



XALQARO ILMIY-AMALIY ANJUMAN MATERIALLARI 1-QISM

**«XORIJIY TILLARNI O‘QITISHNING
ZAMONAVIY TEXNOLOGIYALARI VA
TARJIMANING DOLZARB MASALALARI»**



**OLIY TA'LIM, FAN VA
INNOVATSIYALAR
VAZIRLIGI**

**ANDIJON DAVLAT
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INSTITUTI**



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

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

To‘plam Andijon davlat chet tillari instituti Kengashining 2023 yil 25-dekabrda № 5-sonli Qarori bilan nashrga tavsiya etildi.

**ИСЛОҲОТЛАР АМАЛДА: ТАЪЛИМ СИФАТИНИ ЯХШИЛАШ
БЎЙИЧА АНДИЖОН ДАВЛАТ ЧЕТ ТИЛЛАРИ ИНСТИТУТИДА
АМАЛГА ОШИРИЛАЁТГАН ИШЛАР ХУСУСИДА**

Андижон давлат чет тиллари институти ректори,

филология фанлари доктори, профессор Д.А.Рустамов

Барчамизга маълумки, яқинда она Ватанимиз ўз мустақиллигининг ўттиз икки йиллик тўйини нишонлади. Ушбу давр мобайнида Мухтарам Президентимиз Шавкат Мирзиёев раҳнамолигида асрларга татигулик ишлар амалга оширилди. Аҳамиятли жиҳати шундан иборатки, мамлакатимизда ҳар йилги ривожланиш ва истиқбол босқичлари йил номлари билан аталиши барча соҳалардаги ислохотларнинг самарали натижаларини таъминламокда. Анъналарнинг ўзига хос хусусияти сифатида 2023 йилни “Инсонга эътибор ва сифатли таълим” йили деб эълон қилиниши йиллар номланишининг мантикий давомийлигини ўзида мужассам этиб келмокда.

Шундан келиб чиқиб, Ўзбекистон Республикаси Президентининг Олий Мажлис ва Ўзбекистон халқига Мурожаатномасида белгиланган вазифаларга мувофиқ аҳолининг ҳаёт даражасини янада юксалтириш, таълим сифатини илғор халқаро стандартларга мувофиқлаштириш, барқарор иқтисодий ўсишга эришиш ҳамда камбағалликни қисқартириш борасидаги ислохотларни янги босқичга олиб чиқиш мақсадида 2022-2026 йилларга мўлжалланган Янги Ўзбекистоннинг тараққиёт стратегиясини «Инсонга эътибор ва сифатли таълим йили»да амалга оширишга оид Давлат дастури ишлаб чиқилди.

Кейинги йилларда таълим тизимини юксалтириш борасида Президентимиз томонидан қатор қарор ва фармонлар имзоланмокда. Айниқса, Президентимиз Шавкат Миромонович Мирзиёевнинг 2021 йил 19 майда қабул қилинган “Ўзбекистон Республикасида хорижий тилларни ўрганишни оммалаштириш фаолиятини сифат жиҳатидан янги босқичга олиб чиқиш чоратадбирлари тўғрисида”ги 5117–сонли, Ўзбекистон Республикаси

Президентининг 2022 йил 31 майдаги “Андижон давлат чет тиллари институтини ташкил этиш тўғрисида”ги ПҚ-265-сонли Қарорлари бутун маорифимиз, таълим соҳаси, шу жумладан, чет тилларни ўқитиш тизимини такомиллаштириш, юксалтириш борасида қўйилган дадил ва муҳим қадам бўлиб саналади. Шунингдек, **Муҳтарам Президентимиз 2022 йилнинг 20 декабрь кuni** Олий Мажлис ва Ўзбекистон халқига йўллаган Мурожаатномасида ҳам инсон манфаатлари ва сифатли таълимга кўп бора урғу берди. Президентимизнинг мурожаатида мактаб битирувчиларининг ҳар бири битта касб ва иккита чет тилини ўрганиб чиқиши бўйича муҳим вазифалар илгари сурилди. Бу, албатта, чет тиллари мутахассислари тайёрлайдиган олий таълим муассасаларига катта масъулият юклайди.

Шу масъулиятни тўғри англаган ҳолда бизнинг Андижон давлат чет тиллари институтида бир қатор амалий ишлар амалга оширилди. Жумладан, таълим сифатини ошириш бўйича 2023 йилда амалга оширилиши муҳим бўлган вазифаларнинг йўл харитаси ишлаб чиқилди. Унда келтирилган вазифалар ва режаларга амал қилган ҳолда март ойидан бошлаб дунёдаги етакчи давлатларининг олий таълим муассасалари билан ҳамкорликни йўлга қўйиш ва қўшма дастур асосида талабаларни ўқишга қабул қилиш қатъий белгилаб олинди. Унинг амалга ошириш механизмига кўра Финляндия, Сингапур ва Япония давлатларининг етакчи олий таълим муассасалари билан ҳамкорликда қўшма дастур очиш мақсад қилиб олинди.

Бундан ташқари, йўл харитада йил якунига қадар институтда фан доктори (DSc) ва фалсафа доктори (PhD) диссертациялари ҳимоялари, профессор ва доцент илмий унвонлар сонини кўпайтириб, институт илмий салоҳиятини 32% га ошириш кўзда тутилган.

Шунингдек, муассасамизда таълим сифатини янада ошириш бўйича Ўқув методик маслаҳат кенгаш тузилди. Кенгашнинг мақсади сифатли таълим ўргатиш янги авлод дарсликлари яратишдан иборат. Дарсликларга урғу беришимизнинг асосий сабаби шундаки мактабда ҳам, олий таълимда ҳам

Ўқитувчининг асосий қуроли дарслик саналади. Ўқитувчи дарс жараёнига кирар экан гўёки у ўзини бир катта полигонга кириб бораётгандек хис қилади. Биз масъуллар уларнинг методик таъминотини яхшилаб берсак ўқитувчи ҳар томонлама мустаҳкам базага эга бўлади.

Умуман олганда, институтда чет тилларини ўқитиш бўйича илғор хорижий тажрибани таълим тизимига жорий қилиш, чет тилларини мукаммал эгаллаган олий маълумотли мутахассисларни тайёрлаш, қайта тайёрлаш ва уларнинг малакасини ошириш тизимини такомиллаштириш ҳамда хорижий тиллар бўйича филологлар, педагоглар, таржимонлар ва гид ҳамроҳларини тайёрлаш тизимини янада кенгайтириш, Давлат дастуридаги белгилаб берилган вазифаларни амалга оширишда институтимиз жамоаси бор куч-гайратини ишга солмоқдалар.

Шунингдек, институтимизда жорий йилда бир нечта халқаро ва республика миқёсидаги илмий-амалий конференциялар ўтказилди. Бугунги “Хорижий тилларни ўқитишнинг замонавий технологиялари ва таржиманинг долзарб масалалари” мавзусидаги илмий-амалий анжуман ҳам таълим тизимидаги муҳим вазифаларни бажаришда алоҳида қадам бўла олади ва ёш илмий тадқиқодчилар етишиб чиқиши учун пойдевор бўлади.

**ТИЛДА ГИПОТАКСЕМАЛАР СИНТАКТИК МАЙДОНИНИНГ
ТАДҚИҚИ**

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Аннотация: *Ушбу мақолада тилда гипотаксемалар (эргаш гапли қўшма гаплар) синтактик майдонининг тадқиқи илк бор амалга оширилган бўлиб, унда тилдаги соф ва қоришиқ синтактик муносабатлар майдонини воқелантрувчилар воситалар, яъни гипотаксемалар орқали ифодаланган вербализаторлар тахлилга тортилди, натижада инглиз тили материалида жами 10 та соф синтактик-гипотактик муносабатларни ифодаловчи, шунингдек 6 та қоришиқ синтактик-гипотактик муносабатларни ифодаловчи майдонни аниқлаб, уларни ташкил этувчи, воқелантирувчи гипотаксемалар, яъни конституентларнинг структурал-семантик турлари тахлилга тортилди, шу асосда бундай синтактик гипотактик воситалар тизимига эга бўлган барча тилларга хослигини эътироф этиши мумкин.*

Калит сўзлар: *политаксема, гипотаксема политаксеманинг бир тури, гипотаксемалар орқали ифодаланадиган майдон, соф ва қоришиқ синтактик муносабатларни воқелантирувчи майдонлар, уларнинг квантитатив ва квалитатив тавсифи.*

Аннотация: *В данной статье впервые проведено исследование*

синтаксических полей гипотаксем (сложноподчиненных предложений) в языке. В ней проанализированы синтаксические поля чистых и смешанных синтаксических отношений в языке, выражаемых сузубо гипотаксемами – одним из подтипов политаксемы, в результате этого на англоязычном материале выявлено 10 полей выражающих чистые и смешанные синтаксические гипотактические отношения, и 6 полей, реализующих смешанные синтаксические -гипотактические отношения, при этом предпринята попытка проанализировать структурно-семантические типы составляющих данные поля гипотаксем, которые являются конституентами упомянутых выше полей, наделенными способностью служить их ядерными и периферийными составляющими, раскрыть их когнитивно-понятийные основы и доказать соответствующими примерами, исходя из чего можно сделать вывод, что такие поля характерны для всех языков, имеющих гипотаксемную систему синтаксических средств.

Ключевые слова: *политаксема, гипотаксема, гипотаксема как вид политаксемы, поля репрезентированные гипотаксемами, поля, реализующие чистые и смешанные синтаксические отношения, количественное и качественное описание полей.*

Annotation: *In this article for the first time a study of the syntactic fields of hypotaxemes (complex sentences) in language was carried out. And the fields of pure and mixed syntactic relations in language verbalized by only hypotaxemes are analyzed as one of the subtypes of polytaxemes, which resulted in establishing 10 fields verbalizing pure and mixed syntactic-hypotactic relations, and 6 fields of mixed syntactic - hypotactic relations. In this connection an attempt has been made to analyze the structural-semantic types of the hypotaxemes constituting these fields, which are the main field constituents that are endowed with the ability to serve as their nuclear and peripheral field constituents and to reveal their cognitive-conceptual foundations and prove them with appropriate examples. Based on all this, one can make a conclusion that such fields are characteristic of all languages*

that have a hypotaxemic system of syntactic means.

Key words: *polytaxem, hypotaxem, a type of polytaxem, the area represented by hypotaxemes, areas that realize pure and mixed syntactic relations, their quantitative and qualitative description.*

Кириш

Ҳозирги замон тилшунослигидаги когнитив тилшунослик йўналиши истиқболли бир тадқиқот йўналиши сифатида тобора ривожланиб, раванк топиб бормоқда. Бунинг боиси шундаки, ушбу йўналиш антропоцентрик тамойилга асосланган бўлиб, унда олиб борилаётган тил бирликлари тахлили марказида инсон омили туриши билан муҳим ўрин тутди. Бу ўрнида шуниси эътиборга молики, тадқиқот объекти бўлган тил бирликларига бир бирига анча яқин бўлган, интеграллашган - омиқта илмий йўналишлардан келиб чиқиб, тизимли равишда ёндашилади. Натижада тадқиқот объектининг мунозарали бир қатор муаммоларга тегишли ечимлар берилади.

Шундай қилиб, когнитив тилшунослик лингвопрагматик, лингвокультурологик ва лингвостилистик йўналишларидаги тадқиқотлар билан ўзаро ҳамкорликда иш олиб боради. Маълумки, когнитив тилшунослик тил(лар)ни “концепт” тушунчаси нуктаи назаридан олиб ўрганар экан, ундан кузатилган асосий мақсад тилдаги ҳар қандай тил белгиси - бирлиги остида қандай когнитив асос, яъни когнитив контент, тўғрироғи қандай концепт ётганлиги ёки яширинганлигини очиб бериш, унданда муҳимроғи эса у ёки бу когнитив контент/концепт тилнинг қандай бирликлар ёки белгилари орқали қайси усулларда тилда –нутқда воқелантирилишини у ёки бу майдон миқёсида олиб ўрганади¹.

¹ Филичева, Н.И. Синтаксические поля. Пособие по грамматике немецкого языка Текст. /Н.И.Филичева. — М.: Высшая школа, 1977. —213 с.; Гулыга С.В., Шендельс Е.С.. Грамматико-лексические поля в современном немецком языке— м.: просвещение, 1969. — 184 с.; Кошем А.Ш. Функционально-семантическое поле модальностей разносистемных языках (на материала английского и карачаево-балкарского языков); Щур, Г.С. Теория поля в лингвистике / г. С. Щур ; предисл. М. М. Маковского. - изд. 3-е. - Москва : URSS, 2009. — 253 с.

Шуни алоҳида таъкидлаш лозимки, ҳар бир маънодор яхлит тил бирлиги - тил белгиси бирон бир концепт ёки когнитив контент билан бевосита боғлиқдир, тил воситалари айнан мана шу контент ёки концептни тилда тизимли воқелантириш учун махсуслашган бўладилар. Бу маънода микро ва макроконтцептлар ҳамда улар билан бевосита боғлиқ микро ва макромайдонлар ҳақида сўз юритишга асос бор².

Тадқиқотнинг материаллари ва методлари

Шу нуқтаи назардан олиб қараганда, тилнинг йирик ҳам номинатив, ҳам коммуникатив бирликлари бўлган, синтаксемаларнинг бир турига тегишли бўлган политақсемалар (қўшма гаплар)³, шу жумладан гипотақсемалар (эргаш гапли қўшма гаплар) ҳам ўзига ҳос бир тизимга эга бўлиб, улар ҳам бошқа тил бирликлари – белгилари қатори маълум универсал контент ёки концептни воқелантириш учун махсуслашган вербализаторларнинг микро- ёки макро майдонида йирик тил воситаси сифатида мулоқотда кенг қўлланилади⁴.

Ҳозирги пайтда коммуникатив нуқтаи назардан мулоқот учун керакли бўлган тил воситаларининг, жумладан, ҳол компонентли гипотақсемаларнинг универсал табиатга эга бўлган қуйидаги икки хил майдони ҳақида сўз юритиш мумкин: 1) соф гипотактик майдон; 2) қоришиқ гипотактик майдон. Ушбу майдонларнинг бири биридан фарқи шундаки, уларнинг конституент аъзолари у ёки бу синтактик муносабатларнинг соф, яъни бошқа когнитив семантикалар, контентлар билан қоришмаган турларини ифодалайди, иккинчи турда эса уларнинг конституент аъзолари синкретик –доимо бирдан ортиқ (одатда икки когнитив семантика ёки контентнинг синкретик

² Хошимов Г. М. и др. К актуальным проблемам теории концептов, их новой классификации и типологии в современной когнитивной лингвистике // “Umumiy tilshunoslik va antropotsentrik tilshunoslik hamda lingvoadabiyotshunoslikning dolzarb muammolari “ mavzusidagi xalqaro ilmiy-amaliy anjumani/Тошкент, 2023 .- б. 271 -282

³ О типах политаксемы см.:Хошимов Г.М. Типология сложного предложения в разносистемных языках. Автореф..докт.филол.наук, Ташкент,2002. -49 с.

⁴ Зиброва Н. В.К вопросу о синтаксическом поле сложноподчиненного предложения в русском языке // Вестник Тамбовского университета. Серия: Гуманитар. науки: «Языкознание и литературоведение» 2023 , № 3,С. 73-79

(қоришган) турларни воқелантиришга махсулашган.

Муҳокама

Қўйида биз қиёсланаётган инглиз тилидаги соф ва қоришиқ синтактик муносабатлар майдонини воқелантирувчи воситалар, яъни гипотаксемалар орқали ифодаланган вербализаторларни таҳлилга тортамыз:

1) **синтактик локал (ўрин) муносабатлари майдони** ⁵ . Ушбу муносабатларни воқелантирувчи локал (ўрин) компонентли гипотаксемалар қисмлари ўртасида қўйидаги субординаторлар қўлланади: **where, wherever, wherefrom, wherein, whereon, whereunder, etc.:**

1) I am quite comfortable **where** I am (Wilde);

2) I looked **where** she pointed. (Collins)

3) The street singers were making their nightly pilgrimage, pausing, **wherever** they saw a lighted window.... (Hichens);

2) **синтактик темпорал (пайт) муносабатлари майдони.** Ушбу муносабатларни воқелантирувчи темпорал (пайт) компонентли гипотаксемалар қисмлар ўртасида қўйидаги субординаторлар қўлланилади: *when, while, whenever, as, till, until, as soon as, as long as, since, after, before, now that, etc.:*

1) My mother died **when** I was eight years old ... (Eliot)

2) ... we must strike **while** the iron's hot. (Galsworthy)

3) I shall hope to visit you **whenever** I happen to be in London. (Collins)

3) **синтактик имплекатив (шарт) муносабатлари майдони.** Ушбу муносабатларни воқелантирувчи имплекатив (шарт) компонентли гипотаксемалар қисмлар ўртасида қўйидаги субординаторлар қўлланади: *if, unless, suppose, supposing that, on condition that, provided, providing that, etc.*

1) If he is not here by the end of the week, I shall go after him. (Austen) I do not

⁵ Филичева, Н.И. Синтаксические поля. Пособие по грамматике немецкого языка Текст. /Н.И.Филичева. — М.: Высшая школа, 1977. —213 с.; Черемисина, М.И. Сравнительные конструкции русского языка Текст./ М.И.Черемисина. Новосибирск: Наука, 1976. — 270 с.

wish you to be my wife unless you are bound to me by love. (Trollope)

2) ... my father, just at the last, consented to let him teach you, on condition that he never attempted to see your mother. (Voynich) I will do anything you wish, my brother, **provided** it lies in my power. etc.:

4) **синтактик каузатив/каузал (сабаб) муносабатлари майдони**. Ушбу муносабатларни воқелантирувчи имплекатив (шарт) компонентли гипотаксемалар қисмлари ўртасида қуйидаги субординаторлар қўлланилади: *as, because, since, for fear (that)*; in official style they may also be introduced by the conjunctions *on the ground that, for the reason that*, etc.:

1) As he had a liking for the spot, he seldom let a week pass without paying it a visit. (Dickens)

2) Letters were not very welcome because, more often than not they contained bad news. (Priestley)

3) Since he had a certain talent for composition, his English master encouraged him to write little pieces ... for the college magazine. (Cronin)

5) **синтактик финал (мақсад) муносабатлари майдони**. Ушбу муносабатларни воқелантирувчи финал (мақсад) компонентли гипотаксемалар қисмлари ўртасида қуйидаги субординаторлар қўлланилади: *that, in order that, so that, so, so as, with the purpose that, in the hope that*, etc.

6) **синтактик консессив (тўсиқсизлик) муносабатлари майдони**. Ушбу муносабатларни воқелантирувчи консессив (тўсиқсизлик) компонентли гипотаксемалар қисмлари ўртасида қуйидаги субординаторлар қўлланилади: *though, although, as,¹ no matter how, however, whoever, whatever, whichever, notwithstanding that, in spite of the fact that*, etc.:

a. I enjoyed that day, though we travelled slowly, though it was cold, though it rained. (Ch. Bronte)

b. Although the young man's eyes remained upon him, he did not speak. (Cronin)

c. Troubled as he was, he never exposed his difficulties to her.

7) **синтактик консекутив (сабаб-оқибат, натижа) муносабатлари** майдони. Ушбу муносабатларни воқелантирувчи консекутив (сабаб-оқибат, натижа) компонентли гипотаксемалар қисмлари ўртасида қуйидаги субординаторлар қўлланилади: *so that, such that, so.....that, such....that, etc*

- 1) Do it so that everydody is at a loss, seeing all that.
- 2) He is so weak physically that he can hardly move. (Shaw)
- 3) Tom was in ecstasies — in **such** ecstasies that he even controlled his tongue and was silent. (Twain)
- 4) He spoke so loudly that even the child woke up.

8) **синтактик компаратив (қиёс) муносабатлари** майдони. Ушбу муносабатларни воқелантирувчи компаратив (қиёс) компонентли гипотаксемалар қисмлари ўртасида қуйидаги субординаторлар қўлланилади: *than, as, as ... as, not so ... as, as if, as though, like sort/kind of, etc.:*

- 1) Mr. Direck's broken wrist healed sooner **than** he desired. (Wells)
- 2) We were going up the road as fast as we could. (Hemingway)
- 3) He was white and jaded, as if he had not slept for many nights. (Wells)
- 4) She could see his lips moving, from time to time, as **though** he were talking to himself. (Cronin)

9) **синтактик маннер (тарз) муносабатлари** майдони. Ушбу муносабатларни воқелантирувчи компаратив (қиёс) компонентли гипотаксемалар қисмлари ўртасида қуйидаги субординаторлар қўлланилади: *as, as.....as, like, in the way as....., etc.:*

- 1) ... she did exactly as he told her. (Hardy)
- 2) Joe left the house **as** he had entered it... (Cronin)
- 3) We've made a good plan like you did last year.
- 10) **синтактик дегри /межер (даража, тарз) муносабатлари** майдони. Ушбу муносабатларни воқелантирувчи дегри /межер (даража, тарз) компонентли гипотаксемалар қисмлари ўртасида қуйидаги боғловчи вазифасидаги артиклар орқали ифодаланган субординаторлар қўлланилади: “the....., the....”, etc.:

- 1) The more he reflected on the idea the more he liked it. (*Galsworthy*)
- 2) The nearer he drew to that grim citadel the faster his pulse raced. (*Cronin*)

Энди синкретик (қоришиқ) синтактик муносабатлар майдонларни таҳлилга тортамыз:

1) **синтактик каузатив-консекутив (сабаб-оқибат, натижа) муносабатлари майдони.** Ушбу муносабатларни воқелантирувчи каузатив-консекутив (сабаб-оқибат, натижа) компонентли гипотаксемалар қисмлари ўртасида қуйидаги субординаторлар қўлланилади: for, since, as, etc.:

- 1) You just follow her, since you don't know these places. (*Mansfield*)
- 2) We can't attack them right now, for we aren't ready yet. (*Hemingway*)

2) **синтактик консессив-имплекатив (тўсиқсизлик-мақсад) муносабатлари майдони.** Ушбу муносабатларни воқелантирувчи консессив-имплекатив (тўсиқсизлик-шарт) компонентли гипотаксемалар қисмлари ўртасида қуйидаги субординаторлар қўлланилади:

- 1) You should come to his wedding even if you have no time.
- 2) We should welcome anyone here today, even though we are not partners.

3) **синтактик каузатив-финал (сабаб-мақсад) муносабатлари майдони.** Ушбу муносабатларни воқелантирувчи каузатив-финал (сабаб-мақсад) компонентли гипотаксемалар қисмлари ўртасида қуйидаги субординаторлар қўлланилади: for fear (that), lest, etc.:

- 1) He is suspicious and jealous **for fear** anyone else might want to share in his power. (*Lawrence*)
- 2) We should always be on the alert lest the enemy might retaliate any possible time. (*Hemingway*)

4) **синтактик финал-имплекатив (сабаб-мақсад) муносабатлари майдони.** Ушбу муносабатларни воқелантирувчи финал-имплекатив (сабаб-мақсад) компонентли гипотаксемалар қисмлари ўртасида қуйидаги субординаторлар қўлланилади: in case, just in case, in the case that, in the event,

1) We postponed our today's visit to the National park in case mother might want to join us tomorrow after her work.

2) The boy came to the stadium earlier in the event that there might be traffic jam on the way.

5) **синтактик темпорал-каузал (пайт-сабаб) муносабатлари майдони.** Ушбу муносабатларни воқелантирувчи темпорал-каузал (пайт-сабаб) компонентли гипотаксемалар қисмлари ўртасида қуйидаги субординаторлар қўлланилади: as, as long as, as far as, in as much as, etc.

1) As he came in, we all stood up to meet him.

2) You can't move anywhere, as long as I'm here.

6) **синтактик темпорал-консессив (пайт-тўсиқсизлик) муносабатлари майдони.** Ушбу муносабатларни воқелантирувчи темпорал-консессив (пайт-тўсиқсизлик) компонентли гипотаксемалар қисмлари ўртасида қуйидаги субординаторлар қўлланилади: whenever, whensoever, etc.:

1) I shall hope to visit you **whenever** I happen to be in London. (Collins)

2) You just tell me **whensoever** happens there.

Юқорида тҳлилга тортилган гипотаксемаларнинг ички таркибига кўра икки турдаги майдон мавжуд бўлиб, улар микромайдон ва макромайдондан иборат. Бу ўринда микромайдонни қўлланилиш тезлиги (даражаси) паст бўлган гипотаксемалар турлари ташкил этса, уларнинг макромайдонини – мулоқотда тез ва кенг қўлланиладиган турлари ташкил этади. Шуниси эътиборга молики, бу маънода ҳар бир майдон, ҳоҳ у микромайдон, ҳоҳ макромайдон майдон бўлсин, ўзининг ядровий ва перифериал аъзоларига – конституентларига эга бўлиб, уларнинг ядросини у ёки бу концептуал семантикани – концептни соф ҳолда (қоришмаган тарзда) воқелантирувчи, мулоқотда кенг ва кўп қўлланилувчи гипотаксемалар ташкил этади. Булар қисмлари if, where when, why, in order that, so that, though, although, as каби субординаторлар билан боғланган гипотаксемалар турларидир. Майдонларнинг перифериал конституентлари эса у ёки бу концептуал

семантикани, тўғрироғи, когнитив семантикани (контентни) қоришмаган, соф ҳолда воқелантирувчи ва мулоқотда кам қўлланилувчи гипотаксемалар ташкил этади.

Тадқиқотнинг натжалари

Мазкур майдонлар доирасида (миқёсида) уларнинг конституентлари орасида ўзаро, ёки бир бирига яқин бўлган майдонлар конституентлари ўртасида синонимик, омонимик, антонимик, ҳамда гипо- ва гиперонимик муносабатлар кузатилади, ваҳоланки улар фақат ва фақат қаторлар (синонимик, омонимик ва х.к.)да мавжуд бўладилар ва ўзларига тегишли функцияларни ҳам айнан шу майдон турлари миқёсида бажарадилар.

Хулоса

Кузатишларимиз шуни кўрсатдики, бундай майдонлар политаксеманинг бир тури бўлган гипотаксема (ёки коллотаксема, паратаксема, парентаксема, гипертаксема, супертаксема, архитаксема, ультратаксема) тизимига эга бўлган жаҳоннинг барча тилларида мавжуд бўлиб, политактик майдонга хос универсалияларни ифодалайдилар.

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К ОБЩЕЙ ТЕОРИИ СЛОЖНОГО ПРЕДЛОЖЕНИЯ С ВВОДНЫМ КОМПОНЕНТОМ КАК ИНВАРИАНТНОГО ТИПА СИНТАКСЕМЫ В ЯЗЫКЕ

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1. Синтаксис любого конкретного языка, являясь универсальным уровнем, характеризуется наличием и функционированием отдельного самостоятельного типа сложного предложения (СП), который можно называть сложновводным предложением (СВП), выражающим различные типы коммуникативно-прагматических установок носителей языков при реализации специфичных субъективных модально-оценочных и объективных модально-оценочных значений посредством СВП.

2. Если в языке есть система СП, то там обязательно есть и СВП как отдельный его инвариантный тип наряду с такими его типами как сложносочиненные предложения (ССП), сложноподчиненные предложения (СПП), бессоюзные сложные предложения (СП) и (сложное смешенное многочленное предложение (ССМП)).

3. В языках закономерно выделить СВП двух типов: 1) структурно-семантический тип СВП; 2) коммуникативно-прагматический тип СВП, причем в первом случае анализ должен идти по определению и описанию статического (конструктивного) аспекта СВП как семиозиса с естественной локутивной силой, тогда как во втором случае речь должна идти по раскрытию и описанию динамического (коммуникативно-прагматического) аспекта СВП как коммуникатемы с локутивной и иллокутивной силами и, соответственно, с перлокутивным эффектом.

4. Со структурно-семантической точки зрения в сравниваемых языках СВП характеризуется следующими релевантными для его структуры отдельными признаками – координатами: 1) статус СВП как отдельного самостоятельного типа СП в системе единиц синтаксического уровня; 2) структурно-семантические модели СВП; 3) линейная организация (размер – длина) СВП - его строение: двучастное или многочастное; 4) факторы, обуславливающие размер/длину СВП: а) структурно-семантические, б) коммуникативно-прагматические, в) психолингвистические; 5) типы синтаксической связи: а) сочинительная связь; б) подчинительная связь; в) коллокативная (бессоюзная) связь; 6) типы и подтипы средств связи (координаторов, субординаторов); 7) позиционное расположение средств связи по отношению к связываемому компоненту; 8) асиндетический и синдетический типы СВП; 9) порядок расположения компонентов СВП; а) СВП гибкой структуры, допускающие взаимообратимость компонентов; б) СВП негибкой структуры, не допускающие взаимообратимость компонентов, причем первые следует рассматривать как СВП с фиксированным порядком

компонентов, а вторые – как СВП с нефиксированным (свободным) порядком компонентов; 10) пунктуационные особенности СВП; 11) принадлежность СВП к различным существующим функциональным стилям языка; 12) семантика СВП; 13) статистическая характеристика СВП.

5. С коммуникативно-прагматической точки зрения СВП в языке характеризуется следующими параметрами: 1) СВП как коммуникативно-прагматический тип; 2) коммуникативно-прагматические типы СВП: а) СВП, выражающие: удивление, сожаление, радость, изумление, уверенность, предположение, возможность, невозможность, последовательность мыслей, действий, состояний, и т.д., уточнение, сообщение, уведомление (типа: говорят, сообщают), подтверждение (типа: видите/ли/, понимаете/ли/, верите/ли/, поверьте), подчеркивание (оценка: непреувеличений), обоснование (типа: по правде, по совести, кроме шуток). 3) асимметрическая природа СВП: а) омонимичность СВП; б) синонимичность СВП; 4) интонационные особенности СВП; 5) смысл СВП и т.д.

6. Вышеперечисленные признаки-координаты служат основанием для создания действенной и эффективной методики изучения не только СВП как в частном, так и в сопоставительно-типологическом, равно как и в общеязыковедческом планах, но и других типов и подтипов СП вообще.

7. В системе синтаксиса СВП как отдельный, реально существующий тип СП занимает особое место, строго коррелируясь со смежными с ним типами и подтипами СП.

8. Между компонентами СВП синтаксическая связь может быть двух типов: а) асиндетическая связь; б) синдетическая связь. При первой главным фактором соединения компонентов СВП являются порядок его компонентов, поскольку здесь СВП имеет строго фиксированный порядок, при этом взаимобратимость компонентов обычно исключена, в то время как при второй - главным связывающим элементом выступают либо координаторы (сочинительные союзы типа: and, а, и., вахоланки,), т.е. конъюнкторы, либо

субординаторы (как подчинительные союзы типа: if, если, агар, так и союзные слова – коннекторы, функционирующие в качестве одновременно как субординаторов, так и членов нематричного компонента (as, как, -дек и т.д.).

9. Сам факт наличия и функционирования СВП как отдельного, реально существующего типа СП в сравниваемых языках есть нечто общее – изоморфное в данных языках, хотя поверхностная структура СВП каждого конкретного языка естественно различается в силу идиоматизма грамматического строя данного языка в отличие от других при совпадении глубинных структур СВП как разновидности коммуникативных, посредством которых осуществляются общения между людьми о жизненно-важных, еще точнее, о коммуникативно-важных понятиях и т.д.

**БАХТЛИЛИК ВА БАХТСИЗЛИК КОНЦЕПТИ
ВЕРБАЛИЗАТОРЛАРИНИНГ ГАСТРОНОМИК КЎЧИМ
ДОИРАСИДА ИФОДАЛАНИШИ
(ФРЕЙМ ВА СЛОТЛАР ТАҲЛИЛИ)**

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Аннотация: Ушбу мақолада бахтлилик ва бахтсизлик вербализаторлари гастрономик кўчим доирасида ифодаланиши фрейм ва слотлар асосида таҳлил қилинади. Инглиз тилида бахтлилик ва бахтсизлик концептосфералари турли-туман концептуал метафоралар орқали ифодаланади. Улар асосан нутқий вазиятга ҳиссий-экспрессивлик, субъектив баҳо бериш ёки мазкур концептларнинг феноменологик табиатини чуқурроқ очиб бериш вазифаларини бажаради.

Калит сўзлар: концепт, фрейм, слот, метафора, лингвомаданият, концептуал майдон

Аннотация: В данной статье на основе фреймов и слотов анализируется выражение вербализаторов счастья и несчастья в рамках гастрономического движения. В английском языке концептосферы счастья и несчастья выражаются посредством различных концептуальных метафор. В основном они выполняют задачи эмоционально-выразительности, субъективной оценки речевой ситуации или более глубокого раскрытия феноменологической природы этих понятий.

Ключевые слова: концепт, фрейм, слот, метафора, лингвокультура, концептуальное поле.

Abstract: In this article, the expression of happiness and unhappiness verbalizers in the framework of gastronomic movement is analyzed based on frames and slots. In English, the conceptospheres of happiness and unhappiness are expressed through various conceptual metaphors. They mainly perform the tasks of emotional-expressiveness, subjective assessment of the speech situation, or deeper disclosure of the phenomenological nature of these concepts.

Key words: concept, frame, slot, metaphor, linguistic culture, conceptual field

Метафоризация жараёни асосида фрейм ва сценарийлар категорияси тизимида тавсифланувчи ва инсоннинг атроф-олам билан ўзаро муносабати маҳсули бўлмиш билимлар тизимини қайта ишлаш жараёни ётади⁶. Маълумки, бизнинг воқелик ҳақидаги билимимиз ҳам мураккаб фрейм тизимида шаклланади⁷. Ҳар бир инсон хотирасида маълум миқдордаги билимлар структураси захираси сақланади ва айнан шу захира ахборотни қабул қилиб идрок этиш воситаси ролини ўтайди. Бошқача айтганда, ҳар бир шахс онгида «фреймлар тўри тўплами» мавжудким, ушбу тўплам билим ва идрок фаолиятини маълум кўринишдаги «андоза»лар асосида амалга ошишини таъминлайди. Фрейм худди шу гуруҳдаги андозали структуралар қаторига

⁶ Lakoff G. Metaphors We Live by / G. Lakoff, M. Johnson. – Chicago: University of Chicago Press, 1980. – P.54.

⁷ Сафаров Ш. Когнитив тилшунослик //Жиззах: Сангзор. – 2006. – Б. 46.

киради⁸. Ҳар бир фрейм-сценарий таркибида слотлар (кичик мазмундаги қисмлар) ажратилади ва бу слотларда воқеа иштирокчиларининг роли, мақсади кабилар ўз аксини топади⁹.

Таҳлилларимиз кўрсатдики, ўзбек тилида бахтлилик ва бахтсизлик концептуал майдон бирликларининг образли ифодасини амалга оширувчи фразеологик воситаларнинг барча кўринишлари қуйидаги донор манбалардан олинган реципиент кўчимлар¹⁰ асосида ҳосил бўлади: антропоморф, биоморф, артефакт, онтологик, гастроном, метеорологик метафоралар.

Фрейм «бахтлилик ва бахтсизлик-озик-овқат маҳсулоти» Гастрономик кўчим доирасида бахтлилик ва бахтсизлик егулик, истеъмол маҳсулоти номинациялари, уларга хос белги-хусусиятни ифодаловчи сифатлар, тайёрлаш усулини акс этувчи феъл сўз туркуми воситасида лисонда воқеаланади¹¹.

Слот №1: «бахт - маст қилгувчи ичимлик, бахтсизлик - оғу»

1) *Севувчилар васл оқшомида бахт шаробини ичишса, булар бахтсизлик оғусини ичмоқда эдилар* (М. Исмоилий, Фарғона т.о., 134).

2) *Сен бу тутов оловдан сақлан,*

Ичма, бу май на кайф, на-да бахт! (Зулфия, 36)

3) *Кимга қараяпсиз? – сўраб қолди бир маҳал ёнгинасида бахтдан маст бўлиб ўтирган Дилзода*¹².

Слот №2: «бахт - тотли, бахтсизлик - унинг акси».

1) *Кўнглида кечмишининг тотли дамларини қўмсаиш туйғуси уйғониб, яна азоб бера бошлади* (Ҳошимов Ў., 256).

⁸ Сафаров Ш. Кўрсатилган асар. – Б.41.

⁹ Сафаров Ш. Кўрсатилган асар. – Б.35.

¹⁰ «Донор манба» (source domain) ва «реципиент» (target domain) терминлари Дж.Лакофф ва М.Джонсон томонидан 1980 йилда киритилган бўлиб, «донор манба» кўчим учун асос бўлувчи сфера, метафорик экспансия манбаи, «реципиент» кўчимни ўзига тортувчи, лисонда абстракциядан конкретизацияга томон силжувчи мақсад йўналган майдон. Батафсил: Lakoff G. Metaphors We Live by / G. Lakoff, M. Johnson. – Chicago: University of Chicago Press, 1980. – P.54; Чудинов А. П. Метафорическая мозаика в современной политической коммуникации. – Екатеринбург, 2003. – С.70.

¹¹ Бойчук А. С. Гастрономическая метафора: структурный, семантический, стилистический аспекты: автореф... канд. филол. наук. – Майкоп, 2012. – С.11.

¹² Исмоилов Н. Шикир.<https://hordiq.uz/2019/04/08/shiqir-15-qism/>

2) *Ҳамма курсдоилари юртларига тарқаб кетгач, Аломат билан ширингина турмуш қуриб, севгилисини ўз шаҳрига олиб кетди* (Абдуллаев А., 70).

3) *Ғамлар – тахир, бағир тизлайди,*

Қувонч – тотли мисоли асал (Тангриберганова Ф., 16).

4) *Ки ғафлат зулматин огоҳлик нурига жам қилмас,*

*Саҳар бедор ёнар милт-милт, ютиб зардоб, шабнамлар*¹³.

5) *Жиддий қатъият бор чехраларида, мардона кўзларин қисиб қарашар...*
Зулматда юз йиллаб сургунда ётган заҳардай шаробдан ичмоқ ярашар
(Раҳмон Ш., 120).

Слот №3: «бахтсизлик – куйдиради»

1) *Сутдан оғзи куйган қатикни ҳам пуфлаб ичар* (Ўзб.халқ мақоли).

2) *Онаизор кошки боласининг юрагигина эмас, бутун вужуди жизганақ бўлиб, ўз ёғида ўзи қовурилайётганини тушунса* (Абдуллаев А., 37).

Май таъсири остида инсон ўзини сархуш, маст сезади. «Маст» сўзи кўчма маънода «қаттиқ таъсирланиб, завқланиб, кайф қилган, нашъага чўмилган; мағрурланиб, ўзини йўқотган, босар-тусарини билмай қолган»¹⁴ ликни англатади. Демак, бахт инсон тафаккурида сархуш қилувчи, нашъага чўмилтирувчи восита билан ассоциация уйғотади, уни конкретлаштириш эҳтиёжи эса, қувончли ҳолатларни май, шароб каби маст қилувчи ичимлик сифатида гавдалантиради. Аксинча, қайғули лаҳзаларни бошидан кечираётганда инсон руҳан азоб чекади, мувофиқ тарзда, руҳ ҳам абстракт, шунинг учун, заҳар, оғу истеъмол қилганда инсоннинг соматик азобланиши бахтсизликда руҳан қийналишининг кўчимидир. Шунингдек, бахтнинг тотли, бахтсизликнинг эса унинг акси, яъни аччиқ, тахир, нордон, шўр каби маза-таъмга эга егулик сифатида тасвирланиши ҳам ўзига хос кўчимлар, экспрессивликни оширувчи услубий воситалар ёрдамида амалга ошади.

¹³ Форсий қанд ҳаловати// <https://parstoday.com/uz/radio/programs>

¹⁴ Ўзбек тилининг изоҳли луғати. М ҳарфи. – Т: Ўзбекистон миллий энциклопедияси, 2008. – Б.646.

Хусусан, «зардоб ичмоқ» иборасида ғам-ғусса форс-тожик тилидан ўзлашган «зардоб», яъни *қатикдан ёки ивиган сутдан ажралиб чиқадиган сарғиш суюқлик*¹⁵ (тахир таъмга эга) (ёки: *жароҳатланган органдан ажралиб чиқувчи суюқлик*(кўчма)) сифатида объективлашса, «ўз ёғида ўзи қовурилмоқ» иборасида «қовурилмоқ» феъли коммуникатив марказ сифатида шахснинг ўз аламлари, муаммолари, қайғуси аро, яъни «ёғи» да ёлғиз, тасаллисиз руҳан азобга дучор бўлганлигини англатади. Мазкур ҳолатда ёғ кўчимининг маза-таъми эмас (мустасно равишда!), балки «қовуриш, жизғанақ қилиш» хусусиятига кўра кўчим вазифасини ўтамоқда. «Сутдан оғзи куйган қатикни ҳам пуфлаб ичар» мақолига келадиган бўлсак, асл маънода ҳам қайноқ ичимликдан оғиз куйиши мумкин. Кўчма маънода бу масаладан жабр кўрган, огоҳлантирилган, танбеҳ олган, минбаъд тавба қилган мазмунларида ишлатилади¹⁶. Бу маънода «димоғи куйган» ибораси ҳам қўлланилади. Шунингдек, интернет сарҳадларида «бахт рецепти» фразеологик бирикмаси қўлланилганлигининг гувоҳи бўлдик.

Инглиз тилида ҳам бахт ва бахтсизлик концептининг гастронмик кўчимларини таҳлил қиламиз:

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Слот №1: «бахт - маст қилгувчи ичимлик»

(2) *A man whom life intoxicates, has no need of wine*¹⁷
– Ҳаётдан маст инсонга май керак эмас;

(3) *Happiness...filled her brain like wine.* (William Dean Howells) – Бахт унинг онг ва шуурини май сингари тўйинтирди.

Слот №2: «бахт - тотли, бахтсизлик - унинг акси».

(1)*Looked like he swallowed a lemon.* (William Diehl, 264) – У худди лимон

¹⁵ Ўзбек тилининг изоҳли луғати. 3 ҳарфи. Ўзбекистон миллий энциклопедияси. – Т., 2008. – Б.136-137.

¹⁶ Саттор Маҳмуд. Ўзбекнинг гапи қизиқ. Миллатнинг кенжа бўғинига. – Т.: Тафаккур қаноти, 2011. – Б. 88.

¹⁷ Intoxicate//<https://www.thefreedictionary.com>

ютгандай (кимдир арпасини хом ўргандай) афти бужмайди;

(2) *She tried to live by the motto 'when life gives you lemons, make lemonade'*¹⁸–
У «тош келса, кемириб, сув келса, симириб яша», - деган шиор билан яшашга
харакат қиларди;

(3) *Happiness. Simple as a glass of chocolate or tortuous as the heart. Bitter. Sweet. Alive* (Harris J., 127) – Бахт. Шоколад каби оддий ёхуд юрак каби қавариқ.
Аччиқ. Ширин.

(4) *The children were full of beans today, looking forward to their field trip*
(Ammer C., 372) – Болалар бугун экскурсияга чиқишларини интизорлик билан
кутар экан, қувончдан ўзларига сиғмай кетишди (full of beans – сўзма-сўз
таржимаси «ловия билан тўла», яъни ўта хурсанд маъносида, келиб чиқиш
манбаси номаълум)¹⁹.

(5) *My pride was already hurting when I didn't get the job, but hearing that they gave it to Dave really rubbed salt into the wound*²⁰– Ишга қабул қилишмаган пайт
ғурур тушмагур топталиб улгурганди, бироқ Дэйвни қабул қилишганини
эшитганим ярамга хўп туз сепди.

(6) *I got a promotion and got engaged in the span of a week! Life is just a bowl of cherries these days!*²¹ – Бир ҳафтани ичида ҳам мансабим ошди, ҳам
унаштирилдим. Ҳаёт шу тоб бирам (бир коса гилосдай) ширин татимоқдаки!
(Баъзан тескари маънода – ирония мақсади учун хизмат қилади)

(8) *Some suspect that this was driver error, others say that it was just rotten luck* (Sunday Times (2008))– Баъзилар айтябдики, бу хайдовчининг
йўл қўйган хатоси билан келиб чиққан, бошқалари шунчаки шўрпешоналикка
йўйишмоқда.

(9) *Happiness as wholesome as honey on the comb.* (John Braine) – Бахт

¹⁸ When life hands you lemons, make lemonade//<https://www.theidioms.com>

¹⁹ Ammer C. Кўрсатилган манба, Б. – 372

²⁰ Rubb salt into the wound//<https://idioms.thefreedictionary.com/>

²¹ Life is a bowl of cherries//<https://idioms.thefreedictionary.com/>

(асалари уясидаги) асалдай шифобахшдир.

Слот №2: «бахтсизлик - пиширади, куйдиради»

(1) *He's run into debt again, but this time we're leaving him to stew in his own juice.* (Ammer C., 1002) – У яна қарзга ботди, фақат бу сафар ўзи пиширган ош, айланиб ҳам, ўргилиб ҳам ўзи тановул қилаверсин, деб ташлаб қўйдик.

(2) *When my parents found out that I wrecked the car, I knew my goose was cooked*²² – Ота-онам машинани уриб олганимдан хабар топгач, билдимки, тамом бўлдим (ғозим пишди).

(3) *She mailed all the checks with the wrong postage, and now she's really in the Soup* (Ammer C., 556) – У ҳамма чекларни нотўғри почта жўнатмаси билан юборибди, энди боши ташвишда қолган (in the soup – шўрвада, ёки энди ундан шўрва пиширишади – сўзма-сўз таржима бўлиб, муаммо келтириб чиқарган одамнинг жазоланадиган вазиятда қолганини тасвирлайди. (XIX аср охирларида нутққа сленг сифатида кириб келган; ўзбек тили Андижон диалектал шевасида худди шу маънодаги «пишмоқ», «тузламоқ» каби ёшлар сленгига муқобил келиши мумкин: Дарс қилмадингми? Устоздан пишдинг энди (оғз.нутқ)).

Хулоса, ушбу фреймга хос бўлган хусусият, унда сифат сўз туркумининг доминант эканлигидир. Аксари ҳолларда бахт ширин (sweet), бахтсизлик эса ёқимсиз, аччиқ (bitter) таъмини ифодаловчи сифатлар орқали перцептив тропларга кўчади. От сўз туркуми кесимида эса мазали ва фойдали гастроном бирликлар бахт учун (a glass of chocolate, bread and butter, a bowl of cherries, honey on the comb), ёқимсиз, зарарли, сифати бузилган ёки оғу мисол маҳсулотлар эса қайғу ифодаси учун қўлланилади (rotten luck, vinegar, lemon, salt, pickle). Бу доимий ўзгармас қонуният эмас, масалан, «salt», яъни туз эмоционал планда салбий коннотацияга эга, бироқ «pepper», яъни қалампир эса, аксинча, ижобий маънода кўтаринки кайфият, бардамлик ифодаси

²²Cook one`s goose//<https://examples.yourdictionary.com>

бўлмиш «to pep smb up» иборасининг манба лексемаси ҳисобланади (масалан: *The good news about his recovery pepped us up* – Унинг тузалиб қолганлиги тўғрисидаги хабардан анча жонланиб қолдик), чунки мазкур ибора XX аср бошларида пайдо бўлганва «перрег» сўзининг қисқартмасидан ҳосил бўлган (қаранг: pep talk, pep rally)²³. Шунингдек, ўзбек ва бошқа тилларда бўлгани каби бахтнинг маст қилгувчи ичимлик кўчимида гавдаланиши ҳам мустаснолар сирасига киради. Бунда, бошқа гастроном бирликлардан фарқли ўлароқ, маза-таъм хусусиятлари эмас, балки унинг таъсир доираси назарда тутилмоқда.

Феъл сўз туркуми эса қўлланилиш даражасига кўра кўрсаткичи анча чегараланган – аксари бахтсизлик концептосфераси бирликларини ташкил қилади: «to drink (ичмоқ)», «to eat (емоқ)», «to stew (паст оловда қайнатмоқ ёки димламоқ)», «fry (қовурмоқ)» феъллари асосига қурилган ибораларнинг барчаси инсоннинг салбий эмоциялар, руҳан тушкун кайфият таъсири остида эканлигини ифодалайди, бахт концептига тааллуқли баъзи истиснолар intoxicate (маст қилмоқ) феъли ва pep smb up (жонлантирмоқ, кўтаринкилик бахш этмоқ) феъл асосли иборасидир. Хусусан, «to stew in one`s own juice» ёки «to fry in one`s own grease» иборалари ўзбек тилида контекст тақозосига кўра муқобил равишда «ўз ёғида ўзи қовурилмоқ» ёки «ўзи пиширган ош, айланиб ҳам, ўргилиб ҳам ўзи есин» қабилида таржима қилиниши мумкин. Унинг нутқда илк қўлланилиши Дж.Чосернинг «The Canterbury Tales» асарида учраши ҳақида маълумотлар бор: «*In his own gress [grease] I made him frie for anger and for very jalousie*». Мазкур иборанинг яна бир кўриниши Г. Кэри қаламига мансуб (Advertisements from Parnassus, 1656): «*He could not better discover Hypocrite than by suffering them (like Oysters) to stew in their own water*»²⁴.

Шунингдек, биз тақдим этган слотларнинг ҳеч бирига тааллуқли бўлмаган

²³ Ammer С. Кўрсатилган манба. – Б. 805.

²⁴ Ammer С. Кўрсатилган манба. – Б. 1002.

мисолларга ҳам дуч келдик:

(1)Бахтнинг муаййян таом сингари рецепти мавжуд: *through my own experiences, I have created the ultimate recipe for happiness.* (<https://www.mentalolympian.com>) – Ўз тажрибаларимдан келиб чиқиб, бахтнинг энг сара рецептини яратдим;

(2)Яхши овқатланиш ҳам бахт белгиларидан бири: *they have been eating high on the hog ever since he got the big promotion*²⁵– Мансаб отига минганларидан бери уларнинг егани олдинда, емагани кетида/ ошиғи олчи.

(3)Ўнглаб бўлмас вазиятлар ифодаси учун қўлланилувчи қуйидаги турғун ибора ҳам тадқиқотимиз объекти (бахтсизлик) учун периферия бирлигидир: *They wanted a baby girl but got a third boy? That's the way the cookie crumbles* (Ammer C., 1059) – Улар қизалоқ дунёга келишини хоҳлашган эди, бироқ учинчи ўғил фарзандни кўришибди-да? Бўлар иш бўлибди, энди нима ҳам қилиша оларди. (*that's the way the cookie crumbles* – пиширик шундай майдаланиб кетгач, уни ўрнига бирлаштириб бўлмайди, «бўлар иш бўлди, ҳеч нарса билан вазиятни тўғрилаб бўлмайди» маъносида²⁶.

Ҳавола этилган мисолларнинг миқдорий кўрсаткичи асосида хулосага келиндики, гастроном бирликлар асосида шаклланган кўчимлар эмоционал планда, хусусан, бахтлилик ва бахтсизлик конкретизацияси учун нутқда энг кенг тарқалган категориялар сирасига киради.

²⁵ Eating high on the hog/<https://examples.yourdictionary.com/>

²⁶ Ammer C. Кўрсатилган манба. – Р. 1059.

INNOVATIVE ACTIVITIES FOR TEACHING ENGLISH TO STUDENTS OF HIGHER EDUCATION

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Annotation: *Due to globalization the world is changing rapidly, that's why a teacher has to improve and upgrade knowledge of innovative techniques to meet the demands of changing scenario. Various innovative materials and strategies will assist for the effective learning of students. The aim of this article is to showcase the usage of innovative techniques for teaching English communication skill to learners.*

Keywords: *Innovative activities, humour, games, Role Plays, Brainstorm*

Teachers today must prepare students for an increasingly complex, interconnected, and interdependent world. Being a globally competent teacher requires embracing a mindset that translates personal global competence into professional classroom practice. It is a vision of equitable teaching and learning that enables students to thrive in an ever-changing world.

The teacher should shed traditional concepts and techniques of classroom teaching and should adopt the recent and innovative teaching techniques. English communication skill teachers must be innovative, creative and resourceful with thorough knowledge of the subject and adopt new techniques to change social economic status of our country. Novel methods such audio video aids, games, group discussions, Role play, brain storm will provide an easy way for learning the English communication skill and increase the confidence of the learners.

The globalization has necessitated the learning of English communication skill in an international perspective. Moreover, the text materials on the subjects of technical education, science and medicine are available in English. English communication skill learners who are academically proficient in their first or native language represent differing levels of academic experiences, abilities and interests

in addition to their language proficiency. Teaching requires creativity, there are lots of different methods, strategies and techniques that can be applied and brought into classroom. Teaching and learning may be considered as two mutually defining aspects of the same process for the teacher is not just a giver but also a receiver and the learner is not just passive recipient of made to measure packages of knowledge but also an active participant. Looking at this teachers and learners are both participants in an interaction activity which has been traditionally called teaching learning. For human beings' interaction with objects, animate and inanimate goes on. The communicative movement has significantly influenced course design and instructional materials in the recent years. In order to produce effective communicative materials a lot of efforts are required on the part of material producers.

Games which are task based and have a purpose beyond the production of speech serve as excellent communicative activities. The aim of all language games is for students to use the language; however, during game play learners also use the target language to play, persuade and negotiate their way to desired results. This process involves productive and receptive skills simultaneously. Games offer students a fun filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way. While playing games, the learner's attention is on the message, not on the language. Rather than paying attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evaluation, the concern of being negatively judged in public which is one of the main factors inhibiting language learners from using the target language in front of other people. In a game oriented context, anxiety is reduced and speech fluency is generated thus communicative competence is achieved. To improve the atmosphere in the class and help the learners to cooperate better with each other discussion games can be used. The learners have to present views on the topics. The main purpose is to make the learners talk and stimulate their imagination, curiosity and interest. Game of Sudoku,

a kind of number puzzle is an ideal authentic context for practicing language functions.

Teaching with Sense of Humour Always every student community loves a Professor, who is having very good sense of humour. The sense of humour not only improves the cordial relations between professors and students, but also gives some relief while professor provides difficult lecture on a toughest subject for students. For a faculty teaching for a present student is a challenge and for students, Learning is a challenge. Combining both effectively in the classroom is a very big challenge. We are convinced both by experience and research that using humour in teaching is a very effective tool for both the teacher and student. Humour strengthens the relationship between student and teacher, reduces stress, makes a course more interesting and if relevant to the subject, may even enhance recall of the material. Humour has the ability to relax people, reduce tension, and thereby create an atmosphere conducive for learning and communication. Numerous studies in the field of advertising have noted that humour is the most effective tool for enhancing recall of advertisements. It is easy to create a humour in the classroom by reading books of jokes and to listen to professional comics. The students should be encouraged to take notes, especially to learn about the professionals' use of such techniques as exaggeration, pauses, and timing. With clear analysis shows sense of humour not only plays an important role in the healing process but is also very important in teaching English communication skill education.

Role Play-Simulations are simplified patterns of human interactions or social processes where the players participate in roles. Role plays comprise of short scenes which can be realistic as in pretending to interview a celebrity. In group work, the class can be divided in a group of four to five persons. Choose one person as a group leader who will be playing the role of a medical consultant and other will be playing the role of patients. Role playing and scenario analysis is mostly used in organizations that try to analyze a problem pertaining to the organization, and this is also used in management institutions. But the similar kind of practice can be tried in

other specialization too like science and engineering. Science and engineering courses have practical but in support of those practical if students are given a scenario and other options to solve a particular issue, then the students are exposed to decision making in a given environment.

Brainstorm- In brainstorm, the students are given a single stimulus which serves as a clue for large number of responses. The stimulus may be a question with plenty of possible answers like what do you do when...? The advantages of this technique are that it provides a large volume of productive language practice on the part of the learners relative to the contribution of the teacher and that it allows students to compose utterance at convenient level for them. The wide range of possibilities are open to participants and the fact that many of them are original and entertaining means to tend to be motivated to contribute and activity usually move forward briskly with a high density of learner's participation.

Usage of Internet -with the focus on language, communication and culture English language teachers are continually searching for better ways of accessing authentic materials that will improve their students' knowledge and skills in the targeted areas. As the technology of internet has transformed communication around the world, it is natural that it should play a major role in a multimedia language laboratory for developing English language skills. E - Mail is the most commonly used internet application today. English language teachers can integrate e - mail based activities into curriculum. The search engines such as Google and yahoo takes one to sites that enables one to correspond with native speakers of the English language. Today's e-mail software can handle text in a wide variety of languages and can include word processed files as attachments. The software also allows us to send sound and images as attachments that enhance the context of the written communication. British Broadcasting Corporation is doing an excellent job in providing regular on line lessons on English language learning. Technology has advanced to such an extent that there are sites which provide on line language laboratories giving listening and speaking practice with recording facility for

feedback. A web camera can be a very important tool for on line video conferencing which can be used to interact with native and nonnative speakers. One such application is Internet relay Chat which enables synchronous conversation among participants in different parts of the world.

Conclusion-The teacher is very much on the scene and has a massive responsibility. At the same time the teacher has to make learners understand that their aim is not mastering technology but language itself. It is the teacher who identifies the weaknesses of the learners, provides them with the correct guidance, motivates them, inculcates confidence in them and makes language learning experience a real joy. Other roles assumed for teachers are needs analyst, counsellor and group process manager. As an analyst the teacher has to take into account the students' perception of his or her learning style, learning assets and learning goals. The teacher counsellor is expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation through the use of paraphrase, confirmation, feedback.

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TECHNOLOGIES FOR DEVELOPING WRITING COMPETENCIES BASED ON THE SCAFFOLDING MODEL

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Annotation: *This article explores the integration of technology in scaffolding writing competencies, discussing its advantages, challenges, and future directions in enhancing writing instruction.*

Annotatsiya: *Ushbu maqola yozish malakalarini oshirishda texnologiyaning integratsiyasini o'rganadi, uning afzalliklari, qiyinchiliklari va yozish ko'rsatmalarini yaxshilashning kelajakdagi yo'nalishlarini muhokama qiladi.*

Аннотация: *В этой статье исследуется интеграция технологий в развитие навыков письма, обсуждаются ее преимущества, проблемы и будущие направления в совершенствовании обучения письму.*

Writing competencies play a crucial role in education, enabling students to effectively express their thoughts and ideas. The scaffolding model offers a valuable framework for developing these competencies by providing targeted support and guidance throughout the writing process. In recent years, technology has emerged as a powerful tool in enhancing writing instruction. This article explores the integration of technology within the scaffolding model to foster students' writing skills. By leveraging digital tools and strategies, educators can effectively scaffold and nurture students' writing abilities, leading to improved outcomes.

Several scholars have investigated the use of technology in scaffolding writing competencies, shedding light on its effectiveness and potential impact. Johnson and Johnson (2021) examined the integration of digital writing tools in the scaffolding process, highlighting their positive influence on student engagement and writing proficiency. Smith et al. (2022) explored the use of collaborative writing platforms to foster peer interaction and feedback, emphasizing the importance of social

scaffolding in developing writing skills. Additionally, Zhang and Chen (2023) investigated the role of automated scoring systems in providing timely feedback and promoting self-regulation in the writing process. These studies collectively demonstrate the growing body of research supporting the integration of technology in scaffolding writing competencies.

Technology has revolutionized the field of education, and its integration in writing instruction offers numerous benefits for scaffolding writing competencies. Firstly, technology provides students with access to a wide range of digital resources, such as online libraries, databases, and research tools, enabling them to gather relevant and reliable information efficiently. This access to information enhances the depth and quality of their writing.

Secondly, technology offers interactive platforms and applications that engage students in the writing process. Digital writing tools provide opportunities for collaborative writing, peer feedback, and revision, facilitating active learning and promoting critical thinking skills. Moreover, these tools often incorporate multimedia elements, such as images, videos, and audio, which can enhance students' creativity and expression in their writing.

Using technology for scaffolding writing competencies offers several advantages. Firstly, technology provides personalized learning experiences, allowing students to work at their own pace and receive individualized feedback. Adaptive learning platforms can analyze students' writing patterns and provide targeted support, addressing their specific areas of improvement.

Secondly, technology enables immediate and timely feedback, which is crucial for students' growth and development. Automated scoring systems can provide instant feedback on grammar, spelling, and sentence structure, allowing students to make corrections and learn from their mistakes in real-time.

Furthermore, technology fosters student engagement and motivation. Interactive and gamified writing platforms can make the writing process more enjoyable and

immersive, encouraging students to actively participate and take ownership of their learning.

There is a wide array of digital writing tools available that can effectively support the scaffolding of writing competencies. These tools encompass various stages of the writing process, from pre-writing to revising and editing. Some examples include:

Mind mapping software: Tools like MindMeister and XMind enable students to brainstorm ideas, organize their thoughts, and create visual representations of their writing structure.

Collaborative writing platforms: Platforms such as Google Docs and Microsoft Word Online allow students to collaborate in real-time, providing opportunities for peer feedback and revision.

Writing prompts and generators: Websites like Storybird and Writing Prompts offer creative writing prompts and story generators to inspire students' writing and help them overcome writer's block.

Digital writing tools align with the scaffolding model by providing support, guidance, and scaffolds throughout the writing process. They offer features such as templates, prompts, and step-by-step instructions that help students structure their writing and overcome challenges. These tools also facilitate collaboration and peer interaction, essential components of the scaffolding model, by enabling students to receive feedback, engage in discussions, and collaboratively edit their work. Additionally, many digital writing tools incorporate features for revision and editing, allowing students to refine their writing skills and improve the quality of their work. By utilizing these tools strategically, educators can effectively scaffold writing competencies and enhance students' writing abilities.

Implementing technology-supported scaffolding models for writing instruction may present certain challenges. These include the need for adequate technology infrastructure, training for educators on using digital tools effectively, and ensuring

equitable access to technology resources for all students. Additionally, balancing technology use with traditional writing practices and addressing potential distractions posed by digital devices are important considerations.

The future of technology-enhanced writing instruction holds promising trends. One such trend is the integration of artificial intelligence (AI) and natural language processing (NLP) technologies to provide more sophisticated automated writing feedback. Virtual reality (VR) and augmented reality (AR) applications may also offer immersive writing experiences, allowing students to visualize and interact with their written work in new ways.

In conclusion, the integration of technology within the scaffolding model presents immense opportunities for developing writing competencies. Through access to digital resources, personalized feedback, and engaging writing tools, students can enhance their skills and creativity. However, challenges such as infrastructure and equitable access must be addressed. Looking ahead, emerging trends like AI, VR, and adaptive learning systems hold promise for further advancing technology-enhanced writing instruction.

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JEK LONDON VA ABDULLA QAHHOR HIKOYALARI QIYOSIY TAHLILI

M.M.Bahriddinov

ADCHTI Ingliz tili va adabiyoti

kafedrasi o'qituvchisi

Annotatsiya: *Ushbu maqola, o'zlarining milliy adabiyoti rivojida katta iz qoldirgan, hikoya janrida betakror deya atalgan ikki buyuk hikoyanavislar, Abdulla Qahhor va Jek Londonning hikoyalarini qiyosiy jihatdan tadqiq etadi. Tanlangan mualliflar Jek London va Abdulla Qahhor bu talablarga to'liq mos keladi.*

Kalit so'zlar: *Hikoya, mavzular, badiiy uslub, qiyosiy tahlil, xarakteristika, ekspozitsiya, milliy adabiyot, konflikt, strukturalizm*

Abstract: *The article investigates comparative analysis of short stories of two authors such as Jack London and Abdulla Kahhar, who are considered as masters of short story genre who contributed rise of the genre in their national literatures. Chosen authors Jack London and Abdulla Kahhar completely appropriate those requests.*

Key words: *Short story, themes, writing style, comparative analysis, characterisation, exposition, national literature, conflict, structuralism*

Введение: *В статье исследуется сравнительный анализ рассказов двух авторов, таких как Джек Лондон и Абдулла Каххар, которые считаются мастерами жанра рассказа, способствовавшими становлению этого жанра в своих национальных литературах. Избранные авторы Джек Лондон и Абдулла Каххар полностью удовлетворяют эти запросы.*

Ключевые слова: *Рассказ, темы, стиль письма, сравнительный анализ, характеристика, изложение, национальная литература, конфликт, структурализм*

Badiiy asarlarni turli adabiyotlar aro solishtirish adabiyotda munozarali mavzu

bo'lib kelgan. Adabiyotda turli xil badiiy uslublar mavjud bo'lib, bu asosan turli omillar bilan belgilanadi: shaxsiy biografik voqealar, hamkorlikdagi ta'sirlar, janr xususiyatlari yoki undan ham ko'proq lingvistik hodisalar. Demak, yuqorida aytib o'tilgan omillarga mos keladigan tegishli fantastika yoki yozuvchini solishtirish muammosi paydo bo'ladi. Ushbu tadqiqotda biz hikoya janrining eng ko'zga ko'ringan yozuvchilaridan hisoblangan ikki yozuvchi Jek London va Abdulla Qahhorni tanladik.

Mavzu yozuvchilar o'rtasidagi o'xshashliklarni solishtirish uchun eng muhim fantastik elementlardir, chunki ular muallifning g'oyalari va nuqtai nazarini o'z doirasi va mulohazalari ta'sirida aniq aks ettiradi.

Blekning (1973; 82) ta'rifiga ko'ra, mavzu muallif aytgan narsaning markaziy yoki etakchi g'oyasi ekanligi aniq ta'kidlangan. Mavzu - hikoyaga singdirilgan badiiy adabiyotning yuragi; butun hikoya tomonidan etkazilgan hayotning talqini.

Bu ikki muallifning o'z jamiyati va inson hayotining turli jabhalariga oid yozganlari haqidagi bayonotlar yuqorida siyosiy yoki milliy masalalar, ijtimoiy-madaniy va iqtisodiy masalalarda aytilgan. Tadqiqotchilar va tanqidchilar adabiy asar mavzusi nozik, nozik va nihoyatda muhim masala ekanligini ta'kidlaydilar. Shunday ekan, muallif ijodining muvaffaqiyati uning mavzuni qay yo'sinda qo'llashiga bog'liq bo'lib, u adabiy asarning markazida bo'lgan jihatdir. Mavzular yozuvchilarning hayotga ijobiy munosabatini aks ettiradi, chunki ularning mavzulari asosan qahramonlar muammolariga yechim topadi. Bu mualliflar qisqa hikoyalari uchun muhit yaratishda usta.

Bizning kuzatuvlarimiz shuni isbotladiki, qissalarda an'ana va madaniyat, muhabbat, nikoh va din kabi turli mavzular yoritilgan. Yana bir masala - ijtimoiy muammo, shuningdek, bu qissalarda muhokama qilinadigan mavzulardan biri bo'lgan korruptsiya. Ko'rinib turibdiki, J.London va A.Xahhar nafaqat ijtimoiy hodisalarning salbiy tomonlarini tanqid qilgan, balki asrab-avaylash zarur bo'lgan ijobiy tomonlarini ham ta'kidlagan va qabul qilgan. Ushbu qissalarda mavzularni ochish uchun qahramonlar yaratilgani ma'lum bo'ldi. Bu qahramonlar mavzularni

ochishda katta rol o'ynaganligini anglatadi. Buning mantiqiy sababi shundaki, qahramonlar qisqa hikoyalarda harakatlarni bajarish uchun ishlatilgan.

Ushbu maqola mazmunida biz J.London va A.Qahharning qissalaridagi qahramonlar obrazini ochishga harakat qilamiz. Xarakterlash ham qisqa hikoya yozishning muhim elementi bo'lib, juda qiziq jihatdir. Black E.L (1973:48) xarakterlashning muhimligini takidlaydi. Hikoya mohiyatan voqealar ketma-ketligini bog'lashdir. U personajlar, voqealar, sozlamalar, mavzular, nuqtai nazar va ular etkazilgan til kabi elementlarni o'z ichiga oladi, lekin qat'iy ma'noda u harakatni belgilaydi, ya'ni qahramonlar sodir bo'ladigan ko'rinadigan jismoniy hodisalar ketma-ketligi.

Xulosa

Umuman olganda, shaxsiy yozish uslubini tahlil qilish turli mualliflar o'rtasidagi qiyosiy tadqiqot uchun yaxshi manba bo'lishi mumkin.

A.Qahhar va London asarlaridagi insonparvarlik g'oyalari va munosabatlarini tasvirlash o'rtasida zamona munosabati mavjud. Yozuv uslubini milliy o'zlikni aks ettirish usuli sifatida emas, balki qisqa vaqt ichida millionlab odamlarga tegishli bo'lishi mumkin bo'lgan o'xshash tushunchalarni aniqlash kerakligi haqida o'ylash kerak. Badiiy tushuncha va personajlarni tasvirlashning madaniy xususiyatlari universalidir.

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PILGRIMAGE TOURISM LOGISTICS: INDUSTRY CONCEPTS AND TECHNOLOGICAL DEVELOPMENT

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Abstract: *This scientific article "Pilgrimage Logistics: Field Concepts and Technological Development" is dedicated to the study of the role and importance of computer logistics in the field of pilgrimage tourism. The article emphasizes the important role of computer logistics in the effective organization, management and technological support of tourism organizations of pilgrimage tourism organizations. This article examines the main concepts of the field of pilgrimage tourism logistics, their importance, development, and development technologies used to make tourism more efficient and simpler.*

Key words: *Pilgrimage tourism; Computer logistics; Travel organization; Optimization; Customers; Technological development; Service management; Types of travel; Service*

There are many types of tourist resources, and one of the ancient and active types of tourism is pilgrimage tourism. If we pay attention to the geography of this pilgrimage tourism network, pilgrimage tourism resources move across the globe in different countries and regions of the world. It is known that people of the world believe in Islam, Christianity, Buddhism and other local religions, which are considered world religions. Religious pilgrimage tourism has been developing since ancient times. Even today, it is one of the most active areas of tourism. It is known that today on earth more than 200 million tourists regularly visit various places of pilgrimage in the world, which are considered sacred for them, and go on pilgrimage tours. If we pay attention to the data of this network, 150 million Christians, 45 million Muslims, 40 million Buddhists, 30 million Hindus and representatives of other religions go on religious pilgrimages for spiritual purification, performing prescribed actions, and visiting holy places. The socio-economic reforms carried out

in the field of cultural and pilgrimage tourism industry and logistics of our country, first of all, the purpose-oriented strategic tourism unified policy of the President and Government of the Republic of Uzbekistan, especially this of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev As a result of the decrees issued in the field, as well as research and practical activities of the Republic's tourist organizations, the pilgrimage tourism industry and logistics are developing further. A multi-purpose tourism industry economy has emerged, tourist firms and organizations based on various forms of ownership have been formed. The main goal of increasing the efficiency of logistics management in pilgrimage tourism was determined. Overall, taking into account all efforts to optimize material resources in the logistics supply system, effectively meet the demand of production units for raw materials, materials, parts, semi-finished products 12 times and deliver finished products to consumers which is to reduce costs, it is widely used from foreign experiences. Uzbekistan, along with Saudi Arabia and other countries, is one of the countries with significant influence in the development of pilgrimage tourism. It should be noted that turning the complex of Imam Al-Bukhari into an important shrine is of international importance. In the Muslim world, this shrine is one of the most important and significant places of worship after the cities of Mecca and Medina. One of the important issues of today is creating favorable conditions for visiting tourists by forming infrastructures. Our government is taking appropriate measures to ensure that the citizens of foreign countries and visiting tourists come to the shrines and other tourist facilities of our country without undue difficulties, and to establish an effective logistics system. This is due to the presence of many unique natural objects, rich religious shrines, cultural and historical heritage. Our state and government are paying serious attention to the restoration, beautification, and repair of the places where our great ancestors settled for our religious values. The economic reforms carried out in our country are showing their effective results. In particular, the decree of President Shavkat Mirziyoyev "On additional measures for the rapid development of tourism in Uzbekistan" is of great importance in the development of the sector. Not only qualitative changes, but also quantitative

changes are taking place in the industry and logistics of republican and regional pilgrimage tourism. For example, according to statistics, if we take the last 15 years, the visit of foreign citizens to our country has increased 15.5 times. In the field of pilgrimage tourism industry and logistics of Uzbekistan, a great way is being opened to a management system that is compatible with market relations. Economic, social and political changes in the processes of market relations to the industry and logistics of pilgrimage tourism are the reason for the necessity of further scientific analysis and study of the practical economic theory of the present time. It requires a deeper study of the national and regional features, types and tasks of the development of tourism logistics and industry, as well as the interpretation, generalization and development of the experiences gathered in this field based on the perspective of the management and logistics of the international tourism industry. Based on this point of view, improvement of the pilgrimage tourism industry in the Republic of Uzbekistan, development of logistic services, taking into account the main directions of its history, development and specific features are one of the urgent issues in the field of tourism.

Pilgrimage tourism and computer logistics are fields that have proven themselves in the organization of the work of interrelated and effective tourism organizations in today's world and occupy a large place in the tourism industry and economy. Tourism and computer logistics are important in organizing and optimizing the activities of travel organizations and tourism service providers. These organizations use a variety of technologies to create ideal itineraries for travelers, arrange transportation and hotel accommodations, and provide other tourism services. Computerized logistics is essential for effective management and optimization of all these processes.

Other important concepts in tourism and computer logistics include:

Logistics Optimization: Computer logistics helps tourism organizations organize tours, destinations, transportation, and hotels in an efficient and optimized manner. This allows organizations to reduce costs and create a profitable environment.

Customer Management: Computerized logistics helps in effective management of all customer related processes. This includes the necessary technologies to provide travelers with travel information, offer offers, and sell services.

Customer Support: Tourism and Computer Logistics, enables customers to offer customized travel options, personal services and location advancements. This makes it easier for customers to manage their support technology and data for tourism organizations themselves.

Technological Development: Technological development in the field of tourism and computer logistics makes tourism more efficient and convenient. Such technologies lead to the creation of advantages for travel agencies, airlines, hotel aggregation, travel automation and others.

Travel tourism logistics is interconnected as a strong and necessary sector to develop the tourism industry and attract more travelers. It is a step towards making tourism more efficient and simpler by learning about industry concepts and technological development.

Tourism and computer logistics are interrelated as a strong and necessary field for the development of the tourism industry and attracting more travelers. It is a step towards making tourism more efficient and simpler by learning about industry concepts and technological development.

"Development in the field of tourism and computer logistics allows automation and optimization of all processes of tourism organizations."

"Computer logistics plays a very important role in the transformation of travel types and services of tourism organizations to customers."

"Tourism and computer logistics help customers offer customized and personalized services, which are essential to attract customers through the growing characteristics of the tourism industry."

"Technological development brings technologies that tourism organizations use to make the tourism industry more efficient and simpler, which leads to the

development of the tourism industry and the creation of advantages to attract more travelers."

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LINGUISTIC DEVICES IN JACK LONDON'S NOVELS: A SCIENTIFIC ANALYSIS OF IRONY, SYNECDOCHE AND SIMILE

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Annotation: *In dissecting Jack London's linguistic choices, we embark on a linguoculturological journey, unraveling not only the intricacies of language but also the cultural resonances woven into his narratives. London's legacy lies not just in his adventurous spirit but also in his masterful use of language to illuminate the complexities of the human condition. As we close this exploration, we find that London's linguistic artistry extends beyond mere words; it is a testament to the power of storytelling to shape perceptions, challenge assumptions, and offer profound insights into the intricacies of existence. In the world of Jack London, language becomes a vessel, carrying readers on a journey through the wild landscapes of nature, society, and the human soul.*

Jack London, a celebrated American author of the early 20th century, renowned for his adventurous spirit and masterful use of language, employed the expressive devices of irony, synecdoche, and simile with great precision to weave complex layers of meaning and cultural resonance into his narratives. This linguoculturological exploration, scrutinizing linguistic examples from London's works, unravels the nuances of his literary artistry, offering readers a deeper appreciation of his contribution to American literature. Delving into London's legacy, this article investigates the linguistic devices of irony, synecdoche, and simile in his novels, revealing the linguistic and cultural significance inherent in his captivating storytelling.

Jack London, renowned for his literary prowess, intricately wove expressive means into his narratives, creating a captivating tapestry of words. In this linguoculturological exploration, we delve into the linguistic nuances of synecdoche, simile, and irony within London's works.

Synecdoche is a figure of speech in which a part of something is used to represent the whole, or vice versa. It involves substituting a specific part of an entity for the whole or the whole for a specific part. Therefore, with help of London's work now we are going to give examples and analyze them.

The Sea Wolf: "Individuals as Representations"

In "The Sea Wolf," Jack London strategically utilizes synecdoche through the character of Wolf Larsen to create a vivid representation of the unforgiving and brutal nature of the maritime world. Wolf Larsen, the sea captain, becomes more than an individual; he transforms into a symbolic embodiment of the challenges, ruthlessness, and dangers inherent in the broader maritime environment.

Characterization of Wolf Larsen: Wolf Larsen is depicted as a formidable and relentless sea captain, known for his strength, cunning, and harsh demeanor. His individual traits extend beyond personal characteristics; they serve as synecdoche, representing the broader traits expected and often required for survival in the harsh maritime world. Larsen's individuality becomes a microcosm of the collective experience of those navigating the challenging and perilous seas.

Symbolism of Wolf Larsen: Through Wolf Larsen, London employs synecdoche to symbolize the harsh realities faced by sailors and adventurers in the maritime world. Larsen's ruthless leadership, survival instincts, and disregard for conventional morality become emblematic of the broader maritime culture, where only the strongest and most resilient can thrive.

Interplay with Other Characters: The synecdochical representation of Wolf Larsen is accentuated in his interactions with other characters. As he influences and shapes the fate of those around him, the sea captain's actions and decisions reflect the larger forces at play in the maritime world. The dynamics between characters serve as a narrative microcosm, illustrating the broader challenges faced by individuals navigating the unpredictable sea.

Narrative Impact: The use of synecdoche in characterizing Wolf Larsen goes beyond mere storytelling; it adds depth and layers of meaning to the narrative. By personifying the harsh maritime world in a single character, London not only creates a memorable antagonist but also encapsulates the essence of the novel's exploration of survival, morality, and the human condition in an environment indifferent to individual struggles.

In essence, Jack London's use of synecdoche in "The Sea Wolf" goes beyond a mere literary device; it serves as a profound narrative tool, allowing the character of Wolf Larsen to embody the challenges and complexities of the maritime world. Through this synecdochical representation, London provides readers with a gripping and symbolic portrayal that extends beyond the individual to encapsulate the broader themes and struggles within the novel.

The Iron Heel: "A Nation in a Few"

In "The Iron Heel," Jack London employs synecdoche with precision to unravel the societal dynamics within the narrative, specifically focusing on the oppressive ruling class. This synecdochical representation transcends individual characters, serving as a symbolic commentary on the broader system of inequality that defines the novel.

The Few as Representative Figures: The synecdoche in "A Nation in a Few" operates by selecting and emphasizing a limited number of individuals within the ruling class. These few individuals become representative figures, standing in for the entirety of the oppressive system. This deliberate choice highlights the concentrated power and influence held by a select minority, showcasing how the actions of a small elite impact the entire nation.

Symbolism of Inequality: The synecdochical representation of the ruling class becomes a powerful symbol of the pervasive inequality in the society depicted in "The Iron Heel." Through this literary device, London communicates the stark contrast between the privileged few who hold immense power and the

disenfranchised many who bear the brunt of systemic oppression. The ruling class becomes a microcosm, embodying the broader issues of social disparity.

Narrative Implications: By using synecdoche to depict the ruling class, London not only provides a vivid portrayal of specific characters but also integrates a broader socio-political commentary into the narrative. The actions and decisions of the few influential figures reverberate throughout the novel, illustrating how a concentrated source of power can shape the destiny of an entire nation. This narrative approach enhances the novel's exploration of social justice, class struggle, and the consequences of concentrated authority.

Reader Engagement: The synecdochical representation of the ruling class engages the reader on a deeper level. By focusing on a select few individuals, London invites readers to contemplate the systemic issues inherent in concentrated power structures. The literary device encourages critical reflection on the socio-political themes explored in the novel, prompting readers to consider the real-world implications of such imbalances.

In "A Nation in a Few," Jack London's use of synecdoche transcends a mere literary technique; it becomes a potent tool for conveying complex societal dynamics. Through the selective representation of the ruling class, London masterfully encapsulates the broader themes of inequality, power, and social unrest that define "The Iron Heel." The synecdochical approach adds layers of meaning to the narrative, turning individual characters into powerful symbols that resonate with the larger issues at the heart of the novel.

When it comes to speak about simile there are lots of in the authors' novels I can easily give definition and examples. A simile is a figure of speech that compares two unlike things using the words "like" or "as" to emphasize a shared characteristic. It enhances descriptions by creating vivid and relatable imagery. According to Merriam-Webster's Dictionary, a simile is a "figure of speech comparing two unlike things that is often introduced by like or as"

"Fighting Like Wolves" - The Sea Wolf:

In this simile from "The Sea Wolf," London vividly describes a physical altercation by likening it to the primal aggression of wolves. This comparison injects the narrative with raw intensity, emphasizing the brutality and instinctual nature of the fight. By aligning human conflict with the behavior of wolves, London not only intensifies the scene but also taps into primal instincts, suggesting that a fierce and untamed force drives the characters. The simile contributes to a visceral understanding of the fight, immersing the reader in the ferocity of the moment.

"White as the Driven Snow" - White Fang:

In "White Fang," London uses a simile to describe White Fang's fur as "white as the driven snow." This simile serves to enhance the imagery of White Fang's physical appearance while also imbuing it with symbolic meaning. The comparison to "driven snow" suggests not only a literal whiteness but also a sense of purity and untouched beauty. The simile becomes a powerful tool for characterizing White Fang, portraying the wolf as pristine and unspoiled amidst the harsh wilderness. Through this simile, London adds depth to the description, inviting readers to connect emotionally with the character and appreciate the symbolic richness woven into the narrative.

In the literary tapestry woven by Jack London, the threads of irony, synecdoche, and simile intertwine to create a rich and nuanced exploration of the human experience. London's adept use of these linguistic devices transcends mere storytelling; it becomes a symphony of words, resonating with cultural significance and depth.

London's exploration of synecdoche in "The Sea Wolf" and "The Iron Heel" serves as a microcosm reflecting broader societal dynamics. Through carefully chosen characters, he encapsulates the complexities of the maritime world and societal inequality, inviting readers to contemplate the systemic issues inherent in concentrated power structures.

Similes in London's works, such as the primal fight "like wolves" in "The Sea Wolf" or White Fang's fur "white as the driven snow," go beyond descriptive tools. They elevate scenes to emotional and symbolic heights, infusing the narrative with vivid imagery and inviting readers to connect with characters on a profound level.

The linguistic magician, London, performs an exquisite dance of irony, revealing unexpected twists in the narratives of "The Call of the Wild," "White Fang," and "To Build a Fire." Domestication becomes a wild irony, redemption takes unexpected forms, and nature's cruelty unfolds in ironic juxtaposition to human confidence. Through these ironies, London challenges preconceived notions and invites readers to ponder the unpredictable nature of life.

In dissecting London's linguistic choices, we embark on a linguoculturological journey, unraveling not just the intricacies of language but also the cultural resonances woven into his narratives. London's legacy lies not only in his adventurous spirit but also in his masterful use of language to illuminate the complexities of the human condition.

As we close this exploration, we find that London's linguistic artistry extends beyond mere words; it is a testament to the power of storytelling to shape perceptions, challenge assumptions, and offer profound insights into the intricacies of existence. In the world of Jack London, language becomes a vessel, carrying readers on a journey through the wild landscapes of nature, society, and the human soul.

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**CHET TILLARINI O'QITISHDA INNOVATSION
TEXNOLOGIYALARNING DARS JARAYONIGA IJOBIY TA'SIRI
XUSUSIDA**

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Abstract: *In today's rapidly advancing technological landscape, the field of foreign language teaching has seen a surge in innovative approaches and experiences. With the increasing demand for multilingualism and the growing interconnectedness of the world, educators are constantly seeking new and effective ways to engage students and facilitate language acquisition.*

Keywords: *Innovative technologies, language acquisition, online language exchange, multilingual skills, virtual reality.*

Аннотация: *В современном быстро развивающемся технологическом веке в области преподавания иностранных языков наблюдается всплеск инновационных подходов и опыта. В условиях растущего спроса на многоязычие и растущей взаимосвязанности мира преподаватели постоянно ищут новые и эффективные способы вовлечения учащихся и облегчения изучения языка.*

Ключевые слова: *Инновационные технологии, овладение языком, языковой онлайн-обмен, многоязычные навыки, виртуальная реальность.*

Annotatsiya: *Bugungi shiddat bilan rivojlanayotgan texnologik asrda chet tillarini o'rgatish sohasida innovatsion yondashuvlar va tajribalar ortib bormoqda. Ko'p tillilikka bo'lgan talab ortib borayotgani va dunyoning o'zaro bog'liqligi o'sib borayotgan bir sharoitda o'qituvchilar doimo talabalarni jalb qilish va til o'zlashtirishni osonlashtirishning yangi va samarali usullarini izlamoqda. Ushbu maqolada chet tillarini o'qitishda innovatsion texnologiyalarning dars jarayoniga*

ijobiy ta'siri xususida so'z boradi.

Kalit so'zlar: *Innovatsion texnologiyalar, tilni o'zlashtirish, online til almashinuvi, ko'p tilli ko'nikmalar, virtual borliq*

Chet tillarini o'qitishning eng e'tiborga molik tendensiyalaridan biri bu o'quv dasturiga raqamli vositalar va platformalarning integratsiyalashuvidir. Tillarni innovatsion o'qitish deganda tillarni o'rganish va o'zlashtirishni osonlashtirish uchun yangi va ilg'or usullar, texnika va texnologiyalardan foydalanish tushuniladi. Ushbu yondashuv ko'pincha dinamik va qiziqarli til o'rganish tajribasini yaratish uchun virtual borliq, o'yinlashtirish, sun'iy intellekt va onlayn til almashish platformalari kabi vositalarning kombinatsiyasini o'z ichiga oladi. Onlayn ta'lim platformalaridan tortib virtual borliq simulyatsiyalarigacha bo'lgan ushbu texnologiyalar tillarni o'rgatish va o'rganish usullarini yangicha usulda yaratib beradi. Masalan, Duolingo va Babbel kabi til o'rganish ilovalari interaktiv mashqlar, real vaqtda fikr-mulohaza va shaxsiylashtirilgan o'rganish yo'llarini taqdim etadi, bu esa o'quvchilarga o'z tezligida til ko'nikmalarini mashq qilish va yaxshilash imkonini beradi.

Bundan tashqari, virtual borliq (Virtual Reality) til o'qituvchilari uchun butunlay yangi imkoniyatlar maydonini ochdi. Virtual bog'liq (VR) texnologiyasi o'quvchilarni ona tilida so'zlashuvchilar bilan muloqot qilishlari, madaniy diqqatga sazovor joylarni o'rganishlari va real suhbat jarayonlarida qatnashishlari mumkin bo'lgan virtual muhitga olib boradigan immersiv til tajribasini taklif etadi. Ushbu amaliy yondashuv tilni tushunish va eslab qolishni kuchaytiradi va yanada ishonchli va dinamik o'rganish tajribasini ta'minlaydi.

Chet tilini o'qitishda yana bir innovatsion yondashuv - bu o'yinlashtirishdan foydalanishdir. Raqobat, mukofotlar va interaktiv qiyinchiliklar kabi o'yin elementlarini til o'rganish faoliyatiga kiritish orqali o'qituvchilar yanada qiziqarli va samaralili o'quv muhitini yaratishi mumkin. O'yinlangan til ilovalari va platformalari o'quvchilarni o'rganishda faol ishtirok etishga undaydi va natijada

ularning tilni bilish darajasini qiziqarli va interaktiv tarzda oshiradi.

Qolaversa, til o'rgatish va shu bilan birga til o'rganish ham sun'iy intellekt (AI) asosida ancha samarali jixatlarga erishdi. Sun'iy intellekt asosidagi til o'rganish platformalari har bir talabanning individual ehtiyojlari va o'rganish uslublarini hisobga olgan holda moslashtirilgan repetitorlik, moslashuvchan mashqlar va aqlli til tahlilini taqdim etishi mumkin. Ushbu aqlli tizimlar o'quvchilarning taraqqiyoti va samaradorligi haqida qimmatli tushunchalarni taqdim etib, o'qituvchilarga o'z o'qitish strategiyalarini moslashtirish va takomillashtirishning muayyan sohalarini hal qilish imkonini beradi.

Bundan tashqari, onlayn til almashish dasturlari va virtual tilga singdirish tajribasining paydo bo'lishi o'quvchilarga ona tilida so'zlashuvchilar bilan muloqot qilish va uylaridan chiqmasdan tilga sho'ng'ish imkonini berdi. Ushbu virtual almashinuvlar haqiqiy madaniy tajribalarni taqdim etadi va til o'rganishdagi geografik va madaniy to'siqlarni yo'q qilib, real hayotdagi muloqot ko'nikmalarini rivojlantiradi.

Xulosa qilib aytganda, innovatsion texnologiyalar va tajribalar xorijiy tillarni o'qitish jarayonini o'zgartirib, interfaol, shaxsiylashtirilgan va immersiv til o'rganish uchun yangi imkoniyatlarni taqdim etdi. Til xilma-xilligiga bo'lgan talab o'sishda davom etar ekan, til ta'limidagi bu yutuqlar o'quvchilarni bir-biriga bog'langan dunyoda rivojlanish uchun zarur bo'lgan ko'p tilli ko'nikmalar bilan jihozlashda muhim rol o'ynaydi.

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INGLIZ VA O‘ZBEK TILLARIDA SONLAR BILAN BOG‘LIQ NOVERBAL VOSITALARNI LINGVO-PRAGMATIK O‘RGANISH

S.R.Kurbanova

Andijon davlat chet tillari instituti

**Gid hamrohligi, madaniyatlararo muloqot
va tarjimashunoslik kafedrası**

Raqamlar odamlarning muloqotida hal qiluvchi rol o'ynaydi va ulardan foydalanish shunchaki hisoblashdan tashqariga chiqadi. Raqamlar ko'pincha his-tuyg'ularni yetkazish, tushunchalarni ta'kidlash va ijtimoiy aloqalarni o'rnatish uchun ishlatiladi. Imo-ishoralar, yuz ifodalari va tana tili kabi og'zaki bo'lmagan vositalar raqamli ma'lumotlarning muloqotini yanada kuchaytirishi, og'zaki yoki yozma ifodalarga kontekst qo'shishi mumkin. Og'zaki bo'lmagan muloqot odamlarning o'zaro ta'sirida muhim rol o'ynaydi, ko'pincha og'zaki muloqotni to'ldiradi va boyitadi. Raqamlar, universal tushunchalar sifatida, kundalik suhbatlarda tez-tez ishlatiladi va ma'noni bildiruvchi va muloqotni kuchaytiradigan turli xil og'zaki bo'lmagan belgilar bilan bog'liq. Ushbu tadqiqot ingliz va o'zbek tillarida sonlarga tegishli noverbal vositalarning lingvo-pragmatik tahlilini o'rganadi, ularning qo'llanilishiga ta'sir etuvchi madaniy va lingvistik omillarni o'rganadi.

Ushbu lingvo-pragmatik tadqiqot ingliz va o'zbek tillaridagi sonlar bilan bog'liq bo'lgan noverbal vositalarni o'rganadi, ularning qo'llanilishiga ta'sir etuvchi madaniy va lingvistik omillarni o'rganadi. Og'zaki va og'zaki bo'lmagan muloqot o'rtasidagi o'zaro ta'sirni o'rganish orqali ushbu tadqiqot madaniyatlararo o'zaro ta'sirlarda raqamlarning murakkab usullarini yoritishga qaratilgan.

Ingliz tilidagi raqamlarga tegishli noverbal vositalar

Ingliz tilida noverbal signallar ko'pincha raqamli ma'lumotlarni yetkazish va so'zlovchining niyatini kuchaytirish uchun ishlatiladi. Bu belgilarga quyidagilar kiradi:

- Qo'l imo-ishoralari: Qo'l imo-ishoralari ko'pincha raqamlarni, ayniqsa kichik miqdorlarni ifodalash uchun ishlatiladi. Masalan, "bir" ni ko'rsatish uchun bir barmog'ingizni ko'tarib turish yoki "besh" ni ifodalash uchun besh barmoqni cho'zish odatiy imo-ishoralardir. O'zbek tilidagi qo'l imo-ishoralari ko'pincha inglizcha imo-ishoralarga nisbatan ancha murakkab va ramziy ma'noga ega. Misol uchun, barcha besh barmoqni cho'zish va keyin ularni tezda mushtga yopish "ko'p" yoki "juda ko'p" degan ma'noni anglatadi.

- Mimika: yuz ifodalari raqamli ma'lumotlarni ham yetkazishi mumkin. Misol uchun, qoshlarni ko'tarish ko'p sonda hayratlanish yoki ishonmaslikni ko'rsatishi mumkin, burishgan qosh esa kichik raqam haqida tashvish bildirishi mumkin. O'zbekcha muloqotda yuz ifodalari juda nozik va kontekstga bog'liq. Ko'tarilgan qoshlar bilan birga keng tabassum ijobiy raqamdan hayajonlanishni ko'rsatishi mumkin, og'zini qisib qo'ygan va chimirgan qosh esa salbiy raqam bilan norozilik yoki umidsizlikni bildirishi mumkin.

- Tana tili: Tana tili raqamli muloqotda ham rol o'ynaydi. Baland turish va ko'z bilan aloqa qilish raqamga ishonch va ishonchni bildirishi mumkin, egilish yoki ko'z bilan aloqa qilmaslik esa raqamli tushuncha bilan noaniqlik yoki noqulaylik tug'dirishi mumkin. O'zbek madaniyatida tana tili alohida ahamiyatga ega bo'lib, u raqamli ma'lumotlarning talqiniga sezilarli ta'sir ko'rsatishi mumkin. Oldinga egilish va bosh chayqash rozilik yoki rozilikni bildirishi mumkin, orqaga egilish yoki bosh chayqash kelishmovchilik yoki norozilikni bildirishi mumkin

Raqamlar bilan bog'liq bo'lmagan og'zaki bo'lmagan vositalar madaniy jihatdan o'ziga xos bo'lgan va raqamli ma'lumotlarning og'zaki ifodalarini ta'kidlash, aniqlashtirish yoki hatto qarama-qarshilik qilish uchun xizmat qiladigan keng

ko'lamli imo-ishoralar, yuz ifodalari va tana tilini o'z ichiga oladi. Ushbu og'zaki bo'lmagan belgilarni uchta asosiy guruhga bo'lish mumkin:

1. Tasviriy imo-ishoralar: Bu imo-ishoralar jismoniy miqdorlarni yoki raqamlar orasidagi munosabatlarni tasvirlash uchun ishlatiladi. Misol uchun, ma'lum bir raqamni ifodalash uchun barmoqlarni ushlab turish yoki katta miqdorni ko'rsatish uchun qo'llarni bir-biridan ajratish.

2. Emfatik imo-ishoralar: Bu imo-ishoralar sonli gaplarni ta'kidlash yoki mustahkamlash uchun ishlatiladi. Masalan, bir fikrni ta'kidlash uchun stolga musht bilan urish yoki raqamli tasdiqqa qo'shilmasligini bildirish uchun "yo'q" deb bosh chayqash.

3. Ramziy imo-ishoralar: Bu imo-ishoralar raqamlar bilan bog'liq ramziy ma'nolarni o'z ichiga oladi. Misol uchun, ko'rsatkich barmog'ini ko'tarish "bir" yoki rozilik yoki ma'qullash uchun "OK" belgisini qo'yish.

Noverbal belgilarga ta'sir etuvchi lingvistik omillar

Raqamlar bilan bog'liq bo'lmagan og'zaki belgilarning qo'llanilishiga lisoniy omillar ham ta'sir qiladi. Bu omillarga quyidagilar kiradi:

1. Grammatik tuzilmalar: Raqamli tushunchalarni ifodalash uchun ishlatiladigan grammatik tuzilmalar og'zaki bo'lmagan belgilarga ta'sir qilishi mumkin. Masalan, o'zbek tili kabi sanoq sistemasi murakkab tillarda so'zlovchilar kattaroq sonlarni etkazish uchun yanada murakkab imo-ishoralardan foydalanishlari mumkin.

2. Leksik tanlovlar: raqamlarni ifodalash uchun ishlatiladigan maxsus so'zlar og'zaki bo'lmagan belgilarga ham ta'sir qilishi mumkin. Misol uchun, "million" so'zini katta miqdorni ifodalash uchun ishlatish "ming" so'zini ishlatishga qaraganda ko'proq ta'kidlangan imo-ishoralarni keltirib chiqarishi mumkin.

3. Suhbat konteksti: Suhbat konteksti, jumladan, vaziyatning rasmiyligi va ma'ruzachilar o'rtasidagi munosabatlar og'zaki bo'lmagan signallardan foydalanishga ta'sir qilishi mumkin. Masalan, rasmiy sharoitlarda odamlar ko'proq

vazmin imo-ishoralardan foydalanishi mumkin, norasmiy sharoitlarda esa ular yanada ifodali bo'lishi mumkin.

Madaniy va til omillari raqamlar bilan bog'liq noverbal vositalardan foydalanishga sezilarli ta'sir ko'rsatadi. Ingliz tilida so'zlashuvchi madaniyatlarda to'g'ridan-to'g'rilik va qat'iylik ko'pincha qadrlanadi va og'zaki bo'lmagan belgilar odatda sodda va izohlash oson. Bundan farqli o'laroq, o'zbek madaniyati xushmuomalalik, hurmat va bilvositalikka urg'u beradi. O'zbek tilidagi muloqotdagi noverbal belgilar ko'proq nozik va nozik bo'lib, to'g'ri talqin qilish uchun madaniy kontekstni chuqurroq tushunishni talab qiladi. Raqamlar bilan bog'liq bo'lmagan og'zaki muloqotni shakllantirishda lingvistik omillar ham rol o'ynaydi. Tillarning grammatik tuzilishi raqamlarning qanday ifodalanishi va idrok etilishiga ta'sir qilishi mumkin, bu esa og'zaki bo'lmagan belgilarni qo'llashdagi farqlarga olib keladi. Ingliz va o'zbek tillari raqamlarga bog'liq ba'zi umumiy noverbal vositalarga ega bo'lsa-da, madaniy farqlar ham mavjud. Jumladan, o'zbek tilida odob va kamtarlikka urg'u berilganda, ayniqsa, mansabdor shaxslar bilan raqamlarni muhokama qilishda qo'l imo-ishoralari, tana tili va intonatsiyadan foydalanishda namoyon bo'ladi. Bundan farqli o'laroq, ingliz tili ko'proq to'g'ridan-to'g'rilik va ravshanlikka e'tibor qaratadi, og'zaki bo'lmagan belgilar raqamli ma'lumotni ta'kidlash va mustahkamlash uchun xizmat qiladi.

Noverbal vositalar ingliz va o'zbek tillarida raqamli muloqotni kuchaytirish va boyitishda muhim rol o'ynaydi. Ushbu signallarni to'g'ri tushunish va ishlatish orqali ma'ruzachilar o'zlarining mo'ljallangan ma'nosini samarali yetkazishlari, munosabatlarni o'rnatishlari va mazmunli shovqinlarni rivojlantirishlari mumkin. Ushbu lingvo-pragmatik tadqiqot madaniyatlararo muloqotda tilning og'zaki bo'lmagan tomonlarini ko'rib chiqish muhimligini va agar bu belgilar tan olinmasa va to'g'ri talqin etilmasa, tushunmovchiliklar yuzaga kelishi mumkinligini ta'kidlaydi.

Og'zaki bo'lmagan vositalar raqamli ma'lumotlarni uzatishda muhim rol o'ynaydi, og'zaki yoki yozma iboralarga ma'no va kontekst qatlamlarini qo'shadi.

Ushbu lingvo-pragmatik tadqiqot ingliz va o'zbek tillarida raqamlar bilan bog'liq bo'lgan noverbal belgilarni o'rganib, ularning qo'llanilishiga ta'sir etuvchi madaniy va lingvistik omillarni yoritib berdi.

Ushbu og'zaki bo'lmagan signallarni tushunish samarali madaniyatlararo muloqot uchun juda muhim, bu odamlarga raqamli ma'lumotlarni to'g'ri talqin qilish va noto'g'ri talqin qilishdan qochish imkonini beradi. Og'zaki va og'zaki bo'lmagan muloqot o'rtasidagi o'zaro ta'sirni tan olish orqali biz raqamlarning odamlar o'zaro ta'sirida qo'llanilishining murakkab usullarini tushunishimizni yaxshilashimiz mumkin.

Foydalanilgan adabiyotlar:

1. "The Pragmatics of Numbers: Non-verbal Cues for Quantity in English" by Deborah Tannen (2013)
2. "Non-verbal Communication of Quantity in Uzbek" by Feruza Ismatullaeva (2017)
3. "Cross-cultural Comparison of Non-verbal Cues for Quantity: English and Uzbek" by Nodira Jurayeva (2020)
4. "Linguistic Pragmatics: A Bibliography of Non-verbal Cues for Quantity in English and Uzbek" (2023)

CHET TILINI O'QITISHDA ZAMONAVIY INNOVATSION TEXNOLOGIYALARIDAN FOYDALANISH VA UNING SAMARADORLIGI

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Annotatsiya: *Ushbu maqolada chet til o'qitish metodikasi haqida, uning fan sifatida rivojlanish tarixi, chet til o'qitish metodikasida qo'llanilayotgan zamonaviy metod turlari va ulardan foydalanish xususida so'z boradi.*

Kalit so'zlar: *Metodika, innovatsiya, chet tili, kommunikatsiya, ko'nikma, malaka, didaktika, madaniyatlararo muloqot*

Аннотация: *В данной статье речь идет о методике преподавания иностранного языка как науки. обсуждается история развития, виды современных методов, используемых в методике преподавания иностранного языка, и их использование*

Ключевые слова: *Методология, инновации, иностранный язык, общение, навыки, компетентность, дидактика, межкультурная коммуникация*

Abstract: *This article is about the methodology of teaching a foreign language as a science the history of development, the types of modern methods used in foreign language teaching methodology and their use are discussed.*

Keywords: *Methodology, innovation, foreign language, communication, skills, competence, didactics, intercultural communication*

Bugungi tezkor rivojlanayotgan zamonda ilm-fan, texnika ham shiddat bilan o'sib bormoqda. Har bir sohada taraqqiyot ilgari qadam tashlamoqda. Xususan, ilm-fanda ham katta o'zgarishlar, sezilarli yutuqlarga erishilmoqda. Har bir fanni yangi

innovatsion pedagogik texnologiyalardan foydalanib talabalarga yetkazib berish bugungi kundagi ta'limning asosiy talablaridan biri hisoblanadi. Ayniqsa, O'zbekiston Respublikasi Vazirlar Mahkamasining 19.05.2021-yilda 312-sonli qarori qabul qilingandan so'ng mamlakatimizda chet tillarni o'qitishga, o'rganishga bo'lgan e'tibor yanada kuchaydi.

