганлиги, бу ҳолат бугунги давр тараққиётининг ажралмас қисмига айланиб улгурганлиги, ушбу технологияларни чуқур ўзлаштириш эса нафақат бир шахс, шунингдек, бутун жамият ва давлат тараққиётига хизмат қилиши ҳеч кимга сир эмас. Шу нуқтаи-назардан ҳам жаҳон цивилизациясининг бўлаги бўлган илмларни хотин-қизлар томонидан эгалланиши ва чуқур ўзлаштириши, уларнинг нафақат ижтимоий, балки сиёсий, иқтисодий, маънавий, маданий ва маърифий фаоллашувининг энг катта гарови сифатида майдонга чиқади.

Хотин-қизлар ижтимоий фаоллигини юксалтиришнинг энг муҳим омилларидан яна бири бу – уларнинг ҳуқуқий маданиятини юксалтириш ҳисобланади. Мустақиллик йилларида халқимиз ҳуқуқий маданиятини ошириш борасида кўп вазифалар амалга оширилди. Демократик жамиятнинг эркин муносабатлар негизини белгилайдиган, миллий тараққиётимиз талабларига тўла-тўқис жавоб берадиган Конституциямизнинг янги таҳририда акс эттирилган, кўплаб қонун ва норматив ҳужжатларнинг қабул қилингани, айниқса, муҳим аҳамиятга эга бўлди.

Эркин фуқаролик жамиятининг шаклланиш жараёнида ҳуқуқий маданиятнинг ўрни ва мавқеи бекиёсдир. Чунки қонун устувор бўлган демократия шароитида ҳуқуқий маданият жамиятдаги мавжуд муносабатлар сифати ва моҳиятини белгиловчи асосга айланади. Ҳуқуқ ва ҳуқуқий маданият бир-бири билан боғлиқ тушунчалардир.

Ҳар бир фуқаро ҳуқуққа, қонунга ҳурмат билан муносабатда бўлса, ҳуқуқ ва қонунчилик устуворлигини тан олса давлатда тартиб, жамиятда ривожланиш бўлади. Жамиятдаги демократик ғоялар, меъёр ва тамойилларнинг самара бериши фуқароларнинг ҳуқуқий маданият даражасига боғлиқ бўлади.

Шу боис, президент Ш.Мирзиёевнинг қуйидаги фикрларини келтириб ўтишни жоиз деб билдик. “Бугун жамиятимизда “қонун – устувор, жиноятга – жазо муқаррар” деган тамойил қарор топмоқда. Тобора янгиланаётган мамлакатимизда амалга оширилаётган ислохотлар очиқлик ва ошкоралик замони, кенг ва чуқур янгиланиш даврининг тимсоли сифатида амалга оширилмоқда”⁸³.

Бугунги кунда мамлакатимизда қонун устуворлигини таъминлашда ҳуқуқни муҳофаза қилиш ташкилотлари, Ички ишлар органлари муҳим аҳамият касб этмоқда. Айниқса, мазкур ташкилотларда эркаклар билан тенг ҳуқуқда аёлларнинг фаолият олиб боришиши қувонарли ҳолат. Хусусан, Ички ишлар органларидаги хотин-қизлар фаолияти жамиятда хавфсизликни таъминлаш, жиноятчиликка қарши курашиш, ҳуқуқбузарликларни олдини олиш ва аёллар, болаларнинг ҳуқуқларини ҳимоя қилиш соҳасида муҳим ўрин тутади. Бугунги кунда, хотин-қизлар ички ишлар органларида фаол ишлаб, ҳар хил лавозимларда ишламоқда. Улар, айниқса, ҳуқуқни муҳофаза қилиш ва жамоат хавфсизлигини таъминлашда муҳим рол ўйнайди.

Ички ишлар органларида хотин-қизларнинг фаолиятининг ривожланиши ўзгарувчан жамиятнинг талабларига мос равишда давом

⁸³ Mirziyoyev Sh. Yangi O‘zbekiston strategiyasi. – T: “O‘zbekiston nashriyoti”, 2021. – B. 31.

этнода. Мақсад — аёлларнинг ички ишлар органларидаги фаоллигини ошириш, уларнинг ўз салоҳиятини ишга солишга имкон яратишдир. Ижтимоий ва иқтисодий ривожланиш давомида ички ишлар органларида хотин-қизлар учун кўплаб имкониятлар яратилди.