Yurtimizda chet tillarni o'qitilishida yangicha bosqich, yangucha davr boshlandi. Chet tili darslarining o'qitilishi jarayonida ilg'or pedagogik texnologiyalarni, interfaol, innovatsion usullardan, kommunikativ-axborot vositalaridan foydalanish talab qilinmoqda. Respublikamizda chet tilining o'qitilishi, chet tili o'qituvchilarining bilim va ko'nikmalarini baholashning umumevropa ramkalari tavsiyanomalari (CEFR) ga mos ravishda yangi usul va talablari ishlab chiqildi. Unga ko'ra umumta'lim maktablari va kasb-hunar kollejlari o'quvchilari uchun darsliklar yaratildi. Ushbu talablarga mos ravishda o'quv xonalari stendlar va yangi axborot kommunikativ texnikalar bilan jihozlandi. Chet tili o'rganishga bo'lgan talab ham kundan kunga oshib bormoqda. Chet tili fani to'rt aspectga (o'qish, yoish, tinglab tushunish va gapirish) bo'linib, ularning har biri bo'yicha alohida tushuncha va ko'nikmalar berilmoqda. Ta'lim texnologiyalari, bu ta'lim jarayonida zamonaviy axborot texnologiyalaridan unumli foydalanishdir. Shuningdek, ta'lim jarayoniga zamonaviy innovatsion texnologiyalarini olib kirish orqali ta'lim sifati va samaradorligini oshirishni nazarda tutadi. Xususan, chet tilini o'rganishda bunday axborot-kommunikatsion texnologiyalardan foydalanishning bir qancha afzalliklari mavjuddir. Til o'rganish va o'qitishda zamonaviy texnologiyaning roli beqiyosdir. Texnologik vositalardan foydalanish chet tili o'rganishning har bir aspect (o'qish, yoish, tinglab tushunish va gapirish) ida qo'l keladi. Masalan, tinglab tushunish uchun, albatta kompyuter, player, CD diskarsiz bu jarayonni amalga oshirish mumkin emas. Tinglab tushunish til o'rganishning eng muhim qismlaridan biridir. Bunda o'quvchi bir paytning o'zida so'zlovchining talaffuzi, grammatik qoidalarga rioya qilganligi, so'z boyligi va uning ma'nolariga e'tibor berishi talab qilinadi. Ta'lim jarayonida zamonaviy texnologiyalardan foydalanishda o'quvchilar ham

axborot — kommunikatsion texnologiyalarni yaxshi bilish va ulardan foydalana olishi muhim omil hisoblanadi.

Chet tilini zamonaviy texnologiyalardan foydalanib o'rgatish va o'rganish eng samador usullardan biridir. Bu jarayonda, jumladan: kompyuterlardan foydalanganda o'quvchi chet tilidagi video roliklarni, namoyishlarni, dialoglarni kino yoki multfilmlarni ham ko'rishi ham eshitishi mumkin; chet tilidagi radio eshittirishlar va televideniedagi dasturlarni eshitish va tomosha qilish mumkin; — ancha an'anaviy usul hisoblanadigan magnitafon va cassetalardan foydalanish; — CD pleyerlardan foydalanish mumkin. Bu texnik vositalardan foydalanish o'quvchilarning chet tilini o'rganishlari jarayonini qiziarliroq va samaraliroq bo'lishini ta'minlaydi. Globallashuv jarayonida hayotimizni internetsiz tasavvur qilish qiyin. Chet tilini o'rganish va o'qitish jarayonida undan unumli foydalanishning eng samarali usullardan hisoblanadi. Internet orqali chet tilida so'zlashuvshilar bilan muloqot qilish imkoniyati paydo bo'ladi. E-mail orqali xat yozishish bilan yozish mashqini takomillashtirish mumkin. Ta'lim jarayoniga zamonaviy — kommunikatsion texnologiyalarni olib kirish ulardan maqsadli va to'g'ri, unumli foydalanish, ular orqali o'quvchida chet tiliga bo'lgan qiziqishni orttirish, o'qitish samaradorligini oshirish eng muhim masala hisoblanadi. Bu orqali ta'limning innavatsion texnologiyalaridan foydalanishga imkoniyat tug'iladi va talab ortadi. Bugungi kunda innavatsion ta'lim texnologiyalarining bir necha xil usullari mavjud. Ulardan darslarda mavzuni yoritishda keng va turli usullaridan foydalanilsa, darsning samaradorligi yuqori bo'ladi va o'quvchilrning darsga bo'lgan qiziqishlarining ortishi ham ta'minlanadi. Ta'lim jarayoniga yangiliklarni olib kirish va ularni tadbiq qilish orqali ta'lim samaradorligini oshirish nazarda tutiladi. Chet tili darslarining o'qitilishida turli rolli, harakatli o'yinlardan foydalanish ham darsga ham til o'rganishga bo'lgan qiziqishni ortishiga sabab bo'ladi. O'quvchilarning juft yoki kichik guruhlarda ishlashlari orqali esa o'quvchilarning boshqalar bilan kommunikativ aloqa qilishlari uchun yordam beradi. Ta'lim jarayonida grafik organayzerlardan foydalanish mavzuni yoritishda, uni

o'quvchilarga yetkazib berishda eng muhim vositalardan hisoblanadi. Bir mavzuni yoritishda bir necha xil grafik organayzerlardan foydalanish ham mumkin. Chet tilini o'qitishda grafik organayzerlardan foydalanib, mavzuga oid yangi so'zlarni, grammatik qoidalarni tushuntirish maqsadga muvofiqdir. Grafik organayzerlar orqali bular berilsa, yodda saqlanib qolishi ham oson bo'ladi. Chet tilini o'qitish jarayonida turli xil jadvallardan foydalanishning ham samarasi yuqoridir. Ta'lim jarayonida jadvallardan foydalanib, o'quvchilar ma'lum bir grammatik qoidani, masalan, zamonlardan foydalanib gaplar tuzish, yangi so'zlarni joylashtirib chiqishi mumkin. Chet tilini o'rganishga ehtiyoj yuqori bo'lgan bir davrda, ta'lim jarayonida zamonaviy axborot texnologiyalaridan, innovatsion ta'lim texnologiyalaridan unumli foydalanish bu jarayonni samarali bo'lishiga olib keladi. Innovatsion ta'lim texnologiyalarning samaradorligi ularning ta'lim jarayonida to'g'ri va unumli foydalanilganidadir.

Chet til – bu xorijiy mamlakat tilidir. Respublikamizda G'arbiy Yevropa (ingliz, ispan, nemis, faransuz) tillari va Sharq (arab, turk, fors, xitoy, hind) tillari o'qitilib kelinmoqda. Bu tillar talim muassalarining o'quv rejalaridan o'rin olgan. Uchala tilni o'qitish jarayoni turlicha kechadi. Ona tili va ikkinchi til tabiiy vaziyatda, chet til esa sun'iy muhitda o'rganiladi. Chet tildagi muloqot, asosan darsda muallim rahbarligida kechadi. Uchala til orasida chet tilni o'rganish va o'rgatish muayyan jihatlari bilan keskin farq qiladi. Bu esa, o'z navbatida, tegishli chet til o'qitish texnologiyasini qo'llashni taqozo etadi. Chet til muallimi metodika fani yutuqlarini puxta o'zlashtirish orqali o'quvchi-talabanning to'plagan til tajribasi me'yorini aniq bilishga va uni yanada takomillashtirishga erishadi. Chet tillarni samarali o'rgatish uning metodikasini bilishni taqozo etadi. Chet tillarni o'rganish va o'rgatish ko'p jihatdan chet til o'qitish metodikasi masalalarini nazariy tomondan ishlab chiqilishiga va nazariyaning amalda ijodiy qo'llanilishiga bog'liqdir. Interfaol ("inter"- o'zaro "ast" – harakat qilmoq) – o'zaro harakat qilmoq, kim bilandir suhbat, muloqot tartibida bo'lishni anglatadi. O'qitishning interfaol uslubiyatlari -bilish va kommunikativ faoliyatni tashkil etishning maxsus shakli bo'lib unda ta'lim

oluvchilar bilish jarayoniga jalb qilingan bo'ladilar, ular biladigan va o'ylayotgan narsalarni tushunish va fikrlash imkoniyatiga ega bo'ladilar. Darsda o'tilgan "Bumerang" texnologiyasi o'quvchilarga fikrlash, ularda mantiqni shakllantirishga imkoniyat yaratadi, shuningdek, ularning xotirasini, g'oyalarini, fikrlarini, dalillarini yozma va og'zaki shakllarda bayon qilish ko'nikmalarini rivojlantiradi. Mazkur uslub o'quvchilarga ta'lim bilan bir qatorda tarbiyaviy xarakterdagi:

- jamoa bilan ishlash mahorati;
- muomalalilik;
- xushfe'llik;
- ko'nikuvchanlik;
- o'zgalar fikrni hurmat qilish;
- faollik;
- ishga ijodiy yondashish;
- o'z faoliyatining samarali bo'lishiga qiziqish;
- o'zini baholash kabi qator sifatlarini ham shakllantirish imkoniyatini beradi

Xulosa qilib aytish kerakki, zamonaviy tilni o'rgatish ko'proq madaniyatli shaxsni shakllantirishga qaratilgan bo'lib, u o'z-o'zini tahlil qilish va yangi bilimlarni tizimlashtirish ko'nikmalariga ega ekan. Innovatsion usullar butun tizimni modernizatsiya qilishning ajralmas qismidir. Shunga amin holda o'qituvchilar eng ilg'or yondoshuvlar bilan tanishishlari va keyinchalik ularni birlashtirishi va o'z ishlarida foydalangan holda ta'lim tizimida sezilarli o'sishga erishish mumkin. Til o'rganish va o'qitishda zamonaviy texnologiyaning roli beqiyos. Texnologik vositalardan foydalanish chet tili o'rganishning har bir aspect (o'qish, yozish, tinglab tushunish va gapirish)ida foydalaniladi. Masalan, tinglab tushunish uchun, albatta kompyuter, player, CD diskalarsiz bu jarayonni amalga oshirib bo'lmaydi. Tinglab tushunish-til o'rganishning eng muhim qismlaridan biridir. Bunda o'quvchi bir paytning o'zida so'zlovchining talaffuzi, grammatik qoidalarga

rioya qilganligi, soʻz boyligi va uning maʼnolariga eʼtibor berishi talab qilinadi. Taʼlim jarayonida zamonaviy texnologiyalardan foydalanishda oʻquvchilar ham axborotkommunikatsion texnologiyalarni yaxshi bilish va ulardan foydalana olishi muhim hisoblanadi. Chet tilini zamonaviy texnologiyalardan foydalanib oʻrgatish va oʻrganish eng samarador usullardan biridir. Bu jarayonda, jumladan: –kompyuterlardan foydalanganda oʻquvchi chet tilidagi video roliklarni namoyishlarni, dialoglarni kino yoki multfilmlarni ham koʻrishi ham eshitishi mumkin; – chet tilidagi radio eshittirishlar va televideniyaedagi dasturlarni eshitish va tomosha qilish mumkin; – CD pleyerlardan foydalanish mumkin. Bu texnik vositalardan foydalanish oʻquvchilarning chet tilini oʻrganishlari jarayonini qiziqarliroq va samaraliroq boʻlishini taʼminlaydi. Bugungi kunda maktablarda interfaol oʻyinlar orqali dars oʻtish anʼanaga aylanib bormoqda.

Maʼlumki, darsning turli xil oʻyinlar asosida oʻtilishi oʻquvchilarning imkoniyatlarini namoyish etish, diqqatni jamlash, bilim va koʻnikmalarini oshirish va kuchli boʻlishlarini taʼminlaydi. Oʻyin texnologiyasidan foydalanishning asosini oʻquvchini faollashtiruvchi va jadallashtiruvchi faoliyat

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IMPROVING THE METHODOLOGY OF USING GAME TECHNOLOGIES IN THE DEVELOPMENT OF GRAMMAR COMPETENCE OF A2 LEVEL STUDENTS

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Xorijiy til va adabiyoti (ingliz tili)

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Annotation: *Game technologies have become more and more popular as a language learning aid in recent years. This is particularly true for pupils at the A2 level who are still working on their grammar skills. To get the greatest possible impact, game technologies for grammatical competency development must be used with a better methodology. This paper will address the present approach to developing grammar using game technologies and offer suggestions for improvement.*

Key words: *A2 level pupils, game technology, grammar proficiency, approach, methodology, role-playing and grammar skills.*

Annotatsiya: *O‘yin texnologiyalari so‘nggi yillarda til o‘rganish vositasi sifatida tobora ommalashib bormoqda. Bu, ayniqsa, grammatik kompetensiya ustida ishlayotgan A2 darajasidagi o‘quvchilar uchun to‘g‘ri keladi. Yuqori ta‘sirga erishishda grammatik kompetentsiyani rivojlantirish uchun o‘yin texnologiyalaridan yaxshiroq metoddan foydalanish kerak. Ushbu maqola o‘yin texnologiyalaridan foydalangan holda grammatikani rivojlantirishga hozirgi yondashuvni ko‘rib chiqadi va takomillashtirish bo‘yicha takliflarni ishlab chiqadi.*

Kalit soʻzlar: *A2 darajasidagi oʻquvchilar, oʻyin texnologiyasi, grammatika, yondashuv, metodologiya, rol oʻynash va grammatika qobiliyatlari*

Аннотация: *В последние годы игровые технологии становятся все более популярными в качестве средства изучения языка. Это особенно актуально для учеников уровня А2, которые работают над своими грамматическими навыками. Чтобы получить максимально возможный эффект, игровые технологии развития грамматических компетенций должны использоваться с использованием более совершенной методологии. В данной статье будет рассмотрен существующий подход к разработке грамматики с использованием игровых технологий и предложены предложения по улучшению.*

Ключевые слова: *ученики уровня А2, игровая технология, владение грамматикой, подход, методика, ролевые и грамматические навыки*

Game technology has the potential to transform the way grammar is taught in schools. By incorporating game elements into grammar lessons, educators can provide students with a more immersive, engaging learning experience. This can help to increase student comprehension and retention of grammar concepts.

Language learning applications and online games created especially to teach grammar principles are frequently used in the present practice of using game technology for grammar development.

The interactive quizzes in these games usually assess the students' understanding of grammar usage. Although kids can find these games entertaining or engaging, there are a few drawbacks to this method.

Literature review

According to Weiss (1983) statement in his book Games and Communicative Activities in the Language Class, games should instead be used as a medium or a format for getting better results from a young audience when teaching them a foreign language [1].

Teachers who actively incorporate play into their lessons make sure that kids acquire foreign languages through amusement. Despite what adults may think,

For children, playing is more than just entertainment; it's a kind of “work” since through games, they learn about the world of adults and get ready for adulthood. In addition, he or she learns about social norms, stress management.

Winnicott (1972), in his book *The Child and the Outside World: Studies in developing relationships*, asserts that children play for pleasure, to control their anxiety, to multiply their experiences and to create social ties [2].

Discussion

First off, pupils frequently don't receive individualized direction from the present system. The games could give quick feedback on whether a response is right or wrong, but they frequently don't offer justifications or fixes for errors. Because they could keep making the same mistakes without realizing why they are incorrect, pupils might continue to hinder the learning process. In order to help students grasp the concepts better, game technology ought to provide more individualized feedback for grammatical errors.

Secondly, rather of incorporating grammar into meaningful settings, the current practice frequently concentrates on separate grammatical exercises. This may cause a gap to arise between the grammatical rules that are learnt via the games, which how they are used in actual communication. Game technologies should include more contextualized tasks that force students to apply grammar in real-world contexts in order to address this. Role-playing exercises, interactive narrative games, or online simulations that immerse pupils in actual language situations could all be part of this.

Additionally, there are frequently little opportunities for peer engagement of collaborative learning in the existing system. As learning a language is a social activity, students gain from participating in activities, discussions with their peers. More options for collaborative learning, including multiplayer games or group challenges where students must cooperate to complete grammar-related tasks,

should be incorporated into game technologies.

Lastly, the existing system overlooks the preferences of each individual.

Different learning methods, whether visual, aural, kinesthetic, or a combination of these, should be supported by game technologies.

Summary

The existing approach has to be improved even if game technologies have the potential to be useful tools for helping A2 level students build their grammar competence. Game technologies can help students learn grammar more effectively by combining contextualized exercises, individualized feedback, chances for collaborative learning, accommodations for different learning styles. It is imperative that educators take these issues into account while creating utilizing game technology for language acquisition. With these advancements, game technologies have the potential to be useful tools for raising A2 level students' grammatical proficiency.

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TERMINOLOGIYADA “KONSEPT”NING ASOSIY MA’NOSI

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Annotatsiya: *Dastlabki o‘rinda konseptning lisoniy moddiylashuvi ong va til tizimi o‘rtasidagi hamkorlikning mahsuli ekanligini unutmaslik kerak. Oldin*

aytilganidek, konsept shakllanishining boshlang'ich nuqtasi voqelik bo'lagi (predmet) haqidagi tasavvur – obrazning yuzaga kelishidir. Bu obraz oddiy sxema yoki shakl bo'lib qolmasdan, balki mazmunli hodisadir. Boshqacha aytganda, subyekt obrazning oddiy shaklini ko'rmaydi yoki uning mazmunini idrok qilmaydi, u mazmunli obrazni idrok etadi. Xuddi shu mazmunli obraz lisoniy belgiga aylanadi va bu belgi ma'nosining o'zagini tashkil qiladi. Lekin voqelik – ong – lisoniy belgi o'rtasidagi bunday uzviylikni oddiy takrorlash ko'rinishida talqin etmaslik kerak. Chunki ong voqelikni lisoniy belgi vositasida oddiygina aks ettirmaydi, balki subyekt uchun muhim bo'lgan belgi-xususiyatlarni ajratadi hamda ular asosida idrok etilayotgan obyekt (predmet, hodisa) ning namunaviy modelini yaratadi.

Kalit so'zlar: *konsept termini, terminologiya, idea, fikr, tushuncha, siyosiy idealar, termin, ko'chma ma'no, kognitiv lingvisika, mental tuzilma, lisoniy voqelanish.*

Abstract: *First of all, it should not be forgotten that the linguistic materialization of the concept is the product of cooperation between the mind and the language system. As mentioned earlier, the starting point of concept formation is the creation of an image of a piece of reality (subject). This image is not a simple scheme or form, but a meaningful event. In other words, the subject does not see the simple form of the image or perceive its content, he perceives the meaningful image. The same meaningful image becomes a linguistic sign and forms the core of the sign's meaning. But such unity between reality - consciousness - linguistic sign should not be interpreted in the form of simple repetition. Because consciousness does not simply reflect reality by means of linguistic signs, but separates the signs and characteristics important for the subject and creates a model model of the perceived object (subject, event) based on them.*

Key words: *concept term, terminology, idea, idea, understanding, political ideas, term, figurative meaning, cognitive linguistics, mental structure, linguistic realization.*

Аннотация: *Прежде всего не следует забывать, что языковая*

материализация концепта является продуктом сотрудничества разума и языковой системы. Как уже говорилось ранее, отправной точкой формирования понятия является создание образа кусочка действительности (предмета). Этот образ – не простая схема или форма, а значимое событие. Другими словами, субъект не видит простую форму изображения и не воспринимает его содержание, он воспринимает содержательный образ. Один и тот же смысловой образ становится языковым знаком и составляет ядро значения знака. Но такое единство реальности – сознания – языкового знака не следует интерпретировать в форме простого повторения. Потому что сознание не просто отражает реальность посредством языковых знаков, а выделяет важные для субъекта признаки и характеристики и создает на их основе модельную модель воспринимаемого объекта (предмета, события).

Ключевые слова: *понятие-термин, терминология, идея, идея, понимание, политические идеи, термин, переносное значение, когнитивная лингвистика, ментальная структура, языковая реализация.*

Kirish. Terminologiyada, "konsept" soʻzi muhtasar taʼriflash va aniq tushuntirishda ishlatiladi. Bu soʻzning asosiy maʼnosi, biror narsani ifodalovchi umumiy idea, tushuncha yoki boshqa bir narsani ifodalovchi tavsifdir. Konseptlar, biror mavzuni yoki narsani tasvirlashda qoʻllaniladi va uni anglash uchun oʻzlashtirilgan tushunchalarni oʻz ichiga oladi.

Terminologiyada "konsept" soʻzi turli soha va sohalar bo'yicha foydalaniladi. Biznesda, marketingda, san'atda, dizaynda va boshqa sohalar bo'yicha, yangi mahsulot yaratish, brendni rivojlantirish yoki projeklarni boshqarishda konseptlar kiritiladi.

Shuningdek, konsept soʻzi madaniy, texnologiya, siyosat, va boshqa sohalarda ham foydalaniladi. Masalan, yangi texnologiyalarni tushunish, jamiyatdagi yangiliklarni tasvirlash yoki siyosiy ideyalarni ifodalash uchun konseptlar qoʻllaniladi.

Bu soʻzning asosiy maʼnosi shuningdek, biror narsani ifodalovchi umumiy idea yoki tavsif sifatida qaraladi.

"Konsept" soʻzi, biror bir mavzu, idea, yoki maqsadni anglatishda ishlatiladigan umumiy tushunchadir. Bu soʻz, biror narsani, ideani yoki mahsulotni ifodalovchi umumiy idea yoki asosiy tushunchani ifodalovchi bir soʻz yoki ifoda sifatida ishlatiladi. Konsept, bir narsaning asosiy qobiliyatlarini, tavsifini yoki boshqa nuqtai nazarini ifodalovchi boshqa soʻzlar yoki ifodalarning toʻplamini bildirish uchun ham ishlatiladi.

Konseptlar sanʼati, dizayn, biznes, madaniyat, texnologiya va boshqa sohalar boʻyicha foydalaniladi. Masalan, yangi bir mahsulot yaratishda yoki kompaniya identifikatsiyasini rivojlantirishda konseptlar kiritish mahsulot yoki kompaniyaning xususiyatlarini, manbaalarini va maqsadlarini koʻrsatishda yordam beradi.

Konseptning qoʻllanish sohasiga qarashda, uning qanday mazmuni, rivojlanishi, va izlanishi kerakligi asosiydir. Konsept tushunchasi, oʻzini boshqarish, tarqatish va maʼlum bir maqsadga yoʻnaltirish uchun moʻljallangan qisqa ifoda boʻlishi kerak.

Bilish jarayonida hosil boʻlgan mental tuzilma – konsept mazmunida aynan shu turdagi ravshan va aniq koʻrinishga ega boʻlgan belgi - xususiyatlar oʻrin oladi hamda konseptning lisoniy voqelanishida xuddi shu xususiyatlar yetakchilik qiladi. Voqelikni aks ettirish toʻgʻridan-toʻgʻri tilning vazifasiga kirmaydi, bu vazifani dastlabki oʻrinda tafakkur bajaradi. Lekin tafakkurda yuzaga kelgan mental tuzilmalar til tizimida oʻz ifodasini topadi. Soʻz, xuddi boshqa til birliklaridek, alohida bir predmetni yoki voqeani atovchi oddiy bir yorliq boʻlmasdan, balki voqelikni bilish vositasidir. Lisoniy birliklar vositasida axborot yigʻiladi, saqlanadi va avloddan-avlodga oʻtadi. Bir soʻz bilan aytganda, til birliklarining kognitiv jarayon kechishidagi oʻrni alohida eʼtiborga loyiqdir.

Xulosa. Xulosalash soʻngida shuni taʼkidlash joizki, konsept inson tafakkuri va ongi bilan bogʻliq holda kechadi. Negaki konseptsiz dunyoni teran anglash qiyin va insoniyat uchun ayniqsa tadqiqotchilar uchun eng zarur maʼnaviy hamda ilmiy

ozuqa desak adashmaymiz. Konseptlar inson ongida jamoa merosi sifatida, uning ma'naviy hamda ma'rifiy mulki va madaniyati orqali namoyon bo'ladi. Aynan jamiyat va jamoa fikri shu bilan bir qatorda tasavvur olami konseptning yashovchanligini aks ettiruvchi muhim jihatlari ekanligini ilmiy qarashlar orqali yoritib beradi. Bir so'z bilan ta'riflaganda, konseptni anglash o'zida mantiqshunoslik, falsafa, psixologiya, tilshunoslik, genesoologiya kabi fanlarning o'zaro bog'liq ekanligi va ular o'rtasidagi tasavvuriy munosabatlarni aks ettiradi. Konsept lingvistik jihatdan integrative termin hisoblanadi.

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METHODS OF USING MODERN INFORMATION TECHNOLOGIES IN EDUCATION

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Annotation: This article provides information on the methods of using modern ICT tools in the educational process. The considered modern approaches correspond to the most important directions of development of new information and communication technologies in various fields of education. These are new, alternative educational technologies, which are the result of advances in the formation of new ICT.

Key words: modern information technologies, Modern ICT, "virtual presence".

The rapid penetration of modern information technologies into the field of education, as well as into all areas of economy, science and technology, and social life, has an impact on the educational system, in particular, on the organization and management of the educational process, educational and methodological demands implementation of a number of changes and reforms in terms of development of supply, improvement of training efficiency. New trends and strategies for introducing ICT into daily educational practice are a necessary condition for the modernization of the educational system. Today, ICT is the coordinating and driving force of the increasing globalization of the educational environment. Digital technologies and their range of possibilities create more opportunities for improving the quality of education and training than traditional educational technologies. Digital learning materials differ from traditional materials in terms of their management and use. Modern ICT increases the efficiency of education with a number of conveniences. In particular, the Internet is a convenient tool for wide and

cheap distribution of educational materials. As the Internet has become a medium for interaction, its teaching and learning capabilities have increased. Most importantly, opportunities have emerged to influence the implementation of ICT at all levels of education. For the perfect use of computers and information technologies in the educational process, the main attention should first of all be focused on creating the necessary conditions for teachers and students and effective use of ICT in educational processes. In our republic, appropriate norms and standards for the use of appropriate tools for students to introduce ICT into the educational process are being developed and a number of works are being carried out.

Learning management system (LMS- Learning management system). The most popular LMS systems (Moodle, Blackboard, Claroline, Sakai, etc.) provide a concentration of learning materials and courses, as well as covering course management, registration, course scheduling, discussion forums, blog sites, and assessments. . The main feature of LMS is that its resources can be easily accessed by accessing selected courses with user-controlled passwords. The LMS keeps track of what materials the student uses and how much time they spend on them. This enables learning activity analysis to feed information to the LMS about student activity.

LMS enrollment tracking systems contain basic information about students, such as enrollment information, course selection, course outline, competency objectives, class time, and information tracking. LMSs are also used as repositories for training, resources, and materials. For example, a course developer may provide commercial materials or, conversely, freely available open educational resources. Materials can be presented in different formats - from simple text to interactive multimedia. Three main types of LMS communication tools can be distinguished: e-mail, forums/web forums, and chat. They can also be used to share homework or study materials prepared by students. You can also use blogs or wikis as loading mechanisms to refer to other web resources, such as e-libraries. For example,

Moodle is a powerful pedagogical software package for web-based teaching and online classes. The system includes training modules: Forums, Materials, Messenger, Chat, Exercises, Group work, Student tracking, and other such modules. Like other LMSs, it supports IMS, SCORM and other standards. Analysis shows that Moodle is the software package with the most additional plugins and modules compared to other LMS systems. Currently, the distance education process is organized using the Moodle system in educational institutions of many countries of the world. The Moodle system is used as a virtual learning environment in many educational institutions in Uzbekistan. Social media. Social media enables people to communicate using ICT. In other words, social media is a means of communication of social relations. In various countries, the importance of social networks in the field of education is increasing. In particular, the practice of private, elite, individual education is becoming more and more widespread, which leads to a decline in the role of traditional education. From this point of view, social media gives young people the opportunity to establish many connections with their peers based on common interests (for example, sports or creativity, collective educational activities in the network, knowledge sharing). As a result of the emergence of systems that create the possibility of virtual presence, social media began to spread rapidly. The term "virtual presence" refers to the mediated interaction of people using media communication channels that replace face-to-face communication (for example, Telegram, Twitter, Facebook networking platforms, video conferences, etc.). In this context, Web 2.0 is a platform for new social phenomena such as social clustering, cloud technologies, and finally the network community. Social media has increased the social interaction effect of long-distance users and served them on a large scale with a large influence. Together with or without traditional education, these socially oriented trends guarantee and enhance the impact of education. The most popular way to use new information media in the educational process is to include the most closely related competencies in the list of skills provided for in the curriculum and program. The concept of "media education" has already been developed, which provides students with the social communication skills necessary to enter the global

media space, network ethics and information security. Thus, it is necessary to inform young people more about the rules of correct use of social media and to regularly guide them in order to support their creative potential in education. Social media allows students to think critically and express opinions about a covered topic. Discussions on social networks give students the opportunity to understand and express their ideas about events. As a result, the next generation will have a much better chance of mastering a particular subject, and students will be more involved in its development. At the same time, education and social networks do not go hand in hand. But experience shows that social media expands learning opportunities outside of the school, encourages student collaboration, curiosity, and communication. Although social media in educational institutions are still not a complete solution to traditional educational problems, they are creating an opportunity to make changes in educational practices. For example, they simplify the process of introducing professionals to practical solutions, new career directions and topics in the context of lifelong learning throughout their career. Cloud technologies. In today's world, it is difficult to imagine that educational institutions can work effectively with ICT. Various educational services for students and teachers through the Internet are increasing.

The purchase and maintenance of various computer equipment and software always require large financial resources and the involvement of qualified specialists, so educational institutions are increasingly using the services of cloud technologies for more or less fees. Often, such services are more convenient and reliable than being placed in an educational institution or accompanied. Some users have the wrong idea - they believe that any service provided by cloud technologies over the Internet is underdeveloped or not possible in their organization. Also, the term "Web 2.0" is often confused with the term "cloud technologies". Web 2.0 is a specific type of software, and cloud technologies are a way to store data and deliver software to the end user. Cloud technologies have the following capabilities and features: • Remote data centers. Cloud services are provided over the Internet to all users and

from high-tech data centers remote from the organization they belong to; • Joint resources. Resources such as storage devices, processors, RAM, and network bandwidth are shared among all users; • "flexibility" - "infinite" expansion. User resources can be increased indefinitely even if there is an unexpected "limit" of login requests. If the educational institution suddenly needs to work with large amounts of information or increase the computing load, it will not be necessary to purchase additional equipment that will not be used later. Mobile education. Due to the wide development and popularization of mobile communication services, the mobile education method today provides new means of communication and collaboration. However, this requires a certain financial investment and the formation of certain skills in the field of teachers. Therefore, to develop mobile education, it is necessary to perform a number of tasks, in particular: • To recognize the importance of education in non-traditional, informal or everyday conditions, to strive for independent implementation of students using mobile educational tools; • Provision of mobile technologies for exchange of knowledge and experience to needy students who live in geographically dispersed and remote areas; • Creation of administrative and legal standards of mobile education together with educational institutions; • Improving the qualifications of teachers, encouraging teachers who constantly teach using personal mobile devices, improving their teaching methods; • Discuss with telecommunication companies the possibility of reducing the cost of mobile internet connection for mobile training. An important aspect here is to increase and develop the base of educational resources. In the field of education, the concept of "accessibility" can be interpreted in relation to students and educational resources. The development of standards in this area began in the late 1990s. Global Learning Consortium (IMS GLS). In this regard, international standards were approved by the International Organization for Standardization (ISO) in 2008. The concept of usability standards is based on the recognition of the need for resource metadata to match student preferences. For example, resource metadata may indicate alternative audio and text formats for students to select a specific type of media resource. The learning platform then analyzes media resources and student preferences to deliver

the right type of resource for a given user. This type of teaching is beneficial for students with special needs. Since the most important feature of an innovative learning platform is to support a variety of devices and learning environments for teachers and students, it is necessary to solve problems depending on the characteristics of the platform of use. Smart textbooks. Today's students do not take well to the traditional model of education. In this regard, it is necessary to develop an educational model with mobility, practical orientation, content self-sufficiency, and content review. The concept of smart education can solve such a problem. Modern smart-society and its "lifelong learning" approach make it necessary to teach everywhere according to the principle of "education in the place convenient for the listener", that is, the important principle of the new concept is the mobility of content consumption. indicates that it should be Existing books or textbooks cannot do this because they provide content that is out of date at the time of purchase. SCORM (a set of specifications and standards developed for distance learning systems.

Conclusion, The considered modern approaches correspond to the most important directions of development of new information and communication technologies in various fields of education. These are new, alternative educational technologies, which are the result of advances in the formation of new ICT. Analysis of alternative models of education in the digital age shows how the forms of education are changing and what new resources are needed for this (learning platforms, mobile learning and cloud technologies for education, social media). The necessary practical skills for the use of ICT are defined by the "International Society for Information Technology in Education (ISTE)". It is important to note that today's students have changed, but educational practices have not. All this determines the new powers of teachers, methods of socialization of young people, organization of teaching in a new way using modern means of managing the educational process, new approaches to the formation of educational programs and assessment methods based on the use of ICT. It is desirable to effectively use the above-mentioned teaching methods and tools to solve problems at all stages of education, especially

in the current pandemic situation.

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USE OF INNOVATIVE TECHNOLOGIES IN TEACHING ENGLISH

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Abstract: *In this article, you can learn about several methods of effective teaching of English, as well as about the language and modern educational technologies used in learning it.*

Key words: *English language, language, useful methods, educational technologies, interest, activity.*

After our country gained independence, interest in teaching foreign languages increased and many opportunities were created for young people. As our first president Islam Karimov said, "Currently, teaching foreign languages is given great

importance in our country. This is certainly not for nothing. Today, there is no need to overestimate the importance of perfect knowledge of foreign languages for our countries, which are striving to take their rightful place in the world community, for our people, who are building their great future in solidarity and cooperation with our foreign partners. As a logical continuation of these thoughts, the Presidential Decree "On measures to further improve the system of teaching foreign languages" adopted on December 10, 2012 expanded the opportunities for learning foreign languages.

In our republic, new methods and requirements have been developed in accordance with the European Framework of Reference for Teaching Foreign Languages and Evaluating Knowledge and Skills of Foreign Language Teachers (CEFR). According to it, textbooks were created for students of general education schools and vocational colleges. In accordance with these requirements, classrooms were equipped with stands and new information and communication techniques. The demand for learning a foreign language is increasing day by day. Foreign language science is divided into four aspects (reading, speaking, listening comprehension and speaking), and separate concepts and skills are given for each of them. Educational technologies are effective use of modern information technologies in the educational process. It is also intended to increase the quality and efficiency of education by introducing modern innovative technologies into the educational process. In particular, there are several advantages of using such information and communication technologies in learning a foreign language. The role of modern technology in language learning and teaching is incomparable. The use of technological tools is useful in every aspect of learning a foreign language (reading, reading, listening and speaking). For example, in order to listen and understand, of course, this process cannot be carried out without a computer, player, CD discs. Listening comprehension is one of the most important parts of language learning. At the same time, the reader is required to pay attention to the speaker's pronunciation, adherence to grammatical rules, vocabulary and its meanings. An important factor in the use of modern technologies in the educational process is that students know information and communication technologies well and are able to use them.

Teaching and learning a foreign language using modern technologies is one of the most fruitful ways. In this process, including:

- when using computers, the student can watch and listen to foreign language videos, demonstrations, dialogues, movies or cartoons;
- it is possible to listen and watch foreign language radio broadcasts and television programs;
- use of tape recorders and cassettes, which are considered a more traditional method;
- CD players can be used. The use of these technical tools makes the process of learning a foreign language more interesting and effective for students.

Focusing more on interactive methods in teaching English will increase the effectiveness of education. One of the most important requirements for English language classes is to teach students to think independently. Today, English language teachers are using the following innovative methods based on the experience of pedagogues in the United States of America and England: - "Creative Problem Solving" to use this method, the beginning of the story is read and how it ends. the judgment of students is referred to; - "Merry Riddles" teaching riddles to students is important in teaching English, they learn unfamiliar words and find the answer to riddles; - "Quick answers" helps to increase the efficiency of the lesson; - "Warm-up exercises" using various games in the classroom to make students interested in the lesson can be used when tired; - "A chain story" method helps students to develop oral speech; - "Acting characters" method can be used in all types of lessons. To teach the profession, people with professions such as "Interpreter", "Translator", "Writer", "Poet" can participate in the class and talk with students; "Thinkers meeting" U. Shakespeare, A. Navoi, poets and writers such as R. Burns can be "invited". At such a time, using the wise words they said in the lesson will help young people to be educated as perfect people; - The "When pictures speak" method is very convenient and helps to teach English and develop the oral speech of students, for this, it is necessary to use pictures related to the topic; - Quiz cards are distributed according to the number of students and allow all students to

participate in the lesson at the same time, which saves time. As we have seen, each innovative technology has its own advantages. In all such methods, cooperation between the teacher and the student, the active action of the student in the educational process is envisaged. In short, as a result of using innovative methods in English lessons, students' logical thinking skills develop, their speech becomes fluent, and the ability to answer quickly and correctly is formed. Such methods instill in the student a passion for knowledge. The student tries to prepare thoroughly for the lessons. This makes students active subjects of the educational process. As the educational system sets itself the task of educating a free-thinking, well-rounded, mature person, in the future, we future teachers will contribute by developing ways to effectively use innovative technologies possible. Teaching a modern language is aimed at forming a more cultured person, who has the skills of self-analysis and systematization of new knowledge. Innovative methods are an integral part of the modernization of the entire system. In this way, it is possible for teachers to get acquainted with the most advanced approaches and then combine them and use them in their work to achieve significant growth in the education system. Many organizations are moving to a new level by using multimedia capabilities to send and receive information. The use of computers and other devices determines the success of the entire educational process. Sufficient attention should be paid to the formation of speech skills and the development of social flexibility during training.

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CHET TILLARINI O'QITISHNING ZAMONAVIY METODIKALARI

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Annotatsiya: *Ushbu maqolada xususan maktabgacha va boshlang'ich ta'limda xorijiy tillarni o'qitish jarayonini samarali olib borish va bolalar uchun oson va qiziqarli usullar orqali zamonaviy texnologiyalardan foydalangan holda chet tillarda boshlang'ich ta'limni berish, shuningdek, yurtimizda ta'lim sifatini oshirish uchun qo'llanilayotgan metodik usullar haqida so'z yuritiladi.*

Kalit so'zlar: *maktabgacha ta'lim, boshlang'ich ta'lim, usul, metodika, o'yin, zamonaviy texnologiya, chet tillari.*

Ma'lumki, til bilish zamon talabiga aylanmoqda ya'ni, Kim bo'lmasin o'qituvchimi, arxutektormi, doktormi yoki tadbirkor har bir soha bo'yicha chet tillarini bilish qobiliyati talab qilinmoqda. Xususan hozirgi kunda butun jahon tili darajasiga chiqib borayotgan ingliz tili har bir qadamda ko'rinishi mumkin. Bunga bir qancha sabablari ham bor, masalan, dunyoda deyarli barcha kompyuter, telefon va boshqa texnologiyalarning dasturlash tillari yoki ilovalari ayni shu tilda yaratilgan. Bundan tashqari juda ko'p hujjat ishlariz dunyo bo'ylab ingliz tilida olib boriladi va yuritiladi. Shu sababli, hozirgi kunda yurtimizda ta'lim sohasi xususan, chet tillarini o'qitish bo'yicha ko'plab islohotlar amalga oshirilmoqda va o'z samarasini ham ko'rsatmoqda. Oldinlari ingliz tili fani 5-sinfdan boshlab o'qitilardi hozir esa nafaqat boshlang'ich sinflardan balki, maktabgacha ta'lim tashkilotlarida ya'ni bog'chalarda ham ingliz tili fani o'yin tariqasida bolajonlarimiz uchun o'rgatilmoqda. Xalqimizda bir naql bor "Yoshlikda olingan bilim toshga o'yilgan naqsh kabidir". Maktabgacha

va boshlang'ich sinf o'quvchilarning xotiralar juda kuchli bo'ladi ular ayni shu davrda ma'lumot qabul qilish jarayonida bo'lishadi va qabul qilingan ma'lumot butun umr davomida saqlanib qoladi xotirada. Ammo kichik yoshidagi bolalarning o'qitishda o'qituvchining metodikasi, uslubi katta ro'l o'ynaydi. Chunki o'qituvchi o'quvchini qiziqтира olishni va osonlashtirgan holda o'rgata olishni shart. Kichik yoshdagi bolalarning diqqatni tarqoq bo'ladi va uni bir joyda jamlash ham mushkul ish. Shu sababli tarbiyachi yoki o'qituvchilarquyidagi metodikalarDan foydalanishi kerak:

KO'RGAZMALI QUROLLAR, PLAKATLAR VA KITOBLAR ORQALI ISHLASH

Qishloq joylardagi boshlang'ich maktab o'quvchilari odatda ingliz tili muhitidan ancha uzoq bo'lgan sharoitda o'sishadi va bolalarning fikrlashi mavhum shaklda qolaveradi, bolalarning yangi bilimlarni o'zlashtirish jarayoni doimo hissiyotlarga tayangan holda kechadi. Shuning uchun, bog'cha yoshidagi bolalarga ingliz tili o'qituvchilari o'qitishda oson metodikalar orqali, o'quvchilar atrofidagi buyumlardan, kartochkalardan va boshqa o'quv qo'llanmalaridan to'liq foydalanishadi. "Banana" va "apple" kabi so'zlarni o'qitishda o'qituvchilar banan va olma kabi mevalarni ko'rsatib birdaniga rangni bildiruvchi yangi so'zlarni ham o'rgatib ketishlari mumkin. Bolalar o'quv mashg'ulotlarini tashkil qilish uchun sinfdagi narsalar orqali ularni chet tilida qo'llanilishini o'rgatib borishadi.

Albatta, o'qitish mobaynida buyumlardan foydalanishda o'qituvchilarning metodikasi katta ro'l o'ynaydi. Misol uchun, tegishli so'zlarni o'rgatayotganda, siz avvalo buyumni bolaga ko'rsatib uni gapirishga undaysiz, o'quvchilar so'zlarni talaffuz qiladi va ular talaffuz qilgan so'zni mustahkamlash uchun kartochkalardagi rasmlardan foydalanib yana bir bor yangi so'zni takror talaffuz qildiriladi. So'zlarni o'qitishda o'qituvchilar matn mazmunini belgilab olishlari va o'quvchilar e'tiborini jalb qilish uchun tarbiyachi ular bilan birgalikda so'zlarni talaffuz qilib doskaga suratini chizish orqali ularning e'tiborini tortishlari mumkin bo'ladi.

SINF MUHITINI YAXSHILASH UCHUN QO'SHIQ VA HARAKATLI O'YINLARDAN FOYDALANISH

Moslashuvchan sinf atmosferasini yaratish, ba'zida har qanday ta'lim usulidan ko'ra muhimroqdir. Sinfda dars boshida inglizcha yoqimli qo'shiq bilan o'qituvchi boshchiligidagi barcha bolalar birgalikda qo'shiq kuyladilar va uning ohangiga mos ravishda biroz raqsga tushadilar. Bu o'z-ozidan ularning tanalarini chiniqtirib, yanada tetik bo'lishga va qo'shiqni so'zlarini tezroq yod olishga yordam beradi. Inglizcha muhit, muhimi, yaxshi o'quv atmosferasiga tabiiy ravishda kirishga imkon beradi. Bolalarning o'zini-o'zi boshqarish qobiliyati sust bo'lib, butun mashg'ulot davomida e'tiborini jamlashi va egallab olishi qiyin. Shuning uchun, o'qituvchi bolalar tinglashni yaxshi ko'radigan qo'shiqlarni, she'rlarni yoki tilni chiniqtirish uchun tez aytishlarni, yoki bo'lmasam bolalar yaxshi ko'radigan animatsion multfilmni taqdim etishi kerak.

Multfilmlar. Bolalar chet tilini o'rganish mobaynida multfilmdagi gaplarni tushunmasa-da, multfilmdagi qahramonlarning harakatlari orqali ular ishlatayotgan so'zlarni tushunishga harakat qiladi. Bu esa bolalar uchun til o'rganishda qiziq va samarali yo'l hisoblanadi.

Hozirgi kunda ba'zi ota-onalar bolalarning multfilmga bo'lgan qiziqishidan juda tashvishga tushishadi, ammo aslida, yosh bolalarning rivojlanishidagi ularning fantaziya dunyo qarashini shakllanishining asosiy omili bo'lib hizmat qiladi. Aslida chet tilini o'rganishni bolaning juda ham yosh davrlardan boshlagan ma'qul hisoblanadi. Kichik yoshdagi bolalarning miyya faoliyati to'xtovsiz o'sish rivojlanishda davom etayotgani uchun ular miyya faoliyati to'liq shakllanib bo'lgan, katta shaxslarga nisbatan yangi ma'lumotni ancha tezroq qabul qilish qobiliyatiga egadirlar. Ushbu o'ziga xosliklarni inobatga olgan holda darsni rejalashtirish maqsadga muvofiq hisoblanadi. Masalan, maktabgacha ta'lim yoshidagi bolalarga chet tilini o'qitishda asosan o'yin, rasmlar, qo'shiq va she'rlardan, multfillardan foydalanish samarali usul hisoblanadi.

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INGLIZ TILINI O'QITISHDA ZAMONAVIY INNOVATSION TEXNOLOGIYALARDAN FOYDALANISH

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Annotatsiya: *Ushbu maqolada chet tilini turli metodlar bilan o'rgatish eng muhim hodisalardan biri sifatida tahlil qiladi. Respublikamizda chet tilining o'qitilishi, chet tili o'qituvchilarining bilim va ko'nikmalarini baholashning umumyevropa ramkalari tavsiyanomalari (CEFR) ga mos ravishda yangi usul va talablari ishlab chiqildi. Unga ko'ra umumta'lim maktablari va kasb-hunar kollejlari o'quvchilari uchun darsliklar yaratildi. Ushbu talablarga mos ravishda o'quv xonalari stendlar va yangi axborot kommunikativ texnikalar bilan jihozlandi. Chet tili o'rganishga bo'lgan talab ham kundan kunga oshib bormoqda*

Kalit so'zlar: *Chet tili, o'yin, innovatsion texnologiya, texnologik vositalar, usullar, metodlar, innovatsiya, texnologiyalar turlari, innovatsion metod, xususiyatlari, mustaqil o'qitish texnologiyalari, chet tillarni o'rgatish metodologiyasi*

Kirish

Bugungi kunda xorijiy tillarni bilish ko'nikmasi proffessionl ta'limning ajralmas qismlaridan biri bo'lib bormoqda. Turli sohalardagi mutaxassislarda chet ellik hamkorlar bilan hamkorlik qilish ko'rsatkichi yuqori bo'lganligi sababli, ularda til o'rganishga bo'lgan talab yuqoridir. Zamonaviy jamiyatda chet tillari kasbiy ta'limning muhim tarkibiy qismiga aylanmoqda. Bunday bilimlarni insonlar dastlab maktab, kollej, litsey, keyinchalik institutlarda, o'quv kurslarida yoki mustaqil ravishda xorijiy tilni o'rganishga yordam beruvchi asosiy ma'lumot to'plamlari

bilan tanishgan holda o'rganadilar. Bugungi kunda turli darajadagi til bilimiga ega kishilar uchun o'quv materiallarining katta to'plamlari mavjud. Ushbu maqsadga yetishishda muvaffaqiyatga erishish, o'qituvchilarning amaliy uslublari va malakasiga bog'liq. Axborot texnologiyalari va zamonaviy o'qitish usullaridan foydalanish qobiliyati yangi materiallarni tezkor tushunishga yordam beradi.

Adabiyot va metodologiya

Hozirgi davr ta'lim taraqqiyoti yangi yo'nalish innovatsion pedagogikanikeltirib chiqardi. Innovatsion – inglizcha “yangilikni kiritish (tarqatish)” ma'nolarini anglatadi. Yangilik kiritishning ijtimoiy-psixologik aspekti Amerika tadqiqotchisi E.Rodgers tomonidan ishlab chiqilgan. U yangilik kiritish jarayonqatnashchilarining tasnifi, ularning yangilikka bo'lgan munosabati va boshqalarni o'rgangan. Ilmiy yo'nalishlarda yangilik va innovatsiya tushunchalari o'zaro farqalanadi. “Yangilik”- bu vosita, yangi metod, metodika, texnologiya ma'nosini anglatadi. “Innovatsiya”- bu ta'lim, ma'lum bosqichlari bo'yicha rivojlanadigan jarayon hisoblanadi. Jahon ilm-fan taraqqiyoti kundan kunga gurkirab, rivojlanib bormoqda. Aynan bu ijobiy rivojlanish bizning diyorimizga ham o'z ta'sirini o'tkazdi. Ilm dunyomizga ilg'or innovatsion texnologiyalar tatbiq etilmoqda. Buning ijrosi sifatida, Yurtboshimiz tomonidan joriy yilni “Yoshlarni qo'llab-quvvatlash va aholi salomatligi yili” deb nomlashi ham mamlakatimiz yoshlarining ma'suliyatini yanada oshirdi. Ta'lim sohalariga ilg'or, zamonaviy innovatsion texnologiyalarning keng tatbiq etilishi ham chet til o'rganayotgan yoshlar uchun keng imkoniyatlar, marralar eshigini ochdi, desak xato bo'lmaydi.

Yurtimizda ta'lim tizimida innovatsion texnologiyalarini rivojlantirishga oid keng miqyosidagi islohotlar tatbiq etilmoqda. O'zbekiston Respublikasi Prezidentining 2020 yil 6 noyabrdagi “Ta'limtarbiya tizimini yanada takomillashtirishga oid qo'shimcha choratadbirlar to'g'risida”gi PQ-4884-sonli qarori ilovasining 4-bandiga ko'ra “Maktabgacha, umumiy o'rta, professional va oliy ta'lim o'quv dasturlari va fanlarning uzluksizligini ta'minlash” vazifasi belgilangan. Globallashtirish jarayoni chet tilini o'rganishning yangi vazifalarini

keltirib chiqarmoqda. Vazifalar davomi sifatida O‘zbekiston Respublikasi Prezidentining 2021 yil 19 maydagi “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida”gi PQ-5117-son qarorlari qabul qilinib, yangi marralar belgilandi. Darhaqiqat, davlatimiz tomonidan ta’lim jarayonini axborotlashtirish, uning moddiy bazasini boyitish, o‘quv jarayonida innovatsion texnologiyalar bilan samarali foydalanish uchun kerakli zamonaviy dasturiy vositalar bilan ta’minlash yuzasidan ko‘plab tadbirlar amalga oshirilmoqda. Shuni ta’kidlash joizki, bo‘lajak maktabgacha ta’lim o‘qituvchilariga ingliz tilini o‘rgatishda zamonaviy o‘qituvchi tomonidan qo‘llanilishi zarur bo‘lgan innovatsion texnologiyalarining xilma-xilligi muhim ahamiyat kasb etadi. Shuningdek, talabalar kelajakda bog‘cha bolalari bilan ishlash jarayonida zamonaviy innovatsion texnologiyalarini to‘g‘ri qo‘llay oladi. Xabaringiz bor, 2021-yil 6-may kuni O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev raisligida chet tillarini o‘qitish tizimini takomillashtirish chora-tadbirlari yuzasidan videoselektor yig‘ilishi o‘tkazilgan edi. Unda Davlatimiz rahbari “Mamlakatimizda xorijiy tillarni o‘rgatish bo‘yicha kelajak uchun mustahkam poydevor bo‘ladigan yangi tizimni yo‘lga qo‘yish vaqti-soati keldi. Biz raqobatdosh davlat qurishni o‘z oldimizga maqsad qilib qo‘ygan ekanmiz, bundan buyon maktab, litsey, kollej va oliy o‘quv yurti bitiruvchilari kamida 2 ta chet tilini mukammal bilishlari shart. Bu qat’iy talab har bir ta’lim muassasasi rahbari faoliyatining asosiy mezoniga aylanishi lozim”, degan ta’kidlari sohadagi islohotlarni yangi bosqichga olib chiqdi.

Muhokama

Mamlakatimiz mustaqillikka erishgandan so‘ng, chet tillarini o‘rgatishga qiziqish oshdi va yoshlar uchun ko‘plab imkoniyatlar yaratib berildi. Birinchi prezidentimiz Islom Karimov aytganlaridek, “Hozirgi paytda xorijiy tillarni o‘rgatishga yurtimizda katta ahamiyat berilmoqda. Bu ham albatta, bejiz emas. Bugun jahon hamjamiyati o‘ziga munosib o‘rin egallashga intilayotgan mamlakatlarimiz uchun, chet ellik sheriklarimiz bilan hamjihatlikda, hamkorlikda

o'z buyuk kelajagini qurayotgan xalqimiz uchun xorijiy tillarni mukammal bilishning ahamiyatini baholashning hojati yo'qdir". Ushbu fikrlarning mantiqiy davomi sifatida 2012 yil 10 dekabrda qabul qilingan "Chet tillarini" o'rgatish tizimini yanada takomillashtirish chora tadbirlari to'g'risida"gi Prezident Qarori chet tillarini o'rganish imkoniyatlarini kengaytirdi. Respublikamizda chet tilining o'qitilishi, chet tili o'qituvchilarining bilim va ko'nikmalarini baholashning umumevropa ramkalari tavsiyanomalari (CEFR) ga mos ravishda yangi usul va talablari ishlab chiqildi. Unga ko'ra umumta'lim maktablari va kasb-hunar kollejlari o'quvchilari uchun darsliklar yaratildi. Ushbu talablarga mos ravishda o'quv xonalari stendlar va yangi axborot kommunikativ texnikalar bilan jihozlandi. Chet tili o'rganishga bo'lgan talab ham kundan kunga oshib bormoqda. Chet tili fani to'rt aspectga (o'qish, yoish, tinglab tushunish va gapirish) bo'linib, ularning har biri bo'yicha alohida tushuncha va ko'nikmalar berilmoqda. Ta'lim texnologiyalari, bu ta'lim jarayonida zamonaviy axborot texnologiyalaridan unumli foydalanishdir. Shuningdek, ta'lim jarayoniga zamonaviy innovatsion texnologiyalarini olib kirish orqali ta'lim sifati va samaradorligini oshirishni nazarda tutadi. Xususan, chet tilini o'rganishda bunday axborot-kommunikatsion texnologiyalardan foydalanishning bir qancha afzalliklari mavjuddir. Til o'rganish va o'qitishda zamonaviy texnologiyaning roli beqiyosdir. Texnologik vositalardan foydalanish chet tili o'rganishning har bir aspect (o'qish, yoish, tinglab tushunish va gapirish)ida qo'l keladi. Masalan, tinglab tushunish uchun, albatta kompyuter, player, CD diskalarsiz bu jarayonni amalga oshirish mumkin emas. Tinglab tushunish til o'rganishning eng muhim qismlaridan biridir. Bunda o'quvchi bir paytning o'zida so'zlovchining talaffuzi, grammatik qoidalarga rioya qilganligi, so'z boyligi va uning ma'nolariga e'tibor berishi talab qilinadi. Ta'lim jarayonida zamonaviy texnologiyalardan foydalanishda o'quvchilar ham axborot — kommunikatsion texnologiyalarni yaxshi bilish va ulardan foydalana olishi muhim omil hisoblanadi.

Chet tilini zamonaviy texnologiyalardan foydalanib o'rgatish va o'rganish eng samador usullardan biridir. Bu jarayonda, jumladan: – kompyuterlardan

foydalanganda o'quvchi chet tilidagi video roliklarni, namoyishlarni, dialoglarni kino yoki multfilmlarni ham ko'rishi ham eshitishi mumkin; – chet tilidagi radio eshittirishlar va televideniedagi dasturlarni eshitish va tomosha qilish mumkin; – ancha an'anaviy usul hisoblanadigan magnitafon va cassetalardan foydalanish; – CD pleyerlardan foydalanish mumkin. Bu texnik vositalardan foydalanish o'quvchilarning chet tilini o'rganishlari jarayonini qiziarliroq va samaraliroq bo'lishini ta'minlaydi [1]. Bugungi kunda maktablarda interfaol o'yinlar orqali dars o'tish an'anaga aylanib bormoqda. Ma'lumki, darsning turli xil o'yinlar asosida o'tilishi o'quvchilarning imkoniyatlarini namoyish etish, diqqatni jamlash, bilim va ko'nikmalarini oshirish va kuchli bo'lishlarini ta'minlaydi. O'yin texnologiyasidan foydalanishning asosini o'quvchini faollashtiruvchi va jadallashtiruvchi faoliyat tashkil etadi. Psixologlarning ta'kidlashlaricha, o'yinli faoliyatning psixologik mexanizmlari shaxsning o'zini namoyon qilish, hayotda barqaror o'rnini topish, o'zini o'zi boshqarish, o'z imkoniyatlarini amalga oshirishning fundamental ehtiyojlariga tayanadi. Har qanday o'yin zahirida umumiy qabul qilingan ta'lim prinsiplari, taktikasi yotishi kerak. O'quv o'yinlariga o'quv predmetlari asos qilib olinishi kerak. O'yinlar jarayonida o'quvchi oddiy darsga qaraganda bu mashg'ulotga qiziqibroq yondashadi va bimalol faoliyat ko'rsatadi. Ta'kidlash lozimki, o'yin eng avallo, o'qitishning bir usulidir. O'quvchilar o'yinli darslarga qiziqib qatnashadilar, g'alaba qozonishga intiladilar, o'qituvchi ular orqali o'quvchiga ta'lim-tarbiya ham beradi. O'quvchi inglizcha o'yin o'ynab, gapira olarkanman, tinglab tushuna olarkanman, yoza olarkanman, deb ishonadi, qiziqadi [2].

Biz bilamizki, hozirgi ta'lim jarayonida o'quvchi sub'ekt bo'lishi lozim. Bunda ko'proq interfaol metodlarga e'tiborni qaratish ta'lim samaradorligini oshiradi. Ingliz tili darslariga qo'yilgan eng muhim talablardan biri talabalarni mustaqil fikrlashga o'rgatishdir. Bugungi kunda ingliz tili o'qituvchilari Amerika Qo'shma Statlari, Angliya pedagoglari tajribasiga tayangan holda quyidagi innovatsion metodlardan foydalanib kelishmoqda: – “Muammoli vaziyat yechimi”

(Creative Problem Solving) bu usulni qo'llash uchun hikoyaning boshlanishi o'qib beriladi qanday yakun topishi o'quvchilar, talabalar hukmiga havola qilinadi; – “Quvnoq topishmoqlar” (Merry Riddles) o'quvchilarga topishmoqlar o'rgatish Ingliz tilini o'rgatishda muhim ahamiyatga ega, ular o'zlariga notanish bo'lgan so'zlarni o'rganadilar va o'ylab topishmoq javobini topadilar; – “Tezkor javob” (Quick answers) o'tilgan dars samaradorligini oshirishda yordam beradi; – “Chigil yozdi” (“Warm-up exercises”) o'quvchilarni darsga qiziqtirish uchun sinfda har xil o'yinlardan foydalanish [3]; – “Pantomima” (pantomime) bu usul juda qiyin mavzular tushuntirilishi kerak bo'lgan darsda yoki yozma mashqlar bajarilib, talabalar charchagan paytda foydalanilsa bo'ladi; – “Hikoya zanjiri” (a chain story) usuli o'quvchilarning og'zaki nutqini o'stirishda yordam beradi; – “Rolli o'yinlar” (Acting characters) bu usul darsning barcha tiplarida qo'llanilishi mumkin. Hunarga o'rgatish uchun “Interpreter”, “Translator”, “Writer”, “Poet” kabi kasbdagi kishilar darsda ishtirok etishib o'quvchilar bilan suhbatlashishlari mumkin; – “Allomalar yig'ini” (Thinkers meeting) U.Shekspir, A.Navoiy, R.Burns kabi shoirlar va yozuvchilarni “taklif qilish” mumkin. Bunday paytda ular aytib ketgan hikmatli so'zlardan darsda foydalanish yoshlarni komil inson bo'lib tarbiyalanishiga yordam beradi; – “Rasmlar so'zlaganda” (When pictures speak) usuli ancha qulay bo'lib, ingliz tilini o'rgatishda, talaba, o'quvchilarning og'zaki nutqini rivojlantirishda yordam beradi, buning uchun mavzuga oid rasmlardan foydalanish lozim; – Kviz kartochkalari (quiz cards) o'quvchilarning soniga qarab kartochkalar tarqatiladi va hamma talabalar bir vaqtda darsda ishtirok etish imkonini beradi bu esa vaqtni tejaydi [4]. Ko'rib chiqqanimizdek, har bir innovatsion texnologiya o'ziga xos afzallik jihatlari egadir. Bunday usullarning barchasida o'qituvchi va o'quvchi o'rtasidagi hamkorlik, o'quvchining ta'lim jarayonidagi faol harakati ko'zda tutiladi [5].

Natija

Ta'lim sohasidagi innovatsion texnologiyalar doimiy ravishda rivojlanib, ularning turlari kengayib bormoqda. Quyidagi asosiy texnologiyalar guruhlarini

ajratish mumkin:

1. Mavzuni o'rganish sohasida axborot-kommunikatsiya texnologiyalari yoki AKT. Ushbu texnologiyalardan foydalanish axborot jamiyatining rivojlanish va hayotning barcha sohalarida axborot vositalarini faol joriy etish bilan bog'liq. Bunday texnologiyalar talabalar ongini axborotlashtirishga qaratilgan. Ta'lim dasturlari informatika, axborot jarayonlari va AKTni o'rganishga qaratilgan yangi fanlarni o'z ichiga oladi. Professor-o'qituvchilar va talabalarning axborot madaniyatini oshirishga yordam berish uchun o'quv jarayoni ham faol ravishda axborotlashtirilmoqda;

2. Shaxsga yo'naltirilgan texnologiyalar. Ushbu texnologiyalar shaxsni o'qitish va tarbiyalashda ustuvor o'ringa qo'yishga qaratilgan. Butun ta'lim jarayoni shaxsning individualligi va rivojlanish xususiyatlarini hisobga olgan holda, shaxsni rivojlantirishga qaratilgan. 3. O'quv jarayonini axborot-tahliliy ta'minlash. Ushbu guruh texnologiyalaridan foydalanish har bir o'quvchi, sinf, parallel, ta'lim muassasasining rivojlanishini tadqiq qilish va ularni adekvat baholashga qaratilgan; 4. Intellektual rivojlanish monitoringi. Texnologiyalar grafiklardan foydalanishga, test tizimiga, yangi baholash usullariga asoslangan bo'lib, ular individual o'quvchilarning rivojlanish dinamikasini va umuman ta'lim sifatini kuzatish imkonini beradi; 5. Ta'lim texnologiyalari. O'quv jarayonini tarbiyadan ajratib bo'lmaydi. Shu sababli, shaxsni, uning asosiy fazilatlarini rivojlantirishning yangi usullar joriy etilmoqda;

6. Didaktik texnologiyalar. Ular ta'lim muassasasi rivojlanishining asosiy omili hisoblanadi. Bunday texnologiyalar an'anaviy va innovatsion texnologiyalardan foydalanishni o'z ichiga olgan texnika va vositalar majmuasiga asoslanadi: o'quv adabiyotlari bilan mustaqil ishlash, audiovizual, multimedia, tabaqalashtirilgan o'qitish usullaridan foydalanish.

Xulosa

Xulosa qilib aytganda, Ingliz tili darslarida innovatsion usullarni qo'llash

natijasida o'quvchilarning mantiqiy fikrlash qobiliyatlari rivojlanadi, nutqi ravonlashadi, tez va to'g'ri javob berish malakasi shakllanadi. Bunday usullar o'quvchida bilimga ishtiyoq uyg'otadi. O'quvchi darslarga puxta hozirlik ko'rishga intiladi. Bu esa o'quvchilarni ta'lim jarayonining faol sub'yektlariga aylantiradi. Ta'lim tizimi o'z oldiga erkin fikrlovchi, barkamol, yetuk shaxsni tarbiyalashni vazifa qilib qo'yar ekan, kelgusida biz bo'lajak o'qituvchilar innovatsion texnologiyalardan samarali foydalanish yo'llarini yanada mukammalroq ishlab chiqshimiz bilan o'z xissamizni qo'shishimiz mumkin.

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INTENSE EFFECT OF PRINT MEDIA ON STUDENTS/SCHOOL- GOING CHILDREN

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Annotation: *This article provides information about school students' use of print media and its impact. The importance and usefulness of newspapers cannot be denied in 21st century as with the rapid development of technology and the flow of information, a lot of information is unverified and false. Thus, newspaper, articles and books provide us with verified, authentic information as they are published after rigorous research and confirmation through valid sources.*

Keywords: *printed books, Difference, advantages and disadvantages, conveying information*

Printed text books, articles and classroom 'hand-outs' do not hold the same lustre as internet connected screens, audio-visual content and games, suggesting the impact of digital media on educational pedagogy. But continuous and prolonged hard work for fast and efficient information led to the setting up of printed media including newspapers. Even today 2.3 billion people read a newspaper in print regularly that is more than the number of people who use internet or have the capability to access content on telephones and laptop.

Newspaper is a source which has updated information and is considered a treasure of knowledge on the local, state and global level issues. It is a valuable source for generating interest in reading, and as an aid in self education. They are a source for vast information and knowledge for students and they can help in developing specific reading interests related to specific subjects and issues among the children. Newspaper articles, columns, and news have always been used to improve education quality and provide the students the opportunity to specialise in certain subjects such as politics, public relations, commerce, and law etc. The importance and usefulness of newspapers cannot be denied in 21st century as with the rapid development of

technology and the flow of information, a lot of information is unverified and false. Thus, newspaper, articles and books provide us with verified, authentic information as they are published after rigorous research and confirmation through valid sources. This is one of the most credible sources of information and it has shaped the way people learn, think, and act in modern society.

Studies have mentioned that newspaper are a great and valuable source for teaching and learning resources for secondary and higher school students. They develop children's creativity, basic skills, personality, attitude, behaviour and child's capacity of reading and writing. Thus, print media has played an important role in education as it has assisted in the learning process by educating learners holistically by enlightening the mind, and improving people rationally, morally and socially.

Difference between Print Media and Electronic Media

1. Print Media:

Print media is a form of mass media as the name suggests the news or information is shared through printed publications. Printed media is the oldest means of sharing information/news. In printed media, the news or information is published in hard copy and then it is released which is more reader-friendly. The main types of print media include newspapers, magazines, and books. In print media Live show, Live discussion, and Live reporting is not possible it is based on the interval update method.

Advantages:

Tangibility: Print media offers a physical copy of the content, which readers can hold and read at their convenience.

Credibility: Print media, such as newspapers and magazines, are considered to be more credible than electronic media due to the rigorous fact-checking process they undergo.

Targeted audience: Print media can be targeted towards specific demographics, making it easier for businesses to reach their intended audience.

Longer shelf-life: Print media has a longer shelf life than electronic media, as it can be stored for a long time and can be re-read multiple times.

Disadvantages:

Limited reach: Print media has a limited reach, as it is distributed only to specific locations and to those who purchase or subscribe to the publication.

Cost: Producing print media can be expensive, as it involves the cost of printing, distribution, and storage.

Time constraints: Print media has a longer production cycle, as it takes time to write, edit, print, and distribute the content.

2. Electronic Media:

Electronic Media is a form of mass media as the name suggests the news or information is shared through electronic medium. Electronic media is the advanced means of sharing information/news. In electronic media, the news or information is uploaded or broadcasted and then it can be viewed through electronic mediums which is more viewer-friendly. The main types of electronic media include television news, News through mobile apps, etc. In electronic media Live shows, Live discussions, Live reporting is possible as it is based on an immediate update method.

Advantages:

Wider reach: Electronic media has a wider reach than print media, as it can be accessed anywhere in the world with an internet connection.

Interactivity: Electronic media allows for greater interactivity with the audience, such as through comments, social media shares, and live streams.

Cost-effective: Electronic media is often cheaper to produce and distribute than print media.

Real-time updates: Electronic media can be updated in real-time, making it ideal for breaking news and live events.

Disadvantages:

Short shelf-life: Electronic media has a shorter shelf life than print media, as content can quickly become outdated or buried in a sea of other digital content.

Credibility concerns: Due to the ease of producing and distributing electronic media, there are concerns about the credibility of the information being presented.

Audience fragmentation: With so many electronic media outlets available, it can be difficult for businesses to target their intended audience effectively.

Distraction: Electronic media can be a distraction, as users may be tempted to switch between different websites, apps, and social media platforms instead of focusing on one piece of content.

Similarities:

Both provide a means of communicating information to a large audience.

Both can be used for marketing and advertising purposes.

Both offer various formats for presenting information, such as text, images, and videos.

Both require the creation of content by writers, editors, and other content creators.

Both can be accessed by individuals at their convenience.

Both have the potential to impact public opinion and shape social discourse.

Both can be used for entertainment and educational purposes.

Both require the use of technology, whether it's printing presses or digital devices.

Both can be used to create and disseminate news and current events.

Both can be monetized through subscriptions, advertising, or other revenue streams.

Print media is used as a powerful information tool worldwide that helps to

increases children's literacy by using the print media sources as a teaching tool for them (The Times, 2000). Print media sources uses in a unique way that helps to motivate and teach students with a textbook as fresh as each day's news. It also stated that through the use of daily news, editorial, features and even advertising, students at all grade levels can learn math and cost comparison skills, geography and meteorology, history and current issues and how they shape our world, all while improving reading habits, comprehension meaning of different words improve it [6]. The media has also been targeting adolescence to capture their consumers of the future. A number of studies in the late nineties have focussed on the effect of television and other media on adolescent's health and behaviour, especially the effect of television on children, the effect of films on violent behaviour and the likes [5].

The learners not only improve their reporting skills but also enrich new vocabulary, reading comprehension skills, particularly, skimming, scanning, vocabulary, comprehension skills [2]. So as children grow up in a society full of these mediums of print media they are not immune to both the positive and negative effects of the media. Whereas the media has evolved from a vital entertainment and information tool, it has equally had great impact in education [7]. Newspapers educate the people including students on political, social, economic and cultural developments. In addition to the routine publication, in recent times, English and regional dailies are bringing out Educational supplements on weekly basis. In-depth articles on challenges of education, innovation in the educational sector, experiments in the teaching-learning process find a place in the supplements. This is a boon for the students to refresh their school teaching and improve upon their own understanding of studies. In a bid to bring students to the reading table and to cultivate th habit of reading, newspapers are publishing and supplying additional supplements to the schools in targeted areas so as to wean their attention on the core issue of education. Thus, newspapers are providing formal and informal education. An increasing number of violent acts to and from the young children cries out for a

suitable solution urgently. Students are very clear about what they want and choose what they want for it. These print media sources are very helpful. Hence this study was an attempt to know about the access print media sources by students of Varanasi city and helpful in their academic performance. Print media sources are the store house of knowledge and provide knowledge of different kinds of segments of the society. It helps to improve communication skill. Reading and use of print media sources fires the imagination of the person. Systematic and regular use of these sources are sharpens the intellect, refines the emotions, elevates tastes and provides perspectives for one's living and thereby prepares a person for and effective participation in the social, religious, cultural and political life.

Print sources gave recognition, understanding and comprehension. A comprehension skill helps students understand the meaning of different words in isolation and context. Effective reading is the most important avenue of effective learning for the school going students.

Above table shows that print media sources encourage students to do something new, innovative, and different with their assignments and projects given in schools. Data presented in table also shows that majority (78.33%) of the selected students from public school stated that print media sources encourage them and 21.66 percent students were not encourage by print media from public school. In private school 86.66 percent of selected students also stated that sources of print media encouraged them to do new, innovative and different things with their school assignments and projects whereas 14.33 percent students were said that it's not like that. In contrast to result [10] found that television is the most popular source of information with 78.00% youth following, relegating newspapers, with a dismal 07.50% rating, to the 'leisure activity' status. Books, newspapers and magazines are read as the level of education increases. However, their popularity decreases with age. Print media sources are a powerful medium of mass media; it has always been serving the people of India.

Print media sources are conveying information due to cheap medium, easy

accessibility, easily stored and also extended reach as well as high frequency of publication. These are archives, objects of records and can be referred to, checked again and leave a long impact. Also, the print mediums have power to describe the events at greater length whereas other mediums have limitations [3]. For example, it plays a major role in increasing positivity in children's development in various educational information and various aspects of future career which may serve to increase children's or students' knowledge and understanding of various life aspects. Since this is a time of exploration and change, individuals may seek (Arnett, 2000). Everyone from child to an old man gets a lot of information through different media i.e. newspaper, TV, radio, magazines, journals, films, etc. It is estimated that mass media may substitute the real classroom teaching in the future. John Dewey stated that education could not be limited within teacher and taught without social environment. Print media sources provide lasting experience rather than instant entertainment, education and information but also uphold cultural value in individuals. Electronic media sometimes has inbuilt information hierarchies which, at times, affect ease of use. In addition, print sources have much less health hazards than electronic sources. But many attributes like ubiquity, quality of display, ease and speed of browsing and aesthetics like feel, texture, quality of binding, etc. of a printed book still score high than electronic media [4]. The print media sources publish certain articles/issues of interest related to the adolescents that's why they get encouraged into the habit of using it. Other than educational issues like how to deal with stress, loneliness, peer pressure, substance abuse learn about their interest (some creative activity, gardening, games) etc. also be a part from other health issues like obesity, diabetes and other lifestyle-related diseases, which strikes people at a very young age now. Child abuse especially of the girl child is still prevalent in spite of stringent laws; the newspaper also creates awareness about how to deal with these issues.

Most of the news related to such thing is about an event and the punishment given to the perpetrator but no concrete step is taken to create awareness and also

prevention of such activities.

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THE BENEFITS OF RADIO PODCAST AND WAYS TO USE THEM

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Annotation: *In this article, we'll show you why you need to be podcasting (though we don't think you'll need much convincing). The BBC today published a chart of its all-time most popular podcasts - alongside latest figures that show the technology is more popular than ever, 10 years after its launch. The BBC became the first British broadcaster to podcast when it made Radio 4's In Our Time available to download in November 2004. The biggest reason to start a podcast is that it's easy and budget-friendly. Platforms like Riverside make creating a professional podcast super easy.*

Keywords: BBC podcast, professional podcast, 7 benefits of podcast.

Аннотация: *В этой статье мы покажем вам, почему вам нужно быть подкастинг (хотя мы не думаем, что вам понадобится много убеждений). BBC опубликовала сегодня диаграмму своих самых популярных подкастов за всю историю, а также последние данные, которые показывают, что эта технология более популярна, чем когда-либо, спустя 10 лет после ее запуска. BBC стала первой британской телекомпанией, запустившей подкасты, когда в ноябре 2004 года она сделала доступной для скачивания программу Radio 4 «In Our Time». Основная причина запуска подкаста заключается в том, что это просто и недорого. Такие платформы, как Riverside, упрощают создание профессиональных подкастов.*

Ключевые слова: *подкаст BBC, профессиональный подкаст, 7 преимуществ подкаста.*

"This study provides real empirical evidence demonstrating the opportunity in

the audio space for brands, and partnering with experts in this space offers an exciting and effective way for them to reach audiences in a genuinely meaningful way."

— Richard Pattinson

Not sure if podcasting is for you? By the end of this article, you might think differently. Whether you're an independent creator or a full-on business, podcasting offers several benefits you might not have considered. From additional income, greater brand awareness, and global reach, podcasting is definitely a medium that promises a return on investment.

The BBC today published a chart of its all-time most popular podcasts - alongside latest figures that show the technology is more popular than ever, 10 years after its launch. The BBC became the first British broadcaster to podcast when it made Radio 4's *In Our Time* available to download in November 2004. The biggest reason to start a podcast is that it's easy and budget-friendly. Platforms like Riverside make creating a professional podcast super easy. Podcasting benefits both independent creators and businesses. In a short-form content world, podcasting stands out as an invaluable long-form content type. In 2022, there were 100 million active podcast listeners in the US alone.[1]

Podcasting is an incredibly versatile medium that's unlike most other media outputs. It's a great way to create your own personal or business platform, establish your voice, harness a captive audience, and cultivate a loyal community. Whether you're an individual creator or a business, podcasting has invaluable potential to benefit your work in a number of different areas. Perhaps the biggest reason to start a podcast, though, is just how easy it is. You don't need any prior experience or expertise at all to start a professional podcast. And you certainly don't need a big budget either.

What do the stats say?

If that's not enough to convince you, let's take a look at some podcast statistics

and trends and let the numbers do the talking:

2022 was a record year for podcasts with 100 million active podcast listeners in the US alone. That's a huge audience that you could tap into by starting a podcast.

According to the Infinite Dial 2022 report, 209 million people in the US listened to online audio monthly.

226 million people were familiar with podcasting.

People listen to podcasts in the car 32% of the time.

Weekly podcast listeners averaged around 8 podcast episodes each week.

US podcast ad dollars are projected to increase to \$4 billion by 2024. Podcasts enjoy a balanced listenership between men, women and non-binary/other folks. Podcast listeners are evenly split in terms of age, with 36% listeners aged between 12-36, 30% between 35-54, and 34% 55 and above.[3] These numbers speak for themselves. Podcasts offer huge potential exposure, reach, and a pre-existing captive audience. Let's take a close look at the benefits of podcasting in the next section.

7 Benefits of Podcasting that Make it Worth Starting

We'll start by looking at the broad benefits of podcasting:

Huge potential audience

As we saw above, podcasting gives you access to a huge potential listenership. Crucially, if you can tap into even just a small portion of the avid podcast listeners worldwide, you'll gain an invaluable captive audience. Even with a niche and small audience, you will be able to monetize your content with ads, partnerships or, even branded merch.

Global reach

Secondly, podcasts are an international medium. So even if you're based in the US, your content could reach ears across the globe. This is a really excited prospect for both individual creators and businesses looking to build their international presence.

Easy & budget friendly

Another huge benefit of podcasting is that it is easy. There is almost no barrier to entry when it comes to podcasting. And you have the freedom to make your podcast your own. Moreover, you really don't need a huge budget to create a podcast worth listening to.

Long-form

Nowadays, it seems like short-form content rules the game. But podcasts seem to trump this limited attention-span culture. Podcasts allow you to make the most of long-form formats without worrying about limiting your length to a mere 30 seconds.

Establish a brand identity & voice

Podcasts also give you a unique outlet to hone and create a brand identity and voice. Whether you're an individual creator or a business, you can really build out your brand through your podcast. This extends both to the tone of your podcast and its visual identity.

Repurposed content

Another huge benefit of podcasting is how easy it becomes to repurpose your content. You don't need to reserve podcasts just for audio or video channels, you can also repurpose your podcast transcripts into blogs or other social media content.

Tip! Did you know with Riverside you can download highly accurate transcriptions straight after recording? You can easily turn these into podcast captions, or you can repurpose them into a blog. Plus, Riverside's Magic Clips tool repurposes your long-form podcast into short shareable social media clips at the tap of a button! Learn more, or start podcasting seamlessly.

Evergreen content

Finally, in the same way that podcasts stand apart from short-form social media content, they also don't disappear. Podcasts are evergreen, meaning your audience can go back and enjoy your old content whenever they want. Plus, this also means

you can continue making money from previous episodes.

Nearly 10 years later, podcasting is being embraced by smartphone users, with record numbers downloading BBC programmes. Latest figures show 24 million UK downloads of BBC programmes in August alone – an increase of 36% on the same time last year.[5]

To mark the occasion, the BBC has released a list of the 30 most downloaded programmes over the period.

Some of the best-known BBC Radio programmes rub shoulders with modern favourites and shows no longer broadcast, in a portfolio that is predominantly speech-based and dominated by Radio 4 content.

The latest monthly podcast figures (August 2014) also show *The Archers* was downloaded more than 2.2 million times (combined daily and Omnibus editions) and that many programmes are attracting record monthly audiences, with *Kermode and Mayo's Film Review* (1.6m) *Scott Mills* (940k) and *Woman's Hour* (783k) all drawing more downloads than ever. In total, there have been more than 1.1 billion UK downloads of BBC podcasts since 2004. Helen Boaden, Director of BBC Radio, said: "I am delighted to see that, 10 years after the BBC began offering podcasts, our programmes are being downloaded in record numbers. These figures show audiences' enduring appetite for a wide range of distinctive content and how digital media can bring brilliant programmes to an even wider audience. I hope podcast technologies continue to provide a boost to the whole radio industry." Mark Friend, Controller of Radio & Music Multiplatform, said: "These figures suggest that podcasting has been embraced by the smartphone generation and, 10 years on, is in rude health. The range of programmes in the top 30 shows the breadth of podcasting's appeal and the popularity of a technology some thought would be losing relevance.

Monetizing your podcast is a great way to create an extra income stream. You can choose to make money from your podcast in a few different ways including:

advertising, partnerships, sponsorships, subscriptions or merch. The biggest thing to note is that you don't even need the biggest audience to start making money from your podcast. A niche and captive audience can often be as valuable as an extensive one.

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NEW AGE MEDIA TEACHING METHODOLOGY IN SCHOOL

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Abstract: *New age media teaching methodology in schools involves incorporating innovative and interactive media tools and platforms to enhance the learning experience for students. Media can be a component of active learning strategies such as group discussions or case studies. Media could be a a film clip, a song you hear on the radio, podcast of a lecture or newspaper article. Students can*

also create their own media. For example, student video projects can be a powerful learning experience.

Key words: Video Streaming, Podcasts and Audio Learning, Social Media, Gamification, Online Collaboration Tools.

Аннотация: Методика преподавания медиа нового века в школах предполагает включение инновационных и интерактивных медиа-инструментов и платформ для повышения качества обучения учащихся. Средства массовой информации могут быть компонентом стратегий активного обучения, таких как групповые дискуссии или тематические исследования. Медиа-материалами могут быть видеоклип, песня, которую вы слышите по радио, подкаст с лекцией или газетная статья. Студенты также могут создавать свои собственные медиа. Например, студенческие видеопроекты могут стать мощным обучающим опытом.

Ключевые слова: Потокное видео, подкасты и аудиообучение, социальные сети, геймификация, инструменты для совместной работы в Интернете.

The new age media teaching methodology in schools incorporates the use of various digital media tools to enhance the learning experience of students. This approach acknowledges the increasing influence of digital media in the lives of students and aims to utilize it to make learning more engaging and effective. Here are some key components of this methodology.

Interactive learning: New age media teaching encourages interactive learning through the use of educational apps, online interactive platforms, and multimedia content. This allows students to actively engage with the learning material and receive instant feedback.

Blended learning: The methodology combines traditional classroom teaching with online resources and digital media to create a blended learning environment. This can include online lectures, virtual labs, and collaborative projects that integrate digital media tools.

Personalized learning: Digital media allows for personalized learning experiences, with adaptive learning platforms that cater to individual student needs and provide personalized learning paths. Students can progress at their own pace and receive targeted support in areas where they may be struggling.

Multimedia presentations: Teachers can use multimedia presentations, videos, and animations to explain complex concepts and make learning more visually stimulating. This can help students better understand and retain information compared to traditional methods.

Online collaboration: New age media teaching promotes collaboration among students through online platforms, discussion forums, and collaborative projects. This fosters teamwork and communication skills while leveraging digital tools.

Digital literacy: Incorporating new age media teaching in schools also focuses on developing students' digital literacy skills, teaching them how to critically evaluate online information, use digital tools responsibly, and protect their digital identity.

Real-world connections: By integrating real-world examples and case studies through digital media, students can better understand how the concepts they are learning are applied in the real world.

One of the most significant changes to teaching methods is that teachers must now teach through a variety of channels. The internet has made knowledge more accessible than ever before, so students are no longer limited to one teacher at any given time or place. This means teachers need to be able to adopt different communication styles and not just rely on their voice as they would in-person lessons!

A second change is an expectation for great feedback systems from student's parents and peers.

In order to reassure them that you're doing an excellent job, it helps if there's some systematic way for kids and parents alike to give praise when deserved but also constructive criticism when necessary—you can provide this by having clear

rubrics with standards clearly listed, engaging in ongoing dialogue with parents, and providing opportunities for students to reflect on their own achievements. Teachers are always looking for better ways of reaching out to their students by adopting new teaching methods which suit the various students. Following are the new age teaching methods that teachers should adopt to teach their students. This is a technique that uses intuition in order to engage the student.

The teacher here needs to be able to sense what the students need and address it appropriately. For example, if they feel like their class was too noisy today then maybe tomorrow you should have them do an exercise where they release all of their energy before starting work again or even schedule some time for silence as part of your lesson plan! In this approach, teachers will encourage creativity by giving their learners opportunities to create new ideas on a regular basis. Students are encouraged at every turn – through art projects, imaginative play, and so on-to think creatively about problems as well as solutions.

Personalised teaching methods is a type of instructional model that revolves around the student. The goal in this style of instruction, which focuses on individualized learning experiences for learners to master new skills and knowledge at their own pace, is to meet each learner's needs while not slowing down progress for others. Theme-based teaching is one of the most important new-age teaching methods. Themes are integrated into all areas of the curriculum so that students explore a subject by looking at it from different angles.

Content-based teaching is another new day teaching method. It utilizes many multimedia tools such as social media and smartphones to create an engaging experience for students. Project-based teaching is another teaching method that is used in the New Age. By assigning group projects, teachers can inculcate new skills in students.

The New Age is a time of change. A time when we are at the brink of a new era in education. In this blog post, I will talk about some approaches that today's teachers can use in order to evolve with our ever-changing world and become experts again! Teachers are always looking for better ways of reaching out to their students

by adopting new teaching methods which suit the various students. Following are the new age teaching methods that teachers should adopt to teach their students.

The traditional “chalk and talk” method of teaching that has continued for hundreds of years has now been replaced by technology. It is the age of the “digital”. Digital lab offers the students and the teachers an opportunity to create layers of digital information including both a virtual world and a real-world element, to interact with in real time. We live in a digital age so it’s no surprise that the shift towards new teaching methods is largely due to digitization. With all of our other devices, there are plenty of ways for students with differing learning styles. One way we have seen this change the classroom setting is through e-books which allow readers instant access to texts. This applies to online discussions that allow participants from all over the world to participate at once through text messages or video chats. This new generation is more comfortable with collaborative, online technologies, where pen and notebooks formed the toolkit of previous generations, today’s teachers come to home equipped with laptops, smart phones, tablets, etc.

Digital teaching (presentations) is one of the most popular new-age teaching methods. Students can access lessons from anywhere, anytime with an internet connection. Teachers can prepare and present their lesson online at a student’s pace. Which helps children learn at a faster rate in an engaging and interactive environment. By using multimedia tools such as social media and smartphones. With technology, education has taken a whole new meaning that it leaves us with no doubt that our educational system has been transformed owing to the ever-advancing technology. Technology and education are a great combination if used together with a right reason and vision.

These were a few ways of Teaching in The New Age. I hope that you enjoyed reading and will implement the usage of such ways in teaching Methods. The above teaching methods will help create a better learning environment for everyone involved.

As educators prepare students for the class of 2030, the need to re imagine

learning is critical to their success. Like the disappearance of the typewriter, the black board and the auditorium style classroom, the assessment of rote learning and judging students by marks shall also need to be re aligned.

We know that 70% of the careers open today will be taken over by Artificial Intelligence. Online teaching (presentations) is one of the most popular new-age teaching methods. Students can access lessons from anywhere, anytime with an internet connection. Teachers can prepare and present their lesson online at a student's pace. Which helps children learn at a faster rate in an engaging and interactive environment. By using multimedia tools such as social media and smartphones.

We live in a digital age so it's no surprise that the shift towards new teaching methods is largely due to digitization. With all of our other devices, there are plenty of ways for students with differing learning styles to engage and learn from their teachers. For instance, those who do not like traditional lectures can find different resources online or on YouTube that they prefer more than sitting passively listening as someone talks at them! One way we have seen this change the classroom setting is through e-books which allow readers instant access to texts without having to lug around heavy books back and forth from home.

Nowadays, teachers have more options when deciding how they want their students to learn and what constitutes an effective teaching method. Different methods of interactivity like podcasts allow readers/listeners to ask questions or comment on content as if they were having a near real-time discussion with an instructor. The same applies to online discussions that allow participants from all over the world to participate at once through text messages or video chats whilst others can observe anonymously before choosing whether or not to join in.

It is important to consider how the students learn best. If you are not sure, try out the above teaching methods and see what works for them. This will help create a better learning environment for everyone involved. Teachers should always be aware of their learners' needs so they can teach more effectively. What has been

your experience with these new-age teaching techniques? We would love to hear from you in the comments below!

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TEACHING PRONOUNS AT PRIMARY SCHOOLS IN UZBEKISTAN

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Annotation: *This article describes the method, ideas and views of teaching pronouns to elementary school learners. This article is relevant, while reflecting*

practical applications, providing theoretical information about methods and didactic games.

Key words: *Methods, ideas, didactic game, theoretical information, pronouns, language skills, specific categories.*

Аннотация: *В этой статье описывается метод, идеи и взгляды на обучение местоимениям учащихся начальной школы. Эта статья актуальна, поскольку отражает практическое применение, предоставляет теоретическую информацию о методах и дидактических играх.*

Ключевые слова: *методы, идеи, дидактическая игра, теоретическая информация, местоимения, языковые навыки, специфические категории.*

Annotatsiya: *Ushbu maqolada boshlang'ich maktab o'quvchilariga olmoshlarni o'rgatish usuli, g'oyalari va qarashlari tasvirlangan. Ushbu maqola amaliy qo'llanmalarni aks ettirish, usullar va didaktik o'yinlar haqida nazariy ma'lumotlarni taqdim etish bilan birga dolzarbdir.*

Kalit so'zlar: *usullar, g'oyalar, didaktik o'yin, nazariy ma'lumotlar, olmoshlar, til skillari, aniq toifalar.*

Introduction

Teaching pronouns in primary schools is an important part of language development. By introducing to pronouns learners, teachers help them understand how to communicate effectively and express themselves in written and spoken language. In addition, pronouns provide a basis for students to develop language skills. the use of pronouns helps to connect its importance in language development and emphasize the importance of this topic in primary education.

Existing problems on the topic

One of the basic problems of teaching pronouns in elementary schools is that some learners may have a number of difficulties to understand the concept and use of pronouns. This can lead to confusion and difficulty in effectively incorporating

pronouns into language skills.

In general, while teaching pronouns in elementary schools is important for language development, there are problems that teachers can face when helping learners understand pronouns and use them effectively in their communication.

Another problem is that learners may have difficulty applying the correct pronouns in writing and speaking. This can lead to errors in communication and a lack of clarity in their language skills

In addition, some learners may have difficulty distinguishing between different pronouns, such as personal pronouns, possessive pronouns, and reflexive pronouns.

Solutions, suggestions and recommendations

1. Clear Definitions and Examples:

Provide clear definitions for each type of pronoun and offer concrete examples. Create charts or visuals that illustrate the distinctions between personal, possessive, and reflexive pronouns [5]

Definition: Personal pronouns replace specific people or things (e.g., I, you, he, she).

Example: "She is going to the store."

Visual: Create a chart with columns for personal, possessive, and reflexive pronouns, providing examples in each category. [5]

2. Color Coding:

Use color-coded materials to visually represent different types of pronouns. For example, personal pronouns could be one color, possessive pronouns another, and reflexive pronouns a third color. This can help students associate colors with specific categories. [1]

Material: Provide worksheets or handouts with sentences where each type of pronoun is color-coded.

Example: "My brother (green) and I (blue) will bring our (red) bikes to the park." [1]

3. Role-Playing Activities:

Engage learners in role-playing scenarios where they practice using each type of pronoun appropriately. This hands-on approach can help solidify their understanding through real-life application. [2]

Activity: Divide learners into pairs and assign roles. Each pair receives a scenario where they must use appropriate pronouns in a conversation.

Example: "Role-play a conversation between two friends discussing their weekend plans, using personal and possessive pronouns." [2]

4. Story Creation:

Have students create stories or sentences that include examples of personal, possessive, and reflexive pronouns. This activity encourages creativity while reinforcing the correct usage of each pronoun type. [3]

Task: Ask learners to write short stories incorporating personal, possessive, and reflexive pronouns.

Example: "Create a story about a cat (personal pronoun: it) and its (possessive pronoun: its) adventures. Challenge students to include a moment where the cat does something by itself (reflexive pronoun: itself)." [3]

5. Comparative Exercises:

Develop exercises that highlight the differences between similar-sounding pronouns. For instance, create sentences that use both personal and possessive pronouns, and ask learners to identify and explain the distinctions. [4]

Exercise: Provide sentences with similar-sounding pronouns and ask learners to identify the correct type.

Example: "John went to the store with (him/his) brother. The dog followed (it/its) owner to the park. Ask learners to explain the differences between the two

pairs of pronouns."[4]

By combining these strategies and adapting them to the specific needs of your learners, you can help them overcome difficulties in distinguishing between different pronouns and promote a more comprehensive understanding of language usage.

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QUESTIONNAIRES FOR TEACHERS AND LEARNERS

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Annotation: *This article provides tips, benefits and importance of questionnaires for teachers. It gives information about survey reports for both teachers and learners. This article is recommended for young and future teachers*

Key words: *survey, questionnaires, importance of teacher survey, top benefits of survey teacher, final questionnaires for learners and teachers, tips for questionnaires.*

Introduction

School administrators support the teachers who work for them. They can remove barriers to resources and mediate problems that arise throughout the year.

Clear communication is essential for administrators to have strong relationships

with their staff. If administration teams don't know what teachers need or what challenges keep them up at night, they can't provide solutions to improve the educational experience.

One way to better connect with your teachers is through surveys. Read on to learn more about the benefits of surveying teachers and some top teacher survey questions to include in your questionnaires.

The importance of teacher surveys

Surveys are a key part of collecting feedback from your staff, and that feedback is necessary if you want to know what you need to act on. You can use surveys to create benchmarks for your school's performance and then resend them at a later date to check your progress on school improvements.

"The first way to get feedback right is to look at it as a process and not a one-and-done event to tick off a box," says Peter DeWitt, a former principal turned author and leadership coach. "When we look at feedback as something to get done, we miss a great learning opportunity."

Surveys can help you learn how your teachers are feeling and what challenges they're facing. But it's not enough to use their feedback to identify problems. Instead, you need to identify the issue, take steps to solve it, and then check with teachers to see if the new solution is working as it should.

Surveys, and specifically online surveys, are also useful because you can send them out quickly and get responses within a few hours. Administrators can regularly send short surveys with a just few questions to quickly gauge interest or teacher opinions on issues.

"Stakeholder surveys can ask about any topic related to their experience with your school or district," writes the team at Education Elements. "The best surveys, however, include questions that are mostly related to one similar concept."

For example, you might create a survey specific to the number of hours your teachers work and their perceived work-life balance. This can give you more

concrete answers than a generic survey about workplace happiness.

Remember, the survey data won't always deliver the results you want. If you want your teachers to be honest, be prepared to get some surprising answers.

“As difficult as it can be to receive less-than-positive feedback, it is so beneficial to how I make decisions,” writes Mike Woodlock, a high school principal and author of UDL Playbook for School and District Administrators. “If we are not aware of the concerns of staff, we cannot address them.”

Main body

Top benefits of surveying teachers

There are several reasons to use teacher surveys to collect feedback. Conducting online surveys is one of the most efficient ways to understand what staff members are thinking. Online teacher surveys are beneficial in a number of ways:

Speed: You can collect feedback from teachers within a few hours.

Anonymity: Anonymous surveys allow teachers to feel safe providing negative feedback.

Frequency: You can send out surveys frequently to collect timely feedback.

Sample size: You can get accurate data with larger sample sizes, ensuring your feedback has value.

Time: Surveys can help you save time because you receive data from your entire staff at once without having to hold individual interviews.

As an administrator, you can send out an online survey in the morning and have dozens of responses by the afternoon. From there, you can sort through the information and pull relevant trends from the feedback you receive.

10 teacher survey questions to start with

The surveys you send to your teachers can cover almost any topic. You can ask about parent-teacher relationships or cover basic questions related to employment

and school policies. Here are a few teacher survey questions to get your creative juices flowing, along with why it's beneficial to ask them.

How many hours do you work each week? This can help you understand the burnout potential for teachers who regularly work late.

Which method of communication do parents use the most? This can help admins learn whether parents prefer emails, texts, phone calls, or even social media for updates.

Do you agree or disagree with this statement? "I have enough time to help each student throughout the day." Use questions like this to see if teachers are overwhelmed with large class sizes.

Is this statement true or false for you? "I use my personal money to buy school supplies." Similarly, this can highlight budgeting challenges in your school.

What process within the school do you think could use some improvement? Why does it need improvement, and what adjustments would you make? Let your teachers tell you what improvements they need you to make.

How many lesson plans do you reuse year after year? This can help admins learn how much planning time returning teachers need to allocate.

Which tech tools are essential for your classroom? Determine where to allocate your tech budget based on teacher needs.

Where do you turn for help when facing a problem? This can help you see how much support your teachers feel they have.

How prepared do you feel students were when they entered your classroom? You can use a question like this to learn about the effects of distance learning during the COVID-19 pandemic or general student preparedness.

On a scale of 1–10, how happy are you teaching at this school? This can help you understand burnout levels or potential turnover rates.

Remember, you may see better results if you focus on one topic at a time.

Choose one of these teacher survey questions and build a miniature survey with follow-up queries to give you more information.

Final questionnaire for learners

The aim of the questionnaire is to examine the outcomes of activities which have been used to promote the idea of formative assessment. The authors of the questionnaire focussed mainly on the assessment of students' speaking skills.

The questionnaire encourages learners to reflect on their own development, on methods and techniques of learning and teaching a foreign language, and on the teacher's role in the process. In addition, it may help enhance student's self-responsibility for learning, increase motivation, and, as a result, improve foreign language skills and proficiency.

The questionnaire for students is intended for foreign language learners in all types of language centres or educational institutions at various levels, from primary to tertiary.

Final questionnaire for teachers

The aim of the questionnaire is to examine the outcomes of activities which have been used to promote the idea of formative assessment. The authors of the questionnaire focussed mainly on the assessment of students' speaking skills.

The questionnaire is intended for teachers who have been participating in training sessions, workshops or lectures on formative assessment, have been observing other teachers' classes, and who are interested in introducing formative assessment tools into their own everyday practice.

While completing the questionnaire, the teachers are encouraged to reflect on the strengths and weaknesses of their own teaching practice and are motivated to take action in order to improve the didactic process.

Tips for questinaries

Educational institutes must focus on teacher satisfaction and teacher

development to bring out the best in them. A happy teacher enables students to learn more. Keep these five approaches in mind to improve your teacher evaluation.

1. Conduct self-assessment: Self-assessments are relatively simple practices. They help teachers gauge their performance. It gives them a perspective to reflect on what worked and what can be improved. This self-assessment helps teachers feel more engaged and connected to the institute.

2. Run 360-degree reviews: A multi-rater feedback process helps educators get feedback on various aspects of the institute. Use the feedback collected on students, facilities, campus environment, and teaching aids to improve teaching quality at the institute.

3. Create a development plan for teachers' success: Collect feedback from teachers to know what the institute lacks to help teachers in imparting quality education. Collect information to assess performance deficiencies among teachers and take steps to improve their performance. A successful teacher leads to successful students.

4. Reward good performance: Recognize teachers' efforts and reward their performance. Boost their morale so that they can expand their impact on education. A rewards and recognition program helps teachers focus on education and improve the level of teaching.

What are the types of teacher surveys?

To build a healthy climate among the educators of the educational institution, schools, colleges, and universities must survey teachers and educators. Running these surveys ensures healthy communication between the teacher and the institutes.

1. Working conditions and resources surveys: Run a study to identify gaps in the resources and teaching conditions provided to teachers. If they lack, the teaching will not be as effective as it needs to be. Ask questions like:

Are you satisfied with the frequency of the repairs and upkeep of the school's facilities?

Do you think the institute needs to hire more specialists to ensure quality education is imparted to the students?

2. Relationships surveys: A healthy relationship between the educators transcends into giving quality education to students. Ask questions like:

To what level are the leaders involved in addressing your needs as an individual?

Do you think the school leadership treats the teachers fairly?

3. School climate feedback: Maintaining a healthy climate helps teachers perform to the best of their abilities. Ask these questions to keep a tab on the environment of the institute:

How friendly or respectful is the relationship between teachers and students?

Are you allowed to apply the teaching style you prefer the most?

4. Professional learning and growth feedback: It's essential to focus on the teacher's growth and learning too. Ask questions like:

Are there any professional development activities conducted by the institute, and how valuable are they?

What is the level of support you receive from the institute for your professional development?

5. Evaluation and feedback surveys: Ask them about their perceptions about the systems that evaluate the staff and faculty. These questions are helpful:

Do you get regular feedback from the leaders of the institute?

Is the evaluation system effective enough for you to improve?

A teacher questionnaire was not administered for the technology and engineering literacy (TEL) assessment administered at grade 8 in 2014 and 2018, the economics assessment administered at grade 12 in 2012, or the arts assessment administered at grade 8 in 2008 and 2016. NAEP does not typically collect teacher information for grade 12, although a teacher questionnaire was administered in

economics in 2006. In the 2000 assessment, teacher questionnaires were administered at grade 12; however, the questionnaire responses were not used in the assessment analysis and were not linked to student responses. Reading questionnaires were referred to as "language arts" in 2007. Only questionnaires for operational assessments are included in this table.

Conclusion

To provide supplemental information about the instructional experiences reported by students, their teachers are asked to complete a survey questionnaire about their instructional practices, classroom organization, teaching background and training, and the subjects they are teaching in which students are being assessed. While teachers' completion of the questionnaire is voluntary, their participation is encouraged because their responses provide a context for reporting and interpreting NAEP results and allow researchers to examine factors associated with academic achievement.

Teacher questionnaires are organized into different parts. The first part of the teacher questionnaire tends to cover background and general training, and includes contextual items concerning years of teaching experience, certifications, degrees, major and minor fields of study, coursework in education, coursework in specific subject areas, and the amount of in-service training.

Subsequent parts of the teacher questionnaire tend to cover classroom organizational and instructional information. They ask if students in the class are grouped on some basis, the length of homework assignments, use of particular resources, and how students are assigned to particular classes.

The content and format of teacher questionnaires differ slightly from year to year and depend on what grade level and subject area are being assessed. The table below includes links to teacher questionnaires administered between 2000 and 2018. For more information on how items are developed for the teacher questionnaire and how the resulting data are used and analyzed, see NAEP Questionnaires for Students,

Teachers, and School Administrators.

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DIFFICULTIES IN TEACHING ADJECTIVES AT PRIMARY SCHOOLS IN UZBEKISTAN

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Annotation: *This article explores the challenges faced by primary school educators in Uzbekistan when teaching adjectives. The study aims to shed light on the specific obstacles that teachers encounter and suggests potential strategies to address these difficulties. By understanding the unique linguistic and cultural context of Uzbekistan, educators can develop more effective teaching methods for enhancing learners' grasp of adjectives.*

Key words: *Effective teaching methods, specifically adjectives, problems, solutions, suggestions, recommendations, educational theories and pedagogical approaches.*

Аннотация: *В этой статье исследуются проблемы, с которыми сталкиваются педагоги начальных классов в Узбекистане при обучении*

прилагательным. Цель исследования - пролить свет на конкретные препятствия, с которыми сталкиваются учителя, и предложить потенциальные стратегии решения этих трудностей. Понимая уникальный лингвистический и культурный контекст Узбекистана, педагоги могут разработать более эффективные методы обучения для улучшения понимания учащимися прилагательных.

Ключевые слова: *Эффективные методы обучения, в частности прилагательные, проблемы, решения, предложения, рекомендации, образовательные теории и педагогические подходы.*

Annotatsiya: *Ushbu maqolada O'zbekistonda boshlang'ich sinf o'qituvchilari sifatlarini o'qitishda duch keladigan muammolar o'rganiladi. Tadqiqotning maqsadi o'qituvchilar duch keladigan aniq to'siqlarni yoritib berish va ushbu qiyinchiliklarni hal qilish uchun potentsial strategiyalarni taklif qilishdir. O'zbekistonning o'ziga xos lingvistik va madaniy kontekstini tushunib, o'qituvchilar o'quvchilarning sifatlar haqidagi tushunchalarini yaxshilash uchun yanada samarali o'qitish usullarini ishlab chiqishlari mumkin.*

Kalit so'zlar: *samarali o'qitish usullari, xususan sifatlar, muammolar, echimlar, takliflar, tavsiyalar, ta'lim nazariyalari va pedagogik yondashuvlar.*

Introduction

Teaching grammar, specifically adjectives, at the primary school level is a complex task that requires careful consideration of linguistic, cultural, and pedagogical factors. In Uzbekistan, educators encounter various difficulties when instructing young learners in the proper usage and comprehension of adjectives. This article examines these challenges and proposes solutions to facilitate a more effective teaching approach.

Teaching adjectives at the primary school level in Uzbekistan, or any other context, can present several challenges. While these difficulties may not be directly tied to specific scientists' ideas, they can be analyzed through the lens of educational

theories and pedagogical approaches.

Existing problems and solutions, suggestions, recommendations for them on the topic

Let's delve deeper into each problem, providing more detailed information and potential solutions for teaching adjectives at primary schools in Uzbekistan:

Language Barrier:

Problem: learners may face challenges in understanding and expressing themselves in English, particularly when it comes to using adjectives.

Solution: Incorporate a variety of interactive and hands-on activities, such as role-playing, games, and storytelling. Provide ample opportunities for students to practice using adjectives in a supportive environment. Encourage bilingualism by allowing learners to express themselves in their native language when needed.

Suggestion: Explore language learning resources specifically designed for Uzbek speakers. Consider using bilingual dictionaries or textbooks that provide explanations in both English and Uzbek.

Book Recommendation: "English-Uzbek Bilingual Visual Dictionary" - This book combines visuals with English and Uzbek translations, making it easier for students to grasp the meanings of adjectives. [1]

Limited Exposure to English:

Problem: learners may not have sufficient exposure to the English language outside the classroom, hindering their language development.

Solution: Encourage parents to engage in language-related activities at home, such as reading English books together or watching educational videos. Organize language events, workshops, or clubs that involve the community and provide additional exposure to English in various contexts.

Suggestion: Introduce English literature that reflects Uzbek culture or translations of popular books into Uzbek. Encourage reading clubs where students

can discuss books in both languages.

Book Recommendation: "The Book Thief" by Markus Zusak - This novel offers a captivating story while exposing students to advanced English vocabulary and expressions. [3]

Large Class Sizes:

Problem: Managing a large number of learners in a classroom can make it challenging to provide individualized attention and feedback.

Solution: Implement group activities that promote collaborative learning. Rotate among groups to provide targeted support. Consider organizing smaller, focused sessions for learners who need additional assistance. Use peer-assisted learning strategies to leverage the support of classmates.

Suggestion: Implement team-based projects or activities where students collaborate to enhance their language skills. Assign bilingual mentors to help groups with language challenges.

Book Recommendation: "The Giver" by Lois Lowry - This novel encourages group discussions and provides themes that can be explored collaboratively.[2]

Limited Teacher Training:

Problem: Some learners may not have received adequate training in modern language teaching methods.

Solution: Facilitate ongoing professional development opportunities for teachers, including workshops, seminars, and online courses. Encourage collaboration among teachers to share best practices and resources. Provide mentorship programs for less experienced teachers.

Suggestion: Recommend language teaching methodology books that cater to diverse classroom environments. Encourage teachers to participate in online courses focused on teaching English as a second language.

Book Recommendation: "Teaching English as a Second or Foreign Language"

by Marianne Celce-Murcia - A comprehensive guide for language instructors with practical strategies.[4]

Assessment Challenges:

Problem: Assessing learners' understanding of adjectives may be difficult, especially with language barriers.

Solution: Employ a variety of assessment methods, including formative assessments such as observations, quizzes, and projects. Focus on assessing communication skills in addition to grammar. Provide constructive and specific feedback to guide learners in improving their language skills.

Suggestion: Introduce alternative assessments like student portfolios, where they can showcase their language development through various projects and assignments.

Book Recommendation: "Classroom Assessment & Grading That Work" by Robert J. Marzano - A resourceful book for designing effective assessments that go beyond traditional methods.[6]

Focus on Grammar:

Problem: An excessive focus on grammar may lead to disengagement and hinder the development of practical language skills.

Solution: Balance grammar instruction with creative and interactive activities. Use storytelling, art, music, and games to make learning adjectives enjoyable. Connect grammar lessons to real-life situations, ensuring that learners understand the practical application of adjectives in everyday communication.

Suggestion: Incorporate literature that highlights the beauty of language use. Encourage students to write short stories or poems using adjectives to express emotions and experiences.

Book Recommendation: "The Alchemist" by Paulo Coelho - A philosophical novel that engages readers and provides a rich vocabulary for expressing feelings

and descriptions.[5]

Addressing these challenges requires a holistic and adaptive approach that takes into account the unique context of Uzbekistan's primary schools. By implementing these solutions, teachers can create a more effective and engaging learning experience for learners.

In conclusion, these challenges and potential overemphasis on grammar requires a holistic and creative approach. By integrating interactive activities, involving the community, recommending culturally relevant literature, promoting collaborative learning, and supporting teachers with ongoing training, a more inclusive and effective English language learning environment can be fostered. The suggested book recommendations serve as valuable resources to enhance language skills, cultural understanding, and overall engagement in the learning process.

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MASS MEDIA IN THE YEARS OF INDEPENDENCE OF UZBEKISTAN

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Abstract: *This article is dedicated to the development of journalism during independence in Uzbekistan. The article deals with legislation on the media, the system of hiring the journalist's skills cadres and their motivation such as national awards. The dynamic increase in the number and quality of publications and broadcasting channels in Uzbekistan today, shows collateral works and the achievement of our country in this*

Key words: *Journalism, mass media, publication, broadcasting, legislation, national awards*

Аннотация: *Данная статья посвящена развитию журналистики в период независимости Узбекистана. В статье рассматривается законодательство о средствах массовой информации, система подбора журналистских кадров и их мотивация, например, национальными наградами. Динамичный рост количества и качества изданий и каналов вещания в Узбекистане сегодня свидетельствует о сопутствующих работах и достижениях нашей страны в этой сфере.*

Ключевые слова: *Журналистика, средства массовой информации, публикации, радиовещание, законодательство, национальные награды*

The development of information and communication technologies irreversibly changes the existing system of mass media. It alters its functional characteristics, the economic aspects of operation, its role in socio-political processes, the so-called model of functioning. The role of information and the need of people to keep abreast of rapidly changing events increase greatly in the era of innovation techniques. Globalization of society affects the national peculiarities of the media sphere, offering new designs and models of existence of mass media.

Media is unique, because it can deliver the right information in the right shape to the right strata of society. Media is massive, interactive and various. It can not only affect the mind of people, but also influence on different social and political situations. The development of mass production - mass consumption - mass media - mass culture affects the social sphere of public life and increases the social

significance of information that promotes the motivation of mass communication.

The First President of our country has repeatedly pointed out that in today's world it is difficult to imagine progress and the social life without information and modern information and communication technologies, television and other mass media. A striking confirmation of these words is the dynamic increase of number and quality of publications and broadcasting channels in Uzbekistan. If in 1991 in Uzbekistan operated 395 media, in 1 July 2015 the figure was more than 1 688 400. It includes 688 newspapers, 294 magazines, 101 TV and radio channels. Due to the active introduction and development of ICT in the country, especially the Internet, websites are also registered as mass media, the number of which exceeds 400 [1].

An important role in the development and liberalization of the national media is played by the Public Fund for Support and Development of non-state print media and news agencies, the Public Fund for Support of NGOs and other civil society institutions under the Oliy Majlis of the Republic of Uzbekistan, the National Association of Electronic Mass Media of Uzbekistan, Creative Union of journalists of Uzbekistan and others.

Public Fund for Support and Development of non-state print media and news agencies held more than 230 international conferences, seminars, "round tables" and meetings in the past two years. They were attended by about seven thousand journalists, representatives of civil society institutions, chief information officers of public authorities and management, experts in their active participation. The Fund carries out consistent work on the material support of print and online media, strengthening their material and technical base.

The Constitution of the Republic of Uzbekistan and about ten laws serve as an important guarantor of citizens' rights to freedom of speech, information protection, and information security of individuals, society and the state. The Constitution of our country stipulates freedom of the media and states that everyone has the right to seek, receive and distribute any information. These standards are also reflected in the laws of the Republic of Uzbekistan "On mass media", "On guarantees and freedom of access to information", "On principles and guarantees of freedom of

information", "On Information". Improvement of the legislation with the requirements of the time is an important factor in the further liberalization of mass media, the deepening of democratic reforms in this sphere.

The dynamic development of the information sector and information technology, liberalization of the media are important factors in deepening democratic reforms in our country. The first President Islam Karimov paid special attention to strengthening the role of the media in the political and spiritual life of society, to ensure guarantees of social and legal protection activities of journalists, training of journalists, meeting the requirements of the time, the development of the media market and a healthy competitive environment in the field. The head of our state has set new challenges for the continuation of these positive changes in the Concept of further deepening of democratic reforms and formation of civil society in the country.

A great work to improve the people's participation in political and public life in Uzbekistan was carried out in the framework of large-scale democratic reforms. Adoption of more than 10 laws regulating the activities of mass media formed a solid legal framework for the realization of freedom of speech, as well as the dynamic development of the information sphere. The laws stipulate inadmissibility of censorship requirements, state that the media activities can be suspended through courts, provide the right to conduct a journalistic investigation, research, to receive and distribute information. They also simplified rules of registration of mass media, created the necessary conditions for the formation and development of public, non-governmental institutions and structures in the field of information.

National legislation related to mass media was improved in accordance with the Concept of further deepening democratic reforms and formation of civil society in Uzbekistan. Law of the Republic of Uzbekistan "On the openness of public authorities and management" ensures the rights of citizens in the sphere of information, enhances the accountability of public authorities and management to improve the quality of decisions, public awareness of their activities. During years

of independence the country managed to completely eliminate the total government control of media, provide a consistent and gradual introduction of market mechanisms in the information sphere, develop the network of non-state television and radio, news agencies as well as funds supporting print and audiovisual media.

Moreover, the country re-established the periodical press system, organized the new political newspapers and many other publications and magazines aimed at various groups and strata of society. Domestic media is included in the international information space. Under the leadership of the First President Islam Karimov measures for training and retraining journalists yield good results. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On improvement of the system of training and retraining of journalists" from February 26, 1999 serves as an important guide in this area [3].

One of the important projects in 2013-2014 was the organization of training activities and exchange of experience in the offices of leading publishing houses and news agencies of the country, the educational centers of journalists operating in the regional media. The project covered more than 500 journalists from around the country. Only during 2013 more than 60 media representatives from regions have undergone training in the capital's publishing houses [4].

The mastery of journalists in foreign languages and implementation of modern media and information technologies into the work of editorial offices play a great role today. The question regarding enhancement of excellence and professional skills of journalists as well as their further specialization is also actual today. This will allow publishing high quality analytical materials on all areas of the reform of state and public construction in the country.

International competition for the National Award "Oltin Kalam" was established at the initiative of President of our country in order to motivate journalists. The competition plays an important role in the further development of this sphere. This competition is dedicated to the World Press Freedom Day and held by the Creative Union of Journalists of Uzbekistan, the Center for training journalists

together with the Public Fund for Support and Development of Independent Print Media and Information Agencies of Uzbekistan, the National Association of Electronic Mass Media, the National TV and Radio Company, the Ministry of Culture and sports, news agency "Uzreport" and the Council of Federation of Trade Unions.

The competition is held in areas of television, radio, print media and online journalism. There is one major national award in the competition, three awards in each direction as well as reward nominations "The best press service" and "The best photo spread." About the competition 5000 journalists with nearly 70 thousand creative materials participated in "Oltin Kalam" over the years. 510 artists submitted about 8,500 materials to take part in the contest this year [5].

However, it is important to acknowledge that mass media can also have negative impacts on society. The proliferation of fake news, for instance, poses a threat to democracy and contributes to the spread of misinformation. Mass media can also perpetuate stereotypes, perpetuate inequality, and promote harmful behaviors. It is therefore essential for individuals to critically evaluate and analyze the content they consume, ensuring that they are receiving accurate and reliable information.

The role of mass media in society is undeniable. It serves as a vehicle for the exchange of information, a watchdog for accountability, a platform for dialogue and discussion, a shaper of public opinion and societal norms, and an engine of economic growth. While it has its drawbacks, mass media remains a powerful tool with the potential to shape the world for the better. It is up to individuals to understand its influence, consume media responsibly, and actively participate in the media landscape to ensure a fair, informed, and democratic society.

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INFLUENCE OF SOCIAL MEDIA ON SOCIETY: ADVANTAGES AND DISADVANTAGES

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Abstract: *As it can be seen social media makes our lives easier. Social media has undeniably transformed the way in which people communicate, connect, and share information. With the rise of platforms like Facebook, Twitter, Instagram, and Linked in, individuals across the globe have been brought closer together and given a platform to voice their opinions and experiences. While there are certainly many benefits to the presence of social media in modern society, there are also several drawbacks that cannot be ignored. In this article it is discussed both advantages and disadvantages of Social Media with lively samples.*

Key words: *global news, social media, update, target audience, media platform, long distance realations*

Advantages of Social Media:

Makes distance short.

Social media platforms enable individuals to connect and communicate with people across the globe instantly. Whether it is connecting with friends, family, or like-minded individuals, social media allows us to stay connected regardless of physical boundaries. It has revolutionized long-distance relationships and provided a platform for sharing experiences, photos, and videos.

To be aware of global news

Social media acts as a powerful tool for disseminating news, information, and important updates. With just a few clicks, we can access news articles, academic research, and expert opinions on a wide range of topics. It facilitates the spread of awareness and fosters discussions on vital social, political, and environmental issues.

Best marketing tool

Social media platforms provide businesses with an excellent opportunity to engage with their target audience, build brand awareness, and drive sales. It serves as a cost-effective marketing tool, allowing businesses to showcase their products and services to a global audience. Additionally, social media platforms like LinkedIn offer a valuable platform for professional networking and career growth.

To be collectively unit.

Social media has empowered communities to come together and rally for causes, creating a sense of belonging and support. It provides a platform for marginalized groups to share their stories, find solidarity, and fight against social injustices. Social media serves as a catalytic force, bringing people together to drive positive change and support one another.

Provide online education

As we know now online education plays crucial role in the life of both educators and the learners. To teach online gives the opportunity for further developing in digital area and search more valuable approaches in teaching. Besides it is

reasonable price than the lessons which organized offline

Disadvantages of Social Media:

One of the biggest concerns surrounding social media is the invasion of privacy and the potential for data breaches. Users' personal information, if not protected adequately, can be exploited by cybercriminals. Moreover, the constant tracking of online activities by social media platforms raises questions about surveillance and misuse of personal data.

Online Bullying and Harassment

The anonymity provided by social media has given rise to cyberbullying and online harassment. Individuals can hide behind their screens and inflict emotional trauma on others. Social media platforms must take measures to combat online abuse and create a safe environment for users.

Spread of Misinformation and Fake News

The rapid dissemination of information on social media has led to the proliferation of misinformation and fake news. Without proper fact-checking and critical analysis, false narratives can quickly spread, fueling divisiveness and undermining trust in established institutions. The responsibility lies with both users and social media platforms to combat the spread of misinformation.

Addiction and Mental Health Issues

Excessive usage of social media has been linked to addiction and mental health issues. The constant need for validation, comparison, and the curated nature of social media can negatively impact self-esteem and lead to feelings of inadequacy. It is essential for individuals to establish healthy boundaries and prioritize their mental well-being.

Depending on internet

One of the main drawback of online lessons is the skillful teachers can't get used to working with new technology and the rural places where the internet is weak

they depend on local electricity and other problems.

So, in conclusion Social media has undoubtedly left an indelible impact on society, both positive and negative. The advantages of enhanced connectivity, access to information, business growth, and community building cannot be ignored.

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TEACHING CHILDREN FOREIGN LANGUAGES

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Abstract: *This article explores the innovative approaches and effective strategies employed in teaching children in foreign languages. With the increasing importance of global communication and cultural understanding, early exposure to foreign languages has become a valuable asset. Drawing upon extensive research and practical experiences, this article presents a comprehensive overview of the methods and techniques that have proved successful in engaging and empowering young learners.*

Key words: *children, foreign languages, activities, learning, countries, communication, personal interests, supportive learning activities, cultural values, Interactive method.*

Introduction

It is a rewarding and enriching experience for both the educator and the students to teach children a foreign language. It opens up new opportunities for communication, cultural understanding, and personal growth. However, teaching children a foreign language also comes with its own set of challenges, as young learners have different needs and learning styles compared to adults. According to Ritlyová (2009) students improve their perception of a foreign culture and their own culture by gaining awareness of a foreign language.

In this article, we will explore effective strategies and techniques for teaching children in foreign languages. Tomalin (1995) claims that cultural awareness and tolerance should be created in students because it enables students to express their cultural opinions. We will discuss the importance of creating a positive and supportive learning environment, using age-appropriate materials and activities, and incorporating games and interactive exercises to make the learning process engaging and enjoyable for young learners.

We will also provide practical tips for managing classroom dynamics, addressing individual learning needs, and fostering a love for language learning in children.

How we can teach children in foreign languages?

Michalczyk (1976) notes that for the beginning language students, culture teaching should be engaging and interesting and when they develop their language skills to some extent, more detailed culture teaching, including cultural values and behavior patterns of a specific culture, can be taught. Bacon (1995) states that process oriented teaching and evaluation, in relation to culture, is enabled by technological improvements.

1. Immersion: Surround children with the foreign language as much as possible. This can be done through books, music, videos, and conversations with native speakers.

2. Games and activities: Use games, puzzles, and interactive activities to make learning the foreign language fun and engaging for children.

3. Visual aids: Use visual aids such as flashcards, posters, and pictures to help children associate words with images.

4. Storytelling: Tell stories in the foreign language and encourage children to retell the stories in their own words.

5. Role-playing: Encourage children to role-play different scenarios in the foreign language, such as ordering food in a restaurant or asking for directions.

6. Language apps and online resources: Utilize language learning apps and online resources designed specifically for children to help reinforce vocabulary and grammar.

7. Cultural activities: Introduce children to the culture of the country where the foreign language is spoken through food, music, and traditions.

8. Language exchange programs: Connect children with native speakers of the foreign language through language exchange programs or pen-pal arrangements.

9. Consistency and repetition: Consistently expose children to the foreign language and encourage them to practice regularly to reinforce their learning.

10. Encouragement and praise: Provide positive reinforcement and praise to motivate children to continue learning and using the foreign language.

Which foreign languages are good to learn?

The choice of which foreign language to learn depends on various factors such as personal interests, career goals, and cultural connections. Some popular and widely spoken languages to consider learning include Spanish, French, Mandarin Chinese, German, Arabic, and Japanese. Additionally, languages such as Portuguese, Italian, Russian, and Korean are also valuable for both personal and professional growth. Ultimately, the best foreign language to learn is one that aligns with an individual's interests and goals.

At what age is it good to learn foreign languages?

It is generally believed that the earlier a person starts learning a foreign language, the better. Children have a natural ability to pick up new languages and can often become fluent in a second language more easily than adults. Many experts recommend starting to learn a foreign language as early as possible, ideally before the age of 10, as this can lead to better pronunciation and a deeper understanding of the language. However, it is never too late to start learning a new language, and adults can still achieve fluency with dedication and practice. Ultimately, the best age to learn a foreign language depends on individual circumstances and goals.

Conclusion

In conclusion, teaching children a foreign language can be a challenging but incredibly rewarding experience. By creating a positive and supportive learning environment, using age-appropriate materials and activities, and incorporating games and interactive exercises, educators can make the learning process engaging and enjoyable for young learners. It is important to address individual learning needs and foster a love for language learning in children to ensure their success. With the right approach and resources, teaching children in foreign languages can open up new opportunities for communication, cultural understanding, and personal growth, making it a valuable and enriching experience for both educators and students.

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THE ROLE OF COLLABORATORS AND SPONSORS IN EVENT ORGANIZATION

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Abstract: *The success of event organization hinges not only on meticulous planning and execution but also on the collaborative efforts of partners and the support of sponsors. This article explores the pivotal roles collaborators and sponsors play in event management, shedding light on the symbiotic relationship that fosters successful and memorable events. Event organizers will find insights into building effective partnerships, securing sponsorships, and maximizing the collective impact of collaborators and sponsors.*

Keywords: *Event organization, collaborators, sponsors, partnership building, event management, synergy.*

In the dynamic landscape of event organization, the roles of collaborators and sponsors have evolved into integral components of success. Their contributions extend beyond financial support, encompassing shared expertise, expansive networks, and enhanced audience engagement. This article delves into the symbiotic relationship between event organizers, collaborators, and sponsors, highlighting their collective impact on the overall event experience. Collaborators, ranging from local organizations to industry influencers, bring diverse perspectives and resources to event planning. Establishing effective partnerships involves aligning goals, sharing responsibilities, and leveraging each collaborator's strengths. The collaborative approach fosters a richer event experience, tapping into a wider range of expertise and engaging diverse audiences. Sponsors play a crucial role in providing financial support and resources, elevating the scale and impact of events.

Securing sponsorships involves presenting a compelling value proposition, showcasing mutual benefits, and maintaining transparent communication. To maximize the impact of sponsorships, event organizers must collaborate closely with sponsors, integrating their brand seamlessly into the event experience. Collaborators and sponsors contribute significantly to audience engagement by bringing unique offerings and interactive elements to events. Whether through exclusive promotions, collaborative sessions, or sponsored activities, their involvement enriches the attendee experience and creates lasting impressions. Event organizers should strategically integrate these elements to enhance overall engagement. Assessing the success of collaborative efforts involves evaluating not only financial gains but also the qualitative impact on the event experience. Post-event feedback, brand visibility, and the sustained relationships built with collaborators and sponsors are key indicators of collaborative success. This ongoing evaluation informs future partnerships and refines the collaborative approach for subsequent events. In the complex tapestry of event organization, collaborators and sponsors are invaluable threads that weave together success. By focusing on building effective partnerships, securing meaningful sponsorships, and enhancing audience engagement, event organizers can harness the collective power of collaborators and sponsors. This synergistic approach ensures not only the success of individual events but also the cultivation of enduring relationships that transcend the boundaries of single occasions.

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2- YO‘NALISH: CHET TILI O‘QITISHNING NAZARIY VA AMALIY MASALALARI

BOLALARGA CHET TILINI O‘RGATISH ORQALI MILLIY MULOQOT KOMPETENSIYASINI SHAKLLANTIRISH OMILLARI

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Annotasiya: *Mazkur maqolada bolalarga chet tilini o‘rgatish orqali milliy muloqot kompetensiyasini shakllantirish omillari borasida fikr yuritiladi. Bolalar nutqidagi milliy so‘zlarni hech kim maxsus o‘rgatmaydi, bola qaysi millat vakili bo‘lsa, yashab turgan ijtimoiy muhiti ularning nutqida aks etadi. O‘zbek, ingliz, fransuz, xitoy, kim bo‘lishidan qat’iy nazar, o‘z ichki ehtiyojlaridan kelib chiqib milliylikiga oid so‘zlarni muloqot jarayonida qo‘llaydi.*

Kalit so‘zlar: *chet tili, muloqot, nutq, vazifa, jarayon, omil, muhit, millat, tilshunos*

Har bir millat uchun o‘z ona tili haqiqiy xazina hisoblanadi. Til inson dunyosi va madaniyatini aks ettiradi. Tilning eng muhim vazifasi shundaki, u madaniyatni saqlab qoladi va uni avloddan avlodga yetkazadi. Shuning uchun ham til shaxsiyat, milliy fe‘l-atvor, xalq, millat shakllanishida juda muhim hisoblanadi. Shuning uchun til va madaniyatning o‘zaro ta’siri masalasi mutaxassislar – kulturologlar, tilshunoslar, faylasuflar uchun ilmiy qiziqish doirasiga kiradi.

Albatta, madaniyatlarning o‘zaro ta’siri har doim bo‘lgan va bo‘lib kelmoqda. Jahon tarixiga nazar tashlasak, ushbu tabiiy jarayon odatda ular bilan aloqada bo‘lgan madaniyatlarning o‘zaro boyishiga olib keladi. Ammo zamonaviy ommaviy axborot vositalari va aloqa tufayli bir madaniyatning ikkinchisiga ta’siri juda tez seziladi.

Bola jamiyatning a’zosiga aylana borar ekan, o‘ziga xos milliy qadriyatlar ta’siri uning nutqiga ham singib boradi. Shaxslar muloqot vositasi orqali o‘zaro munosabat o‘rnatar ekanlar, nutqiy faoliyat insonlargagina xos bo‘lgan muloqotning asosiy manbasidir.[3] Jamiyatning kichik a’zosi o‘z ehtiyojlarini insoniy munosabatlar hamda nutqiy muloqot natijasidagina qondirish mumkin bo‘lgan sharoitda voyaga yetadi.[4]

Psixologik nuqtai nazardan olib qaralganda, ba’zi bolalar yoshlik chog‘laridan tabiatan kam gap bo‘ladilar. Bola kam gapirsa-da, unga gapirilayotgan hamma so‘zlarni tushunadi. Bolalarning so‘zga chechan va gapdon bo‘lishlari bevosita ularni o‘rab turgan ijtimoiy-lisoniy muhitga bog‘liq.

Bolalar nutqidagi milliy so‘zlarni hech kim maxsus o‘rgatmaydi, bola qaysi millat vakili bo‘lsa, yashab turgan ijtimoiy muhiti ularning nutqida aks etadi. O‘zbek, ingliz, fransuz, xitoy, kim bo‘lishidan qat’iy nazar, o‘z ichki ehtiyojlaridan kelib chiqib milliylikiga oid so‘zlarni muloqot jarayonida qo‘llaydi. Har bir millatga xos milliylikni bildiruvchi so‘zlarning kelib chiqishi bevosita tarixga bog‘liq. Masalan: o‘zbek bolalari uchun bosh va ustki kiyimlarni ifodalovchi *do‘ppi, salla, cho‘girma, to‘n, chopon* kabi milliylikni bildiruvchi so‘zlarini hech kim o‘rgatmaydi, milliylikni anglatuvchi bunday so‘zlar oiladagi ijtimoiylashuv va muloqot jarayonida bolalarning nutqiga singib ketadi.

Yuqorida aytib o‘tilgan milliy-madaniy markerlangan so‘zlarning tarixi biz uchun ozmi-ko‘pmi tanish. Xuddi shunday ingliz, xitoy, fransuzlarning milliylikni ifodalovchi so‘zlarning kelib chiqishi va nutqda faol qo‘llanilishi ularning nutqida qiyinchilik tug‘dirmaydi. G.Iskandarovaning ko‘rsatishicha, xitoylik bolalar juda yoshligidan boshlab o‘zlarining milliylikni anglatuvchi so‘zlarni yaxshi biladilar:

guruch, soya suti kabi yegulik nomlarini; *qizil fonuslar, tilla baliqlar va ajdarho tasviri, ovqat yeyish uchun mo'ljallangan tayoqchalar* kabi artefaktlar nomlarini. Fransuz bolalari uchun *xo'roz-mag'rurlik belgisi, Eyfel minorasi, egzagon olti burchagi, pishloq, Marianna byusti, Mersel'eza madhiyasi, uch rangli bayroq, vino, shior (ozodlik, tenglik, birodarlik)* va ko'plab milliyligini bildiruvchi so'zlar ular uchun begona emas.[3]

Dunyoda ayrim millatlar borki, ularning o'z ona tilida murojaat qilinsagina faol muloqotga kirishadi. Masalan, Fransiya borib ingliz tilida gaplashishga harakat qilsak, o'zlarini xuddi tushunmayotganga o'xshatishadi. Aslida, ular ingliz tilini juda yaxshi bilishadi. Lekin ular bilan muloqotga kirishish jarayonida o'z ona tilida murojaat qilishingizni xohlashadi. Fransuzlar o'z ona tilini juda hurmat qilishadi va sof fransuz tilida gaplashish orqali ular milliy muloqot madaniyatini saqlab qolishadi. Islandiya xalqi va hukumati o'ziga xos madaniyatni saqlab qolish uchun boshqa tillarni ona tiliga ta'sir qilishiga yo'l qo'ymaydi. Shuning uchun, Island tili barcha zamonaviy Yevropa tillaridan eng toza til hisoblanadi.

Ingliz oilasidagi bolalar uchun "*Cardigan*", "*balaclava*", "*Wellies*" kabi milliy so'zlari ham ular uchun notanish emas. "*Cardigan*", "*balaclava*", "*Wellies*"[6] so'zlarini o'zbek tiliga tarjima qilganimizda – "*Kardigan*"(kamzul, nimcha), "*balaklav*", "*rezina etiklar*"[6] degan ma'noni anglatadi. (Ingliz xalqida bugungi kundalik kiyimlarning ko'plari azaliy an'anaga ega. 1853-1856 yillardagi urush paytida Qrimdagi juda sovuq qish ularga kardigan va balaklav nomlarini bergan. Chunki Lord (1854) Kardigan va Balaklava jangida yengil (asosiy qo'shinning qismini) brigadani boshqargan. Kardigan yengil tugmachali iliq, yungli matodan tikilgan kalta kamzul, Balaklava esa yungli matodan tikilgan shlyapa. Yana bir ingliz askari Vellington o'z ismini kiyib yurgan etigiga beradi va bu hozirgacha saqlanib qolgan. Uni inglizlar qisqargan nomi bilan ishlatishadi ya'ni "*Wellies*" – "Kauchuk etik")

Mulozamat britaniyaliklar madaniyatining muhim qismi va muloqot bezagi hisoblanadi. Inglizlarning milliy nutqida "*please*" - iltimos, "*thank you*" - rahmat

va “*sorry*” - *uzr* soʻzlari doimo qoʻllanadi va bu soʻzlarni qoʻllash inglizlar bolalarining nutqiga ham koʻchgan.

Hozirgi vaqtda, Angliyaning milliy muloqotida (understatement) - “yumshatish, sayqal berish” degan tushuncha mavjud.[5] Bundan koʻrinadiki, inglizlar hatto jahli chiqib, achchiqlanib tursa ham muloqotdagi sherigiga nisbatan muloyim, yumshoq munosabatda boʻladilar va ular “yumshatish uslubi”ga amal qiladilar. Ularda jiddiy falokat, fojeali holatlar sodir boʻlganda ham, oʻta bosiqlik, muloyimlik bilan munosabat bildirish kuzatilishi mumkin. Inglizlar muloqot jarayonida juda samimiy boʻladilar va ular bilan aloqaga kirishish mobaynida xushyorlik talab etiladi. Shu oʻrinda J.Mayksning fikrlarini keltiramiz: Muloqot jarayonida ingliz kishisi “It’s a bit wet out there, I might join you later” – “Bugun biroz yomgʻirli, sal kechroq oldingizga borarman” deydi, aslida “It’s absolutely pissing it down, consequentially, I’m not leaving the house today unless it’s on fire!” – “Qattiq jala yogʻyapti, men bugun uydan hech qaerga chiqmoqchi emasman, chiqishim mumkin, qachonki, uyimga oʻt ketsa” degan maʼnoga toʻgʻri keladi. “Your english is somewhat unorthodox” – “Sizning ingliz tilingiz biroz noodatiy ekan” gapining asl maʼnosi “Sizning ingliz tilini bilish darajangiz bir tiyinga qimmat ekan” maʼnosida qoʻllanadi[5].

Yakuniy soʻz oʻrnida soʻzlashish jarayonida tildan qanday foydalanish, insonlarni koʻnglidagi fikrlarni til orqali nutqda bayon qilishni va suhbatdoshga tushunarli tarzda yetkazishni Alisher Navoiy “Mahbub ul-qulub” asarida fikr bilan yakun yasamoqchimiz: “Til muncha sharaf bila nutqning olatidur va ham nutqdirki, gar nopisand zohir boʻlsa, tilning ofatidur ...” mazmuni, til shuncha sharafi bilan nutqning qurolidir, agar u oʻrinsiz ishlatilsa, tilning ofatidir. “Soʻzni koʻnglungda pishqormaguncha tilga keltirma, harnakim koʻnglungda boʻlsa, tilga surma”. Mazmuni («Soʻzni koʻnglungda pishitib olmaguncha, soʻzlama, koʻnglungda boʻlgan har qanday fikrni ham ayta berma»).[2]

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КОГНИТИВНО-КОНЦЕПТУАЛЬНЫЙ ПРИНЦИП В ИЗУЧЕНИИ И ИССЛЕДОВАНИИ ТИПОВ ЕДИНИЦ –ЗНАКОВ РАЗЛИЧНЫХ УРОВНЕЙ ЯЗЫКОВОЙ ИЕРАРХИИ

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1. При изучении любых языковых единиц, употребляемых так или иначе для вербализации определенной когнитивной или концептуальной семантики, непосредственно действует **когнитивный (концептуальный) принцип, который предполагает, что любая языковая единица, в том числе и синтаксическая, закономерно наделена способностью репрезентировать некую языковую реальность(языковую семантику или отношение), строго**

коррелирующую с соответствующей концептуальной семантикой, подлежащей надлежащему объективированию, наряду с другими, и синтаксическими вербальными средствами. При всем этом доля вербализации той или иной концептуальной семантики различными типами вербальных средств в языках может быть различной в силу их идиоматичности. Данный принцип особенно важен и необходим при моделировании, наряду с другими, и грамматических – точнее, синтаксических категорий.

2. Как считают многие ученые, одним из важнейших когнитивных принципов при моделировании грамматических явлений считается, принцип концептуальной унификации, направленный на процедуру выявления ядерных грамматических отношений и их прототипических признаков, из которого логично вытекает существование другого когнитивного принципа – опоры на прототип. Последний дает возможность интерпретировать бесконечное множество стимулов, позволяет определить ведущую роль субъектно-предикатно-объектных отношений смыслового ядра предложения, которые иначе трактуются как семантические роли агенса и пациенса. Дж. Лакофф предлагает прототипическое («энергетическое», по В. Гумбольдту) прочтение функционального отношения этих ролей (Lakoff 1987, 357–358).

3. Из когнитивного(концептуального) принципа, по мнению Н.А. Бесединой, вытекают следующие его разновидности:

1) принцип равноправия двух основных функций языка (когнитивной и коммуникативной);

2) принцип многофакторности при анализе каждого языкового явления, который связан с выявлением роли этого явления в осуществлении познавательной и в проведении коммуникативной деятельности, а потому и он неразрывно связан с принципом системности;

3) принцип междисциплинарности, который предполагает учет и обобщение данных, полученных в области философии, когнитивной

психологии, психолингвистики, логики, теории информации, теории познания, физиологии, нейронауки и др.

4) принцип антропоцентричности, который оказывается связанным с исследованием широкого круга языковых явлений, отраженных в языковом сознании говорящих или же отражающих присутствие говорящего в акте речи и установлении системы его «координат»;

5) принцип многоуровневости анализа семантики языковых единиц, который требует исследования значения языковых единиц в контексте различных когнитивных структур;

6) принцип концептуального единства языка и речи, который предполагает их трактовку как единого объекта анализа, что объясняется зависимостью языка от предметного мира;

7) это предполагает учет принципа разграничения концептуального и семантического уровней (Беседина 2010,18).

Выделенные принципы определяют значимость для когнитивных исследований ряда методологически важных положений.

4. Таким образом, при типологическом сопоставлении вербальных средств, в том числе и синтаксических, точнее сложных предложений – политаксем языков разной типологической принадлежности, особо важно отталкиваться от их когнитивных(концептуальных) основ – семантик, вербализуемых наряду с политаксемами и другими типами языковых единиц. Более того, благодаря когнитивному принципу можно четко определить статус и установить долю того или иного вербального средства в манифестации той или иной когнитивной(концептуальной) семантики как результата таких универсальных процессов как концептуализация и категоризация, которые естественно протекают при формировании носителем языка структур знаний об объективном мире.

5. В целом, структурный, контенсивный и когнитивный (концептуальный) принципы взаимодополняют друг друга, поскольку лишь на основе постулаты нескольких принципиально различных наборов структурных признаков-координат языка, специфическим образом передающих субъектно-объектные и классные отношения в настоящее время возникает возможность разграничить и охарактеризовать в концептуальном и контенсивном планах по крайней мере пять целостных языковых типов как нейтральный, классный, активный, эргативный и номинативный (см.: Климов, 1976, 1983, 129), при этом в контенсивном и концептуальном планах (что есть глубинная структура языков) языки редко различаются по сравнению с их структурным планом, что и есть поверхностная структура языков, тем или иным способом репрезентирующим первые.

TA'LIM TIZIMINI RIVOJLANTIRISH MODELI

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Annotatsiya: *Bugungi globallashtirish davrida, jamiyatning barcha sohaları kabi ta'lim sohasi ham jadallik bilan rivojlanib bormoqda. Maqolada milliy dastur, ta'lim tizimi, insonparvarlik, erkinlik, qadriyatlar, odamlar, maktabgacha ta'lim, zamonaviy kasb-hunar ta'limi tizimi. Ta'lim haqidagi bilimlar ham tilga olinadi.*

Kalit so'zlar: *innovatsiya, ta'lim makoni, konsepsiya, ta'lim falsafasi, tizimlashtirish, loyihalash, amaliyot*

Abstract: *In today's era of globalization, the field of education, like all areas of society, is developing rapidly. In the article, the national program, education system, humanitarianism, freedom, values, people, preschool education, modern vocational education system. Knowledge of education is also mentioned.*

Key words: *innovation, educational space, concept, educational philosophy, systematization, design, practice.*

Аннотация: *В современную эпоху глобализации сфера образования, как и все сферы жизни общества, стремительно развивается. В статье национальная программа, система образования, гуманизм, свобода, ценности, человек, дошкольное образование, современная система профессионального образования. Также упоминается знание образования.*

Ключевые слова: *инновация, образовательное пространство, концепция, философия образования, систематизация, проектирование, практика.*

Ta'lim dasturi va ta'lim maydoni kabi tushunchalarni joriy etishimiz modellashtirishdan ta'lim tizimini rivojlantirishni loyihalashning universal usuli sifatida foydalanish imkonini beradi. Ta'lim makonini (ES) loyihaaning maqsad va

vazifalari bilan belgilanadigan uning sub'ektlari o'rtasida biz tomonidan aniqlangan (ta'riflangan) har qanday munosabatlar tizimi ta'riflanishi mumkin. Loyiha faoliyatining ob'ekti o'quvchi, sinf, maktab yoki ijtimoiy guruhning ta'lim maydoni bo'lishi mumkin.

Ta'lim dasturi, xuddi o'quv dasturi kabi, ta'lim dasturining tarkibiy va funksional birligi sifatida, turli miqyoslarga ega bo'lishi mumkin: masalan, ma'lum bir fan sohasidagi ba'zi o'quv vazifalarini hal qiladigan ta'lim dasturidan tortib, o'quv dasturi doirasida amalga oshiriladigan ta'lim dasturlarigacha. ta'lim muassasasi. Shu sababli, ta'lim dasturini ishlab chiqish, loyihani amalga oshirish sifatida, u yoki bu tarzda, RaI tarkibidagi o'zgarishlarni, uning rivojlanishini o'z ichiga oladi. RaI tuzilmasida u yoki bu ta'lim dasturi qanchalik ko'p ifodalansa, shunchalik ko'p bunday ta'lim dasturini ishlab chiqish loyihasini RaI ishlab chiqish loyihasi deb hisoblash mumkin.

Bizning holatimizda, misol tariqasida, o'zgarishlari ta'lim makonining holatiga ta'sir qiladigan o'quv jarayonining faol ishtirokchilari deb ataymiz. Bu sub'ektlar: o'qituvchi, o'quvchi va ular o'rtasidagi muhit. Inson ham har qanday tirik tizimlar kabi jamiyatning elementi sifatida o'z-o'zidan ochiq tizim bo'lib, boshqa odamlar va atrof-muhit bilan murakkab, xilma-xil munosabatlarga kirishishga qodir. yangi narsalarni idrok etishga qodir. Bu, Shuningdek, chiziqli bo'lmagan tizimdir, ya'ni u ta'lim maydonidagi o'zgarishlarga noaniq, o'ziga xos, eksklyuziv reaksiyaga ega, innovatsiya va ijodkorlikka qodir.

1-bosqich - beqarorlikning rivojlanishi, xilma-xillikning paydo bo'lishi, rivojlanish yo'llarini tanlash. Ta'lim makonida ilgari o'rnatilgan munosabatlar o'zining ochiqligi tufayli o'zgaruvchan ijtimoiy-iqtisodiy va madaniy sharoitlar bilan ziddiyatli bo'lib, bu beqarorlikning rivojlanishiga, ta'lim innovatsiyalarining paydo bo'lishiga va turli xil ta'lim dasturlarining to'planishiga olib keldi. Ushbu davrda yangi sharoitlarga bog'liq holda dolzarb ta'lim muammolarini hal qilish usullari, yondashuvlari va echimlarining xilma-xilligi, mohiyatan, tizimda yangi sharoitlarga mos keladigan tuzilish holatlarini izlash vaqtidir. uning mavjudligi.

Qolaversa, tizim jamiyatda paydo bo'layotgan ijtimoiy-iqtisodiy va madaniy munosabatlarning xilma-xilligiga shunday javob beradi va uni ta'lim mazmuniga kiritish imkoniyatiga ega bo'ladi. Yangi ta'lim dasturlarining to'planishi o'quv jarayoni sub'ektlari o'rtasidagi munosabatlarda o'rnatilgan oldingi tartibning buzilishiga va beqarorlikning paydo bo'lishiga olib keladi. Sinergetik nuqtai nazardan, ta'lim kosmik tizimini yangi holatga o'tkazish uchun beqarorlikning kuchayishi kerak. Bu o'sish nafaqat o'z-o'zidan, balki nazorat ostida ham bo'lishi mumkin. Beqarorlikning o'sishini boshqarish ta'lim makonini boshqarish tizimi tomonidan uning institutlarini demokratlashtirish orqali amalga oshiriladi. Bu munosabatlar tizimida tartibsizlikning kuchayishiga va entropiyaning kuchayishiga olib keladi. Bu tizimni rivojlantirish uchun nafaqat potensial imkoniyatlarni beradi, balki ma'lum darajada konservatizmga namoyon bo'lgan barqarorlikka ega bo'lgan oldingi davlatning beqarorligi rivojlanishi uchun sharoit yaratadi.

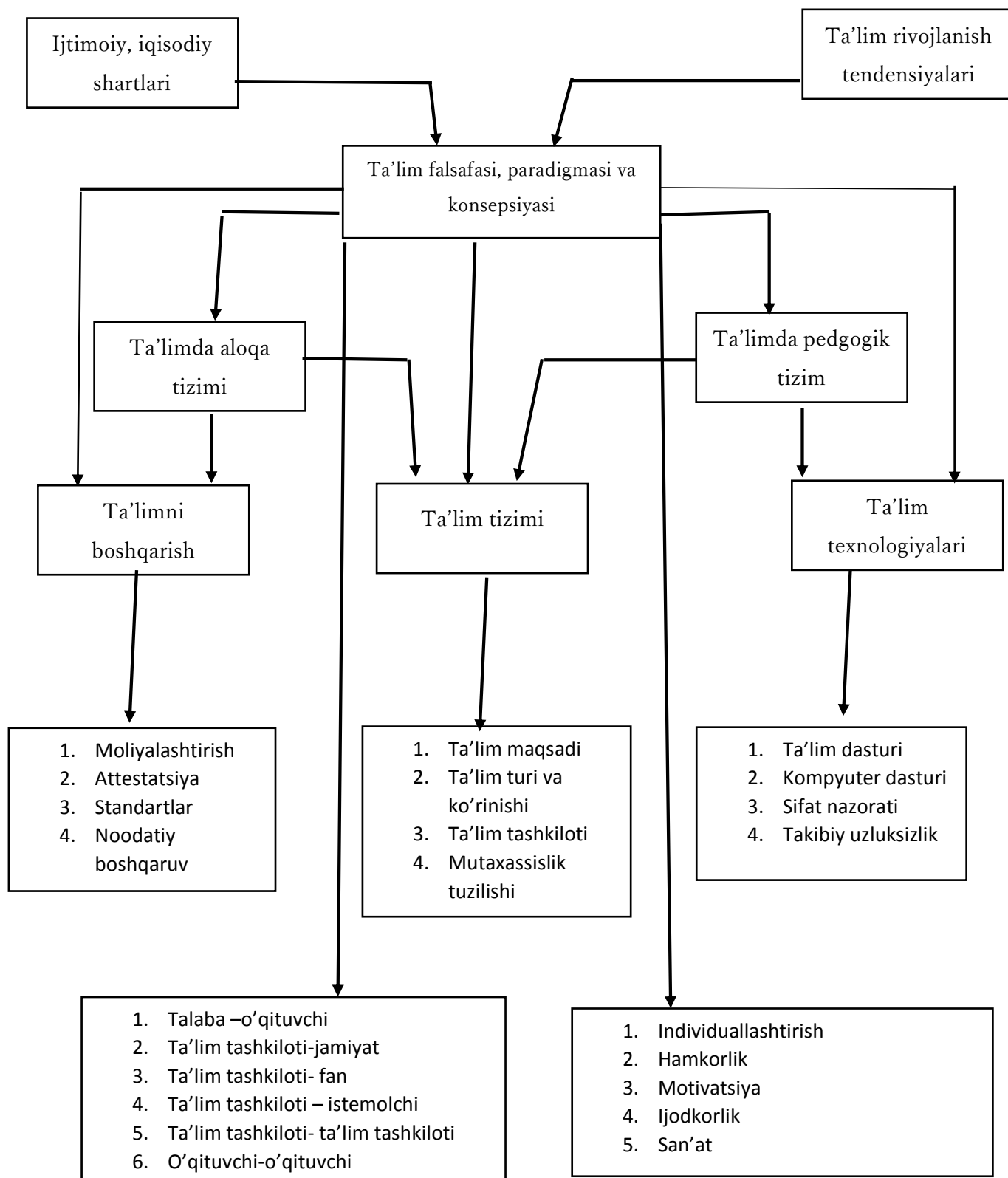
2-bosqich - tizimlashtirish, tartiblilikning o'sishi, barqaror rivojlanish davrining boshlanishi. Ushbu bosqichning belgilari quyidagicha. Ma'lum darajada xilma-xillik kamayadi. Ta'lim makonining sub'ektlari o'rtasidagi yangi munosabatlarning barqaror shakllari paydo bo'lmoqda, joriy ta'lim dasturlari holatini birlashtirish uchun zarur shartlar. Boshqacha qilib aytganda, dizayn muammolarini hal qilish uchun tegishli bo'lgan o'quv maydonini tashkil qilish uchun funksional sxemalar tanlovi mavjud. Ushbu bosqichda, birinchi bosqichda bo'lgani kabi, tizimda ta'lim dasturi ko'rinishidagi tabiiy yangi shakllanish, tizimni rivojlantirish loyihasida ko'zda tutilmagan ta'lim maydoni sub'ektlari o'rtasidagi munosabatlarning yangi shakllari paydo bo'lishi mumkin. Loyihani amalga oshirishdagi bunday ta'sirlar tizimda o'z-o'zini rivojlantirishning shakllangan manbalarining belgisi bo'lib, boshqaruv tizimidan alohida munosabatni talab qiladi. Loyihani amalga oshirishda yangi shakllanishlar rivojlanishning zarur bosqichi sifatida muhim rol o'ynashi mumkin yoki tizimning o'zi tomonidan topilgan va loyihaning ta'lim maqsadlariga erishish mumkin bo'lgan ta'lim makonini tashkil etishning yagona mumkin bo'lgan shakli.

Xuddi shu bosqichda ta'lim makonining sub'ekti sifatida "atrof-muhit" ning sifat jihatidan o'zgarishi, uning ta'lim maydoni sub'ektlari o'rtasidagi munosabatlar tizimi sifatida begonalashishi va ta'lim makonining sub'ektiga aylanishi sodir bo'ladi. Ayni paytda tizimda uni rivojlantirish va o'z-o'zini rivojlantirish maqsadlarini shakllantirish va shakllantirish sodir bo'ladi. Aynan shu tanqidiy davrda tizimda aylanma sabab-baza paydo bo'ladi (teskari aloqa). Maqsadlar tizimni rivojlantirishda tizimni shakllantiruvchi omillar sifatida ishlaydi. "Atrof-muhit" sub'ekt sifatida o'z maqsadlariga muvofiq ta'lim makonining boshqa sub'ektlarining xatti-harakatlarini faol ravishda aniqlay boshlaydi.

3-bosqich - tartiblilikning ma'lum chegarasiga erishish, barqaror rivojlanish davri. Prigojinning fikriga ko'ra, ochiq tizimlar evolyusiyasining mezoni ularning faoliyati samaradorligi, ya'ni. Bunday tizimlarda uning tuzilishi va bajaradigan funksiyalarini saqlash xarajatlarini minimallashtirishga qaratilgan jarayonlar doimiy va o'z-o'zidan sodir bo'ladi. Shuning uchun tizimning rivojlanishi bilan uning tartibi o'lchovining o'z-o'zidan o'sishi sodir bo'ladi. SHu bilan birga, boshqaruv qarori sifatida, ta'lim makon tizimining tartibliligida tanqidiylikni oldini olish uchun tizimda ma'lum darajada xilma-xillik va demokratiyani saqlab qolish muhim ahamiyatga ega, bu esa rivojlanishning o'ziga to'sqinlik qiladigan omilga aylanishi mumkin va tez orada. inqirozli hodisalarga olib keladi. Tizimda demokratiyani, entropiyani (tizimdagi tartibsizlik o'lchovi sifatida) saqlab qolish bizga rivojlanish potensialini saqlab qolish va uni o'z chegaralaridan tashqarida kengaytirish, rivojlanishning yangi bosqichiga o'tish imkonini beradi. Nazorat parametri sifatida harakat qilishi mumkin bo'lgan omillardan biri tizimning ochiqligi bo'lishi mumkin. Tizimning ochiqligi va undagi xilma-xillikning saqlanishi innovatsion faoliyat sur'atlarining ijtimoiy sharoitlarning o'zgarish sur'atlariga mos kelishini ta'minlaydi. Biroq, tizimlarning rivojlanishida tartibni to'plash jarayoni uzluksiz jarayondir. Va bu yana qarama-qarshilikka, beqarorlikka va butun tsiklning takrorlanishiga olib keladi, ya'ni. birinchi bosqichga o'tish. SHunday qilib, ta'lim tizimining rivojlanishi, boshqa har qanday tizim kabi, barqaror rivojlanish va

beqarorlik bosqichlari almashinadigan dinamik jarayondir. Bu murakkab tizimlarni rivojlantirishning bir usuli va ular uchun qonundir. [3]

Murakkab tizimlarning rivojlanish qonuniyatlarini bilish dizayn va loyiha faoliyatiga yondashuvni tubdan o'zgartiradi, bu erda ob'ekt murakkab o'zini o'zi tashkil etuvchi rivojlanayotgan tizim, masalan, ta'lim tizimlari. Chizma 2.



Demak, Ta'lim dasturi va ta'lim maydoni kabi tushunchalarni joriy etishimiz modellashtirishdan ta'lim tizimini rivojlantirishni loyihalashning universal usuli sifatida foydalanish imkonini beradi.

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ФОНОСЕМАНТИЧЕСКОЕ ИССЛЕДОВАНИЕ ИНДИВИДУАЛЬНОСТИ ТЕКСТА

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“Вступая в сферу звукоизобразительности, исследователь, подобно Алисе в Зазеркалье, делает шаг в мир, где многие привычные представления “не работают”, где многое “не так”, где многое “иначе”. Изучая звукоизобразительность, приходится быть готовым отказаться от многих привычных, освященных вековой языковедческой традицией представлений, и быть готовым к выработке новой системы ценностей”²⁷ Фоносемантическое исследование индивидуальности текста является интересным и важным направлением в лингвистике. Оно направлено на анализ звуковой и смысловой структуры текста с целью определения его уникальных характеристик и особенностей.

Фоносемантика, как термин, объединяет два аспекта – фонетику и

²⁷ Воронин С.В. Основы фоносемантики. – М.: Ленанд, 2006. – 4 с.

семантику. Фонетика изучает звуковое строение языка, а семантика - его смысловую структуру. Однако комбинированный подход, используемый в фоносемантическом исследовании, позволяет установить взаимосвязь между звуковыми характеристиками и смыслом текста.

Изучение индивидуальности текста с помощью фоносемантического анализа может быть полезным в различных областях, включая литературную критику, стилистику, психолингвистику и даже машинное обучение. Анализ индивидуальности текста может помочь определить авторство, стилистические характеристики, эмоциональную окраску и другие особенности, которые делают текст уникальным.

Ключевыми компонентами фоносемантического исследования являются звуковые факторы и их воздействие на восприятие и интерпретацию текста. Звуки, интонация, ритм и мелодика текста могут оказывать сильное влияние на его восприятие и эмоциональное воздействие на читателя.

Семантическая структура текста, в свою очередь, отражает его содержание и смысловую нагрузку. Исследование семантической структуры позволяет выявить языковые особенности, характерные для конкретного автора или текстового жанра.

Процесс фоносемантического исследования включает в себя анализ звуковых и смысловых характеристик текста, их взаимосвязь и восприятие. Используя различные инструменты, такие как фонетический анализ, лексико-семантический анализ, обработку естественного языка и статистические методы, исследователи могут выявить уникальные черты текста и сделать выводы о его индивидуальности.

Фоносемантическое исследование индивидуальности текста имеет широкий спектр применения и может быть полезным инструментом для анализа и понимания текстов в различных контекстах. Оно расширяет наши знания о функционировании языка и его влиянии на восприятие и

интерпретацию текста.

Раз фоносемантическое исследование индивидуальности текста имеет такой широкий спектр применения, давайте рассмотрим некоторые из его возможных областей применения.

В литературной критике фоносемантический анализ может помочь определить авторскую индивидуальность и стилистические характеристики литературного произведения. Изучение звуковой и смысловой структуры текста может раскрыть особенности авторского почерка, используемые лексические и грамматические конструкции, а также эмоциональную окраску произведения.

В фоносемантическом исследовании также важным аспектом является анализ семантики звуковых элементов. Каждый звук может нести в себе свойственные ему значения и ассоциации. Например, звуки, произносимые в передней части рта, могут ассоциироваться с нежностью или мягкостью, тогда как звуки, которые формируются в задней части рта, могут быть связаны с силой или громкостью.

Также существуют ассоциации между звуками и частями речи. Например, звуки сильных и энергичных согласных (таких как к, ч, ш в узбекском языке) часто используются для обозначения действия или движения, в то время как звуки мягких согласных (таких как к, х, з) могут использоваться для обозначения покоя или спокойствия.

Кроме того, фоносемантическое исследование может расширяться и на музыкальные и ритмические аспекты текста. Музыкальные элементы, такие как мелодия и ритм, могут вызывать определенные эмоциональные реакции у читателей и помогать установить настроение текста. Например, быстрая и ритмичная мелодия может передавать чувство движения и энергии, тогда как медленная и спокойная мелодия может вызывать чувство умиротворения и расслабления.

Фоносемантическое исследование текста имеет множество практических применений. Оно может использоваться в рекламе и маркетинге для создания эффективных и запоминающихся слоганов и звуковых эффектов. Также оно может быть полезным для писателей и поэтов, помогая им выбирать звуковые элементы, которые передадут желаемые эмоциональные и семантические нюансы. Более того, фоносемантическое исследование может быть применено в области музыки и звукового искусства для создания музыкальных композиций, которые передадут определенные эмоциональные и семантические значения.

В целом, фоносемантическое исследование текста является мощным инструментом для анализа и понимания, как звуковые элементы могут влиять на смысл и эмоциональную окраску текста. При его использовании следует учитывать контекст и цели автора, чтобы правильно интерпретировать и анализировать текст.

Важно отметить, что фоносемантическое исследование не является абсолютной наукой, и восприятие звуков может различаться в зависимости от культурных и языковых особенностей. Таким образом, результаты таких исследований должны быть интерпретированы с учетом контекста и особенностей конкретной аудитории.

Звуки речи — не просто «кубики», из которых строятся слова. Оказалось, что и сами звуки — живые клетки единого организма. В них уходит корнями самая сущность языка — значение. Оно отнюдь не возникает неизвестно откуда на уровне слова, его истоки — в звуках речи, и глубже — в звуках природы.²⁸ История фоносемантического исследования уходит корнями в работу лингвистов и философов, таких как Фердинанд де Соссюр и Роман Jakobson. Соссюр в своей работе «Курс общей лингвистики» выделил звуковой

²⁸ Журавлев А. П. Звук и смысл: Кн. для внеклассного чтения учащихся ст. классов. - М.: Просвещение, 1991. – 156 с.

(фонологический) уровень языка, относящийся к системе звуков и их комбинаций, и семантический уровень, связанный с их значениями. Якобсон, в свою очередь, предложил теорию фонической иконичности, утверждая, что звуки языка могут имитировать реальные объекты или явления.

Существует несколько методов фоносемантического исследования. Один из них – это анализ звуковых сочетаний и их ассоциаций. Исследователи анализируют, какие значения и эмоциональные реакции связываются с определенными комбинациями звуков и как они влияют на общее впечатление от текста. Другой метод – это эксперименты с восприятием звуков, в ходе которых участники оценивают семантическую значимость различных звуковых элементов или реагируют на них эмоционально.

Фоносемантическое исследование может быть полезным для лингвистических исследований, психологии речи, а также для практического применения в различных областях, где важно передать определенные значения и эмоциональные состояния через звуковые средства коммуникации.

Заключая, фоносемантическое исследование представляет собой интересную область, где изучаются связи между звуками и их значениями. Это помогает нам лучше понять, как звуковые элементы влияют на восприятие текста, создают ассоциации и вызывают эмоциональные реакции у читателей или слушателей.

Спасибо за дальнейший интерес к теме фоносемантики. Фоносемантика является важной областью исследования, которая исследует связи между звуками и их значениями, а также эмоциональными состояниями, которые они могут вызывать у слушателя или читателя.

Одним из основных понятий в фоносемантике является иконичность звуков, что означает, что некоторые звуки могут непосредственно указывать на определенные объекты или явления. Например, в узбекском языке звук «шалоп» может ассоциироваться с взрывом или ударом. Это основано на

структуре звука и его связи с определенными образами и ощущениями.

Однако связь между звуками и значениями не всегда является прямой или однозначной. Она также зависит от контекста и культурного фона. Например, один и тот же звук может иметь разные значения в разных языках или в разных социокультурных группах. Исследователи фоносемантики учитывают эти факторы и стремятся исследовать и объяснить, как звуки взаимодействуют с значениями и создают определенные смысловые эффекты.

Фоносемантика также может быть полезна в коммуникации и медиа. При создании рекламы, фильмов и музыки звуковые элементы могут использоваться для вызова определенных эмоциональных реакций у аудитории. Например, звук громкого взрыва может создать чувство напряженности или волнения, а мягкий и приятный звук может вызвать чувство комфорта и спокойствия.

Таким образом, фоносемантика является интересной областью исследования, которая помогает нам лучше понять, как звуки влияют на наше восприятие и понимание мира. Она может быть полезна для различных областей, включая лингвистику, психологию, медиа и рекламу, и предоставляет уникальную перспективу на взаимодействие между звуками и значениями.

Продолжая тему о фоносемантике, важно также отметить, что в звуках могут присутствовать определенные метафорические значения. Метафоры на звуковом уровне могут использоваться для передачи определенных концепций или эмоций.

Например, звук «пичирлаш» может ассоциироваться с опасностью или агрессией. Этот звук можно использовать в контексте создания страшных или ужасных сцен в фильмах или видеоиграх. Звук «шивирлаш» может ассоциироваться с тайной или интригой, поэтому он часто используется в детективных фильмах или подкастах.

На звуковом уровне также можно передать разные эмоциональные состояния или настроения. Например, звучание мелодичной и спокойной музыки может вызывать чувство расслабления и умиротворения, а яркие и энергичные звуки могут вызывать чувство энтузиазма и волнения. Это тесно связано с психоакустикой, которая изучает, как звуки воздействуют на наши эмоции и физическое самочувствие.

Фоносемантика также может быть полезна при создании звукового дизайна для различных продуктов и технологий. Например, разработчики мобильных приложений или устройств могут использовать определенные звуки для обозначения различных функций или действий. Например, щелчок или писк могут указывать на успешное выполнение операции, а звуковые эффекты при нажатии на кнопки могут создать ощущение тактильной обратной связи.

В целом, фоносемантика является увлекательной областью исследования, которая помогает нам лучше понять, как звуки влияют на наше восприятие мира и коммуникацию. Она открывает двери для новых возможностей в культуре, медиа и дизайне, помогая нам использовать звук для создания желаемых эффектов и воздействия на аудиторию.

В стилистике фоносемантический анализ может помочь определить стилистическую окраску текста. Звуки, ритм и интонация могут создавать определенную атмосферу и эффекты, такие как напряжение, смешение или ослабление. Анализ фоносемантических характеристик может помочь выявить и описать эти стилистические особенности.

В психолингвистике фоносемантическое исследование может помочь понять, как звуковая структура текста влияет на восприятие и понимание его смысла. Изучение взаимосвязи между звуковыми характеристиками и эмоциональной реакцией читателя может помочь лучше понять, как тексты вызывают определенные чувства и эмоции у людей.

В области машинного обучения фоносемантическое исследование может быть использовано для разработки алгоритмов анализа и обработки текста. Анализ индивидуальности текста может помочь разрабатывать более точные модели авторского распознавания или классификации текстов, а также создавать более естественные и понятные голосовые интерфейсы и речевые ассистенты.

В целом, фоносемантическое исследование индивидуальности текста является важным инструментом для анализа и понимания текстов в различных контекстах. Оно помогает выявить уникальные особенности текста, получить информацию о его авторе и стиле, а также понять, как звуковая структура влияет на восприятие и эмоциональную реакцию читателя.

Фоносемантическое исследование индивидуальности текста является одной из важных и интересных областей лингвистики. Оно направлено на изучение взаимосвязи между звуковыми элементами и смыслом текста с целью выявления индивидуальных особенностей его автора.

Одним из ключевых аспектов фоносемантического анализа является изучение фонетической структуры текста. Отдельные звуки, интонация и ритм могут оказывать влияние на восприятие текста и передавать определенные эмоциональные состояния или атмосферу произведения. Каждый автор имеет свой неповторимый стиль написания, который часто связан с его индивидуальным тембром голоса или с именностными особенностями речи.

Тексты могут иметь свойственные им ритмические, интонационные и звуковые особенности, которые отражаются на образовательной, информационной и эмотивной функциях языка и могут служить для распознавания индивидуальности автора. Например, мелодичность речи и особенности акцента могут указывать на языковую и культурную принадлежность автора. При этом смысловое содержание текста и его эмоциональная окраска также важны для понимания индивидуальности и стиля автора.

Фоносемантическое исследование индивидуальности текста имеет широкий спектр применения. В литературной критике оно помогает определить стилистические особенности и авторскую индивидуальность литературных произведений. В психолингвистике фоносемантический анализ помогает понять, как звуковые элементы влияют на восприятие и эмоциональную реакцию читателя. В области машинного обучения такой анализ может быть использован для разработки алгоритмов авторского распознавания и классификации текстов.

Фоносемантическое исследование индивидуальности текста является важным элементом лингвистических исследований. Оно позволяет выявить индивидуальные особенности авторов, стилистические характеристики текстов и эмоциональные нюансы восприятия. Это интересное направление, которое оказывает влияние на различные сферы нашей жизни, такие как литературная критика, психология и машинное обучение.

Литературная критика часто использует фоносемантический анализ для анализа литературных произведений и выявления особенностей стилистики и индивидуальности автора. Анализ звуковых элементов позволяет увидеть, как автор использует звучание и ритм текста, чтобы создать определенную атмосферу или эмоциональный эффект. Это помогает понять, какие техники автор применяет для достижения определенных литературных целей.

В психолингвистике фоносемантический анализ помогает изучать влияние звуковых элементов на восприятие и эмоциональное воздействие текста на читателя. Разные звуковые особенности, такие как мелодичность, интонация, громкость и ритм, могут вызывать разные эмоциональные реакции у читателей. Это может быть полезной информацией при создании текстов с определенным эмоциональным воздействием или при анализе речевого влияния на психологию человека.

Кроме того, фоносемантический анализ может иметь применение в области машинного обучения. Для разработки алгоритмов авторского

распознавания и классификации текстов важно учитывать стилистические особенности и индивидуальность авторов. Фоносемантический анализ может помочь в выделении уникальных черт стиля каждого автора и использоваться в задачах автоматического распознавания и классификации текстов.

Таким образом, фоносемантическое исследование индивидуальности текста имеет многоцелевое применение и важное значение для лингвистических исследований. Оно позволяет понять, как звуковые элементы влияют на смысл текста, эмоциональное воздействие на читателя и индивидуальные особенности авторского стиля. Изучение фонетической структуры текста помогает раскрыть уникальность и индивидуальность каждого автора и может быть полезно в различных областях, от литературной критики до машинного обучения.

Одним из ключевых аспектов фоносемантического исследования является анализ фонетической структуры текста. Это включает в себя анализ звуковых элементов, таких как звуковые описания, интонация, скорость произношения и паузы. Они могут быть связаны с определенными концептами, чувствами или образами. Например, звуки, содержащие в себе приятные ассоциации, могут использоваться для создания образа красоты или гармонии, в то время как звуки, вызывающие неприятные ассоциации, могут помочь передать образ негатива или хаоса.

Важным аспектом фоносемантического анализа является изучение звукоподражания или ономотопеи. Ономотопейные слова имитируют звуки, которые производят объекты или явления, и могут быть эффективным инструментом для создания определенного настроения в тексте. Например, слово “пичирламоқ” может помочь передать звук шипения или грозного звука, тогда как слово “шитирламоқ” может вызывать ассоциации с тихими шумами листвы. Поэтому использование ономотопеи может вызывать более яркие визуальные и звуковые образы в умах читателей.

Важно отметить, что фоносемантическое исследование текста

непрерывно требует учета контекста и художественной цели автора. Звуковые элементы в тексте могут иметь разные значения и эффекты в зависимости от контекста, в котором они используются. Например, слово “сокинлик” может быть положительным или отрицательным, в зависимости от контекста. Это важно учитывать при анализе текста и выявлении индивидуальности автора.

В заключение, фоносемантическое исследование индивидуальности текста является комплексным и многоаспектным процессом. Анализ звуковых элементов позволяет понять, как они влияют на смысл и эмоциональную окраску текста, а также выявить стилистические особенности и индивидуальность автора. Это важный инструмент в лингвистике, литературной критике и машинном обучении, который может помочь лучше понять и анализировать тексты и их авторов.

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ТРЕБОВАНИЕ К УПРАЖНЕНИЯМ ГРАММАТИЧЕСКОЙ КОНСТРУКЦИИ АНГЛИЙСКОГО ЯЗЫКА

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Annotatsiya: *Ushbu maqola matematik matnlarni o'qish jarayonida Ingliz tilidagi grammatik konstruksiyalarni tushunish uchun tuziladigan mashqlarga qo'yiladigan talablarga bag'ishlangan. Mashqlar tuzish uchun zarur bo'lgan sakizta talablar tahlil qilingan. Ular ilmiy jihatdan asoslangan va Ingliz tilidagi grammatik konstruksiyalarni o'qitish uchun mo'jallangan mashqlarni tuzishda qo'llash tavsiya qilingan.*

Kalit so'zlar: *matematik matnlar, grammatik konstruksiyalar, mashqlar, talablar, o'qish jarayoni, ilmiy jihatdan*

Abstract: *The article is dedicated the requirements to the exercises for understanding grammatical constructions of the English languages while reading mathematical texts. There analyzed eight requirements which are necessary for exercises. These eight requirements are scientifically substantiating and are recommended during compile exercises for teaching the grammatical constructions of the English languages.*

Key words: *mathematical text, grammatical constructions, exercise, requirements, while reading, scientifically substantiating*

Аннотация: *Данная работа посвящена требованию к упражнениям понимания грамматических конструкций английского языка при чтении математических текстов. Анализируется восемь требований к предъявляемым упражнениям. Эти требования научно обосновываются и рекомендуются при составлении упражнений для обучения грамматических конструкций.*

Ключевые слова: *математический текст, грамматические конструкции, упражнения, требования, при чтении, научно обосновывать*

Известно, что обучение грамматическим явлениям начинается с презентации нового грамматического явления, которое создает ориентировочную основу будущего грамматического действия, но еще не обеспечивает его усвоение. Для овладения грамматической структурой необходим комплекс упражнений. Под комплексом упражнений мы вслед за Е.И.Пассовым понимаем совокупность упражнений, направленных на усвоение какого-либо частного явления (действия) или небольшая их группа [6.77.]. Необходимо отметить, что презентация новой грамматической структуры и комплекс упражнений для ее усвоения тесно взаимосвязаны и практически неотделимы друг от друга [1.552.]. Они разделяются условно.

Как нашими, так и зарубежными методистами выдвинуты различные требования к упражнениям в обучении иностранным языкам (Г.Пальмер 1961,

Е.И.Пассов 1977, М.В.Ляховицкий 1981, Ж.Жалолов 2015, Ш.Ю.Бегалиев 2019 и др.). Охарактеризовать все требования, выдвинутые методистами, нельзя и в этом нет необходимости. Поэтому изложим лишь те требования, которым, на наш взгляд, должен отвечать комплекс упражнений для усвоения пассивным конструкциям английского языка с целью чтения математических текстов.

1. Наличие в упражнении не более, чем одной трудности.

Чтобы показать, как реализуется данное требование в нашем случае, достаточно сказать, что каждая обучающая инструкция посвящена только одной стороне вводимого явления. В опоре на нее студенты выполняют упражнения, направленные на усвоение отдельной операции с пассивными конструкциям английского языка, каждая из которых служит преодолению какой-либо одной трудности. При этом обучающиеся упражняются в начале на уровне отдельных предложений.

2. Сталкивание отработанных в отдельности трудностей в одном упражнении. Когда все операции в соответствии с обучающими инструкциями, входящими в данное правило-инструкцию, усвоены, т.е. каждая трудность преодолена в отдельности, все они сталкиваются в одном упражнении, выполняемом на уровне микротекста. Выполняемые студентами действия включают усвоенные ранее операции.

3. Направленность произвольного внимания обучаемого на содержание читаемого, а не на его форму. Это требование выдвинуто Е.И.Пассовым и другими методистами по отношению к упражнениям для формирования навыков говорения, т.е. репродуктивных навыков. Мы же формируем грамматические навыки чтения, т.е. рецептивные навыки. Поэтому в 1 группе упражнений внимание обучающихся направлено на форму, которую им необходимо распознать, однако эта форма сейчас же соединяется с содержанием. В дальнейшем внимание студентов распределяется между формой и содержанием. Полностью указанное требование может быть

реализовано только при функционировании навыков речи, т.е. когда студенты читают тексты по специальности. В разрабатываемом комплексе такие тексты представлены в последней группе упражнений, после того как усвоены все отобранные пассивные конструкции.

4. Профессиональная направленность учебного материала. Это требование особенно важна в неязыковом вузе, где обучению иностранному языку отводится сравнительно незначительное время и конечной целью является решение задач, связанных с будущей специальностью студента. Данное требование способствует повышению интереса к изучению иностранного языка и повышает практическую ценность предмета. В нашем комплексе почти все предложения и тексты для упражнений заимствованы из математической литературы, вызывающей профессиональный интерес у студентов-математиков.

5. Экономичность упражнения во времени. В нашем случае оно проявляется в выполнении студентами экстралингвистических действий – подчеркиваний, указание стрелкой, выписывания соответствующих номеров и т.п., что значительно экономит учебное время.

6. Достаточное количество однотипных предложений для усвоения новой грамматической структуры. Многократное повторение является необходимым условием для формирования речевых стереотипов. Количество повторений зависит от лингвистических трудностей изучаемой грамматической структуры, а также от очередности ее усвоения. Так, пассивная конструкция с глаголом в форме инфинитива представляет для студентов, как показали констатирующие срезы, большие трудности. Поэтому количество повторений однотипных предложений, содержащих данную пассивную конструкцию, было больше, чем содержащих пассивные конструкции с глаголами в форме Past Indefinite, Indefinite, Present Perfect.

7. Немаловажное значение имеет и очередность усвоения структуры. В нашем комплексе обучающиеся усваивают пять пассивных конструкций,

каждой из которых посвящается отдельная серия упражнений. Пассивная конструкция с глаголом в форме Present Indefinite усваивается первой и поэтому требует особого внимания. Здесь студенты учатся преодолевать как общие трудности пассивной конструкций, так и частные трудности пассивной конструкций с глаголом в форме Present Indefinite. Такая концентрация усилий на начальной стадии усвоения материала вытекает из частного принципа интенсивности начальной стадии обучения, который выдвинут М.В.Ляховицким. «Равномерное распределение учебных часов и усилий на длительное время сделало бы осуществление даже элементарных коммуникативных актов слишком запоздалым. Поэтому считается целесообразным и просто необходимым начальную стадию обучения предельно интенсифицировать» [4. с.38]. В нашем случае первая из пяти отобранных английских пассивных конструкций – пассивная конструкция в форме глагола Present Indefinite – в упражнениях встречается 112 раз, в то время как последующие пассивные конструкции только 23-32 раза.

8. Относительная безошибочность действий обучаемых по распознаванию и пониманию пассивной конструкции обеспечивалась двумя факторами. Во-первых, учитывались типичные ошибки студентов, выявленные нами на основе констатирующих срезов. С целью обеспечения безошибочности действий, обучающихся по распознаванию и пониманию пассивной конструкции английского языка при чтении текстов по специальности в комплексе упражнений необходимо предусматривать специальные упражнения на преодоление каждой типичной ошибки. Во-вторых, первые упражнения каждой серии комплекса выполнялись на основе распознающего алгоритма, которые с первого раза приводят к правильному решению задачи. Здесь следует уточнить, что такое распознающий алгоритм.

Алгоритмом называют точное предписание, задающее вычислительный процесс, ведущий от начальных данных, которые варьируются к искомому результату. В.С.Цетлин подчеркивает, что «системы мыслительных операций

составляют своего рода алгоритмы, использование которых рационализирует аналитико-синтетическую деятельность мышления при овладении грамматическими навыками» [7. с.26]. Алгоритм разрабатывается с целью сформировать у обучающихся мыслительные операции – шаги, представляющие собой частную переработку информации. В алгоритме каждый последующий шаг решает задачу в зависимости от результатов предыдущего шага. Действуя по алгоритму, обучающиеся обязательно приходят к правильному решению задач.

Рассмотрев все требования к комплексу упражнений для обучения понимания грамматических конструкции английского языка при чтении текстов по специальности можно сделать вывод, что при создании эффективного комплекса упражнений необходимо учитывать все выше анализированные требования. Так же важно принимать во внимание типичные ошибки студентов. Первые серии комплекса следует выполнять на основе распознающего алгоритма, который с первого раза приводит к правильному решению задач.

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THE CONCEPT OF PRIVATE AND SOCIAL CONSCIOUSNESS IN LINGUISTICS

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Annotation: *The present article represents an analysis of private and social consciousness in linguistics, scientifically distinguishing types and elements of it and highlights views on the relationship between private and social consciousness in linguistics to be dynamic and reciprocal.*

Annotatsiya: *Ushbu maqolada tilshunoslikdagi xususiy va ijtimoiy ong to'g'risida tahlil, uning turlari va elementlarining ilmiy jihatdan farqlari haqida so'z boradi va tilshunoslikda xususiy va ijtimoiy ong o'rtasidagi munosabatlar dinamik va o'zaro bog'liqligi bo'yicha qarashlar ifoda etiladi.*

Аннотация: *В настоящей статье представлен анализ частного и общественного сознания в языкознании, научно выделены его виды и элементы, а также выделены взгляды на то, что соотношение частного и общественного сознания в языкознании носит динамичный и взаимный характер.*

Language, as a fundamental aspect of human communication, serves as a window into the intricate workings of the human mind and societal structures. The study of language, known as linguistics, delves into the complexities of how individuals use and interpret language, highlighting the interplay between private and social consciousness. This exploration of the dual nature of linguistic consciousness is crucial for understanding the profound impact of language on individual cognition, interpersonal relationships, and broader societal dynamics.

Private consciousness in linguistics refers to an individual's internalized understanding and awareness of language. It encompasses the cognitive processes involved in language production, comprehension, and representation within one's mind. This dimension of linguistic consciousness is deeply personal, shaped by individual experiences, cognitive abilities, and the unique mental lexicon of each speaker.

1. Mental Lexicon: The mental lexicon, a mental repository of an individual's vocabulary, reflects the private consciousness of language. Each person's mental lexicon is shaped by personal experiences, education, and exposure to diverse linguistic stimuli. It includes not only the meanings of words but also the nuances, emotions, and associations tied to them.

2. Language Production: Private consciousness plays a pivotal role in language production. When individuals express themselves verbally or in writing, their private consciousness guides the selection of words, sentence structure, and the overall organization of linguistic elements. This process involves tapping into one's mental lexicon and deploying language creatively to convey thoughts and emotions.

3. Language Comprehension: Understanding language is an intricate process influenced by one's private consciousness. During language comprehension, individuals decode linguistic input based on their internalized grammar, semantics, and pragmatic knowledge. The interpretation of meaning is deeply personal, and variations in private consciousness contribute to diverse interpretations of the same linguistic stimuli.

On the other hand, social consciousness in linguistics pertains to the shared understanding and conventions within a linguistic community. It explores how language functions as a social tool, shaping and reflecting the collective thoughts, norms, and values of a society.

1. Social Constructs in Language: Language is not a static entity; it evolves in response to societal changes. Social consciousness in linguistics recognizes the role of language as a social construct that reflects and perpetuates cultural norms, power dynamics, and social hierarchies. The meanings of words, social roles, and linguistic norms are collectively negotiated within a community.

2. Pragmatic Competence: Social consciousness is evident in pragmatic competence—the ability to use language appropriately in different social contexts. Pragmatic norms dictate how language should be employed in various situations, including politeness conventions, speech registers, and culturally specific communicative strategies. Social consciousness influences individuals' awareness of and adherence to these norms.

3. Language Variation and Change: Linguistic variation, including regional dialects, sociolects, and idiolects, is a manifestation of social consciousness. Language adapts and changes over time, driven by the collective linguistic choices made by a speech community. Understanding these variations provides insights into the social dynamics and historical contexts that shape language.

The relationship between private and social consciousness in linguistics is dynamic and reciprocal. Individuals contribute to and are influenced by the linguistic conventions of their social groups, creating a continuous interplay between personal and shared linguistic experiences.

1. Language Acquisition: Private and social consciousness intersect in language acquisition. While individuals acquire language privately, their linguistic development is inherently social. Children learn language by interacting with caregivers and peers, internalizing both the grammatical structures of their language

community and the personal meanings associated with words.

2. Code-Switching and Multilingualism: Code-switching, the practice of alternating between two or more languages within a conversation, exemplifies the interconnection of private and social consciousness. Speakers draw from their private linguistic resources while navigating the social dynamics that dictate when and how to switch between languages. Multilingual individuals embody a rich interplay of diverse linguistic influences, both private and socially acquired.

3. Language and Identity: Language is a powerful vehicle for expressing identity. Individuals may consciously or unconsciously adopt linguistic features associated with specific social groups, reflecting their social consciousness. Conversely, language choices contribute to the construction and negotiation of personal identities within the broader social context.

Understanding the interdependence of private and social consciousness in linguistics has significant implications for both academic research and societal considerations.

Linguistic anthropologists explore how language shapes and is shaped by culture and society. By delving into the nuances of private and social consciousness, researchers gain insights into the cultural diversity, power structures, and historical trajectories embedded in language.

Sociolinguistic studies investigate the relationship between language and society. The examination of dialects, language variation, and language attitudes provides a lens through which social consciousness is analyzed. Sociolinguists explore how linguistic choices signal social identity, reinforcing or challenging societal norms.

Governments and institutions formulate language policies influenced by the interplay of private and social consciousness. Language planning efforts must consider the linguistic rights of individuals, the preservation of linguistic diversity, and the promotion of inclusive communication within diverse societies.

Recognizing the intertwined nature of private and social consciousness is crucial in language education. Educators must foster a balance between individual linguistic expression and social awareness. Language pedagogy should empower learners to navigate diverse linguistic contexts while valuing the richness of their private linguistic experiences.

While the exploration of private and social consciousness in linguistics has provided valuable insights, challenges persist. The dynamic nature of language, the evolving landscape of society, and the intricate connections between private and social dimensions necessitate ongoing research and interdisciplinary collaboration.

The advent of digital communication and technology introduces new dimensions to linguistic consciousness. Social media, for example, transforms language dynamics, creating virtual linguistic communities with distinct norms and practices. Researchers must grapple with the impact of technology on both private and social dimensions of linguistic consciousness.

Increased globalization fosters cross-cultural linguistic interactions. Understanding the implications of cultural exchange on linguistic consciousness is an evolving area of study. Researchers explore how global connections influence language choices, identities, and the negotiation of social norms across diverse linguistic communities.

Efforts to promote inclusive language practices require an understanding of both private and social consciousness. Language should be a tool that reflects and respects diverse identities and experiences. Linguistic research can contribute to the development of guidelines for inclusive communication that bridge private and social dimensions.

The concept of private and social consciousness in linguistics provides a nuanced framework for exploring the intricate relationship between individual cognition and societal dynamics. Linguistics, as a discipline, continually evolves to capture the complexities of how language functions as a personal expression and a

shared social tool. Recognizing the interplay between private and social consciousness enhances our understanding of language acquisition, identity construction, and the broader implications of linguistic choices in diverse and interconnected societies. Ongoing research in this area holds the promise of unraveling new layers of complexity, contributing to our collective comprehension of the profound role language plays in shaping human experiences.

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SCAFFOLDING MODEL IN TEACHING SPEAKING IN ENGLISH TO YOUNG LEARNERS IN THE INSTRUCTED LANGUAGE LEARNING SETTINGS

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Annotation: *The research investigates how scaffolding model is effective in developing young learners' speaking competence in English lessons. The author proposes some recommendations how to facilitate effectively language acquisition in the instructed language learning setting.*

Key words: *scaffolding, language acquisition, speaking competence, young learner, comprehensible input.*

Annotatsiya: *Ilmiy ishda ingliz tili darslarida kichik yoshdagilarning gapirish kompetensiyasini shakillantirishda scaffolding modelining samaradorligi tadqiq etilgan. Muallif sinfxona sharoitida tilni egallashning sodir bolishiga erishishdagi natijadorlikning ta'minlash yuzasidan tavsiyalar havola etadi.*

Kalit sozlar: *scaffolding, tilni o'zlashtirish, gapirish kompetensiyasi, kichik yoshdagi o'rganuvchi, tushunarli nutq*

Аннотация: *Исследование изучает, насколько эффективна модель скаффолдинг в развитии разговорной компетентности молодых учащихся на уроках английского языка. Автор предлагает некоторые рекомендации, как эффективно облегчить овладение языком в условиях инструктированного изучения языка.*

Ключевые слова: *скаффолдинг, овладение языком, речевая компетентность, учащийся, понятный ввод.*

Introduction

In schools, helping kids speak well in a new language is really important. We

all know learning a language can be tricky, so teachers are always looking for good ways to help students talk better. This article is based on a study from 2023 that looked at how using a helpful method, called the Scaffolding Model, can make it easier for kids to learn to speak in a new language.

We are talking about this because the way teachers teach languages is changing. We now focus more on making learning fun and practical. The Scaffolding Model is like a tool that helps teachers do just that by giving students the right support at the right time. In this article, we'll explore why this tool is useful and how it can make a big difference for young students who are learning to speak.

The main reason we're writing this article is to share what we learned from the study about using the Scaffolding Model. We want teachers and anyone interested in teaching languages to understand how this method can be a game-changer for students learning to speak. Beyond just talking about what we found, we want to give practical tips and ideas for using this method in real classrooms. We believe it's essential to not just talk about teaching but to give real tools that can be used to make language learning better.

So, why should you care about all this? Well, it's not just about a teaching model; it's about making language learning better for kids. This article looks at how the Scaffolding Model can help students speak more confidently. We want teachers to have useful information to help their students, and we want to start conversations about better ways to teach languages. The big idea is to make learning a new language not just educational but also enjoyable for the young minds stepping into the world of language learning [3].

Literature Review

Learning a new language is like solving a puzzle, and some clever researchers have interesting ideas about how this puzzle gets solved. We'll explore the thoughts of these researchers, like Halliday and his ideas on language development, to figure out how young learners pick up languages and what helps them the most [2].

Imagine constructing a tall tower with building blocks. When the tower gets too high, you might need someone to lend a hand. That's similar to what researchers like Vygotsky talk about when they discuss scaffolding in education. We'll dive into their findings to understand how this tool supports students in learning new things, especially in the context of language acquisition.

Speaking is like magic – it's how we share our thoughts and stories. But for little learners, it can be a bit tricky. We'll explore the research of language experts like Halliday to grasp how children develop their speaking skills and why it's crucial for them to become skilled communicators. Their insights will guide us in understanding how we can effectively support young learners in becoming great little speakers.

Let's connect the dots between scaffolding and language learning with the guidance of researchers like Bruner. We'll see why using scaffolding in language classes is like having a superhero sidekick. It makes learning a new language more exciting and helps kids understand and talk better. This section will showcase the significance of scaffolding, drawing from the works of experts, especially when teaching young learners to speak in a new language.

Discussion

The scaffolding model serves as a strategic teaching method crafted to assist learners tackling challenging yet attainable tasks. In simpler terms, it's akin to constructing a temporary support system, facilitating individuals in reaching a higher echelon of understanding or skill [1].

Key Components of the Scaffolding Model:

Guidance: Educators furnish explicit instructions and aid to steer learners through tasks. This involves clarifying concepts, breaking down steps, and providing helpful hints.

Adjustment: Scaffolding necessitates tailoring support levels according to the learner's requirements. As confidence and competence grow, the support is gradually

diminished.

Interaction: Effective scaffolding hinges on active involvement between teachers and learners. A dynamic exchange of ideas and feedback ensures comprehension.

Feedback: Constructive feedback stands as a pivotal element. It guides learners in recognizing their strengths and areas for improvement, fostering a continual learning cycle.

Modeling: Teachers exemplify desired skills and thought processes. This includes showcasing problem-solving strategies, effective communication, and critical thinking.

Gradual Release: The ultimate aspiration of scaffolding is to empower learners for independent task execution. Support is methodically lessened as learners advance in proficiency. This structured approach aims to cultivate a supportive learning atmosphere, nurturing student growth and autonomy.

The practical implementation of the scaffolding model in teaching speaking is a dynamic process designed to enhance students' verbal communication skills. This application involves a systematic and supportive approach to guide learners through the complexities of expressing themselves orally.

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ИНГЛИЗ ВА ЎЗБЕК ТИЛЛАРИДА ҚИСҚАРТМА ОТЛАРНИНГ ҚИЁСИЙ ТАҲЛИЛИ

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Аннотация: *Инглиз тилида кенг тарқалган тил ҳодисалардан бўлмиш қисқартма отларнинг таҳлили, уларнинг таркибий тузилиши ва шу билан боғлиқ бўлган семантикасини ўрганиш ва шу асосда уларни ўзбек тилидаги қисқартма отлар билан қиёслаш, ҳар иккала тил учун умумий бўлган хусусиятларни умумлаштириш ва шу аснода қиёсланаётган тилларнинг ҳар бирига хос бўлган ҳодисаларни очиқ беришдир.*

Калим сўзлар: *ўзак сўз, аффикс, хол, аниқловчи ва қўшма от, қисқартма от, ибора*

Annotation: *Analyzing abbreviations, which are common linguistic phenomena in English, studying their structural structure and related semantics, and comparing them with Uzbek abbreviations, summarizing the features common to both languages, and thus identifying the phenomena specific to each of the compared languages. is to reveal.*

Key words: *root word, affix, score, determining and compound noun, abbreviation, phrase*

Аннотация: *В ходе беседы стороны выразили удовлетворение развитием сотрудничества между Таджикистаном и Китаем, а также развитием сотрудничества между Таджикистаном и Китаем. бирига хосом бўлган ҳодисаларни ахиб беришдир.*

Ключевые слова: *Узак огонь, аффикс, холл, точноловчи и мясо от,*

Инглиз тилидаги барча сўзлар англатган лексик-грамматик маъноси, морфологик формаси ва ўзаро синтактик алоқага киришиши ҳамда гапдаги вазифасига кўра маълум гуруҳларга бўлиниб, улар грамматикада сўз туркумлари деб юритилади. Инглиз тилида сўз туркумлари грамматик формаларининг ўзгариши ва ўзгармаслигига кўра иккига бўлинади:

1. Ўзгарувчи ёки парадигмага эга бўлган сўз туркуми.
2. Ўзгармайдиган ёки парадигмага эга бўлмаган сўз туркумларига бўлинади.

От, сифат, олмошларнинг бир қисми айрим равишлар ва феъллар ўзгарувчи яъни парадигмага эга сўз туркумларини, қолганлари эса ўзгармайдиган сўз туркумларини ташкил қилади. Сўз туркумларининг гапдаги вазифалари уларнинг ўзига хос хусусиятини аниқлашдаги асосий омиллардан бири ҳисобланади. Айрим сўз туркумлари гапда мустақил гап бўлаги вазифасида келса, айримлари бу вазифани ўтай олмайди. Шунга биноан сўз туркумлари мустақил ва ёрдамчи сўз туркумларига бўлинади.

Инглиз тилидаги от сўз туркуми мустақил сўз туркумларидан бири бўлиб, улар маъносига кўра предметни ёки предметлашганликни ифодалайди. Формасига кўра ўз парадигмасига ва гапда мустақил функциясига эга: **boy – boys, ox-oxen, child-children, knife-knives, wolf-wolves. Ann is a student.**

Ўзбек тилида ҳам от мустақил сўз туркумларидан бири бўлиб, у бошқа туркумлардан бир неча белги – хусусиятлари билан ажралиб туради. От сўзнинг лексик маъно ташувчи қисми (сўздаги бундай қисм лексема деб юритилади) предметлик маъносини англатади. Бундай маъноли лексема предметни ҳам, предмет деб тасаввур қилинувчи мавхум тушунчани, воқеа-ҳодисани, белгини ҳам англатади: китоб, дафтар, қиз, ўғил, ота, уй, ёғоч, йўлбарс, водий, темир, ёғ, ҳаёт, кулги, уйку, туш, ҳазил.

Ҳозирги замон ўзбек тилида сўз ва сўзнинг негизи бир хил ифодаланди.

Бошқача қилиб айтганда инглиз тилида сўзлар ўзак (**root**) ва негиз (**stem**) дан ташкил топсада, аслида негиз ва сўз бир-бири билан мослашади. Ундан ташқари айрим ўзак, негиз ва сўз бир хил бўлиши мумкин.

Масалан:

boyishness	- болалик, ўсмирлик,
copyist	– қайта кўчирувчи,
debator	– муҳокама қатнашчиси,
desefication	– газлаштириш

каби сўзлар ҳам негиз ҳам сўздир, аммо уларнинг ўзаги ҳар хил. Аммо кўп ўзакли сўзларда ўзакнинг сонидан қатъий назар, негиз ва сўз ўзаги бир хил бўлмайди.

Масалан: **grazfer** - чорвадор, **grinder** - қайроқ, **mother in -law** – қайнона, **forget-me-not** ва бошқа сўзлар икки ва ундан ортиқ ўзакдан иборат бўлсада, уларнинг негизи ясама (**grizfer, grinder**) ва қўшмадир (**goose-frease**) (ғоз ёғи), **goodwill** (яхши ният).

Грамматик форма ясовчи аффиксларнинг қўшилиши орқали сўзларнинг структураси ўзгармайди: **books, work-worked, long-longer** сўзларидаги **-s, -ed, -er**, суффикслари грамматик морфема бўлганлиги сабабли улар қўшилганда сўзлар соддалигича қолади.

Интернет маълумотларига кўра инглиз тилидаги “**noun**” сўзи латинча “**nomen**”, яъни ном деган сўздан келиб чиққан.

Инглиз тилидаги от гапда эга, тўлдирувчи, хол, аниқловчи ва қўшма от кесимнинг бир қисми ваифасида ишлатилади.

John is an engineer.

I saw **a teacher** in the room.

A woman doctor is worked **in this hospital**.

Шунингдек инглиз тилидаги отларда иккита грамматик категория бўлиб, улар бирлик ва кўпликни ифодаловчи сон категорияси ҳамда бош ва қаратқич келишигини кўрсатувчи келишик категориясини ташкил этади. Аввало инглиз тилида отлар икки гуруҳини ажратишимиз керак, булар саналадиган ва саналмайдиган отларга ажратилади.

Countable: pen, book, bag, dog, room, table, lamp, box, fox, wolf child, girl.

Uncountable: dream, life, hope, gold, water, oil, love, knowledge.

Саналадиган (**countable**) отларнинг бирлик (**singular**) ва кўplik (**plural**) шакллари қуйидаги усуллар билан ясалади:

-s, - es; boy – boys, fox – foxes, bus – buses.

- en; child – children, ox – oxen.

Ўзакдаги ўзгариш орқали:

Man – men, goose – geese, foot – feet, mouse – mice, wife – wives, leaf- leaves, calf – calves.

Замонавий инглиз тилида отларнинг singularia tantum ва pluralia tantum каби турлари ҳам ажратилади. Singularia tantum фақат бирлик шаклига эга бўлган бирлик ва кўplikда ҳам шу шакллари ишлатилади; **milk, oil, water, fun, chalk, deer, cheep, swim, grouse** кабилар киритилади. **Nouns of pluralia tantum trousers, pouts, shorts, pyjamas, pickers, sougs, betters, goods, clohus, savings, winnings.**

Шунингдек, келишик категорияси ҳам инглиз тилида отларнинг ўзига хос жиҳатдан иккита саналсада, ҳозирги замон инглиз назарий грамматикасида олимларимизнинг сонини олтига деб қабул қилишмоқда: accisative, vocative. Интернетда ҳозирги замон инглиз тилида, яъни бир келишик тури қўшилмоқда:

Юқорида айтилган фикрларни ҳисобга олиб от сўз туркумига қуйидагича таъриф берилади: предмет ва маъносини англатиб, нутқда сон, келишик

категорияларининг формасини олиб эга, тўлдирувчи, хол каби вазифаларда келадиган лексема от дейилади.

Шундай табиатли лексемалар от туркуми номи билан бирлаштирилади.

Инглиз ва ўзбек тилларидаги отларнинг грамматик категорияси ҳақида уларнинг ўхшаш ва фарқли томонлари ҳақида кўр гапириш мумкин. Лекин бевосита мавзудан четланмаслик мақсадида отнинг семантик таснифи ҳақида сўз юритсак.

Тилшунослик тарихидан маълумки, тилдаги луғат бойлигини кўп ктсмини от сўз туркумига мансуб лексемалар ташкил қилади. Энг тез ва сезиларди даражада бойиб борувчи сўз туркуми ҳам шу.

Юқорида биз отларни ҳар икки тиладаги ўхшаш жиҳатлари, уларнинг грамматик категорияларининг ифодаланиш усуллари, уларни фарқли жиҳатларини кўриб чиқдик. Энди биз отларни семантик турларини таснифига ҳам турли олимларимиз турлича ёндашадилар:

В.А.Каушанскаянинг фикрича отлар атоқли (**proper**) ва турдош (**common**) отларга ажратилса, И.П.Иванова, В.В.Бурлакова, Г.Г.Поченков, Л.С.Бархударов, Д.А.Штелинглар ҳам ушбу фикрга қўшилиб, отларни юқоридаги турларга ажратганлар.

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EXPLORING THE POWER OF MIND MAPPING FOR REFLECTION IN THE ENGLISH CLASSROOM

O.O. Kodirov

Abstract. In this article, the problems of using mind mapping for further improving reflective approach to learning English in English classroom is analyzed. It also discusses the ways of developing students' critical thinking through mind mapping and reflection.

Key words: critical thinking, mind maps, reflective learning, reflective teaching, dynamic environment world, visual thinking, cultivating skills.

The English classroom is a vibrant space where language, literature, and critical thinking converge. In this dynamic environment, fostering reflection is crucial for students to deepen their understanding of texts, ideas, and their own learning process. One powerful tool that educators can employ to enhance reflective practices is mind mapping.

Mind mapping is a visual technique that organizes information around a central concept using branches, keywords, and connections. It's an effective way to represent ideas and relationships between them. In the context of the English classroom, this method can be instrumental in encouraging reflection, analysis, and creative thinking. Mind Maps can help you to: plan communicate be more creative save time solve problems concentrate organize and clarify your thoughts remember better study faster and more efficiently see the 'whole picture'. (Buzan, 2000)

In the realm of education, cultivating critical thinking skills is a cornerstone for preparing students to navigate the complexities of the world. One powerful tool that holds the potential to amplify critical thinking in the classroom is mind mapping. When students engage in mind mapping exercises, they embark on a journey that not only organizes information visually but also sparks and nurtures critical thinking skills.

When you ask teachers to identify the kinds of thinking their lessons help students to develop, they often respond with, “Do you mean Bloom’s taxonomy?” However, there are several problems with using Bloom’s taxonomy as the foundation for teaching thinking skills. First, Bloom’s ideas were just a theory and not based on research. Second, the idea that thinking is hierarchical or sequential does not hold true. Knowledge does not necessarily precede comprehension and comprehension is not always necessary before application. A young child painting is working at the application level and when she finds she can produce a new color by mixing colors, she can analyze why that might have happened. (Ritchhart, R., Church, M., & Morrison, K. 2011)

Mind mapping serves as a catalyst for critical thinking by encouraging students to:

1. Analyze Information:

Through the process of constructing a mind map, students dissect and distill information into its fundamental components. They evaluate the relevance of details, discern patterns, and identify relationships between various concepts or ideas. This analytical process prompts them to think beyond the surface level and delve deeper into the core of the subject matter.

2. Synthesize Connections:

The interconnected nature of mind mapping prompts students to synthesize information from different sources or perspectives. They link ideas, identify cause-and-effect relationships, and visualize how one concept influences another. This exercise nurtures their ability to synthesize diverse information into coherent and comprehensive understandings.

3. Evaluate Perspectives:

Mind mapping encourages students to consider multiple viewpoints. As they map out their thoughts and ideas, they encounter different angles and interpretations. This exposure prompts them to evaluate and compare various perspectives, fostering a habit of critical evaluation rather than passive acceptance of information.

4. Create and Innovate:

Mind mapping is inherently creative. It invites students to generate new connections, hypotheses, or solutions. By manipulating the structure of their maps, students engage in divergent thinking—exploring multiple possibilities and devising innovative solutions or interpretations.

Educators can employ specific strategies to enhance critical thinking through mind mapping:

1. Guided Questions:

Pose thought-provoking questions that prompt students to analyze, evaluate, and synthesize information as they create their mind maps. Questions like "How does this idea relate to the central theme?" or "What evidence supports this argument?" encourage deeper critical engagement.

2. Diverse Perspectives:

Encourage students to explore diverse perspectives by incorporating multiple sources or viewpoints into their mind maps. This practice challenges them to assess different viewpoints and draw informed conclusions.

3. Reflection and Iteration:

Allocate time for reflection after students complete their mind maps. Encourage them to reflect on their thinking process, identify strengths, and consider areas for improvement. Iterative refinement of their maps reinforces critical thinking skills over time.

4. Collaborative Mapping:

Engage students in collaborative mind mapping exercises where they can share and discuss their ideas. Encourage respectful debate and dialogue, fostering a culture where diverse viewpoints are valued and critiqued constructively.

Mind mapping stands as a powerful ally in nurturing critical thinking skills among students. By incorporating this technique into classroom activities, educators empower students to analyze information, synthesize connections, evaluate perspectives, and unleash their creative potential.

The dynamic nature of mind mapping not only aids in comprehending subject matter but also serves as a springboard for fostering lifelong critical thinking habits.

As students navigate the landscape of knowledge, armed with the tools acquired through mind mapping, they become adept at not just consuming information but actively engaging with it—evaluating, synthesizing, and innovating—a skill set essential for success in academia and beyond.

Ultimately, the integration of mind mapping in educational practices extends beyond mere visualization—it becomes a catalyst for nurturing inquisitive minds and empowering students to become analytical thinkers, problem solvers, and active contributors to their communities and the world at large.

When students engage in mind mapping, they actively process information. They dissect complex themes, characters, and narratives, breaking them down into digestible components. This process encourages critical thinking as they evaluate the significance of each element and how they interconnect. For instance, when studying a novel, students can create a mind map highlighting character traits, relationships, and the influence of societal contexts.

Mind mapping serves as a bridge between understanding surface-level content and delving into deeper analysis. As students construct their maps, they explore themes, motifs, and literary devices. They connect textual evidence to overarching ideas, enhancing their ability to analyze and interpret literary works. This visual representation often reveals patterns and insights that might be overlooked in traditional note-taking.