Хотин-қизлар учун ички ишлар органларида тажриба ва билимларини оширишга йўналтирилган махсус тренинглар, семинарлар ва курслар ташкил қилинмоқда. Бу аёлларга жиноятчиликка қарши курашиш, оилавий зўравонлик, инсон ҳуқуқларини ҳимоя қилиш ва бошқа муҳим соҳаларда касбий билимларни оширишга ёрдам беради. Ички ишлар органларида ишлаётган хотин-қизлар учун ҳуқуқий ёрдам, психологик қўллаб-қувватлаш ва равшан йўналишлар яратиш уларнинг профессионал ривожланишида катта аҳамият касб этади. Жамиятда хотин-қизларнинг ишдаги имкониятларини кенгайтириш ва гендер тенглигини таъминлаш учун давлат томонидан аниқ сиёсатлар ва қонунлар қабул қилинмоқда. Бу органларда аёллар учун тенг шарт-шароитлар яратишга, уларнинг раҳбарлик лавозимларида ишлашини рағбатлантиришга ёрдам беради.

Ички ишлар органларида аёллар жиноятчиликка қарши курашиш, жиноятларни ҳудудларда олдини олиш ва жамоат хавфсизлигини таъминлашда фаол иштирок этадилар. Айниқса, аёлларнинг бу соҳадаги иши, жиноятлар қурбони бўлган аёллар ва болаларга психологик ёрдам бериш, уларни ҳимоя қилишга қаратилган ишларни олиб боради. Хотин-қизлар оилавий зўравонликка қарши курашишда махсус лавозимларда ишлашади. Улар зўравонлик қурбонларини ҳимоя қилиш, уларнинг ҳуқуқларини таъминлаш ва ушбу турдаги жиноятлар учун жавобгарларнинг аниқлашга кўмаклашадилар. Бу аёллар учун махсус тренинглар, консултив ёрдам ва реабилитация дастурлари ишлаб чиқилади.

Хотин-қизлар ички ишлар органларида тарғибот ва ёшлар билан ишлашда ҳам фаол бўлишади. Уларнинг иши жиноятчиликни олдини олиш, жамоатчилик билан мулоқот ўрнатиш ва жиноятчиликнинг асоий сабабларига қарши курашишни ўз ичига олади. Ички ишлар органларида ишлаётган хотин-

қизлар жамоат хавфсизлигини таъминлашда, жиноятларни тез аниқлаш ва уларга таъсир қилишда муҳим роль ўйнайдилар. Улар махсус дастурлар ва ҳаракатлар орқали жамиятда жиноятчиликнинг олдини олиш учун ўзининг салоҳиятини ишга соладилар.

Ички ишлар органларида аёллар ҳам раҳбарлик лавозимларига тайинланиши мумкин. Бу аёлларнинг йирик қарорларни қабул қилиш, стратегиялар ишлаб чиқиш ва юқори ҳукумат лавозимларида иштирок этиш имкониятини кенгайтиришга хизмат қилади. Хотин-қизлар ички ишлар органларида ташкилотчилик, ходимлар билан ишлаш ва уларни рағбатлантириш, тренинглар ва курслар ўтказишда фаол иштирок этадилар. Бу уларнинг бошқарув ва коммуникация қобилиятларини ривожлантиришга ёрдам беради.

Ички ишлар органларида ишлаётган хотин-қизларга психологик ёрдам кўрсатиш муҳим аҳамиятга эга. Бу, айниқса, жиноятларни аниқлаш ва уларни ишлашда, уларнинг ўзлари учун муҳим бўлган қарорларни қабул қилишда ва шахсий муаммоларни ҳал қилишда ёрдам беради. Ички ишлар органларида хотин-қизларнинг ижтимоий таълими, уларнинг жамиятдаги ўрни ва масъулиятларини тушунтириш, психологик ва маънавий ривожланишларига кўмаклашиш муҳимдир.

Ички ишлар органларида хотин-қизлар фаолияти жамиятнинг хавфсизлигини ва ҳуқуқбузарликка қарши курашишда муҳим рол ўйнайди. Бу соҳадаги аёлларнинг иштироки жамиятдаги гендер тенглигини таъминлашга ва уларнинг қонуний ва шахсий ҳуқуқларини ҳимоя қилишга катта ҳисса қўшади. Янги ислохотлар ва инновацион ёндашувлар билан хотин-қизларнинг ички ишлар органларидаги фаоллиги ошиши, уларнинг салоҳияти ва имкониятларини кенгайтиришга олиб келади.

Хотин-қизларнинг ички ишлар органларидаги фаоллиги ошиши давлатнинг қонунийлик, хавфсизлик ва барқарорликни таъминлашда муҳим аҳамиятга эга. Жумладан, ички ишлар органларидаги аёлларнинг иштироки ва муносиб фаоллигини оширишга қаратилган янги ёндашувлар ўз ўзини

тартибга солиш, ички хавфсизликни таъминлаш ва жамиятдаги гендер тенглигини мустаҳкамлашга қаратилган. Ички ишлар органларида хотин-қизларнинг фаоллигини оширишда гендер тенглигини таъминлашга эътибор қаратилмоқда.

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