The reflective aspect of mind mapping is profound. Students not only explore external content but also reflect on their own learning process. They can create personal mind maps to track their understanding, document questions, and visualize their progress over time. This introspective practice helps them identify strengths, areas for improvement, and their evolving perspectives.

Mind mapping isn't confined to solitary work; it can be a collaborative endeavor. Students can collectively create mind maps, combining their insights and interpretations. This collaborative effort fosters discussion, where they articulate and defend their viewpoints, refining their communication skills.

Integrating mind mapping into the English classroom involves various approaches:

Introduction and Modeling: Teachers can introduce mind mapping techniques, demonstrating how to create maps related to literature, language analysis, or essay structures.

Interactive Sessions: Engage students in interactive sessions where they construct mind maps in real-time, encouraging participation and sharing of ideas.

Assessment and Evaluation: Assess students' understanding through their mind maps. This method offers a comprehensive view of their comprehension and analytical skills.

Flexible Application: Allow students the freedom to use mind maps in diverse ways—summarizing texts, brainstorming ideas for writing assignments, or even exploring their emotional responses to literature.

Mind mapping offers a versatile and engaging approach to fostering reflection in the English classroom. By leveraging this technique, educators empower students to explore, analyze, and reflect upon literary works, language structures, and their own learning journey. As students navigate the intricate landscape of language and literature, mind mapping becomes a valuable compass guiding them toward deeper understanding and critical engagement.

Through this powerful visual tool, the English classroom becomes not just a space for learning but a canvas for exploration and discovery, nurturing a lifelong love for language and literature.

Remember, as educators, the goal is not just to teach English but to cultivate a passion for learning that extends far beyond the classroom walls. Mind mapping is one avenue toward achieving this transformative goal.

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TALKING ABOUT “CULTURAL TOLERANCE” AND ITS SIGNIFICANCE IN TEACHING LANGUAGES

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Annotation: The article deals with “cultural tolerance” and its teaching among foreign students and at the faculty of “Guides”. The author tries to give definition to “cultural tolerance”

Key words: cross cultural communication, tolerance, cultural tolerance, education, pedagogical atmosphere.

The processes of globalization and integration of the world population have affected almost all areas of modern life. In the field of education there some significant changes took place in recent years. Enrolling different students from other countries have great impact in developing of Uzbek State Institutions. Based

on the wide geography of foreign students coming to Uzbek University, the problem of tolerant relations between representatives of different cultures is seen as important. An adequate perception of cultural differences and cultural diversity helps to build an equal dialogue between students. The principles of tolerance develops towards to different people's culture , their acceptance, humanistic attitude to representatives of different cultures. The subject "Cross-cultural communications" helps students avoid the different situations which provide them with inconvenience and ridiculous situations.

In teaching foreign languages the aspect of cross-cultural aspect engages important place due to its valuable instructions and advice. In the group where multinational and varies believes it is important for the teacher to maintain mutual understanding and corporation between nations.

Uzbek universities such as Andijan state medical institute, Andijan Sharda University are considered where the Asian nations such as Indian and Pakistan's students study.

As we know these countries are multinational country where different nations and people with different believes participate in education process. In order to reach mutual understanding and organize good pedagogical atmosphere, the teacher should be familiar their students mentality.

The modern requirement of the modern educational system is to prepare the professionals for the Western and high developed country in Asia. They are tent to be skillful professionals and get job with good salary or sometimes their wish is to work at the famous institutions which have best reputation in the world range. To prepare adjusted the world model behavior the teachers' primary task is to understand the students' need.

The priority is to establish mutual understanding between peoples, to ensure access to the diversity of world politics and culture, that is to say, to promote mutual understanding, expanding international contacts, and actualize cross-cultural

communication. In accordance with the public need for knowledge of foreign languages, the status of a specialist who speaks them as a subject of dialogue of cultures is also increased.

The world's high top high educational institutions focused to provide professional who are independent from any prejudice and shaping their mind in globalized in outlook. Their aim is to reach solidarity in corporative works and their implementation in wide range in the world. These people are ready to have business and make crucial dialogues among people, countries, regions and continents. In addition to mastering the foreign language knowledge, skills and technological character, the future specialist should purposefully develop his own ability to tolerate and respect the phenomena of other cultures, seek to contribute to the solution of issues of national and international character. In this regard, the problem of formation of cross-cultural tolerance of the future specialist becomes rather relevant.

In some high educational institutions in developed countries as in China, India, Russia the teaching foreign language especially English is conducted by different pedagogical approaches that emphasizes cultural tolerance. Here we borrowed such kind of concepts as 'cultural tolerance', 'cross-cultural tolerance', 'communication', 'cross-cultural communication'.

The term of "tolerance" is utilized in different way such as 'European tolerance', 'Asian tolerance', 'multinational tolerance' and others. In education we use the term 'teacher's tolerance'. It covers the educators full skill and patience involving good participation of the class. Generally tolerance refers to psychology and philosophy rather than language but the specificity includes the need to prepare students to overcome mutual misunderstanding between people due to differences in languages and cultures, turning the language barrier into a source of broad dialogue-cooperation. Teaching foreign language is connected and reveal to psychology and the lack of theoretical development of the content and structure of

cross-cultural tolerance, as well as methods of its effective formation in the process of foreign language training.

According to several scientists' point we can note that tolerance implies the manifestation of adequate behavior in non-standard situations; the ability to change one's point of view, attitude, and desire to be in agreement with the objective opinion of others when it is objectively necessary; the ability to cooperate and collaborate taking into account cultural differences.

If we consider 'tolerance' in generally we can imagine the person's attitude to other nations' behavior, culture, customs with deep respect.

In most countries as USA, Russia, India and other countries there are so many nationalities, ethnic groups and different cultural communities. This situation requires most responsible intelligent and high professional person to be tolerance. This means the perception of a person of another culture as an equal subject of interaction, the recognition of his right to contingent, universities are doing their best to attract foreign youth to the number of university applicants.

Enrolling students to high varied institutions and to be adopted to social life of these universities is significant thing. If not there are some cases where students can not be adopted and leave the study. This is the main problem of the staff of university. The structure of cross-cultural tolerance can be represented as an interconnected system of four components: reflexive, motivational, cognitive, and instrumental. [5]

In order to adopt the students and the local students also to whom who came from other countries the teachers and educators should have definite plan. The teaching foreign language lessons should be followed by such subjects as "Cross-cultural communication", "Country study", "Cultural heritage" and "Business relations" and so on.

In Andijan State institute of foreign languages there is "Gide and tourism" faculty where the students are prepared to be in touch with foreign guests as well.

Above mentioned “cultural tolerance” is attached part of this field of study. The teachers make all their effort to bring up their students culturally awareness and those methods are useful for them in their future profession.

In conclusion, we can say that the problem of formation of cross-cultural tolerance of future professionals is relevant and requires further reflection and discussion. Its relevance is due, first of all, to the need for scientifically based solutions to practical problems of improving foreign language training of future specialists in connection with the social, scientific, technical and cultural needs of society.

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NOFILOLOGIK YO'NALISHLARDA INGLIZ TILIDA O'QISH KOMPETENSIYASINI RIVOJLANTIRISH METODIKASI

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Namangan davlat chet tillari instituti katta o'qituvchisi

Annotatsiya: *Ushbu maqola nofilologik yo'nalishlarda ingliz tilida o'qish kompetensiyasini rivojlantirish metodikasiga bag'ishlangan bo'lib, maqolada o'qish kompetensiyasi atamasining fanga kirib kelishi, uning mazmun-mohiyati, chet til o'rganishdagi o'rni haqida so'z boradi. Yevropa olimlarining o'qish kompetensiyasi to'g'risidagi fikrlari keltirilgan.*

Kalit so'zlar: *o'qish kompetensiyasi, o'qish faoliyati, o'qish qobiliyati, yozma axborot, matn.*

Аннотация: *Данная статья посвящена методике развития читательской компетенции на английском языке по нефилологическим направлениям, в статье говорится о вхождении в науку термина «читательская компетентность», ее содержании и роли в обучении иностранному языку. Приведены мнения европейских ученых о читательской компетентности.*

Ключевые слова: *читательская компетентность, читательская активность, умение читать, письменная информация, текст.*

Abstract: *This article is dedicated to the methodology of development of reading competence in English in non-philological directions, the article talks about the entry of the term reading competence into the science, its content and its role in foreign language learning. The opinions of European scientists about reading competence are given.*

Key words: *reading competence, reading activity, reading ability, written information, text.*

Zamonaviy oliy ta'lim muassasalarida chet tilini o'qitishning uslubiy asosi

kompetensiyaga asoslangan yondashuv hisoblanadi. Respublikamizdagi ayrim uslubiy adabiyotlarda “o‘qish kompetensiyasi” atamasi hech qanday ma’noda ta’riflanmagan, xorijlik olimlar esa XX asrning 70-yillari oxiridan boshlab qo‘llab kelmoqdalar. Jumladan, o‘qishga o‘rgatish masalalarini ko‘rib chiqishda «o‘qish kompetensiyasi» atamasi qo‘llaniladi [S.Elers, J. Grzesik, G.Westhoff, H.Villenberg va boshq.].

XX asrning 70-yillari oxiridan boshlab xorijiy olimlar “o‘qish kompetensiyasi” atamasini qo‘llay boshlagan [S.Ehlers, J.Grzesik, G.Westhoff, H.Willenberg va boshqalar]. Dastlab, o‘qish kompetensiyasining mohiyati Xomskiyning kontseptsiyasi doirasida ona tilini to‘liq bilish sifatida belgilandi, bu esa matndagi bayonotlarning to‘g‘riligi va mazmunliligini baholash imkonini beradi. Biroq, o‘qish kompetensiyasining bunday talqini tanqid qilindi, chunki uning asosidagi psixolingvistika tamoyillari gapni idrok etish va hosil qilish muammolari bilan chegaralangan nutqni idrok etish va ishlab chiqarishning individual, xususan, shaxsan aniqlangan xususiyatlarini e’tiborsiz qoldiradi. XX asrning 80-yillarining oxirlari va 90-yillarida “O‘qish kompetensiyasi” faoliyat yondashuvi kontekstida ko‘rib chiqiladi. Shunday qilib, G. Westhoff o‘qish kompetensiyasini shaxsning har xil turdagi va maqsadli hamda turli rasmiy tuzilmalarga ega bo‘lgan matnlarni tushunish, ularni kengroq kontekst bilan bog‘lash va ulardan o‘z maqsadlariga erishish yo‘lida foydalana olish, shuningdek, o‘qish qobiliyatini rivojlantirish, jamiyat hayotida faol ishtirok etish uchun bilim va imkoniyatlarni rivojlantirish deb belgilaydi. J.Grzesik o‘qish kompetensiyasini o‘qishdan keyingi o‘rganish uchun yangi bilimlarni olish vositasi sifatida foydalanishga tayyorlik sifatida belgilaydi [J. Grzesik].

O‘qish, qoida tariqasida, yangi va noma’lum narsalarni o‘rganishga xizmat qiladi. Bu o‘qish kompetensiyasining informatsion funktsiyasidir. O‘qish kompetensiyasini shakllantirish faqat bu kompetensiya o‘quv va amaliy faoliyatda namoyon bo‘lganda muvaffaqiyatli bo‘ladi. Faqat bu holatda, inson matn bilan barcha kerakli harakatlarga minimal e’tibor va ongini bag‘ishlaganida, u yuqori

shakllanish darajasiga erishadi. Bu o'qish kompetensiyasining instrumental funksiyasini ko'rsatadi. Ko'pincha o'qish boshqa yo'l bilan olish mumkin bo'lmagan ma'lumotlarga kirishni ta'minlaydi [J.Grzesik]. Bunday holda, o'qish kompetensiyasining maxsus informatsion funksiyasi amalga oshiriladi. O'qish kompetensiyasining kommunikativ funksiyasi ham muhim ekanligiga ham qo'shila olmaymiz. Yozma matn nafaqat to'g'ridan-to'g'ri muloqot qilish orqali olinishi mumkin bo'lgan ma'lumotni, balki qo'shimcha ma'lumotni, ya'ni suhbatdoshning fikrlarini qurish usulini, ularni ifodalash qobiliyatini, bilimlarining hajmini ham beradi. Shuni ham ta'kidlash kerakki, matnlar intensiv o'z-o'zini o'rganish uchun juda katta imkoniyatlar beradi. Bundan tashqari, talabalarning kitoblardan ma'lumotlarni mustaqil ravishda qayta ishlash qobiliyatini rivojlantirish muhimdir. Bu o'qish kompetensiyasining tarbiyaviy funksiyasidir. Bundan tashqari, matnga asoslangan mustaqil ta'lim o'qish kompetensiyasi qanchalik yaxshi rivojlansa, samaraliroq bo'ladi. Bo'sh vaqtning funksiyasi ham muhimdir. Negaki, bo'sh vaqtimizda nafaqat maxsus, balki qiziqishimizga mos kitoblarni ham o'qiymiz. Kasbiy maqsadlarda insonga maxsus o'qish kompetensiyasi ham kerak, chunki bizning barcha kasblarimiz juda ixtisoslashgan [J.Grzesik].

Har doim bir darajada bo'lish uchun siz ushbu sohadagi barcha yangi mahsulotlar haqida bilishingiz kerak. Axborotni tezda qayta ishlay oladigan va undan foydalana oladiganlarga muvaffaqiyat qozonadi. Shuning uchun o'qish kompetensiyasining kasbiy funksiyasi ham e'tiborga olingan [5].

O'qishning dastlabki davri va uning hissiy asosi matnni vizual idrok etishdir. Matnni idrok etish uning jismoniy xususiyatlarining, ya'ni imlo kodining ko'rish organlariga bevosita ta'siri bilan bog'liq. Imloviy belgi o'ziga xos ishga tushuruvchi mexanizm bo'lib, uning ta'siri ostida murakkab fiziologik jarayonlar boshlanadi, uning funksiyasi aqliy hodisa, ya'ni bosma matnning grafik belgilarini idrok etish va o'quvchining aqliy faoliyati hisoblanadi. Idrok so'zni o'quvchining uzoq muddatli xotirasida saqlanadigan standart tasvir bilan solishtirish natijasida yuzaga keladigan so'zni tan olish va shu asosda uni aniqlash bilan yakunlanadi [V.D.Glezer,

V.P.Zinchenko, M.S.Shexter va boshqalar].

Ikkinchi bosqichda - o'qish jarayonini tushunish bosqichi, ya'ni "matnli xabarda semantik aloqalarni qayta yaratish jarayoni" [1], so'zni identifikatsiya qilish asosida semantik aloqa (sintagma) haqida qaror qabul qilinadi.

Matnni tushunish jarayoni shu bilan tugamaydi, deb hisoblaymiz. O'quvchi matnni tahlil qiladi va sharhlaydi, ya'ni uning ma'nosini izohlaydi, muallifning niyatini aniqlaydi va yashirin subtekstni tushunadi [2].

A.A.Leontiyevning matnni haqiqiy tushunish nima ekanligi haqidagi mulohazalari bizga shunday xulosaga kelishimizga imkon berdi. Uning psixolingvistik nazariyasiga ko'ra, matnni tushunish - bu matnning ma'nosini uni mustahkamlashning boshqa har qanday shakliga tarjima qilish, "matn mazmuni tasvirini" yaratish jarayoni [3]. O'qilgan matnni talqin qilish o'qish faoliyati natijasi bo'lgan matn mazmunini chuqur adekvat tushunishga erishish, o'qigan narsangiz mazmuniga o'z bahosini berish, uni og'zaki yoki og'zaki bo'lmagan shaklda ifodalash imkonini beradi. Ushbu bosqichda o'quvchi tugallangan o'qish faoliyatini ham bir butun sifatida baholaydi.

T.A.Razuvayeva o'qish faoliyatini faol, maqsadli, til tizimi vositachiligida va o'qilgan matn ma'lumotlarini idrok etish, tushunish, sharhlash va baholashning o'quv vazifalari bilan shartlangan jarayoni deb hisoblaydi. Bundan tashqari, agar nutq faoliyatining xususiyatlari va tabiati insonning lingvistik qobiliyatiga bog'liq bo'lsa [3], bajariladigan o'qish faoliyati (nutq faoliyatining bir turi sifatida) uning o'qish qobiliyatiga bog'liqdir [4].

"O'qish faoliyati", "o'qish qobiliyati" va "o'qish kompetensiyasi" atamalari o'rtasidagi tarkibiy-substantiv munosabatlarga qaratilgan ilmiy adabiyotlarni tahlil qilish asosida ular "chet tilini o'qish kompetensiyasi" tushunchasini shakllantirdilar va uning ta'rifini berdilar. Talaba shaxsining kognitiv nutq faoliyati bilan bog'liq bo'lgan faoliyati chet tilida matnlarni o'qish va tushunish hamda chet tilidagi matndan olingan ma'lumotlardan kasbiy (kvaziprofessional) muammolarni hal

qilishda foydalanish ko'nikmalarining dolzarbligini ko'rsatadi.

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BOSHLANG'ICH SINFLARDA CHET TILLARINI O'QITISHNING INTERFAOL USULLARI

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Annotatsiya: *Chet tillarini bilish asosan ingliz tilini bilish hozirgi kunda dolzarb masalalardan biri hisoblanadi. O'rta ta'lim muassasalarida ham bu masala keng muhokamalarga sabab bo'lmoqda, ayniqsa boshlang'ich ta'lim muassasa o'quvchilari borasida. Hozirda boshlang'ich ta'lim o'quvchilariga chet tilini ya'ni, hozirgi kunda rivojlangan va dunyoni bilishda muhim o'rin tutadigan tillardan biri ingliz tilini, o'qitish metodlari yanada rivojlantirilmoqda.*

Abstract: *Knowledge of foreign languages, mainly English, is one of the most important issues today. This issue is also the cause of wide discussions in secondary*

educational institutions, especially with regard to students of primary educational institutions. Currently, the methods of teaching a foreign language to elementary school students, that is, English, one of the most developed and important languages in the world, are being further developed.

Абстракт: *Знание иностранных языков, в первую очередь английского, сегодня является одним из важнейших вопросов. Этот вопрос также является причиной широких дискуссий в средних учебных заведениях, особенно в отношении учащихся начальных учебных заведений. В настоящее время получает дальнейшее развитие методика преподавания учащимся начальных классов иностранного языка, то есть английского, одного из наиболее развитых и важных языков в мире.*

Bilamizki, hozirgi kunda chet tillarini o'rganishga bo'lgan talab oshib bormoqda asosan ingliz tili shular jumlasidandir. Bu talabni qondirish uchun ko'plab qulayliklar yaratilmoqda asosan boshlang'ich ta'lim muassasalari o'quvchilariga. Olimlar ham bunday o'quvchilarni yaxshi o'zlashtirishlarini taminlash uchun bolalar ongini o'rganish bilan birga ilmiy tadqiqotlar olib borilmoqda. Bu olimlarga psixolog olim S.Xoll misol bo'la oladi.

S. Xoll ko'plab ilmiy tadqiqotlarda boshlang'ich ta'lim o'quvchilarida o'rganishni o'yinlar orqali amalga o'shish kerak deb ta'kidlagan. Bundan tashqari bolalarni ongini o'rganish uchun "pedologiya" faniga asos solmoqchi ham bo'lgan.

Boshlang'ich ta'lim o'quvchilari chet tilini ya'ni ingliz tilini o'rganishi biroz murakkabroq bo'lishi mumkin. Chunki biron boshqa tili o'rganish yoshi kattalarda ham qiyinchilik paydo qilishi mumkin. Hozirda ko'plab ingliz tili fani o'qituvchilari boshlang'ich ta'lim o'quvchilariga ingliz tilini o'rgatishda o'quvchilarga yengillik yaratish maqsadida ko'plab metodlarni qo'llashmoqda. Bu metodlar negizida boshlang'ich ta'lim o'quvchilarini yoshini hisobga olgan holda o'yin metodlaridan unumli foydalanishadi.

Bundan ko'rinib turibdiki, boshlang'ich ta'lim o'quvchilarining darslarini

samarali tashkil etish uchun va o'quvchilarga darsni yaxshi o'zlashtirishida, tushunishda, turli samarali va qiziqarli o'yin metodlari yordam beradi. Shuning uchun ham ingliz tili o'qituvchilari o'quvchilariga o'z ona tilidan boshqa tilni o'rgatishda o'yin metodlaridan keng foydalanishadi. Chunki ingliz tili darsini boshlang'ich ta'lim o'quvchilariga o'qitayotganda o'yin metodlaridan foydalanish samarali va foydali hisoblanadi. Ilmiy tadqiqotlarga ko'ra asosan 1-4-sinf o'quvchilarini chet tillarini o'rganishlari uchun ham amaliy bilim ham nazariy bilim kerak bo'ladi.

Yana bir narsani takidlab o'tish kerakki, Prezidentimiz ham boshlang'ich tilim muassasa faoliyatida chet tilini o'rgatishni muhim omil sifatida bilib, bu omilni yanada takomillashtirish borasida chora-tadbirlar amalga oshirilmoqda. Xususan, 2016-2017 o'quv yili uchun boshlang'ich ta'lim muassasasi o'quvchilari uchun ilmiy-amaliy qo'llanma ya'ni darsliklar (Kinds English 4) nashr etilgan. Bundan tashqari, 2023-2024 o'quv yili uchun ham yangi nashrdagi darsliklar (Guess What? Grade 1,2,3,4) o'quvchilarni chet tilini o'rganishlari uchun qulayliklar yaratdi.

Xulosa qilib shuni aytish mumkinki, boshlang'ich ta'lim muassasasi o'quvchilariga chet tilini o'rgatishni qulay usullaridan ya'ni metodlaridan biri bu o'yin metodi hisoblanib, bu metod 1-4-sinf o'quvchilarini bilim samarasini o'stirishga katta hissa qo'shmoqda. Bundan ko'rinib turibdiki, chet tilini o'rganishda faqatgina nazariy bilimlargina emas, balki amaliy bilimlar ham kerak bo'ladi ya'ni chet tilini o'qitishda mavzuni o'rgatib, shu mavzuga doir mashq yoki biron o'yin tashkil qilinsa, boshlang'ich ta'lim o'quvchilarini o'rganish samaradorligi yanada oshadi.

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THE WAYS OF ASSESSMENT IN TEACHING PROCESS

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Abstract: *This article discusses types of assessment and testing in teaching process. By testing, we know learners' background knowledge and the strengths and weaknesses, which could have an effect on what is taught.*

Keywords: *Assessment for Learning, diagnostic assessment, evaluation, self and peer-assessment.*

Assessment is an inseparable part of teaching, influencing the decisions teachers make, the actions they take, and the suggestions they offer for student learning. Classroom assessment, specifically, refers to methods and procedures used by the language teacher for gathering, analyzing, interpreting and using information about student's language abilities for decision-making purposes. The terms often

identified in the language assessment and testing literature to refer to assessment of students are formative and summative assessment. We focus on formative assessment or what is accurately and more recently identified as Assessment for Learning (AfL). AfL is about assessments, both formal and informal, which provide information for teachers and students to identify the next steps for learning. [3]

There are eight key concepts: testing; assessment; evaluation; Assessment for Learning; diagnostic assessment; peer-assessment; self-assessment; and continuous assessment. We will briefly explain each one below.

A test is a specific technique for gathering information about students' knowledge or abilities while **assessment** is a broader process involving various ways of collecting data including the use of tests. Therefore, a test is a part and a means of assessment; it serves as a tool in this process.

Evaluation is the broadest concept out of the three, which encompasses both assessment and a test. It looks at the whole picture of teaching context and functions to make decisions based on the obtained evidence regarding the completely educational setting.

Assessment for learning: Why? How? When? Imagine a doctor and a patient situation: a doctor cannot start treating a patient until one does not learn about the background and the current health condition of the patient. Based on a diagnosis, the doctor then can decide what to start from and how to treat the patient. A doctor gathers information about his/her patient in order to make decisions for treating an illness. In the same manner teachers first need to gather information about their students before commencing the learning process. [1]

Diagnostic assessment – is an act of gathering information, which helps teachers identify learners' strengths and weaknesses about course content (i.e., skills and knowledge) and is tied directly to the course syllabus. Diagnostic assessments are often used before teaching commences. Using diagnostic assessments can support a teacher's decisions about the content that will be taught as well as the approach of assessing that content. The focus of diagnosis is most important. For

example, if you teach how to speak English during an interview, then, you should assess student's abilities during a spoken interview. If the student writes a paragraph about himself or herself, then, you are measuring a different construct than the oral interview – although the 'topic' might be similar. Teachers should be able to communicate the results to students, administration and other stakeholders in the appropriate way, targeting improvement.

One of the ways to involve students in assessment is using **peer-assessment**. Students can develop their own understanding of how to measure one's or others' knowledge. Besides, they become active participants of an assessment process and learn what they need to take into account when assessing themselves or their peers.

For example, below is a traditional assessment tool that a teacher can use before and after a course.

LANGUAGE ASSESSMENT AND TESTING SELF-ASSESSMENT

Name: _____ **Date:** _____

Directions: Complete each of the following items by marking a "T" for True or a "F" for False.

_____ I understand and can explain the difference between direct, indirect, and semi-direct tests.

_____ I understand and can explain the difference between norm-referenced and criterionreferenced tests

_____ I understand and can explain the difference between analytic, holistic, primary trait and objective scoring of writing (and speaking)...

We provide students with all the topics of the course and the learners marked

T (true) or F (false) if they are (or not) able to understand and can explain the statements. We then distribute the student's first comments with their last comments so that they can see if they grew in knowledge and skills during study. [2]

If we teach a speaking class that focuses on giving speeches, we can provide a peer-assessment tool that could support the conclusion of a speech.

PEER-ASSESSMENT FOR SPEECHES, CONCLUSION	Yes	No
Speaker's Name: _____ 1) Does the author (speaker) signal the end of the speech? 2) Is the central idea reinforced by one of the following: Summarizing the main points; ending with a quotation; making a dramatic statement; or referring to the introduction? 3) Is the conclusion limited to 5-10 percent of the entire speech? 4) Has the author worked on the language of the conclusion in detail?		

By including peer-assessments, teachers support inclusive education, which enhances students' involvement and role in classroom assessment. Therefore, both self and peer-assessments are important constituents in Assessment for Learning.

Continuous Assessment (CA) – involves a procedure of collecting evidence about students' knowledge and achievements throughout the course, which then results in one final score at the end.

In conclusion, assessment for learning provides opportunities for both teachers and students to form their further path in learning.

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AXLOQIY BURCH ME'YORIY AXLOQ MASALASIDIR

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Annotatsiya: *Ushbu maqola bugungi kun taraqqiyotining eng dolzarb masalalaridan biri – burch, mas'uliyat, majburiyat, qarz, hurmat, fidoyilik kabi axloqiy fazilatlarni egallashga bag'ishlangan. Burch - bu axloqiy tushuncha va biz unga qanday vazifa yuklanganligini muhokama qilishga harakat qildik. Inson barcha mavjudotlarning sifatlari va xususiyatlariga ega. Majburiyat, mas'uliyat, javobgarlik, intizom turli shakl, mazmun va o'lchovlarda bo'ladi. Faylasuflar, deontologiya va boshqa olimlarning ishlari orqali biz o'z burchimizni qanday bajarish kerakligini ko'rsatishga harakat qildik. Burch Sharqiy Osiyo va Lotin Amerikasi madaniyatlarida muhokama qilinadi. Har bir inson Vatan, oila, ota-ona, turmush o'rtog'i, farzandlar oldidagi o'z burchi va mas'uliyatini, kasbiy burchini ham ado etishga mo'ljallangan.*

Tayanch so'zlar: *axloqiy, huquqiy, tabiiy, ijobiy majburiyatlar, ota-ona mas'uliyati, qarz.*

Аннотация: *Данная статья посвящена одному из наиболее актуальных вопросов современного развития – приобретению таких моральных качеств, как долг, ответственность, обязательность, уважение, самопожертвование. Долг — моральное понятие, и мы попытались обсудить, какая задача на него возложена. Человек обладает качествами, признаками и свойствами всех существ. Приверженность, ответственность, подотчетность, дисциплина имеют разные формы, содержание и измерения. Через работы философов, деонтологов и других ученых мы стремились показать, как следует выполнять наш долг. Долг обсуждается в культурах Восточной Азии и Латинской Америки. Каждому человеку суждено выполнять свой долг и ответственность перед Родиной, семьей, родителями, супругом, детьми, а также профессиональные обязанности.*

Ключевые слова: *этические, правовые, естественные и приобретенные, положительные обязательства, родительская ответственность, долг.*

Abstract: *This article is devoted to one of the most pressing issues of today's development - the acquisition of moral qualities such as duty, responsibility, obligation, debt, respect, self-sacrifice. Duty is a moral concept, and we have tried to discuss what task is assigned to it. Man possesses the qualities, attributes and properties of all beings. Commitment, responsibility, accountability, discipline come in different forms, content and dimensions. Through the work of philosophers, deontology, and other scientists, we have sought to show how our duty should be fulfilled. Duty is discussed in the cultures of East Asia and Latin America. Each person is destined to fulfill his duty and responsibilities to the Motherland, family, parents, spouse, children and professional duties too.*

Keywords: *ethical, legal, natural and acquired, positive obligations, parental responsibility, debt.*

Erta bolalikdan bizda ado etishimiz kerak bo'lgan burch, majburiyat va vazifalarimiz bor: boshqalarga nisbatan xushmuomali bo'lish, qariyalarga yordam berish. Bu bizning bolalikdagi majburiyatlarimiz. Birok, inson yoshi o'tishi bilan "burch" so'zi kengrok ma'noga ega bo'ladi. O'smirlik va balog'at yoshidagi burch axlokiy majburiyatlar to'plamiga aylanadi. U odam ijtimoiy ehtiyoj tufayli bajarishi kerak bo'lgan normativ toifa vazifasini bajaradi. Bu, shuningdek, insonning ichki sifatiga aylanadigan eng yuksak ma'naviy majburiyat vazifasini bajaradi. Bundan tashkari, majburiyat shaxsiy va jamoat manfaatlarini uyg'unlashtiradigan organik zaruratdir. Shu nuqtai nazardan qaraganda, biz hoxlaymizmi, hoxlamaymizmi, o'z burchimizni bajarishimiz kerak deb o'ylashga odatlanganmiz. Burch shaxsni axloqiy jixatdan o'z insoniy vazifasini qat'iy bajarish

ruxida voyaga yetkazadi. Qadimgi xind falsafasida qayd etiladi: "Senga baxt keltiradimi yoki baxtsizlik keltiradimi - burchingni ado et. Kim o'z burchini ado etsa va uning natijasida keladigan oqibatlarni xotirjam qarshi olsa, u qalban yuksakdir". Burch-insoniy vazifaning majmui. Insonlik vazifasini bajarishda shaxsiy

manfaat tuyg'usi cheklanadi, burchni bajarish natijasida keladigan xar qanday oqibatdan ko'nikish xosil qilinadi.

Burch tushunchasi - talab tushunchasi. Agar kimdir ijara xaqini to'lashga majbur bo'lsa (masalan), u ijara xaqini to'lashi kerak. qarz tushunchasi me'yoriy tushunchalar guruxiga kiradi, ba'zan deontik tushunchalar deb xam ataladi (yunoncha Deon, qarz). Mas'uliyat xar xil shakl va o'lchamda bo'ladi.

Masalan, axloqiy majburiyatlar, qonuniy majburiyatlar, ota-ona mas'uliyati va fuqarolik majburiyatlari.

Civic duty - Fuqorolik burchi

Burch ko'pincha o'z mamlakatiga (vatanparvarlik) yoki o'z vataniga yoki jamoasiga burchi sifatida qabul qilinadi.

- Obey the law – qonunga bo'ysunish
- Pay taxes – soliq to'lash
- Provide for a common defense, should the need arise – agar zarurat tug'ilsa o'z himoyasini ta'minlash
- Enroll to vote, and vote at all elections and referenda – Ovoz berish uchun ro'yhatdan o'tish va barcha referendumlarda ovoz berish
- Serve on a jury, if called upon – agar chaqirilsa hakamlar hay'atida xizmat ko'rsatsish
- Go to the aid of victims of accidents and street crime and testifying as a witness later in court. Baxtsiz xodisalar va ko'cha jinoyatlaridan jabrlanganlarga yordam berish va keyinchalik sudda guvoh sifatida guvohlik berish
- Report contagious illnesses or pestilence to public-health authorities- Sog'liqni saqlash organlariga yuqumli kasalliklar yoki o'lat xaqida xabar berish
- Volunteer for public services (e.g. life-saving drills) -Davlat xizmatlari uchun ko'ngilli (masalan, xayotni qutkaruvchi mashqlar)

- Donate blood periodically or when needed - Vaqti-vaqti bilan yoki kerak bo'lganda qon topshirish.[6]

Burch tushunchasi "burch" va "majburiyat" kontsepti bilan chambarchas bog'liq va axloqiy xarakatni "zarur" deb ifodalaydi. O'z burchini bajarish axloqiy qonunga muvofik xarakat qilishdir va bu shuni anglatadiki, axloqiy burch talablari shaxsiy manfaat talablariga zid bo'lishi mumkin. Shaxsning shaxsiy manfaatlari uning yolg'on gapirishini talab qilishi mumkin, lekin xaqiqatni gapirish uning burchidir. Bunday sharoitda, vazifa odamga eng ko'p qilmoqchi bo'lgan narsasiga bog'liq bo'lmagan xarakatga cheklov sifatida yuklanadi. Bu kuchli burch tuyg'usi, odam "qilishi" kerak bo'lgan xarakatlardir.

Axloq - bu bajarilishi shart bo'lgan talablar majmui sifatida tushuniladi. Eng katta deontolog, mutafakkir Kantning aytishicha, "axlokiy qonun - burch qonuni, axlokiy cheklanish" va "burch va majburiyat axloqiy qonun bilan munosabatlarimizning yagona nomlari" (Amaliy aql tanqidlari). Kantning ta'kidlashicha, bizning asosiy axlokiy majburiyatlarimiz "axlokning eng oliy tamoyilidan (axlokiy metafizikaning asoslari), kategorik imperativdan kelib chiqishi mumkin". [1]

Burch tushunchasga "ba'zi ma'noda" "kerak" va "majbur" so'zlari, shuningdek "mas'uliyat", "extirom", "xurmat", "iftixor", "ta'zim" va "fidokorlik" so'zlari kiradi. Bu tushunchalar o'rtasida chambarchas bog'liqlik mavjud. Masalan, biz aytishimiz mumkinki, agar kimdirdan biror narsa talab qilinsa, u bu xarakatni bajarishi kerak; va agar u buni qilishga majbur bo'lsa, u uchun bu to'g'ri. Shunday qilib, tartibga soluvchi talab yoki majburiyat kontseptsiyasini to'g'ri va noto'g'ri deb ta'riflash mumkin. Mas'uliyat bizdan biror narsa qilishni talab qiladi.

Mas'uliyat xar xil shakl va o'lchamda bo'ladi. Masalan, axlokiy majburiyatlar, qonuniy majburiyatlar, ota-ona mas'uliyati va fuqarolik majburiyatlari. Ushbu maqola axlokiy majburiyatlarga bag'ishlanadi. (Axlokiy burch - bu me'yoriy etikaning mavzusi.) Axlokiy burch - bu bajarishi kerak bo'lgan standart. U bizning xatti -xarakatlarimizni boshqarishga mo'ljallangan va biz itoat qilmaganimizda,

bizni axloqiy, ya'ni ma'naviy deb xam atalishi mumkin. Bizning mas'uliyatimiz juda xilma-xil bo'lsa-da, xar xil turdagi mas'uliyatlar o'rtasida kerakli farqlarni ajratish mumkin. [2]

Ko'p madaniyatlarda bolalar o'z oilalariga nisbatan majburiyatlarni o'z zimmlariga oladilar. Bu shunday bo'lishi kerakki, u jamiyat oldida oila sharafini ko'taradi, oila maqomiga mos keladigan nikox tuzadi yoki kasal qarindoshlariga g'amxo'rlik qiladi. Oilaga yonaltirilgan bu burch tuyg'usi Konfutsiy ta'limotining markaziy jixati bo'lib, farzandlik taqvosi sifatida tanilgan. Shunday qilib, asrlar davomida Sharkiy Osiyodagi odamlar xayotida farzandlik burchi vazifalari katta rol o'ynagan. Masalan, qadimgi Xitoydan kelgan " Feng xonim va ayik" san'at asarida imperatorning turmush o'rtog'i o'zini jufti bilan yirtqich ayik orasiga qo'yib qo'ygan kaxramonlik xarakati tasvirlangan. Farzandlik taqvodorligining axamiyatini Konfutsiy taxlilchilari kitobidan keltirilgan quyidagi iborada ifodalash mumkin: "Xulq-atvori o'lgidek yaxshi, yigitcha itoatkor bo'lgan odamning o'z boshliqlariga qarshi gunox qilishga moyilligi kam uchraydi. Jentlmen o'z kuchini ildizlarga bag'ishlaydi, chunki ildizlar ildiz otgandan so'ng, u erdan yo'l o'sadi. O'g'il sifatida yaxshi va yigitni itoatkor bo'lishi, extimol, erkak xarakterining ildizidir. "[3]

Mas'uliyat madaniyat va qit'a bo'yicha farq qiladi. Osiyo va Lotin Amerikasida burch odatda G'arb madaniyatiga qaraganda og'irroq. Oilaviy majburiyatlarga bo'lgan munosabatni o'rganishga ko'ra: "Osiyo va Lotin Amerikasidan kelgan o'spirinlar yevropalik tengdoshlariga qaraganda o'z oilalariga yordam berish, xurmat qilish va qo'llab-quvvatlash mas'uliyatidan ko'ra kuchli qadriyatlarga va yukori talablarga egadirlar".

Osiyo va Lotin Amerikasi madaniyatlarida chuqur ildiz otgan burch an'anasi G'arb madaniyatlari bilan solishtirganda kuchli burch tuyg'usiga katta xissa qo'shadi. Maykl Pelets "Zamonaviy Osiyoda gender va tana siyosati" kitobida burch tushunchasini muxokama qilgan. Burch tushunchalari odatda bolalarning sadoqati, mexnati va boshka resurslarini oilaning idrok etilgan manfaatlari va ayrim xollarda

butun naslchilik manfaatlariga safarbar qilish uchun ishlatiladi. Manfaat ko'zlangan nikox Osiyo va Yakin Sharkda kutilgan mas'uliyatning namunasi. [5]. Agar mas'uliyatni o'z zimmasiga oladigan bo'lsa, ayol o'z farzandlarini tarbiyalash uchun turmush o'rtog'ining oilasi va uyiga ko'chib o'tadi. Patrilokal turar joy keng tarqalgan; kamdan-kam xollarda erkak bir ayolga ko'chib o'tadi yoki er-xotinga o'z uy xo'jaligini boshlash va boshka joyda yashashga ruxsat beriladi. Ular butun oilani ayolini farzandlari bilan ta'minlashi, ro'zg'or va oilaga g'amxo'rlik qilishlari kerak. Keksalar asosan o'z farzandlari va nevaralari oilalarining yordamiga tayanadi. Bu burch shakli oila nasl-nasabini saqlab qolish va oqsoqollarning extiyojlariga bo'ysunishidir.

Demak, burch bajarilishi shart, inson bunga majbur. Shu ma'noda uning zid tushunchasi yuq. Xech kim burchsiz bo'lmaydi, yo burchli bo'ladi yoki bu tushunchadan xoli etiladi.

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TA'LIMNING ISLOMIY XUSUSIYATLARI

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Annotatsiya: *Mazkur maqolada islomiy qadriyatlar asosida oilaviy ta'lim va tarbiyani tashkil etish, jamiyatimizning oliy maqsadi – komil shaxsni shakllantirish yo'lidagi ta'limning boshlang'ich – oilaviy bosqichi hamda pedagogik faoliyat, zamonaviy milliy ta'lim tizimimiz va uning joriy vazifalar.*

Kalit so'zlar: *qadriyatlar, ta'lim va tarbiya, urf-odatlar, orzular, xatti-harakatlar.*

Din e'tiqod milliy madaniyatimizning ajralmas qismi, inson tafakkuri va dunyoqarashining ajralmas qismi ekanligi haqidagi me'yorga asoslanadi. Agar biz globallashuv sharoitida milliy-etnik o'zligimizni saqlab qolmoqchi bo'lsak, tabiiyki, islom dinining qudratiga, islom pedagogikasi tajribasiga murojaat qilib, farzandlarimizni islom odob-axloqi asosida tarbiyalashimiz kerak bo'ladi.

Jahon ahloq inqirozi sharoitida, ayniqsa, G'arb davlatlarida islom pedagogikasi amaliyotining oilaviy ta'lim va tarbiya tizimiga joriy etilishi jamiyatimizdagi salbiy hodisalarning oldini olishga, oila va jamiyatning ichki tanazzuliga qarshi turishga xizmat qiladi. Boshqa tomondan, mamlakatimiz taraqqiyot strategiyasi uchun halol, mehnatsevar, fidoyi, mas'uliyatli, poraxo'rlikdan xoli, halol, gunohdan o'zini tiyuvchi inson kapitali zarur. Bu yo'lda bugungi kunda islom omili farzandlarimizni ma'naviy qashshoqlik, shafqatsizlik, mas'uliyatsizlik, xudbinlik, zo'ravonlik, xudbinlik kabi turli zamonaviy tahdidlardan asrashda muhim o'rin tutadi.

Qur'oni Karimning "Isro" surasida "Biz insonni muqaddas qilib yaratdik" degan oyat bor. Islomda insonning mavqei juda baland. Hamma odamlar Allohning bandasi, deyishadi. Inson Xudoning yerdagi noibi, ikki dunyoning tojidir. Tug'ilayotgan bola "jannat guli" deb ta'riflanadi. Qur'onda aytilishicha, dunyoda tug'ilgan barcha bolalar Islom qornida tug'iladi. Bola barcha gunohlardan pokdir.

Hazrat Navoiy esa “Mahbub ul kulub” kitobida: “Odamiy Shariful Qavnaindur”, deyдилar. Boshqacha qilib aytganda, “Inson ikki dunyoning eng aziz va eng aziz maxluqidir”. Rabbiy olamlarni yaratganida, inson uning eng oliy maqsadi edi. Inson Alloh taolo jamolining in’ikosi, Qodir Tangrining qudrati va sirining timsoli, uning aqli va tafakkurining ajoyib mevasidir. Inson qalbi Xudoning sevgisi va donoligi xazinasidir [8]. Binobarin, har bir inson bolalikdanoq bola hurmati juda ulug‘ ekanini va yaratuvchisi Alloh taolo insondan faqat yaxshilik kutishini bilishi zarur. Bolaligidanoq Parvardigor Xudo tomonidan naqadar ulug‘ va yuksak yaratilganligini, yomon, shafqatsiz va gunohkor xatti-harakatlardan saqlanishni bilgan inson, tabiiyki, o‘zini ham, atrofida gilarni ham unutilishdan qutqaradi, ma’naviyati boy inson bo‘ladi.

Islomda inson asosiy diniy toifa sifatida ulug‘lanadi. Alloh taoloning asosiy maqsadi ekani aytiladi. Iymon insonga uning xulq-atvorini to‘g‘rilash uchun tushirilishi ta’kidlangan. Islom dini insonning yuksak ma’naviyatli va ijtimoiy faol shaxs bo‘lib etishish yo‘lida iymon va e’tiqodini ta’minlash yo‘lidan boradi.

Inson ijtimoiy mavjudot bo‘lib, uning rivojlanish jarayonida turli xossalari, sifatlar va xususiyatlar bilan boyib boradi, bu uning xulq-atvorida namoyon bo‘ladi. Shunga ko‘ra, shaxs shaxs sifatida jamiyatning eng qimmatli sub’ektidir. Shu bilan birga, uning ijtimoiy ahamiyati uning ijtimoiy muloqot qilish, boshqa odamlar bilan o‘zaro munosabatda bo‘lish, o‘z faoliyati orqali moddiy va madaniy qadriyatlarni yaratish, nutq orqali o‘z fikrlari, his-tuyg‘ulari va g‘oyalarini etkazish qobiliyatida ham namoyon bo‘ladi. Inson jamiyatsiz yashay olmaganidek, jamiyat ham shaxssiz yashay olmaydi. Har qanday jamiyatni uni tashkil etuvchi odamlar, ya’ni insoniyat jamiyati bilan, uning faoliyati, munosabatlari va turmush tarzi, niyatlari, orzulari, xatti-harakatlari va xarakteri bilan tirikdir. Shu ma’noda inson har qanday jamiyatning mavjudligini ta’minlovchi asosiy ijtimoiy element hisoblanadi. Bu holat shaxsning jamiyat faoliyatidagi shaxsiy ishtirokida, o‘ziga va begonalarga bo‘lgan munosabatida, har qanday ijtimoiy, diniy yoki elat, tabaqa, qabila, xalq yoki millat doirasida yaratgan boyliklarida namoyon bo‘ladi.

Biz oilada islomiy qadriyatlarni shakllantirishning diniy va ma'naviy manbalarini asosiy va yordamchi manbalar sifatida belgilab oldik.

Asosiy manbalar:

- Qur'on va Hadis Islom dinining muqaddas manbalari;
- Payg'ambarimiz Muhammad (s.a.v) hayoti va tarixiga oid asarlar;
- islom tarixiga bag'ishlangan asarlar, ya'ni qissa, tarjimai hol, yilnoma, manokib, holot, siyra, maqomot, arbain kabi adabiy janrlar;
- o'zbek xalqining diniy urf-odatlar, urf-odatlar, marosimlari; diniy mavzudagi og'zaki xalq og'zaki ijodi namunalari (diniy marosim qo'shiqlari, qo'shiqlar, rivoyatlar, hikoyatlar, matallar, maqollar, epik asarlar, o'yinlar, so'fiy raqslari, musiqa va munajatlar);
- tarixiy va diniy me'moriy yodgorliklar (madrasalar, masjidlar, obidalar, xonqalar, maqbaralar, qabr toshlari);
- islom adabiyoti, tarixi, manbashunosligi, matnshunoslik, naqqoshlik, miniatyura, amaliy san'at va hunarmandchilik yodgorliklari;
- islom ulamolari, xususan, muhaddislar, huquqshunoslar, kalomchilar, tavhid-tavhid tadqiqotchilari, faylasuflar, qomusiylar, mutafakkirlar, shoirlar va so'fiylarning qarashlarida o'z ifodasini topgan qarash va g'oyalar tizimi.

Yordamchi manbalar:

- diniy-tarixiy va diniy-ma'rifiy mavzulardagi tele va radio dasturlar, islom dinini targ'ib etuvchi ma'rifiy tele va radiokanallar, musulmonlar diniy boshqarmasining gazeta, jurnal va teleko'rsatuvlari;
- O'zbekiston xalqaro islom akademiyasi diniy-tarixiy, diniy-ma'rifiy fanlar;
- turli ijtimoiy tarmoqlar va kanallar; oila va maktab ta'limi, mahalla instituti doirasidagi ta'lim integratsiyasi doirasida diniy-tarixiy va diniy-ma'rifiy mavzularni yoritish.

Xulosa.

Har bir diniy an'ananing o'ziga xos qadriyatlar tizimi va o'ziga xos ijtimoiy ta'limoti mavjud. Bu ijtimoiy ta'limot dindorlarning tashqi dunyo, ya'ni jamiyat bilan integratsiyalashuviga yordam beradi. Bu munosabatlar diniy ta'limotlarga asoslanadi. Diniy ta'limot esa islom dinining muqaddas manbalariga asoslanadi. Binobarin, islomiy qadriyatlar shaxslararo va ijtimoiy munosabatlarda, shaxsning ijtimoiylashuvida muhim o'rin tutadi. Mamlakatimizda islomiy qadriyatlarni shakllantirmasdan turib, har bir shaxsning ijtimoiylashuvini to'liq qo'llab-quvvatlash mumkin emas. Diniy ta'limning ijtimoiy funktsiyalari orasida quyidagilarni ajratib ko'rsatish mumkin:

- dunyoqarashni shakllantirish;
- shaxsning axloqiy va axloqiy qadriyatlari tizimini shakllantirish;
- shaxsning jamiyat va oilaga tizimli pozitsiyalari va munosabatlarini shakllantirish;
- insonning jamiyatga integratsiyalashuvini ta'minlash;
- diniy ta'limotlar asosida insonlar o'rtasidagi muloqotni ta'minlash;
- shaxsning tartibga solish funktsiyasining tinchligi va barqarorligini ta'minlash, ya'ni uning hissiy-emotsional va empatik holati inson ruhi faoliyatiga asoslangan.

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METHODS OF IMPROVING LEXICAL COMPETENCE AMONG A1 LEVEL LEARNERS WITH ILLUSTRATIVE MATERIALS

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Abstract: *The research investigates how illustration is effective in developing young learners' lexical competence in English lessons. The author proposes some recommendations how to facilitate effectively language acquisition in the instructed language.*

Key words: *illustrative materials, young learners, language acquisition, lexical competence, comprehensible input*

Introduction

The article covers a number of procedures and methods for teaching vocabulary to young students, including the use of visual aids, role-playing and storytelling, word games, and puzzles. By taking consideration of the requirements and learning preferences of young learners, these strategies aim to make vocabulary acquisition engaging and productive for them. The talk additionally points out how essential it is to establish a language-rich learning environment in the classroom where kids are exposed to a broad variety of vocabulary through measurements, interactive activities, and conversations. Through the provision of a language-rich environment, educators can encourage an impulsive and organic method of vocabulary acquisition for young learners. It can be difficult to teach lexical competence to pupils at the A1 level because they are only starting their language learning process. One of the most important parts of learning a language is expanding one's vocabulary, and research has shown that using visual aids to aid with vocabulary building is beneficial. The purpose of this paper is to examine how visual aids affect A1 level students' lexical competency instruction. The study will examine the advantages of employing visual aids in language instruction and offer helpful suggestions for introducing visual resources into the classroom.

Methodology

This article's methodology entails a thorough analysis of the body of research on vocabulary training for young students. The article provides a comprehensive overview of efficient tactics and approaches for teaching vocabulary to young learners by drawing on a range of research papers, instructional materials, and professional viewpoints. To further illustrate how these tactics are used in actual educational contexts, the article includes real-world examples and classroom exercises. This article's discussion section addresses the significance of vocabulary training for young students. It examines how repetition and context play a part in learning a language, emphasizing how important it is to provide new words interesting and relevant settings in order to promote comprehension and retention. The use of technology to teach vocabulary to young students is also covered in the

conversation, with a focus on the advantages of interactive and multimedia materials

The utilization of illustration in language instruction is commonly acknowledged as a successful method for improving vocabulary acquisition. The learning process can be made more interesting and memorable for children by using visual aids like charts, pictures, and flashcards to help them connect new words with their meanings. In the case study, A1 level learners showed significant improvement in their lexical competence after being exposed to visual materials. The findings indicate that visual aids can effectively support vocabulary development among beginner language learners.

Discussion

Furthermore, the use of illustrative materials is an effective approach for teaching lexical competence to A1 level learners. Visual aids can enhance vocabulary acquisition and retention, making the learning process more engaging and memorable for beginner language learners. Incorporating visual materials into language teaching practices can help create a stimulating and effective learning environment for A1 level students. Educators are encouraged to utilize visual aids as a valuable resource for promoting lexical competence among beginner language learners.

In the example study, learners at the A1 level demonstrated a noteworthy enhancement in their lexical competency subsequent to their exposure to visual resources. According to the results, beginning language learners can benefit greatly from visual aids in terms of vocabulary acquisition. Conclusively, teaching lexical competency to learners at the A1 level can be effectively achieved through the utilization of visual materials. Beginning language learners often find the learning process more interesting and memorable when they use visual aids to improve vocabulary acquisition and retention. Students at the A1 level can benefit from an engaging and productive learning environment created by incorporating visual resources into language teaching techniques. Visual aids are a useful tool that teachers can use to help beginning language learners develop their lexical

competency. Educators are encouraged to utilize visual aids as a valuable resource for promoting lexical competence among beginner language learners. This article discusses the various methods of teaching English vocabularies using visual materials. It explores the importance of visual aids in language learning and provides an overview of different types of visual materials that can be used to enhance vocabulary instruction. The article also discusses the methodology for incorporating visual materials into English language teaching and provides practical examples of how these methods can be implemented in the classroom. The discussion highlights the benefits of using visual materials for vocabulary instruction and offers suggestions for future research in this area. Instructors are urged to use visual aids as an effective tool for helping beginning language learners develop their lexical competency. The several approaches of teaching English vocabulary with visual aids are covered in this article. It examines the value of visual aids in language acquisition and gives a summary of the various kinds of visual resources that can improve vocabulary teaching. The methodology for integrating visual elements into English language instruction is also covered in the essay, along with useful examples of classroom implementations. The talk outlines the advantages of employing visual aids to teach vocabulary and makes recommendations for further study in this field.

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STYLISTIC ANALYSIS OF ZOONYM-COMPONENT PHRASEOLOGICAL UNITS IN ENGLISH AND UZBEK LANGUAGES

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Annotation: *In both Uzbek and English languages, zoonym-related phrases or idioms are commonly used as a part of speech. To make it clear, zoonyms in phraseological units occasionally play a subject role, object role or so. So, in this article the main topic will be in which part of speech comes the idiomatic zoonym component phrases in a grammatical range.*

Key words: zoonym, grammar, part of speech, subject, object, phrase, idiom.

Annotatsiya: *O'zbek va ingliz tillarida zoonimlarga aloqador iboralar yoki idiomalar nutq bo'lagi sifatida keng qo'llaniladi. Aniqroq bo'lishi uchun, frazeologik birliklardagi zoonimlar vaqti-vaqti bilan sub'ekt, ob'ekt rolini o'ynaydi. Demak, ushbu maqolada grammatik diapazondagi idiomatik zoonimik komponentli iboralar nutqning qaysi qismida kelishi asosiy mavzu bo'ladi.*

Tayanch so'zlar: zoonim, grammatika, gap bo'lagi, predmet, predmet, ibora, idioma.

Аннотация: *Как в узбекском, так и в английском языках словосочетания или идиомы, связанные с зоонимами, обычно используются как часть речи. Чтобы было понятно, зоонимы во фразеологизмах иногда играют роль субъекта, роль объекта или около того. Итак, в данной статье основной темой будет то, в какую часть речи входят словосочетания, составляющие идиоматический зооним, в грамматическом ряду.*

Ключевые слова: зооним, грамматика, часть речи, подлежащее, дополнение, словосочетание, идиома.

The first thing we need to learn is what a zoonym is. Zoonym consists of two parts: zoo - nym, which means names of animals used in languages. The term zoonym could be used in science and literature variously. Additionally, zoonym components are described as an animal name, while we use them as a part of speech in everyday conversations to refer to human characters sometimes.

There can be listed so many idioms and phrases, including animal names in both languages. As an example, an English idiom - crow doesn't pick crow's eyes - will be analysed as follows. Here, as a literal meaning it is defined that There is an understanding between people who belong to the same group so they don't harm one another. The first word "crow" is used as a subject and the next one is as an object of the idiom.

As well as this, if we look into the meaning and position of the phrase " ... crow's eyes" more deeply, the second word "crow" is a dependent word "eyes" and "eyes" is the dependent word in this phrase.

Having said that, in Uzbek this idiom has right its own xerox - "qarg'a qarg'ani ko'zini cho'qimaydi". Likely, in both languages zoonyms serve as the same part of speech and meaning. One more sample to learn is "two dogs over one bone seldom agree". This is translated slightly different in Uzbek - "ikki qo'chqor kallasi bir qozonda qaynamaydi". The definition of the English version is obvious, meanwhile in Uzbek it is interpreted as 'two dogs' head is never boiled in the same pan'. A sense of meaning, two the same-characterised-people never see eye to eye with one another. In English, the word "dog" comes as a subject in this statement. However, Uzbek idiom uses the head of the dog as an independent word and dog is a dependent word in which both of the words make up one subject joining each other. Semantically, both of the animals cannot get on well with each other due to their characters.

Some other examples of phrases in English: somebody kills two birds with one stone, crywolf, the dog barks, but the caravan goes on.

To conclude, in this chapter of the both irrelevant languages, zoonyms are discussed on a grammar basis and this will have a great impact on leaning the diversity between grammar and the phraseological units of Uzbek and English.

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ORGANIZING CONFERENCES

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Abstract: *Organizing conferences is a multifaceted endeavor that demands meticulous planning, effective communication, and strategic execution. This article provides an in-depth guide for conference organizers, offering insights into the key stages of conference planning, logistical considerations, participant engagement strategies, and the importance of post-event assessment. By following this comprehensive blueprint, conference organizers can enhance the overall experience for participants and achieve successful outcomes.*

Keywords: *Conference organization, event planning, logistics, participant engagement, post-event assessment, conference management.*

Conferences serve as vital platforms for knowledge exchange, networking, and professional development. Organizing a successful conference requires a well-thought-out approach, addressing various aspects to ensure a seamless and rewarding experience for all involved parties. The foundation of a successful

conference lies in meticulous planning. This stage involves defining objectives, establishing a budget, selecting suitable dates and venues, and forming a dedicated organizing committee. Clear communication and a shared vision among committee members are essential to streamline the planning process. Logistics play a pivotal role in the smooth execution of a conference. From catering services and audio-visual setups to transportation arrangements, every detail must be carefully coordinated. Establishing partnerships with reliable vendors and maintaining open lines of communication are crucial for overcoming logistical challenges. Engaging participants is a key factor in ensuring a memorable conference experience. Incorporating interactive sessions, workshops, and networking opportunities fosters a vibrant atmosphere. Leveraging technology, such as conference apps and virtual components, can enhance engagement and cater to diverse participant preferences. The conclusion of a conference does not mark the end of the organizing process. Conducting a thorough post-event assessment allows organizers to evaluate the success of the conference, gather feedback, and identify areas for improvement. This reflective phase is integral to refining future conferences and maintaining a commitment to continuous enhancement. Organizing conferences is an intricate task that requires dedication, strategic planning, and adaptability. By following this blueprint, conference organizers can navigate the complexities of the process, ensuring a successful and enriching experience for participants. Through ongoing evaluation and a commitment to excellence, conferences can continue to serve as impactful forums for collaboration and knowledge dissemination.

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CREATION OF WEB PAGES AND SITES BEFORE THE EVENT

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Annotation: *Increase in the number of events happening globally, along with the added feature of attending them online from the comfort of one's home, visitors these days have a lot of variety to choose from. Hence it becomes incredibly important for event websites to catch a prospective attendee's attention the moment he or she lands on the event website's homepage to sell tickets online.*

Key words: *planner's credibility, strategy and provides a platform, job is challenging. decision instantly*

An event management company's online presence can have a massive impact on its growth and success. A website is a vital marketing tool as suggested by research conducted by Hubspot that showed about 78% of people are searching for events on the net. An event planning website assists the company in reaching the right target audience while increasing engagement. It helps to build an online presence and extend one's reach to newer audiences irrespective of geographic boundaries. The presence of a website directly helps to improve the event planner's credibility.

Another advantage of having an event management website is round the clock presence. Even outside business hours, the event website can provide vital information for attendees and help generate business leads. The majority of event management companies have websites now and by staying offline one might lose out to the competitors.

The website is the base of one's online strategy and provides a platform for event planners to showcase themselves with aesthetic pictures, videos, and much more. The customer can easily preview previous work and make a decision instantly.

While an event planning job is challenging, building your website can be even more challenging. Crafting your website can help you make or break your image as a professional event planner. The main purpose of the website is to strategically guide the users through the decision-making process.

The landing page is one of the most important pages on an event planner's website. This is where the first impression of the brand is created. The page has to be created in a way that is easier to navigate with effective call-to-action buttons. A Call to Action is a key element on a webpage that helps the user to take action. The buttons need to have a bold design with a clear benefit and should be short in length. "Book Now" or "Know More" are some of the prime examples of useful CTA buttons.

Header images and graphics should be displayed at the top of the page. They help the user get a glimpse and set the tone of the company on the website. A section involving commonly asked questions can also be added that solves the user's query instantly and helps save time. It helps the users to make decisions.

The portfolio is where one showcases their capabilities as an event planner. Hence, the portfolio should be presented beautifully in a way that provides a holistic view of helps the various events. The portfolio section of the event planning website should have a clean and classic design. The section should present pictures of various event categories like weddings, birthdays, non - profit events in a structured way. This helps bring attention to the important and relevant sections of the website. A minimalistic design with an eye-catching portfolio portrays one's experience as an event planner.

Contact form is one of the final steps in the user's decision-making process. Research states that the more steps in the registration process more is the rate of

customers dropping off from the website. Hence, reducing the number of steps and keeping the process compact will eventually help in efficiently completing the sale. The details in the contact form generally include the name, email address, type of event, and contact number. Event planners should add their contact information and address as well. The contact form can be a part of the homepage or it can be a separate page altogether.

These visual cues play a vital role in the potential customer's decision-making journey as they give them an insight into the overall event experience. Presenting one's work creatively while keeping in mind the different segments of target audiences is vital. Visitors should be able to connect with the event and visualize themselves while looking at the pictures. Along with pictures of the events, a little information about them can help the visitors understand the concepts and purpose better.

Event descriptions are mini descriptions that can be added below the images on the page, helping the user understand the theme and the type of event they clicked on.

So, you are planning to throw a party and want to get as many people as possible to it. Or you may simply need to promote different events and have visitors registered. Depending on what your final goals are, you might need to create an event website from the ground. The task is easier than it seems considering dozens of specialized website builders and platforms that do not require coding skills or hiring outsource developers that usually cost thousands of dollars. A dedicated event site is a good tool to handle effective branding and introduce vital features to keep your visitors engaged. It will let you regularly come up with updated content and details, new event descriptions, ticket sales, special offers, etc.

Event websites are great for big, recurring events that already have a lot of general awareness built up around them. These are events that people will search for throughout the year, regardless of how regular the events are.

For example, a music festival or an annual industry conference would be the perfect type of event to benefit from a dedicated event website. This is because people want to find out specific information about the upcoming event throughout the year. A website is a powerful way to communicate updates, exciting news and general information year-round tailored to your audience. You will want to consider a year long marketing plan that includes creating relevant content that will be of value to your audiences.

An example of an annual event that benefits from a dedicated event website is London's Comic con. The event attracts thousands of visitors from around the world each year. Due to its size, the type of speakers that attend and the excitement of the attendees, people look for information about it all year round. Having a dedicated event website means London Comic Con is:

Always available to give information about the event, returning relevant information for users' search queries, and making sure users' needs are met.

- Offering a space where the event can provide valuable content on themes relevant to the audience, therefore establishing its authority in the sector
- Providing a relevant space to advertise spin off and sub-events.

If your business or organisation hosts ad hoc events as part of its overall marketing activity, then you're unlikely to need a dedicated event website. Instead, you should consider adding a page or section to your business website as a way to drive event awareness and attendance. The page can list all upcoming events and even include details of past events.

Event pages on websites work especially well for businesses planning one-time events that people aren't aware of yet. You can then use paid advertising and email marketing to drive relevant audiences to the page.

For example, if your business is hosting a one-off think tank, webinar, symposium, or charity dinner dance, it's unlikely that people will be searching for it or already know that it's going to happen. Therefore there's no need to create a whole

website to communicate the logistics of the event year-round.

Instead, you can create a designated page on your business website that has all the information potential guests will need. Then, you can promote that page via social media, paid search and other forms of biddable media to get the word out about the event. And, as the event page will form part of your website, you'll be able to see the number of people who visit the page through your own website's analytics. This gives you the opportunity to keep an eye on how many people are interacting with and are interested in your event.

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CULTURAL DIFFERENCES

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Annotation: *We can also identify cultural differences in eating and drinking habits, religious beliefs, moral beliefs, rituals, time management, sanitation, greeting, gift giving, exchange, conformity, rebelliousness, sports, language, work ethic, marriage, and so on can all be cultural.*

Key words: *compare wide range, communite, different and diverse sub cultures.*

What is culture?

One online definition of culture is – “the ideas, customs, and social behaviour of a particular people or society”. When we think about different cultures, there are often differences we can identify between for example, people who live in Britain and people who live in Qatar, Ethiopia, China or the Amazon jungle. Compared to people who live in Britain, these cultures can have major differences in:

Language

Religion

History

Family setup and values

Food and Drink

Clothes and music

However, there may also be cultural differences that arise closer to home, within our local communities too, and we may find that our setting has children from a wide range of cultures, faiths and family set-ups. Some children may not have English as their first language either, which could potentially cause clashes if these things are not managed carefully and thoughtfully. So read on to see how we can

help our children to not only understand cultural differences, but learn to accept and cherish them too.

When it comes to culture, believe it or not, we all belong to a certain one. Culture refers to an umbrella term that encompasses the social behavior and norms found in human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities, and habits of the individuals in these groups. From the music we listen to, to the clothes we wear; all those tendencies we have are all rooted in our individual cultures.

Human beings tend to want to be part of an interconnected community that may share the same values, beliefs, and practices as we were built to be part of a group and not just live as an individual. This urge to ‘belong’ makes us all become part of diversified cultures either because of our heritage or because we choose a culture that resonates with us. In Kenya, we may have a culture that encompasses all of us, but at the end of the day, we also have 42 tribes in this country, meaning there are 42 opportunities for Kenyans to be part of different and diverse sub cultures.

So, why is it important for us to become aware of the different cultural identities?

It is very crucial for us to not only be aware of the different cultures but also be accepting of the fact that we are not all the same. This is because it promotes human understanding. Sometimes conflicts arise simply because we have different points of view of a single issue, purely because of how we have been raised and our individual beliefs. Learning about other cultures, however, will allow you to try and understand other people’s perspectives, accept that there is more than just one way of thinking and there’s not necessarily one absolute way that is better than another. It also allows us to understand other peoples’ behaviors.

This week, I got the opportunity to watch a BBC documentary about the brutal trokosi culture that people from West Africa, specifically Ghana and Togo are forced to go through, and it featured a lady named Brigitte who was taken into the system

of the trokosi culture when she was very young. She was taken away from her family in Togo and taken to Ghana to be in isolation together with other girls and women who were taken to pay the reparations of the wrongdoings of men in their communities. Their cultural belief is that when someone commits a sin such as adultery within their family, a female in their family has to be taken to isolation and to be in isolation with the other women going through the system in order for the family to not encounter problems such as sickness and poverty and also as a manner to avenge for the sins committed in order to appease their God.

Brigitte was lucky enough to be adopted by an American man and taken away from the system, unlike other women who are forced to live the rest of their lives there. At first, she was angry about being taken through such harsh living standards, miles away from her family, but she also eventually understood that this is what their culture believes in, and according to them, what they are doing is not wrong; and therefore she could not necessarily hold a grudge against them and her having to go through such conditions.

Just like Brigitte, what we believe in within our cultures may not necessarily make sense to others who are not part of the culture; but that is why it is very crucial for us to understand both our similarities and differences and be able to effectively communicate inter-culturally comfortably and without feeling out of place. It is only right for us to embrace other cultures as much as we would wish for others to embrace our own.

Language is one of the biggest things that helps define a culture. People who speak the same language have an instant communication bond and if there is common ground through language, there is often common ground on other important issues too. Or at least, a common language provides a mechanism through which people can at least talk through differences. Where there are different languages, they can also be a 'language barrier', which often makes communication more difficult between different people. Nuances can be lost through a lack of vocabulary on both sides, and misunderstanding and conflict can result.

Overcoming language barriers may take time, but there are things you can do to ease the process which include:

Learning a few words in the new language, and teaching other children and adults these too may help them settle in more quickly and feel more accepted – e.g. how to say “hello” and “how are you?”

Using visual symbols and putting up some translations of objects in the child’s language around the setting, can also help a new child fit in more easily

Singing songs in different languages helps children differentiate different vocal sounds which can help with phonic awareness and phoneme differentiation, useful in learning to read.

Religion

Religion, like language, is one of the major factors that can unite or divide people, but that does not mean that tolerance of other faiths cannot be promoted. In fact, learning and reading about different religions is often something that settings find easiest, since there are usually many resources available to help when it comes to celebrating major religious festivals. So, for example, within your setting you may tell Christian stories at Easter, but you could also celebrate various Muslim Eids, Hanukkah and Diwali to name but a few. Explaining different religious views can help bridge gaps and promote tolerance between children. Some easy ways to promote this in your setting could be by:

History

History may have an important role in either defining a culture or explaining some of its beliefs and practices. Understanding the way that different cultures have been portrayed throughout history, may go some way to appreciating how different people see things. Looking at the history of the Jewish people can help understand cultural persecution, but this can be extended to understanding the Black perspective of racism for example, or even the Catholic/Protestant divide that still exists in some areas of Northern Ireland. Where cultures have been at war or conflict has arisen in

history, then it is important to recognise this, and to try to see the events from both perspectives.

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CULTURE SHOCK IS A SOCIAL ISSUE

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Annotation: *Culture shock is a social issue that arises from the encounter between individuals and unfamiliar cultural environments. This scientific article*

examines culture shock as a significant social issue affecting individuals experiencing cross-cultural encounters. Drawing on interdisciplinary perspectives from sociology, psychology, anthropology, and intercultural studies, the article explores the causes, manifestations, and impacts of culture shock on individuals and society.

Key words: *culture shock, social issue, honeymoon, distress, orientation, adaptation*

What Is Culture Shock?

Culture shock refers to the impact of moving from a familiar culture to one that is unfamiliar. This impact includes the anxiety and feelings (such as surprise, disorientation, uncertainty, and confusion) felt when a person must adapt to a different and unknown cultural or social environment. It might include the shock of a new environment, meeting new people, eating new food, or adapting to a foreign language, as well as the shock of being separated from the important people in your life: such as family, friends, colleagues, and teachers.

Culture shock generally comes in four stages. These stages are:

Step 1: The Honeymoon Stage

During this stage, everything is new and interesting. You may experience a feeling of euphoria and be in awe of all the differences you see and experience. You feel excited and stimulated, and you still feel close to everything familiar back home. During this stage, you generally focus on the similarities between your home country and your host country, but you appreciate the differences as well.

Step 2: The Distress Stage

Once the honeymoon stage wears off, you may suddenly start getting frustrated or annoyed by your new country, specifically the customs and values. The things you're experiencing no longer feel new; in fact, it's starting to feel like the strangeness of a new culture is preventing you from experiencing things. You may feel hostility toward the way things are done here, and you may think that they

should be done in a different way. You start to idealize life “back home,” and may feel that your current culture, language, and food are inferior to what you're used to. You feel confused and alone, and may realize that the familiar support systems of home are no longer easily accessible to you. Don't worry; this is perfectly normal.

Step 3: The Orientation Stage

The Orientation Stage is the first stage in acceptance. During this stage, you begin to understand why things are done in a certain way. You start to respect the culture and traditions, whether you consider them to be good or bad. You begin to feel more comfortable in your new environment, and you begin to have a more positive outlook. You feel more confident and better prepared to cope with any problems that might arise. Remember that culture shock is not a perfectly linear experience; you may return to the Distress Stage multiple times until you hit...

Step 4: The Adaptation Stage

During this stage, your attitude changes and you are able to function in both cultures. You have embraced the new culture and are able to see it in a new, yet realistic, light. In this stage you are typically well-oriented to your new life, and have developed your own habits and routines. You feel comfortable, confident, and capable of making decisions. You no longer feel alone and isolated; instead, you start to feel at home.

Dealing with Culture Shock

If you're dealing with culture shock, it's important to remember that you're not alone; everyone goes through culture shock, and it's okay to ask for help! After all, acknowledging your feelings is the first step towards getting a handle on them. There are many different ways to deal with culture shock, which luckily generally lasts just a few weeks.

Conclusion

Culture shock will affect their behavior and whether they seek help when it is needed. Advisors should encourage international students to have as much social

interaction with native students as possible and can help develop programs and events to facilitate such interactions. International students often seek out others from their own culture for support in an unfamiliar environment. Joseph and Baker (2012) found that Caribbean students studying in the U.S. reported feeling less culture shock when they had other students from their home country to create a sense of community. However, relying on a community of people from their own culture can cause students to remain in their comfort zone, preventing them from becoming acculturated to their new environment. The more international students find occasions to interact with native students and others in the host community, the more quickly they will conquer the impediment of culture shock and the more success they will have as international students. Learning to recognize the stages of culture shock will help advisors assist students with moving through the process of adapting to their new environment.

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MASS MEDIA

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Annotation: *This article explains Mass media has become the most convenient tool for people today.*

Keywords: *entertainment, propaganda, application, collectively, individually,*

restricted, protocol.

Mass media, modes (or, less commonly, a single mode) of mass communication whereby information, opinion, advocacy, propaganda, advertising, artwork, entertainment, and other forms of expression are conveyed to a very large audience. In this, the most general, sense of the term, mass media have included print, radio, television, film, video, audio recording, and the Internet—in particular, the World Wide Web and Internet-based social media. The term mass media is also used to refer collectively to types of public or private organizations that produce or disseminate particular forms of expression through such modes, including newspapers and wire services, periodicals, book publishers, libraries, radio and television networks, movie studios, and record companies. Notably, since the late 20th century the Internet as a mode of mass communication has come to provide alternative platforms for mass media organizations that were once restricted to earlier-established technologies. It is now common, for example, for newspapers, periodicals, and books to be published on the Web or through Web-based applications (indeed, some publishing companies have abandoned the print medium altogether) and for musical recordings, television programs, and films to be accessible on individual websites or through dedicated streaming services. Finally, in the United States another common referent of mass media is the group of mostly private corporations that publish or broadcast news and news commentary for a nationwide audience. Mass media in that sense have often been criticized, collectively and individually, for alleged liberal or conservative bias in their reporting on important political, economic, and social issues.

There are six major types of mass media. The first is traditional media, which is based on indigenous methods of information transfer, such as drama, paintings, and songs. The second type is print media, which is a form of information communication through print media. It includes magazines, newspapers, and brochures. The third type is electronic/broadcasting media, which involves communication through audio, visual, or audiovisual electronic systems. It includes

televisions, radios, and motion pictures. The fourth type is outdoor media, which involves communication through outdoor channels. It includes billboards, posters, wallscape, and compark advertising. The fifth type is transit media, which consists of communicating information during movement. Examples include transit shelter advertising in train stations and bus advertising. Finally, the sixth type is digital media advertising, which provides communication through the internet. Digital media includes social media and SNS sites, emails, websites, and internet protocol television.

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DYNAMIC REVERIE: UNVEILING THE UNIQUE FEATURES OF SPORTS EVENTS

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Abstract: *Embark on an immersive odyssey through the enthralling world of sports events, uncovering their intrinsic features that epitomize passion, camaraderie, and vigorous spectacle. This article delves into the multifaceted nature of sports events, encapsulating the vibrancy of athletic prowess, devout fandom, community resonance, and a symphony of celebratory pageantry.*

Keywords: *Sports events, Athletic prowess, Fandom, Community resonance, Spectacle, Pageantry*

Sports events stand as resplendent arenas of athletic dexterity, fervent fandom, and intersectional resonance, encompassing an amalgamation of riveting features that resonate with unparalleled vigor and passion. Here's an exploration of the

unique elements that define sports events, each possessing distinctive hallmarks that contribute to the fervor and pageantry of these dynamic gatherings.

Athletic Prowess: Epitome of Spectacular Skill and Tenacity

At the heart of sports events lies the exhibition of awe-inspiring athletic prowess—showcasing superlative dexterity, strategical acumen, and the testament of unwavering tenacity among athletes. This dynamic athleticism forms the fulcrum upon which sports events burgeon, enveloping spectators in a breathtaking spectacle of human performance.

Fervent Fandom and Collective Camaraderie

Sports events evoke fervent fandom and collective camaraderie, uniting diverse communities under the banner of athletic kinship. The fervor of fans, their chants, and unwavering support amplify the resonance of sports events, galvanizing a palpable aura of unity and shared enthusiasm.

Community Resonance and Local Pride

Sports events serve as conduits for the augmentation of community resonance and local pride, fostering a palpable sense of identity and belonging among spectators and participants. Whether on a grassroots or grand international scale, these events reflect the kaleidoscope of regional heritage and collective pride.

Spectacular Pageantry and Celebratory Splendor

The grandeur of sports events is accentuated through spectacular pageantry, infusing the occasion with celebratory splendor. From opening ceremonies to half-time shows and victory parades, these events manifest as glittering spectacles of jubilation and reverence for athletic achievement.

In conclusion, the unique features of sports events resonate as a dynamic tapestry of athletic prowess, fervent fandom, community resonance, and celebratory pageantry, each facet contributing to the symphony of passion, camaraderie, and athletic revelry that defines the majestic allure of sports events.

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EFFECTIVE METHODS OF USING STEAM TECHNOLOGY IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract: *This article examines effective methods for implementing STEAM technologies (science, technology, engineering, art and mathematics) in preschool educational organizations. It discusses the benefits of STEAM integration in preschool education, suggests practical implementation strategies, presents the results of successful implementations, and gives an idea of the future of STEAM in preschool education.*

Keywords: *STEAM technology, preschool education, early childhood education, hands-on learning, interactive learning, STEM education, game learning, creativity, problem solving, critical thinking.*

Preschool education plays a key role in shaping a child's cognitive and socio-emotional development. In recent years, educators have recognized the importance of integrating STEAM technology into the early childhood learning environment to develop creativity, problem-solving skills, and critical thinking from an early age. This article examines the methods and strategies that make the integration of STEAM technology in preschool educational organizations effective.

Implement interactive learning tools: Implement age-appropriate STEAM learning tools and educational apps that encourage children to learn concepts through hands-on activities. Examples include interactive tablets, educational games, and augmented reality apps.

Creating interactive learning tools for STEAM (Science, Technology, Engineering, Arts, and Mathematics) education can be a rewarding project. Here's a general guide on how you might approach this:

Define Learning Objectives:

- Clearly define the educational goals and concepts you want children to learn.
- Break down these concepts into age-appropriate levels.

Choose a Platform:

- Decide whether your interactive learning tools will be web-based, mobile apps, or a combination of both.
- Consider the devices your target audience is likely to use (tablets, smartphones, etc.).

Design the User Interface (UI):

- Create a user-friendly interface with a visually appealing design.
- Consider the age group's cognitive abilities and design accordingly (larger buttons, simple navigation for younger children).

Develop Content:

- Create engaging content that aligns with educational standards.
- Utilize multimedia elements like videos, images, and interactive simulations.
- Ensure the content is age-appropriate and relevant to the learning objectives.

Integrate Hands-On Activities:

- Include interactive elements that encourage hands-on learning. For example:

- Touchscreen interactions for solving problems or conducting experiments.
- Gyroscope/accelerometer-based activities for a more immersive experience.
- Augmented Reality (AR) features to overlay digital information onto the real world.

Gamification:

- Implement game-like features to make learning more enjoyable.
- Include rewards, badges, or a point system to motivate children to progress.

Assessment and Feedback:

- Integrate assessments to gauge the child's understanding of concepts.
- Provide immediate feedback to reinforce learning.

Parental Controls and Progress Tracking:

- Implement features for parents or teachers to monitor a child's progress.
- Include settings for customization and parental controls.

Accessibility:

- Ensure that the tools are accessible to children with diverse abilities.
- Consider language options, text-to-speech features, and other accessibility features.

Testing and Iteration:

- Test the tools with the target audience and gather feedback.
- Iteratively improve the tools based on user feedback.

Security and Privacy:

- Implement security measures to protect children's data and privacy.
- Comply with relevant regulations and standards for children's online safety.

Launch and Marketing:

- Plan a launch strategy to make the tools available to your target audience.
- Consider partnerships with schools, educational institutions, or app marketplaces.

Remember to stay updated with educational trends and technologies to keep your interactive learning tools relevant and effective.

Robotics and Coding Integration: Simple robotics kits and coding classes can help preschoolers develop logical thinking and problem-solving skills. Classes involving programmable robots, such as Bee-Bots or Cubetto, can be both fun and educational.

Pay special attention to research and experimentation: Create STEAM learning centers where children can learn different materials, conduct simple experiments, and get sensory impressions. Use elements of nature, such as the water table and garden plots, to encourage scientific research.

Encourage creativity through art: Combine STEM concepts with art (STEAM) by including activities such as drawing, coloring, and sculpting in your lessons. This approach promotes creativity and innovation.

Introducing STEAM (science, technology, engineering, art, and math) to pre-school educational organizations can be very beneficial for the development of young children. STEAM classes develop critical thinking, problem-solving skills, creativity, and a love of learning. Here are some effective ways to use STEAM technology in preschool settings:

Hands-on activities: Use hands-on activities and age-appropriate experiments. For example, simple experiments involving mixing colors, building blocks, or studying nature can be included in the curriculum. Use technologies such as tablets or interactive whiteboards to complement these activities with multimedia content.

Educational Apps and Games: There are many educational apps and games designed for preschoolers that focus on STEAM concepts. These apps can introduce you to the basics of programming, math, science, and art in a fun and interactive

way.

Interactive Whiteboards: Use interactive whiteboards to display educational content. Interactive lessons can make learning more fun and can be adapted to different learning styles.

Educational Software: Implement educational software that offers STEAM-related activities. Many programs are designed for preschoolers and can cover a wide range of topics, from basic math to introductory science concepts.

Robotics and Coding: Enter age-appropriate coding and robotics classes. Simple coding games and robot kits designed for preschoolers can teach early programming skills and spark interest in technology.

Toys and STEM Materials: Provide STEM-focused toys and materials, such as building blocks, puzzles, and science kits. These hands-on materials can encourage research, experimentation, and problem solving.

Guided tours and guest speakers: Arrange excursions to science museums, botanical gardens, or local technology companies. Also, invite invited speakers or parents who work in STEM-related fields to share their experience and knowledge with your children.

Изучение Nature Study: Include outdoor activities and nature study in the curriculum. This can contribute to a careful attitude to the environment and the introduction of basic scientific concepts.

Интеграция Art Integration: Combine art with STEM subjects, creating a STEAM approach. For example, children can create art projects related to scientific concepts, or use math to create geometric patterns.

Вовлечение Parent Engagement: Encourage parents to participate in STEAM-related activities at home. Share resources and ideas with your parents to promote STEAM learning outside of the classroom.

Score and Track Progress: Use technology to track and evaluate children's

progress in STEAM zones. This can help you adapt your training to your individual needs.

Professional Development: Ensure continuous professional development of teachers so that they are up-to-date with the latest STEAM teaching methods and technologies.

Collaborative learning: Encourage collaboration and teamwork among children. Group projects and activities can help develop problem-solving and communication skills.

Adapt to individual interests: Pay attention to the individual interests of children in STEAM subjects and adapt the classes accordingly. Adapting the curriculum to their preferences can increase engagement and learning outcomes.

Safety and Supervision: Ensure that the safety of children is a top priority when using STEAM-related technologies and materials. Proper oversight and guidelines are needed.

Remember that the key to successfully integrating STEAM into preschools is to make learning enjoyable, age-appropriate, and hands-on. This will help children build a solid foundation in these subjects, while instilling a lifelong love of learning.

Successful integration of STEAM technology into preschool education requires a balanced approach. Educators must balance screen time with hands-on activities, ensuring that technology improves the learning experience rather than replacing traditional play. In addition, teachers should be trained to effectively implement STEAM methods and adapt them to the needs and interests of their students.

Conclusions:

The introduction of STEAM technology in preschool education opens up huge prospects for educating the next generation of innovators and those who know how to solve problems. Integrating interactive and hands-on learning can help young children develop critical skills while having fun. However, it is essential for educators and policy makers to continuously evaluate and improve these methods to

ensure that they meet the changing needs of preschool education.

Provide professional development opportunities for preschool teachers to familiarize them with STEAM technology and effective learning methods.

Encourage parental involvement and awareness of the benefits of STEAM education to create a supportive learning environment both at school and at home.

Encourage collaboration between preschools and educational technology companies to develop age-appropriate STEAM tools and resources.

Regularly evaluate the impact of STEAM integration on student outcomes and adjust your strategies accordingly.

In conclusion, STEAM technology has the potential to revolutionize preschool education by developing creativity, problem-solving skills, and a love of learning in young children. By introducing innovative teaching methods and constantly improving their approach, preschool educational organizations can prepare children for a future full of opportunities in science, technology, engineering, art and mathematics.

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ENGLISH AS A SECOND LANGUAGE

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Annotation: *English, the world's most widely spoken language, has transcended its native shores to become a global lingua franca. This widespread adoption has led to the emergence of English as a Second Language (ESL), a field dedicated to teaching and learning English to non-native speakers. The field caters to learners of all ages, proficiency levels, and backgrounds, making it an essential tool for global communication and cultural exchange. In this article, there are given information about the meaning of ESL, its significance, benefits, resources for learners, approaches English language learning.*

Key words: *English, language, learner, speaker, second language, teaching, student, skill*

English as a second or foreign language is the use of English by speakers with different native languages. Language education for people learning English may be known as English as a foreign language (EFL), English as a second language (ESL), English for speakers of other languages (ESOL), English as an additional language (EAL), or English as a New Language (ENL).

The aspect in which EFL is taught is referred to as (TEFL), teaching English as a foreign language teaching English as a second language (TESL) or teaching English to speakers of other languages (TESOL). Technically, TEFL refers to English language teaching in a country where English is not the official language, TESL refers to teaching English to non-native English speakers in a native English-speaking country and TESOL covers both. In practice, however, each of these terms tends to be used more generically across the full field. TEFL is more widely used in the United Kingdom and TESL or TESOL in the United States.

The term "ESL" has been seen by some to indicate that English would be of

subordinate importance; for example, where English is used as a lingua franca in a multilingual country. The term can be a misnomer for some students who have learned several languages before learning English. The terms "English language learners" (ELL), and, more recently, "English learners" (EL), have been used instead, and the students' native languages and cultures are considered important.

The Significance of English as a Second Language

The significance of ESL lies in its ability to empower individuals and connect communities across borders. English proficiency opens doors to educational opportunities, employment prospects, and personal advancement. It facilitates access to information, knowledge, and diverse perspectives, fostering global understanding and cooperation.

ESL includes various contexts

Education: ESL programs are integral to schooling systems in countries where English is not the primary language. They equip students with the English skills necessary for academic success and future career opportunities.

Immigration: English proficiency is often a prerequisite for immigration and integration into English-speaking countries. ESL programs help immigrants navigate the new linguistic landscape and participate fully in society.

Business and Commerce: English serves as the common language of international business and trade. ESL training enhances communication and collaboration among professionals from different countries, promoting economic growth and globalization.

Travel and Tourism: English proficiency is essential for travelers seeking to immerse themselves in new cultures and navigate unfamiliar destinations. ESL courses equip individuals with the linguistic tools to make the most of their travel experiences.

Approaches to English Language Learning

ESL instruction encompasses a variety of approaches, catering to diverse learning styles and preferences. Common ESL methodologies include:

Communicative Language Teaching (CLT): This emphasizes real-world communication and focuses on developing students' fluency and ability to use English in practical contexts.

Task-Based Language Teaching (TBLT): It engages learners in meaningful tasks that require them to use English to achieve specific goals.

Content and Language Integrated Learning (CLIL): This integrates English language learning with the teaching of other subjects, providing students with opportunities to apply their English skills in a meaningful academic context.

Resources for English Language Learners

The abundance of ESL resources available ensures that learners have access to a wealth of materials and support. These resources include:

Textbooks and Course Materials: A vast array of ESL textbooks and course materials caters to different levels of proficiency and instructional approaches.

Online ESL Platforms: Numerous online ESL platforms offer interactive lessons, practice exercises, and personalized feedback.

Mobile ESL Apps: Mobile ESL apps provide convenient access to English learning resources on the go.

Language Exchange Programs: Language exchange programs connect learners with native English speakers for conversation practice and cultural exchange.

Benefits of Learning English as a Second Language

Learning English as a second language could be one of the best decisions that you ever make. Being fluent in English can help you in many ways, whether you are planning to travel, study in an English-speaking country, emigrate, or improve your career prospects. Think about the following:

English is the most popular language on the Internet. In 2010, the world wide

web had more than 536 million English-speaking users. Nearly 5.5 billion websites are available in English.

Approximately 66 per cent of the world's scientists and researchers use English as a second language.

Twenty-five per cent of the world's population speak English at basic-intermediate level.

You simply can't get into some professions unless you are competent in English. Some of these professions include air traffic controller, the diplomatic sector, and some jobs in the computing or information technology industry.

Conclusion

We live in a globalized world where only competent English speakers have the best opportunities to progress and get ahead in their personal and professional lives. If we want to live and work in an English-speaking country, immigration authorities will ask that we have a certificate that proves our English language skill. If we learn approaches English language and use resources of it, then we can easily learn it.

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EXPLORING THE IMPACT OF TOURISM: THE PROS AND CONS FOR A COUNTRY

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Annotation: *The impact of tourism on a country can be analysed through a careful examination of its pros and cons. On the positive side, tourism can contribute to economic growth by generating revenue and creating job opportunities. Additionally, it can promote cultural exchange and understanding between different nations. However, there are also negative aspects to consider. Tourism can lead to environmental degradation, as increased visitor numbers can put strain on natural resources and ecosystems. Furthermore, it can contribute to the commodification of local cultures and traditions.*

Keywords: *Economic boost, souvenirs, dining, cultural exchange, facilitate, mutual understanding, preservation of heritage, landmarks, safeguarding, infrastructure, cultural degradation, congestion.*

Tourism has become an essential part of many countries' economies, attracting millions of visitors each year. While it brings numerous benefits, it also presents challenges. This article explores the pros and cons of tourism in a country, shedding light on its multifaceted impact.

Pros of Tourism:

1. **Economic Boost:** Tourism can significantly contribute to a country's economy by generating revenue from visitors' spending on accommodations, transportation, dining, and souvenirs. This influx of funds can help create jobs and stimulate growth in various sectors.

2. **Cultural Exchange:** Tourism facilitates cultural exchange as visitors immerse themselves in the local traditions, cuisine, and lifestyle, fostering mutual

understanding and respect between different cultures and nationalities.

3. Preservation of Heritage: The presence of tourists often prompts governments and local authorities to invest in the preservation of historical sites, landmarks, and natural attractions, safeguarding the country's heritage for future generations.

4. Job Creation: The tourism industry creates employment opportunities, directly and indirectly, in areas such as hospitality, transportation, entertainment, and retail, contributing to reduced unemployment rates.

5. Infrastructure Development: The need to accommodate tourists can drive infrastructure development, leading to improved transportation, communication, and utilities, benefiting both residents and visitors.

Cons of Tourism:

1. Environmental Impact: Mass tourism can strain natural resources, lead to pollution, and harm local ecosystems. Overcrowding in popular destinations can result in damage to delicate environments and wildlife habitats.

2. Cultural Degradation: Heavy tourism can dilute traditional cultures and practices, leading to the commercialization of traditions and the distortion of local lifestyles to cater to tourists' expectations.

3. Overcrowding and Congestion: Popular tourist spots may become overcrowded, disrupting the daily lives of local residents and putting strain on local infrastructure and public services. This can create resentment among the local population.

4. Seasonal Employment: Many tourism-related jobs are seasonal, leading to instability and insecurity for those employed in the industry during off-peak periods.

5. Economic Dependence: Heavy reliance on tourism can make a country vulnerable to fluctuations in the industry, exposing the economy to risks associated with global economic downturns, natural disasters, or political instability in tourists'

countries of origin.

Conclusion

While tourism offers economic benefits and cultural exchange, it also poses environmental and societal challenges. Striking a balance between reaping the rewards of tourism and mitigating its negative impacts is crucial for sustainable development. Governments, local communities, and tourists themselves must work together to ensure that the benefits of tourism are maximized while minimizing its drawbacks, creating a positive and lasting impact on the country.

Resources

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FOOD HYGIENE

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Annotation: *As you know food hygiene is a set of food manufacturing practices that aim to minimise biological food hazards through safe and clean operations to protect public health from foodborne diseases.*

Key words: *health hazards, food defense, hygiene, food technology, pathogens, bacteria, viruses.*

First and foremost, the occurrence of two or more cases of a similar illness resulting from the ingestion of a common food is known as a food-borne disease outbreak. This includes a number of routines that should be followed to avoid potential health hazards. In this way, food safety often overlaps with food defense to prevent harm to consumers. In considering industry-to-market practices, food

safety considerations include the origins of food including the practices relating to food labeling, food hygiene, food additives and pesticide residues, as well as policies on biotechnology and food and guidelines for the management of governmental import and export inspection and certification systems for foods. In considering market-to-consumer practices, the usual thought is that food ought to be safe in the market and the concern is safe delivery and preparation of the food for the consumer. Food safety, nutrition and food security are closely related. Unhealthy food creates a cycle of disease and malnutrition that affects infants and adults as well. Food can transmit pathogens, which can result in the illness or death of the person or other animals. The main types of pathogens are bacteria, viruses, parasites, and fungus. The WHO Foodborne Disease Epidemiology Reference Group conducted the only study that solely and comprehensively focused on the global health burden of foodborne diseases. This study, which involved the work of over 60 experts for a decade, is the most comprehensive guide to the health burden of foodborne diseases.

Food can also serve as a growth and reproductive medium for pathogens. In developed countries there are intricate standards for food preparation, whereas in Tesser developed countries there are fewer standards and less enforcement of those standards. Even so, in the US, in 1999, 5,000 deaths per year were related to foodborne pathogens. Another main issue is simply the availability of adequate safe water, which is usually a critical item in the spreading of diseases. In theory, food poisoning is 100% preventable. However this cannot be achieved due to the number of persons involved in the supply chain as well as the fact that pathogens can be introduced into foods no matter how many precautions are taken.

Issues

Food safety issues and regulations concern:

Agriculture and animal husbandry practices.

Food manufacturing practices.

Food additives

Novel foods.

Genetically modified foods

Food label

Food contamination.

Food contamination.

Food contamination happens when foods are corrupted with another substance. It can happen in the process of production, transportation, packaging, storage, sales, and cooking process. Contamination can be physical, chemical, or biological
Physical contamination

Physical contaminants (or 'foreign bodies') are objects such as hair, plant stalks or pieces of plastic and metal. When a foreign object enters food, it is a physical contaminant. If the foreign objects are bacteria, both a physical and biological contamination will occur.

Physical food contamination is a hazardous yet natural accident of contaminating food with dangerous objects around the kitchen or production base when being prepared. If kitchens or other places where food may be prepared are unsanitary, it is very likely that physical contamination will occur and cause negative consequences. Children and the elderly are at the highest risk of being harmed by food contamination due to their weaker immune systems and fragile structures. The most common reasoning for physical contamination to occur is when the food is left uncovered without lids. To prevent such contamination and harm to those consuming food from restaurants, cooks are recommended to wear hair nets, remove jewelry, and wear gloves when necessary, especially over wounds with bandages. Chemical contamination happens when food is contaminated with a natural or artificial chemical substance.

Safe food handling procedures (from market to consumer)

The five key principles of food hygiene, according to WHO, are:

Prevent contaminating food with pathogens spreading from people, pets, and pests.

Separate raw and cooked foods to prevent contaminating the cooked foods.

Cook foods for the appropriate length of time and at the appropriate temperature to kill pathogens.

Store food at the proper temperature.

Use safe water and safe raw materials

Proper storage, sanitary tools and work spaces, heating and cooling properly and to adequate temperatures, and avoiding contact with other uncooked foods can greatly reduce the chances of contamination. Tightly sealed water and air proof containers are good measures to limit the chances of both physical and biological contamination during storage. Using clean, sanitary surfaces and tools, free of debris, chemicals, standing liquids, and other food types (different from the kind currently being prepared, i.e. mixing vegetables/meats or beef/poultry) can help reduce the chance of all forms of contamination. However, even if all precautions have been taken and the food has been safely prepared and stored, bacteria can still form over time during storage. Food should be consumed within one to seven (1-7) days while it has been stored in a cold environment, or one to twelve (1-12) months if it was in a frozen environment (if it was frozen immediately after preparation). The length of time before a food becomes unsafe to eat depends on the type of food it is, the surrounding environment, and the method with which it is kept out of the danger zone.

In my point of view, everyone should know about food hygiene. If he or she doesn't know what's food hygiene. They are able to face with some misunderstandings. Perhaps, if they follow to food hygiene on their lifestyle. They can afford themselves safe their safety not only that but also their well-being.

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GASTRONOMIK TURIZM

Latibjonova Osiyo, talaba

Andijon davlat chet tillari instituti

Ilmiy rahbar: Abdulazizov Dovudbek, o'qituvchi

Kalit so'zlar: *pazandachilik, gastronomiya, ovqatlanish, turizm, iqtisod, xizmat ko'rsatish*

Pazandachilik madaniyati yaqin vaqtgacha e'tibordan chetda qolgan soha bo'lib kelgan. Biroq, oshpazlik madaniyati har doim madaniyat va an'analarning eng uzoq saqlanib qolgan qismidir. Boshqacha qilib aytadigan bo'lsak, jamiyatning turli o'ziga xosliklari o'zaro uyg'unlashib, milliy tuyg'ularni eng ko'p his qiladigan oshxonalar kundalik turmush tarzi, diniy e'tiqodlari, odatlari, urf-odatlari, urf-odatlari ko'zgusidir. Jamiyatlarda ovqatlanish uslubining o'zgarishi va ijtimoiy ovqatlanish qiymatining oshishi turizm faoliyatidagi harakatlarning sabablaridan biri bo'ldi. Gastronomiya turizmi asosiy bo'lib qoldi va so'nggi yillarda sayyohlik yo'nalishi jozibadorligining tez o'sib borayotgan tarkibiy qismiga aylandi. Gastronomiya turizmining marketing imkoniyatlari ushbu masalaga ahamiyat bergan mamlakatlar tomonidan ishlab chiqilmoqda. Turistlarning yo'nalishlar va joylashtirish vositalarida mahalliy ta'mni his qilish istagi gastronomiya turizmini

rivojlantirish uchun zamin yaratdi. Mahalliy va xorijiy sayyohlar tomonidan gastronomiya turizmining ahamiyatini anglagan turizm korxonalari o'z ob'ektlarida gastronomik omillarni namoyish etdilar. Shu sababli, gastronomiyaga e'tibor qaratish uchun turizmni turizm bilan bog'liq barcha jamg'armalar va fuqarolik jamiyati tashkilotlari bilan kelishilgan holda va tegishli vazirliklarni rag'batlantirgan holda boshqarish kerak. Bundan tashqari, reklama tadbirlari gastronomik turizmni ishlab chiquvchilar tomonidan o'lchanadigan usullarda amalga oshirilishi kerak.

Kirish

Bugungi dunyoda jismoniy ehtiyojlardan biri bo'lgan va rivojlanayotgan turizm sektori va oziq-ovqat va ichimliklar sanoati bilan bog'liq bo'lgan ovqatlanish, bo'sh vaqt faoliyati sifatida ko'rilgan va tashqarida qondirishni istagan sektorning paydo bo'lishiga olib keldi. Deyarli barcha sayyohlar, qaysi mehmonxonada bo'lishidan qat'i nazar, oziq-ovqat va ichimliklar xizmatlarini ko'rsatadimi yoki yo'qmi, tashqarida ovqatlanishni afzal ko'radi va mintaqaga tegishli mahalliy taomlar bilan tanishib va tatib ko'ring. Shu nuqtai nazardan, mintaqaning mahalliy taomlari boshqa madaniyatni bilish va ko'proq o'rganish uchun muhim vositaga aylandi (Kastenholz & Davis 1999; Gyimothy va boshq., 2000; Joppe va boshq., 2001). Sayyoh yangi madaniy tajribaga ega bo'lish uchun biron bir hududga tashrif buyurishni xohlashi mumkin yoki u mahalliy taomlarni va o'sha hududga tegishli turli xil ta'mlarni tatib ko'rishni xohlaydi. Oqibatda, hozirda o'sha hududning mahalliy taomlarini tatib ko'rish, ishlab chiqarish bosqichlarini kuzatish va faqat o'sha hududda mavjud bo'lgan xomashyodan tayyorlangan mahalliy taomni tatib ko'rish kabi sabablar hozirda sayyohlarga ta'sir ko'rsatuvchi asosiy sabablar qatoriga kira boshladi. tashrif buyuradigan joylar uchun afzalliklar. Bundan tashqari, bu mintaqalar resurslarining barqarorligiga, shuningdek, oziq-ovqat madaniyati ustuvor bo'lgan mintaqalarda tuzilishi mumkin bo'lgan muqobil turizm ob'ektlariga yordam beradi (Yuncu, 2010). Endi gastronomiya sayyohlar yo'nalish tanlashda ularni jalb qilishda hal qiluvchi omil sifatida qaralmoqda. Gastronomik turizm quyosh va dengiz yo'nalishlariga o'z-o'zidan muqobil turizm turiga aylanishi

mumkin va u ushbu yo'nalishlarni qo'llab-quvvatlovchi faoliyat sifatida ham xizmat qilishi mumkin (Shenoy, 2005: Kivela & Crotts, 2006; Ulusoy, 2008).

Gastronomiya

“Gastronomiya” so‘zi yunoncha “gaster” (oshqozon) va “nomas” (qonun) so‘zlarini qo‘shish natijasida hosil bo‘lgan. Biroq, uning lug‘at ma’nosidan tashqari nimani anglatishini va qamrab olganini talqin qilish foydaliroq va muhimroqdir. faqat lug‘at ma’nosi o‘rniga (Altinel, 2014). Garchi "gastronomiya" ko'p manbalarda ovqatlanish va ichish san'ati sifatida ta'riflangan bo'lsa-da, aslida u o'zaro bog'liqdir. Kimyo, adabiyot, biologiya, geologiya, tarix, musiqa bilan bevosita bog'liq bo'lgan san'at va fan sohasi, falsafa, psixologiya, sotsiologiya, tibbiyot, ovqatlanish va qishloq xo'jaligi (Kivela & Crotts, 2006). Mavzu bo'lgani kabi

Ovqatlanish va ichish haqida, bu ovqatlanish fanlari, ta'm hissi va uning fiziologiyasi, sharob kabi masalalarni o'z ichiga oladi. Ishlab chiqarish, inson organizmidagi ozuqaviy elementlarning vazifalari, oziq-ovqat mahsulotlarini tanlashda sifatlarni aniqlash va oziq-ovqat mahsulotlarining chiqib ketishining oldini olish uchun gigiena va sanitariya me'yorlariga muvofiq ishlab chiqarish jarayonlarini ishlab chiqish fizik, kimyoviy va biologik (Shenoy, 2005). Gastronomiyaning maqsadi inson salomatligini eng yaxshi ovqatlanish bilan saqlash va hayotdan zavqlanishni ta'minlashdir va ovqatlanish; oziq-ovqat va ichimliklar gigienik muhitda ishlab chiqariladi va iste'mol qilinadigan tarzda tayyorlanadi. Tanglay va ko'rish zavqiga murojaat qiladigan narsalar ham gastronomiyaning o'rganiladigan mavzularidandir.

Gastronomik turizm

Bugungi dunyoda turizm eng muhim iqtisodiy tarmoqlardan biri va bo'sh vaqtni o'tkazish faoliyati va uning iqtisodiy jihatdan katta multiplikativ ta'siri borligi va ko'plab sohalarda bevosita va bilvosita faollashishiga olib kelishi mumkin. Kichik tarmoqlar uni ideal rivojlanish vositasiga aylantiradi (Cagli, 2012). Jamiyat taraqqiyotida harakatlantiruvchi rolga ega bo'lgan turizm xizmat ko'rsatuvchilar

uchun daromad manbai hisoblanadi. Odamlar sayohat paytida ehtiyojlarini qondirish uchun sarflaganlaridek. Odamlarning ehtiyoji ortib borgani sari uning majburiyati ham ortadi, ko'proq va ko'proq tovarlar va xizmatlar ishlab chiqarish va taklif qilish, bu esa ishlab chiqarish, investitsiyalar va daromadlarni oshiradi.

Destinatsiyalar uchun gastronomiyaning ahamiyati

Kuchli raqobat mavjud bo'lgan bugungi marketing dunyosida yo'nalishlar marketingi murakkab hodisadir, chunki u turli maqsadlar va umidlar bilan ko'p qiyinchiliklarga ega; va mahalliy oshxonalar maqsadni rivojlantirish, joriy etish va sotish uchun noyob manbalardir (Uner, 2014). Gastronomik turizm destinatsiyani ishlab chiqish va sotishning ajralmas va aks ettiruvchi qismi ekanligi hisobga olinsa, destinatsiyaga tashrif buyurgan sayyohlar har tomonlama mintaqaviy madaniyatga kiritilishi kerak. Belgilangan joyda amalga oshirilishi mumkin bo'lgan gastronomik turizm faoliyati to'g'ridan-to'g'ri va bilvosita bandlik va moliyaviy daromadlarni ta'minlaydi (Sahin, 2015). Gastronomik turizm juda muhim hisoblanadi, chunki u sayyohlar sayohatini o'ta noyob qilish, borar joyini yorqinroq qilish va boshqalar orasida yaxshi obro'ga ega bo'lishga yordam beradi, shuningdek, oziq-ovqat va ichimliklar iste'mol qilish fiziologik emas, balki ramziy ma'noga ega bo'lishi mumkinligini ko'rsatadi. (Caliskan, 2013). Shu nuqtai nazardan qaraganda, gastronomik turizm turistlar holatining muhim ko'rsatkichi bo'lib, ular nima, qayerda, qachon va kim bilan ovqatlanishiga bog'liq; shuning uchun yaratish bo'yicha tadqiqotlar ushbu turdagi tafsilotlarga alohida e'tibor berib, juda ehtiyotkorlik bilan bajarilishi kerak va turizm boshqarmasi, viloyat madaniyat va turizm boshqarmalari kabi fuqarolik jamiyati tashkilotlari bilan birgalikda. universitetlarning turizm bo'limlari, turizm korxonalari, assotsiatsiyalar va federatsiyalar.

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SIGNIFICANT DIFFERENCES BETWEEN AMERICAN AND BRITISH ENGLISH

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Annotation: *It is knowledgeable fact that there are some English language varieties in the world. American English and British English are the most famous of them. They have lots of distinction and differences. Natives may distinguish the meaning and spelling of vocabularies and the structures of grammar formulas. However, they make new learners confused. Till nowadays, a lot of researchers tried to find the solutions of confusions between AmE and BrE. In addition, this article will demonstrate some contrasts about the aspects of vocabulary and grammar between AmE and BrE.*

Key words: *AmE (American English), BrE (British English), differences, grammar, vocabulary.*

Annotatsiya: *Dunyoda ingliz tilining bir necha turlari mavjudligi barchaga ma'lum. Amerikanacha va Britanacha ingliz tili esa ularning eng mashhurlaridir. Ularning esa bir-biridan farq va tafovutlari judayam ko'p. Tub aholi (ingliz tilida so'zlashuvchi xalq) grammatik formula va so'zlarning ma'no mohiyatini farqlay*

olishi mumkin. Biroq, bu kabi qiyinchiliklar tilni yangi o'rganuvchilarni chalkashtirib qo'yishi turgan gap. Bugungi kunga qadar ko'plab soha izlanuvchilari Amerikanacha va Britanacha ingliz tili orasidagi tushunmovchiliklarning yechimini topishga harakat qilishgan. Quydagi maqola ham Amerikanacha va Britanacha ingliz tili orasidagi lug'at boyligi va grammatikaning jihatlari to'g'risidagi qarama-qarshiliklarni namoyon etib beradi.

Kalit so'zlar: *AmI (Amerika ingliz tili), BrI (Britaniya ingliz tili), farqlar, grammatika, lug'at.*

Аннотация: *Общеизвестный факт, что в мире существует несколько разновидностей английского языка. Американский английский и британский английский являются наиболее известными. Они имеют множество отличий и отличий друг от друга. Носители языка могут различать значение и написание словарей, а также структуру слов грамматические формулы. Однако они сбывают с толку новичков. До сих пор многие исследователи пытались найти решение путаницы между Американским и Британским английским. Кроме того, в этой статье будут продемонстрированы некоторые различия в аспектах словарного запаса и грамматики между Американским и Британским английским.*

Ключевые слова: *АмА (американский английский), БрА (британский английский), различия, грамматика, лексика.*

As scientists noticed that American English and British English are two ranges in one language. However, they have different certain history, aspects and others. For example, as literate beings, we tend to equate language with writing. But there are significant differences, not only between oral sounds and written symbols, but also between spoken and written syntax or vocabulary.

In numbers of speakers as well as in its uses for international communication and in other less quantifiable measures, English is on the most important languages of the world. Spoken by more than 380 million people in the United Kingdom, the

United States, and the former British Empire, it is the largest of the Western languages. English, however, is not the most widely used native language in the world. Chinese, in its eight spoken varieties, is known to 1.3 billion people in China alone. Some of the European languages are comparable to English in reflecting the forces of history, especially regarding European expansion since the sixteenth century. Spanish, next in size to English, is spoken by about 330 million people, Portuguese by 180 million, Russian by 175 million, Germany by 110 million, French by 80 million native speakers (and a large number of second-language speakers), Italian by 65 million.

1. Vocabulary differences.

British English	American English
Flat	Apartment
building	block
lift	elevator
pavement	sidewalk
motorway	freeway
junction	Fork
Phone box	Phone booth
film	movie
headmaster	principal
marks(exams)	grades
shop	store
food shop	grocery store
maths	math
crisps	Potato chips

sweets	candy
lorry	truck
postman	mailman
rubbish	garbage
child	kid
mother/mum	mom
mobile phone	cellphone

Grammar Differences.

Past and past participle forms of Verb.

Differences in verb forms are acknowledge as perhaps the most significant dissimilarity between BrE and AmE. A number of BrE verbs have a t-inflection while AmE verbs tend to conform to the standardized –ed structure. These differences constitute a subtle distinction in pronunciation which on ten goes unnoticed (in pronunciation), but indicate in which English a text is written. It is worth mentioning that many AmE conjugations are considered standard in BrE, thus both versions are accepted as correct.

Infinitive	Past simple	Past participle
BrE Burn	Burnt/burned	Burnt/burned
AmE	Burned/burnt	Burned/burnt
BrE Bust	Bust	Bust
AmE	Busted	Busted

BrE Dream	Dreamt/dreamed	Dreamt/dreamed
AmE	Dreamed/dreamt	Dreamed/dreamt
BrE Get	Got	Got
AmE	Got	Gotten
BrE Learn	Learnt/learned	Learnt/learned
AmE	Learned/learnt	Learned/learnt
BrE Smell	Smelt/smelled	Smelt/smelled
AmE	Smelled/smelt	Smelled/smelt
BrE Wake	Woke	Woken
AmE	Woke/woked	Woken

Grammar differences.

Have/has(got)

Have/has(got)	British English	American English
Positive(+)	Have got/has got	Have/has
Negative(-)	Haven't got/hasn't got	Don't have/doesn't have
Interrogative(?)	Have you...? Has she...?	Do(es)you/she have...?

Prepositions between BrE and AmE

British English	American English
I am going to a cinema at the weekend	I am going to a cinema on the weekend
Monday to Saturday	Monday through Saturday
It's easy from/to the others	It's easy from/than the others

Spelling differences between BrE and AmE

British English	American English
Catalogue	catalog
centre	center
cheque	check
colour	color
favourite	favorite
honour	honor
jewellery	jewelry
maths	math
metre	meter
neighbour	neighbor

Although there are many differences between AmE and BrE in many ways such as grammatical and vocabulary. they are mostly similar each other and they can understand each other in their daily conversation, but the difficulty might appear if the new learners begin learning English. It is common to whoever will start learning English, because the differences are very visible. In addition, the differences

between AmE and BrE especially in grammar and vocabulary may become a problem to beginner if they want to take English for academic purposes, because BrE and AmE have a special standardized.

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3-YO'NALISH: CHET TILIGA O'RGATISHDA ONA TILINING ROLI

IMPORTANCE OF THE MOTHER TONGUE ON TEACHING A FOREIGN LANGUAGE

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Annotation: *Learning or teaching a new language, teachers and students naturally run into some obstacles in connection to grammar or speaking and writing skills. In this case mother tongue should be taken into a great consideration for both teachers and learners. So, in this article the author tends to feature some of the most significant keys of how mother tongue plays a great role in the study of a second language.*

Key words: *Mother tongue, native, grammar, decoding, brain, language skills.*

Annotatsiya: *Yangi tilni o'rganish yoki o'rgatish, o'qituvchilar va talabalar tabiiy ravishda grammatika yoki nutq va yozish qobiliyatlari bilan bog'liq ba'zi to'siqlarga duch kelishadi. Bunda ona tiliga ham o'qituvchilar, ham o'quvchilar uchun katta e'tibor berilishi kerak. Shunday qilib, ushbu maqolada muallif ona tilining ikkinchi tilni o'rganishda qanday katta rol o'ynashi haqidagi eng muhim kalitlarni ko'rsatishga intiladi.*

Kalit so'zlar: *ona tili, ona tili, grammatika, dekodlash, miya, til ko'nikmalari.*

Аннотация: *Изучая или обучая новому языку, преподаватели и ученики, естественно, сталкиваются с некоторыми препятствиями, связанными с грамматикой или навыками разговорной и письменной речи. В этом случае*

родной язык должен учитываться как учителями, так и учащимися. Итак, в этой статье автор стремится показать некоторые из наиболее важных моментов того, какую важную роль родной язык играет в изучении второго языка.

Ключевые слова: Родной язык, родной, грамматика, декодирование, мозг, языковые навыки.

Since the initial ways of teaching foreign languages started many years ago, different approaches have been used in pedagogy. After all, linguists have reached a conclusion that knowing the native language in a high degree eases learning process even makes it faster!

The first this that should be mention is that when a new learner begins the second language, he uses his existing knowledge gained from the mother tongue. More clearly, as much as he learns a new grammar rule, this newly-picked knowledge is attached to its fundamentally-shaped native language. The more a student learns a new rule in the second language the stronger he becomes in the mother tongue and the next. To prove this, in The Netherlands a survey was held in a brain which started learning a foreign language. The scientists noticed that, if the learning language is in the same grammatical structure with the new one, brain falls back on the same grammar position. However, if it is a complete different language structure, brain creates new grammatical fractions.

Additionally, while learning a foreign language, students are more likely to grasp it faster as long as they have reached a good level in the mother tongue, which means that another advantage does the mother tongue have – students learn so fast. One quote from Vera F. Birkenbihl, a German management trainer can justify what we have said: “A child who grasps for the first time what is meant by the word honesty has now also learned the concept of honesty. The adult, however, already knows the idea behind this word. Terms that occur in the native language can therefore be learned far more quickly.”

Decoding a foreign language with the mother tongue is one good method for whom they have all skills in native language. In fact, decoding is a way that someone learns a new language translating word by word and sometimes they note down all the known word or phrases and then look up unknown ones. This not only makes learners comprehend the structure of the second language, but helps to analyse formation of verbs, noun, adjectives.

In conclusion, to be a professional multi lingual person, the first step is still learning the mother tongue of any language despite the fact that language family is the same origin of both the first and the next new language.

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ЧЕТ ТИЛИНИ ЎРГАНИШДА ОНА ТИЛИНИНГ ЎРНИ

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Аннотация: *Ҳозирги кунда таълим-тарбия тизимида чет тилларни ўргатишининг инновацион усулларини қўллаш орқали ўқитиш муҳим аҳамият касб этмоқда. Ота-оналар, педагог-ўқитувчиларининг ташаббуслари ва янгиликлари билан ёшларни болаликдан чет (хорижий) тилларга ўқитиш бўйича мазмунан ривожланиш кузатилмоқда.*

Калит сўзлар: *Феноменал, чет (хорижий) тил, абстракт, реал воқелик, тафаккур, психика, интелект, компонентлик.*

Кириш

Ҳаёт ҳақиқати шундан далолат берадики, дунёда барча билим ва тажрибалар сўз, тушунча, тасаввур ҳамда хулосалар билан бевосита ё билвосита инсон фаолияти билан боғлиқ ҳолда вужудга келади, ривожланади, бойиб, такомиллашиб боради ёхуд аксинча - эскириб, умрини ўтаб, заволга юз тутади. Айни пайитда шундай бир ҳодиса борки, у токи одамзод тирик экан, унинг онгли ҳаёти мавжуд экан, демак у ҳеч қачон заво бўлмайди. Шунинг учун ҳам уни ўта ноёб феноменал ҳодиса деб атаймиз. Бу - соғлом фикрлайдиган, эзгу орзу-умидлар билан яшайдиган инсон ва жамият томонидан ҳамма замонларда ҳам қадрланиб келинган Она тилимиз ҳодисасидир.

Инсон руҳияти, дунёқараши, маънавий дунёсида орзу қилиши ҳар доим алоҳида ўринга эга бўлган. Орзу қилиш инсонга хос бўлган ноёб хислатдир. Бу дунёда ниманидир орзу қилмаган, унга эришиш йўлида бор имкониятини ишга солишга тайёр бўлмаган инсон топилмаса керак. Яхши яшаш, тўкин-сочинлик, фаровон ҳаёт, бировдан кам бўлмасликка интилиш, бу дунёда яратилган барча моддий ва маънавий неъматлардан баҳраманд бўлиш истаги ҳар биримизни тинимсиз ўз тафаккуримизни чархлаш, меҳнат қилиш, ижод билан шуғулланишга ундайди. Аслида ҳаётимизнинг мазмуни ҳам шундадир.

Айни пайитда ҳозирги замондошларимизнинг, айниқса, ёшларнинг аҳамияти ҳамма нарсадан устун бўлиб турган орзуси чет (ҳорижий) тилини билишидир. Шу мақсадда Ўзбекистон Президентининг умумий ўрта талим муассасалари ўқувчиларини ўз она тилидан ташқари камида битта чет (ҳорижий) тилини билиб тамомлашлари ҳақида қўйган муҳим вазифалари ҳам бежиз эмас.

Шубҳасиз, инсоннинг чет (ҳорижий) тилини ўрганишида она тилининг ўрни беқиёс. Чунки боланинг дастлаб тили, товушларни чиқариб, гапириш механизмини чархлай бошлаши, ўзи туғилиб, ўсган оиласи даврасида шакллана бошлайди. Бола 2 ёшда катталар билан мулоқотга киришиб, ўзининг

муносабатини билдира олади. Унинг сўз бойлиги ортиб борган сари эшитиш, билиш, тушуниш, фикрлаш қобилиятлари ортиб, тасаввури кенгайиб боради. Ўз она тили таъсирида боланинг психологияси ривожланиб боради. Она тили орқали ўз миллатини, Она Ватанини танийди. Миллий кадриятларини англаб етади, умуммиллий кадриятларни билади. Ўз она тилимизга нисбатан айтсак, Алишер Навоийнинг 52 минг мисрадан иборат шоҳ асари “Хамса”ни ўзбек тилида ўқишга не етсин.

Тил физиологик асосга кўра икки сигнал тизими вазифасида намоён бўлишини олим И.П.Павлов кашф этган. Тил билан тафаккур инсон психикасининг ўзаро ажралмас, бир-бирига чамбарчас боғлиқ ходисасидир. Улар инсон онгининг шаклланишида муҳим ўрин тутати. Боланинг онги тил қобиғидан ташқари қарор топиши мумкин эмас¹.

Тил белгилари, ўз табиатига кўра, шартли бўлсада, у реал воқеликни билиш жараёни шартларидан ҳисобланади.

¹. Маънавият асосий тушунчалар луғати. К.Назаров ва бошқалар. ”Ўзбекистон файласуфлар миллий жамияти” нашрети, Тошкент-2021 йил. 582-бет.

Шу жиҳатдан ҳам тил муомала воситаси бўлишидан ташқари, билиш воситаси вазифаини ҳам бажаради. Шунигдек, тил тўпланган билимларни, тажрибаларни қайд этиш, сақлаш, авлоддан - авлодга ўтказиш воситаси ҳам саналади. Астракт тафаккур тил орқали воқе бўлади. Тилнинг мавжудлиги тафаккурнинг умумлаштирувчи фаолиятининг энг зарурий шартидир. Тил воситаларининг фаоллашуви натижасида нутқ кўникмаларининг компонентлари лексика, грамматика, фонетика ҳам фаоллашади.

Демак, бундан кўриниб турибдики, шахс ўзининг она тили билан оламни билади, ўзини-ўзи англашида, ижтимоийлашувида катта аҳамиятга эга. Она тилини билиш иккинчи чет тилини билиш учун замин ҳозирлайди. Бироқ фақат ўз она тилини билиш билан чекланиб қолган одам ўз атрофидаги,

Ўзининг маданиятига хос бўлган оламни билиш билан чекланиб қолади. Дунёдаги бошқа тилларни билиш эса, унинг дунёни билиш доирасини кенгайтиради, интелектини ўстириш имконини беради. Ўзининг қобиғига ўралашиб қолган миллатнинг ривожланиши қийин кечади. Фақат дунё тараққиётига ҳам нафас бўлган халқнинг мавқеи мустаҳкам, қадами илдам бўлади. Хусусан, қўшимча чет тилларни билган шахслар дунё миқиёсида юз бераётган воқеа-ҳодисаларни илғаб олади, ҳодисаларни ўз вақтида тушуниб етади, ижтимоий-иқтисодий ривожланишларни, янгиликларни билиш имкониятига эга бўлади. Чет тилини ўқитиш ёшликдан, мактабгача тарбия ёшининг катта гуруҳларидан ўргатила бошлагани мақсад мувофиқ. Чунки, К.Д.Ушинскийнинг таъкидлашича чет тилида сўзлашишни ёш бола катталарга ўхшаб йиллар давомида эмас, балки бир неча ойларда яхшироқ ўрганиб олади. Тилларнинг бир-бирига таъсири ва ўзаро яқинлашуви, ўхшашликлари натижасида шахсда янги тил вужудга келади. Таълим-тарбияга янгича, тизимли ёндошув болада таянч фазилатларни кафолатли шакллантиришда оила, мактабгача таълим муассасаси, мактаб ва кейинчалик мактабдан кейинги таълим босқичларининг ижтимоий-педагогик имкониятларини тўлиқ юзага чиқаришни ва улар орасида илмий-методик узвийликни янги даражага кўтаришни тақозо этади.

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GRADATSIYA VA INTENSIVLIK TUSHUNCHASI HAQIDA

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Gradatsiyaning o'ziga xos bo'lgan turli jihatlarini rus, ingliz, nemis, frantsuz tillaridagi materiallarda keltirilgan intensivlik tushunchasiga bag'ishlangan tadqiqotlarda ham kuzatish mumkin. Unda turli til gradatsiya birliklarini intensifikatsiyalash vositasi, leksik kuchaytirgichlarni kelib chiqish manbalari, turli nutq birliklari bilan intensifikatorlarni uyg'unlashtirish xususiyatlari ko'rib chiqiladi. Bunda xorij tadqiqotlaridan D.Bolindjer ishini qayd etish mumkin bo'lib, unda intensifikatorlarning semantik xususiyatlari va ular bilan birgalikdagi leksik birliklar o'rganiladi[2].

Ko'plab tadqiqotchilar miqdor tushunchasi bilan intensivlikning aloqasini qayd etadilar, uni miqdor tushunchasining xususiy ko'rinishi sifatida baholashadi, bu bizningcha to'g'ri emas. Ammo intensivlik tushunchasi turli tilshunoslar tomonidan turlicha talqin qilinadi. Ayrim olimlar intensivlik tushunchasi bilan hissiyot, ta'sirchanlik, emfaza kabi turli hodisalarni bog'laydilar.

A.Abdullaevga ko'ra "Gradatsiya bor joyda ekspressivlik bor"[1]. Ekspressivlikni ifodalash va uning darajasini belgilashda qiyoslanayotgan ob'ektlar va ularning belgilari orasidagi tafovut, masofa, oraliq qancha uzoq, katta bo'lsa ekspressivlik darajasi shuncha kuchli bo'ladi[1]. Masalan, I.I. Turanskiy intensivlikni ekspressivlikning miqdor o'lchovi sifatida izohlab, quyidagilarni keltiradi: «tabiatda har bir predmet o'lcham bilan xarakterlanadi, nutq faoliyatidagi ekspressivlik – bu nutqning sifat tomoni, intensivlik esa sifatning miqdoriy xususiyatidir»[7]. Boshqa tadqiqotchilar intensivlik va ekspressivlik o'rtasida sabab-oqibat munosabatlarini ko'rib chiqadilar. Ye.I. Sheygal qayd etishicha, intensivlik til birliklarining ta'sir qiluvchi kuchini oshirishning ko'p sonli vositalaridan biridir[8]. E.B. Бельская intensivlik va ekspressivlik o'rtasidagi

sabab-oqibat aloqalarini qayd etib, intensivlikning quyi gradatsiyasi ekspressivlikni qo'zg'atmaydi, intensivlikning yuqori gradatsiyasi so'zlovchining hissiy reaksiyasiga olib keladi, deb hisoblaydi[3].

Intensivlik[3] me'yoriy o'lchovdan miqdor jihatidan chekinishni belgilovchi hodisadir. Z.Raimjonovni ta'kidlashicha, intensivlik kategoriyasi daraja (gradatsiya), qiyos (komparativlik), belgi miqdoriy darajasi kabi bir qator kategoriyalar bilan chambarchas bog'liqdir[6]. Intensivlik tushunchasiga ko'plab tilshunoslar darajalanishni kiritib, mazkur tushunchani gradatsiya, graduallik terminlari yordamida aniqlaydilar. Ye.I. Sheygal intensivlikni belgining namoyon bo'lish miqyosidagi gradatsiyani aks ettirish uchun xizmat qiladigan va turli til pog'onalari vositalari bilan ifodalanadigan til tushunchasi sifatida izohlaydi[8].

I.I. Turanskiy qayd etishicha, intensivlikning asosida mazkur so'zning keng ma'nodagi miqdor gradatsiyasi yotadi[7]. K.M. Suvorin intensivlikni ifodalash uchun xizmat qiluvchi so'z qatori sifatida intensivlarni ajratib, ularning semantikasi miqdoriy, aynan gradual tafovutda aks etadi deb hisoblaydi. L.G.Kotnyuk belgi intensivligi, belgi intensifikatsiyasi, belgi gradatsiyasi kabi terminlarni sinonim sifatida qo'llaydi[4]. Mazkur tadqiqotda intensivlik va miqdoriy graduallikning o'zaro aloqasi e'tiborga olinadi. Bunday yondashuv gradatsiya tushunchasini toraytiradi, zero gradatsiya tushunchasi intensivlik tushunchasidan ancha kengdir. Intensivlik – belgi namoyon bo'lish gradatsiyasini aks ettiruvchi tushunchadir. Gradatsiya belgi o'zgarishini qayd etish jarayoni bo'lib, u ikki yo'nalishda amalga oshadi: o'sish va kamayish, hamda mazkur jarayon natijasini qayd etishdir. Graduallik – belgining xususiyati bo'lib, uning o'zgarish xususiyati sanaladi va ma'lum davrdagi o'zgarishlar bilan qayd etiladi.

Bizningcha, intensivlik gradual belgilarga tegishli bo'lib, bunda darajalanish, shakllanish belgilari mavjud. Shu sababli biz minimaldan maksimalgacha bo'lgan, graduallikni qamrab oluvchi barcha belgilarning namoyon bo'lishini «pasayish – me'yor – ko'tarilish» asosida quriladigan shkala sifatida qaraymiz. Demak, gradatsiya – bu ma'lum shkalaga muvofiq tartibga solishdir. Ta'kidlash mumkinki,

intensivlik xususiyati gradatsiyalangan bo'ladi. Graduallik va intensivlik tushunchasi tizimlilik va ifodalash vositalarning turli pog'onaviyligi bilan xarakterlanadi. Graduallikni ifodalashning ayrim vositalari intensivlikni ifodalash vositalari bilan mos tushadi. Qayd etilganidek, intensivlik – gradual belgilardan biri, ammo ularning to'liq mos tushishini tasdiqlash imkoni yo'q.

Shuningdek, ayrim mualliflar tomonidan intensivlik tushunchasi miqdor tushunchasi kabi funktsional-semantik maydon sifatida ko'rib chiqiladi[8]. Shunday tarzda gradatsiya intensivlikni maydon yadrosi va periferiyasiga ajratish imkonini beruvchi hodisa sifatida namoyon bo'ladi. Bu esa graduallik tushunchasining mazmun doirasi intensivlik tushunchasining mazmuniy doirasidan ancha kengligini tasdiqlaydi.

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ОБРАТНЫЙ ПЕРЕВОД КАК ЭФФЕКТИВНАЯ СТРАТЕГИЯ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация: *В статье рассматривается одна из эффективных стратегий обучения иностранным языкам, базирующаяся на теории, где за основу взято изучение языка на сознательном уровне. Обратный перевод даёт возможность обучающимся самостоятельно оценивать свои языковые навыки как чтения и письмо. Свободное понимание содержания материала, использованного в процессе освоения английского языка, значительно повышает эффективность и мотивацию студентов к изучению языка.*

Ключевые слова: *Обратный перевод, иностранный язык, родной язык, интеграция языковых навыков, восприятие языка, языковые формы*

Annotatsiya: *Maqolada tilni ongli darajada o'rganishni asos qilib olgan Stiven Krashenning nazariyasiga asoslangan xorijiy tillarni o'qitishning samarali strategiyalaridan biri muhokama qilinadi. Aks tarjima o'qitishning samarali texnologiyasi sifatida o'quvchilarga o'qish va yozish kabi til ko'nikmalarini mustaqil baholash imkonini beradi. Ingliz tilini o'zlashtirish jarayonida foydalaniladigan matnni mazmunini erkin tushunish talabalarning tilni o'rganish samaradorligini va motivatsiyasini sezilarli darajada oshiradi.*

Kalit so'zlar: aks tarjima, chet tili, ona tili, til ko'nikmalarining integratsiyasi, tilni idrok etish, nutq shakllari

Abstract: *The article discusses one of the effective strategies for teaching foreign languages, based on S. Krashen's theory. Back translation as teaching technology allows students to assess their language skills, such as reading and writing. Understanding of the content used in the process of mastering the English significantly increases the efficiency and motivation of students to learn the language*

Key words: *Back translation, foreign language, native language, integration of language skills, language acquisition, language forms*

Способность свободно читать и понимать тексты является важным аспектом в изучении иностранных языков, так как часто недостаточное понимание содержания материала ведёт к затруднениям. Именно поэтому студенты часто жалуются на минимальный прогресс после обширного курса чтения.

Считается, что изучение иностранного языка невозможно без целенаправленного внимания на языковые формы изучаемого языка. Согласно Р. Шмидту, люди обращают внимание только на то, что им интересно, и не замечают того, что их не привлекает (Шмидт 2010, 721). Именно поэтому объяснение смысла текста на родном языке является одной из стратегий, помогающих студентам осознанно усваивать иностранный язык.

Важно отметить, что подобная стратегия также относится и к другим навыкам. Например, при обучении навыкам грамотного письма целенаправленное объяснение на родном языке помогает учащимся заметить грамматические формы, языковую структуру текста. В конечном результате ученики видят разницу в выражениях, сознательно понимают, какую часть контекста им труднее всего выразить на иностранном языке. Таким образом обратная связь (иностраннный язык - родной язык - иностраннный язык)

побуждает их возвратиться к повторному чтению материала, чтобы найти соответствующие формы в контексте, тем самым прокладывая путь к полноценному пониманию иностранного языка.

В данной статье мы обсудим интеграцию языковых навыков, фокусируясь на “Обратном переводе”, далее *ОП*, основываясь на материалах журнала Forum (Volume 52, 2014).

В качестве примера рассмотрим отрывок из произведения Джейн Остин «Гордость и предубеждение» (Jane Austen «Pride and Prejudice»), широко известный роман, переведённый на русский язык.

ОП – это процесс перевода текста с иностранного языка на родной язык (*L1* – термин, обозначающий родной язык) и затем обратно на иностранный язык (для удобства будем использовать *L2*). *ОП* помогает определить студентам пробелы в их знаниях.

Теоретическим фундаментом данной стратегии служит гипотеза Стивена Крашена, которая заключается в том, что: «Язык осваивается в процессе восприятия нового понятного материала, соответствующего текущему уровню знаний человека. Активное говорение не столь важно и помогает лишь косвенно».

Учащиеся замечают эти новые формы только тогда, когда текст активно обсуждается. Действия выполняются на сознательном и подсознательном уровне, когда студенты фокусируют внимание на нахождении верного перевода слов *L2*.

Суэйн и Лапкин (1995) описывают важность конечного результата в восприятии *L2*, что подтвердил Муриэль Савилль-Тройке (2006), который утверждает, что именно осознанное взаимодействие помогает студентам заметить собственные пробелы в знаниях. Это заставляет их перейти с семантического к синтаксическому восприятию, а это, в свою очередь, побуждает их уделять больше внимания соответствующей информации.

Обратный перевод

Обратный перевод (ОП) - это процесс перевода ранее переведенного текста вновь на язык оригинала. ОП полезен для укрепления знаний учащихся в понимании лексических, фразеологических, синтаксических единиц, а также разницы их в родном языке и языке перевода. Если использовать ОП должным образом, эта стратегия способствует эффективному изучению иностранного языка. Технологию применения ОП условно можно разделить на три этапа:

Шаг 1: Выбор подходящего английского текста и подготовка версии на родном языке L1.

Во-первых, преподаватель должен подбирать тексты, соответствующие уровню подготовки студентов, разнообразные по форме и интересные по содержанию.

Тексты различных жанров отлично работают в данной технике, однако выбранные материалы должны содержать языковые формы, подходящие уровню знаний студентов в их конкретной ситуации. Выбор текста должен быть целенаправленным. Например, если учащиеся изучают *past-simple*, нужно подобрать соответствующий текст в данном времени. Или, если изучается английский язык с конкретной целью, скажем для бизнес-переговоров, то топики должны содержать потенциально полезные выражения, такие как: *"I am sorry to see that your price has risen... / Our contract cannot be signed without a consultation with my lawyer..."*, что может быть гораздо более актуальным, чем, например, изучение истории бизнеса в Америке.

Учебные материалы можно найти в двуязычных журналах, которые идут в ногу со временем и содержат познавательные статьи, соответствующие интересам учащихся. Также можно подобрать отрывки из классических литературных произведений, переведенных ранее профессиональными переводчиками. При наличии достаточного времени учителя также могут перевести тексты сами. Этот подход более удобен в качестве эффективного

преподавания, так как обладает преимуществом, дающим возможность преподавателям в тонкостях ознакомиться с текстами.

Длина переводимых текстов может варьироваться от одного или двух коротких предложений до более длинных параграфов, которые должны варьироваться в зависимости от уровня знаний студентов. Для учащихся с низким уровнем короткие и простые тексты являются предпочтительными. Сложные и длинные тексты должны быть использованы только для студентов с высоким уровнем знаний, но даже тогда длина текстов должна находиться в разумных пределах, так как перевод обширных текстов может быть утомительным процессом, что, в свою очередь, ведет к потере интереса к языку.

Шаг 2: Перевод текста LI обратно на английский язык

На данном этапе учащиеся переводят текст с родного языка обратно на английский. Можно попросить ребят перевести текст индивидуально, в паре, либо в группе. Право выбора остаётся за учителем. Это зависит от времени, необходимого для обсуждения. Индивидуальный подход экономит время, однако дискуссия в группе предоставляет широкие возможности объединить свои языковые ресурсы и выработать общие решения. Важно, что при этом групповая работа способствует переходу студентов на следующий, более высокий уровень владения английским языком. В процессе ОП учитель просит студентов обратить особое внимание на отдельные конструкции и выражения.

Шаг 3: Сравнение ОП английского текста с оригиналом

Здесь учитель просит учащихся сравнить их ОП с оригиналом на английском языке, при этом напоминая, что основной целью ОП является не точность перевода, а выяснение пробелов в своих знаниях. Также ученикам объясняются следующие различия между ОП и оригиналом: 1) невозможность перевести текст дословно 2) многообразие форм перевода одного и того же текста 3) ограничение качества ОП уровнем знания английского языка.

Данный пункт является особенно важным в процессе сравнения ОП с оригиналом, так как если ученик ясно понимает цель данного упражнения, ему легко заметить недочеты в собственных знаниях английского, а также причины, стоящие за несоответствием между оригиналом и ОП. В этом случае ученик не теряет мотивацию к активному изучению языка, даже если ОП абсолютно не соответствует оригиналу. Более того, это подтолкнёт его к изучению причин увиденной им разницы между ОП и оригиналом.

Вывод

Данная стратегия обучения фокусирует внимание на неизвестных языковых формах, помогая в изучении иностранного языка. Без должного внимания новые языковые формы часто упускаются из виду, не закрепляясь в сознании учащегося нужным образом. Чтение является одним из самых важных путей восприятия языка, особенно эффективно работающего в тандеме с навыками письма при ОП. Ввиду того, что обратный перевод непременно концентрирует в себе языковые пробелы учеников, он, безусловно, заслуживает достойное место на уроках по развитию навыков чтения.

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“QIYOS” KONTSEPTUAL SEMANTIKASINING KOMMUNIKATIV TAHLILI TIPOLOGOYASI

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Annotatsiya: *Ushbu tezis “qiyos” kontseptual semantikasining turli uslubdagi matnlarda muloqotni adekuatlashtirishga xizmat qiladigan til birliklarining ong osti sinonimik tahlil jarayonini misollar orqali ochib berishga bag'ishlangan.*

Kalit so'z va iboralar: *semantik, kontseptual, solishtirish, qiyoslash, o'xshatish, kommunikativ, matn, uslub, nutq, sinonimik qator.*

Abstract: *This thesis is dedicated to revealing the process of subconscious synonymous analysis of language units that serve to adjust communication in texts of different styles of the conceptual semantics of "comparison" through examples.*

Key words and phrases: *semantic, conceptual, compare, contrast, analogy, communicative, text, style, discourse, synonym series*

Аннотация: *Данная статья посвящена раскрытию процесса бессознательного синонимического анализа языковых единиц, служащих для корректировки связи в текстах разных стилей понятийной семантики «сравнения» на примерах.*

Ключевые слова и словосочетания: *семантический, концептуальный, сравнительный, противопоставление, аналогия, коммуникативный, текст, стиль, дискурс, синонимический ряд.*

Kognitiv semantika bu inson ongi yoki konseptasferasidagi fikrlarni tilga yo'girilishdan avvalgi varianti deb tushuniladi. Ya'ni nutq so'zlovchi o'z fikrini bayon etishdan oldin avvalo o'z nutqi semantikasini reja qiladi va maqsad qilingan axborot yoki jumlani vaziyat va holatdan kelib chiqqan holda ifoda etadi. Semantik

nuqtai nazardan qiyos kontsepti, tenglashtirish, solishtirish, o'xshatish, nisbat berish, muqoyasalash kabi ma'nolarni ifodalaganligi bois, bizningcha, qiyosni ong osti kommunikativ turi hakida ayrim mulohazali fikrlarni yuritish mumkin. Bu turdagi to'g'ridan-to'g'ri qiyosni ifodalovchi vositalar orqali, ya'ni ko'rinishi jihatdan farqlanish xususiyatini ko'rsatmasada, ko'pingcha ular suxbat jarayonida so'zlovchining o'sha suxbat muxiti va uslubi yoki vaziyatiga mutanosib holatda ichki idrokiy ong osti so'z va ibora tanlovida o'z aksini topadi.

Misol uchun "can" modal fe'lining hozirgi zamon so'roq gap orqali iltimosni ifodalovchi ikki shakli "can" va "could" ko'rinishdagi shakli mavjud. Bu ikki shakli bir-biridan ta'sirliroq yoki muloyimroq ifodalanishi uchun ikki xil vaziyatda qo'llaniladi. Bu esa ularni orasida farq, qiyos, solishtirish orqali afzal ko'rish, maqulrog'ini tanlash kabi tushunchalar, nutq maqsadini samarali bo'lishiga ijobiy ta'sir etuvchi qiyosiy solishtirish borligini ko'rsatadi. Bir-biridan qiyosiy farq qiluvchi so'zlar sinonimik qatori ayrim hollarda ikki va undan ortiq bo'lish mumkin: *want-would like-desire-aspire-crazy about*, ushbu so'zlar muloqot jarayonida sinonimik semantik maydonidan o'sha vaziyatga mos va xos shakli ishlatiladi, ya'ni u qaysi uslub (rasmiy), qaysi jumla suhbat jarayonida talab etilishi idrokiy holatda solishtirilib tanlanadi va albatta bir so'z boshqa bir sinonimidan ko'ra ta'sirliroq, aniqroq bo'lib ishlatilishi muloqotda kommunikativ solishtiruv borligidan dalolat.

Bu ham o'z o'rnida turli til birliklari orqali ifodalanadi:

1) sifatlar orqali, *sodiq- jonkuyar- fidoiy*, bu sifatlar orasida albatta farq ko'rinadi va lisoniy jarayonda ular ishlatilish o'rniga ko'ra o'z uslubiga ega.

2) modal fe'llar orqali *can- could*

3) fe'l va fe'lli birikmalar orqali: *want- would like, xoxlamoq-istamoq*

4) ot so'z turkumi orqali: *Yomg'ir-sel-jala, kelin- kelinchak*

5. daraja miqdor ravishlar orqali: *so long- too long, rosa shirin- o'ta shirali (salbiy ma'no)*

6. frazali birikmalar orqali: *look forward to- long for - be impatience for, be*

crave for, have tendency- prone to- addictid to

7) fe'l va frazeologik birliklar orqali: *xursand- og'zi qulog'ida,*

8) Sentensemalar orqali: *Barcha qarindoshlaringiz qirilib ketadi – Siz qarindoshlaringizdan ko'ra uzoqroq umr ko'rasiz. He lives alone – He is lonely*

9) Ravishlar orqali: *compeletely- absoletily- finished, javlon urib- zo'r berib*

11) Sinonimlar orqali: *o'rtoq-sherik-oshna-do'st, o'qituvchi- ustoz,*

12) Buyruq gaplar orqali: *bor-jo'na-ket-yo'qol-dab-bo'l.*

13) Maqollar orqali:

Yaxshi xotin erini elga bosh qiladi yomon xotin gado;

Erni er qilaligan xam qaro yer qiladigan ham xotin.

birinchi maqol badiiyoq ko'rinishga ega bo'lib ijobiy vaziyatda nasihat o'rnida kelsa, ikkinchi maqol yomonroq vaziyatda tanqid va tanbeh sifatida qo'llaniladi.

14 Topishmoqlar orqali: *Novcha yigit tom teshar. (oddiy yomg'ir)*

Saman otim soy yoqalab keladi. (tez yomg'ir yoki sel)

15. Mubolag'alar orqali: *chumolidek mehnatkash- itdek ishlaydi*

Yuqoridagi fikr va misolardan shuni anglash mumkinki, qiyosni ifodalovchi til vositalari muloqot va matnda aks etishidan avval, inson ongi kontseptosferasida saralanadi va o'sha og'zaki yoki yozma nutq matniga munosibrog'i qolgan ekvivalentlariga nisbatan maqulroq, yaxshiroq, munosibroqligi uchun nisbiy tanlanadi. Demak, kognitiv va lisoniy semantika bir-biridan semantik turtki oladi, xuddi shu jarayon o'z-o'zidan albatta “qiyos” lisoniy va kognitiv semantikasi o'rtasidagi munosabatda ham yuz beradi.

INGLIZ VA O'ZBEK TILLARIDA "KURASH" KONSEPTINI IFODALOVCHI VOSITALARNING QIYOSIY TAHLILI

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Ingliz filologiyasi, o'qitish metodikasi va
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ishlash bo'yicha dekan o'rinbosari

Annotatsiya: *Maqola ingliz va o'zbek tillarida "Kurash" kontseptining lisoniy manzarasi, uning maydoniy xususiyati va maydonni tashkil qiluvchi birliklar o'rtasidagi sistem munosabatlar tadqiqiga bag'ishlangan. Shu nuqtai nazardan "Kurash" kontsepti chog'ishtirma va lingvo-kognitiv tadqiqot ob'ekti sifatida namoyon bo'ladi. Ushbu kontseptning kognitiv, semantik-struktur, funksional xususiyatlari chog'ishtirma planda o'rganilmaganligi mazkur tadqiqotning dolzarb-ligidan dalolatdir.*

Kalit so'zlar: Kurash, Polvon, Sumson, Somson, Paxlavon, Botir, konsept

Kurash, ayniqsa, Yunonistonda keng tarqalib, qadimgi olimpiyada musobaqalaridan doimiy o'rin olib kelgan.

Milliy kurashning xilma-xil ko'rinishlari Gretsiya, Italiya, Yaponiya, Turkiya, Eron, Afg'oniston, Rossiya, O'zbekiston, Gruziya, Armaniston, Ozarbayjon, Qozog'iston va boshqa mamlakatlarda mavjud. Zamonaviy sport kurashining asosiy qoidalari XVIII asr oxiri — XIX asr boshlarida Yevropaning bir necha mamlakatlarida ishlab chiqildi. 1912-yil Xalqaro havaskorlar kurash federatsiyasi (FILA) tuzildi (hozir unga 144 mamlakat, O'zbekiston 1993-yildan a'zo). Xalqaro maydonda sport kurashining yunon-rum kurashi, erkin kurash, dzyudo, sambo va boshqa turlari keng tarqalgan. Keyingi yillarda o'zbek kurashi ham alohida kurash turi sifatida dunyo miqyosida tan olina boshlandi. Kurash insonni kuchli, epchil, chidamli va irodali qilib tarbiyalash vositalaridan biri hisoblanadi. Shifokorlar

nazorati ostida 12 yoshdan kurash bilan shug'ullanishga ruxsat etiladi. Kurash azaldan o'zbek turmush tarzining uzviy qismi bo'lganligini arxeologik topilmalar, tarixiy qo'lyozmalar tasdiqlaydi. Qadimgi Baqtriya (O'zbekiston janubi) hududidan topilgan jez davriga oid silindrsimon sopol idishda ikki polvon va ulardan biri ikkinchisini chalayotgani tasvirlangan. Shu davrga mansub boshqa arxeologik topilmada esa polvonlarning Kurash usullarini namoyish qilayotgani aks ettirilgan. Bu noyob topilmalar miloddan 1,5 ming yil ilgari ham kurash ajdodlarimiz turmush tarzining bir qismi bo'lganidan dalolat beradi. Yunon yozuvchisi Klavdiy Elian (II-III asr) va boshqa tarixiy shaxslarning yozishicha, shu hududda umr kechirgan sak qabilasi qizlari o'zlariga kuyovni yigitlar bilan kurashib tanlaganlar. Keyinchalik qizlar kuyovni shart qo'yish yo'li bilan aniqlashgan va bu shartda kurash musobaqasi bo'lgan. Bunga o'zbek xalq qahramonlik dostoni — „Alpomish“dagi Barchin shartlarini misol qilib ko'rsatish mumkin. Ulardan biri ikki kurashuvchining biri o'z raqibining belbog'idan ushlab o'ziga tortadi, shu bilan birga o'z raqibidan qutulishning chorasini qidiradi...". Bu ta'rif zamonaviy Kurash qoidalariga yaqindir. Shuningdek, Mahmud Koshg'ariyning „Devonu lug'otit turk“, Alisher Navoiyning „Hamsa“, „Holoti Pahlavon Muhammad“, Zayniddin Vosifiyning „Badoye' ul-vaqoye“, Husayn Voiz Koshifiyning „Futuvvatnomai sultoni“, Zahiriddin Muhammad Boburning „Boburnoma“ asarida kurash haqida qimmatli ma'lumotlar bor. IX-XVI asrlarda kurash xalq o'rtasida keng ommalashgan. Shu davrda Pahlavon Mahmud, Sodiq polvon kabilar kurash dovruq'ini oshirishgan.

Jamiyatning paydo bo'lishi, uni o'rab turgan olamni, uning sir-asrorlarini o'rganish, kashf etish, bu orqali bilim, tajribalarni orttirish, ularni insoniyat manfaatlariga xizmat qilishga yo'naltirish payida bo'lib kelmoqda. Ushbu kognitiv jarayonda inson borliqdagi barcha hodisalarni kuzatadi, ularga xos belgi-xususiyatlarni aniqlaydi, ularni bir-biriga qiyoclaydi yoki chog'ishtiradi. Bunday tafakkur amallari orqali inson narsa-hodisalar o'rtasidagi o'xshash va farqli, teng va teng bo'lmagan xususiyatlarni, belgilarni kashf etib boradi. Shu nuqtai nazardan olamni bilish qiyoslash, chog'ishtirish, solishtirish yoki taqqoslashdan boshlanadi,

desak mubolag`a bo`lmaydi. Mantiqshunos olim N.I.Kondakov bu haqda shunday fikr bildiradi: “Qiyoslash – ob’ektiv borliqdagi narsalar, narsa va hodisalar o`rtasidagi o`xshash va farqli jihatlarni aniqlashdir, boshqacha aytganda, har qanday predmet va hodisani bilish uni boshqa bir predmet bilan qiyoslashdan boshlanadi” [1. B.126]. Shunga ko`ra, qiyoslash va chog`ishtirish usullarini olamning kognitiv tasviri aks etadigan bir til yoki bir necha qarindosh va qardosh bo`lmagan tillarning lisoniy manzarasiga taalluqli hodi-salar tadqiqiga tatbiq etish mumkin. Ushbu universal kognitiv amallar dunyo tillarini qiyosan va chog`ishtirma planda tadqiq etishda allaqachon o`z samarasini berib ulgurgan. Gap lingvistik ilmiy muloqotdan muhim o`rin olgan qiyoslash va chog`ishtirish usullari haqida borar ekan, bu terminlar talqiniga ikki xil yondashuvni kuzatish mumkin. Birinchi guruhga mansub tilshunos olimlar (J.B.Bo`ronov, G.Yu.Knyazeva, A.Meye, V.D.Arakin, V.G.Gak) ishlarida har qanday qarindosh va qarindosh bo`lmagan tillardagi lisoniy hodisalar tadqiqida “qiyoslash usuli” (“sravnitelny metod”) termini qo`llangan. Ikkinchi guruh tilshunos olimlar (V.I.Yarseva, O`.Q.Yusupov, M.Abdurazzaqov, A.A.Bragina, S.Isaev, A.V.Mixeev, B.A.Sereb-rennikov, I.A.Sternin, A.E.Suprun, A.V.Fedorov, A.A.Filatova, Р.Филиповис, Р.Ладю, П.Рилей, М.А.Абдувалиев, G`.M.Hoshimov) qiyoslash metodi va chog`ishtirish metodi (“kontrastivny metod”) tushunchalarini o`zaro farqlaydilar. Bu olimlar o`zaro qarindosh tillardagi lisoniy hodisalarni o`rganishda qiyoslash atamasini qo`llaydilar; chog`ishtirma (kontrastiv) tadqiqot usuli deganda esa qarindosh bo`lmagan turli til oilalari va tiplariga mansub tillardagi lisoniy hodisalar-ni tadqiq etishda qo`llanadigan nazariy va amaliy tadqiqot usullarini tushunadilar. Professor O`.Q.Yusupov shunday yozadi: “Qardosh tillarning tarixiy rivojlanish jarayonini ochib berish, tillarning qarindoshligi, praforma va pratillarni aniqlash maqsadida amalga oshiriladigan tillararo sistem qiyoslash, “qiyosiy-tarixiy metod”, tilshunoslikning ushbu metoddan foydalanadigan bo`limi esa “Qiyosiy-tarixiy tilshunosik” nomini oldi” [2. B. 6].

Professor O`.Q.Yusupov qiyosiy tilshunoslik tilshunoslikning tillarni qiyosiy planda tadqiq etuvchi bo`limi ekanligi va u qiyosiy – tarixiy tilshunoslik, tipologiya,

chog`ishtirma lingvistika va chog`ishtirma tipologiya bo`limlardan iborat ekani haqida yozar ekan, chog`ishtirma lingvistika zimmasida ham nazariy, ham lingvodidaktik ma-salalarni hal etish vazifasi turishini alohida ta`kidlaydi. Bunday vazifalar qatorida quyidagilarni sanab o`tadi:

Nazariy vazifalar:

- 1)chog`ishtirilayotgan tillar o`rtasidagi o`xshash va farqli jihatlarni aniqlash;
- 2)chog`ishtirilayotgan tillarni alohida tadqiq etishda nazarga tushmagan xususiyatlarini ochib berish;
- 3)chog`ishtirilayotgan tillarga xos tendensiya vaqonuniyatlarni ochib berish;
- 4)chog`ishtirilayotgan tillararo sistem muvo-fiqlik va nomuvofiqliklarni aniqlash;
- 5)chog`ishtirilayotgan tillarning o`zaro ta'siriva o`zaro bir-birlarini boyitish holatlarini aniqlash (ular o`rtasida muntazam aloqalar mavjud bo`lgan hollarda);
- 6)imkoniyat darajasida o`xshash va farqli jihatlariga sabab bo`lgan omillarni aniqlashtirish;
- 7) chog`ishtirilayotgan tillar materiallari asosida deduktiv universalialarni tekshirish.
- 6)imkoniyat darajasida o`xshash va farqli jihatlariga sabab bo`lgan omillarni aniqlashtirish;
- 8) chog`ishtirilayotgan tillar materiallari asosida deduktiv universalialarni tekshirish.

Lingvodidaktik vazifalar:

- 1) chog`ishtirilayotgan tillar orasidagi mavjud o`xshashlik va farqlarning metodik jihatdan re-levantligini aniqlash;
- 2)tillararo interferensiya va fasilitasiya zonalarini ko`rsatish;
- 3)tillararo farqli jihatlar tufayli onatilisi bo`lmagan tilni o`rganishda paydo

bo`ladi-gan qiyinchiliklarni aniqlash;

4) chet til o`qitishda qiyoslash usulini qo`llash chegaralarini aniqlash [2. B. 14].

Bizningcha, yuqorida sanab o`tilgan vazifalar tillarning barcha sathlariga xos hodisalar tadqiqi jarayonida e`tibor markazida bo`lsa, bu toifa tadqiqotlarning nazariy va amaliy samaradorligi yuqori bo`ladi.

Ushbu maqola doirasida ko`rib chiqiladigan masala ham chog`ishtirma tilshunoslikka bevosita aloqador bo`lib, unda “Kurash” konseptining ingliz va o`zbek tillaridagi lisoniy manzarasi, lisoniy ifoda vositalarining maydoniy xususiyati, maydonni tashkillovchi birliklar o`rtasidagi sistem munosabatlar kabilarni tadqiq etishdan iborat.

“*Kurash*” konseptiga quyidagi ishchi ta`rifini beramiz: “*Kurash*” konsepti – bu ob`ektiv borliqning bir bo`lagini o`zida aks ettirgan, unga xos muhim va ikkinchi darajali belgi-xususiyatlar til egalari milliy xotirasidan o`rin olgan, hissiy obraz sifatida namoyon bo`lgan, unga berilgan ijobiy, salbiy yoki neytral baholar majmuidir.

“*Kurash*” konsepti ingliz, o`zbek, rus, va boshqa xalqlar konseptosferasidan muhim o`rin olgan mental birlikdir. Boshqa turli konseptlar kabi “*Kurash*” konsepti tartiblashgan ichki strukturaga ega bo`lib, unga xos belgi-xususiyatlar makro va mikro maydonchalarni tashkil etadi. Inson yoki jamoa ongida mavjud bo`lgan “*Kurash*” konseptiga xos xususiyatlarni noverbal konseptual atributlar deb hisoblaymiz. Mazkur konseptning verballashgan, kommunikativ jihatdan relevant bo`lgan qismini esa verbal konseptual atribut yoki atributlar deb ataymiz. Shuni ta`kidlash lozimki, “*Kurash*” yoki boshqa konseptlarning barcha belgi-xususiyatlari bir vaqtning o`zida verballashuvi mumkin deyish mantiqan to`g`ri emas. Chunki verbal muloqot chog`ida muloqot konteksti uchun zarur bo`lgan belgi-xususiyat lisoniy libos oladi, xolos. A.P.Babushkin va I.A.Sternin bu borada shunday yozadilar: “Konseptning verballashgan yoki verballashmaganligining sababi aynan kommunikativlikdir. Konseptning verballashuvi yoki verballashmaganligi uning

tafakkur birligi sifatida ongda real mavjudligiga ta'sir etmaydi. O'zbek, rus va ingliz tillarida Kurash bilan bog'liq bo'lgan so'zlarning bir necha xil terminlari mavjud bo'lib bu terminlar barcha tillarda o'zlarining muxim o'rinlarini egalaydi. Bu terminlar insonlarning turli zamonlarda tutgan mavqelarini belgilaydi. Biz bu maqolamiz bilan xalqlarning va millatlarni tug'ilganidan boshlab to o'lgunga qadar bo'lgan davrlarda tilga bo'lgan o'xshatishlarini ichiga olgan terminlarni ommaga xavola etamiz. Bunga misol qilib o'zbek tilida kichkina o'g'il bola farzandlarimizni Polvon deb ataladi. O'zbek millatini farzandini polvon deyishda yashirin ma'no turganini bilishimiz mumkinva *Polvon* deb atashlarini bir necha sababalari bor. O'zbek xalqining o'g'il bola farzanlarini polvon deb atashlarini birinchi sababi, Kurashlarda elkasi erga tegmagan kuchli polvonlar o'zbek xalqining afsonalari sanaladi shunga ko'ra farzandim shu polvonlarday bo'lsin deb farzandlarini polvon deb atashadi. Bunga yaqqol misol qilib xalqimizning etnik qaxramoni Paxlavon Maxmud va hozirdagi mashxur polvonlarni keltirishimiz mumkin. Ruslarda Bogatir. Bogatirlar –buyuk kuch bilan ajralib turadigan va diniy yoki vatanparvarlik xarakteridagi jasoratlarni amalga oshiradigan dostonlar va afsonalar qaxramonlaridir. Bu qaxramonlar bilan bog'liq bo'lgan ba'zi xikoyalar tarixiy voqealarga borib taqaladi.

Inglizlarda *Sumson*. Bu so'zni inglizlar Bibliya kitobidan olib o'zlarining xayotiy so'zlariga aylantirishgan. Bu so'z *Сын* so'zidan olingan bo'lib Quyosh, Quyosh bolasi degan manoni anglatadi. Inglizlarda bu so'z o'g'il bolaning ismi *Хебпew* so'zi bo'lib *мемем* so'zidan kelib chiqqan. Bu so'z "Quyosh" yoki "Quyosh bolasi" degan ma'noni anglatadi. Muxim ma'noga ega kuchli erkak ismi, da Kurash atamasi barcha tillarda "*Samson*" Injil kitobida Isroilliklarning chempioni sifatida uchraydi.

Hozirgi kunda *Polvon* so'zining bir necha xil manosi tilimizda qo'llanilib kelinadi. Bu so'zlarni mano jixatidan aniqlaydigan bo'lsak bazilari kishilarni mavqeini ko'tarish ma'nosida kelsa bazilari kesatig' ma'nolarida ham ishlatiladi. Bunga misol qilib og'zi polvon, tili polvon, Botir, kabi so'zlarni keltirishimiz

mumkin. Paxlavon soʻzini xalqimizning kasblaridan kelib chiqib ularni xar xil joylarda qoʻlashimiz mumkin. Misol uchun Dorbozlar ham dor ustida oʻynaydiganlarni polvon deb atashadi, Kurashchilar yelkasi tegmagan kurashchilarni polvon deb tashadi, dehqonlar ham tinmay mehnat qilayotgan qoʻlidan ketmoni tushmaydigan dehqonlarni polvon deb atashadi. Yurt tinchligi uchun jonini ayamadan kurashadigan kishilarni ham xalqimiz *polvon* deb atashadi. Shunday soʻzlarni oʻzbek xalqining juda koʻplab jabhalarida uchratishimiz mumkin. Turkiy xalqlarning farzanlariga ism qoʻyishi yani oʻgʻil bola oilada dunyoga kelsa *Paxlavon* deb ism qoʻyadi. Bu ism fors-tojik soʻzidan olingan boʻlib, botir, baxodir, kuchli, qudratli degan maʼnolarni anglatadi.

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COMPARATIVE ANALYSIS AND LINGO-DIDACTIC ISSUES OF REPORTED SPEECH IN UZBEK AND ENGLISH LANGUAGES

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Abstract: *the article analysis of the study of lingua-didactic issues of improper direct speech in modern linguistics. It reveals that direct speech preserves the peculiarities of the speaker's speech - lexical, emotional and evaluative, and maintains the rules of substitution of personal pronouns and personal forms of verbs in Uzbek and English languages.*

Keywords: *direct speech text linguistics, verbs, semantic characteristics, author, character, Uzbek and English language*

In modern linguistics, the development of problems remains very relevant, related to the study of other people's speech transmissions. One of the modes of transmission of someone else's speech in addition to direct and indirect speech remains the object of study for linguists. Its specificity is that it, as well as direct speech, preserves the peculiarities of the speaker's speech lexicophrasological, emotional and evaluative elements; on the other hand, as in indirect speech the rules for the replacement of personal pronouns and personal forms of verbs are maintained. It was established, that non-direct speech is quite common in various texts and can range from one lexical unit to an entire sentence.

In English, as in Uzbek, there are direct speech and indirect speech, which are widely used in speaking and writing.

An excerpt is a statement that conveys the author's speech without any changes. Assimilation is the act of conveying the author's speech to another person by adapting it to the time and person. For example, consider the following sentence:

• Tom said 'I'm am tired'. (Tom said - author's statement, 'I am tired' - quote; Tom's statement is given without any changes.)

- Tom said he was tired. (Tom said, 'he was tired', assimilation, Tom's words are adapted to time and person)

Generally, to make a quotation sentence into an adverbial sentence, the tense in the quotation is postponed for a while, and the person, rhyme, and other tenses are changed.

Let us look at the order of change of times:

Present Simple Tense and Past Simple Tense

- He said 'my mother is a lawyer' He said that his mother was a lawyer.
- He said 'I don't like coffee' He said that he did not like coffee.

Present Continuous Tense and Past Continuous Tense

- He said 'I am having my hair cut today' He said that he was having his hair cut that day.

Past Simple Tense and Past Perfect Simple Tense

- He said 'I started as a' He said that he had started out as acher.

Past Continuous Tense and Past Perfect Continuous Tense

- He said 'I was having a bath at five o'clock yesterday' He said that he had been having a bath at five o'clock the day before.

Present Perfect Simple Tense and Past Perfect Simple Tense

He said 'I have passed my driving test.' He said that he had passed his driving test.

Present Perfect Continuous Tense and Past Perfect Continuous Tense

- He said 'I have been having English lessons for a year.' He said that he had been having English lessons for a year.

Indirect speech is one way of transmitting of someone else's speech, characterized by the author's and of the character. Due to its peculiarities, the

problem of someone else's expression during the development of linguistic thought has always been at the center of interests of scientists.

Attention of researchers attracts the problem of functioning of non-direct speech as a part of super phrase unity; a typology is being developed of non-direct speech on modern prose material on different languages; means of entry are identified and systematized of direct speech; its formal signs etc. For example, direct speech is a improper component of such a significant concept as the theory of the "author". Studies of the "image of the author" in the literary works have recently become are very popular, and therefore, the direct speech is receiving more and more attention. All kinds of strangers' speeches are distinguished by the author's background, in which they intertwine in different ways, performing a variety of stylistic functions. In terms of component analysis, how the rule is that the reproduction of someone else's speech consists of two parts - input (author's words) and transformation of someone else's speech (internal speech of the character).

Modal verbs and other auxiliary verbs change as follows: *He said 'Tom will win the match'; He said (that) Tom would win the match; He said 'I can speak five languages'; He said (that) he could speak five languages; He said 'I have to / must go'; He said (that) he had to go.*

In other cases, it is better that the modal verbs might / could / should / would/ought to be used in the quotation remain unchanged

The modal verb **must** change to the modal verb **had to** when it expresses an obligation in a quotation, and it must remain unchanged when it expresses a command (demand) or a logical conclusion.

He said 'I must go now' (obligation); He said that he had to go then.

The direct speech of the Uzbek language is the transmission of someone else's statement, accompanied by with the author's words. Direct speech is most often related to verbs of statements or thoughts in the author's words such as say, ask, answer, confirm, exclaim, say, whisper, confirm, object, think over, decide, etc; less

often - with verbs indicating the character of speech, its connection with the previous statement that to start, to continue, to conclude, to interrupt, to finish up, etc. Author's words may include verbs that indicate the feelings of the speaker, his/her inner state (to be happy, to be upset, to be offended, to be horrified; verbs for mimics, gestures, movements that smile, laugh, frown, breathe, jump up, approach, run up, etc.

In the definition of indirect speech, it is necessary to proceed from the fact that in this way of transfer someone else's proverb inevitably changes its lexical-grammatical structure, becoming an appendage proposal or a member suggestion. Within the statement itself there are also significant changes (by time, modality and person categories) under the influence of the input component, and may also be observed omitting, replacing or adding new lexemes. Indirect speech always functions as part of a complex sentence, including both parts of it: transmitting (the author's speech) and transmitting the hero's speech. The verbs that introduce indirect speech are much less than the verbs that introduce direct speech. Thus, for example, some semantic group heads do not introduce indirect Speech smile, nod, etc.; or it's much less common than direct speech such as continue, insert, plead, etc.

By "sensual perception," we mean ability; the state in which a person is able to be aware of the surrounding environment, has control over his or her own souls and the process of feeling and perception itself; the ability to actively experience, respond to life's impressions, sympathize with something.

The fourth journey into space... However, he's never I thought I'd make such a long leap over space and time. Seven hundred years old! With such a rapidity of life, the growth of new achievements, discoveries, with those horizons of knowledge, that have already been achieved on Earth...

Thus, the introductory verbs of non-direct speech in English literary texts are marked with its semantics, different kinds of internal processes of generation of the speech, which belongs to the addressee.

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DUNYO TILSHUNOSLIGIDA FRAZEOLOGIK PARADIGMALAR

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**“Gid hamrohligi, madaniyatlararo muloqot
va tarjimashunoslik” kafedrası o‘qituvchisi**

Annotation: *Phraseological paradigms are systematic relationships between phraseological units (PUs) within a language, offering insights into how speakers categorize and conceptualize their world through phraseology. These paradigms can be classified as: **Syntagmatic, Semantic and Etymological.***

Key words: *Phraseology, Paradigms, Syntax, Semantics, Etymology, Conceptualization, Comparative linguistics, Diachronic analysis, World Linguistics, Russian phraseology, English phraseology, Chinese phraseology, "man in a case", "time is money", "harmony".*

Annotatsiya: *Frazeologik paradigmalar - bu til ichidagi frazeologik birliklar (FB) o‘rtasidagi tizimli munosabatlar bo‘lib, so‘zlovchilar o‘z dunyosini frazeologiya orqali qanday turkumlash va kontseptsiyalash haqida tushuncha beradi. Ushbu paradigmalarni “Sintagmatik”, “Semantik” va “Etimologik” jihatdan tasniflash mumkin:*

Kalit soʻzlar: *Frazeologiya, Paradigmalar, Sintaksis, Semantika, Etimologiya, Konseptualizatsiya, Qiyosiy tilshunoslik, Diaxronik tahlil, Jahon tilshunosligi, Rus frazeologiyasi, Ingliz frazeologiyasi, Xitoy frazeologiyasi, “Ishdagi odam”, “vaqt – pul”, “garmoniya”.*

Frazeologik paradigmalar tilshunoslikning shunday bir murakkab va qiziqarli tadqiqot sohasiki, jahon tilshunosligida til ichidagi frazeologik birliklar (FB) oʻrtasidagi tizimli munosabatlarni oʻrganadi va tahlil qilib amaliyotga tadbiq etadi. Ushbu paradigmalar tilning kognitiv, madaniy va tarixiy jihatlari haqida qimmatli fikrlarni taqdim etadi, soʻzlovchilar oʻz dunyosini frazeologiyalar orqali qanday tasniflash va tasavvur eta olishlarini ochib beradi.

Paradigma turlari:

Sintagmatik paradigmalar: Bular sintaktik tuzilishi va vazifasi asosida frazeologik birliklarlar oʻrtasidagi munosabatlarga qaratilgan. Qolaversa, tilshunoslikda sintagmatik paradigma deganda sintaktik tuzilishi va vazifasiga koʻra bir-biri bilan bogʻlangan frazeologik birliklar yigʻindisi tushuniladi. Ushbu birliklar oʻxshash grammatik xususiyatga ega va maʼlum bir jumla yoki kontekstda bir-birini almashtirishi mumkin. Masalan, ob-havo iboralari paradigmasi kuchli yomgʻirning semantik sohasini anglatadigan “raining cats and dogs”, “pouring rain” va “it’s coming down in buckets” kabilarni oʻz ichiga olishi mumkin.

Semantik paradigmalar: Bular umumiy maʼno yoki kontseptualizatsiya asosida frazeologik birliklar oʻrtasidagi munosabatlarni oʻrganadi. Masalan, hayvonlar metaforalarining paradigmasi “sly as a fox”, “brave as a lion” va “stubborn as a mule”, “tulkidek ayyor”, “sherdek mard” va “xachirdek oʻjar” larni oʻz ichiga olishi mumkin, ularning har biri insoniy fazilatlarni hayvon xususiyatlari bilan bogʻlaydi.

Etimologik paradigmalar: Bular asosida frazeologik birliklarning tarixiy rivojlanishini tekshiradi, ularning kelib chiqishi va zamonlar oraligʻidagi evolyutsiyasini kuzatadi. Masalan, lotin maqollari paradigmasi qadimgi Rimning falsafiy va madaniy qadriyatlarini aks ettiruvchi “carpe diem” (kun (quyosh)

tutilishi) va “memento mori” (o‘lishingni unutmang) o‘z ichiga olishi mumkin.

Qo‘shimcha ravishda, “Tabiiyki, togli, yaylov joylarda yashovchi xalqlar turmush tarzi o‘sha makon tabiati, imkoniyati dorrasida shakllanadi. Bu kabi joylarda chorvachilik yaxshi rivoj topadi. Demak, o‘sha xalqlar tilida chorvachilik bilan bog‘liq tushuncha, hodisa va turli ma' nollarni ifodalovchi leksik, frazeologik birliklarning shakllanishida boshga tillarga nisbatan ko‘proq bo‘lishi tably hol.”

Paradigmalarining muhimlik jihati:

Konseptualizatsiyani (xayolidagi, tasavvuridagi narsa) tushunish: Paradigmalar ma’ruzachilarning o‘z tajribalarini qanday tasniflashi va o‘y-fikrlari haqida tushuncha beradi. Ular tildan foydalanishni shakllantiradigan asosiy kognitiv tuzilmalar va madaniy taxminlarni ochib beradi.

Qiyosiy tilshunoslik: Paradigmalar tadqiqotchilarga frazeologiyaning umumiy va tilga xos maxsus xususiyatlarini aniqlab, turli tillardagi frazeologik birliklarni tahlil qilish va solishtirish imkonini beradi.

Diaxronik (tilni rivojlanishi bilan bog‘liq bo‘lgan) tahlil: vaqtlar oralig‘ida paradigmalar rivojlanishini o‘rganish orqali tilshunoslar til va madaniyatdagi o‘zgarishlarni kuzatishi, tarixiy ko‘rsatkichlar va ijtimoiy o‘zgarishlarni ochib berishi mumkin.

Jahon tilshunosligi paradigmalariga misollar:

Rus tili: “man in a case” (biror bir vaziyatdagi odam) paradigmasi “follow the crowd (olomonga ergashish) va “don't rock the boat” (birovni hafa qiladigan ish qilmang) kabi frazeologik birliklar bilan ifodalangan muvofiqlik va ijtimoiy bosim mavzusini o‘rganadi.

Ingliz tili: “time is money” (“Vaqt bu pul”) paradigmasi samaradorlik va mahsuldorlikning madaniy qadriyatlarini aks ettiradi, bu “time is of the essence” (“vaqt muhim ahamiyatga ega”) va “waste not, want not” (“isrof qilmang, xohlamang”) kabi frazeologik birliklarda yaqqol namoyon bo‘ladi.

Xitoy tili: “harmony” (“Uyg'unlik”) paradigmasi muvozanat va ijtimoiy tartibga urg'u beradi, “yin and yang” (“yin va yang”) va “the middle way” (“o'rta yo'l”) kabi frazeologik birliklarda aks etadi.

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EXPLORATION OF THE IMPACT OF L1 ON THE DEVELOPMENT OF LANGUAGE SKILLS

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Abstract: *This article investigates the multifaceted influence of the learner's first language (L1) on the development of language skills in the context of second language (L2) acquisition. Grounded in established research findings, the exploration covers the mechanisms of linguistic transfer, cognitive processes in L1-L2 interaction, and the impact of L1 structures on skill development. The discussion emphasizes the intricate relationship between the learner's L1 and L2 proficiency, offering insights for educators and researchers to inform language teaching*

methodologies and refine language acquisition theories.

Keywords: *first language (L1), second language (L2) acquisition, linguistic transfer, cognitive processes, skill development, language immersion, language instruction challenges*

Language acquisition is a complex process influenced by various factors, among which the learner's first language (L1) plays a pivotal role. This section delves into the exploration of how the L1 can significantly impact the development of language skills in the context of learning a second language (L2). The examination of this impact is grounded in established research findings, providing a scholarly foundation for understanding the intricate dynamics at play.

Linguistic Transfer and Skill Development

Linguistic transfer, the application of linguistic knowledge from one language to another, is a key mechanism through which the impact of L1 on language skill development is manifested (Ellis, 1994). Studies such as those conducted by Odlin (1989) and Ringbom (1987) emphasize the role of transfer in lexical, grammatical, and even pragmatic aspects of L2 learning. These findings underscore the significance of considering the learner's L1 as a foundation for the acquisition of skills in the target language.

Cognitive Processes in L1-L2 Interaction

The exploration of L1's impact extends to cognitive processes involved in language learning. Cummins' (1979) influential work on the Common Underlying Proficiency (CUP) model posits that cognitive and linguistic skills developed in the L1 form a transferable basis for the acquisition of proficiency in an L2. This conceptual framework underscores the interconnectedness of cognitive processes across languages, shedding light on how skills developed in the L1 can scaffold the development of parallel skills in the L2.

Research Findings on Familiarity with L1 Structures

Research studies, such as those conducted by Cook (2003) and Cenoz (2003),

have examined how familiarity with L1 structures influences the development of language skills in the L2 context. These studies reveal that learners with a strong foundation in their L1 tend to exhibit enhanced syntactic and morphological awareness in the L2. This supports the notion that a solid understanding of L1 structures can serve as a beneficial scaffold for acquiring corresponding skills in the L2.

In conclusion, the exploration of the impact of L1 on the development of language skills underscores the intricate relationship between the learner's first and second languages. Linguistic transfer, cognitive processes, and familiarity with L1 structures collectively contribute to shaping the trajectory of language skill acquisition. By acknowledging and understanding these influences, educators and researchers can better inform language teaching methodologies and contribute to the refinement of language acquisition theories.

While recognizing the potential benefits of incorporating the first language (L1) in second language (L2) instruction, it is imperative to critically examine the associated challenges and dispel prevailing misconceptions. This section engages in a scholarly discussion, drawing on reputable research findings to shed light on the complexities surrounding the use of L1 in the context of L2 pedagogy.

Linguistic Interference

One primary challenge lies in the potential for linguistic interference, as proposed by Selinker's Interlanguage Theory (1972). This phenomenon suggests that features of the L1 may intrude upon the developing L2 system, leading to errors and fossilization (Corder, 1981). Researchers like Ringbom (2007) emphasize the need for educators to navigate this challenge judiciously, considering the delicate balance between L1 support and potential interference.

Cognitive Load and Code-Switching

The cognitive load associated with navigating between languages, as highlighted by Swain's Output Hypothesis (1995), poses another challenge. Code-

switching, the alternation between languages within a discourse, may introduce confusion and hinder comprehension (Myers-Scotton, 1993). This underscores the importance of strategic and purposeful integration of L1 elements in instructional practices.

Overreliance on Translation

One common misconception is the assumption that L1 integration equates to overreliance on translation. Schmitt (2008) contends that judicious use of translation can, in fact, be a valuable tool for vocabulary acquisition. However, the misconception persists that any incorporation of the L1 involves an undue dependence on translation methods, neglecting the nuanced role it can play in facilitating understanding.

Perceived Threat to Target Language Immersion

A prevailing concern is the perceived threat to target language immersion when L1 is introduced. Cummins' (2000) distinction between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) highlights that a balanced use of both languages supports deeper cognitive engagement without compromising language immersion. However, educators may grapple with apprehensions regarding the potential dilution of the immersive language experience.

In conclusion, the discussion of challenges and misconceptions related to using L1 in L2 instruction underscores the need for a nuanced and informed approach. Recognizing the potential pitfalls, such as linguistic interference and cognitive load, informs educators to develop strategies that maximize the benefits of L1 integration while mitigating associated risks.

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ONA TILINING CHET TILI O'QITISHDAGI MUHIM TOMONLARI

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Abstract: *The process of learning a foreign language involves a complex interplay of linguistic, cognitive, and cultural factors. One particularly contentious issue in the field of language education is the role of the learner's mother tongue in the acquisition of a new language. While some educators advocate for a strict target language-only approach, many scholars recognize the value of leveraging the*

learner's mother tongue as a resource to facilitate the learning process. In this article, we will explore the multifaceted role of the mother tongue in teaching foreign languages and how it can be used effectively as a pedagogical tool.

Key words: *mother tongue, foreign languages, second language acquisition, pedagogical tool, cognitive bridge, language instruction.*

Аннотация: *Процесс изучения иностранного языка предполагает сложное взаимодействие языковых, когнитивных и культурных факторов. Одним из особенно спорных вопросов в области языкового образования является роль родного языка учащегося в овладении новым языком. Хотя некоторые преподаватели выступают за строгий подход, основанный только на целевом языке, многие ученые признают ценность использования родного языка учащегося в качестве ресурса для облегчения процесса обучения. В этой статье мы рассмотрим многогранную роль родного языка в обучении иностранным языкам и то, как его можно эффективно использовать в качестве педагогического инструмента.*

Ключевые слова: *родной язык, иностранные языки, овладение вторым языком, педагогический инструмент, когнитивный мост, обучение языку.*

Annotatsiya: *Chet tilini o'rganish jarayoni lingvistik, kognitiv va madaniy omillarning murakkab o'zaro ta'sirini o'z ichiga oladi. Til ta'limi sohasidagi ayniqsa munozarali masalalardan biri yangi tilni o'zlashtirishda o'quvchining ona tilining roli hisoblanadi. Ba'zi o'qituvchilar faqat maqsadli tilga nisbatan qat'iy yondashuvni qo'llab-quvvatlasa-da, ko'plab olimlar o'rganish jarayonini osonlashtirish uchun o'quvchining ona tilidan foydalanishning ahamiyatini tan olishadi. Ushbu maqolada ona tilining chet tillarni o'rgatishdagi ko'p qirrali o'rni va undan pedagogik vosita sifatida qanday samarali foydalanish mumkinligini ko'rib chiqamiz.*

Kalit so'zlar: *ona tili, chet tillari, ikkinchi tilni o'zlashtirish, pedagogik vosita, kognitiv ko'prik, til o'rgatish.*

Avvalo, ona tili o'quvchilar uchun chet tilini o'zlashtirishda kognitiv va lingvistik ko'prik bo'lib xizmat qiladi. Ikkinchi tilni o'zlashtirish bo'yicha tadqiqotlar shuni ko'rsatadiki, lingvistik tuzilmalar va kognitiv strategiyalarni ona tilidan maqsadli tilga o'tkazish o'rganish jarayonini sezilarli darajada osonlashtirishi mumkin. Ikki til o'rtasidagi o'xshashlik va farqlarga asoslanib, o'quvchilar samarali aloqa o'rnatishlari va yangi til modellarini osonroq tasavvur qilishlari mumkin. Ona tilidan bilimlarni bu tarzda o'tkazish so'z boyligini o'zlashtirish, grammatik tushunish va umumiy til kompetensiyasini tezlashtirishi mumkin.

Qolaversa, ona tili murakkab lingvistik tushunchalarni o'quvchilarga isohlab berish va tushuntirishda ham yordam berishi mumkin. O'rganilayotgan tildagi murakkab grammatik qoidalar, fonetik qisqacha farqlar yoki madaniy sezilmas noo'xshashliklar bilan to'qnash kelganda, o'quvchining ona tilidan foydalanish aniq va ravon tushuntirishlar berishga yordam beradi. O'qituvchilar ona tilidan unumli foydalanishlari mumkin bo'lgan notanish lingvistik konstruktsiyalarni o'quvchilar allaqachon tushunadigan tushunchalar bilan bog'lashlari va shu bilan yangi tilni chuqurroq tushunishga yordam berishlari mumkin.

Kognitiv afzalliklaridan tashqari, ona tili o'quvchilarning motivatsiyasini saqlab qolish va ijobiy ta'lim muhitini yaratishda ham hal qiluvchi rol o'ynaydi. Ko'pgina o'quvchilar uchun o'z fikrini ifoda etish va o'z ona tilida tushuntirishlar olish qobiliyati yangi tilni o'zlashtirish bilan bog'liq tashvishlarni yengillashtirishi mumkin. Bunday ishonch va qulaylik hissi tilni samarali o'rganishga yordam beradigan ko'proq qo'llab-quvvatlovchi va inklyuziv sinf muhitini yaratishi mumkin.

Biroq, chet tilini o'qitishda ona tiliga haddan tashqari ishonishning mumkin bo'lgan kamchiliklarini ham tan olish kerak. Ona tili qimmatli manba bo'lishi mumkin bo'lsa-da, undan sinfda haddan tashqari foydalanish o'quvchilarning maqsadli til bilan tanishishlariga to'sqinlik qilishi va ularning til ishlab chiqarishiga qiyinchilik tug'dirishi mumkin. O'rganish tajribasini optimallashtirish uchun ona tilidan oqilona foydalanish va maqsadli tilni chuqur o'rganish o'rtasidagi muvozanatni saqlash juda muhimdir.

Xulosa qilib aytish mumkinki, chet tillarni o'qitishda ona tilining o'rni ko'p qirrali va murakkabdir. Strategik va tejamkorlik bilan foydalanilganda, o'quvchining ona tili kognitiv ko'prik bo'lib xizmat qilish, tushunishni osonlashtirish va o'quvchilarning hissiy ehtiyojlarini qo'llab-quvvatlash orqali o'quv jarayonini yaxshilashi mumkin. O'qituvchilar ona tilini qo'llashga puxta o'ylab yondashishlari, uning potentsial afzalliklarini e'tirof etishlari va shu bilan birga o'rganilayotgan tilga chuqur kirib borish va doimiy ta'sir qilish zarurligini yodda tutishlari kerak. Oxir oqibat, ona tilidan foydalanishda muvozanatli va prinsipial yondashuv o'quvchilarning lingvistik rivojlanishini maksimal darajada oshirishi va tilni yanada samarali va inklyuziv o'rganish muhitiga hissa qo'shishi mumkin.

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IDIOMS RELATED TO ANIMALS

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Annotation: *"The study examines the use of phraseological units related to the topic of animals in English, shows the differences in translation and usage. It studies the specific ways in which these expressions are used in English, sheds light on the purpose of their use. In the thesis examples of the use of animal expressions to indicate contextual variation in English. Ultimately, the study aims to draw insights*

into the cultural and linguistic nuances embedded in animal expressions in this language."

Keywords: *phraseological units, time-related phrases, to illustrate, utilization, contextual variations, cultural nuances, expressions of animals*

An idiom is a common phrase which is used colloquially but the meaning is not immediately obvious. Native English speakers use many idioms in day-to-day life and many of them are animal related. Almost all languages have phrases that cannot be understood literally. Even if we know the meanings of all words in a phrase and we understand the grammar completely, still the total meaning of the phrase may be confusing. Like other languages, Indonesian, English and Uzbek are very rich in use of idioms. Idioms are used in formal style and in slang. At the same time they can appear in every sphere of our life in poetry, literature, music, media, and in Bible. Therefore, it is necessary to define and compare English, Russian, Indonesian and Uzbek idioms. Sinclair (1996) defines that an idiom is a number of words which, taken together, mean something different from the individual words of the idiom when they stand alone. The way in which the words are put together is often odd, illogical or even grammatically incorrect. These are the special features of some idioms. Other idioms are completely regular and logical in their grammar and vocabulary.

There are many idioms that are related to animals. Throughout history, man and animals have made close relationship. Consequently, animals have been employed in all cultures to reflect the nature of humanity. It is very simple for us to observe and recognize the characteristics of animals. Meanwhile, the characteristics of human are more difficult to explain. Animals are familiar creatures that can project people's emotion and attitudes towards them. Furthermore, animals can be used to explain about deep dimension of human feelings and ideas. In addition, animals can also reflect intellectual image of the society; the social dimension can be reflected by animal sphere. This can be showed when we read fable story for example. However, in addition to fables, many other literary genres use animals to describe

the meaning.

Let's prove our above tariff by comparing popular time-related expressions in English and their counterparts in Russian. These examples highlight the versatility and richness of phraseological units related to time in English and Russian

Animal idiom 1 Fly on the wall

To be a fly on the wall means to be unnoticed while watching or listening to something.

"They're discussing the argument now. I'd love to be a fly on the wall so I could hear what they were saying."

Animal idiom 2: Bee's knees If something is the bee's knees, that means it is excellent and of the highest quality. You could also say someone is the bee's knees. *"This chocolate cake is the bee's knees. You have to try it!"*

Animal idiom 3: To make a beeline. To make a beeline for something means to move towards it quickly and with purpose. *"I've wanted to meet Harry for ages so as soon as I saw him, I made a beeline for him."*

Animal idiom 4: To kill two birds with one stone. To kill two birds with one stone means to accomplish two tasks or objectives at once. *"I wanted to try out the new restaurant and I haven't seen Justine in ages so I've booked a table for us both and it'll kill two birds with one stone."*

Animal idiom 5: Sitting duck. A sitting duck is an easy target, something or someone which is vulnerable to attack. *"If we leave the shop doors unlocked it'll be a sitting duck."*

Animal idiom 6: To chicken out. To chicken out of something means to back out of it because of feeling scared or worried. *"James was going to go on the rollercoaster but he chickened out at the last minute."*

Animal idiom 7: A wild goose chase. A wild goose chase is a pointless task, particularly one that involves travel. *"She sent me to the supermarket to buy socks*

but they don't even sell socks so it was a wild goose chase."

Animal idiom 8: To take the bull by the horns. This means to face a problem directly. Sometimes you might hear someone say to 'grab' a bull by its horns, which means the same thing. *"I hate confrontation but I'm so angry that I'm going to have to take the bull by the horns and tell her."*

Animal idiom 9: To horse around. To horse around means to act in a way that is silly and playful and sometimes noisy. *"Will you please stop horsing around? I'm trying to concentrate."*

Animal idiom 10: Until the cows come home. Until the cows come home means for a long, possibly even never-ending length of time. It's usually used when talking about something that you 'could do' for a long time, because you enjoy it. *"I could sit here and read until the cows come home but unfortunately, I've got work to do."*

Animal idiom 11: Dark horse. A dark horse is somebody who is surprisingly good at something you might not expect them to be. This could be used to describe someone in a competition who places much higher than expected or someone who surprises you with their skill.

"Wow, Beth, you're a dark horse- I didn't know you could bake so well!"

Animal idiom 12: Hold your horses. To hold your horses means to wait.

Person 1: (walks through the door) Hello.

Person 2: Brilliant, you're home. I've been wanting to talk to you about-

Person 1: Hold your horses, I've only been here two seconds.

Animal idiom 13: Straight from the horse's mouth. If you hear something straight from the horse's mouth, that means you are hearing it straight from the source; from somebody who has direct and personal experience. *"I don't usually pay attention to gossip but I heard this straight from the horse's mouth."*

Animal idiom 14: In two shakes of a lamb's tail. In two shakes of a lamb's tail means in a very short amount of time. *"I'll be back with a cup of tea in two shakes*

of a lamb's tail."

Animal idiom 15: To go the whole hog. To go the whole hog means to really commit to something and to take it as far as possible. *"Most people in the office don't celebrate Halloween, but Anna goes the whole hog every year."*

Animal idiom 16: The cat's pyjamas. Similar to the bee's knees, if something or someone is the cat's pyjamas, that means they are the best. *"My last teacher wasn't very good but my new one is great- she's the cat's pyjamas."*

Animal idiom 17: To let the cat out of the bag.

To let the cat out of the bag means to reveal a secret. This could be accidentally or it could be on purpose. *"I think it's time I let the cat out of the bag... I'm pregnant!"*

Animal idiom 18: Cat got your tongue? This is a question you might ask somebody who is being unusually quiet. *"What's the matter? Cat got your tongue?"*

Animal idiom 19: Raining cats and dogs. If someone says it is raining cats and dogs, that means it is raining very heavily outside. *"I wanted to go for a run but it's raining cats and dogs outside so I think I'll go tomorrow instead."*

Animal idiom 20: To let sleeping dogs lie. To let sleeping dogs lie means to leave a situation alone, to not interfere so you don't cause trouble. Person 1: *"I'm so angry, I'm going to call her right now and argue with her."* Person 2: *"Wait a minute. Don't you think it might be better just to let sleeping dogs lie?"*

Animal idiom 21: In the doghouse. To be in the doghouse means to be in trouble or disgrace. Usually because you've upset or angered somebody with something you've done or not done. *"He forgot his girlfriend's birthday so he's in the doghouse."*

Animal idiom 22: Dog eat dog. 'Dog eat dog' is a phrase we use to describe an environment which is very competitive, to an extent where people are prepared to harm one another to win. *"I hate working in that office because it's dog eat dog in*

there. Everybody tries to make each other look bad to make themselves look better."

Animal idiom 23: Ants in your pants. If you have ants in your pants, that means you are restless and moving around a lot, usually because you are nervous or excited. *Person 1: "You've got ants in your pants today." Person 2: (pacing) "I'm so nervous about this job interview- I can't sit still!"*

Animal idiom 24: To smell a rat. To smell a rat means to be suspicious of a lie. *"She said she couldn't come to my birthday party because she had other plans but I smell a rat."*

Animal idiom 25: Fishy. If something is fishy, that means it is suspicious. *"There's something fishy going on in that office. Something's not quite right with their numbers."*

Animal idiom 26: To have bigger fish to fry. If you have bigger fish to fry, that means you have more important or better things to do. *"Don't worry about the invitations, you have bigger fish to fry. You need to find a venue."*

Animal idiom 27: A different kettle of fish. If something is another kettle of fish, or a whole other kettle of fish, that means it is entirely different. *Person 1: "I'm just so stressed because we're moving house and it's all changing so quickly." Person 2: "And how's your mum?" Person 1: "That's a whole other kettle of fish."*

Animal idiom 28: Crocodile tears. Crocodile tears are fake tears, for example if somebody is pretending to cry or has forced themselves to cry to gain something. *"I know they're crocodile tears. She doesn't actually care about me."*

Animal idiom 29: Elephant in the room. An elephant in the room is something obvious and uncomfortable which has not been discussed. *"Obviously I know that he's said horrible things about me but I didn't mention it so there's an elephant in the room."*

Animal idiom 30: To have the lion's share. To have or get the lion's share of something means to have the largest amount of something.

“As the main character in Harry Potter, Daniel Radcliffe gets the lion’s share of the praise but I think all of the other actors are just as good.”

In conclude we can tell that human being have their own way to express different emotions and represent some social phenomena in particular times with the assistance of animals. Consequently, animal idioms are short but transparent or terse but clear. We can find many animal idioms in English, Indonesia, and Uzbek languages. However, due to a great numbers of differences in history, culture, environment, and style of thinking between English, Russian, Indonesia, and Uzbek; so, people coming from these four countries possess their own unique perspective about the same animals. Ultimately, the utilization of animal-related expressions serves as a dynamic bridge between language and culture, offering a rich tapestry of linguistic nuances that contribute to the multifaceted ways in which individuals across different linguistic communities perceive and express the dimension of animals.

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O'ZBEK XALQ ERTAKLARIDA BOYLIK TUSHUNCHASI

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Annotatsiya: *Ushbu maqola o'zbek xalq og'zaki ijodining namunalaridan biri bo'lgan ertakda boylik tushunchasining talqini haqida. Maqola bu mavzuni bir nechta ertaklar misolida yoritib, o'zbek madaniyati va ertaklarida boylik tushunchasi faqatgina moddiylik bilan o'lchanmay, kishining aqli va salomatligi haqiqiy boyligi uqtirilishi bilan xulosalanadi.*

Аннотация: *Данная статья посвящена трактовке понятия богатства в сказке, которая является одним из образцов узбекского фольклора. В статье освещается данная тема на примере нескольких сказок, и делается вывод о том, что понятие богатства в узбекской культуре и сказках гасится не только материальными вещами, а настоящим богатством ума и здоровья человека.*

Abstract: *This article is devoted to the interpretation of the concept of wealth in a fairy tale, which is one of the examples of Uzbek folklore. The article highlights this topic using the example of several fairy tales, concluding that the concept of wealth in Uzbek culture and fairy tales extinguish not only by material things, but also by the real wealth of the human mind and health.*

Kalit so'zlar: *o'zbek xalq og'zaki ijodi, ertak, "boylik" tushunchasi, Zumrad va Qimmat, Alq va boylik.*

O'zbek xalq og'zaki ijodi asrlar davomida o'zbek xalqining ijodkor odamlari tomonidan yaratilgan madaniy merosidir. Unda xalqning azaliy orzu-umidlari, kechinmalari, urf-odatlari, tashvish va quvonchlari o'z ifodasini topgan. O'zbek xalq og'zaki ijodi ko'p asrlarga borib taqaladigan boy tarixga ega. Qo'shiqlar, maqollar, topishmoqlar, matallar, ertaklar, dostonlar xalq og'zaki ijodining eng qadimgi va keng tarqalgan janrlaridir. Shulardan biz kichikligimizdan boshlab tinglab kelgan ertaklar bizga juda katta tarbiyaviy ahamiyat kasb etgan.

Ertak – xalq og'zaki poetik ijodining asosiy janrlaridan biri; to'qima va uydirmaga asoslangan sehrli sarguzashtlar va maishiy xarakterdagi epik badiiy asar. Asosan, nasr shaklida yaratilgan. Ertakning muhim xususiyatlaridan biri uning hamisha xalq hayoti, kurashi, tarixi, ruhiy olami, dunyoqarashi, urf-odatlari bilan chambarchas boglanishi, insonlarga axloqiy va ma'naviy yo'ldosh bo'lib kelishidadir. Ertaklar azaldan xalqni, ayniqsa, yosh avlodni insonparvarlik, vatanga muhabbat, rostgo'ylik va halollik, mehnatsevarlik, xushmuomalalik va kamtarlik ruhida tarbiyalab kelgan.²⁹ Ulardagi yana bir muhim tarbiyaviy ahamiyatga ega tushunchalardan biri “boylik” tushunchasidir.

Qadim zamonlardan beri boylik insonning hayotiy manfaatlarining bir qismi bo'lganligi sababli ushbu tushuncha ertaklarimizga ko'chgan. Kognitiv va madaniy-lingvistik, psixolingvistik va antropotsentrik yondashuvlarning integratsiyasi tilshunoslar tomonidan turli tizimli tillarda "boylik" tushunchasining verbalizatsiyasini tahlil qilishning uslubiy asosi sifatida qaraladi³⁰.

O'tmishdan to hozirgi kungacha boylik, ya'ni pul insonlar hayotiga kirib kelgan. Tegishli kontsepsiya jamiyatda sodir bo'layotgan o'zgarishlardan so'ng, boylik deyarli barcha sohalarga kirib borganida, odamlarning ushbu hodisaga munosabatini aks ettira boshlagan. Biroq o'zbek madaniyatida “boylik” tushunchasi har doim ham pul yoki qimmatli narsani anglatmaydi. Bu ertaklarda ham o'z aksini topgan. Qadim

²⁹ <https://uz.m.wikipedia.org/wiki/Ertak>

³⁰ Al-Hindawi, F. H., & Al-Saate, W. S. (2016). Ontological Metaphor in Economic News Reports: A Pragmatic Approach. Arab World English Journal, 7(4), 155-174

zamonlardan xalqimiz “Sog‘liging – boyliging” degan naqlni tez-tez ishlatishadi ya’ni boylik faqat pulda yoki shunday moddiy narsalarda emas, balki sog‘likda. Eng mashhur o‘zbek xalq ertaklaridan biri “Zumrad va Qimmatda” ham boylikka o‘chlikning oxiri yaxshilik bilan tugamasligi aytiladi. Boylikka o‘chlikning albatta jazosi bordir. Keling, quyidagi ertakdagi boylik tushunchasining tasviriga e’tibor beraylik:

Bir cholning to‘rt o‘g‘li bor ekan. Bir kuni chol o‘g‘illarini oldiga chaqirib:

- O‘g‘illarim, men qarib qoldim, debdi, - orangizdan bittangiz oila boshlig‘i bo‘lishingiz kerak.

- Kim aqlli va davlatmand bo‘lsa, u menga merosxo‘r bo‘ladi. Har qaysingiz menga aqlli va davlatli ekanligingizni ko‘rsating.

Eng katta o‘g‘il oltin uzuk taqqan qo‘lini uzatib:

- Mana mening boyligim, boy odamda aql ham bo‘ladi, - debdi.

Ikkinchi o‘g‘il zar choponini kiyib:

- Shu paytda meni ko‘rgan kishi boyligimga va aqlimga qoyil qoladi, - debdi.

Uchinchi o‘g‘il kumush va javohir qadalgan kamarini beliga bog‘lab:

- Hech kim umrida bunday kamarni ko‘rgan emas, - debdi.

Chol boshini chayqab, katta o‘g‘illariga hech narsa demabdi. Kenja o‘g‘liga qarab:

- Nega sen indamaysan? Sen qaysi boyliging bilan maqtanasan? – debdi.

- Menda oltin uzuk ham, zar chopon ham, qimmatbaho kamar ham yo‘q. Lekin mehnatkash qo‘lim, botir yuragim, aqlli boshim bor, - debdi.

Kenja o‘g‘ilning javobi cholga yoqibdi, bor – yo‘g‘ini unga meros qoldiradigan bo‘libdi. Katta o‘g‘illariga esa uning so‘zidan chiqmaslikni tayinlabdi.

(Aql va boylik)³¹

Chol o'g'illarining eng aqlli javob qilganiga o'z merosini qoldirdi, chunki boylikni aql bilan ishlatmasa u uzoqqa bormaydi. O'ylanmay qilingan harakatlar boylikni bekorga sovrishga ketadi. Shuning uchun ham xalqimiz puldan aqlni ustun ko'radi, chunki aqlli odam pulini boyligini to'g'ri sarf qilishni biladi.

Ushbu ertakdan ham ko'rinib turibdi-ki, o'zbek xalq ijodining ertaklarida boylik qimmatbaho buyumlar bilan o'lchanmaydi chunki pul baxt, sevgi, g'amxo'rlik va boshqa shu kabi samimiy his-tuyg'ular, nozik narsalarni sotib olib bo'lmaydi. Bu ertakning asl ma'nosi aqling boyligingdir. Otasi o'g'illarining eng aqlisiga boyligini meros qoldirmoqchi, chunki pulni aql bilan ishlatish lozim.

Xulosa o'rnida, o'zbek xalq ertaklar bizning madaniy merosimiz, o'zbek folklorining eng qadimiy turlaridan biri. Ularda "boylik" tushunchasi faqat pul yoki shunday qiymatli buyumlar bilan emas, insoniylik tuyg'ulari, sog'lik-salomatlik, aql-farosat va shu kabi ma'naviy narsalar bilan o'lchanadi va yosh avlodga moddiy boyliklar uzoqqa bormasligi, insonning ilmi yoki uning salomatligi haqiqiy boyligi ekanligi uqtiriladi.

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³¹ A. Rafiyev, G. Muhammadjonova, N. Alovuddinova, O'zbek tili. 5-sinf uchun darslik, „O'qituvchi“ Nashriyot-Matbaa Ijodiy uyi, Toshkent — 2015. 93-Bet

CHET TILIGA O'RGATISHDA ONA TILINING ROLI

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Annotatsiya: *Hozirgi kunda chet tillarini o'rganish zamon talabi bo'lib qolgan, chunki har bir sohada chet tillarini bilish muhim ahamiyat kasb etadi. Ammo, chet tillarini o'rganishda ona tiliga ham e'tiborni qaratish lozim. Ushbu maqolada xorijiy tillarni o'rganishda ona tilining roli va ahamiyati haqida fikr yuritiladi. Bundan tashqari chet tillarini ona tiliga bog'liq holda o'rgatish usullari haqida ham mulohazalar bildiriladi.*

Kalit so'zlar va iboralar: *ta'lim, darsni tashkil qilish, dars mazmuni, chet tili, ona tili*

Annotation: *Nowadays, learning foreign languages has become the need of the hour, because knowledge of foreign languages is important in every field. However, in learning foreign languages, attention should also be paid to the mother tongue. This article is devoted to the role and importance of the mother tongue in learning foreign languages. In addition, comments are made about the methods of teaching foreign languages depending on the mother tongue.*

Key words and phrases: *education, organizing classes, content of the lesson, foreign language, mother tongue,*

Аннотация: *В наши дни изучение иностранных языков стало необходимостью времени, ведь знание иностранных языков важно в каждой сфере. Однако при изучении иностранных языков следует уделять внимание и родному языку. В данной статье рассматривается роль и значение родного языка в изучении иностранных языков. Кроме того, даются комментарии о методах обучения иностранным языкам в зависимости от родного языка.*

Ключевые слова и фразы: *образование, организация урока, содержание урока, иностранный язык, родной язык.*

Ta'lim - bilim berish, malaka va ko'nikmalar hosil qilish jarayoni, kishini hayotga va mehnatga tayyorlashning asosiy vositasi. Ta'lim jarayonida ma'lumot olinadi va tarbiya amalga oshiriladi. Ta'lim tor ma'noda o'qitish tushunchasini anglatadi. Lekin u faqat turli tipdagi o'quv yurtlarida o'qitish jarayonini emas, oila, ishlab chiqarish. va boshqa sohalarda ma'lumot berish jarayonini ham bildiradi.³² Ta'lim jarayoni ta'lim beruvchi – o'qituvchi va ta'lim oluvchi – o'quvchi faoliyati yig'indisidan tashkil topgan. Ta'lim mazmuni uning maqsadiga muvofiq, ijtimoiy shart-sharoit, fan va texnika, san'at holati va shu kabilarni hisobga olgan holda belgilanadi. Kasb-hunar kollejlari, o'rta maxsus va oliy o'quv yurtlaridagi ta'limning mazmuniga umumiy ma'lumotdan tashqari muayyan kasb va mutaxassislik uchun zarur bo'lgan maxsus bilim, malaka va ko'nikmalar ham kiradi. Ta'lim mazmuni o'quv reja va dasturlari, darslik va boshqalarda yoritiladi. Ta'limda qo'yilgan maqsadga erishish uchun turli metod, vosita, tashkiliy tizim va shakllar (ma'ruza, suhbat, tajribalar o'tkazish, ko'rgazmali qurollarni qo'llash, kuzatish, mashq va shu kabi)dan foydalaniladi.³³

Dars - aniq maqsadni ko'zlab belgilangan vaqtda bir xil yoshdagi o'quvchi, yoshlar bilan o'qituvchi rahbarligida olib boriladigan mashg'ulotlardir. Dars - o'z oldiga qo'yilgan aniq maqsad va tugal mazmundan iborat. Darsning tuzilishi oddiy va ancha murakkab bo'lishi mumkin. Bu o'quv materialining mazmuni, darsning didaktik maqsadi, o'quvchilar va jamoa sifatida sinfning xususiyatlariga bog'liq. Har bir dars aniq maqsadni ko'zlagan holda puxta rejalashtirilmog'i lozim. Bu jarayonda o'qituvchi darsning ta'limiy va tarbiyaviy maqsadini belgilaydi. Dars bosqichlarini, ya'ni qanday tamomlash, ko'rgazmali materiallardan foydalanish kabilarni oldindan hal qilib oladi.³⁴ Darsning mazmuni shundan iboratki. o'quvchilar o'z bilimlarini yangi manbalar bo'yicha anglab oladilar va chuqurlashtiradilar yoki ularga ma'lum bo'lgan qoidaga yangi masalalar yechadilar, ilgari olgan bilimlarini og'zaki va yozma takrorlaydilar yoki ilgari o'rganganlarini

³² Vikipediya,ochiq ensiklopediya

³³ Vikipediya

³⁴ Umumiy pedagogika. ziyonet.uz. elektron kutubxonasi

yanada chuqurroq va mustahkam o'zlashtirish maqsadida ulardan alohida masalalar bo'yicha axborot beradilar. Tuzilishi bo'yicha bunday darslar quyidagi bosqichlardan o'tishni ko'zda tutadi: uy vazifasini tekshirish, og'zaki va yozma mashqlarni bajarish, topshiriqni bajarishni tekshirish, uyga vazifa berish. Darsni qanchalik yaxshi tashkil etish o'qituvchining tajribasiga va salohiyatiga bog'liq. Hozirgi kunda darslarni yanada takomillashtirish maqsadida dars jarayonida chet tillaridan ham foydalanmoqda.

Chet tili bu insonlarning ona tili bo'lmagan o'zga tildir. Insonlar chet tillarini maktablarda, o'quv kurslarda o'rganishadi. Hozirgi kunda ko'p davlatlarda hatto bog'chalarda ham chet tillari o'rgatilmoqda, chunki insonlar biron kasbni yoki sohani egallashida kamida bitta chet tilini bilish muhim ahamiyatga ega. Masalan, Germaniyada eng keng tarqalgan chet tili ingliz tili, bundan tashqari fransuz, lotin, ispan, italyan, golland, daniya va rus tillari ham o'rgatiladi. Ko'pchilik o'quvchilar 5-sinfdan o'rganishni boshlaydilar. Lyuksemburg davlatida esa ko'p tillilik va ko'p madaniyatlilikni saqlab qolish maqsadida 1-sinfdan chet tillari chuqur o'rgatiladi. Bizning mamlakatimizda ham 2012-yilda ingliz tilini boshlang'ich sinflardan boshlab o'qitilishi haqida prezident Qarori qabul qilingan.³⁵ Barcha mamlakatlarda chet tillariga qaratilayotgan e'tiborning kuchayishi bevosita o'sha davlatning yanada rivojlanishi uchun xizmat qiladi.

Har bir millatning, elatning o'z tili bor. Mana shu o'zlariga mansub, otabobosidan meros bo'lib kelayotgan til o'sha xalqning *ona tilisi* hisoblanadi. Ona tilidagi so'zlar asosan mana shu millatning turmush tarzini, madaniyatini, urf-odat va an'analarini ifodalaydi. Ona tilining taraqqiyoti va yuksalishi har bir xalq, millat va elatlarning rivojlanishi bilan bog'liqdir. Bobolarimiz aytganidek, millatsiz til, tilsiz millat bo'lmaydi, millat yashasa uning tili ham yashaydi.

“O'z ona tilini yaxshi bilgan odam xorijiy tillarni tez va oson o'rganadi”, – deydi AQShning Azusa Pasifik universiteti professori Nensi Ekles. Demak, har qanday

³⁵ PQ-1875-sonli qarori. 10.12.2012.

xorijiy tilni o'rganishdan avval o'z ona tilini mukammal o'rganishi kerak ekan, chunki har bir til bir-biriga chambarchas bog'liq holda o'rganiladi. Inson o'z ona tilidagi so'zlarning ma'no-mazmunini, grammatikasini bilmasdan, boshqa tillardagi so'zlarni o'zlashtira olmaydi, albatta.

Bilamizki, chet tillarini o'zlashgtirishda ham ayrim muammolarga duch kelinadi. Shunday muammolardan biri shuki, chet tillardagi so'zlarni ona tilidagi tovushlar bilan talaffuz qilishlikdir. Buning sababi shundaki, bizning og'iz bo'shlig'imiz ona tilidagi tovushlarga moslashib qoladi va chet tillaridagi ayrim tovushlarni talaffuz qilish uchun qiynaladi. Chet tillarini endi o'rganayotgan insonlar o'rganishni boshlashidan boshlab chet tilidagi tovushlarni to'g'ri talaffuz qilishga va ona tilidagi o'xshash tovushdek talaffuz qilmaslikka odatlanishi kerak. Ayniqsa bo'gcha yoshidagi va boshlang'ich sinfda tahsil olayotgan bolalarning chet tilidagi so'zlarning qanday talaffuz qilayotganiga e'tibor berishimiz kerak. Agar mana shu yoshdan tovushlarni to'g'ri talaffuz qilishga o'rgansa, kelgusida tilni o'zlashtirishda qiyinchiliklar yuzaga kelmaydi.

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COMPARATIVE DESCRIPTION AND CLASSIFICATION OF COMPOUND SENTENCES IN ENGLISH AND UZBEK

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Annotation. *Compound sentences are an essential component of language,*

connecting ideas in a logical and cohesive manner. While the structure and function of compound sentences are similar across languages, differences in grammar, syntax, and culture can lead to variation in their use. English and Uzbek are two languages that have evolved independently, and they each have specific features that distinguish them from one another. In this paper, we will undertake a comparative description and classification of compound sentences in English and Uzbek. We will explore the similarities and differences between the two languages in terms of their sentence structures and the classification of compound sentence types. By examining their similarities and differences, we hope to provide a better understanding of the complex nature of human language and contribute to the fields of linguistics and language education. Understanding the similarities and differences in compound sentences in English and Uzbek can also provide valuable insight for translators, language learners, and educators.

Keywords. Compound sentences, grammar, syntax, culture, classification of compound sentence, similarities

Annotatsiya. *Qo'shma gaplar tilning muhim tarkibiy qismi bo'lib, fikrlarni mantiqiy va uyushiq bog'laydi. Qo'shma gaplarning tuzilishi va vazifasi turli tillarda o'xshash bo'lsa-da, grammatika, sintaksis va madaniyatdagi farqlar ularni qo'llashda turlicha bo'lishiga olib keladi. Ingliz va o'zbek tillari mustaqil ravishda rivojlangan ikki til bo'lib, ularning har biri ularni bir-biridan ajratib turadigan o'ziga xos xususiyatlarga ega. Ushbu maqolada biz ingliz va o'zbek tillaridagi qo'shma gaplarning qiyosiy tavsifi va tasnifini ko'rib chiqamiz. Ikki tilning gap tuzilishi va qo'shma gap turlarining tasnifi bo'yicha o'xshash va farqli tomonlarini o'rganamiz. Ularning o'xshash va farqli tomonlarini o'rganib chiqib, biz inson tilining murakkab tabiatini yaxshiroq tushunishga va tilshunoslik va til ta'limi sohalariga hissa qo'shishga umid qilamiz. Ingliz va o'zbek tillaridagi qo'shma gaplardagi o'xshashlik va farqlarni tushunish tarjimonlar, til o'rganuvchilar va o'qituvchilar uchun ham qimmatli tushuncha bo'lishi mumkin.*

Kalit so'zlar. *Qo'shma gaplar, grammatika, sintaksis, madaniyat, qo'shma*

Аннотация. *Сложные предложения являются важным компонентом языка, соединяющим идеи логическим и связным образом. В то время как структура и функции сложных предложений схожи в разных языках, различия в грамматике, синтаксисе и культуре могут привести к различиям в их использовании. Английский и узбекский — это два языка, которые развились независимо друг от друга, и у каждого из них есть свои особенности, которые отличают их друг от друга. В данной работе мы предпримем сравнительное описание и классификацию сложных предложений в английском и узбекском языках. Мы изучим сходства и различия между двумя языками с точки зрения их структуры предложений и классификации типов сложных предложений. Изучая их сходства и различия, мы надеемся лучше понять сложную природу человеческого языка и внести свой вклад в области лингвистики и языкового образования. Понимание сходств и различий в сложных предложениях на английском и узбекском языках также может дать ценную информацию переводчикам, изучающим языки и преподавателям.*

Ключевые слова. *Сложные предложения, грамматика, синтаксис, культура, классификация сложных предложений, сходство*

Introduction

Compound sentences are formed by combining two or more independent clauses, which are complete sentences that can stand alone. In English, compound sentences are often connected by coordinating conjunctions such as "and," "but," and "or." In Uzbek, on the other hand, compound sentences can be formed by using conjunctions, participle phrases, or simply by joining two independent clauses with a comma.

In terms of sentence structures, English and Uzbek differ in a number of ways. English is a subject-verb-object (SVO) language, meaning that the word order in a

simple sentence is typically subject-verb-object. Uzbek, on the other hand, is a subject-object-verb (SOV) language, meaning that the word order in a simple sentence is typically subject-object-verb. This difference in sentence structure can impact the formation of compound sentences, as it can influence the use of coordinating conjunctions and other connectors.

In order to effectively compare and classify compound sentences in English and Uzbek, it is important to have a solid understanding of the grammatical concepts and structures of the two languages. By examining the unique properties of each language, we can gain insight into the similarities and differences in compound sentence formation and classification.

Compound sentences in English and Uzbek share some similarities but also have some differences in structure and classification. Here we will describe the different types of compound sentences in both languages.

In English, compound sentences can be classified into three types based on the way independent clauses are connected: coordinating conjunctions, semicolons and transitional devices. Coordinating conjunctions are the most common way of forming compound sentences in English. There are seven coordinating conjunctions: for, and, nor, but, or, yet, so (FANBOYS).

For example, “He was late for the meeting, but he still managed to get there in time.” Another way to form a compound sentence in English is by using semicolons to connect independent clauses. For example, “She loves to sing; he likes to dance.” Transitional devices, such as however, meanwhile and therefore, can also be used to join independent clauses. For example, “I wanted to go to the movies; however, I had to study for my exam.”

In Uzbek, compound sentences can be formed by using conjunctions, participle phrases, or by joining two independent clauses with a comma. Some of the commonly used conjunctions in Uzbek include "lekin" (but), "va" (and), "yoki" (or), and "de" (while). For example, “Men o‘rgatuvchiman, lekin mashq qilaman” (I am

a teacher, but I also do exercises). Additionally, participle phrases can also be used to create compound sentences. For example, “Toshkentga kelganidan so‘ng, u do‘stiga telefon qiladi” (After arriving in Tashkent, he called his friend). Alternatively, two independent clauses can also be joined by using a comma. For example, “Men universitetda o‘qiganman, Boshqa malakalar ham o‘rganganman” (I studied at university, I have also studied other topics).

Understanding the different types of compound sentences in English and Uzbek is essential for developing strong writing and communication skills in both languages. The classification of compound sentences in each language can also provide insight into the cultural and linguistic differences between these two societies.

English and Uzbek compound sentences share some similarities, such as both languages using coordinating conjunctions to join independent clauses. However, there are also notable differences between the two languages in terms of sentence structure, conjunctions usage, and word order.

One difference is the use of semicolons in English as a way of connecting independent clauses, while such usage is not common in Uzbek. Instead, Uzbek often uses participle phrases or joins independent clauses with connectors such as “lekin” (but), “va” (and), or “yoki” (or).

Moreover, word order can also affect the formation of compound sentences. In English, the subject typically comes before the verb, while in Uzbek, the verb comes at the end of the sentence. This can influence the formation of compound sentences, as connectors in each language may be used differently depending on where independent clauses are placed in a sentence.

Another difference is the use of transitional devices in English compound sentences as a way of emphasizing contrast or continuity. While transitional devices exist in Uzbek, they are not used in the same way or frequency as in English. This may be due to different cultural and linguistic influences that shape the use of

language in each society.

Understanding these similarities and differences can give us insight into the cultural and linguistic nuances that shape both English and Uzbek compound sentences. Such insight can be valuable for language learners, translators, and educators who are interested in strengthening cross- cultural communication skills.

Conclusion. In this paper, we have discussed the comparative description and classification of compound sentences in English and Uzbek. We explored the similarities and differences in sentence structures, conjunction usage, and word order.

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THE ROLE OF THE MOTHER TONGUE IN TEACHING A FOREIGN LANGUAGE

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Abstract: *There is a saying in our people that those who know their mother tongue well can learn foreign languages quickly. Indeed, learning foreign languages by comparing them with the mother tongue is one of the most effective ways and it is considered a convenient method for many teachers and students. This article discusses the primary influence of the mother tongue for learning foreign languages.*

Аннотация: *В нашем народе есть поговорка: кто хорошо знает родной язык, тот быстро выучит иностранные языки. Действительно, изучение иностранных языков путем сравнения их с родным языком является одним из наиболее эффективных способов и считается удобным методом для многих преподавателей и учащихся. В данной статье рассматривается первичное влияние родного языка на изучение иностранных языков.*

Annotatsiya: *Xalqimizda ona tilini yaxshi bilgan chet tillarini tez o'rganadi, degan naql bor. Darhaqiqat, xorijiy tillarni ona tili bilan qiyoslash orqali o'rganish eng samarali usullardan biri bo'lib, ko'pchilik o'qituvchi va talabalar uchun qulay usul sanaladi. Ushbu maqolada ona tilining chet tillarini o'rganishdagi asosiy ta'siri muhokama qilinadi.*

Key words: *language learning, language teaching, mother tongue, methodology, effectiveness.*

The important way of teaching foreign languages, which is used today as a modern methodology, is to compare the foreign language with the mother tongue.

A modern foreign language teacher should not only rely on foreign language methods and learn from them but should direct the student to study in proportion to his mother tongue. Firstly, they should help students bring out their inner latent abilities and secondly ensure that students learn by comparison even at a minimum level.

WHY DO WE NEED TO LEARN FOREIGN LANGUAGES?

Knowledge of languages, especially multilingualism has great importance in our time when international relations are on the rise. Pupils and students studying in our country usually study three languages. They are mother tongue, second language, and foreign languages. 'Knowing another language may mean: getting a job; a chance to get educated; the ability to take a fuller part in the life of one's own country or the opportunity to emigrate to another; an expansion of one's literary and cultural horizons' (Cook, 2008, 1). The mother tongue is the first language that provides a special service in the formation of thinking. When we talk about a second language, the language that is learned simultaneously with our mother tongue comes to mind. The demand for learning English in our country is increasing day by day. It is necessary to recognize the developing relations between Uzbekistan and foreign countries as one of the main reasons for this.

Therefore, the number of educational institutions where the English language is taught in our country is also increasing. Therefore, such educational institutions need suitably qualified personnel and pedagogues who can use modern technologies and conduct lessons with modern interactive methods. As long as a teacher with a low level of knowledge cannot help the students to become a perfect person.

THE METHOD USED IN LEARNING A FOREIGN LANGUAGE

Foreign language is the language of foreign countries. It is difficult to learn such languages at once. Learning foreign languages using various methods, interactive methods, and modern technologies means achieving the desired goal faster.

Especially, learning a foreign language by comparing it with your mother tongue is one of the easiest ways which has shown its effectiveness for centuries. The grammar translation method is a method in which the teaching and learning is done using the native language of the learners. Freeman (2000, p 18) says that 'The meaning of the target language is made clear by translating it into the students' native language. The language that is used in class is mostly the students' native language'. Currently, many students have achieved significant results in learning a foreign language through this method. In my own practice of teaching, I always get new students who experienced different ways of learning prior registering to for my

course. For the last two years, I have conducted experiment tests among the two different types of learners. The first group is the students who learned a foreign language with a direct method using only the target foreign language. The second group is the students who have learned a foreign language from a teacher in their home country comparing it with their mother tongue. The two groups of learners were compared. The results indicate that compared to students who used only a foreign language, the students who studied languages by comparing them with their mother tongue answered the questions faster and more accurately. For this reason, I plan most of my lessons incorporating the native language of the learners.

WHAT LANGUAGE TEACHING EXPERTS SAID ABOUT LEARNING LANGUAGES BY COMPARISON.

The methodology of teaching foreign languages as a science has more than 200 years of history. During this period different opinions were given to the methodology of teaching a foreign language. The most important of these is to learn a language by comparing it to another language. One of these views belongs to L.V. Scherba. In his opinion, the methodology of teaching any science is not considered a theoretical science, even though it is a science. He solves practical problems. In particular, the methodology of foreign language teaching does not rely only on psychological evidence but is based on general and specific linguistic research. If linguistics deals with the laws of the origin and movement of language phenomena, the methodology answers the question of what should be done to use the necessary language phenomena in practice based on these laws.

BENEFITS OF USING NATIVE LANGUAGE IN FOREIGN LANGUAGE LEARNING

Building a Strong Foundation

The mother tongue serves as a foundation for language learning. Familiarizing students with concepts and structures in their native language provides a sense of comfort and enables them to grasp the fundamentals of the target language more effectively. By scaffolding new language concepts on knowledge acquired in their

mother tongue, students are able to make connections and accelerate their learning process.

Explanation and Clarification

The mother tongue becomes a vital tool in explaining complex grammar rules, vocabulary, and cultural nuances. Students may encounter intricate grammatical structures or expressions that are unique to the foreign language. Explaining such concepts using the familiar framework of their mother tongue helps students comprehend and internalize these elements more easily. It allows teachers to provide clarity and address potential misunderstandings efficiently.

Cultural Insights

Language and culture are intricately linked, and understanding cultural nuances is essential when learning a foreign language. The mother tongue acts as a bridge, helping students connect cultural concepts and practices to their own experiences. This helps learners develop a deeper appreciation for the target language and fosters cultural empathy. It also enables them to make more nuanced and accurate communication, avoiding potential misunderstandings and misinterpretations.

Vocabulary Acquisition

The mother tongue plays a crucial role in expanding learners' vocabulary. When introducing new vocabulary, native language comparisons can be utilized to convey meaning effectively. By drawing parallels between words in the target language and their translations or synonyms in the mother tongue, students can expand their lexical repertoire and better retain new vocabulary items.

Language Transfer

Language transfer is another aspect where the mother tongue can influence a learner's acquisition of a foreign language. Learners often apply the grammatical structures and syntactical patterns of their native language to the target language. While this can initially result in errors, teachers can utilize these transfer patterns to aid students in recognizing their mistakes and help them overcome language barriers.

Easing Anxiety and Improving Motivation

Using the mother tongue in foreign language instruction can alleviate anxiety and increase students' motivation levels. When learners encounter challenges or struggle to express themselves in the target language, allowing them to temporarily resort to their mother tongue provides a sense of security. This, in turn, boosts their confidence, reducing anxiety and creating a more positive learning environment. As students become more comfortable and proficient in the target language, the need for the mother tongue as a crutch diminishes.

Conclusion.

In conclusion, it can be said that in the process of learning and teaching a foreign language, comparing it with the native language and effectively using new pedagogical technologies can increase the student's interest in a foreign language and help closely in the process of language learning.

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CHET TILINI O'RGANISHDA ONA TILINING O'RNI

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yo'nalishi 3-bosqich talabasi

Annotatsiya: *Ushbu maqola orqali chet tilini o'rganishda ona tilining o'rni haqida ma'lumotgan ega bo'lish bilan birgalikda unga yechim bo'lishi mumkin bo'lgan bir qancha omillarni ham ko'rishingiz mumkin.*

Kalit soʻzlar: *Ona tili, ibora, maqol, muammo, ilm-fan, jamiyat, kommunikatsiya*

Ona tili, insonlarga savdo-sotiqda, xalqaro aloqalarda, ilm-fan sohasida va boshqa koʻplab sohalarda foydalanish imkoniyatini beradi. Bu, xalqaro kommunikatsiyada, dunyo boʻylab xabar almashishda va global umumiy bilimda ishtirok etishda oʻz ahamiyatini koʻrsatadi. Ona tili, insonni global jamiyatning aʼzosi qilib qoʻllash, yangi maʼlumotlarga kirishish va xalqaro projeklarda ishtirok etish imkoniyatlarini oʻzi bilan olib keladi. Chet tilini oʻrganish, insonlarga xalqaro dunyoda muloqot qilish, ilm-fan sohasida oʻzlarini rivojlantirish va ish topishda katta imkoniyatlar yaratadi.

Ona tili, quyidagi muhim uch xususiyatlariga ega:

1. Insonlarga dunyo boʻylab turli xalqaro aloqalarni rivojlantirish imkoniyatini beradi. Bu, ishlab chiqish, maʼlumot umumlashtirish, xalqaro savdo-sotiq, va koʻp boshqa sohalarda foydalanishga imkoniyat yaratadi.

2. Xalqaro ilm-fan jamiyatiga kirishish, chet el tadbirlarida ishtirok etish va global bilimning rivojlanishiga oʻz hissangizni qoʻshish imkonini beradi.

3. Insonni koʻp tillilik bilim va kommunikatsiyaga ega qiladi. Bu esa boshqa tillarda talabalar bilan oʻzaro muloqotni osonlashtiradi va oʻzlarini keng koʻlamda ifoda qilishga imkon beradi.

Chet tilini oʻrganish, global jamiyat bilan oʻzaro aloqalarni rivojlantirish, yangiliklarga taʼsir qilish va dunyoning har qaysi qismida oʻz mehnatini koʻrsatish imkoniyatlarini yaratadi.

Shuni aytib oʻtish joizki, har bir til oʻrganuvchi ongida mujassam boʻlgan gʻoyalar mahsuli birinchi navbatda oʻz ona tilida namoyon boʻladi. Endi oʻylab koʻraylik, oʻz ona tilimizdagi soʻzlar rang-barangligidan yetarlicha foydalana olmasak, qanday qilib boshqa tillardagi soʻzlarni oʻz ona tilimizga muqobillashtira olamiz.

Inson bolasi biror bir chet tilini oʻrganishi uchun poydevor sifatida oʻz ona tilini yaxshi oʻrganmogʻi lozim. Sababi, bir tilni oʻrganish uchun soʻzlarni oʻz ona tiliga

qiyoslab o'rganadi va shu sababli ham ularda tillar integratsiyasi ham rivojlanadi.

YUNESKO ning bosh direktori **Koichiro Matsuuro** 2003-yil 21-fevralda Xalqaro ona tili kuni munosabati bilan so'zlagan nutqida ham ona tili haqida quyidagi fikrlarni bildirib o'tgan edi: "Ona tiliga nima uchun bu qadar e'tibor berilmoqda? Buning sababi shuki, tillar insoniyat ijodining butun rang-baranglikdagi betakror ifodasidir. Aloqa, idrok va tafakkur quroli sifatida til biz dunyoni qanday ko'rishimizni tasvirlaydi. Inson boshqa tillarga sohib bo'lganida ham farq yo'q".

Misol uchun, Ingliz tilidagi **"When pigs fly"** iborasini olsak, ushbu ibora so'zma-so'z tarjima qilinganida **"Qachonki, cho'chqa uchganda"** deb tarjima qilinadi. Lekin biz bu iborani o'zbekchalashtirilgan holatini solishtiradigan bo'lsak, boshqa mazmun mohiyatni kasb etadi ya'ni, **"Tuyaning dumi yerga tekkanda"** deya tarjima qilinsa maqsadga muvofiq bo'ladi.

Yoki boshqa bir oddiy maqolni oladigan bo'lsak, **"East or west, home is best"**. Ushbu maqolning ingliz ma'nosi "Sharq yoki g'arb bo'lsin, o'z uying yaxshi" degan ma'noni beradi. Lekin ushbu maqolning ham o'zbekchalashtirilgan holati unchalik ham farq qilmaydi ya'ni **"O'z uying, O'lan to'shaging"**.

Bir jumlaning bir tildan ikkinchi bir tilga tarjima qilishdan avval, o'z so'z boyligingizdan foydalanib tarjima qilasiz. So'z boyligini oshirish uchun esa ona tilidagi poydevor mustahkam bo'lishi kerak.

Inson o'z Ona tiliga jiddiy munosabat bildirgan holda yondashishi, shubhasiz, boshqa tillarni tez, oson va mustahkam o'rganishiga zamin yaratadi. Birgina tarjima sohasining sinxron turini misol tariqasida keltiradigan bo'lsak, bu tur og'zaki tarjimaning eng qiyin turi hisoblanadi. Undan tarjimon gapiruvchi notiqdan bir so'z yoki jumlagacha orqada qolib tarjima qiladi. Unga tarjima uchun vaqt berilmaydi. Tarjimon bu paytda ham eshitadi, ham tushunadi, ham tarjima qiladi, ham gapiradi. Mana shunday operatsiyalarning barchasini sinxron tarjimon bir vaqtda bajaradi.

Chet tilini o'rgatishdagi ona tilidagi muammolarni bartaraf etish uchun eng avvalo, o'z ona tilidagi so'z boyligini oshirish, badiiy so'zlardan mohirona foydalana bilishlik, adabiy so'zlarni o'rganish muhim kasb etadi.

Foydalanilgan adabiyotlar:

1. I.Xo‘jamqulov: CHET TILINI O‘RGANISHDA ONA TILINING AHAMIYATI. International scientific-online conference: INTELLECTUAL EDUCATION TECHNOLOGICAL SOLUTIONS AND INNOVATIVE DIGITAL TOOLS

IMPROVING READING SKILLS

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Annotation: *The demand for learning foreign languages in our country is increasing year by year. Foreign languages, especially English, are regularly taught in pre-school education, schools, lyceums, colleges and vocational schools. In this article, we will consider ways to improve reading skills.*

Key words: *Reading skills, reading comprehension abilities, professional*

Reading is the process of looking at written symbols and letters and understanding the meaning of them. It's one of the four main language skills alongside listening, speaking and writing. Reading is usually the third language skill that you learn in your language - it comes after listening and speaking. When we read, we look at written symbols (letters, punctuation, spaces) and use our brains to convert them into words and sentences that have meaning to us. We can read silently (in our heads) or read aloud - speaking every word that we read.

To be able to read, we need to be able to:

identify the words we see (word recognition);

understand what they mean (comprehension);

connect words and their meaning so that reading is automatic and accurate (fluency).

Reading skills contribute to a child's reading ability - in other words, how well they can read and understand what they're reading. There's a wide variety of reading skills that children develop and work on throughout their primary education and beyond.

These skills can be placed into four main categories: decoding, fluency, vocabulary, and understanding sentences.

These main reading skills make up the bulk of a child's reading ability. Overall, they aim to arm children with the skills to be able to understand the meaning of what they read. This is not only essential for their English lessons and their other school subjects, but also for all areas of life beyond their education.

Reading comprehension abilities are crucial for academic performance as well as a student's personal and professional growth. Reading helps to increase vocabulary, linguistic fluency, critical thinking, and comprehension skills. It serves as the basis for learning about and comprehending a variety of subjects, including science, technology, history, social studies, and current events. The capacity to decipher and understand written text is referred to as a reading skill. Different types of reading abilities exist, such as literal comprehension, which requires the reader to comprehend and recall information that is explicitly stated; inferential comprehension, which allows the reader to make inferences based on information that is implicit; and evaluative comprehension, which requires the reader to analyse and critically evaluate text. In today's world, which mainly relies on written communication, the value of reading comprehension abilities cannot be emphasized. Good English reading skills allow people to access a wealth of information, communicate with others successfully, make informed decisions, develop critical thinking skills, and generally improve their quality of life. The capacity to decipher and understand written text is referred to as a reading skill. Different types of reading abilities exist, such as literal comprehension, which requires the reader to comprehend and recall information that is explicitly stated; inferential comprehension, which allows the reader to make inferences based on information

that is implicit; and evaluative comprehension, which requires the reader to analyse and critically evaluate text. In today's world, which mainly relies on written communication, the value of reading comprehension abilities cannot be emphasized. Good English reading skills allow people to access a wealth of information, communicate with others successfully, make informed decisions, develop critical thinking skills, and generally improve their quality of life. The ability for a student to read on his or her grade level is one of the most important skills gained in school, as reading abilities are necessary for nearly every subject and every career.

That's why, once a student has been identified as needing to improve his or her reading level, teachers must act quickly to keep him or her from falling even farther behind. If that's the situation you find yourself in right now, you've come to the right place.

Strategies below can help improve a student's reading levels, address a student's problems with reading, and also help prevent the student from falling behind in his or her reading level.

The more students read, the more likely they will see their reading levels go up. Make reading something the student does as often as possible. In the classroom, for example, reading should not be limited to language arts or silent reading time. Reading should happen during math, science, art, physical education, social studies, and anytime learning is taking place. This will help expose students to multiple types of texts and show them that reading connects to everything they are learning. Reading also should happen outside of school. This can be a challenge for students who come from a home where adults struggle with reading or even a home without books. As much as you can, try to work with parents to help them understand the importance of reading and encourage them to read with their children or let their children read to them. For students without books in the home, encourage their families to check out books from the school library or from the classroom library. Students who struggle with reading may benefit from hearing others read. Try incorporating daily read-aloud sessions in the classroom so students can hear the

traits of a strong reader and focus on key vocabulary words or elements of a story in a different way. No matter what grade students are in or at what level of reading they are, they may really benefit from a read-aloud session.

In addition to reading to students, give them the opportunity to read out loud. By hearing a student read out loud, you might more easily identify and address problem areas. Your student may even hear problems when they read-aloud and automatically correct those errors they didn't realize they were making.

Here's a good reminder for all educators: students don't always have to read a new page or chapter every time they pick up the same book. Re-reading the same sections over again can help a student become more comfortable with his or her reading abilities and help them become more familiar with key vocabulary words. Re-reading sentences and paragraphs of a story can also help students clear up confusion, correct errors, or discover something they missed the first time.

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IMPROVING SPEAKING SKILLS

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Abstract: This article provides detailed information on improving technologies for the development of speaking skills in a foreign language based on real speech situations.

Key words: scientific terms, speaking, the mechanisms of speech, speech situation, dialog speech, monologue speech, description, reasoning.

Speaking, as a type of speech activity, means expressing an idea orally. This is a process definition. When it comes to the psychological content of speech, it is necessary to note that it is expressed as an "opinion" (opinion). (This term is called utterance in English, enunciado in Spanish, aussage in German, yopopsy in French, and высказывание in Russian). In a simpler way, the scope of the methodological concept of "speaking" can include the process of expressing an opinion, speaking, oral communication, and the result of expressing an opinion. As a result of speaking, an opinion is expressed, and the intention to express this opinion is the reason for speaking. Both a short answer to a question and an entire monologue are "statement of opinion".

According to the theoretical generalizations of foreign language teaching psychologists, speech is not a communication process, nor is it speaking, speech is a way of thinking, realization and expression during activity.

Speaking is the use of lexical, grammatical and pronunciation phenomena of a certain language to express an idea. It is not for nothing that it is said that think first and speak later. The "Think" part refers to the generation of thought, and the "Say" part refers to the aspects of "expressing" through a speech-action sensor analyzer. The first is the use of language material, they are called lexical, grammatical, pronunciation skills, and the second is the aspect of expressing ideas - speech skills.

Speaking a foreign language is a three-part speech activity. First of all, it is necessary to have the ability (motivation) to speak. There is a need to express an opinion using this language (or it is specially organized). When there is a desire to perform a speech act, one begins to give information, answer a question, or perform a non-speech act (for example, please, command). In this part of the speech, only the intention to say (интенция in Russian) appears.

In the expressive part of the thought, analysis-synthesis operations are activated. Memory (associative connection) serves for this. There is a paradigmatic and syntagmatic connection. In paradigmatic communication, it is observed that internal connections are compared according to different signs of speech; same in pronunciation and different in writing (see - sea, two - too), close meaning (big - large), opposite meaning (go - come, here - there). The syntagmatic relationship is of great importance in learning to speak, which involves the use of words in different combinations.

All types of speech activities, including speaking, are taught through exercises. The system of speech exercises serves as factors that form, develop and improve skills and competence. Therefore, it is necessary to develop and improve speaking skills.

At the initial stage, in the conditions of the advancement of oral speech, speaking skills and competence are cultivated on the ground of exercises that do not involve written (graphic) text. In the second stage, speaking exercises are conducted based on the oral text (it can also be in written form). The reason why it is called "Oral" is that we are talking about the derivative of speaking. At the last stage, the speech material is used in a completely new ONV, as more complex speech tasks appear. As speaking becomes a skill, language (verbal) or visual (visual) supports are no longer used. Attention is paid only to the content of the speech.

But there is another special stage during the formation of skills and competences, where speaking takes the position of a means of communication, it would be more correct to call it the real period of speech communication (it is not

called the fourth stage). . There was communication in the previous three stages, but this communication seemed secondary, the goal was to go through the three stages of speaking. The previous three types of exercises now give way to pure speech exercises. At the communication stage, reading, listening comprehension and writing are also taught as means of communication. The types of speech activity are shown as a whole.

All language processes have their own characteristics, learning methods and mechanisms. The development of oral speech skills also has its own mechanisms. In order to express oral speech in the language, certain psychophysiological features must be developed in the speech of the communicator. The psychophysiological mechanisms of oral speech were thoroughly covered by E.I. Passov in his research.

These mechanisms are divided into 6 types, and one of the important factors is to fully reveal the importance of their interdependence in the development of oral speech skills:

Mechanism of reproduction. In the process of speech, many elements are used completely ready-made, but some of them can be introduced from scratch. Through this mechanism, we can learn how the elements of speech are reproduced and used. Verbal expressions can be reused or used without modification.

Selection mechanism. In this type of mechanism, we should pay more attention to the use of elements in oral speech at the level of correct selection. Emphasis should be placed on its purposeful expression according to a specific speech situation.

Merge mechanism. It is considered to have a more complex concept than the above mechanisms. Subunits of oral communication skills can also be cumulative. The uniting mechanism is used both in written and spoken speech, but it is based on large units of speech.

Build mechanism. This mechanism plays a leading role in the development of oral speech skills. In other words, the person expressing his opinion performs speech activity while partially bypassing the rules. Without relying on linguistic theories, it

is possible to represent a direct speech text.

A pre-sensing mechanism. In this mechanism, it is extremely verbal the characteristics of skills should be used at a high level. Because the basis of this mechanism, it is necessary to have the ability to predict what kind of text or syntagm will be expressed in advance. That is, when using language materials, it is necessary to foresee how to continue sentences.

Mechanism of discursiveness. This mechanism is based on logical thinking and is typical for speakers who have mastered the skills of oral speech. In this case, the interlocutor is tasked with improving non-verbal speech and giving him an appropriate response.

In conclusion, it should be said that the most important aspects in the formation of oral speech are the result of a number of activities carried out on the scale of our country in recent years. Because the main emphasis is on learning to speak foreign languages, improving the ability to speak fluently and beautifully not only in our mother tongue, but also in other foreign languages. Work is definitely at the heart of the work being done in this regard. Language is a mirror of man. Therefore, we should pay more attention to its improvement. The development of speaking skills is one of the main perspectives in the field of foreign language. Therefore, it is important to work on various modern and innovative methods and apply them in science in the development of oral speech skills in English. It is effective to ensure the development of speech through innovative methods. The importance of teaching and learning speaking skills has been proven in many ways.

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INFLUENCE OF MASS MEDIA ON THE YOUNG GENERATION

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Abstract: *This article provides information about the role and importance of mass media in the formation of the spirituality and political thinking of young people.*

Key words: *mass media, information, internet, mass culture, information and communication technologies, social networks.*

It is known to all of us that our country's competitiveness in the rapidly developing international arena, full of changes every hour and minute, is equally entering the world competitive market in education, medicine, economy and other fields. As Uzbekistan entered a new era of development, our country started the next stage of national development. Young people are the priceless wealth of our nation and state. All conditions are created for them, the door of opportunities is wide open. The decree of the head of our state on July 5, 2017 "On improving the effectiveness of the state policy on youth and supporting the activities of the Youth Union of Uzbekistan" brought the work in this regard to a new stage. The large-scale reforms that are being implemented are primarily aimed at forming a healthy world outlook of Uzbekistan's youth. On the way to this goal, it is necessary for the state and society to create ample opportunities and provide all-round support for each young person to set great goals for themselves and achieve them. This expresses the urgency of the issue by demanding to be more responsible and not indifferent to the education of the young generation.

Mass media is one of the important conditions for democratization of society,

ensuring political freedom of young people. In our republic, newspapers, magazines, newsletters, bulletins, news agencies, television (cable, air-cable television) and radio broadcasts, documentary film, electronic information system, as well as state-owned, independent and other mass periodicals with a permanent is considered Mass media has a great role and importance in implementing democratic reforms and forming a new worldview in the minds of young people. In Uzbekistan, mass media is the only tool that regulates and connects social relations between political authorities and citizens, and ensures transparency between them. Chapter XV, Articles 81-82 of the Constitution of the Republic of Uzbekistan are devoted to "Mass media". According to him, mass media are free and work in accordance with the law. The state guarantees the freedom of media activity, their rights to seek, receive, use and disseminate information. Mass media are responsible for the reliability of the information they provide. Censorship is not allowed. Obstructing or interfering with the activities of mass media is a cause of responsibility according to the law.

To improve the effectiveness of information delivery aimed at improving the image of our country in the world community, to regularly publish articles in the international mass media and in the international media space, to promote the country's achievements to the general public, regularly hold briefings, roundtables, conferences, in the international space. Tasks such as periodic publication of detailed author's materials about Uzbekistan with foreign mass media promoting a positive image of Uzbekistan are set to be implemented in 2022-2026 according to the "Development Strategy of New Uzbekistan".

In today's era, when it is possible to access the world's media space through mass media, the impartiality and correctness of information affects the image of countries in the international arena. In this respect, it is impossible to make a mistake in the information policy. In the rapidly growing age of science and technology, we are witnessing the positive effects of the mass media, the Internet and social networks as well as their negative effects on the youth's spirituality and their thirst

for news. For this reason, it is very important to develop a mechanism of protection from various harmful information in the information space when it comes to the issue of youth consciousness and anti-worldliness.

The minds and hearts of young people are mainly targeted in the information wars conducted with the help of information. The blows given to the minds of young people lead them astray and encourage them to act against their interests. Unfortunately, there are a lot of sources in the mass media, especially on the Internet, that have a negative impact on the spiritual development of society, the ideological education of the individual, especially the younger generations whose consciousness has not yet been formed.

"Uzbekistan proposed the development of a generalized international legal document - the UN International Convention on the Rights of Youth - aimed at the formation and implementation of youth policy in today's conditions of rapid development of globalization and information and communication technologies." On September 23, 2020, the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, in his historic speech at the 75th session of the United Nations General Assembly, supported the initiative of Uzbekistan on the adoption of the United Nations Convention on the Rights of Youth by the member states of the Organization. called for support. The initiative to adopt the United Nations Convention on Youth Rights is significant because it is the first proposal to adopt an international legal instrument that expresses important issues of youth rights at the world level. This, in turn, is a sign of our country's attention to youth.

To conclude from these processes, it is necessary to realize the noble dreams of our nation and our youth, to prevent them from entering into various bad paths, to raise their political and legal thinking, and to eliminate various obstacles that stand in the way. It is literally the duty of mass media to boldly raise negative vices such as obstacles, bureaucracy, indifference, greed, and corruption, and form uncompromising public opinion against them. One of the most urgent issues is the research and analysis of the external ideological influence of mass media, which is

carried out for malicious purposes as a negative threat to the political culture of young people. In fact, the efforts of the mass media to ensure transparency in society and its modern management system, and to improve relations with the public, will undoubtedly show their effectiveness in the management system of society.

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TYPES OF OFFICIAL AND INFORMAL EVENTS

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Abstrakt: *Rasmiy tadbirlar turli xil konferensiyalar, seminarlar, ishlab chiqarish uchun mashvaratlar va biznes uchrashuvlarni o'z ichiga oladi. Noaniqli tadbirlar ofis jamoasi bilan tanishish uchun tadbirlar, jamoani rivojlantirish faoliyatlar, bayram tadbirlari va noaniqli tarmoqlash tadbirlarini o'z ichiga oladi.*

Абстракт: *Типы официальных мероприятий могут включать*

конференции, семинары, мастер-классы и деловые встречи. Неформальные мероприятия могут включать в себя офисные вечеринки, командообразующие мероприятия, праздничные вечеринки и неформальные сетевые мероприятия.

Abstract: *Types of official events may include conferences, seminars, workshops, and business meetings. Informal events can include office social mixers, team-building activities, holiday parties, and casual networking events.*

Key words: *conferences, seminars, workshops, business meetings.*

When considering the planning and management of both official and informal events, it's important to account for the distinct characteristics, tone, and goals of each type of gathering. Here are five plans tailored to manage various official and informal events:

Official Conferences and Summits

Objective: To facilitate knowledge sharing, professional networking, and industry collaboration. Key Elements: Focus on securing industry expert speakers, setting up panel discussions, and creating opportunities for formal networking. Detail-oriented scheduling is crucial to accommodate various sessions and presentations.

Official conferences and summits typically serve as significant platforms for knowledge exchange, professional collaboration, and industry advancements. Here's a deeper look into the plan for organizing this type of formal event:

Conference and Summit Planning:

Strategic Program Development: Work to curate a compelling and diverse program, focusing on keynote addresses, breakout sessions, workshops, and panel discussions. Each session should add substantial value and cater to the diverse interests of attendees.

Industry Expert Involvement: Identify and secure notable industry experts as speakers and moderators. This may involve coordinating with professional

organizations, research institutions, and knowledge leaders to ensure a high-quality speaker lineup.

Networking Opportunities: Designate specific networking sessions, industry mixers, and facilitated meet-and-greet events to foster meaningful connections among attendees. Interactive features such as roundtable discussions and themed networking sessions can enhance engagement.

Logistics and Technical Requirements: Pay close attention to venue selection, session scheduling, audiovisual needs, and technical support. Seamless logistics, such as registration processes and directional signage, are critical for a smooth experience.

Comprehensive Marketing and Promotion: Implement a robust promotional strategy, utilizing targeted marketing campaigns, industry partnerships, and social media outreach. Generating buzz around the event can help maximize attendance and engagement.

Post-Event Follow-Up: Plan for post-conference engagement through post-event surveys, on-demand content access, and follow-up communications to sustain the momentum and gather feedback for future improvements. By meticulously planning and executing these elements, you can ensure that the formal conference or summit achieves its goal of fostering knowledge exchange, professional networking, and industry progress. If there are specific aspects of a conference or summit planning that you'd like to delve into further or if you have particular goals in mind for your event, feel free to share, and we can tailor the approach to your needs!

Casual Team-Building Retreats

Objective: To foster team cohesion, boost morale, and promote a relaxed, collaborative atmosphere. **Key Elements:** Incorporate outdoor activities, interactive workshops, and casual social events. Consider a mix of team-building exercises and leisure activities to encourage genuine connections among participants.

When planning casual team-building retreats, the focus is on promoting team

cohesion, boosting morale, and providing a relaxed setting for collaborative activities. Here's a more detailed look at organizing this type of event:

Retreat Program Development:

Mix of Team-Building and Leisure Activities: Incorporate a blend of team-building exercises aimed at fostering collaboration, trust, and communication, along with leisure activities such as group hikes, sports, or recreational games to promote relaxation and bonding.

Facilitate Interactive Workshops: Include workshops focused on team dynamics, problem-solving, and creativity to engage participants. These sessions can encourage discussion and build shared experiences among team members.

Facilitate Open Discussions and Brainstorming Sessions: Set aside time for collective brainstorming, open forums, and idea-sharing sessions to encourage creativity and dialogue among participants.

Special Events and Social Gatherings: Plan informal social events, themed dinners, campfires, and other casual gatherings to create a laid-back atmosphere for team members to connect outside of the traditional work setting.

Wellness and Relaxation Activities: Offer wellness-focused activities such as meditation sessions, yoga classes, or relaxation workshops to promote stress relief and well-being among participants.

Venue Selection and Accommodations:

Scenic and Relaxing Location: Opt for a venue that offers a tranquil and picturesque natural setting, providing a refreshing escape from the typical work environment.

Comfortable Accommodations: Ensure that the lodging facilities are comfortable and conducive to relaxation, allowing participants to unwind and develop a sense of camaraderie.

Catering and Dining Options: Plan for delicious and diverse meal options to

accommodate various dietary preferences while also offering communal dining experiences.

Managing Logistics:

Transportation and Accessibility: Consider the transportation needs of participants and ensure that the venue is easily accessible. **Event Staff and Support:** Coordinate with event staff to manage logistics, oversee activity setups, and provide support throughout the retreat. By orchestrating a blend of engaging team-building exercises, facilitating open discussions, and creating a relaxed and welcoming environment, you can promote team bonding and collaboration during a team-building retreat. If you have specific themes in mind, or are looking for ideas on specific team-building activities, feel free to share further details so we can tailor the plan to your needs!

Formal Gala Dinners and Award Ceremonies

Objective: To recognize achievements, honor contributors, and cultivate a formal, celebratory ambiance. **Key Elements:** Focus on elegant decor, formal attire, and a structured program that includes awards presentations, speeches, and entertainment. Coordination with caterers and entertainment providers is crucial. Formal gala dinners and award ceremonies are significant events intended to recognize achievements, honor contributors, and create a formal, celebratory ambiance. Here's a more detailed look at organizing this type of event:

Event Program and Agenda:

Awards Presentations: Plan a well-structured program for the presentation of awards, including nominee announcements, special recognition categories, and acceptance speeches.

Entertainment Segments: Incorporate live entertainment, musical performances, or cultural acts to enhance the celebratory atmosphere of the evening. This can include performances during dinner or dedicated entertainment interludes.

Dinner Service and Menu Selection: Work with caterers to design a

sophisticated menu that complements the formal nature of the event. Consider multiple courses and elegant presentation to elevate the dining experience.

Venue and Decor:

Venue Selection: Choose a venue with a grand and elegant ambiance suitable for hosting a formal dinner and award ceremony. Consider factors such as size, layout, and acoustics.

Elegant Decor and Lighting: Coordinate with decorators and lighting experts to create a sophisticated and visually stunning setting. This may include elegant floral arrangements, tasteful decor elements, and appropriate lighting to set the mood.

Recognition and Awards Preparation:

Engage with Honorees and Recipients: Communicate with award winners, nominees, and special honorees to ensure they are prepared for their role in the ceremony.

Custom Awards and Trophies: If applicable, design or procure custom awards or trophies that reflect the significance of the event and the achievements they represent.

Formal Attire and Dress Code:

Communicate Dress Expectations: Clearly communicate the dress code and formal attire expectations to all guests to maintain the event's formal atmosphere.

Technical and Logistical Preparation:

Sound and Audiovisual Requirements: Coordinate with technical teams to ensure smooth audiovisual presentations, clear sound quality, and appropriate lighting during all segments of the event. **Event Script and Emcee Coordination:** Develop a detailed script for the event, including the flow of the evening, introduction of speakers, and awards presentations. Work closely with the emcee to ensure a seamless and engaging program. By carefully orchestrating all these aspects, you can create a formal gala dinner and award ceremony that provides a

memorable and dignified experience for all attendees. If you have specific ideas for award categories, entertainment options, or venue considerations, feel free to share further details so we can tailor the plan to your specific needs!

Off-site Strategy Retreats

Objective: To facilitate strategic discussions, brainstorming sessions, and team alignment in a fresh environment. **Key Elements:** Provide comfortable meeting spaces, access to brainstorming materials, and opportunities for breakout sessions. Balancing formal discussions with informal networking is essential for fostering idea generation and collaboration. When planning off-site strategy retreats, the primary objective is to facilitate strategic discussions, brainstorming sessions, and team alignment in a fresh and inspiring environment. Here's a more detailed look at organizing this type of event:

Retreat Program Objectives:

Strategic Discussions and Decision-Making: Plan sessions for in-depth discussions to align team members on strategic goals and to facilitate decision-making processes.

Idea Generation and Brainstorming: Incorporate structured brainstorming sessions aimed at generating innovative ideas, problem-solving, and fostering creativity.

Team Alignment and Goal Setting: Develop activities and workshops focusing on clarifying goals, refining strategies, and building consensus among team members.

Venue Selection and Atmosphere:

Tranquil and Inspiring Setting: Choose a venue that offers a serene, distraction-free environment, conducive to creativity and strategic thinking.

Unique and Stimulating Environment: Consider locations with unique features, such as natural landscapes, art installations, or architecture that can inspire fresh

perspectives.

Activity Planning:

Structured Workshops and Breakout Sessions: Plan for structured workshops, breakout sessions, and small group activities to encourage group participation and discussion.

Open and Collaborative Environments: Provide spaces for open discussions, whiteboard brainstorming, and collaborative work areas to foster a free exchange of ideas.

Logistics and Support:

Technical Support: Ensure the venue is equipped with necessary technical infrastructure for presentations, interactive sessions, and collaborative activities.

Event Facilitation: Consider bringing in facilitators or team-building experts to guide strategic discussions and facilitate team exercises and activities to optimize the retreat's effectiveness.

Team Engagement and Communication:

Pre-Retreat Preparation: Communicate the goals and expectations of the retreat in advance to allow team members to prepare and contribute meaningfully. **Post-Retreat Follow-Up:** Plan for post-retreat follow-up, such as action plans, implementation strategies, and regular check-ins to sustain the momentum and ensure accountability. By orchestrating a combination of strategic discussions, brainstorming sessions, and team alignment activities in an inspiring off-site setting, you can foster creativity, strategic thinking, and collaborative decision-making among your team members. If you have specific themes or topics for discussion in mind, or are looking for team-building activity ideas, feel free to share further details so we can tailor the plan to your specific needs!

Casual Office Social Mixers

Objective: To promote team bonding, alleviate stress, and create a relaxed space

for interpersonal connections. Key Elements: Incorporate after-work social events, team games, and opportunities for casual conversations. This can include themed parties, happy hours, or simple get-togethers to encourage team camaraderie. Each of these plans caters to the unique dynamics and objectives of official and informal events, ensuring that the event structure, activities, atmosphere, and overall experience align with the specific goals of each gathering. If you'd like to explore additional details or specific features of any of these event types, feel free to provide more context, and I can further tailor the plans to your needs! Casual office social mixers are events designed to bring employees together in a relaxed and informal setting. These mixers are often organized by the company's human resources department or an employee-led social committee. The purpose of casual office social mixers is to foster a sense of community and camaraderie among employees, as well as to provide an opportunity for networking and relationship-building. These events can take many forms, such as happy hours, team-building activities, game nights, or themed parties. Casual office social mixers can be beneficial for employee morale and engagement, as they provide a break from the daily routine and allow colleagues to interact in a more casual and lighthearted manner. They can also help to break down barriers between different departments or levels of the organization, leading to improved communication and collaboration. It's important for companies to consider the preferences and interests of their employees when planning casual office social mixers, as well as to ensure that these events are inclusive and welcoming to all members of the team. Additionally, employers should be mindful of alcohol consumption at these events and provide alternative options for those who do not drink. Overall, casual office social mixers can be a valuable tool for building a positive and cohesive work culture, and can contribute to a more enjoyable and productive work environment.

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JEK LONDONNING "HAYOTGA MUHABBAT" HIKOYASIDAGI AYRIM TARJIMA MUAMMOLARI VA MORFOLOGIK TAHLIL

M. Xusanboyeva

Xorijiy til va adabiyoti yo'nalishi 1 – kurs talabasi

Ilmiy rahbar: M.M.Bahriddinov

Ingliz tili va adabiyoti kafedrası o'qituvchisi

Annotatsiya: *Mazkur maqola jahon adabiyoti durdonalaridan bo'lgan Jek London qalamiga mansub "Hayotga muhabbat" ("Love of life") asaridagi toponimlarni ingliz tilidan o'zbek tiliga tarjima qilishdagi muammolarni tahlil qiladi. Asarda tahlil uchun olingan morfologik transformatsiyalarning o'zbek tiliga o'girilish jihatlari ko'rib chiqildi.*

Kalit so'zlar: *Morfologiya, leksema, ingliz tili va o'zbek tili, tarjima, millatlararo muloqot, qayta yaratish*

Abstract: *This article is written by Jack London, one of the masterpieces of world literature toponyms from the work "Love of life" from the English language analyzes the problems of translation into Uzbek.*

Keywords: *morphology, English and Uzbek language, lexeme, international communication, translation, recreation*

Аннотация: *Эту статью написал Джек Лондон, один из шедевров мировой литературы. топонимы из произведения «Любовь к жизни» с английского языка анализирует проблемы перевода на узбекский язык.*

Ключевые слова: *морфология, английский и узбекский язык, лексема, международный связь, перевод, воссоздать*

Kirish

Tarjima — bir tildagi matnni boshqa tilda qayta yaratishdan iborat adabiy ijod turi. Tarjima millatlararo muloqotning eng muhim ko‘rinishi. Asliyat va qayta tiklangan matn xususiyatiga qarab badiiy tarjima, ilmiy tarjima va boshqa turlarga ajratiladi. Asl nusxani aks ettirish tarziga ko‘ra tafsir, tabdil, sharh kabi ko‘rinishlarga ham ega bo‘lishi mumkin. Tarjima qadimgi davrlarda, turli qabilaga mansub kishilar orasidagi o‘zaro aloqa, muloqot ehtiyoji tufayli yuzaga kelgan. Tilmochlik deb ataladigan bu og‘zaki turi hozirda ham saqlanib qolgan.

Jon Griffit Chaney, o'zining taxallusi Jek London 1876 yil 12-yanvarda tug'ilgan. U yozuvchi, badiiy va badiiy bo'lmagan kitoblar, qisqa hikoyalar she'rlar, pyesalar insholar yozgan. U juda samarali yozuvchi edi va 1916 yil 22 noyabrda o'limidan oldin jahon miqyosida adabiy muvaffaqiyatga erishdi

Jack Londonning adabiy faoliyati 1893-yildan boshlangan. Yozuvchining ko‘pgina hikoya to‘plamlari, qator qissa va romanlari shimol mavzuida yozilgan („Bo‘ri bolasi“, 1900; „Izg‘irin bolalari“, 1902 va boshqalar). „Qor qizi“ (1902), „Hayot uchquni“ (1907), „Shimoliy Odisseya“ (1910), „Insonga ishonch“ (1914), „Qadim dengizchilardek“ (1917), „Chandiqli odam“ (1900), „Oltin dara“ (1905) va boshqa sarguzasht asarlar muallifi. „Olis o‘lkada“ (1899), „Ayol mardligi“ (1900), „Gulxan yoqish“ (1910), „Qish haqida qissa“ (1904) asarlarida tabiat bilan uyg‘unlashib ketgan mehnatsevar indeyslarning o‘ziga xos hayotini tasvirlagan.

Asar tahlili

Ushbu tadqiqot davomida ko'plab qo'llanmalardan foydalanildi. Jumladan, "O'zbek tili universal qo'llanmasi", "O'zbek tili izohli lug'ati", "Hayotga muhabbat" (Jek London)

Morfologiya (yun. morphe — shakl va... logiya) (tilshunoslikda) — 1) tilning morfologik qurilishi; 2) so‘z shakllari haqidagi ta’limot. Birinchi ma’nosida obyektни anglatasa, ikkinchi ma’nosida tilshunoslikning shu obyektни o‘rganuvchi

bo'limini bildiradi. U shuningdek 3ta katta guruhga bo'linadi: 1) mustaqil so'z turkumlari; 2) yordamchi so'zlar; 3) oraliqdagi so'zlar (alohida olingan so'zlar).

Morfologiya so'zlarning qo'llanilishiga ko'ra tillarni tasniflaydigan morfologik sinflarga ajratish tizimidan shuningdek, so'zlar va ularning til lug'atini qanday tashkil etishini

o'rganuvchi leksikologiyadan farq qiladi.

O'zbek tili — Oltoy tillari oilasining turkiy tillar turkumiga kiruvchi til. Ushbu til O'zbekiston Respublikasining Konstitutsiyasiga muvofiq davlat tili hisoblanadi. O'zbek tili ham barcha turkiy tillar kabi agglyutinatív tildir.

O'zbek adabiy tili tarixi quyidagi davrlarni o'z ichiga oladi:

Miloddan oldingi davrlardan to X asrlargacha bo'lgan davr. Bu davrdagi til fanda qadimgi turkiy til deb yuritiladi. Qadimgi xalq og'zaki ijodi namunalari, O'rxun-Enasoy yodgorliklari (VI—VII asrlar) shu tilda yaratilgan.

Ingliz tili (inglizcha: English) — hind-yevropa oilasining german guruhiga kiruvchi til. Ingliz xalqining tili.

Ingliz tili qadimgi german qabilalari (ingliz, saks va yut)ning tillaridan kelib chiqqan. Ingliz tili Angliyaning Anglo-Sakson qirolliklari hamda hozirgi janubiysharqiy Shotlandiya yerlari avvalgi Norzumbriya qirolligida vujudga kelgan.

Asar, matn, she'r va boshqa yozma manbalar ingliz tilidan o'zbek tiliga tarjima qilinganda ba'zan o'zgarishlar ro'y beradi. Misol uchun "Hayotga muhabbat" hikoyasidagi quyidagi gapni olamiz:

"Bu maxluq qum ustida zo'rg'a o'rmalab dengiz tomonga kelardi" gapini olsak. Bu gapning ingliz tilidagi varianti mana bu holatda: "It was moving down the beach toward the water. Bu yerda barcha gap bo'laklari o'rin almashadi ammo kontekstdagi ma'nosi o'zgarmaydi. Chunki ingliz tilida har doim vaqt va joylashuv gapning oxirida keladi.

Ingliz tilida "it was moving down " jumlasida "it" maxluqqa ishora qilingan. Lekin u o'zbek tiliga tarjima qilinganda "bu maxluq" tarzida tarjima qilingan. Bundan ma'lumki, ingliz tilida ancha ixcham yozilgan jumla o'zbek tiliga kengaytirib tarjima qilingan.

Bundan tashqari, tarjima jarayonidagi yutuqlar ham ko'p. Jumladan, ingliz tilidagi "mowing down" so'z birikmasi aslida bitta ma'no anglatadi, ya'ni u "o'rmalash" degani. Bu ingliz tilida 2ta so'zdan tashkil topsa o'zbek tilida faqatgina bitta so'zdan iborat. So'zlarning yoki gaplarning ixchamligi esa o'quvchiga ancha qulaylik yaratishi hammaga ma'lum.

Ushbu tadqiqot davomida asardagi bir sodda gap morfologik tahlil qilindi:

Boshqa matrosalar ham yo'lini topib uni quruq qo'yishmasdi.

Boshqa – ravish = bitta asos

Matrosalar – ot + lug'aviy shakl yasovchi qo'shimcha

Ham – vazifadosh ko'makchi

Yo'lini – Ot + sintaktik shakl yasovchi qo'shimcha + sintaktik yasovchi qo'shimcha

Topib – fe'l + lug'aviy shakl yasovchi qo'shimcha

Uni – olmosh + sintaktik shakl yasovchi qo'shimcha

Quruq – sifat = fe'l + so'z yasovchi qo'shimcha

Natija:

Morfologik tahlil natijasida ushbu keltirilgan gapning 2 ta ot, 2 ta fe'l, 1 ta ravish,

1 ta ko'makchi, 1 ta sifat va 1 ta olmoshdan tashkil topganligi aniqlandi.

Ushbu gapda ingliz tilidan o'zbek tiliga tarjima qilish jarayonida ba'zi so'zlar o'zgartirib tarjima qilingan. Ya'ni o'zbek kitob ixlosmandlari uchun qulay holatga

keltirilgan. Ammo ba'zi sifatlar tushirib qoldirilgan. Misol uchun “ boshqa matroslar” jumlasida mana bunday holatda bo'lgan “other grinning sailors”.

Bundan ko'rinadiki, “grinning” sifati tushirilgan.

Xulosa:

Ushbu maqolani yozishdan maqsad asar haqida qisqacha, ammo mazmunli ma'lumot berishdir. Hikoya birinchi navbatda Bill va ismsiz qahramon va bo'rining qarama-qarshiligiga asoslangan. Bundan tashqari Bill bu taqqoslashda yutqazadi, chunki u axloqiy mezonlarni hisobga olgan holda taqqoslanadi va mag'lub bo'ladi va bo'ri qahramon bilan teng darajada qoladi. Chunki tabiat odam kabi achinishni bilmaydi.

Hikoyaning asosiy g'oyasi insonning mavjud bo'lish huquqi uchun tabiat bilan kurashi shafqatsiz ekanligi, garchi inson aql bilan qurollangan bo'lsa ham tanqidiy vaziyatlarda bizni instinkt yoki hayotga muhabbat boshqaradi va amaliyot shuni ko'rsatadiki, eng kuchlilar va sabrlilar omon qoladi.

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GRADATSIYANING FUNKSIONAL-SEMANTIK XUSUSIYATLARI

Andijon davlat chet tillari instituti

Ingliz tili va adabiyoti kafedrası

dotsenti N.R.Mahmudova

1-kurs talabasi R.K.Adxamova

Tildagi kognitiv yondashuv tilning nafaqat unikal ob'ekt sifatida, balki inson ongida sodir bo'ladigan barcha matniqiy jarayonlarga kirish vositasi sifatida ham o'rganilishini ko'zda tutadi[1,506].

Kognitiv tilshunoslik masalalari ham xorij, ham o'zbek tilshunoslari tomonidan faol muhokama qilinmoqda. Fan sifatida kognitiv tilshunoslikning paydo bo'lishi Dj. Lakoff, R. Langaker, M. Djonson, E. Rosh va boshqalar tadqiqotlari bilan bog'liq.

Ye.S. Kubryakova ishlarida bir tomondan xorijiy olimlar ishlarida keltirilgan kognitiv tilshunoslikning asosiy qoidalari tizimlashtirilgan bo'lsa, boshqa tomondan kognitiv jihatdan tilni o'rganishning xususiy kontseptsiyasi taklif qilingan, rus tilshunosligidagi kognitiv tadqiqotlar yo'nalishi, predmeti va muammolari belgilangan[2,506].

Gradual belgilar tildan tashqari faoliyatda ham mavjud bo'ladi. Tashqi olamning predmet va hodisalari o'zgarish xususiyatiga ega belgilar bilan xarakterlanadi va turli darajalarda namoyon bo'ladi. Ma'lum predmet boshqasidan o'lchami, balandligi, kengligi boshqa bir predmet yana bir qator belgilarga ko'ra farqlanadi. Turli tabiiy hodisalar belgilarning o'zgarish jarayonini, masalan yil fasllarining almashishi, ob-havoning o'zgarishi aks ettiradi. Turli jarayonlarning sodir bo'lish tezligi oshishi yoki kamayishi mumkin. Bitta umumiy belgining graduallik bilan birlashgan ob'ektiv reallikdagi bunday hodisalar ro'yxati cheksiz bo'lib, cheksizlik, ko'p o'lchovlilik, dinamiklik o'ziga xos bo'lgan faoliyatga tegishli bo'ladi. Qanday tarzda inson ongli sub'ekt sifatida atrof muhitdan ajraladi va gradual belgi va hodisalarni qabul qiladi? Gradatsiya va graduallikni anglashning qanday jarayonlari til vositalari orqali aks etadi? Mazkur savollarga javob berish

uchun «kontseptuallashtirish», «kategoriallashtirish», «kontsept», «kategoriya», «kontseptual soha» va kognitiv tilshunoslikning terminologik apparatini tashkil qiluvchi boshqa tushunchalarni ko'rib chiqish zarur.

Kontseptuallashtirish va kategoriallashtirish kognitiv semantika o'zida o'rganilayotgan asosiy anglash jarayonlaridir. Ular tasnifiy faoliyatni o'zida aks ettiradi, ammo yakuniy natija va maqsadlariga ko'ra farqlanadi. Kontseptuallashtirish jarayoni inson tajribasi asosida birliklarni gradatsiyaga ajratishga qaratilgan, shu bilan birga kategoriallashtirish jarayoni u yoki bu munosabatda o'xshashlikni namoyon qiluvchi birliklarni jamlashtirishga qaratilgan[2,506].

Kontseptuallashtirish kelib tushayotgan axborotni anglash, predmet va hodisalarni tasavvur etishni anglatadi[1,22]. Kategoriallashtirish jarayoni keng ma'noda tushunchani shakllantirish va ajratish bo'lib, bunda o'xshash ob'ekt yoki hodisalarning guruh, sinflarga bo'linishi ko'rib chiqiladi. Tor ma'noda kategoriallashtirish – ma'lum tushuncha ostidagi narsa, hodisa, jarayon va istalgan tahlil qilinayotgan mohiyat holatidir»[4,307], « ma'lum kategoriyaga ega hodisa yoki ob'ektning ongli taqqoslashdir»[4,319]. Shunday tarzda kontseptuallashtirish natijasi kontseptni shakllantirishga, kategoriallashtirish natijasi esa, kategoriyaning shakllantirishga olib keladi.

Modomiki, graduallik biz tomondan kognitiv semantik tushuncha sifatida ko'rib chiqilar ekan, mazkur tushuncha asosida yotuvchi kontseptlarni aniqlash zarur.

Matnda gradatsiyaning ifodalash usullarini tadqiq qilish kommunikatsiya jarayonlarini, ya'ni: muhokama turi, nutq sub'ekti tegishli kommunikativ holatda qo'yiladigan illokutiv maqsadlar, nutq ishtirokchilarining turli xususiyatlari hisobga olgan holda amalga oshirilishi zarur. Ma'lumki, sanab o'tilgan omillar muhim til yo'nalishi pragmatikada o'rganiladi[2,200].

Pragmatikani o'rganishda mazkur tilshunoslik yo'nalishida tadqiq etiladigan

masalalarning yaxlit majmuasini belgilovchi inson omili muhim ahamiyatga ega. Birinchidan nutq sub'ekti bilan bog'langan masalalar: nutqning illokutiv maqsadlari, nutq taktikasi va nutq muomalasi qoidalari va boshqalar. Ikkinchidan nutq "manzili" tushunchasi bilan birlashadigan masalalar doirasi. Nihoyat inson omili bilan kommunikatsiya ishtirokchilari o'rtasidagi munosabat, nutqning o'zaro ta'siri muammosi, nutqning ma'lum holatida ularning maqomi bilan bog'liq bo'ladi. Aynan so'zlovchi tomonidan gradatsiyani ifodalovchi til vositalari mazkur tadqiqotda graduallik ko'rsatkichlari sifatida keltiriladi.

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HOTEL TYPES

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Annotation: *Hotels play a crucial role in the field of tourism. The reason is that they are the main type of accommodation that provide tourists and local residents with a place to stay during their trip. Hotels can be classified into various categories according to their facilities, level of services, hotel size, location and target markets. Hotels also can be classified based on their star ratings which indicate the level of services and amenities that they offer to the clients. Common star ratings include one to five stars, with the five star hotels being the most luxurious and offering the highest level of service.*

Abstract: *Mehmonxonalar turizm sohasida hal qiluvchi rol o'ynaydi. Sababi, ular sayyohlar va mahalliy aholini sayohat vaqtida turar joy bilan ta'minlaydigan asosiy turar joy turi hisoblanadi. Mehmonxonalarni jihozlari, xizmat ko'rsatish darajasi, mehmonxona hajmi, joylashuvi va maqsadli bozorlariga ko'ra turli toifalarga bo'lish mumkin. Mehmonxonalar, shuningdek, mijozlarga taqdim etayotgan xizmatlar va qulayliklar darajasini ko'rsatadigan yulduz reytinglari asosida tasniflanishi mumkin. Umumiy yulduz reytinglari birdan beshgacha yulduzlarni o'z ichiga oladi, besh yulduzli mehmonxonalar eng hashamatli va eng yuqori darajadagi xizmatni taklif qiladi.*

Key words: *Hotel, facility, amenities, accommodation, clients, tourists, star ratings, high level of service, location, target markets*

Actually in the field of tourism hotels play a crucial role because they are the main type of accommodation that provide tourists and local residents with a place to stay during their trip. There are common types of hotels. For instance luxury hotels, full - service hotels, boutique hotels and so on First of all Luxury hotels, these hotels offer the highest level of service, amenities and accommodations. They are often

located in prime location and cater to high-end clientele. Full-service hotels these type of hotels include high quality service with restaurants, bars, fitness centers and conference halls. Boutique hotels, these type of hotels are small, stylish hotels that offer personalized service and unique design elements. They usually cater to a specific theme and niche market. But in these type of hotel ownership will have more responsibilities and pressure because in this sphere there will be more competition. Every day they need to create unique style for customers Resort Hotels, this kind of hotels are located in vacation destinations and offers wide range of recreational activities and amenities such as pools, spas and golf courses. Nowadays also in our country these type of hotels are becoming more popular with tourists. Budget hotels, also known as economy or limited service hotels, these properties offer basic accommodations and amenities at an affordable price. Extended stay hotels these hotels cater to guests who require accommodation for an extended period of time offering amenities such as kitchen, dish washer and equipments that are need for your everyday needs. This type of hotels can be more convenient for customers because you can stay here in an extended period of time without booking

In conclusion, the classification of hotel types is a reflection of the diverse needs and preferences of travelers. From budget-friendly options to luxury accommodations, the hotel industry offers a wide range of choices to cater to different demographics and travel purposes. The classification system helps travelers make informed decisions and ensures that they have access to the amenities and services that best suit their needs. Whether it's a boutique hotel, a resort, or a bed and breakfast, each type offers its own unique experience, contributing to the overall diversity and richness of the hospitality industry. Ultimately, the variety of hotel types and classifications provides travelers with the opportunity to find the perfect accommodation for their individual preferences and requirements.

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LANGUAGE OF MASS MEDIA

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Abstract: *The study of media linguistics focuses on the use of language in the media. It considers the role language plays in mass communication and explores the relationship between language and the public. This includes the study of both traditional media such as newspapers and digital media such as social media sites.*

Key words: *Print media, Broadcast media, Transit media, Digital media*

Аннотация: *Изучение медиалингвистики фокусируется на использовании языка в средствах массовой информации. Он рассматривает роль языка в массовой коммуникации и исследует отношения между языком и общественностью. Это включает в себя изучение как традиционных средств массовой информации, таких как газеты, так и цифровых средств массовой информации, таких как сайты социальных сетей.*

Ключевые слова: *Печатные СМИ, Вещательные СМИ, Транзитные СМИ, Цифровые СМИ*

Annotatsiya: *Media lingvistikasini o'rganishda asosiy e'tibor ommaviy axborot vositalarida tildan foydalanishga qaratilgan. U tilning ommaviy muloqotdagi rolini ko'rib chiqadi va til va jamoatchilik o'rtasidagi munosabatlarni o'rganadi. Bunga gazetalar kabi an'anaviy ommaviy axborot vositalari va ijtimoiy media saytlari kabi raqamli ommaviy axborot vositalarini o'rganish kiradi.*

Kalit so'zlar: *Bosma ommaviy axborot vositalari, radioeshittirish vositalari, tranzit media, raqamli media*

Media language has always attracted the attention of linguists, particularly applied linguists and sociolinguists. There are four practical and principled reasons for this interest. First, the media provide an easily accessible source of language data for research and teaching purposes. Second, the media are important linguistic institutions. Their output makes up a large proportion of the language that people hear and read every day. Media usage reflects and shapes both language use and attitudes in a speech community. For second language learners, the media may function as the primary or even the sole source of native-speaker models. Third, the ways in which the media use language are interesting linguistically in their own right; these include how different dialects and languages are used in advertising, how tabloid newspapers use language in a projection of their assumed readers' speech, or how radio personalities use language and only language to construct their own images and their relationships to an unseen, unknown audience. Fourth, the media are important social institutions. They are crucial presenters of culture, politics, and social life, shaping as well as reflecting how these are formed and expressed. Media 'discourse' is important both for what it reveals about a society and for what it contributes to the character of society.

The language of mass media plays a crucial role in shaping public opinion and disseminating information to the masses. It is a powerful tool that can be used to manipulate, inform, entertain, and influence the audience. This essay will explore the different aspects of the language used in mass media, its impact on society, and the ethical considerations associated with its use.

One key aspect of the language of mass media is its ability to manipulate and control public opinion. Media outlets have the power to craft narratives, select which stories to cover, and frame them in a way that aligns with their agenda. Whether it is through subtle word choices, biased reporting, or sensationalism, media language can shape public perception on various issues. For example, politically motivated

media outlets often use loaded terms to rally support for certain political parties or ideologies.

Additionally, mass communication employs a significant amount of visual and audio content to enhance the message's impact. For instance, in television advertisements, images and videos are combined with language to tell a story or convey information. This combination of visual and linguistic elements helps to evoke emotions, create connections, and persuade the audience.

Moreover, mass communication frequently uses persuasive language techniques to influence or shape public opinion. Advertisements, political campaigns, and news segments often employ rhetoric, emotional appeals, and persuasive arguments to sway the audience's beliefs or behaviors. This aspect of mass communication language raises questions about ethical considerations and the potential for manipulation. The language of mass communication has a profound impact on society, shaping perceptions, attitudes, and behaviors. It influences our understanding of the world, constructs our identities, and mediates our interactions with others. The language used in news reporting, for example, can influence public opinion on important issues such as politics, social justice, and the economy.

Furthermore, mass communication language plays a significant role in constructing ideals and stereotypes. Advertisements often present images and language that portray certain groups of people in specific ways, reinforcing societal norms and expectations. This can have both positive and negative consequences, as it can perpetuate harmful stereotypes or challenge social conventions. Moreover, the language used in mass communication can also facilitate social change and raise awareness about important issues. Through campaigns, documentaries, and public service announcements, mass communication can mobilize efforts to address significant problems like climate change, poverty, or discrimination. The language used in these contexts aims to educate, motivate, and inspire individuals to take action.

The language of mass communication is distinct from everyday language,

focusing on conciseness, simplicity, and visual or audio-enhanced content to engage a wide audience. It employs persuasive techniques to influence public opinion, construct ideals and stereotypes, and facilitate social change. Understanding the language of mass communication allows us to critically analyze and evaluate the messages we encounter daily, empowering us to effectively navigate the complex and ever-evolving media landscape. The language of mass communication typically refers to the use of a common and easily understandable language for transmitting information to a large audience. This language aims to be clear, concise, and accessible to a wide range of people, regardless of their educational background or cultural context. It avoids technical jargon and complex vocabulary that may hinder understanding. The choice of language in mass communication depends on the target audience and the medium being used. It can include spoken or written language, as well as visual and non-verbal elements such as images and gestures. The goal is to effectively convey information, ideas, and messages to as many people as possible.

The language of mass media is a powerful tool that can manipulate, inform, entertain, and influence the audience. It plays a crucial role in shaping public opinion and disseminating information. However, its use also raises ethical considerations, as media organizations must prioritize accuracy, fairness, and impartiality. Understanding the complexities of media language is important for individuals to critically analyze the messages conveyed and make informed decisions.

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LEARNING FOREIGN LANGUAGES

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Annotation: *This article explores the myriad benefits and challenges of learning foreign languages. From fostering cultural understanding to boosting cognitive abilities, the journey of acquiring a new language is a rich tapestry of experiences. Practical tips and motivational insights are woven into the narrative to inspire and guide language enthusiasts.*

Key words: *English, language, understand, foreign, vocabulary, skill*

In a world that thrives on interconnectedness, the ability to communicate across linguistic boundaries is a valuable skill. Learning foreign languages is not merely a pursuit of words; it is an odyssey of cultural exploration, cognitive enhancement, and personal growth.

Cultural Connectivity

One of the most compelling reasons to embark on the journey of learning foreign languages is the opportunity to connect with different cultures. Language is deeply intertwined with a society's history, values, and traditions. By delving into a foreign language, learners open doors to understanding diverse perspectives, fostering empathy, and breaking down cultural barriers.

Cognitive Benefits

The cognitive advantages of learning foreign languages are well-documented. Research suggests that bilingualism enhances cognitive flexibility, improves problem-solving skills, and may even delay the onset of age-related cognitive decline. As learners grapple with unfamiliar grammar structures and vocabulary, their brains undergo a remarkable workout, leading to improved memory and heightened linguistic dexterity.

Global Opportunities

Proficiency in foreign languages is a passport to a world of opportunities. In the professional realm, multilingual individuals are highly sought after. Many global businesses prioritize candidates with language skills, recognizing the ability to navigate international markets and communicate effectively with a diverse clientele. Learning a foreign language can thus elevate one's career prospects and open doors to exciting professional avenues.

Challenges and Strategies

The journey of learning foreign languages is not without its challenges. Pronunciation, grammar intricacies, and maintaining motivation during plateaus are common hurdles. However, perseverance and strategic approaches can overcome these obstacles. Language immersion, consistent practice, and utilizing language-learning apps are effective strategies to enhance proficiency and fluency.

Cultural Sensitivity

Language is a powerful tool for building bridges, but it requires an understanding of cultural nuances. Learning a foreign language goes beyond vocabulary; it involves grasping cultural subtleties, etiquette, and context. Language learners are encouraged to explore literature, films, and engage in conversations with native speakers to deepen their cultural understanding.

Practical Tips for Success

Start with the Basics: Build a strong foundation in grammar and basic vocabulary.

Immerse Yourself: Surround yourself with the language through media, conversations, and cultural activities.

Practice Regularly: Consistent practice is key to language retention and improvement.

Celebrate Progress: Acknowledge and celebrate small victories to stay

motivated.

Foreign language study helps you better understand your own language and culture

Learning a foreign language can actually pull a sort of reverse psychology on you and provide you with a better understanding of your own native tongue and culture. This is one of the most unexpected advantages of learning a foreign language. You will become much more conscious of not only cultural customs, but of the grammar, vocabulary, and pronunciation patterns of your first language. This likely explains the improvements in listening, reading, and writing skills that foreign language impart to former monolinguals.

Conclusion

In the rich tapestry of language, each foreign tongue adds a vibrant thread to the narrative of personal and intellectual growth. Learning foreign languages is not just a skill; it is a transformative journey that broadens horizons, fosters global connections, and enriches the fabric of one's life. So, seize the opportunity, embrace the challenges, and embark on a linguistic adventure that transcends borders and unlocks the doors to a world of possibilities.

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THE ROLE OF MOTHER TONGUE IN ENGLISH LANGUAGE TEACHING

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Abstract: *This article explores the diverse landscape of methods and approaches used in language teaching. It differentiates between approaches, which offer broad philosophical frameworks, and methods, which translate those approaches into concrete classroom practices. The article then examines several popular methods and approaches, including the Grammar-Translation Method, the Audiolingual Method, Communicative Language Teaching, Task-Based Language Teaching, Total Physical Response, and The Natural Approach. Each method's key characteristics and strengths are highlighted.*

Абстрактный: *В этой статье исследуется разнообразие методов и подходов, используемых в преподавании языка. Он проводит различие между подходами, которые предлагают широкие философские рамки, и методами, которые воплощают эти подходы в конкретные практики в классе. Затем в статье рассматриваются несколько популярных методов и подходов, в том числе метод грамматического перевода, аудиолингвальный метод, коммуникативное обучение языку, обучение языку на основе задач, общий физический ответ и естественный подход. Выделены ключевые характеристики и сильные стороны каждого метода.*

Abstrakt: *Ushbu maqola til o'rgatishda qo'llaniladigan uslub va yondashuvlarning xilma-xil manzarasini o'rganadi. U keng falsafiy asoslarni taklif qiladigan yondashuvlar va ushbu yondashuvlarni aniq sinf amaliyotiga aylantiruvchi usullarni farqlaydi. Maqolada bir qancha mashhur usul va*

yondashuvlar, jumladan, Grammatika-tarjima usuli, Audiolingual usul, Kommunikativ tilni o'rgatish, Tilni vazifaga asoslangan o'rgatish, To'liq jismoniy javob va tabiiy yondashuv ko'rib chiqiladi. Har bir usulning asosiy xususiyatlari va kuchli tomonlari ta'kidlangan.

Key words: *Language teaching methods, Language teaching approaches, Grammar-Translation Method (GTM), Audiolingual Method (ALM), Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Full language learning potential.*

The field of language teaching offers a diverse array of methods and approaches, each shaped by its own theoretical underpinnings and pedagogical goals. Navigating this landscape can be overwhelming for educators, especially those new to the profession. This article aims to provide a clear overview of some of the most prominent methods and approaches in language teaching, highlighting their key characteristics and strength. It's crucial to differentiate between approaches and methods in language teaching. Approaches offer a broader philosophical framework that informs the overall design and implementation of language instruction. They establish the core principles and values that guide the teaching process. Methods, on the other hand, are more specific and concrete strategies used to put the chosen approach into practice. They encompass the classroom activities, techniques, and materials employed to achieve the desired learning outcomes.

In the process of teaching a foreign language, the teacher's use of mother tongue can influence the learner's acquisition of the target language. Throughout the history of English language teaching and second language acquisition, the role of mother tongue has been an important issue. The various views are reflections on the methodological changes in English language teaching, which have in such way brought different perspectives on the role of mother tongue.

Nowadays, having a command of two or more languages is increasingly seen as a necessity. No doubt the ideal would be to produce perfectly bilingual - or even multilingual - people capable of rewarding in-depth exchanges with people of

different languages and cultures (European Commission, 1997:11). As Richards and Rodgers explain, foreign language teaching has throughout the history always been an important practical concern. Whereas today English is the world's most widely studied foreign language, 500 years ago it was Latin, that in the sixteenth century, gradually became displaced as a language of spoken and written communication (2005:3). "[Both] classical languages, first Greek and then Latin, were used as *lingua franca*." (Celce-Murcia, 1991:3). However, teaching of Latin became the model for foreign language teaching from the seventeenth to the nineteenth centuries. "Latin grammar, which was taught through rote learning of grammar rules, [...] translation, and practice in writing sample sentences, sometimes with the use of parallel bilingual texts [...]." (Kelly and Howatt cited in Richards and Rodgers, 2005:4). In the sixteenth century some alternative approaches appeared with Roger Ascham and Montaigne and with Comenius and John Locke in the seventeenth century, but none of their ideas had yet the power to change the attitude towards teaching foreign languages. Nonetheless, I would like to mention some of the techniques that Comenius, according to Celce-Murcia, used:

- Use imitation instead of rules to teach a language.
- Have your students repeat after you.
- Use a limited vocabulary initially.
- Help your students practice reading and speaking.
- Teach language through pictures to make it meaningful. (1991:4).

In fact, these characteristics, "perhaps for the first time, made explicit an inductive approach to learning a foreign language, the goal of which was to teach use rather than analysis [...]." (Celce-Murcia, 1991:4). Celce-Murcia further suggests that although Comenius's views held back for a while, the systematic study of Latin reappeared once again throughout the Europe (1991:4).

The perception of the role of translation and mother tongue in FLT has changed over the time. Golden Age of translation in FLT was the 19th century when

Grammar Translation Method (henceforth "GTM") became a dominant way of foreign language instruction (Cook, 2010, p. 9). Primary goals of this method included mastery of grammar and accuracy of translation. It employed memorizing and translating sentences from the target language in the mother tongue as main classroom activities with little attention to developing speaking and pronunciation skills. In later stages, tasks involved translation of literary passages. Lists of isolated words were used for vocabulary learning. The language instruction was in the mother tongue only (Richards & Rogers, 1986, p. 5). Although GTM does not apparently focus on the basic role of the language as a means of communication, Richards & Rogers (*ibid.*) remark that variations on GTM are still in use word wide. In terms of using mother tongue and translation in FLT, GTM can be considered an extreme variation. A radical shift from these practices came in the form of the Direct Method at the beginning of the 20th century. In respect of using translation in FLT, Cook (2000, p. 3) even uses the term "outlawing". This method strictly avoided both the use of the mother tongue in the FLC and translation as a teaching technique, as well. The translation was replaced with demonstration (Richards & Rogers, 1986, p.17).

Like all methods employing extreme principles, also Direct Method was overcome and replaced by numerous other ones, allowing more or less for using translation and mother tongue in the FLC again but paving the way toward the Communicative Language Teaching, so often used today. In Appendix 1 is a table with a short overview of some of them, including their teaching goals and attitudes these methods and approaches assume to the use of translation and mother tongue in FLT, or relation between the use of mother tongue and foreign language (henceforth "L2") learning, as the case may be², as stated in Richards & Rogers (1986). It is evident from the scheme that, with the exception of GTM and Cognitive Approach, which put mother tongue to the fore, the aim of the majority of FLT methods and approaches is to eliminate the use of mother tongue as much as possible. In this respect, Beneš et al. (1971, p. 129) writes that it is desirable to evoke a foreign ² All

others being omitted as they are not relevant for the purpose of this paper¹² language atmosphere in the classroom. He emphasizes the need of consistent use of L2 in the FLC and, among others, he also warns against frequent alternations between L1 and L2. A similar term is used by Scrivener (2011, p. 63) who talks of creating an "English" atmosphere in the classroom. A teacher should use L2 from the very first contact with learners and resort to L1 to ensure comprehension only. On the other hand, this may be demanding for those teachers who prefer to rely rather on L1 on their teaching as it makes high demands on their foreign language proficiency.

Language teaching is a dynamic and ever-evolving field. As new research emerges and technologies advance, our understanding of how language is learned and taught continues to evolve. By remaining open to new approaches and staying abreast of current trends, language educators can ensure that their students have access to effective and engaging learning experiences that unlock their full potential.

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TEMURIYLAR DAVLAT BOSHQARUVIDA DIPLOMATIYANING O'RNI

Solohiddinova Sarvinoz

ADCHTI 437-guruh talabasi

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ADCHTI o'qituvchisi

Annotatsiya: *Davlat boshqaruv tizimida Temuriylar davri o'ziga xos o'rin egallagan va diplomatik sivilizatsiyaga keng yo'l ochgan ulkan ahamiyat kasb etadigan davr hisoblanib, bu bosqichda nafaqat davlatlar o'rtasidagi ichki va tashqi aloqalar balki mamlakat boshqaruvidagi islohatlar ham jadal rivojlangan. Sizga taqdim etilayotgan ushbu maqolada aynan diplomatiyaning shu davrda egallagan mavqei haqida talqin qilinadi.*

Kalit so'zlar: saltanat, diplomatiya, boshqaruv tizimi, kengash, jamiyat, siyosat

Abstract: *The period of Timurids occupies a special place in the state administration system and is considered to be a period of great significance that paved the way for diplomatic civilization. At this stage, not only the internal and external relations between the states, but also the reforms in the country's administration developed rapidly. In this article presented to you, it is precisely the position of diplomacy in this period that is interpreted.*

Keywords: kingdom, diplomacy, system of government, council, society, politics

Аннотация: *Период Тимуридов занимает особое место в системе государственного управления и считается периодом большого значения, проложившим путь дипломатической цивилизации. На этом этапе бурно развивались не только внутренние и внешние отношения между государствами, но и реформы в управлении страной. В представленной вам статье интерпретируется именно позиция дипломатии в этот период.*

Ключевые слова: *королество, дипломатия, система правления, совет, общество, политика.*

Ko‘plab yozma manbalarning ma’lumot berishicha, o‘z davrining yirik harbiy va davlat boshlig‘i bo‘lgan Amir Temur siyosiy, huquqiy asoslarga ega bo‘lgan ulkan davlat barpo etgan edi. O‘zbekiston davlatchiligi tarixining o‘rta asrlar davrida Sohibqiron Amir Temur avvalo, adolatli va qonunchilikka tayangan davlatchilik asoslarini barpo etish bilan birga davlat yaxlitligi va kuch-qudratini mustahkamlashning asosiy omili bo‘lgan kuchli mudofaa tizimi yaratdi hamda temuriylarga meros qilib qoldirdi.

Buyuk sarkarda Amir Temur bobomiz: “Askarlari botir el qudratli bo‘lur”, deganlarida aynan ana shu haqiqatni nazarda tutgan edilar. Men har bir askar, Vatanning har bir posboni Amir Temur va ulug‘ lashkarboshilarimiz o‘gitlarini, ularning harbiy merosini chuqur bilishi kerak, deb qayta-qayta ta’kidlab kelaman. Bu o‘lmas va bebaho meros hozirgi kunda ham har birimizning qalbimizga cheksiz g‘urur baxsh etadi, muqaddas tuprog‘imizga sadoqat tuyg‘ularini kuchaytiradi, dedi Shavkat Mirziyoyev. [1]

Yuqorida aytib o‘tilganidek, temuriylar saltanti o‘rta asrlarda ulkan davlatlar qatorida alohida tariflangan. Buning asosiy sabablaridan biri davlat boshqaruvining muayyan strategiya asosida boshqarilishi bo‘lgan desak xato qilmaymiz. O‘sha davrlarda davlatimiz hududiga diplomatiya termini kirib kelmagan edi ammo, qaysidir ma’noda bu sohaning rivojlanishi o‘sha yillardan boshlangan.

Amir Temur o‘z saltanatining boshqaruv tizimini yaratishda o‘sha davrning yirik va ko‘zga ko‘ringan harbiylari, amirlar va beklar, fozillar, olimu-ulamolar, o‘z pirlarining o‘gitlari hamda maslahatlariga tayangan edi. Misol uchun, “Tuzuklar”da keltirilishicha Amir Temurga piri Abu Bakr Zayniddin Toyobodiy shunday o‘git beradi: “Agar har narsani va har kimni o‘z martabasida saqlay olmasang, saltanatingga bundan ko‘p xalal va ziyon etgay. Demak, har kimning qadr-qiymatini, tutgan mavqeini va har narsaning o‘lchovini belgilab olishing va shunga muvoffiq ish tutishing kerak.” Shuningdek, “Tuzuklar”da yana shunday ma’lumot beriladi:

“O‘zga mamlakatlarni zabt etish, ularni idora qilish, g‘anim lashkarni sindirish, dushmani tuzoqqa tushirish, muxoliflarni ko‘nglini topib do‘stga aylantirish, do‘st-dushman orasidagi muomala, murosayu-madora qilish xususida ushbu tadbir va kengashlarni qo‘lladim. Pirim Abu Bakr Toyobodiy menga yozmishlarkim: Abdulmansur (zafarmand) Temur saltanat yumushlarida to‘rt ishni qo‘llasin, ya’ni, 1)kengash; 2) mashvaratu-maslahat; 3) hushyorligu mulohazakorlik; 4) ehtiyotkorlik. Chunki kengash va mashvaratsiz saltanatni barcha qilgan ishlari va aytgan gaplari xato bo‘lgan johil odamga qiyoslash mumkin: uning so‘zlari pushaymonlik va nadomat keltirgay. Shunday ekan, saltanatni boshqarishda mashvaratu maslahat va tadbir bilan ish yuritgin, toki oqibatda nadomat chekib, po‘shaymon bo‘lmagaysan.” [2]

Ushbu berilgan fikrlarni jamlaydigan bo‘lsak bu tizimga 2 xil usulda o‘z fikrimizni bera olamiz. Birinchidan, haqiqiy yo‘l boshchi va tizim tuzuvchi bo‘lishning asosiy tamoyillari haqida gap ketadi. Ikkinchi tomondan, hozirgi kundagi diplomatik davlat boshqaruv tizimining rivojlanishi, tizimlarning tuzilishi deyari o‘sha davrlardagidek. Faqatgina sivilizatsiya natijasida davlat boshqaruvidagi diplomatik terminlar yangilangan.

Davlat boshqaruvida quyidagi vazirliklar mavjud edi:

1. Mamlakat va raiyyat vaziri – bosh vazir hisoblanib u mamlakatning muhim ishlari, kundalik muammolar, xalq ahvoli, viloyatlarda olinadigan hosil, soliqlar va ularni taqsimlash, kirim-chiqimlar, obodonchilik ishlari, aholi farovonligi, xazinaning ahvoli kabilarga mas’ul bo‘lgan hamda mazkur masalalar bo‘yicha hukmdorga tegishli ma’lumot va hisoblar berib turgan.

2. Harbiy ishlar vaziri – harbiylarning maoshi, alohida xizmatlari uchun ularga tuhfa qilingan er-suvlar boshqaruvi, qurol-aslaha ta’minoti, harbiy ko‘riklarni tayyorlash, janglarda yarador bo‘lib xizmatga yaroqsiz bo‘lganlarga nafaqa tayinlash, iste’foga iqqan harbiylar to‘g‘risida qayg‘urish kabi masalalar bilan mashg‘ul bo‘lgan.

3. Mulkchilik va soliq ishlari vaziri – turli sabablarga ko‘ra egasiz va qarovsiz qolgan mol-mulklarni nazoratga olish va qo‘riqlash, savdogarlardan zakot va boj undirib olish, mamlakat chorvalari, o‘tloq-yaylovlarni boshqarish, er solig‘i, chorva solig‘i, zakotlarni o‘z vaqtida yig‘ilishi va o‘z vaqtida davlat xazinasiga tushishini nazorat qilish, mulkchilikdagi merosxo‘rlik tartiblarini amalga oshirish kabi vazifalarni bajargan.

4. Moliya vaziri – butun saltanat idoralarinig kirim-chiqimlari, xazinadan sarf qilinayotgan barcha xarajatlar hisobini olib borish vazifasini bajargan.

5. Davlat korxonalari vaziri – uning ixtiyorida bir qancha ustaxonalar bo‘lib, ular doimiy ravishda harbiylar uchun sovut, dubulg‘a, kamon, o‘q-yoylar tayyorlaganlar. Shuningdek, bu vazir bevosita Amir Temurning buyrug‘i bilan yirik inshootlar (saroylar, machitlar, madrasalar, timlar va boshq.) qurilishiga rahbarlik qilgan.

6. Devonbegi (devon boshlig‘i) – davlat mablag‘lari devonbegi ixtiyorida bo‘lgan hamda u davlat xazinasidagi mablag‘larning vazirlar tomonidan to‘g‘ri va maqsadga muvofiq saqlanishini nazorat qilgan.

7. Adliya vaziri (devoni mazolim) – bu vazir to‘g‘ridan-to‘g‘ri fuqarolar va dunyoviy ishlar bilan shug‘illangan. Harbiy sud (lashkar qozisi) esa alohida ravishdafaoliyat ko‘rsatgan. Shariat tartiblari bilan islom qozisi shug‘ullangan.

8. Harbiy sud vaziri – bu vazir alohida faoliyat ko‘rsatib, sipohiylar (harbiylar) ishlarini ko‘rib chiqib, muhokama qilgan.

9. Vaqf ishlari vaziri – bu vazirlikka sadr us-sudur (sadrlar boshlig‘i, sadrlar sadri) boshchilik qilgan bo‘lib, u vaqf mulklari bilan bog‘liq masalalarga mutasaddi bo‘lgan.

10. Habar va aloqa vaziri – bu vazir zimmasiga mamlakatning turli burchaklarida sodir bo‘layotgan voqealardan hukmdorni ogoh qilib turish, markazdan joylarga buyruq, farmon va ko‘rsatmalarni jo‘natish, markazga turli

hujjat, hisobot kabilarni etkazishi, tashqi siyosiy-diplomatik munosabatlarni amalga oshirish hamda davlat yuklarini o'z manzillariga etkazish yuklatilgan. [3]

Bu davrda nafaqat davlatning ichki balki tashqi diplomatiyasida ham tubdan islohotlar olib borilgan davr hisoblanadi. Masalan temuriyalar saltanati davrida o'lkamizga diplomatik munosabatlar yuksak darajaga ko'tarilgan edi. Sohibqiron Fransiya, vizantiya, misr, Xitoy, Hindiston, Usmoniylar imperiyasi, Angilya, Ispaniya kabi ko'plab davlatlarning hukumdorlari bilanolib brogan diplomatic aloqalari va yozishuvlari buni yaqqol tasdiqlaydi. Bunday aloqalarni amalga oshirish uchun esa davlatning boshqaruv shakli o'ta muhim [5]

Umuman olganda, "Amir Temurning davlat tizimi va boshqaruvni tashkil etishdagi o'ziga xos maktabi adolatli, insonparvar jamiyatni qaror toptirish kerakligini uqtiradi. Amir Temurning davlatchilik tamoyillari bevosita o'z tafakkur kuchiga, o'z fikrining to'g'riligiga, aql-idrok salohiyatiga, taktika va strategiyasining puxta, hayotiy va yashovchi ekanligiga qat'iy ishonch asosida shakllangan edi. Bu bevosita uning davlat va siyosat arbobi sifatida to'laqonli siymosini, betakror shaxs sifatidagi noyob iqtidorini, fe'l-atvorini, irodasi va olisni ko'ra olish qobiliyatini ko'rsatadi".

Xulosa qilganda, "Temur tuzuklari"da davlat xizmatiga oid qismlarni tahlil qilish orqali davlatning mavqeyini, siyosiy, iqtisodiy va madaniy o'ring yuksak pozitsiyaga olib chiqish mumkin. Davlat boshqaruvi, avvalo, dargoh va devondan iborat hukumat tarzida tuzilgan. Davlat xizmatchilari aynan shu klassifikatsiyadan kelib chiqib lavozimlarga tayinlangan; Amir Temur davlatida bir qancha vazirliklar tizimi yaratilgan bo'lib, ular faqatgina eng muhim masalalarni qamrab olgan; "Temur tuzuklari"da nafaqat davlat boshlig'i, balki mamlakatdagi boshqa davlat mansabdorlari ega bo'lishi lozim bo'lgan ma'naviy fazilatlar ta'riflab berilgan. Amir Temur aynan shu fazilatlardan kelib chiqib, davlat xizmatini yuqori malakali kadrlar bilan ta'minlagan.

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BRITISH AND AMERICAN ACCENTS

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Annotation: *This article is a survey of British and American dialects. Our analysis shows that the two most common English dialects are American English and British English. It is not important to speak an American or British dialects. You can also compare each person’s pronunciation, tone and rhythm.*

Annotatsiya: *Ushbu maqola Britaniya va Amerika dialektlarining so'rovidir. Bizning tahlilimiz shuni ko'rsatadiki, ikkita eng keng tarqalgan inglizlar Amerika inglizlari va Britaniya inglizlaridir. Amerika yoki Britaniya lahjalarida gapirish muhim emas. Siz har bir kishining talaffuzi, ohangi va ritmini taqqoslashingiz mumkin.*

Аннотация: *Эта статья представляет собой обзор британских и американских диалектов. Наш анализ показывает, что двумя наиболее распространенными вариантами английского языка являются американский английский и британский английский. Не важно говорить на американском или британском диалекте. Вы можете сравнить произношение, тон и ритм*

каждого человека.

Key words: *Accent, dialect, American dialect, British dialect, pronunciation, vowel, consonant, rhoticity, spelling.*

English is one of the most widely spoken languages in the world, and you'll find its more than 1 billion speakers just about everywhere. (It's fun to note that scientists have even taken the English language to Antarctica!)

But there are two particular groups of English speakers we'll focus on in this article—and they are the ones who live on both sides of the Atlantic Ocean, or what the Brits like to call “the pond.” If you've enjoyed some British football, puzzled over a British biscuit, or just watched a little “Peppa Pig” with your kids recently, we probably won't surprise you when we say there are some key and noteworthy differences in how English functions in the United States versus the United Kingdom.

In reality, there are almost 40 different dialects in the UK that sound totally different from each other, and in many cases use different spellings and word structure. In fact, there's pretty much one accent per county.

Here are 10 British dialects you need to know:

1. Scottish
2. Geordie
3. Scouse
4. Yorkshire
5. Welsh
6. Brummie

You can search them on google or any kind of websites.

American English has more speakers! Around 250 million people speak with an American English accent, while around 60 million people speak with a British English accent. If you want to go with the numbers alone, you would be much better

off learning American English.

Let's take a quick look at some fun and noteworthy examples of how English vocabulary, slang, spelling and pronunciation can vary depending on your location.

British vs. American words: Vocabulary and slangs

In general, most words mean the same thing in British and American English. For example, the words apple and chair refer to the same objects in both versions of English. For the most part, speakers of American English and British English won't have much trouble at all understanding one another when it comes to vocabulary.

However, there are many examples of the same thing being referred to by different words depending on if you are using American or British English. For a well-known example, British English uses the word football to refer to the sport that Americans know as soccer. For the sport that Americans know as football, Brits use the term ... American football.

This is far from the only example, though. Here are just a few more examples of two different words being used to refer to the same thing:

French fries/fries (American) vs. chips (British)

cotton candy (American) vs. candyfloss (British)

apartment (American) vs. flat (British)

garbage (American) vs. rubbish (British)

cookie (American) vs. biscuit (British)

green thumb (American) vs. green fingers (British)

parking lot (American) vs. car park (British)

pants (American) vs. trousers (British)

windshield (American) vs. windscreen (British)

We can find similar examples when we look at slang words. Sometimes, different slang words are used in American and British English to refer to the same

things.

American and British English share many similarities because they both evolved from the same language and have a common linguistic heritage. However, there are also some important differences that can affect communication, especially in terms of vocabulary, grammar, pronunciation, and spelling.

While both dialects share many similar rules, there are some important differences in spelling, punctuation, and word choice. Let's take a closer look at each one:

Pronunciation Differences

One of the most notable differences between American and British English is the pronunciation. Americans tend to pronounce words with more emphasis on the vowels, while the British accent is characterized by the way they emphasize consonants. British English is often characterized by the way speakers emphasize consonants and the way they pronounce vowels.

British English tends to use more intonation in speech. For instance, while Americans might say "tomayto," Brits say "tomahto." Americans also tend to stress the first syllable of words, while Brits often stress the second.

There are numerous differences in pronunciation between American and British English, such as:

Vowel sounds: American English tends to emphasize and highlight vowels, but British English tends to diminish or shorten vowel sounds, especially in unstressed syllables. For example, the word 'tomato' is pronounced /tə'metou/ in American English but /tə'mɑ:tə/ in British English.

Consonant sounds: British English emphasizes consonants more than American English, especially at the end of words. For example, the word 'water' is pronounced /'wɔ:tər/ in British English, with a distinct /t/ sound, but /'wɒtər/ in American English, with a softer /t/ sound that resembles a /d/. Another example is the word 'butter,' which in British English is pronounced /'bʌtər/ but /'bʌtər/ or /'bʌrər/ in

American English.

Rhoticity: It signifies whether the letter 'r' is spoken after a vowel sound. American English is rhotic, which implies that the 'r' sound is always spoken regardless of where it appears in a word. For instance, the word 'car' is pronounced /kar/ in American English, with a clear /r/ sound at the end. British English is non-rhotic, which means that the 'r' sound is only spoken when it is followed by a vowel sound. For example, the word 'car' is pronounced /kɑ:/ in British English, without an /r/ sound at the end. There are several exceptions and variances to this norm, depending on the speaker's geography and accent.

Here are a few of the differences between standard British English and standard American English pronunciation:

1. The /r/ sound

The American /r/ sound is said as a rhotic sound. Much stronger and more pronounced.

The British /r/ sound is not rhotic and the tongue tip isn't held as tight.

2. Pronunciation of the /t/ letter in the middle of certain words

better

For the standard or general American accent the rule is this, if there is a vowel before and after the /t/ like in the word /better/. Also, if there's an /r/ before the /t/ and a vowel after the /t/ like in party. The /t/ is said as a quick flicked or flapped light /d/ sound. This doesn't happen for the Standard British accent. For example, let's take the word better again. For the British, it's said /better/. the American it's said /bedder/.

3. Vowel Pronunciation One of the vowels that is pronounced quite differently is the 'o' as in 'hot' vowel. For the British accent, the lips are rounded and forward.

For the Standard American accent, the lips are relaxed and the bottom jaw is dropped.

4. Past Tense Ending 'ed'

Not always, but for quite a few words, the spelling and therefore the pronunciation of words ending in 'ed' changes. For example, the Americans spell the past tense of the word 'learn' with 'ed', whereas the British replace the 'ed' with a /t/.

5. Patterns of speech stress and rhythm

Both accents are stressed-timed languages. For example, often with French words that are in English, there is a difference in syllable stress. Generally, British English puts the emphasis on the first syllable, and American English puts the stress on the second syllable.

What people commonly describe as a "British accent" is actually called "received pronunciation". Regardless of the way people call it, you can definitely master this accent in less than 10 minutes

(1) Don't pronounce every written R This is a MUST! Some languages and accents do pronounce every written "r", but not standard British English. If a written "r" is followed by a spoken vowel sound, say the R, and if it doesn't, then DON'T say it.

(2) Touch the teeTH. There are two fricative TH sounds in English: voiceless /θ/ and voiced /ð/. In GB English they are both made with the tongue touching behind the teeth, but in some accents they're replaced with /f/ and /v/.

(3) Pronounce U in with the "ew" or "you" sound In a British accent, a liquid "u" sound, as said in the word you, is used in places where an American accent would pronounce "oo."

(4) Always stress the vowels It should always be the vowel sounds that are stressed in British pronunciation. Putting stress on the vowel sounds essentially means emphasising it, and most speakers do that with a change of pitch or tone

(5) Observe that "h" is not always pronounced The "h" is pronounced in the

word "herb," in contrast erb. However, in many British accents, the "h" at the beginning of a word is often omitted, such as in many Northern accents and the Cockney accent.

(6) Practice those vowels The hardest vowel sounds for Americans to nail are the short 'o' as in 'not' and the long 'aw' as in 'naughty'. For 'not', 'shot', etc. practice them as 'nut' and 'shut' then round the lips over that short vowel.

(7) Use British slang British slang and American slang are very different. Be careful as some terms can have drastically different meanings depending on which side of the pond you are!

Conclusion

When participating in a social gathering, we should be careful with our speech and tone, especially when it comes to accent. It's important to remember that everyone speaks with their own accent, and it's important to be respectful of different accents and dialects.

Avoid making any negative comments or jokes about someone's accent in a situation where British and American accents may be mixed. Also, try to avoid imitating or mocking someone's accent as it can be seen as disrespectful and offensive.

Instead, it's best to be open and respectful of different accents. Engage in positive and inclusive conversation and pay attention to how you speak to others. By showing respect for different accents and embracing diversity, you can contribute to a welcoming and inclusive environment at the meeting.

Reasons are that American accent is also chosen as the language of technology, so in my opinion you should learn English accent more than English.

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**LINGVOKONSEPTOLOGIYANING FAN YO'NALISHI SIFATIDA
SHAKLLANISH BOSQICHLARI XUSUSIDA**

Professor Abduvaliyev M.A
ADCHTI

Annotatsiya: Mazkur maqola lingvistik konseptologiyaning kognitiv lingvistikaning mustaqil yo'nalishi sifatida shakllanish tarixini o'rganishga bag'ishlanadi. Shuningdek, maqolada lingvokonseptologiyaning nazariy va metodologik asoslari, sohaning ko'zga ko'ringan olimlarining bu boradagi konsepsiyalari o'z aksini topgan.

Kalit so'zlar: lingvokonseptologiya, konsept, konseptosfera, verballashgan konseptlar, averbal konseptlar, olamning konseptual manzarasi, olamning lisoniy manzarasi

Аннотация: Данная статья посвящена изучению истории возникновения лингвистический концептологии как самостоятельная отрасль современной лингвокогнитологии. В статье также отражены теоретические и методологические основы лингвоконцептологии, концепции видных ученых – лингвистов.

Ключевые слова: лингвоконцептология, концепт, концептосфера, вербализованные концепты, авербальные концепты, концептуальная картина мира, лингвистическая картина мира.

Bugunga kelib jahon tilshunosligida konsept va uning tadqiqi masalasi har qachongidan ko'ra muhim ahamiyat kasb etmoqda. Konsept tadqiqiga bag'ishlangan dissertatsiyalar, monografiyalar, maqolalar, umuman olganda nazariy manbalar, tahlili va sharhi lingvistik konseptologiya (lingvokonseptologiya) kognitiv

lingvistikaning mustaqil yo`nalishi sifatida shakllanib, u o`z nazariy va metodologik asoslariga ega bo`lib ulgurganidan dalolat beradi.

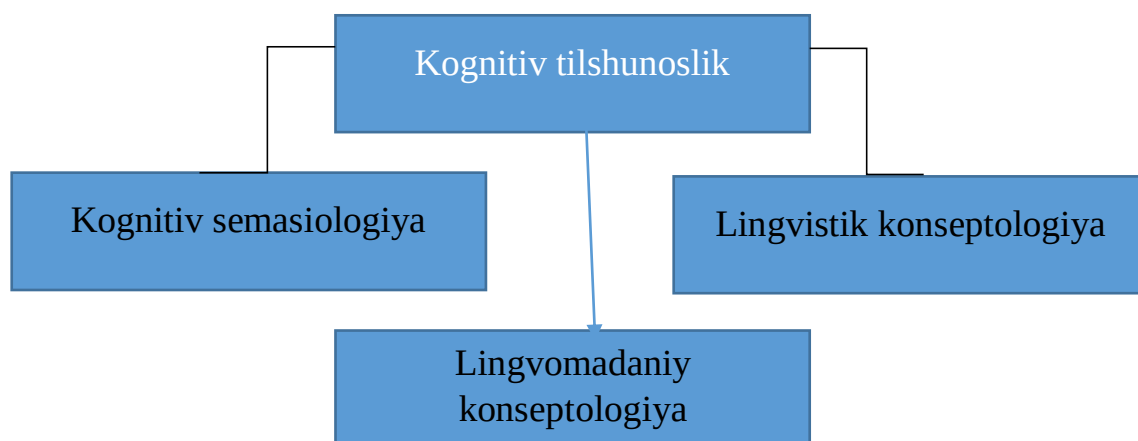
Zamonaviy lingvistik konseptologiya (yoki lingvokonseptologiya) kognitiv tilshunoslikning alohida yo`nalish (tarmog`i) maqomini olgunga qadar o`z rivojida uch davrni bosib o`tdi. Xususan:

1. Konsept terminining lingvistik ilmiy muloqotga kirib kelishi va bu boradagi izlanishlarda turg`unlik davri (XX – asrning 30 – 80 yillari);

2. Olamning konseptual va lisoniy manzarasi munosabatlari tadqiqida qayta uyg`onish davrining boshlanishi, yangi konsepsiyalarning paydo bo`lishi va rivojlanish davri (XX asrning 90-yillaridan XXI asrning boshiga qadar).

3. Lingvistik konseptologiya kognitiv tilshunoslikning alohida yo`nalishi sifatida e`tirof etilishi, tadqiqotlar ko`lamining keskin ortish davri (XXI asrning boshlaridan to shu kunga qadar).

Lingvokognitologiyaning mustaqil yo`nalishlarini quyidagicha tasvirlash mumkin:



Lingvistik konseptologiya shakllanishining dastlabki davrida ushbu yo`nalishda barmoq bilan sanarli tadqiqotlar paydo bo`ldi (qarang S.A.Askoldov, E.Kassirer, N.Xomskiy, P.R.Dasen, E. Rosh). Bunga sabab, bizningcha, o`sha davrlarda an`anaviy va sistem-struktur tilshunoslik urf bo`lgan bo`lib, soha olimlari asosan til o`zida tamoyili doirasida tadqiqotlar olib borgan bo`lsalar, boshqa tomondan tilshunos olimlar kognitiv tilshunoslik, xususan, lingvistik

konseptologiya antroposentrik tilshunoslikning istiqbolli sohasi ekanligini his qila olmagan bo'lsalar ajab emas.

Lingvistik konseptologiyaning nazariy asoslari, uning tadqiq va tasnif metodlari, milliy madaniyat va milliy konseptosfera birligi sifatida uning mazmun mundarijasini aniqlash, modellashtirish va o'rnini aniqlash kabi qator masalalar ikkinchi davr tadqiqotlari kun tartibidan o'rin oldi va bu borada e'tiborga loyiq konsepsiyalar dunyoga keldi. Lingvokonseptologiyaning ushbu bosqichlardagi taraqqiyoti M.Minskiy, Dj.Lakoff, Ch.J.Fillmor, D.S.Lixachev, Yu.S.Stepa-nov, Ye.S.Kubryakova, A.P.Babushkin, G.Ya.Voloxina, Z.D.Popova kabilarning nomi bilan, lingvokonseptologiya rivojining uchinchi davri **xorij tilshunoslari** B.L.Uorf, L.V.Barslou, **rus tilshunosligida** V.I.Karasik, Ye.S.Kubryakova, D.S.Lixachev, S.G.Vorkachev, I.A.Sternin, N.V.Kryuch-kova, G.G.Slishkin, N.Alefrenko, A.A.Zalevskaya, N.N.Boldirev, P.E.Proxorov, V.A.Maslova, o'zbek tilshunosligida O'.Q.Yusupov, D.U.Ashurova, Sh.Safarov, A.O.Abduazizov, A.E.Mamatov, N.Mahmudov, B.R.Mengliyev, , D.Xudoyberganova, Sh.Iskandarova, G'.M.Xoshimov kabi olimlarning dissertatsiyalari, monografiyalari, ilmiy maqolalari bilan bevosita bog'liq bo'lib, lingvistik konseptologiya o'z tarqqiyotida tom ma'noda yangi bosqichga ko'tarildi. XXI asrning birinchi va ikkinchi o'n yilliklarida milliy konseptlarni bir yoki bir necha tillar asosida chog'ishtirib o'rganishga bo'lgan qiziqish sezilarli darajada ortdi. Bugunga kelib, **“baxt”** (S.G.Vorkachev) “umid” (M.V.Pimeneva), **“do'stlik”** (O.Yu.Lukashkova) “til” (I.K.Safin, T.A.Bykova), **“erkatoy”** (pet) (I.A.Sternin), **“qo'l”** (M.A.Abduvaliyev, X.M.Mamadaliyeva), **“bosh”**(M.M.Xalimova), **“kompliment”** (N.M.Qodirova), **“go'zallik”**, **“xunuklik”**, **“quvonch va azob”** (A.Ziyayev) kabilar ayniqsa o'zbek tilshunosligida maxsus dissertatsion ishlar obyekti sifatida o'rganilayotganligi quvonarli hol.

Konseptolog tilshunos olimlar, xususan, lingvistik konseptologiya oldida turgan zamonaviy va istiqboldagi muammolar quyidagilardan iborat deb hisoblaymiz:

Birinchidan, lingvistik konseptologiyaga oid terminlarni unifikatsiya-lashtirish;

Ikkinchidan, dunyo xalqlari konseptosferasidan o‘rin olgan barcha konseptlarning belgi-xususiyatlari, umumiy va milliy jihatlarini aniqlash, ularning lisoniy manzarasiga oid bilimlarni yaratish;

Uchinchidan, turdosh va turdosh bo‘lmagan konseptlararo munosabatlarni tadqiq etish, ularga xos va farqli jihatlarini kashf etish, tasniflash va stereotip modellarini yaratish;

To‘rtinchidan, aniq maqsad va vazifalar asosida konseptual sistema bilan til sistemasi o‘rtasidagi munosabatni tadqiq etishning samarali usul va metodlarining integratsiyasini ta’minlash, yangilarini yaratish va amaliyotga tatbiq etish;

Beshinchidan, konseptlar tasnifi bo‘yicha mavjud qarashlarni qayta isloh etish va bu borada yakdillikka erishish;

Oltinchidan, konseptning lisoniy “libos” olishida tilning fonetik, morfologik, leksik, frazeologik, sintaktik, tekstologik sathlari ulushi, ularning ijtimoiy – madaniy, kommunikativ-pragmatik xususiyatlariga oid umumiy va xususiy qonuniyatlarni ko‘rsatib berish;

Yettinchidan, bir tilli va ko‘p tilli konseptlar lug‘atlarini yaratish kabilar.

Xulosa qilib aytganda, verballashgan konseptlar, ularning konseptual belgilari, strukturasi, lisoniy ifoda vositalari, ularning semantikasi, interpretatsiyasi va vazifalari lingvokonseptologiyaning o‘rganish uzvlarini tashkil etadi.

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CHET TILLARINI O'QITISHDA AXBOROT TEKNOLOGIYALARIDAN FOYDALANISHNING ISTIQBOLLARI

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Ijtimoiy iqtisodiyot kafedrasi o'qituvchisi

Annotatsiya: *Bugungi globallashtirish davrida, jamiyatning barcha sohalari kabi ta'lim sohasi shu jumladan xorijiy tillarni o'qitishda axborot texnologiyalaridan foydalanish ham jadallik bilan rivojlanib bormoqda. Maqolada chet tillarini o'qitishda axborot texnologiyalarining muhim roli va ularning o'rganish jarayonini qanday kuchaytirishi mumkinligi haqida tafsilotlar keltiriladi.*

Kalit so'zlar: *axborot texnologiyalari, innovatsiyalar, zamonaviy ta'lim, sun'iy intellekt, kontsepsiya, onlayn ta'lim, zoom, virtual reality.*

Abstract: *In today's era of globalization, the use of information technologies in the teaching of foreign languages, as well as in all spheres of society, is rapidly developing. The article details the important role of information technologies in foreign language teaching and how they can enhance the learning process.*

Key words: *information technology, innovation, modern education, artificial intelligence, concept, online education, zoom, Virtual Reality.*

Аннотация: *В современную эпоху глобализации стремительно*

развивается использование информационных технологий в преподавании иностранных языков, а также во всех сферах жизни общества. В статье подробно рассказывается о важной роли информационных технологий в обучении иностранному языку и о том, как они могут улучшить процесс обучения.

Ключевые слова: *информационные технологии, инновации, современное образование, искусственный интеллект, концепция, онлайн-образование, зум, виртуальная реальность.*

Chet tillarini o'qitish sohasida axborot texnologiyalarining o'rni juda katta bo'lib, bu texnologiyalar o'qitish jarayonini osonlashtirish, o'quvchilar bilan interaktiv muloqotlar o'tkazish va o'rganish samaradorligini oshirishda katta o'rin egallaydi. Axborot texnologiyalari, tarjimalar, onlayn ma'lumotlar, virtual ta'lim vositalari, va boshqa yangi texnologiyalar o'qituvchilar va o'quvchilar uchun ko'proq imkoniyatlar yaratishga yordam beradi. Bu maqolada, chet tillarini o'qitishda axborot texnologiyalarining muhim roli va ularning o'rganish jarayonini qanday kuchaytirishi mumkinligi haqida tafsilotlar keltiriladi.

Chet tillarini o'qitishda foydalanilayotgan eng muhim axborot texnologiyalari horijiy tillarni o'qitishni osonlashtirish va o'quvchilar uchun samarali ta'limni ta'minlashda katta o'rin egallaydi. Quyidagi muhim axborot texnologiyalari chet tillarini o'qitishda qo'llanilmoqda:

1. Tarjimalar va Onlayn Lug'atlar:

- Google Translate, Yandex.Translate kabi tarjima xizmatlari o'quvchilar uchun turli tillarda matnlarni tarjima qilishda yordam beradi.
- Onlayn lug'atlar, o'quvchilar uchun so'z yoki ibora ma'nolarini aniqlashda muhim bo'ladi.

2. Virtual Platformalar va Videodarslar:

- Zoom, Microsoft Teams, va Google Meet kabi virtual platformalar orqali

o'qituvchilar o'quvchilar bilan muloqot o'tkazishadi.

- YouTube, Khan Academy, va boshqa platformalarda joylashgan videodarslar o'quvchilarga yangi materialni osonlik bilan o'rganishda yordam beradi.

3. Onlayn Ta'lim Platformalari:

- Duolingo, Babbel, va Rosetta Stone kabi platformalar orqali o'quvchilar chet tillarini interaktiv tarzda o'rganishadi.

- Onlayn ta'lim platformalari, o'qituvchilar uchun dars materiallarini tayyorlash va boshqa o'qitish vositalari bilan integratsiyada yordam beradi.

4. O'qitish va O'rganish Platformalari:

- Quizlet, Kahoot! kabi platformalar o'quvchilarni o'rganish jarayonini o'yinlar va interaktiv testlar orqali qiziqarli qilishda yordam beradi.

- O'qituvchilar materiallarni o'quvchilar bilan o'rganishda foydalanishadi.

5. Tarjima Asoslari:

- Babylon, Linguee va TranslatorsCafe kabi onlayn tarjima asoslari, o'quvchilar uchun amaliy yozuv va matnlarni tuzatishda qo'llaniladi.

6. O'quvchi Monitoring va Amaliyot Tizimlari:

- Duolingo for Schools, Rosetta Stone Classroom va boshqa tizimlar o'qituvchilar uchun o'quvchilarning amaliyotlarini monitor qilish va batafsil natijalarni ko'rsatishda yordam beradi.

Bu texnologiyalar o'quvchilarni qiziqtirish, ta'lim jarayonini osonlashtirish va chet tillarini o'rganishni samarali qilishda o'qituvchilar uchun muhim vositalar hisoblanadi.

Chet tillarini o'qitishda zamonaviy axborot texnologiyalaridan foydalanish o'qituvchi va o'quvchilar uchun ham muhim rol o'ynaydi. Quyidagi asosiy yo'nalishlarda bu rolni ko'rib chiqamiz:

1. O'rganishni Osonlashtirish:

- O'qituvchilar va o'quvchilar uchun axborot texnologiyalari, o'rganish jarayonini osonlashtiradi. Virtual platformalar, onlayn darslar va elektron darsliklar, ma'lumotlarga tez, qulay va doimiy ravishda kirish imkonini beradi.

2. Individual O'qish:

- Axborot texnologiyalari o'qituvchilar uchun har bir o'quvchiga alohida e'tibor berish va har bir o'quvchining shaxsiy o'qish yo'li bo'yicha maslahat berish imkonini beradi. Bu, o'quvchilarni ulug' bir sinfda bir-biriga moslab, individual o'qishlarini osonlashtiradi.

3. Interaktiv Ta'lim:

- Axborot texnologiyalari, o'quvchilarga interaktiv ta'limning imkoniyatlarini taqdim etadi. Virtual darslar, videodarslar, va interaktiv testlar orqali o'quvchilar ma'lumotlarni ko'rib chiqish, maslahat bermoq va malakalarini sinovdan o'tkazishlari mumkin.

4. Real va Amaliy Hayot Bilan Bog'liq Darslar:

- Virtual yozuv, audio va video materiallar o'quvchilarga real hayot va amaliy mashg'ulotlar orqali tilni o'rganishga yordam beradi. Bu, tilni kontekst asosida o'rganish va o'quvchilarni amaliyatga tayyorlash imkoniyatlarini yaratadi.

5. Chet Tillariga Murojaat:

- Axborot texnologiyalari o'quvchilar uchun chet tillarini o'rganish jarayonida ko'p tadbirlarni o'z ichiga oladi. Virtual muloqotlar, tarjimalar va onlayn bog'lanishlar orqali o'quvchilar chet tillarida o'rganishlari va ma'nolarini boshqa mutaxassislar bilan almashishlari mumkin.

6. So'nggi Yangilanishlar Bilan Tanishish:

- O'qituvchilar va o'quvchilar uchun axborot texnologiyalari so'nggi yangilanishlar va texnologik rivojlanishlar bilan tanishishga yordam beradi. Bu, o'quvchilar uchun yangi malakalarni o'rganish va o'qituvchilar uchun so'nggi ta'lim usullarini o'rganishlari uchun foydalidir.

O'qituvchilar va o'quvchilar uchun axborot texnologiyalari, o'rganishni osonlashtirish va ta'lim jarayonini yangilashda qulayliklar yaratishda muhim rol o'ynaydi. Bu vositalar, chet tillarini o'rganishni samarali, jadal va ko'proq ilg'or qiladigan jarayonga aylantirishda muhim vazifalarni o'z ichiga oladi.

Chet tillarini o'qitish sohasida axborot texnologiyalarining kelajakdagi roli katta va rivojlanayotgan yo'nalishni belgilab beradi. Quydagi asosiy yo'nalishlarda bu roli va rivojlanishlarni ko'rib chiqamiz:

1. O'qitishni personalizatsiya qilish: - Axborot texnologiyalari o'qituvchilarga, har bir o'quvchining individualligini aniqlashda va ta'limni shaxsiy yondashuvda boshqarishda yordam beradi. Bu, o'quvchilarga ularning shaxsiy qobiliyatlariga mos keladigan, oson va samarali o'qitish imkonini yaratadi.

2. Virtual ta'lim platformalari va onlayn resurslar: - Keyingi paytda, ko'plab oliy ta'lim muassasalarida va maktablarda chet tillarini o'qitish uchun onlayn resurslar va virtual ta'lim platformalari osonroq olib borilmoqda. Bu vositalar, o'quvchilarga dunyo bo'ylab tajriba olish, boshqa o'quvchilar bilan muloqot qilish va turli ko'rsatmalar orqali o'qishlarni osonlashtirish imkonini beradi.

3. Tarjimalar va kommunikatsiya vositalari: - So'zlash, yozuvlash, va tarjima qilish bo'yicha texnologiyalar, chet tillarini o'rganayotgan o'quvchilarning amaliyatlarini osonlashtirish uchun juda muhimdir. Bu texnologiyalar, o'quvchilarning o'zlashtirish davriga muvofiq matnlarni o'qish va tarjima qilishlarini osonlashtiradi.

4. Yozuv va tinglov ta'limi: - Axborot texnologiyalari, o'quvchilarga yozuv va tinglov jarayonini rivojlantirishda yordam beradi. O'quvchilar, onlayn asboblardan orqali turli tillarda yozuv va tinglovning mahsulotlarini oson va tez o'rganishadi.

5. Texnologik platformalarda hamkorlik:

- Chet tillarini o'rganishda hamkorlik axborot texnologiyalari orqali kengaytirilmoqda. Muntazam o'quv dasturlari, o'quvchi almashinishlari, onlayn darslar, va h.k. texnologik vositalar yordamida o'quvchilar, boshqa o'quvchilar va

o'qituvchilar bilan do'stlashishadi.

6. Virtual Realitet va Sun'iy Intellekt: - Kelajakda chet tillarini o'qitishda Virtual Realitet (VR) va Sun'iy Intellekt (SI) kengayib borayotgan va rivojlanayotgan texnologiyalar bo'lib, bu texnologiyalar o'quvchilar uchun amaliy mashg'ulotlar, virtual safarlar, va interaktiv o'qitish tajribalari tashkil etishda o'zlarini ko'rsatadigan imkoniyatlar yaratadi.

Chet tillarini o'qitish sohasida axborot texnologiyalarining kelajakdagi roli, o'quv jarayonini samarali va interaktiv qilish, o'quvchilar uchun o'rganishni osonlashtirish va dunyoni kengaytirishda muhimdir. Bu texnologiyalar o'rganishni qiziqarli, amaliy va effektiv qilish imkonini beradi, shuningdek, o'qituvchilar uchun yangi ta'lim usullari va vositalar ishlab chiqishda yordam beradi.

Axborot texnologiyalari, o'qituvchilar va o'quvchilar uchun samarali ta'limni osonlashtirish, interaktiv o'qitishni mustahkamlash va chet tillarini o'rganishda yangi imkoniyatlar yaratishda katta rolini o'ynaydi. Bu texnologiyalar, virtual platformalar, onlayn darslar, tarjimalar, kommunikatsiya vositalari va boshqa interaktiv asboblardan orqali o'qitish va o'rganish jarayonini yanada kuchaytirishda muhim vazifalarni bajaradi.

Kelajakda rivojlanayotgan texnologiyalar, o'quvchilarga shaxsiy ta'lim yo'li bilan taqdim etish, virtual realitet va sun'iy intellekt orqali interaktiv darslar tashkil etish, va o'quvchilar uchun amaliy mashg'ulotlarni osonlashtirishda katta rol o'ynaydi. Bu texnologiyalar, o'qituvchilar uchun yangi ta'lim usullari va o'quvchilar uchun o'rganish jarayonini qiziqtirish va samarali qilish imkonini yaratadi.

Rivojlanayotgan texnologik vositalar, o'quvchilarning tarbiyaviy malakalarini rivojlantirish va muloqotlar qurishda ham muhim rol o'ynaydi.

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СРАВНИТЕЛЬНОЕ ТИПОЛОГИЧЕСКОЕ И ЛИНГВОКУЛЬТУРНОЕ ИЗУЧЕНИЕ КОНЦЕПТА “ДОЛГ” В АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ

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Аннотация: *Данная статья посвящена сравнительно-типологическому, лингвокультурологическому изучению концепта долг в английском и узбекском языках, а также сравнительному анализу как теоретического, так и практического аспектов. Он направлен на изучение теоретических основ определения общих и специфических традиций развития языка.*

Ключевые слова: *концепт, долг, лингвокультурология, лексика, когнитивная лингвистика.*

Annotatsiya: *Ushbu maqolada ingliz va o'zbek tillaridagi burch tushunchasini qiyosiy tipologik, lingvokulturologik tadqiq qilish, ham nazariy ham amaliy jihatlarini qiyosiy tahlil qilishga qaratilgan. Til taraqqiyotining umumiy va o'ziga xos an'analarini aniqlashning nazariy asoslarini o'rganishga qaratilgan.*

Kalit so‘zlar: *konsept, burch, lingvomadaniyat, leksika, kognitiv tilshunoslik.*

Annotation: *This article is devoted to a comparative typological, linguistic and cultural study of the concept of duty in the English and Uzbek languages, as well as a comparative analysis of its theoretical and practical aspects. It is aimed at studying the theoretical foundations of determining general and specific traditions of language development.*

Key words: *concept, duty, linguaculture, lexis, cognitive linguistics.*

Данная статья посвящена развитию понятия «долг» в английском и узбекском языках с использованием разных лексических единиц. Как известно, одной из важных единиц когнитивной лингвистики и лингвокультуры является «концепт».

Сегодня оно привлекает внимание многих исследователей. Понятие долга является очень интересным, но очень сложным объектом изучения, как речь, создающая аспект чрезвычайно широкого значения не только для изучающих иностранный язык, но и для тех, кто общается на родном языке. До сих пор, хотя по данному понятию в мировой и узбекской лингвистике проведены определенные научные работы, тот факт, что данная тема не изучена в сравнительном аспекте в виде целостной системы на примере узбекской и английской речи, является связанная с этим проблема указывает на необходимость изучения сопоставления в рамках этих языков.

Анализируя термин «концепт», исследователи пришли к следующему выводу: «Концепт не только опирается на языковую и культурную сферу иерархической системы, но и отражает культуру нации, абстрактную абстракцию, в которой знания и опыт человека проявляется и проявляет свою активность.- это единство. Концепт также является единицей мысли и основан на обобщении понятия, образа и языкового значения. Формирование концепта начинается с рождения индивидуального образа и заканчивается возникновением языковой единицы. Известный философ и психолог Джерри

Федор, изучая процесс восприятия реальности в сознании и переработки этого восприятия в мышлении, сравнивает этот процесс с языком мысли. Потому что любая логическая идея имеет структуру, в которой познается действие, и эта структура является ссылкой на повторение синтаксической формы единицы естественного языка. Понятие – это мысленная структура, это квант или обобщение знаний разного содержания и вида. Понятия составляют основу различных категорий, формирующихся в сознании человека, и служат для них ориентиром. Обычно в качестве общего признака понятия отмечают, что оно не имеет четкого внешнего вида с точки зрения внутреннего устройства, но это мнение не очень близко к истине. Ведь предмет-образ, лежащий в основе понятия, достаточно ясен, а частицы, занимающие второстепенное положение, абстрактны и взаимодействуют вокруг единого базиса (ядерного базиса). По этой причине следует признать, что состав концепции носит системный характер. Ее системные особенности проявляются в ее сложном строении и восприятии как целостной психической структуры.

Исходя из вышеизложенных соображений, проанализируем понятие «долг» в узбекском языке с когнитивной точки зрения. В толковом словаре узбекского языка термин «Долг» определяется следующим образом. Долг – моральное понятие, означающее обязанность человека перед личностью, семьей, обществом, нацией, Родиной. Мы выражаем объективные отношения, то есть определяются социально-экономическими и нравственными основами общества. Оно имеет свои особенности, оно представляет собой внутренние переживания человека, сложное душевное состояние, которым невозможно управлять извне. Оно тесно связано с такими понятиями, как вера, сознание, честность и совесть. Обязанность варьируется в зависимости от того, какого рода задача, перед кем она является обязанностью (национальный долг, социальный долг, всеобщий долг и т. д.). В семье существуют социальные и личные обязанности, родительский долг, сыновний долг и другие обязанности. Долг – понятие относительное. Она обогащается по содержанию и изменяется

по форме в процессе общественного развития. В современных условиях долг человека перед природой и поколениями приобретает новый смысл. Семейный долг все более совместим с целями общества. Служение Родине и народу – величайший и почетный долг. Если мы посмотрим на понятие долга на примере английского языка, мы увидим, что оно имеет значения обязательства, ответственности, требования, чести, преданности, верности, поклонения, почтения, приверженности, уважения, дани, почтение, преданность, брать в долг.

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INGLIZ ERTAKLARINING ICHKI XUSUSIYATLARI

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Annotatsiya: *Britaniyaning ertaklari turli xil ma'lumotlarga to'la, sehr va ertakning go'zalligi o'rnini faktiklik va matn quruqligi egallaydi. Britaniyaning ertaklari turli xil ma'lumotlarga to'la, sehr va ertakning go'zalligi o'rnini faktiklik va matn quruqligi egallaydi. Bu xalqning ertaklaridan shunchaki ma'lumotni*

yetkazish emas haqiqatani ma'lum faktlarni taqdim etishni xohlayotganini his qiladi.

Kalit soʻzlar: *Ingliz, ertak, madaniyat, xalq, haqiqat, vaziyat*

Аннотация: *Британские сказки насыщены разнообразной информацией, волшебство и красота сказки сменяются фактичностью и сухостью текста. Британские сказки насыщены разнообразной информацией, волшебство и красота сказки сменяются фактичностью и текстовой сухостью. Он чувствует, что хочет представить определенные факты, а не просто передать информацию из народных сказок.*

Ключевые слова: *Английский, сказка, культура, народ, истина, ситуация*

Annotation: *British fairy tales are full of varied information; the magic and beauty of the fairy tale are replaced by the factuality and dryness of the text. British fairy tales are saturated with a variety of information; the magic and beauty of a fairy tale are replaced by factuality and textual dryness. He feels that he wants to present certain facts and not just convey information from folk tales.*

Keywords: *English, fairy tale, culture, people, truth, situation*

Birinchidan, Lingvokulturologiya oʻzi nima degan savolga yuzlanadigan boʻlsak, Lingvokulturologiya bu tilshunoslikning alohida soxasi hisoblanadi. Bugungi kunda, tilshunoslikda kishilar, xalqlar, mamlakatlar oʻrtasida iqtisodiy-siyosiy, maʼdaniy kommunikativ jarayonlar, tillarning oʻzaro munosabati va til maʼdaniyati hamda tilning milliy oʻziga xos koʻrinishi kabi qator masalalar yuzaga kelmoqda. Bu esa tilshunoslik va madaniyatshunoslik oʻrtasida alohida oʻz yoʻnalishi va predmetiga ega boʻlgan yangi soha lingvokulturologiyaning yuzaga kelishiga sabab boʻlmoqda.

Bilamizki, til har bir xalqning maʼnaviyatini, qadriyatini va oʻziga xos jihatlarini ifodalashda muhim omil sanaladi.

Halgacha yagona ilmiy tasnif mavjud emasligi sababli, tadqiqotchilar ertaklarning turli janrlari yoki guruhlarini ajratadilar. Biroq, ertaklarning alohida

turlari o'rtasida aniq chegara chizish mumkin emas. Bir turga xos bo'lgan elementlar boshqasida ham uchrashi mumkin.

Ko'pincha turli tadqiqotchilar tomonidan quyidagilar aniqlanadi: hayvonlar haqidagi ertaklar, sehrli, kundalik, sarguzashtli (romanistik) qiluvchi. V. Ya. Propp ertaklarni sehrli, hayvonlar haqidagi, o'simliklar, jonsiz tabiat va narsalar, kundalik yoki roman ertaklar, zerikarli ertaklar D. B. Priestley yozadi: "Ulardan ajralib turuvchilari hayvonlar haqidagi ertaklar, kundalik va ertaklar, shu jumladan jodugarlar, devlar, arvohlar haqidagi afsonalar".

Yuqorida aytilgan fikrlarning barchasidan ko'rinadi, ertak-fantastik, mo'jizaviy yoki kundalik voqealar va ma'lum qoidalarga muafiq hikoya qilingan uydirma hikoyani o'z ichiga olgan og'zaki va yozma badiiy janr. U o'ziga xos syujet, kompozitsiyasi, stilistik tuzilishi va janr xilma-xiligi bilan ajralib turadi.

Jon Ronald Ruel Tolkien ertak haqida fikr yuritir ekan, shunday yozadi "Ertaklar olami keng, chuqur va cheksizdir, unda turli xil hayvonlar va qushlar yashaydi, dengizlari cheksiz, yulduzlari son-sanoqsiz, go'zalligini sehrlaydi, lekin xavf har qadamda yashiringan va u qilichdan ham o'tkirroq quvonch va qayg'uga to'la. U erga kirish imkoniga ega bo'lgan kishi o'zini baxtli deb bilishi mumkin, ammo saohatchining tili bu mamlakatning barcha boyliklarini va tushunarsizligini tasvirlashga qodir emas.

Ingliz ertaklari bizning ertaklarimizdan keskin farq qiladi. Britaniyaning ertaklari turli xil ma'lumotlarga to'la, sehr va ertakning go'zalligi o'rnini faktiklik va matn quruqligi egallaydi.

Bu xalqning ertaklaridan shunchaki ma'lumotni yetkazish emas haqiqatani ma'lum faktlarni taqdim etishni xohlayotganini his qiladi. "Ingliz ertaklari ko'proq real va kundalik bo'lib, ular ko'p hollarda qayg'uli oxiri ibratli hikoyalarga o'xshaydi. Ko'pincha ertak hech qanday natija bo'lmagan vaziyatni tasvirlaydi. Bunday ertakdagi o'quvchilar shunchaki tomoshabinlardir, ular jarayonda to'liq ishtirok etmaydilar. Buyuk Britaniyaning ertaklari bu mamlakat madaniyatida o'z

ifodasini topgan milliy an'analar va odob-axloq qoidalarining timsolidir. Ingliz ertaklarining ko'plab syujetlari vaqt o'tishi bilan saqlanib qolgan, ular milliy lazzat va an'analarini yo'qotmagan. Ingliz ertaklarining asosiy mavzusi - omadsizlikdan qochishdir. Qahramonlarning barcha sa'y-harakatlari omadsizlik va omadsizlikka yo'l qo'ymaslikka qaratilgan. Shuni ta'kidlash kerakki, bunday ertaklardagi qahramonlarning faoliyati tashqi sharoitlar: burch, va'da, qasam va hokazolar bilan belgilanadi. Buyuk Britaniya ertaklarida qiyoslangan. Boshqalar uchun hokimiyat va muvaffaqiyatga chanqoqlik mavzusi eng kam ifodalangan."

Ingliz ertaklari matnlarida "aniq ma'lumotlar, ma'lum faktlarning bayoni ustunlik qiladi. Bu shuni anglatadiki, ingliz ertaklari unchalik ajoyib va sehrli emas, ular shunchaki qayg'uli ibratli hikoyalar bo'lib, ular har doim ham yaxshi tugamaydi, unda bosh qahramon dunyo bo'ylab sayr qiladi va turli voqealarni kuzatadi, masalan, ertakdagi janob. "Uch aqlli bosh" ertak.

Ingliz ertaklari qahramonlarining xohish-istaklari misli ko'rilmagan muvaffaqiyatga erishish, dushman ustidan g'alaba qozonish yoki boylikka ega bo'lish uchun emas, balki ulug'vorlik g'oyalariga qaratilgan. Burch va vijdon birinchi o'rinda turadi. Haqiqiy intilishlar va ehtiyojlar chetda qoladi. Britaniya ertaklari ko'pincha o'rtacha va zerikarli deb hisoblanadi. Ingliz ertaklari tabiatan o'ziga xosdir.

"Ingliz ertakining asosiy motivi muvaffaqiyatsizlikdan qochishdir. Ularda qahramonlar biror narsaga erishishga harakat qilmaydi, balki muvaffaqiyatsizlikdan, yo'qotishdan qochishga harakat qiladi. Ammo shuni ham aytish kerakki, ingliz xalq ertaklarida aniq belgilangan motiv yo'q. Bosh qahramonlarning faoliyati nafaqat o'z xohish-istaklari, balki burch va tashqi sharoitlar bilan ham belgilanadi.

Masalan, kichkina bolakay bo'lgan "Janob Mayk" ertakini eslaylik. Tommi kechki ovqat uchun janob Mayk tomonidan qo'lga tushmaslik uchun o'zining eng yaxshi xulq-atvorida bo'lishga harakat qiladi. Shunday qilib, "Sehrli shox" ertakida ochko'z qahramonlar shoxni egallab olishadi. Yana bir "Tom Tit Tot" ertakida bosh qahramon unchalik aqlli bo'lmagan qiz bo'lib, onasi xohlaganidek u kuniga besh

dona ip yigirishni bilmagan, faqat bir o'tirishda beshta puding yeyishi mumkin edi. Shunga qaramay, bu yerda ham qahramon vaziyatdan chiqish yo'lini topib, o'ziga ajoyib yordamchini topadi.

Shuni ta'kidlash kerakki, boshqa xalqlarning ertaklariga qaraganda, ingliz ertaklarida hokimiyatga intilish va muvaffaqiyatga erishish kabi faoliyat motivlari eng kam ifodalangan.

Angliyada juda mashhur bo'lgan "Uittington va uning mushuki" ertaki bizga qadimgi Angliyaning urf-odatlari va turmush tarzini aniq ko'rsatib beradi. Bu Dik Uittington o'zining yagona xazinasini - mushukni qanday sovg'a qilgani va mavrlar uni qanday qilib ajoyib pulga sotib olgani haqidagi ertak.

Ingliz ertaklarida aqlli qahramon kamdan-kam uchraydi. Ahmoqlik va noto'g'rilik bir qahramon ichida mehr-oqibat, axloq va odob bilan birga bo'lishi mumkin. Hazil muhim rol o'ynaydi. U personajlarning keskin vaziyatlarini yumshatadi va ularning xususiyatlari masxara qilinadi va kulgili tarzda taqdim etiladi.

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INGLIZ ADABIY ASARLARIDA IRONIYANING STILISTIK XUSUSIYATLARI

Jalolova Muqaddas Baxodirovna

Annotatsiya: *Ushbu maqolada ironiyaning semantikasi, uni aniqlash usullari, istehzoli ijro tipologiyasi, tahlil qilingan asarlarning vazni va boshqalarni taqdim etildi. Matn darajasida ironiyaning istehzoli ijroga nisbatan bir qator o'zgarishlarni o'z ichiga oladi. Maqolada lingvapragmatika va kognitiv tilshunoslik nuqtai nazaridan ironiya g'oyasini tushunishga yangi yondashuvlarni muhokama qilinadi. So'nggi ilmiy adabiyotlarni o'rganish ko'plab potentsial variantlarni ochib beradi. Bu muammoni hal qilish uchun, ironiya va hazil, kinoya, masxara va yolg'on o'rtasidagi farqni belgilash matndagi ironiya chegaralari; uni qurishning lingvistik vositalari va rollarining turli shakllarida taqsimlanishi nutq ta'rifni aniqlashda olimlar duch keladigan asosiy muammolardan biridir.*

Kalit so'zlar: *til, muloqot, kinoya, istehzo, ironiya, lug'at.*

Til muloqot vositasidir. Til jamiyatning barcha a'zolari uchun umumiy bo'lgan belgilar, vositalar va nutq qoidalari tizimidir. Tilshunoslik tillarni va umuman inson tilini o'rganadigan fandir. Unda tilning boshqa hodisalardan qaysi biri ajralib turishi, uning element va birliklari nimalardan iboratligi, tilda qanday va qay holatda o'zgarishlar sodir bo'lishi haqida ma'lumot beradi. Tilshunoslik quyidagi bo'limlarga ega: leksikologiya, frazeologiya, fonetik, stilistik, grammatika va boshqalar. Tilning paydo bo'lishi va uning taraqqiyot yo'lini o'rganish tilning qanday hodisa ekanligini tasavvur qilish imkonini beradi.

Tadqiqotimiz davomida ironiyaning to'rt xil turini o'rgandik, bular kundalik hayotdan va adabiyotlardan/filmlardan ba'zi misollarni ko'rib chiqdik. Ironiya - bu biz kutgan narsa va haqiqatda sodir bo'layotgan narsa o'rtasidagi ziddiyatni ko'rsatish uchun ishlatiladigan til usulidir. Ko'chma ma'noda aytilgan yoki bajarilgan narsa to'g'ridan-to'g'ri ma'noga zid bo'lganligi sababli, bu nutqning namunasidir. U ko'pincha ritorik vosita deb ham ataladi, chunki u odamlarni biror narsani boshqa

nuqtai nazardan idrok etishga ishontirish uchun ishlatiladi. Misol uchun: "I'm loving the gorgeous weather" bu misolda yomg'ir yog'ayotganda ular aytayotgan narsaning aksini anglatadi.

Nima uchun og'zaki nutqda ironiyadan foydalanadi?

Turli xil kinoyalar tinglovchi yoki tomoshabinda turli his-tuyg'ularni uyg'otishi mumkin. Odamlar istehzodan foydalanishi mumkin bo'lgan ba'zi sabablar: Tanglik va shubha yaratish uchun, hayron yoki hayrat tuyg'usini yaratish uchun, simpatiya qozonish uchun, shaxs yoki xarakterning aslida qanday ekanligi haqida tushuncha berish, hazil effektini yaratish uchun keng foydalaniladi.

Ironiyaning mohiyati mantiqiy emas, balki baholovchi ma'noni ta'kidlashdir. Kontekst shunday tuzilganki, ironiyadagi aniqlovchi so'z baholash yo'nalishini teskarisiga o'zgartiradi va ijobiy zaryadlangan so'z salbiy tushuntirish sifatida tushuniladi yoki aksincha.

Demak, ironiya so'zning kontekstual-baho ma'nosi uning lug'at ma'nosiga to'g'ridan-to'g'ri qarama-qarshi bo'lgan stilistik vositadir. Shunday qilib, boshqa barcha stilistik vositalar singari, istehzo kontekstdan tashqarida mavjud emas. Misol uchun ironiya J. Steinbekning asarida "She turned with the sweet smile of an alligator," kabi minimal iboradan butun bir kitob kontekstigacha o'zgarib turadi. Dikkinsdagidek, bu yerda o'zining murakkab, o'ta kitobiy va puxta o'ylangan uslubi bilan tanilgan janob Mikauberning eng arzimasi narsalar haqidagi mulohazalaridan biri muallifning quyidagi so'zlari bilan keladi: "...Mr. Micawber said in his usual plain manner".

Ikkala misolda ham "sweet" va "plain" so'zlari kontekstga qarab ijobiy ma'nosini salbiyga o'zgartiradi: birinchi holatda mikro, ikkinchisida makro.

Ironiyaning stilistik qurilmasida har doim kontekstual ma'nosi lug'at ma'nosiga diametral ravishda qarama-qarshi bo'lgan so'zni aniq ko'rsatish mumkin. Shuning uchun bu turdagi kinoya og'zaki istehzo deb ataladi.

Biroq, biz istehzo deb hisoblaydigan, intuitiv ravishda qarama-qarshi bahoni

his qiladigan, ammo ma'nosida aytilgan va nazarda tutilgan narsalar o'rtasidagi ziddiyatni kuzatishimiz mumkin bo'lgan aniq so'zni ko'rsata olmaydigan holatlar ko'p. Bunday hollarda istehzoning ta'siri bir qator bayonotlar, butun matn tomonidan yaratiladi. Bu istehzo turi tajribali deb ataladi va u ma'ruzachi (yozuvchi) fikrining umume'tirof etilgan axloqiy va axloqiy me'yorlarga zidligi tufayli shakllanadi. Turg'un ironiyaga ko'plab misollar D.Defo, J.Svift va S.Lyuis, K.Vonnegut, E.Vo va boshqa ko'plab zamonaviy yozuvchilar tomonidan keltirilgan. Misol uchun "It must be delightful to find oneself in a foreign country without a penny in one's pocket."

Tadqiqotimiz davomida ironiyaning to'rtta asosiy turiga duch keldik. Bular quyidagilar: Dramatik, Situatsion, Og'zaki, Komiks.

Dramatik istehzo deganda, biror vaziyatda bo'lgan kishi **nima bo'lishidan bexabar**, lekin boshqa odamlar (jumladan, o'quvchi yoki tomoshabin) biladi. Ishqiy ertaklarda tomoshabinlarga nima bo'lishini bilish uchun dramatik istehzodan foydalanish mumkin. *"O worthiest cousin, the sin of my ingratitude even now was heavy on me."* *Macbeth (1606) - Shakespeare*

So'zlovchi biror narsa desa va ular teskarisini bildirsa, bu og'zaki kinoyadir.

"Today was a very cold and bitter day, as cold and bitter as a cup of hot chocolate". The Unauthorised Autobiography - Lemony Snicket (2002).

Xulosa qilib atamizki, istehzo nafaqat kamchiliklarni ko'rsatibgina qolmay, balki odamlarni kuldirish, nohaq da'volarni fosh qilish, bu da'volarga istehzoli ma'no berish, xuddi masxara qilingan hodisani o'zini masxara qilishga majburlash qobiliyatiga ega. Shuningdek, ironiya stilistik vosita sifatida quyidagi funktsiyalarni bajaradi: estetik, hissiy taranglikni va kulgili effektini kuchaytiradi va muallif istehzodan foydalanib, biz qilish kerak bo'lmagan ba'zi harakatlarni yoki har qanday odamning hayotida sodir bo'lishi mumkin bo'lgan holatlarni masxara qiladi.

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O'ZBEK TILIDA IJOBIY BAHO MUNOSABATINING LEKSIK SATXDA IFODALANISHI

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Annotasiya: *Ushbu maqolada zamonaviy o'zbek tillida ijobiy baho semantikasining leksik sathda voqelanishi va unda ijobiy, salbiy hamda neytral baho munosabatlarning yuzaga chiqishi xususida fikr yuritiladi.*

Tayanch so'z va iboralar: *sub'ektiv munosabat, ijobiy baho, salbiy baho, neytral baho, undalma, takrori, inversiya, urg'u*

Аннотация: *В данной статье рассматривается лексический уровень семантики положительной оценки в современных узбекском языке и возникновение в нем положительных, отрицательных и нейтральных оценочных отношений.*

Ключевые слова и выражения: *субъективное отношение, положительная оценка, отрицательная оценка, нейтральная оценка, повтор, инверсия, ударение.*

Annotation: *This article discusses the lexical level of the semantics of positive evaluation in modern Uzbek language and the appearance of positive, negative and neutral evaluation relations in it.*

Key words and expressions: *subjective attitude, positive evaluation, negative evaluation, neutral evaluation, encouragement, repetition, inversion, stress*

Ma'lumki, baho munosabatini ifodalashning barcha usullari ichida leksik usul eng sermahsul hisoblanadi. Negaki tildagi juda ko'p leksemalarda baho semasi mavjud bo'ladi. So'z leksik ma'no ifodalash bilan birga, nutqiy vaziyatda subyektiv bahoni yoki so'zlovchi va tinglovchining ijobiy yoki salbiy munosabatini ham ifodalaydi. V.V. Vinogradovning ta'kidlashicha "So'z nafaqat grammatik, leksik ma'nonigina bildiradi, shu bilan birga, obyektga subyektning bahosini ham namoyon etadi" [1; 180-184].

Bahoning qay darajada kuchli yoki kuchsizligi baho ifodalashda ishtirok etayotgan konkret so'zning baho semasi hamda sintaktik maydondagi unga aloqador bo'lgan so'zlarning ma'no kuchiga qarab belgilanadi. Agar pragmatik jihatdan qaralsa so'zlovchi va tinglovchi o'rtasidagi o'zaro shartnomaviy munosabat orqali so'z tanlanadi va muayyan baho ifodalash uchun qollaniladi. Baho ifodalashning leksik usulida asos leksema hisoblanadi.

Baho leksemasining leksema sememasida obyektiv jihatdan mavjudligi so'zlovchi (subyekt) ning bahoni so'z tanlash orqali ifodalashiga imkon beradi. Lekin leksema sememasidagi baho sememasining yuzaga chiqishda qo'shimcha vositalarning ishtiroki ham (prosodik, ekstralingvistik va boshqalar) ahamiyatlidir [2; 45-47]. Zero, ayni shu vositalar leksemada mavjud bo'lgan umumiy bahoni so'zlovchigagina xos bo'lgan individual bahoga aylantiradi. Shuning uchun ham nutq jarayonida leksemalar ifodalagan baho umumiylikdan hususiylikka tomon siljiydi. Shu sababli, baho ma'nosining to'g'ri angashilishi uchun til-nutq hodisalarini (nutq vaziyati, subyektning harakter hususiyatlari, u mansub muhim muloqotning ruhiy atmosferasi va hokazo) o'zaro aloqadorlikda tahlil etish muhim hisoblanadi. Leksik jihatdan baho ifodalashda neytral baho ham ma'no ifodalashga xizmat qiladi

va har doim bahoning o'rtacha, me'yoriy holatini belgilaydi [3; 23-25]. Bunday holatni quyidagi ko'rinish orqali ifodalash mumkin: *salbiy - neytral - ijobiy*

Grammatikada neytral ko'rsatkich muayyan grammatik ma'no ifodalagani singari, baho ifodalashda ham neytral baho muayyan ma'noni ifodalaydi. Lekin betaraf baho nutqiy jarayondagi o'zaro munosabatda ma'noni reallashtiradi. Shuning uchun hamisha nutqiy vaziyatni hisobga olish zarur bo'ladi. Masalan, *yuz – bet - aft – bashara – oraz – chexra - jamol - chiroy* kabi sinonim so'zlar baho ifodalashiga qarab farqlanadi. Yuz so'zi dominant so'z bo'lib unda baho neytral holatda bo'lib, *oraz – chexra - jamol - chiroyi* kabi so'zlar ijobiy baho anglatib ko'proq badiiy adabiyot uchun xosdir. *Aft- bashara - turq* kabi so'zlar esa salbiy ma'no ifodalab, so'zlashuv uslubida ko'proq ishlatiladi. Leksik qatlamda baho munosabati antonimlar orqali ham yuzaga chiqadi: *yaxshi –yomon, odobli-odobsiz, chiroyli-xunuk, shirin –achchiq, mazali-bemaza* kabi. ***Farzandlar bular hayotning shirin tashvishlaridir.*** Ushbu jumlada tashvish so'zi salbiylikni anglatmada shirin so'zining uning oldidan ishlatilishi gap mazmunini ijobiy baho munosabatini anglatyabti [4; 46-47].

Shaxs baxosini ifodalovchi so'zlarni barcha mustaqil so'z turkumlari ichida uchratish mumkin:

1. Ot leksemalarda: *qayg'u-shodlik*
2. Sifat leksemalarda: *shirin-achchiq*
3. Son leksemalarda: *“nol-besh”* bilimga nisbatan.
4. Olmosh leksemalarda: *sen—siz* hurmat orqali.
5. Fe'l leksemalarda: *sevmoq-nafratlanmoq*
6. Ravish leksemalarda: *asta-tez.*

Bahoning belgi ekanini e'tirof etgan holda, bahoga moyillik ko'proq sifat leksemalarda mavjud degan qarashlarga qarama-qarshi ravishda otlarda ham baho munosabati ifodalanishi mumkinligiga guvoh bo'ldik.

Ma'lumki, otlar obyektiv borliqdagi narsa, predmet, voqea-hodisalarning nomini bildirib, ular subyektning predmetga munosabatiga ko'ra baholanadi. Narsa va hodisalar ichida shaxs nomlari alohida ajralib turadi. Baho ifodalashda shaxs bildiruvchi otlar boshqa turdagi otlarga nisbatan ko'proq xoslangan [5; 64-65].

Shaxsni xususiyatini e'tiborga olmaganda uning kasbi, yoshi, lavozimi, jinsi, saviyasi, jismoniy va ruhiy kamchiligi, qarindosh-urug'chiligi va boshqa konnotativ holatlar asosida insonni baho asosida ifodalovchi leksemalar mavjud bo'lib, nutqiy jarayondagi holatidan kelib chiqqan holda ijobiy yoki salbiy ma'nolarni bildirishi mumkin.

Maqolamizda *qiz bola, erkak* (jins); *cho'loq, ko'r* (jismoniy kamchilik); *domla, qorovul* (kasb); *kofir, musulmon* (diniy e'tiqod); *vazir, boshliq* (lavozim); *go'dak, chol* (yosh); *amma, xola* (qarindosh-urug') va boshqa shaxs bildiruvchi leksemalarning ishlatilishida bahoning ifodalanishi misollar orqali berishga harakat qilamiz.

a) shaxs atamasi o'z ma'nosida berilmay, paradigma qatoridagi boshqa leksemani atash asosida yuzaga chiqadi. O'g'il bolaga nisbatan ayol jinsini bildiruvchi shaxs nomi ishlatilganda, katta yoshdagi odamga nisbatan kichiklikni anglatuvchi yoki aksincha ma'no ifoda etilganda baho ma'nosi ifodalanadi. *Abdulla jilmaydi*.

b) kishining jismoniy yoki ruhiy kamchiliklarini ifodalovchi substantiv sifatlar shaxs ma'nosida qo'llanilganda baho ma'nosi kuzatiladi: *novcha, kelishgan, sarvqomat* va boshqalar. *Pochcham kelishgan, hushbichim, baland bo'yli kishi edilar*.

c) ma'lum kasb-korni jamiyatdagi mavqeyiga nisbatan baholashda leksemaning sotsial nuqtayi nazardan ma'no ifodalashi asos qilib olinadi. *Prokuror, amaldor, doktor*, yoki salbiy emotsional mano deb qaraladigan *mardikor, yuvuchi, traktorchi* kabilar.

d) tarixiy, taniqli shaxslar, badiiy asar qahramonlari nomlari

ishlatilganda baho munosabati ifodalanadi. ***Alpomishdek o'g'illar, Barchinoydek qizlar bersin Ollohim.***

Bu kabi antroponimlar hududiy-milliy tomondan baho ifodalaydi va bunda etalon sifatida barcha uchun tanish bo'lgan shaxs ismi olinadi. Shu o'rinda yana shuni ham ta'kidlash joizki, ijobiy baho ma'nosini bildiruvchi shaxs atamaları salbiy baho ifodalovchi so'zlar bilan birikkanda kontekstual jihatdan salbiy baho ifodalanadi [6; 68-69].

Ustoz ijtimoiy hayotimizdagi turli kasb hamda uning yo'nalishlarini avloddan-avlodga yetkazib kelayotgan murabbiy ma'nosini bildiradi. Ustoz leksemasini alohida holda olib, denotativ ma'nosiga e'tibor berilsa, unda: kasb, hunar, ilm va shu kabini o'rgatuvchi, o'qituvchi muallim. yo'l-yo'riq ko'rsatuvchi, tarbiyalovchi, murabbiy, rahnamo, o'qituvchi, muallim ma'nolari ifodalanadi.

Shuningdek, shogird leksemasi tarkibida biror hunar yoki kasbni o'rganish, egallash uchun o'sha hunar yoki kasb egasiga shogird tushishlik ma'nosi mavjud: ***Rivoyat qilishlaricha, bir yigit mashhur o'g'riga shogird tushish maqsadida uning uyiga boribdi. (Sh. Mahmudov)*** Shogirdlik ijobiy xislat, lekin kimga? qay tarzda? shogird tushishlikka qarab mavjud bo'lgan ijobiylik aks ma'nosiga ega bo'lib qolishi mumkin [7; 68].

Ijobiy va salbiy bahoning ifodalanishi asosan sifatlar orqai namoyon bo'ladi. Chunki sifatlardagi baho munosabati obyektga nisbatan belgi nuqtayi nazaridan olib qaraladi va shuning uchun ham sifatlar baho tashuvchi turkum sifatida alohida o'rinda turadi.

Shunga ko'ra sifat turkumi orqali ifodalanadigan baho muloqot davomida o'zaro kelishuvi va nuqtayi nazari bo'yicha beriladigan baho sanaladi. Bu holat shaxs xususiyatlarini ifodalovchi leksemalarda ham namoyon bo'ladi.

Kishi xususiyatining bahosi mazmuniy struktur o'ziga xos ekani bilan xarakterlidir. U tilning pragmatik yo'nalishida namoyon bo'ladi. Inson ijtimoiy turmush tarzida shaxs sifatida markaziy o'rinni egallaganligi va til kishilar

o'rtasidagi munosabatlarni aks ettirgani sababli, insonni turli jihatdan xarakterlash, uni boshqalardan farqlash uchun bir qancha xususiyatlar asos qilib olinadi.

Masalan: ***Kafedra eshigi yonida turgan qop-qora qalin sochlari turmaklangan, shahlo ko'z, egnidagi jigarrang koftasi sarvqomatiga yarashgan, o'n sakkiz yoshlar chamasidagi qiz Majidovga odob bilan salom berdi. (N. Yoqubov)***

Ushbu misolda qizga berilayotgan ijobiy baho uning sochi, ko'zi, qomatini ta'riflash orqali ochib berilayotgan bo'lsa va baho shaxs xususiyatini ifodalasa, ajoyib sayohat, qiziqarli suhbat birikmalarida baho gap tarkibida ma'lum oktantlariga aloqador bo'ladi. Ajoyib sayohat (kim uchun?), qiziqarli suhbat (kim uchun?). Bu kabi birikmalardagi baho “oktant baho” bolib, baho voqeaga emas, balki voqeadagi oktantlardan birigagina taalluqli bo'ladi. Ajoyib sayohatni tashkil etgan, qiziqarli suhbatni uyushtirgan obyektga baho berilmoqda.

Baho ifodalovchi so'zlarning ba'zilar o'zaro qutbiy semaga ega bo'lmasligi va o'zaro antonimik juftlikni tashkil qilmasligi mumkin [5; 65-67].

Kuzatishlar shuni ko'rsatadiki, ijobiy baho ifodalovchi so'zlar salbiy semasi mavjud bo'lgan so'zlarga nisbatan ko'pchilikni tashkil qiladi. “Chiroyli” so'zini ifodalash mumkin bo'lgan lug'aviy birlik 50 dan ortiq bo'lishiga qaramay, “xunuk” so'zi sinonimiyasi 20 dan ortmasligi ma'lum. Yoki yaxshining yomonga nisbatan ishlatilishi 43 marta bo'lsa, yomonning yaxshiga nisbatan qo'llanishi 20 ta ekani aytiladi. Toza va kir o'rtasidagi ko'rinish 21:15 ekani T. M. Nikolayeva tomonidan ta'kidlanadi.

Sifat turkumidagi leksemalar ichida shaxs xususiyati bahosini ifodalovchi leksik-semantik guruh mavjud bo'lib, bu kabi birliklarda uchta majburiy sema mavjud bo'ladi: 1) shaxs; 2) xususiyat; 3) ijobiy yoki salbiy baho. Masalan, qizg'anchiq leksemasida xususiyat ifodalovchi birlikning obyekti shaxsni bildirib keladi: qizg'anchiq bola (odam) – qambarov tomonidan shunday fikr yuritiladi.

Sifatlardagi baho (belgi) ning nisbiy ekanligi sifatlarning graduonomiyasida

ham o'z ifodasini topgan.

Yaxshi ► yaxshiroq ► juda yaxshi.

Leksik satxda baho munosabati antonim, sinonim, omonim so'zlar tarkibida juda ko'plab uchraydi va ular nutqni yanada mukammal, tasirchan qilishga o'z hissasini qo'shadi. Shuningdek leksik satxda iboralar turli shevalarga oid so'zlar, efemizmlar, varvarizm, vulgarizm kabi so'zlar orqali ham baho munosabati ifodalanadi.

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FUNCTIONAL-SEMANTIC CHARACTERISTICS OF MODAL VERBS

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Annotation: *The article provides an overview of the modality category in linguistics, discussing definitions, interpretations, subcategories, and the functional-semantic scope.*

Аннотация: *В статье дается обзор категории модальности в лингвистике, обсуждаются определения, интерпретации, подкатегории и функционально-семантический объем.*

Annotatsiya: *Maqolada tilshunoslikdagi modallik kategoriyasi haqida umumiy ma'lumot berilgan, ta'riflar, izohlar, kichik kategoriyalar va funksional-semantik doirasi muhokama qilingan.*

Modal verbs play a significant role in language by expressing various shades of meaning related to modality, which encompasses notions such as possibility, necessity, permission, obligation, and volition. Understanding the functional-semantic characteristics of modal verbs is crucial for both linguists and language learners, as it provides insights into how these verbs are used to convey different nuances of meaning and to express the speaker's attitude and stance.

Modal verbs have been a subject of extensive research in linguistics, with scholars investigating their syntactic, semantic, and pragmatic properties across different languages. This literature review provides an overview of the key studies and recent research related to the functional-semantic characteristics of modal verbs.

One influential work in the field is the seminal study by Palmer (1979) titled "Modality and the English Modals." Palmer categorized modal verbs based on their semantic properties, distinguishing between epistemic and deontic modality. He proposed that epistemic modality relates to the speaker's judgment about the truth or likelihood of a proposition, while deontic modality pertains to obligation, permission,

and necessity. Palmer's framework laid the foundation for subsequent research on modal verbs.

Epistemic modality relates to the speaker's assessment of the truth value or likelihood of a proposition. It deals with the speaker's beliefs, knowledge, or uncertainty about a given situation. For example, in the sentence "It might rain tomorrow," the modal verb "might" expresses epistemic modality by suggesting a possibility or uncertainty about the occurrence of rain. Epistemic modality is often associated with words like "may," "might," "could," "should," and "must," among others. Deontic modality, on the other hand, involves expressions of obligation, permission, and necessity. It pertains to social norms, rules, duties, and expectations. For instance, in the sentence "You must submit your assignment by Friday," the modal verb "must" conveys deontic modality by indicating an obligation or requirement. Deontic modality is commonly conveyed by modal verbs such as "must," "should," "ought to," "can," and "may," among others.

The interpretation and study of the modality category in linguistics have been approached from various perspectives. Semantically, modality is often analyzed in terms of its modal force (e.g., possibility, necessity) and its epistemic stance (e.g., certainty, uncertainty). Syntactically, modal verbs are examined for their distributional patterns, complementation structures, and syntactic constraints. Pragmatically, the study of modality explores the speaker's intentions, attitudes, and the communicative effects of modal expressions. Another subcategory is root modality, which encompasses modal meanings that are inherent to the proposition itself rather than being influenced by external sources or epistemic evaluations. Root modality refers to the inherent possibility, necessity, or obligation associated with a proposition. For instance, in the sentence "Water boils at 100 degrees Celsius," the modal verb "boils" expresses root modality by indicating a natural, inherent property of water. Root modality is often associated with modal verbs like "must," "shall," "have to," and "need to."

Evidential modality is yet another subcategory that pertains to the source of

information or evidence supporting a proposition. It involves expressions of how the speaker came to know or infer a certain statement. For example, in the sentence "The road is closed, it must have snowed heavily," the modal verb "must" expresses evidential modality by suggesting that the speaker arrived at the conclusion based on observable evidence.

In conclusion, the functional-semantic scope of the modality category in linguistics encompasses various subcategories that extend beyond epistemic and deontic modality. Dynamic modality, root modality, evidential modality, and epistemic stance are just a few examples of the diverse dimensions of modality. Exploring these subcategories provides a deeper understanding of how modal meanings are expressed, interpreted, and function in language. By considering the multifaceted nature of modality, researchers gain insights into the nuanced ways in which speakers convey possibilities, obligations, abilities, attitudes, and more. This comprehensive understanding enriches our analysis of modal verbs and their role in effective communication.

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ИНГЛИЗ ВА ЎЗБЕК ТИЛЛАРИДА СТАТИВЛИК КАТЕГОРИЯСИ ТАЎҚИНИ

Алиева Зиёда, АДЧТИ, инглиз тили
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Аннотация: *Ушбу тезисда инглиз ва ўзбек тилларидаги феъл сўзтуркумининг статив категорияси қисман тадқиқи этилган ва мисоллар билан изоҳланган.*

Калит кўзлар: *феъл, статив категория, морфологик, синтактик, ҳолат, кесимли сифат.*

Annotation: *In this thesis, the stative category of verb vocabulary in English and Uzbek languages is partially studied and explained with examples.*

Key words: *verb, stative category, morphological, syntactic, case, participle adjective.*

Аннотация: *В данной дипломной работе частично изучена и объяснена на примерах стативная категория глагольной лексики в английском и узбекском языках.*

Ключевые слова: *глагол, категория состояния, морфологический, синтаксический, надеж, причастие прилагательное.*

Ҳозирги замон тилшунослигида хусусан, қардош бўлмаган инглиз ва ўзбек тилларида муҳим муаммолардан бири ҳисобланган стативлик категорияси ҳар иккала тил грамматикасида ҳам қўлланилади. Инглиз тили грамматикасида ҳолат категорияси деб, субъект вазифасида келган шахс ёки предметнинг маълум бир вақтдаги ҳолатини, ақлий ёки жисмоний кайфиятини маълум жойда турганлигини ёки бирор мақсадга йўналтирилганини кўрсатувчи категорияга айтилади. Инглиз тилида ҳолат категорияси ўзида кенг маъно жамлаган ҳолда ўзи ифода этаётган субъект ва предметнинг

ҳолатини акс эттиради.

Масалан: *I read aloud from Howard Pyle's book of Pirates.....*(Ernest Hemingway).

Инглиз тили грамматикасида ҳолат категориясини ифодаланиш жиҳатлари бир канча гуруҳларга бўлинган ҳолда талкин этилади. Хусусан, инглиз тилшинослари В.Н.Жигадло ва Л.С.Бархударовлар ҳолатни лексик-грамматик тузилишга кўра 3 гуруҳга ажратганлар: аклий, жисмоний ва объектнинг вазиятига кўра ҳолатни гуруҳлашган.

1. Psychic state of a person (afraid, ashamed). **I should have been ashamed to come today (Dickens)**
2. Physical state of a person (astir, afoot). **Loader was afoot in an instant (Merry.)**
3. Physical state of an object (afire, ablaze). **The house afire.**
4. The state of an object in space (askew, awry) [6,170].

Морфологик структурага кўра ҳолат категориясини кўрсатувчи сўзлар **а-аффикси** ёрдамида ясалади. Масалан: awake, alone

Бироқ синтактик функцияга кўра ҳолатни ифодаловчи сўзлар а- аффиксиз ҳам келиши мумкин, шундай бўлган ҳолатда ҳам гап курилишидаги субъектни ёки предметни ҳолатини ифода эта олади.

Масалан: *the predecessor **alive**- the living predecessor;*

*Curiosity **agog**- eager curiosity;*

*The house **afire** – the burning house;*

*A raft **afloat** – a floating raft;*

*A door **ad jar** – a half- open door;*

*Ropes **aslant** –slanting ropes;*

*A man **awake** –a vigilant man;*

*Cases **alike** – similar cases;*

*A crowd **astir** – an excited crowd;*

Ўзбек тили грамматикасида ҳолат категорияси алоҳида талкин этилмаган ва гапда ифодаланиши ўрганиб чиқилмаган. Бу категория ўзбек тили грамматикасида феълнинг вазифа шакллари остида ҳаракат килади. Феълларнинг гап таркибида бажарадиган асосий вазифаси кесим бўлиб келиш эканлиги бизга маълум. Шу вазифани бажариш учун феъл маълум бир шаклларда келиши лозим. Бундай шаклларга феълларнинг муносабат шакллари дейилади.

Муносабат шаклларига феълларнинг шахс-сон, замон, майл, шакллари киради. Ҳар қандай феъл шу шаклларга эга бўлса, у кесим вазифасини бажара олади [7,73]. Ўзбек тили грамматикасида ҳолат категорияси феъл туркуми орқали ясалади.

Масалан: *Улар хонага кирганда бир **қалқиб тушиб**, ўзимизни ўнглаб олар эдик* (Қ. Раҳимбоева).

Ўзида лексик-грамматик хусусиятларини ифодалаш жараёнида феъл таркибида ҳолат категориясини ифодаланиши кузатилади. Ўзбек тилида ҳам шахс ёки нарсаларнинг ҳаракатини билдирган категория ҳолат категорияси деб номланади.

Ўзбек тили грамматикасида инглиз тилида бўлгани каби ҳолатни ўзини гуруҳларга бўлиб, талқин қилмайсиз. Ваҳоланки, ўзбек тили грамматикасида ҳолатни талқин этишда биз феъллар нимани атаб келишига кўра бўлинадиган гуруҳларга таянамиз.

1. Жисмоний фаолият. Хусусан ҳаракат феъллари шахс ва нарсанинг жисмоний фаолияти натижасида юз берган ҳаракат-ҳолатини билдиради [8,31].

Масалан: югурмок – югуриб толиқди - У тоғ томон югуриб толиқди.

2. Ҳолат феъллари. Шахсларнинг ички кечинмалари ва нарсаларни бир ҳолатдан бошқа ҳолатга ўтишини билдиради. [8,31].

Масалан: ухламоқ, кулмоқ, йиғламоқ, тиржаймоқ, шошмоқ, исимоқ, кизармоқ, семирмоқ, шишмоқ, ранжимоқ, хурсанд бўлмоқ, хандон урмоқ, кўркмоқ ва б.қ.

Инглиз ва ўзбек тилларида ҳолат категориясини қиёслаб ўрганадиган бўлсак, икки тил грамматикасида ушбу категория турлича ифодаланади. Хусусан, ўзбек тилида ҳолат категорияси яна феъллар қандай ҳаракат-ҳолат ифодалаши жихатидан бўлинадиган маънавий гуруҳларда намоён бўлади.

- **Нутқий фаолият феъллари:** гапирмоқ, пичирламоқ, сўзламоқ, сўрамоқ, ялинмоқ ва ҳ.з.

- **Ақлий фаолият феъллари:** ўйламоқ, фикрламоқ, хаёл сурмоқ, ҳукм чиқармоқ, тасаввур қилмоқ ва ҳ.з.

- **Жисмоний фаолият феъллари:** чизмоқ, ёзмоқ, ясамоқ, яратмоқ, бўямоқ, ўчирмоқ, тозаламоқ, емоқ ва ҳ.з.

- **Ҳолат феъллари:** титрамоқ, жовдирамоқ, севинмоқ, жилмаймоқ, жонланмоқ.

Бироқ ҳолат категорияси бошқа феъллар орқали ҳам ифодаланади. Ҳолат категорияси ўзбек тилида ҳаракатни ифодалаб бошқа сўз туркумларида ифода эта олмаслиги билан инглиз тилидан фарқланади. Инглиз тили грамматикасида ҳолат категорияси инглиз тили грамматикасини белгиловчи, унинг категорияларини мураккаб жараёнда очишда иштирок этадиган 3 та компонент яъни синтактик, фонологиик ва семантик компонентларни [5,1] янада чуқурроқ талқин этишда уни синтактик бирлигини фақатгина гапда келган а-аффикси эмас, балки ҳолатни билдирган бошқа сўз туркумлари ҳам ифода эта олади.

Масалан: “ She was crying, she replied “ Lemel is stranger and I don’t want to marry a stranger ” (I.B.S.)

Гапда қўлланилган “was crying” субъектнинг ҳолатини ифодалаб келяпти. Ҳолат категорияси фақатгина ҳаракатни белгиловчи туркумларнигина ифодалаб келмай, балки олмошларни ҳам ифода эта олади.

Масалан: “I wish I could manage alone” (P.S.B.)

Бу гапда ҳолат якка ўзи бошқара олиши мумкинлигини ифодалаши билан ўзлик олмоши вазифасида келиши мумкинлигини кўрсатишимиз мумкин. масалан: alone.

Инглиз тилшуноси Б.И.Ильиш инглиз тилида ҳолат категориясини ифодаловчи сўз ўрнида ишлатиш мумкин бўлган туркумлар ҳақида қуйида шундай таъриф берган: “Ҳолат категориясини ифодаловчи сўзлар равиш туркумига кириши билан фақатгина уларни маъносини ифодаламайди, гапнинг тўлдирувчиси бўлиб унинг маъносини кенгайтиради” [3,31].

Ҳолат категориясини кўрсатувчи синтаксемалар баъзан феъл, от, равиш, сифат бўлиб келиши мумкинлиги ҳақида инглиз тилшунослари ўз фикрларини билдиришган.

“State” ёки “ҳолат” ни билдирувчи синтаксемалар юқорида қисмларга ажратилди. Бу жихатларни инобатга олган ҳолда мустақил сўз туркумларининг лексемик маъноларига аҳамият берадиган бўлсак, ҳолат бу отлашган сифат кўринишида гапда иштирок этади. Масалан: *agog, afraid, ablaze, adrift*.

Умумий грамматикада бу сўзларни умумлаштириб атайдиган бўлсак,

“кесимли сифат” деб номланса, баъзан “равиш таркибидаги сўз” деб аталарди. Гапдаги унинг қўлланилиш ҳолатлари турлича, баъзан предикатив, баъзан от ўрнида қўлланиладиган ҳусусият бўлиб келади.

Тажриба асосида синалмаган ҳолатни билдирувчи сўзлар ва уларнинг предикативлик ҳолатларини сўз туркумларида илк бор рус тилшинослари Л.В.Шчерба ва В.В.Виноградов ажратиб таҳлил қилишган. Бу икки тилшиносларнинг фикрича бу янги туркумни **“the category of state”** (ва, бу категорияни ҳосил қилишда иштирок этадиган сўзларни **“words of the category of state”**) деб номлайдилар.

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INTERNET IN THE MODERN MEDIA SPACE AND THE SPECIFICITY OF THE INFORMATION EXCHANGE

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Abstract: *As you know, in the modern media space, the main means of expression is media text, and when creating it, it is necessary to comply with a number of rules and requirements. This article is devoted to the study of the specifics of the mass media aspect in the formation of the form of media text. The integration of various media semantic codes into a single communication environment, its internal requirements, dependence on external factors, as well as its convergent characteristics are discussed. The main feature of media texts, namely the basic principles of massmedia, was studied.*

Keywords: *mass media, understanding of mass media, main principles of mass media, restrictions.*

Today, mass media are not only present in the life of society, but also ensure that all subjects carry out communication processes at a sufficiently high level. Massmedia not only became a component of the formation of the infrastructure of the social environment, but also became a context in which all social processes acquire a cultural background, social identical (corresponding, harmonious) models arise, dominant thought and ideological vectors of society are formed, and have their own position. Massmedia supports all kinds of views and opinions in our time and at the same time obeys them to the rules of their own production process, replication and dissemination of information. Thus, media text combines different forms of thoughts. The essence of the media text is that it is able to convey the contexts of mass communication in its official and meaningful form, its parameters are reflected in the concept of mass media.

With the understanding of mass media (dialectics in the form of massmedia, the integrative quality of modern media text), it should be borne in mind that the social practice of mass media includes four most important impulses:

- 1) technology;
- 2) current social context;
- 3) socially oriented information;
- 4) a large social audience.

The main principles of mass media are the following:

1. The technological principle is related to the technical characteristics of media platforms, which determine the methods of production, recording and transfer of information products;

2. The principle of the existing context is to form a strong connection between the product of information and the current social process;

3. The principle of circulation guarantees that in this case the original text will be in many copies and multivariable. With this principle, the product goes beyond personal experience, knowledge and, as a rule, expert and specialized knowledge, turning it into knowledge that is used in everyday life.

As a result, information loses its uniqueness and turns into a massive phenomenon, free from expert opinion. Texts in writing are interpreted, on the one hand, through the internal world of the addressee, the principles of thinking and aesthetic values, on the other hand, through the interpretive methodology used by the expert in the process of reading and obtaining knowledge through discursive understanding. The difference between them is obvious. At the same time, the quality of interpretation and reception of information will vary. The language and form of information that becomes the product of mass media is transmitted in a way that is "edited" in such a way as to correspond in advance to the knowledge and experience of the audience. This does not mean that mass media do not give expert opinion or transfer of personal knowledge, they have certain restrictions.

4. Through the principle of the audience, the facts of public life adapt to the knowledge, language and needs of the audience, including their communicative and technological advantages, their tendency to certain types of media.

Audience attention is attracted in different ways:

- Effective placement of products in the socio-communicative space of the audience;
- Adaptation of the parameters of the information and thematic material to the specifics of the audience and its requirements;
- Compositional and structural placement of information (cover sheet, visualization, infographics, etc.);
- Attractive narrative (plot). Its features include dramatization, parody, the use of expressive styles, storytelling (an interesting pragmatic plot), etc.;

It turns out that the participant in the communication process is not one, but several of them. Information is addressed to the public, the majority, in which compliance with the requirements of the media is considered an important issue. Mass media is a specific feature of media texts. It is reflected in other parameters. Currently, in connection with the increased role of the media in the formation of public opinion, public consciousness, scientific research in this direction is very relevant. Discussions on the problems of speech processes in mass communication

continue, since the role of mass media in human life and the methods used in attracting a person are also diverse - mobility, freedom, power, success, globalism, diversity, originality, speed, flexibility, interactivity, comfort, expressiveness, visualization and storytelling.

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KEY CONCEPTS IN TEACHING THE USE OF NEW AGE MEDIA

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Annotation: *This article provides information on key concepts and teaching methods in the new age modern social media learning and teaching process. The advancement of mass media has greatly benefited the education sector of the country*

as they are affordable, easy to access and proved their potential in spreading awareness and knowledge about the trending local, state and global affairs.

Keywords: *digital age, global process, multimedia, NMEICT.*

The digital age arrives with a set of big communication challenges for traditional mainstream media: new relations with audiences (interactivity), new languages (multimedia) and a new grammar (hypertext). But this media revolution not only changes the communication landscape for the usual players, most importantly, it opens the mass communication system to a wide range of new players.

As far as enterprises, institutions, administrations, organizations, groups, families and individuals start their own online presence, they become “media” by their own, they also become “sources” for traditional media, and in many cases, they produce strong “media criticism”: opinion about how issues are covered by legacy media and delivering of alternative coverage. Blogs and social media represent the ultimate challenge for the old communication system because they integrate both: the new features of the digital world and a wide democratization in the access to media with a universal scope.

The global process could be understood as a big shift from the classical mass media models to the new media paradigms: the user becomes the axis of communication process, the content is the identity of media, multimedia is the new language, real-time is the only time, hypertext is the grammar, and knowledge is the new name of information.

1. From audience to user

During the 80’s, the merge of satellite and cable technologies enabled broadcast media the delivering of content to thematic segmented target audiences, evolving from broadcasting to narrowcasting. From the 90’s on, internet opens the way to a next step: from narrowcasting to pointcasting.

Online content provision not only could fit niche targets but even more: it could be arranged to meet the specific interests and time constraints of every individual

user. The de-massification of public communication arrives with the personal configuration options of online media and services. The passive unidirectional way of media consumption is replaced by the concept of an active user seeking for content, exploring and navigating info-spaces. Users become also content producers in many web environments, mainly the social web.

The communication process in the actual scenario is user centered: users have the control to choose, to decide, to search, to define and configure, to subscribe or unsubscribe, to comment and, most important: to write, talk and film. Self-media, nanopublishing or thin media are the new names for the strategy of those users who decide to become even more active and start low profile digital native media activities.

2. From media to content

The focus shifts from the industrial production constraints (press, radio, television) to content authority in order to define media. National Geographic and CNN, for example, are not a particular kind of media, but brands which represents authority over an area of content (natural life) or expertise in current affairs content management (journalism).

The media convergence towards digital resets media identity, shifting from platforms to contents and outstanding brand image in relation to a type of content not to a media format. Media brand image is one of the most valuable actives of media companies in the new environment: a source of credibility and prestige for digital content.

Today media starts to understand that their business is selling the content, not the holder: multi-platform services to be accessed by users from a range of terminals according to the user's situation and needs.

3. From monomedia to multimedia

One of the strongest issues about digitalization is that text, audio, video, graphics, photos, and animation could be arranged together and interactively on a

single media for this first time in history. This multimedia identity of the actual environment allowed all media industries to converge online (press, broadcast, movies) and this is the reason why media distinctions related to use of single language (textual, audio, visual) tend to be erased. Online media are multimedia, and multimedia is a new language.

This meta-medium nature of the net should be understood at the light of older media revolutions: the first step of older media being the content of newer media is followed by a next step in which newer media develops its own language and content, and older media redefine their identities.

4. From periodicity to real-time

Regular frequency was a strong paradigm of the old scenario to the point the many media were defined in relation to its time constraints (daily, weekly, monthly). Online media (whether they are digital versions of a daily newspaper, or a weekly or monthly magazine) assume that they must to be real time updated to survive in the new environment.

What we lost in the road from periodicity to real-time is the reflection. What we gain is dynamism and conversational styles. Sharing news and opinions with the ability to interact in real-time are the seed of cyber communities.

5. From scarcity to abundance

Space for the print media and time for broadcast media ceased to be the limit to content and now the time of the user is the new scarce resource. One of the strong effects of “readers becoming writers” is the proliferation of online information without clear attribution of source authority and heterogeneity of content quality. The overflow of information calls for new skills and tools to manage data, news, and opinions.

Content syndication, news aggregators, news readers, popularity rankings, recommended reading, most viewed lists, trending topics, are but just a few of the tools available to navigate the chaos of abundance.

6. From editor-mediated to non-mediated

The gatekeeper paradigm was broadly used to explain the role of media editors and the agenda-setting theory and to describe the functions of media in defining the daily issues. This intermediation function should be revisited nowadays in the light of the decentralized nature of the net. Together with legacy media, many other informal sources become relevant to establish the agendas (because the agenda does not exist anymore).

Worldwide publishing without editors, but with a close peer review daily process and in most cases open to comments from readers is the nature of social web publishing. As a result of that, the agenda of relevant current affairs goes beyond the established media land and now is share with a wide variety of new sources, most of them not media, including social web portals, mailing lists, e-bulletins, search engines, newsgroups, forum and weblogs with their respective feeds when available.

7. From distribution to access

The broadcasting paradigm of one to many unilateral distribution is replaced by both: many to one access and many to many communications. Client-server architecture of the internet started a new model based on the decisions of the users. The access paradigm is complementary with the user center paradigm and both explain the strong interactive nature of the new environment. Access means to seek, search, navigate, surf, decide, an active attitude, a will to connect and communicate, the contrary of the passive reception of media content.

“My daily visits”, “My homepage”, “My favourites”, walls and timelines are expressions of this personal way to seek for content, and the lasts attempts of contextual advertising shows how the old dynamics has change: now advertisers are looking for targets outside the media arena, testing ways for a personal approach based on keywords searching and database mining.

8. From one way to interactivity

Far from the single-direction point-multipoint asymmetrical distribution model

of legacy media, with the net emerges a bilateral inverse model many-to-one based on the client-server architecture of the internet, but also a multilateral horizontal and symmetrical many-to-many model.

The fact that content providers and users access the same channel to communicate, enable the users to establish a bilateral relationship with media and also a multilateral relationship with other users of the system. Secondly, by the same rule, users could become content providers.

In the new environment, the user has the ability to choose between content options and to define the time for access, but interactivity also means the capacity to change the aspect of the content, to produce content for a system and to communicate with other users. The first level of interactivity has to do with the possibility for the user to choose the format of information display (browser and navigation interface configuration).

The second level of interactivity is the possibility for the user to produce input for a system. This contribution could be co-authoring, writing comments, answering pools and tests, posting news, and so on. The third level of interactivity has to do with the possibility for the user to communicate with other users of the system in real or delay time.

Dealing with interactivity in the context of media with a long and strong tradition of one- way distribution of content is one of the most important challenges that mainstream media has to face.

9. From linear to hypertext

Analogue media narrative construction is linear and narrators have the power to control the story organization and tempo. The digital platforms enable narrators to organize content by fragmenting it into small units (nodes) with multiples paths between them (links). Hypertextual narratives empower the user shifting the control of the narrative from the narrator to the reader.

From linear temporal media, we are shifting to non-linear spatial content.

Hypertext becomes the grammar of the digital world. Reading text lines, listening or watching temporal (linear) audiovisual media are typical activities of traditional media consumption. The digital nature of the actual environment opens the way for a spatial, rather than temporal, organization of content. Websites, blogs and social media profiles are spaces to visit. Virtual spaces where users perform activities: they meet each other, learn, gather and share news and opinions, do shopping and gaming, entertain and create.

The pathways of the info-spaces are built on links. Creating and activating links online could be the new name of alphabetization. Reading and writing by linking, this is, exploring and creating hypertextual environments on a daily basis is the most strategic skill digital natives are achieving. 10. From data to knowledge

. The extraordinary amount of data available in the Digital Age bring back the strategic role of media as social managers of knowledge, a role to be shared with an increasing number of new players. The analysis of data and its transformation into knowledge (not the management of a platform) becomes the axis of media activities. Today, the strategic mission of media is the information about the information: information intelligence, interpretation, filtering and searching combined with the challenge of new interactive multimedia narratives and delivered by a wide range of channels.

This new scenario for public communication in the internet era should not be understood in an apocalyptical way, but it should be considered, instead, as the opportunity to redefine the profiles, the professional challenges and the academic training of communicators, and also to rethink the changing nature of media and mediators.

It is a centrally sponsored scheme by the MoE to deliver high quality interactive course modules using Information Technology in higher. education. The goals of NMEICT (National Mission on Education through Information and Communication Technology) are:

i) Content generation,

- ii) Low-cost access to research and development, and
- iii) Providing e-learning facilities in higher education institutes.

NMEICT is trying to reach rural and urban areas of the country by providing single window access to technology by bridging the gap in the skills. The e-content is based on the programme that includes all the disciplines of humanities, social sciences, fine arts and natural science. The mission undertook a few projects namely, Sakshat, Spoken Tutorial, Talk to a

Teacher, Vidya Mitra, A-VIEW, e-Yantra, Virtual Labs, and FOSSEE.

i) Sakshat: It is managed by a Content Advisory Committee and have representatives from IGNOU, Delhi University, Kendriya Vidyalaya Sangthan, Navodyaya Vidyalaya Sangthan, National Institute of Open Schooling (NIOS) and NCERT. It was launched in 2006 and has a repository (e-books, e-journals, digital repository, digital library with open sources materials), Virtual Class, Spoken Tutorial, A-View, Talk to a Teacher, Vidya Mitra, e-Yantra, Virtual Labs, FOSSEE and Swayam Prabha.

ii) Spoken Tutorial: It is an educational portal that provides and permits free and open source software (FOSS) in various Indian languages. It is an initiative by IIT Bombay under NMEICT to promote information technology literacy for education and evolve the employment potential of the country.

iii) Talk to a Teacher: Another initiative by IIT Bombay under NMEICT through which students can attend the engineering courses taught at professors at IIT Bombay. The aim of this initiative is to provide quality engineering education for students at free cost. The classes are recorded and then offered through this portal.

iv) A-VIEW: Amrita Virtual Interactive E-Learning World (A-VIEW) has been developed by Amrita University with IIT Bombay under NMEICT. This is a collaborative multi-modal, e-learning platform which supports audio-visual streaming so that teachers can interact with students. This is free, open and has built in white board option and provides 2D and 3D animations that can give the learner a near life, akin to a real experience.

v) FOSSEE: The free and open-source software in education is an initiative by IIT Bombay to improve the quality of education and reduce dependency on registered software in educational institutions. The available FOSSEE are Scilab, Python, sAIM, OSadag, DWSIM, Open FOAM, Open Modelica, OR tools, Open PLC, R, among others.

To sum up, the advancement of mass media has greatly benefited the education sector of the country as they are affordable, easy to access and proved their potential in spreading awareness and knowledge about the trending local, state and global affairs.

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TECHNOLOGIES FOR TEACHING, LEARNING AND TRAINING

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Annotation: *Technology provides numerous tools that teachers can use in and out of the classroom to enhance student learning. This article provides an introduction to some of the most common.*

Key words: *increase students' knowledge, use of technology, thinking, electronic devices, visual aids.*

The National Training Program of the Republic of Uzbekistan "Continuous The system and types of education in the section "Organization of two-stage higher education and Among the measures that need to be taken to develop "new teaching students using pedagogical and information technology acceleration; teaching individualization of independent learning and Development and mastering of technologies and tools of distance learning system " mentioned.

New pedagogical technology is gradually emerging in developed countries formed. It also began to enter the Republic of Uzbekistan. New pedagogical independent thinking of students in the process of technology lessons. crkin to operate encourages. Training on the basis of pedagogical technology. in the course of the lesson modern technical means, computers, video computer multimedia application of complexes. effective use of the Internet in independent learning

knowledge. deep mastery of skills and competencies. teaching process leads to acceleration

Teachers are bombarded with information about technological innovation for their students, yet they receive far less guidance on the use of technologies that can support their own work. Within the limited literature on tools to support teachers, there is a prevalence of research on course management rather than tools to facilitate core teaching performance. Also, within this limited literature on tools to support teaching performance, the theoretical and empirical basis is extremely limited.

Technology ushers in fundamental structural changes that can be integral to achieving significant improvements in productivity. Used to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and hand held devices; expands course offerings, experiences, and learning materials; supports learning 24 hours a day, 7 days a week; builds 21st century skills; increases student engagement and motivation; and accelerates learning. Technology also has the power to transform teaching by ushering in a new model of connected teaching.³⁶ This model links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning.³⁷

Online learning opportunities and the use of open educational resources and other technologies can increase educational productivity by accelerating the rate of learning; reducing costs associated with instructional materials or program delivery; and better utilizing teacher time.

³⁶ Evaluation of Evidence-Based Practices in Online Learning: A meta-analysis and review of online learning studies, U.S. Department of Education

³⁷ Transforming American Education: Learning Powered by Technology, National Education Technology Plan 2010, U.S. Department of Education

Blended learning opportunities incorporate both face-to-face and online learning opportunities. The degree to which online learning takes place, and the way it is integrated into the curriculum, can vary across schools. The strategy of blending online learning with school-based instruction is often utilized to accommodate students' diverse learning styles and to enable them to work before or after school in ways that are not possible with full-time conventional classroom instruction. Online learning has the potential to improve educational productivity by accelerating the rate of learning, taking advantage of learning time outside of school hours, reducing the cost of instructional materials, and better utilizing teacher time. These strategies can be particularly useful in rural areas where blended or online learning can help teachers and students in remote areas overcome distance.

Informing society is intellectual in all areas of human development is an objective process associated with the multiplication and enhancement of the types of activities. improving the living standards of the people, meeting their social needs, economic growth. serves to accelerate the development of science and technology. That's it therefore, each country has a worthy place among the states in the XXI century, and so on their own economy in order to be able to equalize in economic relations with countries structures and industries to adapt to the requirements of information systems. One of the most important areas of public information is education system. Introduction of developmental education in informatization of the education system the use of new information technologies in order, its methods and tools use, accelerate all stages of the educational process, quality and increase efficiency. to live in an informed society for young people includes training issues.

Open educational resources are teaching, learning, and research resources that reside in the public domain and are freely available to anyone over the Web. They are an important element of an infrastructure for learning and range from podcasts to digital libraries to textbooks and games. It is critical to ensure that open educational resources meet standards of quality, integrity, and accuracy—as with any other educational resource—and that they are accessible to students with

disabilities.

Schools can use digital resources in a variety of ways to support teaching and learning. Electronic grade books, digital portfolios, learning games, and real-time feedback on teacher and student performance, are a few ways that technology can be utilized to power learning.

The conclusion is that the use of technology in education is a key factor in increasing the effectiveness of education, strengthening the interaction between teacher and student.

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UNLEASHING THE POWER OF ARTIFICIAL INTELLIGENCE IN EDUCATION

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Annotation: *In today's rapidly evolving world, technology plays a crucial role in shaping the way we learn and teach. One of the most promising advancements in this realm is Artificial Intelligence (AI). From personalized learning experiences to innovative teaching methods, AI has the potential to revolutionize education as we know it.*

Аннотация: *В современном быстро развивающемся мире технологии играют решающую роль в формировании того, как мы учимся и преподаем. Одним из наиболее многообещающих достижений в этой области является искусственный интеллект (ИИ). От персонализированного обучения до инновационных методов обучения — ИИ может произвести революцию в образовании в том виде, в котором мы его знаем.*

Annotatsiya: *Bugungi jadal rivojlanayotgan dunyoda texnologiya bizning o'rganish va o'qitish uslubimizni shakllantirishda hal qiluvchi rol o'ynaydi. Ushbu sohadagi eng istiqbolli yutuqlardan biri bu sun'iy ongdir (SO). Shaxsiylashtirilgan ta'lim tajribasidan innovatsion o'qitish usullarigacha sun'iy ong biz bilgan ta'limni inqilob qilish imkoniyatiga ega.*

Keywords: *higher education, artificial intelligence, education's future, educational leadership*

The Rise of AI in Education

Artificial Intelligence, often abbreviated as AI, refers to the development of computer systems capable of performing tasks that typically require human intelligence. In the realm of education, AI is making significant strides, offering new

opportunities for both educators and learners.

1. Personalized Learning

One of the key benefits of AI in education is its ability to tailor learning experiences to individual students. AI algorithms analyze students' strengths, weaknesses, and learning styles to create personalized lesson plans. This ensures that each student receives the support they need, fostering a more effective and engaging learning environment.

2. Adaptive Learning Platforms

AI-powered adaptive learning platforms use real-time data to adjust the difficulty level of content based on a student's progress. This dynamic approach allows students to move at their own pace, ensuring they grasp concepts thoroughly before moving on to more challenging topics. As a result, students experience a more customized and efficient learning journey.

The Impact on Teaching

While AI enhances the learning experience for students, it also provides valuable tools for educators, transforming the way they teach.

1. Automated Grading

AI-powered systems can streamline the grading process, freeing up teachers' time to focus on more personalized interactions with students. This automation ensures faster feedback, allowing students to address their mistakes promptly and learn from them.

2. Smart Content Creation

AI tools assist teachers in creating engaging and effective learning materials. These tools can generate quizzes, interactive presentations, and multimedia content, enabling educators to devote more time to facilitating discussions and addressing individual student needs.

Challenges and Considerations

Despite the numerous benefits of AI in education, it's important to acknowledge the challenges and ethical considerations that come with its implementation.

1. Data Privacy and Security

As AI relies heavily on data, maintaining strict privacy standards is paramount. Educational institutions must establish robust security measures to protect sensitive student information and ensure compliance with data protection regulations.

2. Equity and Accessibility

Ensuring that AI tools are accessible to all students, regardless of their socio-economic background, is crucial. Educational institutions must address issues related to the digital divide and work towards providing equal opportunities for all students to benefit from AI-powered education.

Looking Ahead

As we navigate the integration of AI into education, it is essential to approach these advancements with careful consideration. By leveraging the power of AI responsibly, we can create a more inclusive, personalized, and efficient educational landscape that prepares students for the challenges of the future.

In conclusion, the integration of Artificial Intelligence in education represents a promising evolution in the way we teach and learn. By embracing the potential of AI, educators can unlock new possibilities, fostering a dynamic and adaptive learning environment that caters to the diverse needs of students. As we move forward, a thoughtful and ethical approach to AI implementation will ensure that the benefits are maximized while mitigating potential challenges.

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TA'LIMDA SUN'IY ONGNING IMKONIYATLARI: SUN'IY ONG O'QITUVCHILAR O'RNINI BOSA OLADI(MI)?

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Annotatsiya: *Ta'limda sun'iy ong: sun'iy ong allaqachon ta'lim sohasida o'z o'rniga ega bo'lib ulgurgan bo'lib, baholash, shaxsiylashtirilgan o'rganish tajribasi va ma'lumotlarni tahlil qilish kabi vazifalarni bajarishda yordam beradi. Ushbu sohalarda sun'iy ongning o'rni rad etib bo'lmas bo'lsa-da, u o'qituvchining ko'p qirrali rolini to'liq egallay oladimi, degan savol ayni shaklda qolmoqda.*

Annotation: *AI in Education: AI has already made its mark in the education sector, aiding in tasks such as grading, personalized learning experiences, and data analysis. While AI's role in these areas is undeniable, the question remains as to whether it can fully replace the multifaceted role of a human teacher.*

Аннотация: *Искусственный интеллект в образовании. Искусственный интеллект уже нашел свое место в образовании, помогая решать такие задачи, как оценка, персонализированное обучение и анализ данных. Хотя роль искусственного интеллекта в этих областях нельзя отрицать, остается вопрос, сможет ли он в полной мере выполнять многогранную роль учителя.*

Kalit so'zlar: *sun'iy ong, ta'lim, o'qituvchilar, his-tuyg'u, his qilish, moslashish, empatiya, uyg'unlashuv, insoniy aloqalar, yordamchi vosita.*

Kirish

Texnologiya taraqqiy etishda davom etar ekan, sun'iy ongning(SO) hayotimizning turli jabhalarida integratsiyalashuvi tobora kengayib bormoqda. Sun'iy ongning qobilayatlari yaqqol aks etgan sohalardan biri ta'lim sohasidir. Sun'iy ong butunlay o'qituvchilarning o'rnini egallay oladimi yoki yo'qmi degan savol murakkab va nozik masaladir, chunki bunda har ikkisi sun'iy ong va o'qituvchilarning o'zlariga xos bo'lgan xususiyatlari va qobiliyatlariga egadirlar.

O'qitishda sun'iy ong va texnologiya evolyutasiyasi.

Sun'iy ong shubhasiz, barcha mavzularni tushuntirish va mavzularning keng doirasi bo'yicha ma'lumot berishda o'zining bebaho ekanligini allaqachon isbotlab ulgurdi. U turli xil ta'lim metodlariga mos ravishda fakt va raqamlarni qisqa va tushunarli tarzda taqdim eta oladi. Texnologiyani yaxshi biladigan bugungi kundagi yoshlar uchun global mavzularning barchasini o'zida jamlagan ushbu sun'iy ong bilimlarini turli sohalarda bemalol o'zlari oshira olishlari uchun qimmatli vosita hisoblanishi mumkin. Tasavvur qiling-a, talaba dars stolida o'tirib, murakkab matematik masala ustida bosh qotirmoqda. Va shunda ularda bemalol yordam so'rab sun'iy ongga murojaat qilishlari mumkin va "Evrika"; sun'iy ong bosqichma-bosqich ushbu masalaning qanday ishlanishini tushuntirib beradi, qo'shimcha masalalar taklif qilishi mumkin va xattoki o'zining shaxsiy fikr-mulohazalarini ham beradi. Bu xuddi sabrli, tinimsiz va hech charchamaydigan 24/7 rejimida ishlovchi va talabalarga butun o'quv yilidagi sayohati davomida hamroh bo'ladigan repetitor kabidir. Ushbu qulaylik shubhasiz barcha uchun yoqimli va rad etib bo'lmas, talabalar uchun istagan vaqtlarida va xohlagan joylarida o'rganish imkonini beradi.

O'rni kelganda, sun'iy ongning boshqa afzalliklari haqida ham to'xtalib o'tsak.

- Shaxsiylashtirilgan ta'lim: sun'iy ong o'rganuvchilarning individual ehtiyojlariga moslashish orqali shaxsiylashtirilgan ta'lim tajribasini taqdim eta olishi bilan ustundir. Ma'lumotlarni tahlil qilish orqali, sun'iy ong tizimlari o'rganish metodlari va afzalliklarini aniqlay oladi, tushunish va uniuzoq muddatli esda saqlab qolish yo'llarini optimallashtirish uchun ta'lim mazmunini moslashtiradi.

- Fikr-mulohazalar bilan samarali baholash: sun'iy ong tomonidan amalga oshiriladigan baholash tizimlari topshiriqlar va imtihonlarni tez va aniq baholash imkonini beradi. Ushbu samaradorlik, vaqtida berib boriladigan izohlar orqali talabalar o'zlarining qanchalik o'zlashtirayotganlarini hamda rivojlantirishi kerak bo'lgan bilim bo'shliqlari haqida doimiy xabardor bo'lish imkonini beradi va shu bilan birgalikda o'zlarining ustilarida ko'proq ishlashga undaydi.

- 24/7 rejimi: sun'iy ongga asoslangan ta'lim vositalari kechayu-kunduz mavjud bo'lib, o'rganuvchilarga o'z grafiklari asosida moslashtirilgan holatda ta'lim olishlarini kafolatlaydi. Ushbu qulaylik an'anaviy o'rganish usullaridan toliqqan yoshlar uchun ilm olishda g'oyat qiziqarli va samarali bo'ladi.

Inson o'rnini hech kim bosolmaydi.

Albatta tan olish kerak, sun'iy ongning afzalliklari bag'oyat buyuk, vaqti kelsa insoniyatdan ham ustunroq bo'lishi mumkin. Ammo keling, jonli ustozlarning o'zgarmas sifatlarini inkor etishga shoshilmaylik. Yuqorida aytib o'tganimizdek, ta'lim faqatgina bilim berishdan iborat emas; tandiqiy fikrlash ko'nikmalarini rivojlantirish, o'quvchilarning har tomonlama barkamol shaxs bo'lib rivojlanishlariga yordam berish, jamiyatga qanday qo'shilish, o'zini tutishda kerak bo'ladigan muhim axloqiy tarbiya berish ham ta'limning ajralmas qismlaridandir. O'qituvchi o'quvchilarga faqatgina insonlarga xos bo'lgan imon, to'g'riso'zlik, halollik kabi sifatlarni targ'ib qiladi va sinfxonada ushbu sifatlarga ega bo'lgan shaxs sifatida yaqqol namuna bo'lib xizmat qiladi; o'quvchilar ustozlaridan nafaqat bilim olishadi balki, kiyinishni, o'zini boshqarishni, boshqalar bilan aloqa qilishni ham o'zlashtiradilar. Bunda yoshlar ongining yaxshi rivojlanishi uchun qulay muhit yaratilishi lozim. Va mana shu nuqta sun'iy ong kurashishi kerak bo'ladigan nuqtadir.

O'qituvchilar empatiya, ichki his kabi tuyg'ularga ega va vaziyatga qarab moslashadi va shunga ko'ra ish ko'radi va ushbu tuyg'ular sun'iy ong uchun yot tuyg'ulardir.

Vaziyatda qarab moslashish.

Faqatgina ta'lim berish hech qachon yagona yondashuv bo'lmagan. O'qituvchilar o'quvchilarining turli ehtiyojlari va ta'lim uslublariga o'z yondashuvlarini moslashtirib, o'quvchilarining his-tuyg'ularini bila olish, ularga moslashish va hamdard bo'lgan holda doimiy qo'llab-quvvatlash bilan javob berishadi.

O'qituvchilar xonadagi vaziyatni doimo nazorat qilib turishadi, o'rganuvchilari qachon va qanday holatlarda qiynalayotganlarini sezishadi va har bir o'rganuvchining ehtiyojlariga inividual yondoshgan holatda yordam beradilar. Shunday paytlar bo'ladiki, o'quvchilarni o'zlariga bo'lgan ishonchi tushib ketadi va shunda ular o'qituvchisidan dalda berishini, rag'batlantirib ilhomlantirishlarini xohlaydi. Sun'iy ongdan farqli o'laroq, o'qituvchi faqatgina o'qitibgina qolmay, o'quvchilarga hayotning past-balandliklarini, oq-qorani tanishlarini va qiyin vaziyatlardan qanday chiqib ketishlarini o'rgayadigan hayot murabbiyi hamdir. Ta'lim, shuningdek, aloqa va hamkorlikda rivojlanadigan chuqur insoniy tajribadir. Sinfidagi munozaralar, bahslar va guruh loyihalari talabalar bir-biridan o'rganadigan, turli fikrlar ulashish orqali dunyoqarashni oshiradigan va muhim shaxslararo ko'nikmalarni rivojlantirishlari uchun imkoniyatdir. Sun'iy ong oldindan dasturlashtirilgan javoblarni taklif qilishi va suhbatni simulatsiya qilishi mumkin bo'lsada, unda jonli o'qituvchilardagi o'rganuvchilarni chuqur tushunish va o'zaro samimiy aloqalar mavjud emas.

Xulosa qilib aytganda, sun'iy ong hech qachon o'qituvchilar o'rnini bosa olmaydi, balki ularga dars berishda yordamchi vositadir. O'qituvchilarning aql-idroki insoniy aloqalarni rivojlantirishda, real vaqtda moslasha olishda, tanqidiy fikrlash va ijodkorlikni, hissiy aqlni, ishonch va axloqni rivojlantirishda sun'iy ongga nisbatan ancha ustunroqdir. Ta'limning kelajagi sun'iy ong va o'qituvchilar o'rtasidagi uyg'un hamkorlik evaziga quriladi. Sun'iy ong o'zining dasturlashtirilgan ma'lumotlarga asoslangan tushunchalarni taqdim etishi va takror-takror topshiriqlarni bajara olishi mumkin, bu esa o'qituvchilar o'quvchilar bilan samimiy

sog'lom munosabatlar o'rnatishi, ijodkorlikni rivojlantirishi, insoniy fazilatlarini singdirishi va o'quvchilarning hissiy ehtiyojlarini qondirishga e'tibor qaratishga ko'proq diqqatini qarata olish imkonini beradi. Ushbu hamkorlikdagi yondashuv, o'qituvchilar va sun'iy ongning kuchli tomonlarini birlashtirish orqali har tomonlama ta'lim sohasiga katta hissa qo'shadi.

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XORIJIY TILLARNI O`QITISHDA RAQAMLI TEXNOLOGIYALAR

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Annotatsiya: Ushbu maqolada Xorijiy tillarni o`qitishdagi raqamli texnologiyalarning o`rni va ahamiyati, turli texnologiyalarning xorijiy tillarni o`qitishdagi qo`llanish metodi va usullari batafsil yoritilgan.

Kalit so`zlar: Raqamli texnologiya, SpeakEng,, Ibrat farzandlari.

Аннотация: В данной статье подробно описаны роль и значение цифровых технологий в обучении иностранным языкам, методы и методы использования различных технологий в обучении иностранным языкам.

Ключевые слова: *Цифровые технологии, SpeakEng, Ибрат фарзандлари.*

Annotation: *This article describes in detail the role and importance of digital technologies in teaching foreign languages, methods and methods of using different technologies in teaching foreign languages.*

Keywords: *Digital technologies, SpeakEng, Ibrat Farzandlari.*

Mamlakatimizda har yili ilm-fanning bir nechta yo`nalishi tanlab olinib, alohida e`tibor bilan rivojlantirilmoqda. Bu yil fizika va chet tillari ana shunday ustuvor sohalar etib belgilangan.

O`zbekistonning ochiqlik siyosati, dunyo bozoriga faol kirib borayotgani, barcha sohalarda xalqaro hamkorlik kengayayotgani xorijiy tillarni bilishga ehtiyojni oshurmoqda.

Bugungu kunda yurtimizdagi 25ta oliy ta`lim muassasasida o`qitish chet tillarida olib borilmoqda. 2016-yilda ular atigi 7ta edi. Xalqaro til sertifikatini olgan bitiruvchi o`quvchilar soni oxirgi 3 yilda 10 baravarga oshgan.

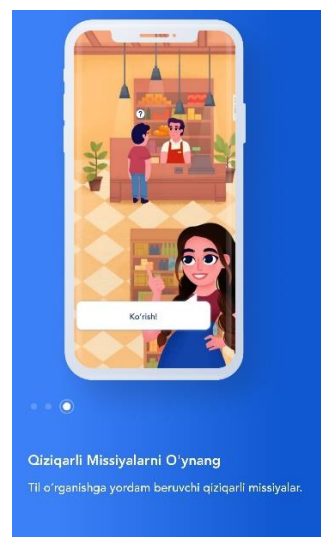
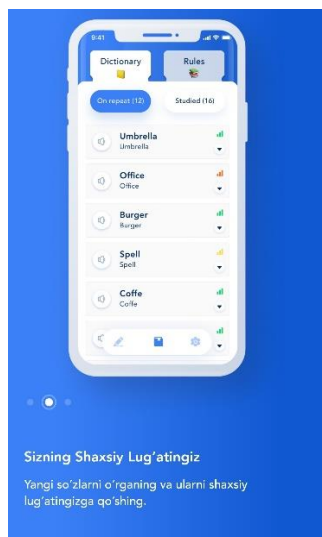
“Mamlakatimizda xorijiy tillarni o`rgatish bo`yicha kelajak uchun mustahkam poydevor bo`ladigan yangi tizimni yo`lga qo`yish vaqti soati keldi.”
Sh.M.Mirziyoyev, O`zbekiston Respublikasi Prezidenti.[1]

Avvalambor ushbu maqolada xorijiy tillarni o`qitishdagi raqamli texnologiyalarni qo`llashning ustuvorliklari haqida fikrlarni ko`rib o`tamiz.

Hozirgi XXI axborot texnologiyalari va rivojlangan raqamli texnologiyalar davrida, raqamli texnologiyalar deyal turmushimizning hamma jabhalariga tadbiiq qilinmoqda. Shulardan biri bu xorijiy tillarni o`qitish hisoblanadi. Bugunning yoshlarini raqamli texnologiya, uyali aloqa vositalari, planshetlar, kindlelarsiz tasavvur qilish qiyin albatta. Yoshlar va til o`rganuvchilarga osonlik, qulaylik yaratish maqsadida, mobil qurilma, kompyuterlar uchun turli dasturiy ta`minot va dasturlar ishlab chiqilmoqda, bu esa deyarli barcha uchun xorijiy tillarni o`rganish imkonini beryapdi. Birgina mobil ilova yoki internet sahifalaridagi onlayn darslarni bir vaqtning o`zida minglab o`rganuvchilar tomosha qilishi yoki foydalanishi

mumkin. Agar siz mobil qurilma yoki planshetingizga ushbu dasturni yuklab, u orqali xorijiy tillarni o`rganadigan bo`lsangiz ham oson, ham qiziqarli bo`ladi. Deyarli hamma yuqorida aytilgan qurilmalarga ega, xoh u talaba bo`lsin, xoh maktab o`quvchisi. Raqamli texnologiyalarning ushbu sohaga kirib kelishi barcha til o`rganuvchilari uchun qulaylik eshiklarini ochadi. Chet tillarini ishonchli va mukammal o`rganish uchun amaliy mashg`ulotlar zarur, albatta. E`tiborlisi, bu jarayon yangi, zamonaviy ta`lim texnologiyalariga asoslansa, o`quvchilarning tilga, o`rganishga qiziqishi ortadi. O`qituvchi mavzuga o`tishdan oldin tashkiliy qismdan so`ng “Aqliy hujum” usuli yordamida o`quvchilar bilimini tekshirishi kerak. Bu usulda o`quvchilar e`tiborini dars mavzusiga qaratish uchun savol-javob o`tkaziladi, bu jarayon o`quvchilarning faolligiga qarab 5-10 daqiqa davom etishi mumkin. Aqliy hujum darslari orqali talabalar taklif qilingan muammoli vaziyatlarni hal qilish uchun qo`llaridan kelgunicha bajaradilar. Turli xil yechimlarni o`ylab topadilar buning natijasida ularning darsga qiziqishi, faollashuvi oshib boradi. Har bir talaba tomonidan berilgan javob hisobga olinadi [2].

Bunga misol tariqasida o`zim loyihasida bevosita qatnashgan “SpeakEng” mobil ilovasini keltirishim mumkin. “Ingliz tilini o`ynab o`rgan” shiori asosida yaratilib loyihalangan ushbu dastur har qanday til o`rganuvchisini o`ziga jalb qilmay qolmaydi. Ushbu dastur turli xildagi qiziqarli mashqlar, grammatik, lug`at boyligi va hatto eshitish, o`qish, gapirish ko`nikmalarini ham rivojlantirib shakllantiruvchi mashqlardan iborat.



1- Rasm. SpeakEng ilovasining mobil qurilmalarda ko`rinishi.

Ushbu ilovadan foydalanish uchun ro`yxatdan o`tishning o`zi kifoya. O`zingizga mos darajani tanlaysiz va ingliz tilini o`yinlar va qiziqarli mashqlar yordamida o`rganib boraverasiz.

Xulosa

Ushbu o`quv o`yini ular uchun ham foydali bo`ladi. Muxtasar qilib aytganda, kompyuter dasturlari orqali chet tilini o`rganish yanada samaraliroq va rag`batlantiruvchi bo`lishi mumkin. Ushbu turdagi o`yinlarni

fleshkalar yordamida o`ynash talabalarga chet tillarini tez o`rganishga yordam berishi tasdiqlandi. Ular o`qish, gapirish, yozish va tinglash ko`nikmalarini faqat o`ynash paytida rivojlantirishlari mumkin. Bundan tashqari, ular o`z natijalari bilan o`qituvchilari va do`stlarini hayratda qoldirishlari mumkin.

Chet tilini masofaviy ta`lim muhitida turli onlayn platformalarda o`qitishga mo`ljallangan elektron darsliklarning (interfaol nashrlarning) xususiyatlari darslik mazmunini to`ldiradigan matnlar majmuasidir. Xrestomatiyaga kiritilgan matnlarning xususiyatlarini tushuntiruvchi uslubiy ko`rsatmalar o`quvchi uchun muhimdir. Ushbu ko`rsatmalar matn va o`quv materiali o`rtasidagi bog`liqlikni ta`minlaydi va talabalarga amaliy mashg`ulotlarga tayyorgarlik ko`rishda yordam beradi. Elektron havola foydalanuvchiga kerakli ma`lumotlarni tez va ixcham shaklda kerakli vaqtda olish imkonini beradi.

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METHODOLOGY OF USING INFORMATION TECHNOLOGY IN TEACHING ENGLISH TO MATHEMATICS STUDENTS

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Annotation: *In this research work, the methods of effective use of information technologies in English language classes given to mathematics students and the possible results of using these methods in English language classes are presented.*

Key words: *English language, information technology, mathematics students, educational websites, computer-based interactive activities, educational apps, online dictionaries.*

Annotatsiya: *Ushbu tadqiqot ishida matematika yo‘nalishi talabalariga o‘tiladigan ingliz tili darslarida axborot texnologiyalaridan samarali foydalanish metodlari va bu metodlardan ingliz tili darslarida foydalanishning mumkin bo‘lgan natijalari keltirilgan.*

Kalit soʻzlar: ingliz tili, axborot texnologiyalari, matematika talabalari, oʻquv veb-saytlari, kompyuterga asoslangan interaktiv tadbirlar, oʻquv dasturlari, onlayn lugʻatlar.

Аннотация: В данной исследовательской работе представлены методы эффективного использования информационных технологий на уроках английского языка для студентов-математиков и возможные результаты использования этих методов на уроках английского языка.

Ключевые слова: английский язык, информационные технологии, студенты-математики, образовательные веб-сайты, компьютерная интерактивная деятельность, образовательные приложения, онлайн-словари.

Introduction

Teaching English to mathematics students can be challenging as it requires bridging two distinct subjects. However, the use of information technology can greatly enhance the learning experience for these students. In this article, we will discuss the methodology of using information technology in teaching English to mathematics students.

It is important to understand the specific needs and challenges of mathematics students when learning English. Mathematics students are often more comfortable with numbers and logical reasoning, whereas learning a language like English requires a focus on communication, vocabulary, and language structures. By incorporating information technology into the teaching process, educators can create engaging and interactive learning environments that cater to the specific needs of mathematics students.

Literature review

There are several scientific works and research articles available on the methodology of using information technology in teaching English to mathematics students. Here are some popular works:

“The Integration of English Language Teaching and Computer-Assisted Instruction for Mathematics: Issues and Perspectives” by N.Dogan and O.Eryilmaz. This article discusses the integration of English language teaching and computer-assisted instruction in mathematics education. It explores the potential benefits, challenges, and practical strategies for incorporating technology in teaching English to mathematics students.

“Using Information and Communication Technology in Teaching Mathematics” by S.Boutefnouchet and R.Al-Ashri. This study examines the impact of using information and communication technology (ICT) in teaching mathematics, including the integration of English language learning. It investigates the effectiveness of using online resources, multimedia, and educational software to enhance English language skills while teaching mathematics.

“ICT and English Language Teaching in Mathematics Education: A Case Study in Saudi Arabia” by A.Alshahrani. This research case study explores the use of ICT tools in teaching English to mathematics students in Saudi Arabia. It examines the perceptions, attitudes, and experiences of teachers and students, highlighting the challenges and advantages of using technology in English language learning in the mathematics classroom.

“Integrating Language and Mathematics Learning through Technology: A Systematic Review” by E. van den Heuvel-Panhuizen and M. L. Elia. This systematic review investigates the integration of language learning and mathematics education through technology. It explores how technology can support English language acquisition while learning mathematical concepts, addressing the pedagogical and technological aspects of these approaches.

These scientific works provide insights into the theoretical and practical aspects of using information technology for teaching English to mathematics students. They offer valuable guidance for educators and researchers interested in effectively integrating technology into language learning in the mathematics classroom.

Discussion

There are various ways to incorporate information technology in teaching English to mathematics students. Here is a suggested methodology:

Assess Students' Language Proficiency: Assessing the language proficiency of mathematics students is essential to ensure they can effectively utilize information technology in English and maximize their learning experience in the English classroom.

Identify Relevant English Skills: Review the mathematics curriculum and identify the English language skills required for success in the subject. These might include reading and understanding word problems, interpreting graphs or charts, writing mathematical explanations, or participating in class discussions. These English skills are essential for students to truly comprehend mathematical concepts and effectively participate in mathematical activities, discussions, and assessments.

Select Appropriate Tools: Choose information technology tools and resources that align with the identified English language skills and cater to different learning preferences. Examples include educational websites, computer-based interactive activities, educational apps, online dictionaries, and grammar and vocabulary resources. These tools and resources cater to different learning preferences and provide opportunities for learners to practice English language skills through interactive and engaging activities.

Explicitly Teach Language Skills: Design lessons focusing on specific language skills needed in mathematics. Use interactive tools and multimedia resources to engage students actively. For example, use animated videos to explain mathematical terms or multimedia presentations to demonstrate problem-solving strategies. Animated videos can be a great tool for explaining mathematical terms in an English lesson. Overall, animated videos can be an effective and engaging way to explain mathematical terms in an English lesson. They can help students visualize abstract concepts, enable interactive learning, and enhance retention of information.

Incorporate Cooperative Learning: Encourage collaborative learning activities through group projects, online discussions, or shared documents. This allows students to practice their English skills while solving mathematical problems together and provides opportunities for peer feedback and discussion.

Provide Individualized Feedback: Utilize technology tools that allow students to submit their work electronically, such as online quizzes or assignments. This enables teachers to provide timely and personalized feedback, identifying language errors or suggesting improvements, both in terms of mathematical understanding and the use of English language.

Encourage Authentic Language Use: Promote real-world application of English in the mathematics classroom. Task students with researching and presenting mathematical concepts using English language sources, or have them create English tutorials or explanations for fellow classmates.

Assess Progress and Adjust Instruction: Regularly evaluate students' progress through formative and summative assessments that incorporate English language skills. Analyze the results to identify areas of improvement and adjust instruction accordingly.

It is important to remember that the integration of information technology should complement and enhance the existing English language instruction, aligning with the goals and objectives of both language and mathematics curricula. Regular evaluation and adapting instructional techniques based on student needs will facilitate effective integration of information technology in teaching English to mathematics students.

Summary

In conclusion, the use of information technology in teaching English to mathematics students provides an effective and engaging learning experience. By incorporating digital resources, interactive tools, collaboration platforms, and multimedia presentations, educators can cater to the specific needs of mathematics

students and enable them to develop their English language skills while relating it to their mathematical knowledge.

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IMPROVING THE METHODOLOGY OF USING INFORMATION TECHNOLOGIES IN TEACHING ENGLISH LEXICON TO B1 LEVEL STUDENTS

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Annotation: *The use of information technologies in teaching English lexicon to B1 level students has become increasingly popular in recent years. However, the methodology of using these technologies needs to be improved to ensure effective learning outcomes. This article discusses the current state of the methodology of using information technologies in teaching English lexicon to B1 level students and proposes ways to improve it. The proposed methodology focuses on the use of interactive and engaging activities, personalized learning, and the integration of technology into the classroom.*

Key words: *Information technologies, teaching English lexicon, B1 level students, methodology, interactive activities, personalized learning.*

Annotatsiya: *B1 darajasidagi o'quvchilarga ingliz tili leksikasini o'rgatishda*

axborot texnologiyalaridan foydalanish keyingi yillarda tobora ommalashib bormoqda. Biroq, samarali ta'lim natijalarini ta'minlash uchun ushbu texnologiyalardan foydalanish metodologiyasini takomillashtirish zaruriyatga aylanmoqda. Ushbu maqolada ingliz tili leksikasini B1 darajasidagi o'quvchilarga o'rgatishda axborot texnologiyalaridan foydalanish metodologiyasining hozirgi holati muhokama qilinadi va uni takomillashtirish yo'llari taklif etiladi. Taklif etilayotgan metodika interfaol va qiziqarli faoliyatdan foydalanishga, shaxsiylashtirilgan ta'limga va texnologiyani sinfga integratsiyalashga qaratilgan.

Kalit so'zlar: *Axborot texnologiyalari, ingliz tili leksikasini o'rgatish, B1 darajadagi talabalar, metodika, interfaol faoliyat, shaxsiylashtirilgan ta'lim.*

Аннотация: *Использование информационных технологий при преподавании английской лексики студентам уровня B1 становится все более популярным в последние годы. Однако методология использования этих технологий нуждается в совершенствовании для обеспечения эффективных результатов обучения. В данной статье рассматривается современное состояние методики использования информационных технологий в преподавании английской лексики студентам уровня B1 и предлагаются пути ее совершенствования. Предлагаемая методология фокусируется на использовании интерактивных и увлекательных занятий, персонализированном обучении и интеграции технологий в класс.*

Ключевые слова: *Информационные технологии, преподавание английской лексики, студенты уровня B1, методика, интерактивная деятельность, персонализированное обучение.*

Introduction

English is one of the most widely spoken languages in the world and is essential for communication in various fields. as such, learning English has become a necessity for many people, especially those who wish to pursue higher education or work in an international setting. However, learning English can be challenging,

particularly when it comes to mastering the lexicon. This is where information technologies come in handy. The use of technology in teaching English lexicon has been shown to improve learning outcomes. However, the methodology of using these technologies needs to be improved to ensure effective learning outcomes.

Methodology

The current methodology of using information technologies in teaching English lexicon to B1 level students involves the use of various tools such as online dictionaries, flashcards, and language learning apps. While these tools can be effective, they often lack interactivity and personalization, which can hinder learning outcomes. To improve the methodology of using information technologies in teaching English lexicon to B1 level students, the following strategies can be employed:

1. Interactive and engaging activities: The use of interactive and engaging activities can make learning more enjoyable and effective. For example, using games that involve matching words with their meanings or using videos that demonstrate how words are used in context can help students better understand and remember new vocabulary.

2. Personalized learning: Personalized learning involves tailoring the learning experience to the individual needs and preferences of each student. This can be achieved by using adaptive learning software that adjusts the difficulty level of the material based on the student's performance or by allowing students to choose the topics they want to learn.

3. Integration of technology into the classroom: The integration of technology into the classroom can enhance the learning experience and make it more interactive and engaging. For example, using interactive whiteboards or tablets can allow students to participate in group activities and collaborate on projects.

Discussion

The proposed methodology of using information technologies in teaching

English lexicon to B1 level students has several advantages. Firstly, it makes learning more interactive and engaging, which can help students better understand and remember new vocabulary. Secondly, personalized learning can help students learn at their own pace and focus on areas where they need more practice. Finally, the integration of technology into the classroom can enhance the learning experience and make it more collaborative.

However, there are also some potential challenges associated with this methodology. For example, some students may not have access to technology outside of the classroom, which could limit their ability to practice and reinforce what they have learned. Additionally, some students may prefer more traditional teaching methods and may struggle to adapt to a more technology-driven approach.

Conclusion

In conclusion, the methodology of using information technologies in teaching English lexicon to B1 level students needs to be improved to ensure effective learning outcomes. The proposed methodology focuses on the use of interactive and engaging activities, personalized learning, and the integration of technology into the classroom. While there are potential challenges associated with this methodology, it has several advantages that can enhance the learning experience for students. By implementing these strategies, teachers can help their students improve their English lexicon skills and achieve their language learning goals.

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TALABALARNING O‘QISH FAOLIYATINI TASHKIL QILISHDA ZAMONAVIY INTERNET RESURSLARIDAN FOYDALANISH

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Annotatsiya: *Oliy o‘quv yurtlarida talabalarni o‘qitishning umumiy printsiplarini hisobga olish, elektron masofadan o‘qitishning yangi tizimini va Internet resurslaridan foydalanishning namunasi berilgan.*

Kalit so‘zlar: *masofaviy ta’lim, jamoa ishi, kompyuter, internet- resurs.*

Annotatsiya: *В статье приводятся примеры учитывания общих принципов обучения студентов высших учебных заведений, новой системы дистанционного обучения и использования Интернет ресурсов.*

Ключевые слова: *Дистанционное обучения, общественная работа, компьютер интернет ресурсы.*

Annotation: *The article provides examples of taking into account the general principles of teaching students of higher educational institutions, a new system of distance learning and the use of Internet resources.*

Key words: *distance learning, social work, computer, internet resource.*

Bugungi kunda ta’lim jarayoniga yangi axborot texnologiyalari jadal joriy qilinmoqda. Agar biz darsni jamiyatning ijtimoiy tuzumi deb hisoblasak, bugungi kunda oily o‘quv yurtining kompyuter savodxonligi shaxsiy kompyuterda foydalanuvchi sifatida erkin ishlashi uchun yetarli bo‘lishi kerak.

O‘qituvchi o‘quv jarayoni tashkilotchisi sifatida ishlaydi. Bugungi kunda Internet texnologiyalari o‘qituvchi va talabalarning umumiy axborot madaniyatining bir bo‘lagi bo‘lganligini aytishimiz mumkin. Internet turli tashkilotlar, davlat idoralari va xususiy firmalarning, shuningdek, xususiy foydalanuvchilarning global

tamog'idir. Hozirgi kunda nafaqat bir maktab, tuman, balki mamlakatimizning va dunyoning boshqa hududlarida ta'lim olish, masofa, o'quvchilar va o'qituvchilarning aloqalari tobora muhim ahamiyat kasb etmoqda. Zamonaviy axborot texnologiyalaridan foydalangan holda, nafaqat kunlik, balki masofadan ham, uydan chiqmasdan ham ta'lim olish mumkin bo'ladi. Global Internet tarmog'I dunyoning ilmiy markazlarida, kutubxonalarda ma'lumotlarga kirishni ta'minlaydi, o'z- o'zini o'qitish uchun haqiqiy imkoniyat, g'oyalarni kengaytirish va malakasini oshirishni ta'minlaydi.

Internet dunyodagi so'nggi voqealar haqida ma'lumot olish uchun ajoyib vosita. Bu birinchi navbatda o'qishni o'z ichiga oladi. Shunday qilib, Internet yordamida siz auditoriyani axborot agentliklariga va o'quvchilarni birinchi toifadagi jurnalistlarga aylantira olasiz. Ushbu turdagi faoliyat yoshi katta guruhlariga mos keladi, chunki u o'qish hajmini va tarjima qilishni, ravon nutqni o'z ichiga oladi. Oddiy aqliy operatsiyalarni (tahlil qilish, sintez, mulohaza yuritish va boshqalar) va uning natijalarini olishni o'z ichiga olgan o'qish jarayoni odamlarning kommunikativ va ijtimoiy faoliyatida katta ahamiyatga ega.

Endilikda Internet butun dunyoga tarqalmoqda va 40 milliondan ortiq kishi allaqachon foydalanuvchilarga aylandi.

So'nggi bir necha yil ichida dasturchilarning AKT dan foydalanish yondashuvida tub o'zgarishlar yuz berdi. KTM ning funksiyalari juda kuchli, ayniqsa, pedagogika sohasida qo'llaniladigan dasturlar hajmi keskin ravishda kengayib bormoqda, AKT dan foydalanib tarmoqdagi nashrlar kabi kuchli ta'lim faoliyati mavjud. O'quvchilarning ta'lim dasturida yoki sinfda o'qigan natijalari Internetda bir necha daqiqada chop etilishi mumkin. Aslida yangi axborot texnologiyalari vositalaridan foydalangan holda, har qanday ta'lim faoliyati nafaqat hisobga olinishi, balki aniq ham bo'lishi mumkin.

Ingliz tilini o'rganish jarayonida Internetdan foydalanish masalasi o'tgan asrning 90- yillari boshlarida chet elda muhokama qilingan. Necha yillardan buyon ushbu jarayonga qiziqish sezilarli darajada oshdi va hozirgi kungacha maxsus ilmiy jurnallar, gazetalar, Internet saytlari, Internet sahifalarida ingliz tilidan dars

mashg'ulotlarida va darsdan tashqari ishlarda foydalanishda ko'plab maqolalar payo bo'ldi.

Ma'lumki, Internet chet tilini o'rganuvchilar uchun orginal matnlardan foydalanish, ona tili bilan suhbatlashish va muloqot qilish uchun noyob imkoniyatini va tabiiy til muhitini yaratadi. Hamkorlar bilan aloqa qilishning zamonaviy usuli, Internetning axborot resurslaridan foydalanish nafaqat kompyuter texnologiyalari, balki xorijiy tillarni ham yaxshi bilishini anglatadi.

Shak-shubxasiz! Internet – o'quvchilarga faqat til bilimi va nutq qobiliyatini yaxshilash imkoniyatini beradigan haqiqiy matnlar va boshqa materiallarning kuchli manbasi. Ushbu resurs shuningdek, axborotni va aloqa vositalarini olish va ishlab hiqarish vositasi sifatida tildan foydalanishga bo'lgan ishonchini oshiradi. Muvaffaqiyatli ishni tashkil etish, batafsil ma'lumot olish bilan talabalar o'quv mashg'ulotidan sun'iy ravishda yaratilgan vaziyatlardan farqli o'laroq, AKT tomonidan bajarilgan vazifaning murakkabligini biladilar. Didaktik reja Internetni ikkita asosiy komponentni o'z ichiga oladi: telekommunikatsiya va axborot resurslari. Telekommunikatsiyalarning eng keng tarqalgan shakllari (ya'ni Internet texnologiyalari orqali aloqalar) elektron pochta, suhbat, forum, ICQ, video, veb-konferensiyalar va boshqalar.

Ingliz tili darslarida AKT dan foydalanish o'quvchilarning mustaqil, ijodkor bo'lish, fikrlash, boshqalar fikrini qabul qilish, qaror qabul qilish kabi qobiliyatlarini rivojlantiradi. Ingliz tili darslarida kompyuterni qo'llash yaxshi samara beradi: ayniqsa multimediyali darslardan foydalanish ta'lim oluvchilarga nafaqat bilim beradi, shu bilan birga til o'rganuvchiga tabiiy muloqotdan bahramand bo'lish ya'ni native speaker larning nutqlarini jonli ravishda kuzata olishi va ularga taqlid qilish natijasida chet tilida ravon va erkin so'zlashi, shuningdek eshitib tushunish qobiliyatini ham rivojlantirish uchun juda samarali hisoblanadi. Eng asosiysi o'quvchilarda ingliz tilini o'rganishga ichki motivatsiyani uyg'ota oladi. Internet orqali ta'lim olishning yana bir samarali tarafi shundaki, o'rganuvchi mavzuni takror-takror ko'rish imkoniyatiga ega bo'ladi. Hozirgi kunda ingliz tilini o'rganish uchun ham vaqtni, ham moddiy ehtiyojni kamaytirib ko'proq samarali

bilimga ega bo'lish va o'rganuvchining mustaqil ta'lim olish ko'nikmasini ham rivojlantirish, olgan bilimlarini o'zi nazorat qilish uchun Internet orqali taqdim etilayotgan onlayn til o'rgatish kurslari ham faol va samarali ish olib bormoqda. Statistika ma'lumotlariga qaraganda yaqin 4 yil mobaynida offline til o'rganuvchilarga qaraganda online til o'rganuvchilarning ham vaqt borasida, ham til darajasini egallash borasida yuqori va samarali natijalarga erishganlar soni ko'proq ekanligini ko'rishimiz mumkin. Bu esa o'z- o'zidan online bilim oluvchilarning o'zlashtirish sifati samarali ekanligini ko'rsatadi. Bundan tashqari loyiha va yozma ishlarni AKT ni qo'llagan holda bajarish talabalarda turli xil ko'nikmalarni, jumladan:

1. ta'limning individuallashtirishiga;
2. chet tili o'rganish motivatsiyasini kuchaytirishga;
3. nazorat jarayonini takomillashtirishga;
4. ta'lim oluvchilarning til bilish darajasi va kompyuter savodxonligini oshiradi;
5. o'ziga bo'lgan ishonchini oshiradi;

Yuqorida sanab o'tilgan qulayliklar bilim oluvchilarning ingliz tilini o'rganisgda nafaqat dars jarayonida faol bo'lishga undaydi, balki darsdan keyin ham talabaning faolligi yuqori bo'lishini va olgan bilimlarini o'zgalar bilan bo'lishishni va amaliyotga aniqlik bilan tadbqiq etishni ta'minlaydi. Bugungi kunda ingliz tili darslarida AKT va Internetdan keng foydalanish dars mazmunini yanada boyitishga hamda turli xil metodlar asosida darsni qiziqarli va zamonaviy tarzda tashkil etishga hamda samarali natijalarga tez va oson erishishga asos bo'lib xizmat qiladi. Masalan:

Mamlakatshunoslik darslari ta'lim oluvchilarning tili o'rganilayotgan mamlakatlar haqidagi tasavvurini kengaytirish imkonini beradi. O'quvchi nafaqat tili balki o'rganilgan mamlakatning hayot tarzi va madaniyati bilan ham yaqindan real holatda tanishadi va o'ziniki va boshqa mamlakatlar bilan solishtirib anglagan tafovutlarini tahlil qila boshlaydi. Bu esa o'quvchini yanada kengroq fikrlashga undaydi.

Turli mavzularga oid yangi material taqdimoti ta'lim oluvchilar diqqatini

o'rganilayotgan tilga jalb etish va uni yanada yaxshiroq eslab qolish hamda o'zlashtirishga yordam beradi.

Dars jarayonida Internet tarmog'ida keng tarqalgan onlayn testlardan foydalanish ta'lim oluvchilarni mustaqil ishlashga undaydi, shu bilan birga Internet tarmog'ida ishlash ko'nikmasini shakllantiradi.

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CHET TILLARNI O'QITISHDA ZAMONAVIY TEXNOLOGIYALARDAN FOYDALANISH

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Andijon davlat chet tillar insituti

Ilmiy rahbar: Azimjon Axmedov

Annotatsiya: *Maqolada chetilini o'qitish jarayonida ilg'or texnologiyalarni, interfaol metodlardan, komunikativ –axborot vositalaridan foydalanish to'g'risida ma'lumotlar keltirilgan.*

Kalit so'z: *ilm-fan, chet tili, kompyuter, pedagogik texnologiyalar, axborot resurslar.*

Mamlakatimiz mustaqillikka erishgandan so'ng, istiqlolning ilk yillaridanoq O'zbekiston har sohada jadal rivojlanishga va demokratik hayot qurishga kirishdi. Amalga oshirilgan islohotlar yildan yilga ortib bormoqda. Faqat tub islohotlar emas balki boshqa javhalarda jumladan ta'lim tizimida ko'plab o'zgarishlar ro'y bermoqda. Ayniqsa chet tillarni o'rgatishga qiziqish oshdi va yoshlar uchun ko'plab sharaotlar yaratilib berilmoqda. Bundan asosiy maqsad yoshlarning bilim saviyasini

oshirish, chet tiliga bo'lgan qiziqishini yanada oshirishdir. Hozirgi kunda ilm-fanda katta o'zgarishlar, sezilarli yutuqlarga erishilmoqda. Har bir fanni yangi innovatsion pedagogik texnologiyalarda foydalanib o'quvchilarga yetkazib berish bugungi kundagi ta'limning asosiy talablaridan biri bo'lib xizmat qilmoqda. Shu bilan birga chet tilini o'qitishni, o'rgatishni yangi metodlarini izlab topish va uni amalda sinab ko'rish to'g'risida ko'p ishlar amalga oshirilyabdi.

Mamlakatimizda olib borilayotgan islohotlar natijasi o'laroq o'quv xonalari stendlar va yangi kommunikativ texnikalar bilan jihozlandi. Ta'lim texnologiyalaridan ta'lim jarayonida zamonaviy axborot texnologiyalaridan foydalanish bu ta'lim jarayonini unumlilik va ta'lim sifatini samaradorligini yanada oshirishga yordam bermoqda. Ayniqsa chet tillarni o'rganishda bunday axborot-resurslardan foydalanishning bir qancha afzalliklari bor. Til o'rganishda zamonaviy texnologiyalardan foydalanishni roli beqiyosdur. Bundan texnologik vositalardan foydalanish chet tilini o'rganishning va o'rgatishning har bir aspektida qo'l kelad. Misol uchun, tinglab tushunishni oladigan bo'lsa o'quvchi bu jarayonni amalga oshirish uchun bevosita kompyuter, internet, CD materiallar va quloqchilar bu jarayonni amalga oshirishda muhim ko'makchi vazifasini bajaradi. Tinglab tushunish til o'rganishni eng muhim qismlaridan biridir. Bunda o'quvchi bir vaqtning o'zida so'zlovchining talaffuzi, Grammatik qoidalarga roiya qilganligi, so'z boyligi va uning ma'nolarini anglashni tushunishi kerak bo'ladi. Shu sababdan hozirgi kunda maktab va kollejlarda chet tili xonalari barcha kerakli zamonaviy texnologiyalar bilan ta'minlash bo'yicha ishlar amalga oshirilmoqda. Chunki hozirgi zamon talabi bevosita o'quvchilarga ma'lumotlarni elektron, tez va oson usullarda yetkazish. O'quvchilarga qanday qilib zamonaviy texnologiyalarda ta'lim olishda unumli foydalanishni o'rgatish o'qituvchilarni oldidagi asosiy maqsadlardan biri bo'lib qolmoqda. O'quv xonalarda jihozlangan yangi aqlli do'skalar orqali esa o'quvchilar internet tarmog'idan foydalanib dars jarayonida mavzuga mos ravishda chet tilidagi video roliklarni tamosha qilib undagi so'zlarni va gramatik qoidalarni qo'llashni o'rganmoqdalar va shulardan foydalanib

ularni amalda qo'llamoqdalar. Bu esa oldingi nazariy grammatika va vocabulary darslaridan tubdan farq qilmoqda va o'quvchilarda fanga bo'lgan qiziqish va samaradorlikni oshishiga yordam bermoqda.

Hozirgi XXI asr, globallashuv jarayonida hayotimizni internetsiz tasavvur qilib bo'lmaydi. Shuni imkoniyatga olgan holda darslarni yanada qiziqarli va samarali tashkil qilish uchun internet orqali chet eldagi o'qituvchi va o'quvchilar bilan ma'lumot almashish va ular bilan bevosita pedagogik hamkorlikni yo'lga qo'yish masalalari keng ommalashib bormoqda.

Ta'lim jarayonida zamonaviy texnologiyalardan foydalanishni yana bir misolida ta'lim tizmini to'laligicha raqamli tartibga o'tishga bo'lgan qadamlaridan va chet el tajribalaridan foydalangan holda ta'lim tizmini elektron shaklga o'tkazish bo'yicha ishlar amalga oshirilmoqda. Bunga misol qilib maktablardagi Kundalik.com va Oliy ta'limdagi HEMIS platformmlarini yaqqol misol keltirishimiz mumkin. Bu esa o'qtuvchilarni ortiqcha hujjat ishlari bilan band bo'lishini oldini olib dars jarayonini samarali va yangi metodlardan foydalangan holda o'tishi uchun zamin yaratib bermoqda. Bu texnologiyalar o'quvchilar va talabalar uchun ham bir qator qulayliklarni yuzaga keltirmoqda, misol uchun talabalar bu platformalar orqali o'zlariga kerak bo'lgan majmua va adabiyotlarni elektron shaklda topishlari va darslarni qayta o'zlashtirishda foydalanishlari mumkin bo'ladi.

Ma'lumki, hozirgi kundagi ta'lim tizmida o'quvchilarni dars dars mobaynida faqat darslikdagi berilgan ma'lumotlar bilan cheklanib qolmasdan erkin fikrlash va ma'lumotlarni qidirib topishda internet va shu kabi zamonaviy texnologiyalardan foydalanishlari o'rgatilib borilmoqda. Hozirgi kunda darslarni ya'ni chet tili darslarini odatiy usulda so'zlarni doska orqali yozib tunushtirgandan ko'ra zamonaviy vositalardan foydalanib ularni rasmlar, prezintatsiyalar orqali o'quvchilarga yetkazish dars sifati va samaradorligini oshirishda keng ko'lamini ko'rsatmoqda.

Xulosa qilib shuni aytish mumkinki, hozirgi globallashuv asrida o'quv

mashg'ulotlarini barcha zamonaviy texnik vositalar va pedagogik qarashlar orqali chet tillarni o'rgatish ko'proq samara beradi degan umiddaman.

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ҲАЛҚ ЭРТАКЛАРИДА МУБОЛАҒАНИНГ ИШЛАТИЛИШИ

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Аннотация: *Ушбу мақолада халқ оғзаки ижодида мансуб эртакларнинг ўзига хос хусусиятлари ва уларда муболағанинг ишлатилиши таҳлил қилинган.*

Калит сўзлар: *эртак, сеҳр, куч, фантастика, гўзаллик, тўй, бахт, бойлик, ақл.*

Эртак — халқ оғзаки поэтик ижодининг асосий жанрларидан бири бўлиб, тўқима ва уйдирмага асосланган сеҳрли саргузашт ва маиший характердаги эпик бадиий асардир, яъни у асосан, наср шаклида яратилади.

Бизнинг ҳаётимизда адабиёт муҳим ўрин тутади. Эртаклар болалар адабиётининг бир қисми сифатида чет тилини ўқитиш учун қимматли манба бўлиши мумкин. Эртаклар нафақат жуда ноёб ва қимматли сир-синоат, ҳаяжон ва ҳайрат муҳитини яратади, балки улар ёш ўқувчини бутунлай сеҳрли ва сирли дунёга олиб кириши мумкин. Улар инсониятнинг унутилган кўп асрлик донолиги ва билимларини акс эттириши мумкин. Адабиёт ҳамда эртаклар кучли ҳиссиётларни жумбушга келтирувчи ажойиб манба вазифасини ўтайди.

Эртакларда турли хил стилистик воситалардан фойдаланилади, метафора,

метонимия ва жонлантириш каби. Биз эртакларни муболағасиз тасаввур қилишимиз қийин. Муболаға эртакларни янада жозибали ва китобсеварлар учун қизиқарли қилади ва шу йўл билан китобхонларнинг дунёқарашини, тасаввурини ўстиради. Масалан:

Бир бор экан, бир йўқ экан. Ўтган замонда Бухоро шаҳрида бир золим подшоҳ бор экан. Унинг бир чиройли қизи бор экан. Унинг номи Меҳринигор экан. Юзининг нури ойни хира қилар экан. (Муқбил тошотар).

Юқоридаги мисолда қизнинг юзини тасвирлаш учун муболаға қўлланган бўлиб, қизнинг юзи ойни хира қилиши айтилган. Қизнинг юзи жуда чиройлилиги шу йўл билан тасвирланган. Яна бир мисол:

Бир подшоҳнинг қирқ ўғли бор экан. Бир куни подшоҳ катта ўғлини уйлантирмоқчи бўлибди. Буни эшитган бошқа ўғиллари, “Бизларни ҳам уйлантиринг, дейишибди. Подшоҳ қирқта ўғлига қирқта қизлик одамни қидиртира бошлабди. (Қирқ кўёв).

Бу мисолда подшоҳнинг қирқта ўғли борлиги ва уларга қирқта қизи бор одамни қидириши муболағага мисол бўла олади.

Қадим замонда Фарғона мамлакатада Одилхон деган бир подшоҳ ўтган экан. Унинг тўртта хотини бўлган экан. Тўртта хотинидан бир кам қирқта ўғил кўрган экан. Бир куни подшоҳ чўл-биёбонларда кийик овлаб юрганда бир қўрғонга бориб қолибди. “Юрагим куйди, шу қўрғондан бир коса сув сўраб ичайин” деб, қўрғондан бирор кимсани чақирса, рўмолини қия ёпиниб, бир қиз қўрғон эшигининг олдига келиб жавоб қилибди. Подшоҳ қараса, жамоли осмондаги тўлган ойга ўхшаш, ўн саккиз ёшли, чиройли бир қиз. Подшоҳ қиздан бир коса сув сўраб олиб ичибди. Гўё шарбат ичгандай бўлибди. Қизга муҳаббат пайдо қилибди. (Бектемир Ботир).

Бектемир Ботир эртагининг юқоридаги парчасида **юрагим куйди** – жуда ҳам чанқаганини, **жамоли осмондаги ойга ўхшаш** – жуда ҳам гўзаллигини, **шарбат ичгандай бўлди** – суви жуда ширин эканлигини англатади, бу

жумлалар муболаға тарзида қўлланган бўлиб, ўқувчини эътиборини ўзига жалб қилади.

Бор экан, йўқ экан, бир замонда бир киши бўлган экан. Бой ҳам, камбағал ҳам эмас экан. Унинг учта ўғли бор экан, учови ҳам ўқиган, оқ-у қорани таниган, юзлари ойдай, ўзлари тойдай, ёмон билан юрмаган, ёмон жойда турмаган эканлар. (Уч оға-ини ботирлар).

Уч оға-ини ботирлар эртагидаги ўғилларни тасвирлаш жараёнида юзлари ойдай, ўзлари тойдай жумлалари ишлатилган, бундан китобхон уларнинг келишган ва бақувват эканлигини тасаввур қила олади.

“Доно қиз билан бой” эртагидаги қуйидаги парчада муболаға жуда ҳам кўп қўлланган, вазият бўрттирилган:

Бир вақтлар мен бугдой эккан эдим, шундай серҳосил бўлдики, туя, от, эшаклар бугдой поясига киришса, кўринмай қолар эди. У ерга кирган ҳайвонлар қайтиб чиқмас эди. Бир куни бугдойни янчиб, хотинга нон қилдирдим. Нонни синдириб, энди тишлаган эдим. “Бэ-э-э” деган эчки овози эшитилиб, биринкетин семиз, катта эчкилар туша бошладилар. Кетидан туя, отлар ҳам чиқиб

келавердилар.

Қиз:

— *Ҳа, дунёда бунақа воқеалар кўп учраб туради, — дебди ва у ҳам ўз ҳикоясини бошлабди:*

— *Бир куни қишлоғимизнинг ўртасига бир дона пахтанинг чигитини эдим. Пахта етилиб, очилганида беш юз хотинни чақириб тердирдим. Терилган пахтани сотдим. Унинг пулига қирқта туя сотиб олиб, уларни яхшилаб безадим.*

Хулоса қилиб айтиш мумкинки, эртақларда муболағанинг ўрни беқиёс. Эртақлардаги муболаға ўқувчини фикрлашга, тасаввур қилишга ундайди.

CHANGES BETWEEN TECHNOLOGY AND HUMAN SOCIETY

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Annotation: *This article discusses the profound impact of technology on human society, particularly in the areas of communication, work, and information consumption. It also highlights the ethical questions and concerns that arise from these technological advancements.*

Keywords: *technology, communication, work, information consumption, social impact, ethical concerns*

Аннотация: *В этой статье обсуждается глубокое влияние технологий на человеческое общество, особенно в областях коммуникации, работы и потребления информации. В нем также освещаются этические вопросы и озабоченности, возникающие в связи с этими технологическими достижениями.*

Ключевые слова: *технология, коммуникация, работа, потребление информации, социальное воздействие, этические соображения.*

Annotatsiya: *ushbu maqolada texnologiyaning insoniyat jamiyatiga, xususan, aloqa, ish va axborot iste'moli sohalariga chuqur ta'siri muhokama qilinadi. Shuningdek, ushbu texnologik yutuqlardan kelib chiqadigan axloqiy savollar va masalalarga alohida urg'u beriladi.*

Kalit so'zlar: *texnologiya, aloqa, ish, axborot iste'moli, ijtimoiy ta'sir, axloqiy muammolar.*

The Profound Impact of Evolving Technology on Human Society:

Technology has been a driving force in shaping the very fabric of human civilization, and with its rapid and unprecedented evolution, its transformative influence on our daily lives is more pervasive than ever. This continuous

advancement has not only redefined the way we communicate and connect but has also revolutionized our work dynamics, information consumption patterns, and ethical considerations that demand rigorous introspection.

Revolutionizing Communication through Technological Innovations:

The advent of smartphones, social media platforms, and instant messaging applications has revolutionized the landscape of human interaction, fostering an interconnected global community. This seamless connectivity, transcending geographical barriers, enables the instantaneous exchange of ideas and information. However, this surge in virtual connectivity has raised concerns about the potential repercussions on in-person social interactions and mental well-being, as people increasingly engage with screens rather than face-to-face interactions.

The Transformative Impact on Work Dynamics:

The rise of automation and artificial intelligence has not just optimized efficiency but has fundamentally reshaped the global job market. Traditional job roles are being reimagined or replaced by technology, sparking discussions about job displacement and income disparities. Simultaneously, technology has opened new avenues for remote work and freelancing, offering unprecedented flexibility in career choices and employment structures.

Information Consumption and Entertainment in the Digital Era:

Technological innovations, particularly streaming services like Netflix and Spotify, have democratized access to a vast array of content, transforming the landscape of information consumption and entertainment. This shift has seen a decline in conventional media consumption, with individuals gravitating towards personalized content based on their unique preferences.

Navigating Ethical Conundrums in the Digital Age:

The benefits that technological advancements bring are countered by pressing ethical concerns, notably the protection of user data and privacy in an era where tech conglomerates amass substantial personal information. Additionally, ongoing

debates persist about the potential impact of technology on mental health and social relationships, demanding a nuanced understanding of the broader implications of these advancements.

Adapting to Technological Evolution for Societal Betterment:

As technology continues its exponential trajectory, society must adapt thoughtfully, striking a delicate balance between harnessing its boundless potential and mitigating adverse effects. This necessitates an ongoing dialogue between policymakers, tech innovators, and society at large to ensure that advancements are guided by responsible usage, aimed at enhancing humanity's well-being. Achieving this equilibrium between technological progress and societal welfare will be imperative as we navigate the uncharted territory that lies ahead.

Conclusion.

The profound impact of technology is undeniable, shaping our communication, work, and information consumption. While it offers immense benefits, it also raises ethical concerns regarding privacy and societal well-being. Balancing technological progress with responsible use is crucial, requiring collaboration to ensure advancements benefit humanity while safeguarding our core values. Achieving this balance will define a future where technology enhances society while preserving what makes us human.

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ACTING IN AN APPROPRIATE WAY IN CROSS-CULTURAL SITUATION AND KEEPING CULTURAL IDENTITY THROUGH TEACHING ENGLISH

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Abstract: *This paper is going to introduce culture identity and explain why culture identity is important in intercultural business communications. In addition, the paper will talk about how to develop culture identity and how can culture identity promote intercultural business communications. The third part will explain how to develop culture identity by language and behavior during intercultural business communications. There are two ways culture identity promotes intercultural business communications. The first way is by understanding, and the other one is by multicultural individuals.*

Keywords: *culture identity; globalization; intercultural business communications*

Аннотация: *В этой статье мы представим культурную идентичность и объясним, почему культурная идентичность важна в межкультурных деловых коммуникациях. Кроме того, в статье пойдет речь о том, как развивать культурную идентичность и как культурная идентичность может способствовать межкультурному деловому общению. Третья часть объяснит, как развивать культурную идентичность посредством языка и поведения во время межкультурного делового общения. Культурная идентичность способствует межкультурному деловому общению двумя способами. Первый путь – через понимание, второй – через мультикультурных людей.*

Ключевые слова: *культурная идентичность; глобализация; межкультурные деловые коммуникации*

Annotatsiya: *Ushbu maqola madaniy o'ziga xoslik bilan tanishtiradi va nega madaniyatlararo biznes aloqalarida madaniyat o'ziga xosligi muhimligini*

tushuntiradi. Bundan tashqari, maqola madaniy o'ziga xoslikni qanday rivojlantirish va madaniy o'ziga xoslik madaniyatlararo biznes aloqalarini qanday rivojlantirishi haqida gapiradi. Uchinchi qism madaniyatlararo ishbilarmonlik aloqalari paytida til va xulq-atvor bilan madaniyatni qanday rivojlantirishni tushuntiradi. Madaniyat o'ziga xosligi madaniyatlararo biznes aloqalarini rivojlantirishning ikki yo'li mavjud. Birinchi yo'l - tushunish, ikkinchisi - ko'p madaniyatli shaxslar.

Kalit so'zlar: *madaniy o'ziga xoslik; globallashuv; madaniyatlararo biznes aloqalari*

Introduction

When conducting business, communication is essential. Today's globalized economy frequently brings together corporate communications and cultural identities. People have their own cultural identities wherever you conduct business, which has a big impact on how you communicate with customers. In four main areas, this essay will illustrate the significance that cultural identity plays in cross-cultural corporate interactions. First, two elements will be used to introduce the meanings of culture identity. They are respect and distinction. The significance of culture identity in crosscultural corporate communications will then be examined. The following section of the thesis will discuss using language and behavior to build cultural identity in crosscultural business conversations. The final section will discuss how understanding and multicultural individuals facilitate intercultural business communications. Because culture identification affects how well one communicates with business people from different cultures, it is important to take culture identity seriously when conducting business in an international setting. The usage of culture identity by those engaging in cross-cultural business communications can also help them improve their own crosscultural communication and create their own culture identities.

Existing problems on the topic

A person's cultural identity, which includes their self-concept and self-

perception, is influenced by their nationality, ethnicity, religion, socioeconomic class, generation, locality, or any other type of social group that has its own unique culture. In this approach, cultural identity is a trait of the person as well as the culturally identical community of individuals who share a common culture or upbringing. Cultural identity is a process that is always changing as a result of many social, cultural, and historical events. Cultural identity varies more frequently for some people than for others; those who change less frequently have a distinct cultural identity. This indicates that their assimilation of their culture is dynamic yet secure. A person's cultural identity is made up of three components: category label, social relationships, and cultural knowledge. Cultural knowledge is the ability to connect with one's identity by comprehending the fundamental elements of one's own culture.

A person's affiliation with their identity through tangential involvement in a certain culture is referred to as a category label. Social connections describe how a person's social ties help them feel connected to their identity. Several steps are taken in the development of cultural identity. A person first learns about a culture by immersing themselves in its values, beliefs, and traditions. Secondly, based on their position within the community, the individual comes to identify as a member of that culture. Thirdly, they establish connections with people like their close friends, family, coworkers, and neighbors. The meaning of the word "culture" is extremely contentious and nuanced, with scholars listing around 160 different interpretations. The idea that culture is dynamic and changes over time and in various settings forms the basis of why so many individuals now identify with one or more cultures and many others. It is a distinguishing characteristic of an individual's identity, influencing how they see themselves and the groups they identify with. Understanding of one's own and other people's identities develops from infancy and is influenced by the values and attitudes that are prevalent at home and in the neighborhood. Cultural identity and understanding have been studied in several contemporary cultural studies and social theories. A new type of identification has

developed in recent decades that reduces the concept of the individual as a cohesive whole subject to a collection of different cultural markers. These cultural markers may be the product of a number of factors, such as geography, sex, race, history, country, language, sexual orientation, religious convictions, ethnicity, aesthetics, and even food. Recognizing both coherence and disintegration, as one author puts it. When discussing identity, we typically refer to the collection of physical characteristics that make a person unique. As a result, our parents declare us at birth and give us a name that they will use to distinguish us based on whether we are a boy or a girl. The concept of identity extends beyond how we currently define it and includes more than only the legal right to one's name, sex, birthplace, and time. Throughout the stages of life, identity develops based on individual experiences, tastes, and decisions of a sexual and religious nature, as well as the social environment. These are some of the main factors that influence and transform the day to day and enable us to discover a new aspect of ourselves.

Ways to solve the problem

In some regions of the world, where the population is ethnically varied and social cohesion is mostly based on geographic proximity, the lines between cultures can be extremely thin. This is especially true in cities that are undergoing fast urbanization. Culture serves as a "historical reservoir," which is crucial for determining identity. Since a culture's "historical reservoir" is one of its primary characteristics, many, if not all, groups consider revising their historical records—either consciously or unconsciously—in order to either strengthen their cultural identity or create one that will serve as a model for future reform or change. Some opponents of cultural identification contend that since cultural identity is founded on difference, it divides society and that cosmopolitanism fosters a stronger feeling of shared citizenship in people. States may have a shared characteristic that provides a basis for practical affiliation in global society as well as a different way to identify with one another.[8] The framework that nations give for cultural identities is known as external cultural reality, and it shapes the people's specific internal cultural realities

inside the nation. The interaction between cultural identity and digital media is also fascinating.

Cultural identity may be defined by the social network of people who imitate and adhere to the social standards as portrayed by the media rather than necessarily reflecting an individual's interactions within a particular group. As a result, individuals may learn social standards from the media to strengthen their cultural identity rather than gaining behavior and information through cultural or religious groups. The way people interact with the cultural reality in their life is structured by a variety of cultural complications. Nation is a significant contributor to cultural complexity since it builds the basis for an individual's identity while also potentially conflicting with their cultural reality. Many diverse things, including one's religion, ancestry, skin color, language, class, education, career, skill, family, and political opinions, have an impact on one's cultural identities. These elements play a role in how one's identity is formed.

Scientifically based suggestions and recommendations

In essence, our cultural identity is how we as individuals adapt to all spheres of life. We might be professors, pupils, friends, superiors, workers, etc. The pillars of our total cultural identity are how we behave and how our schemas influence our perspectives. Communities that have a profound grasp of and respect for various cultures are said to be intercultural. The creation of strong relationships and the exchange of ideas and cultural norms are the main goals of intercultural communication. No one remains unchanged in a multicultural society since everyone shares knowledge and develops together.

By enhancing intercultural awareness inside enterprises, Spring Institute's Intercultural Training and Consulting program is dedicated to fostering respect for all cultures. Learn more about how we can make your company a shining example of inclusiveness and intercultural communication.

Conclusion

According to the growth of globalization, particularly in the economic sphere, culture identification is crucial to cross-cultural commercial communications. In order to create effective and satisfying business interactions, businesspeople should carefully evaluate the effects that culture identification will make during intercultural business contacts.

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INGLIZ TILI FANIDAN O'QUVCHILARNI OG'ZAKI NUTQ KO'NIKMALARINI SHAKLLANTIRISHDA DIALOGLARNING O'RNI

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Ilmiy rahbar: Qodirov Xalilullo

Annotatsiya: *Ushbu maqolada maktab o'quvchilarini og'zaki nutq ko'nikmalarini shakllantirishda dialoglarning ahamiyati beqiyosligi yoritilgan.*

Kalit so'zlar: *rivojlanish, vatan, diyor, kelajak, ta'lim-tarbiya, fikr, axborot, dialog, qiziqish, intilish, yaxshilash, o'qitish, o'rganish, suhbat, gapirish.*

Bugungi kunda shiddat bilan rivojlanib kelayotgan mustaqil O'zbekistonimizda xam ta'lim sohasiga juda katta e'tibor berib kelinmoqda. Vatan madhini ko'klarga olib chiqayotgan, ona diyorimizni barcha jabxalarda butun dunyo bilan raqobatlasha olayotgan vatanimizning kelajagi bo'lgan yosh avlodga ta'lim-tarbiya berish barchamizni oldimizda turgan va bajarishimiz zarur bo'lgan eng muhim vazifalardan biridir. Dunyo davlatlari bilan tenglashish, fikr almashish yoki turli diplomatic aloqalar o'rnatishimiz uchun chet tillarga bo'lgan ehtiyojimiz kun sayin ortib bormoqda. Ayniqsa yoshlarni balki katta yoshdagi insonlarni xam chet tillarini asosan "Ingliz tilini" o'rganishga bo'lgan qiziqishlari va intilishlari e'tiborimizni tortib kelmoqda.

Hozirgi vaqtda chet tiliga o'qitish va o'rgatishni yangi-yangi metodlarini izlab topish va uni amalda sinab ko'rish to'g'risida ko'p ishlar qilinmoqda. Bu hozirgi kundagi ta'lim tarbiya jarayonini yaxshilash, uchun xal qilinishi kerak bo'lgan eng

muhim muammolardan biridir. Agar avval chet tili o'qitish shu til sistemasini o'rganish deb qaralgan bo'lsa, keyingi yillarda o'qitishdagi muhim ko'zlangan narsa bu o'quvchilarni chet tili fanidan o'g'zaki nutqini o'stirishdan iborat bo'ldi.

O'quvchilarni chet tilida og'zaki nutq ko'nikmalarini o'stirishda DIALOGLAR ni o'rni beqiyosdir. DIALOG (yunoncha-suhbat)-nutq turi, ikki yoki undan ortiq shaxsning bir-biriga qaratilgan nutqi. Dialogik matn ikki va undan ortiq suhbatdoshning turlicha mazmundagi fikr-axborot almashinuvidan iborat. Ikki kishi o'rtasidagi dialogic nutq, savol-javob, buyruq-javob, xabar-e'tiroz kabi mazmunlarni ifodalab, fikr xususidagi tasdiq, yoki inkorni, ziddiyat yoki munozarani bildiradi. Ko'p kishilik dialoglarda suhbat mavzusi savol-javobdan iborat bo'lmay, o'rta tashlangan savol, taklif, da'vat, biror xabar, dalillar bilan xulosalanadi.

Umumiy o'rta ta'lim maktablarida o'quvchilarni ingliz tilida og'zaki nutq ko'nikmalarini oshirish, gapirish qobiliyatlarini riojlantirish uchun mavzulashtirilgan dialoglarni o'qitish maqsadga muvofiqdir.

Masalan: My family, My friend, My day, At school, At the Doctor. At the Shop, My pets, Books, My birthday, My favourite season kabi mavzusidagi dialoglar o'quvchilarni boshlang'ich sinfdan boshlab ingliz tilida og'zaki nutq ko'nikmalarini o'sishida mustaxkam poydevor bo'la oladi deb xisoblayman.

Dialogue: **At the Library**

Laylo: Good afternoon! Could you help me, please?

Librarian: Yes, of course.

Laylo: I need a book of fairy tales

Librarian: Do you know the name of the author?

Laylo: Hans Christian Andersen. I need it in English and Russian.

Librarian: Good, this book is very interesting. And what else?

Laylo: I also need an English-Russian-Uzbek Dictionary

Librarian:Here you are. What about magazines and newspapers, do you want to take them?

Laylo:Yes, but is not today, because I must prepare for English lesson. Next week I shall take some magazines and newspapers. Thank you.

Umuman olganda, maktab o'quvchilarini og'zaki nutq ko'nikmalarini rivojlantirishda dialoglarni o'rgatish, eshittirish va o'zaro bir-birlari bilan ingliz tilida suhbatlar olib borish gapirish qobiliyatlarini puxta o'zlashtirishga imkon beradi.

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ZAMONAVIY TURK YOZUVCHISI MEHMET YILDIZ

ASARIDAGI REALLIK

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Annotatsiya: *Ushbu maqola zamonaviy turk ijodkori Mehmet Yildizning so'nmas ijodiga, ijtimoiy-ma'naviy muammolar, yoshlar va ularning qarorlari, otalar va farzandlar orasidagi munosabatlar, giyohvandlik oqibatlari, begonalar bilan muloqot va ishonch, axloqiy tushunchalar, xunrezlikning zamonaviy ko'rinishi, o'zaro do'stlik hamda ayni paytdagi ommaviy kelishmovchiliklar va muammolarga bag'ishlanadi.*

Kalit so'zlar: *hayot va mamot, o'g'rilik, o'tmish, bolalar uyi, ustoz, sirdosh, izlash, kitoblar, ibodat, do'stlik, kasalxona, dunyo, sabr, oxirat, tabassum, o'rnak.*

Abstract: *This article focuses on the timeless work of the modern Turkish artist Mehmet Yildiz, socio-spiritual problems, youth and their decisions, the relationship between parents and children, the consequences of drug addiction, communication and trust with strangers, moral concepts, the modern view of bloodshed, mutual friendship, and it also dedicates to current general misunderstandings.*

Keywords: *life and death, theft, past, orphanage (orphanage), mentor, search, books, prayer, friendship, hospital, peace, patience, smile, example.*

Аннотация: *Данная статья посвящена вневременному творчеству современного турецкого художника Мехмета Йылдыза, социально-духовным проблемам, молодежи и их решениям, взаимоотношениям между родителями и детьми, последствиям наркозависимости, общению и доверию с незнакомыми людьми, моральным понятиям, современный взгляд на кровопролитие, взаимную дружбу, а также посвящен нынешним всеобщим недоразумениям.*

Ключевые слова: *жизнь и смерть, воровство, прошлое, детский дом (детдом), наставник, искать, книги, молитва, дружба, больница, мир, терпение, улыбка, пример.*

Ko‘plab yoshlarning qalbidan joy olgan va asarlari qalblarga muhrlangan yosh yozuvchi Mehmet Yıldız 1987-yilda Mersin Turkiyada dunyoga keladi. Xatto yosh qahramonimiz universitetning matematika sohasini tamomlagan. Yozuvchi asarlari ko‘plab chet tillariga jumladan o‘zbek tiliga ham tarjima qilingan va qilinb kelmoqda. Uning asarlari “Ishq nega jon yoqar”, “Ishq 5 vaqtdir”, “Mendan voz kechma Yo Rab”, “Qanday chidadingiz Yo Rasululloh”, “Izlash” va boshqalardan iborat. Mening qalbimning tub-tubigacha yetib borgan asar bu “Izlash”dir. Bu asarning xatto muqovasidagi so‘zlar insonning ich ichiga yetib boradi. "Seni izlayotib jonim uzildi" naqadar ta’sirli jumla kitobning boshlanishi shunday bolsa davomi qanday bo‘ladi deb o‘ylash hammada ham bo‘lib turadigan holatlardan biri hisoblanadi. Ko‘p kitobxonlar va men ham ijtimoiy tarmoqlarda bu asar iqtoboslaridan foydalanaman. Asar bir yigitning zulmatdan yorug‘likkacha bo‘lgan

hayoti haqida. Yoshligidan zimiztonda ulgʻayishga majbur boʻlgan Mehmet "onasining qadrlisi" boʻlib oʻsgan. Otasiga na onasi na bolasi qiziq. Mehmetning otasi aroqxoʻr, qoʻli egri, arzanda farzand boʻlgan. Onasining pullariga ichib kayf safo qilib yurgani bois roʻzgʻor Mehmetning onasi boʻynida edi. Bolaligidan oʻqishga va sportga qiziqishi boʻlgan Mehmet otasining yovuz va qahri qattiqlogidan orzulariga yeta olmadi. Onasini daxshatli qoʻllardan qutqara olmadi. Bir kechada onasidan ayrilgan Mehmet uydan qochib ketayotganda ikki erkakga toʻqnash keladi va etiborsiz yugurishda davom etadi. U bir koʻprikning panasida oʻtirganda ikki erkak biri pakana biri baland kimsalar keladi va unga yordam bermoqchi ekanliklarini aytadi. Yosh yigit gumon qilsada ularga ishonib koʻradi va ular bir uyga boradi. U yerda juda koʻp bolalar birga yashar edilar. Ularning boshliqlari Sariq Suvsar laqabli kimsa edi. U bolalardan jirkanch maqsadda foydalanar edi. Ular kun boʻyi va tun oraligʻida oʻgʻrilik, tilamchilik va giyohmand moddalar sotish bilan shugʻullanishardi. Topgan barcha pullarini Sariq Suvsarga topshirardilar. Avvaliga Hamma Mehmetga mulozamat qilishar va oʻzlarining gʻaraz niyati yoʻlida rejalar tuzar edilar. Vaqt oʻtib Mehmet uydagi bolalar bilan doʻstlashib ketdi. Ular kechga uyga kelganda ular uchun choy domlar edi va bir kun Sariq Suvsar unga uyga pul olib kelmaydigan yagona odam u ekanini bundan buyon u ham pul topish harakatini qilishini aytadi. Bunda Mehmetga Xoqon pakana bilan Ilyos baland boʻyli yigit biriktiriladi. Ular qanday qilib kunduzi kissavurlik qilishni va buni qaysi vaqtda bajarishni oʻrgatadi. Avval boshida Mehmet ularni bajarishni xohlamaydi. Lekin afsuslar boʻlsinki u ham oʻsha oʻgʻrilar kabi xatto ulardan ham abjir oʻgʻri boʻla boshlaydi. Bora bora Mehmet kipriklarini qimirlatmay ish bajaruvchi oʻgʻriga aylandi. Sekin asta qora dori savdosiga ham aralashib ketdi. Suvsarning hiylasiga aldangan Mehmet ham dori tasiriga tushib qoladi. Sariq Suvsar uni ichayotgan suviga qora dori qoʻshib qoʻyadi va endi Mehmet dori uchun koʻproq pul topib keladi. Boshlanishiga bir martalik boʻlib tuyulgan bu jarlikka eltuvchi zakarga Mehmet tobe boʻla boshlaydi. Bunday vaziyatdan foydalanayotgan Sariq Suvsar unga koʻproq pul olib kelishini olib kelganlari kam ekanligini tushuntiradi. Bir kun uyga yuk keladi qora dorilarning teng ikkiga boʻlib yarimini xonasiga

yashirib qo'yish uchun Sariq Suvsar olib qo'yadi. Mehmet uning harakatlarini payqab qolganligi sababli barcha qora dorilarni o'g'irlab uydan qochadi. Yugura yugura o'sha barcha falokatlar boshlangan ko'priikka yetib keladi. Barcha dorilarni qabul qilib hushidan ketadi. Bu orada politsiya bundan habar topib shifoxonaga olib boradi u yerda davolanib bo'lgandan so'ng bolalar uyiga joylanadi. U yerda Fotima ustoz bilan tanishadi. Boshlanishiga Mehmet o'zini juda yomon tutadi lekin asta sekin u yerga moslashadi. Fotima ustoz unga o'z onasiday mehribonlik qiladi. Turli xil sovg'alar berib uni to'g'ri yo'lga boshlashga va o'zaro ishonchga undaydi. Qachonki Mehmet Fotima ustozga nisbatan iliqlik va ishonchni his qilganida u boshidan o'tkazgan ayanchli taqdirini Fotima ustoz bilan baham ko'radi. Bulardan xabar topgan Fotima ustoz unga yana ham g'amxo'rlik qiladi. Doimgidek ular birga yana suhbatlashayotganida Fotima ustoz Mehmetga sovg'a beradi, Mehmet hijolat va hursand holda sovg'ni ko'rib hayron qoladi. Shunda Fotima ustoz onang o'qishingni istardi endi men ham sening onangman deydi. Mehmetga telefon ham beradi, litseyni bitirib yaxshi universitetga kirishiga taklif beradi. Shunda Mehmet Fotima ustozga yaxshilab tayyorlanishga va'da beradi. Bir kun onasini sog'ingan Mehmet telefoniga yuklab olgan bir kitobni o'qiy boshlaydi."O'lim bir nematdir, tabdili makondir, bu imtixo emas, aksincha abadiy xayotning boshlanishidir. Inson dunyodan ko'chsa ham yo'q bo'lib ketmaydi, ikkinchi va oxirgi manzili bo'lmish oxirat yurtida abadulabad qoladi. O'lim xayotning og'ir yuklaridan xalos bo'lib sevganlarimizga yetishishimiz uchun Allohning bizga bergan eng go'zal nematlaridan biridir... Oxirat - bu dunyoda imon keltirib, solih amallar qilganlar uchun ichida irmoqlar oqadigan va ular abadiy yashaydigan ko'shklarda mukofotlar oladigan joy bo'lsa, tug'yonga ketib, zulm qilganlar uchun esa jazo beriladigan jaxannam chuqurlaridan bir chuqurdir. Bu so'zlarni o'qiganida onasining o'limidan keyin taqdirdan ham Allohdan ham arazlagan Mehmetning hayolida o'lim xaqida jamlangan butun yomon o'ylar birma bir tarqalib ketgan, u o'zi uchun eng katta savolning javobini topgan edi. Otasi uning ko'z o'ngida onasini yaxshiylarcha o'ldirgan bo'lsa-da, oxiratda Allohning onasiga beradigan mukofotlarini o'ylagan Mehmetning ko'ngli nihoyat taskin topdi." [1] U o'qigani sari Allohni taniy

boshlardi. Qalbida misoli chechaklar gullardi. Mehmet barcha tuyg'ularini faqat Fotima ustoz bilan bo'lisha olardi. Uning ro'parasida yig'lab turar qalbidagi so'zlar tilidan marjondek birin ketin to'kilar edi. Bu so'zlarni eshitgan Fotima ustoz bular tush emasliga uyg'onsa o'tib ketishi mumkinligidan qo'rqardi. Lekin Mehmet Allohga intila boshlagan edi. Fotima ustozga unga namoz o'qishni o'rgatdi. Mehmet ibodat qilar ekan Allohga duo qildi. Qalbidagi dard alamlar qilgan gunohlari uchun avf tiladi. Endi u butunlay o'zgara boshlagan edi. Namozlarini vaqtida o'qishga qiynalsa ham u fikridan voz kechamdi. Bir kun masjiddan chiqayotganida Mehmet bolalar uyining mudirini ko'rib qoldi. Mudir undan bu yerda nima qilayotganini so'radi. Unga peshin namozini o'qib chiqayotganini aytganda kulib mulla bo'lib qoldingmi deganida Mehmetning Aras ismli do'sti uni yonini oladi. Mehmet uni tinchlantirishga urinadi va tamaddi xonaga borishadi.

Mehmet o'zi doimiy kitoblarini o'qib yuradigan muallif bilan ko'rishishi niyatida yurgan bir paytda Fotima ustoz keyingi safar olib borishini bugun esa "Xoja Bayram Valiy" masjidiga juma namozi uchun olib borishini ularga Ebru ustoz ham hamroh bo'lishini aytadi. Namozdan so'ng har doimgidek onasini haqqiga duo qiladi. U yerdan chiqqach ustozlari bor yemakxonaga boradi. Yemagini tugatishiga sabri yetmay Fotima ustozga savol beradi. Fotima ustoz unga kechg'i payt bir kitob berishini u kitobdan savollariga javob topishini aytadi. "Alloh taolo xar kuni bizga ko'pdan ko'p ne'matlarni baxsh etadi, lekin oramizdan necha kishi bu xaqda o'ylab ko'rgan?... Bu to'g'rida biroz tafakkur yuritganimizda, yo'ldan ozishimiz mumkim bo'larmidi?... Bu ne'matlarni bizga bergan Robbimizni inkor qila olarmidik?

Albatta yo'q. Atrofimizdagi shuncha yaxshilik va ezgulik orasida bitta buzg'unchi bo'lsa, u xam, shubhasiz o'zimiz.

Alloh bandalariga tanlash imkoniyatidan foydalana olishi uchun aql, ilm, iroda bergan. Yaxshiliklarni yomonliklardan ajratib olishimi uchun esa fitratiga vijdon deb ataluvchi, aslo yolg'on gapirmaydigan mexanizmni joylashtirgan...

Mehmet chindan ham savoliga javobini topgan, ko'ngli xotirjam bo'lib, yengil tortgan edi."[2]

Vaqlar o'tishi bilan qora dorilar o'z ishiga kirishib Mehmetning oshqozonini yemira boshladi. Avvaliga uni shamollagan deb o'ylashdi, lekin u istmalab yotib qolganida shifoxonaga Ebru ustozini olib boradi. Mehmet o'zining ahvolidan shukr qilayotganini kasalliklar sovun kabi gunohlarini yuvib ketayotganini aytganida Ebru ustoz Mehmetdan xursand o'zida esa xafa bo'ldi, chunki shu paytgacha boshidan o'tkazgan kasalliklarida atiga 16yoshlik yigitday fikrlar o'lmagani sabab bo'ldi. Fotima ustozini ko'magiga o'rganib qolgan Mehmet unga qo'ng'iroq qilib berishini Ebru ustozidan so'raydi. Fotima ustoz unga tasalli beradi. Mehmetga shifokor dorilar yozib javob bergan bo'lsada, u hech tuza olmayotgan tez tez kasalxonaga borishga to'g'ri kelayotgan edi. Fotima ustozning iltimosi bilan Emre shifokor Mehmetni yaxshiroq tekshira boshladi. Tekshiruv natijasi chiqqanida Mehmet kasalxonaga yotishi kerakligi aytiladi. Barcha bilan hayrlashadi, hamma bu holatdan xafa edi. Bu paytda Fotima ustoz Haj safariga otlangan edi. Mehmet Fotima ustozga Payg'ambarimiz Muhammad Mustafo sollallohu alayhi vasallamga salomimni yetkazing deb iltimos qildi va u ham qabul qildi. Mehmet kasalxonada qattiq og'riqlarga sabr qilar hech qanday ovqat yeya olmasdi, hatto kunni qayt qilish bilan boshlardi. Fotima ustoz Haj safaridan qaytganida zudlik bilan Mehmetning oldiga bordi unga Rosulullohning salomini olib keldi. Fotima ustoz o'ziga to'q oilada o'sgani uchun otasiga qizil rangli bir mashina olishini aytdi. Mehmetning hayotini o'zgarishiga o'z hissasini qo'shgan qizil rangli kitoblar edi. Shuning uchun qizil rangni yoqtirar edi. Fotima ustoz Mehmetning orzularini amalga oshirishga urina boshladi. Shifokor ahvol og'irligini faqatgidan faqatgina bir kunga ruhsat berdi. Mehmet og'alari bilan ko'rishdi u juda xursand edi. Bir kun Fotima ustoziga o'rta maktabda qilgan og'irliklarini oxiratga bunday qarzlari bilan bora olmasligini aytdi. Mehmet yetim bolgani uchun davlat unga har oy nafaqa berar edi, qarzlarni manashu nafaqadan qolganini esa Mersindagi og'alariga jonatishini ular ham boshqa yetim bolalarga yordam berishini aytadi. Fotima ustoz Mehmetning aytganlarini bajarib kasalxonaga qaytadi. Mehmetning ohirgi tahlil natijalari yaxshi chiqqani bois anchadan beri yemoqchi bolgan qiymali yupqa uchun ruhsat oldi. Fotima ustoz Mehmetning yaqin orada tuzalib ketishiga umid qilgan edi.

Vaqt o'tib qo'ng'iroq nomalum raqamdan bo'ldi. Eda ismli hamshira Mehmetning ahvoli og'irlashganini aytdi. Shosha pisha kasalxonaga kelganida Mehmetni reanimatsiyaga olib ketishgan edi. Bir mahal shifokor chiqib Mehmetning yaqinlarini so'radi. Fotima ustoz xavotirda o'zini tanishtirdi, Shifokor esa ustozga qo'lidan kelgan barcha harakatni qilganlarini lekin Allohning irodasi bilan Mehmetni saqlab qola olmaganini aytdi. Fotima ustoz "Inna lillaxi va inna ilayxi roiu" dedi va ohirgi marta Mehmetni ko'rgani reanimatsiya xonasiga kirdi. Mehmetning tanasi sarg'ish rangga kirgan yuzida esa gul g'unchasiday tabassum bor edi.

Mehmetning hayoti juda ham ta'sirli nihoya topdi. Balki o'ylarmiz yosh ketdi deb lekin u Allohning yo'lida ketdi. Tavba qilishga hayotini yaxshilashga harakat qildi. O'mak olsa arzigulik hayot kechirdi.

Foydalanilgan adabiyotlar:

- 1.Mehmet Yildiz "Izlash" - Toshkent: "Misbah", 2022; 96-97-bet.
- 2.Mehmet Yildiz "Izlash" - Toshkent: "Misbah", 2022; 144-145-bet.

BUILDING SELF-ESTEEM, ENHANCING CONFIDENCE AND WELL-BEING

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Abstract: *Self-esteem, or the subjective evaluation and perception of one's self-worth, plays a vital role in shaping an individual's overall well-being and resilience. This article aims to provide a simplified guide on building and maintaining healthy self-esteem. It explores practical strategies and techniques that can empower individuals to enhance their self-perception, self-confidence, and overall self-esteem. By implementing these strategies, individuals can foster a positive self-image, develop resilience, and improve their overall mental health.*

Key words: *Self-compassion, negative self-talk, building self-esteem, techniques, treating oneself, kindness, healthy lifestyle, nurturing.*

Introduction

This section provides an overview of self-esteem, highlighting its importance in individual human development, relationships, and mental health. It emphasizes the role of self-esteem in promoting confidence, motivation, and overall well-being.

Understanding Self-Esteem:

To build self-esteem effectively, it is crucial to comprehend its nature and components. This section explains that self-esteem is formed through a combination of self-perception, self-acceptance, and self-evaluation. It further distinguishes between high and low self-esteem and their respective impacts.

Challenging Negative Self-Talk:

Negative self-talk can significantly affect self-esteem. This section introduces the concept of self-talk and offers strategies to identify and challenge negative thoughts. Techniques such as reframing, replacing negative thoughts with positive ones, and practicing self-compassion are discussed.

Recognizing and Celebrating Strengths:

Knowing and recognizing one's strengths is a powerful catalyst for building self-esteem. This section explores techniques to identify personal strengths, such as reflecting on accomplishments, receiving feedback, and seeking opportunities to enhance and utilize these strengths.

Setting Realistic Goals and Achieving Success:

Setting and achieving realistic goals can significantly contribute to self-esteem. This section provides guidance on setting achievable goals, breaking them down into manageable steps, and celebrating even small accomplishments. It emphasizes the importance of developing a growth mindset and cultivating self-efficacy.

Embracing Failure and Learning from Mistakes:

Failure and mistakes are inevitable in life. This section encourages individuals to reframe failures as learning opportunities, emphasizing that setbacks should not define self-worth. Strategies for resilience, such as learning from mistakes, seeking constructive feedback, and practicing self-compassion, are discussed.

Cultivating Self-Care and Nurturing Positive Relationships:

Self-care practices and positive relationships play essential roles in building and maintaining self-esteem. This section highlights the significance of self-care activities, such as exercise, relaxation, and pursuing hobbies and interests. It also discusses the importance of surrounding oneself with supportive and uplifting individuals.

Developing Self-Compassion and Acceptance:

Self-compassion and self-acceptance are crucial components of building healthy self-esteem. This section explores the concept of self-compassion and provides techniques for cultivating it, including practicing self-forgiveness, embracing imperfections, and treating oneself with kindness and understanding.

Conclusion:

The conclusion summarizes the strategies and techniques discussed in the article, emphasizing their significance in building and maintaining healthy self-esteem. It encourages individuals to incorporate these practices into their daily lives to enhance their self-perception, confidence, and overall well-being. By nurturing self-esteem, individuals can lead happier, more fulfilling lives.

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METODIKA NIMA?

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Annotatsiya: *Maqolada metodika o'zi nma va metodika so'zining ma'nosi, vazifalari, xususiyatlari, metodologiyaning fan sifatida tarixiy rivojlanishi, yigirmanchi asrda metodologiya kontseptsiyasini isloh qilishi, usullari va metodlarning evolyutsiyasi haqida fikr yuritamiz.*

Kalit so'zlar: *Metodika, metodologiya, metod, usul, fan, uslub, tadqiqot.*

Metod - bu deyarli har bir fanga tatbiq etilishi mumkin bo'lgan va tadqiqot bilan uzviy bog'liq bo'lgan juda keng tushuncha. Shunga qaramay, u juda aniq ta'rifga ega. Uslublar va metodikaning rivojlanish tarixi ikki davrga bo'linadi, ular ushbu maqolada batafsilroq tavsiflanadi. Bundan tashqari, usullarning tasnifi va evolyutsiyasi masalalari muhokama qilinadi.

Aslida metod so'zi ikkita mazmunli ma'noga ega.

Birinchidan, usul bu nazariy tadqiqot yoki amaliy amalga oshirish usulidir. Shu ma'noda, u olimlar tomonidan qabul qilinadi. Masalan, empirik (ya'ni tajribaga asoslangan) yoki deduktiv usul (umumiydan o'ziga xosgacha). Ta'kidlash joizki, keltirilgan ushbu misollar bilish metodlari bo'lib, ular metodikaning faqat bitta sohasi hisoblanadi.

Ikkinchidan, usul - bu ma'lum bir tarzda harakat qilish usuli, ma'lum bir shaxs / tashkilot tomonidan tanlangan harakat varianti va boshqalar. Masalan, boshqarish usullari, boshqarish, manipulyatsiya usullari.

Ikkala ma'no ham bir-biriga bog'liqligini ta'kidlash kerak: masalan, ta'riflar "usul" so'zining juda umumiy sinonimi bo'lgan "metod" so'zidan boshlanadi. Keyingi tushuntirish keladi: aniq nimani anglatadi? Bu usul yaratilgan ikkita muhim element.

Metodologiya - bu tashkiliy tamoyillarning ajralmas tizimi, shuningdek, nazariy va amaliy faoliyatni qurish yo'llari bo'lgan usullar haqidagi ta'limot. Ushbu ta'rif, shuningdek, usulning bitta umumiy ta'rifining kalitini o'z ichiga oladi.

Ya'ni, bu usul nima bilan tashkil etilganligi. Ammo avvalgi xatboshida biroz yuqoriroq berilgan o'zaro chegaralangan ikkita ta'rifni asos qilib olish odat tusiga kiradi.

Usul haqiqat bilan, haqiqat olib boradigan xususiyatlar va qonunlar bilan o'zaro bog'liq bo'lishi kerak. Usullarning paydo bo'lishi zarurati ijtimoiy tajribani to'plash va uzatish vazifasidan kelib chiqadi. Madaniyat taraqqiyotining dastlabki bosqichlarida allaqachon metodologiya asoslari mavjud edi. Ammo faqat faoliyatning qoidalari va me'yorlarini rasmiylashtirish zaruriyati aniqlanganda, ular uni ongli va maqsadga muvofiq ravishda rivojlantira boshladilar.

Uzoq vaqt davomida metodologiya tabiiy falsafiy va mantiqiy tushunchalar tarkibiga kiritilgan. Bundan tashqari, u ilmiy va bilim faoliyatining falsafiy asoslarini namoyish etdi. Binobarin, birinchi navbatda metodni bilish usuli sifatida ta'rifi paydo bo'ldi.

Shu nuqtai nazardan qaraganda, turli xil faylasuflar turli davrlarda o'zlariga xos usullarni tasniflashgan. Masalan, nemis mumtoz falsafasi tarqalishidan oldin faqat ikki xil usullar ajratilgan edi: ratsionalistik va empirik. Ammo keyinchalik ushbu yo'nalishlarning cheklanganligi tanqid qilindi. Metodikaning o'zi ham noaniq bo'lib qoldi: mexanikdan dialektikgacha. Ta'lim tuzilishini tahlil qilgandan so'ng, Kant konstitutsiyaviy va tartibga solish tamoyillarini aniqladi. Bir necha toifalar Hegel tomonidan o'rganilgan va namoyish etilgan. Biroq, falsafa qurollari ostida

metodologiya o'ziga xos nuqtai nazarga erisha olmadi, bir qator nuqtai nazarlarni saqlab qoldi.

Yigirmanchi asrda metodika maxsus bilim sohasini qamrab olishga kirishdi. Bundan tashqari, unga ma'lum bir yo'nalish berildi: ichki harakat, ya'ni bilim mexanizmlari va mantig'i.

Differentsiatsiya metodologiyaga mos kela boshladi.

Quyidagi usul turlari ajratiladi:

- O'z tasnifiga ega bo'lgan universal. Dialektik va metafizik usullar ma'lum.
- Umumiy ilmiy, uning tasnifi bilim darajalariga asoslangan - empirik va nazariy.
- Xususiy fan, yoki aniq, ular ishlatilgan yoki ular kelib chiqqan fanning aniq sohalari bilan bog'liq. Boshqacha qilib aytadigan bo'lsak, ushbu turdagi usullarni turli sohalarda qo'llash yoki ushbu sohalarda usullarni ishlab chiqishdir. Ushbu tur eng keng misollarga ega. Demak, ijtimoiy metodlar sotsiologiya va jamiyat bilan bevosita bog'liq bo'lib, psixologik metodlar bevosita psixologiya qonunlariga asoslanadi.

Usul texnikadan, avvalambor, kamroq o'ziga xosligi bilan farq qiladi. Ikkinchisi, shunday qilib aytganda, tayyor algoritm, harakatlar uchun ko'rsatma. Xuddi shu usul turli holatlarda qo'llanilishi mumkin, usullar asosan yuqori darajada ixtisoslashgan va muayyan holatlar uchun ishlab chiqilgan.

Usullar evolyutsiyasini Tibbiyot instituti misolida, aniqrog'i diagnostik tadqiqotlar yordamida osongina topish mumkin.

Ilmiy bilimlarning rivojlanishi va chuqurlashishi tufayli zamonaviy diagnostika takomillashmoqda. Hozirgi vaqtda kamida ellik yil oldin mavjud bo'lmagan bunday qurilmalar va qurilmalar taqdim etilmoqda.

Aytishimiz mumkinki, zamonaviy metodlarga insoniyat kabi kompyuter kabi ixtiro katta ta'sir ko'rsatdi. Bundan tashqari, nafaqat ba'zi bir ishlanmalarni amalga

oshirish sifatida, balki ilgari sezilmagan mantiqiy aloqalarni aniqlashga yordam beradigan ma'lumotlarni tahlil qilish uchun ham, islohot usullari, ularni hayotning hozirgi haqiqatlariga moslashtirish uchun. Usul universal vosita, texnika, har qanday sohaning muhim elementidir. Ilmiy bilimlar bilan bir qatorda usullar ham rivojlanadi. Yigirmanchi asrda metodologiya­ning tuzilishi rivojlanishning kengayishiga hissa qo'shdi.

Metodika fanining tarixi uzoq ya'ni antik davrlarga borib taqaladi. Qadimgi Yunoniston faylasuflarining har biri hayotga bo'lgan metodik qarashlarga ega bo'lgan. "Metodika" so'zi aynan yunon tilidan olingan bo'lib, "meta"- izlanish, maqsad ma'nolarini bildirsa, "xodos" esa yo'l degan ma'noni bildiradi. Umuman olganda, metodika fani haqiqatni anglash, unga yetishishning yo'llarini o'rganuvchi fandir. Professor Raxmonov metodikaga va metodlarga ta'rif berarkan, "ularni maqsad sari yo'naltirilgan sistema bo'lib, bir – birlari bilan shartli bog'langan" deb ta'rif beradi. Buyuk faylasuf Arastu (384 – 322 mil. av.) ham o'z zamonasining muammolarini haletishda turli metodlardan foydalangan va shunga oid "Organon" asarini yozgan. Uning fikricha, inson har bir savolga javob topishi uchun unga deduktiv metodi juda ham qo'l keladi. Bu metodda barcha fikrlar, mulohazalar inobatga olinadi va faqatgina isbotlangan, dalillarga ega bo'lganlari tanlanadi hamda shu bilan muammo hal etiladi. U zamonlarda faylasuflarni asosan bizni o'rab turgan olamning asosini nima tashkil etishi qiziq­tirgan. Geraklit, Zenon va Platonlar ham bu masalaga oid fikrlar bildirishgan va o'zlarining metodlariga ega bo'lishgan. O'rta asrlar ya'ni Uyg'onish davrining vakili Fransis Bekon (1561 – 1626) ham metodika faniga oid fikrlar bildirgan. Arastuning aytganlarini rad etgan holda Fransis induktiv metoddan foydalanishni eng to'g'ri yo'l deb bilgan va "Yangi Organon" asarini shu haqida mulohazalar bergan. U paytda eng muhim sanalgan muammolardan biri bu Yaratganni anglash va tushunish edi. Bekonning fikricha, faqatgina asosiy va muhim bo'lgan fikr va mulohazalar biron – bir muammoni hal etishda ko'rib chiqilishi kerak, muhim bo'lmaganlariga esa umuman ahamiyat berish shart emas. Yuqorida biz metodika fanining umumiy tarixi bilan qisqagina tanishdik. Endi esa aynan chet

tillarini o'qitish metodikasining vujudga kelish tarixini ko'rib chiqamiz. XVIII asrgacha ayrim olimlar chet tillarini o'qitish metodikasini qiyosiy tilshunoslikning amaliyotidagi deb qarashsalar, boshqa bir guruh olimlar esa uni pedagogika fani deb hisoblaganlar. Chet tillarini o'qitish metodikasi fan sifatida XIX asrning oxiri va XX asrning boshlarida shakllana boshlagan. Rus akademigi L. V. Sherba birinchilardan bo'lib uni fanga kiritgan. M. Berlits metodi. Tilni amaliy maqsadda o'rgatishni vazifa qilib qo'yadi. Berlits sistemasining asosiy metodik mulohazalarini darsliklari muqaddimasidan o'qib olish mumkin. Ya'ni u kirish qismdayoq qanaqa usulda dars davom etilishi haqida ma'lumot berib o'tadi. F. Guen metodi. Guen o'zi kelib chiqishi nemis bo'lganligi sababli til o'qitish usullarini nemis tilida asoslab beradi. Uning fikricha nemis tilini o'rgatishda quyidagi metodik qonun-qoidalar muhim rol o'ynaydi:

1. Odam o'z ehtiyojidan kelib chiqib, til o'rganishi.
2. O'rgatish birligi qilib so'z emas, gap tanlanishi.
3. Til o'rganishda og'zaki nutq birlamchiligi.

Bunday shaklda til o'rganish jarayonida asosiy qaratiladigan jabha bu ehtiyoj yoki muhtojlik deb qaraladi. Ya'ni insonning til bilishi uning keyingi hayotini belgilasa yoki uning til bilish darajasi o'z ishining muvaffaqiyatini taminlasagina chet tili kutilgan natijada o'rganiladi. Ikkinchidan o'rganilayotgan til doirasida so'zlar emas birikmalar va gaplar birdaniga o'rganilsa foydali ish kayfitsenti oshadi degan fikr ilgari surilmoqda. So'nginuqtai nazar bugungi kunning til o'rganish jarayonidagi eng asosiy kompetensiyasini ko'tarib chiqqan. Har bir tilning organilganlik darajasi uning nutqida va parolida anglashiladi. M. Valter metodi. O'zining metodik tadqiqotida leksikaning ma'nosini ochishga qaratilgan quyidagi usullarni sanab o'tadi.

1. Narsa yoki uning tasviri (rasm)ni namoyish etish, hatti-harakatni ko'rsatish.
2. Sinonim, antonimlarni chet tilida ta'riflash.
3. Notanish so'zni tanish so'zlar va jumla (kontekst)da taqdim etadi.

Valterning bu metodi orqali o'rganuvchining lug'at boyligi yanada ortishi kafolatlangan. H. Suit o'zining metodik mulohazalarini quyidagicha izohlaydi:

1. Chet tilini fonetikaga asoslangan holda o'qitish.

2. Adabiy til asos qilib olinishi.

3. So'z emas, gap til birligi hisoblanishi.

4. Kontekstga bog'lab grammatik qoidalar berilishi.

Olimning bunday qarashlari qisman Guen qarashlariga ham mos kelmoqda. Ulardagi bir xilliklar, gap til birligi bo'lib xizmat qilmoqda va talaffuz asosiy rol o'ynamoqda.

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MASS MEDIA CONTRIBUTION IN STRENGTHENING EDUCATIONAL OPPORTUNITIES AND SPREADING AWARENESS

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Annotation: *This article discusses the use of mass media products to further educational opportunities and achievement. Media makes people aware and increase their knowledge about news and current affairs. There are a lot of individuals who are interested in acquiring knowledge about different fields such a weather, politics, war, health, finance, science, fashion, technology, diet and nutrition, crime and violence, education, industry, business, management, employment opportunities and so forth. This can be obtained from radio, television, social media platforms and various kinds of magazines and articles.*

Keywords: *educational opportunities, digital media plays, social media.*

Аннотация: *В данной статье рассматривается использование продукции средств массовой информации для расширения образовательных возможностей и достижение. СМИ информируют людей и расширяют их знания о новостях и текущих событиях. Есть много людей, которые заинтересованы в получении знаний в различных областях, таких как погода, политика, война, здравоохранение, финансы, наука, мода, технологии, диета и питание, преступность и насилие, образование, промышленность, бизнес, менеджмент, занятость. возможности и так далее. Эту информацию можно получить на радио, телевидении, в социальных сетях, а также в различных журналах и статьях.*

Ключевые слова: *образовательные возможности, цифровые медиаигры, социальные сети.*

New forms of media, particularly the Internet, create more issues in media freedom. Many think that these new, unregulated outlets for public discussion are democratizing public access to media and increasing participation in public debate.

Others worry that unregulated channels of communication not subject to editorial review will increase false information and potentially skew public opinion. Further, many new forms of media are international in character and beyond the control of any one political society.

Media has had a profound impact in the training of the teachers, journalists, producers, other professionals and children. It has helped in enhancing learning and educational opportunities by playing a double approach for the user (role being played, in the beginner's position, and sometimes in an educator's position). As discussed earlier, one the most significant roles played by the media is development of education and community sectors. They help in recognising other people's cultures, attitudes, castes, creeds, ethnicities and socio-economic backgrounds, so that they can communicate and work with each other in an effective manner. Thus, media has helped in becoming familiar with the obstacles faced by the people of different cultures and backgrounds. It's significance in the development of educational opportunities is depicted in numerous areas which is discussed.[1]

The purpose of mass media (such as television, radio, cinemas and magazines etc.) is entertainment but it is also used to acquire knowledge. The increase in population and development of lifestyle has intensified the demand for entertainment. But magazines, newspapers and articles also make provision of knowledge as well as entertainment for the individuals who seek pleasure in reading. Media makes people aware and increase their knowledge about news and current affairs. There are a lot of individuals who are interested in acquiring knowledge about different fields such a weather, politics, war, health, finance, science, fashion, technology, diet and nutrition, crime and violence, education, industry, business, management, employment opportunities and so forth. This can be obtained from radio, television, social media platforms and various kinds of magazines and articles.

Digital media plays a significant role in informing the public with regard to politics. They are likely to get news updates and notifications even if they personally do not follow accounts handled by news channels. Posts, messages and notifications

on digital platforms related to politics and news can be shared by friends or by the people one follows on social media. Therefore, uninterested individuals can also learn about the current news or get updates without intentionally acquiring knowledge. Hence, digital media opens up possibilities for passive learning. Boukes (2019) mentioned that it is harder to avoid acquiring knowledge from media platforms especially when media environment becomes predominant with news updates, notification and bulletins. But media platforms are extremely fragmented so acquiring knowledge from media depends upon the amount of time an individual is using on social media and how saturated these media platforms are with current affairs/politics/educational content or other information etc. People can learn from social media platforms but only if they are exposed to these platforms and if they pay attention to this information. Thus, the power of traditional and digital media is regarded to be widespread and massive and it can be utilized in an efficient manner to educate people with less cost. Various authorities, organizations, social media platforms and agencies make use of the power of media to spread informative messages to the public. This may include warning against a storm, or an epidemic (for example COVID19, AIDS, HIV, Polio), delay in arrival or departure of flights and trains, and so forth. Media have helped in transforming and spreading awareness about various sectors, and one of them is public healthcare. It has provided a unique opportunity for sharing health-related information which has led to the advancement of communication strategies in healthcare and enhanced community perceptions of immunization programs. Social media is a widely accepted platform for sharing health related information and discussing public health issues. Facebook, blogs, twitter etc. is widely accessed by people to gain information about health-related information and these platforms eventually became extremely significant for gathering knowledge about health-related problems such as polio (Orr et al., 2016). Obregon and Colleagues (2009) mentioned that social media platforms were accessed by India and Pakistan to achieve their polio eradication objectives and to engage the population in spreading awareness about polio.[3]

Summarises media and its impact on learning opportunities and the positive effects of media platforms. Studies have supported that the exposure of content on digital media functions as a pathway to information such as warnings, news and politics (Boulianne & Theocharis, 2020).[4] The online spheres provide individuals with unlimited sources, types, and variety of information they continuously circulate information about political events, current affairs and trending news. These platforms are rich sources of information; therefore, the possibilities of learning are endless. But, the abundance of options and unlimited sources of information eventually shrink the individual's choices for educational and informative content. The 'pull-media nature of the internet' makes it unlikely that individuals will watch informative content on internet. Studies suggest that people while on digital media platforms will be more interested in content that is related to social relationship or content shared by friends and family (Heinonen, 2011). Some studies have also contradicted the educational opportunities provided by the digital media platforms. They have demonstrated that they do not necessarily increase knowledge in individuals as they do not meet the prerequisite conditions to learning that are: (1) Post or content that contain informative/educational content, (2) Individuals intrinsic motivation to pay attention to the post and content (Kruikemeier, 2011). So, for example: social media platform such as Twitter has an architecture that is "sending oriented" (unidirectional) which means that people share and re-tweet a lot of news and content which will eventually be received by people not following journalistic accounts. Another example is Facebook which is in contrast to Twitter's architecture as it is "bi-directional". Its algorithm favours communication about personal, social matters of friends and family over current affairs and worldwide news. Thus, the audience usually use this platform for social purposes rather than using twitter which is an information-sharing community. Muller and colleagues (2016) mentioned that rather than informing people about current affairs and news, these media platforms may distract them and do the contradictory. The study demonstrated that individuals acquire a heuristic of feeling informed by scrolling through social media platforms (Muller et al., 2016). By viewing new headline, post and content related to

news/current affairs a cognitive schema is activated that is associated with an impression that someone has learned something informative or educational on social media, irrespective of the fact that the content is actually being read or not. Most of the social media users do not read the content posted on social media platforms but scrolling through such content evokes a perception that it is pointless to inform themselves more about the content from other platforms. Thus, usage of social media platforms boost a false heuristic inference of being informed, which is the likelihood of acquiring knowledgeable content related to news, current affairs or events happening around the world. The feeling of already being informed may deject other sources of information that may actually provide the necessary content to update oneself

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WHY MASS MEDIA PLAYS AN IMPORTANT ROLE IN OUR LIFE?

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Abstract: *In this article, you can find answers to questions such as what changes are happening in the world through mass media, who can use mass media, and what is the importance of this field in our lives.*

Keywords: *Media, importance, reality, knowledge, democracy, society, networks, education, radio, television, facebook, youtube.*

Аннотация: *В данной статье вы сможете найти ответы на какие вопросы, как какие изменения происходят в мире благодаря средствам массовой информации, кто может использовать средства массовой информации и каково значение этой сферы в нашей жизни.*

Ключевые слова: *СМИ, важность, реальность, знания, демократия, общество, сети, образование, радио, телевидение, facebook, youtube.*

The media is a part of our lives and has an enormous influence on our society. The importance of media is growing every day due to the great connectivity that exists around the globe. For this reason, it is necessary that each one of us becomes aware of the power of the media, this allows us to be critical of all the information, we receive daily. It is necessary to take into account that the media not only communicate but also offer their own perspective on every event that takes place. Our duty is to analyze the information we receive and draw our own conclusions.

The importance of Media in our life

1. Being aware of the reality: Various mass media inform us about the events happening in the country and the world. This information helps us stay in touch with reality, away from misinformation, and understand what is happening around us, how it is happening, and by whom. By analyzing the information we receive, we create our own opinions about different topics and concepts. That mental exercise

strengthens our personality since we adhere to some opinions and we move away from others. The important thing is that our opinions and perspectives develop peacefully, respecting those who think differently from us.

2. Building a new reality: The media creates its content according to what they themselves want to communicate or based on what the public wants to see. The continuity of certain media content, for instance, a television show, depends on the success that reaches it. That means that if a singing talent show succeeds and generates a lot of money, several similar TV shows are going to appear. Therefore many people will want to participate in these programs, becoming an inspiration for those who want to be famous, in this way a new reality has been created: the path to immediate fame is to participate in a television talent show.

The importance of media in education

1. Developing critical sense: The media is very important for education, as it helps to develop a critical sense in children and teenagers. Radio, television, and the internet, offer us a myriad of options for us to choose the one we like the most. It should be noted that the means of communication tend to set borrowed patterns. They influence each individual to choose one option and not another. That is why it is important for teachers and parents to foster a strong personality in children and teenagers. In this way, they choose according to their own convictions.

2. Knowledge contribution: Thanks to its enormous power, the media brings knowledge to countless different topics. This serves to bring children and teenagers closer to various sources of information and develop curiosity about what they want to learn. Teachers should guide students to properly analyze the sources from which they extract information. This will help them differentiate the quality of the data they receive, which can be good, regular, or bad. Keep in mind that what arouses a child's interest today could become an inspiration for their professional future.

One of the most prominent media educators and media philosophers Len

Masterman outlined seven reasons for arguing that media education should be given urgent priority as early as in 1985: 1. The high rate of media consumption and the saturation of the contemporary societies by the media. 2. The ideological importance of the media, and their influence as consciousness industries. 3. The growth in the management and manufacture of information, and its dissemination by the media. 4. The increasing penetration of media into our central democratic processes. 5. The increasing importance of the visual communication and information growing national and international pressures to privatise information ³⁸[Masterman, 1985, p.2]

Media have been playing increasingly important roles in people's daily life and in education. Therefore the significance of the intensive development of media literacy education is evident. " Big Russian Encyclopedia " defines media education as the process of a personality's development with the help of and on the material of media, aimed at the enhancement of media culture, creative, communicate skills, critical thinking, comprehensive perception, interpretation, analysis and evaluation of media texts; teaching and learning of various forms of media education are media education for future professionals in mass media industry; for future teachers; for school and university students (which can be integrated with traditional subjects or autonomous); at supplementary educational establishments and leisure centers; distance media education various groups; independent lifelong media education. The positive outcome of media education is a personality's media competence – the sum of one's movies, knowledge, abilities, skills, facilitating the choice, use, critical analysis, evaluation, creation and transfer of media texts in various forms, forms and genres, analysis of complex processes of media functioning in society ³⁹

[Media Education, 2012, p.480].

The importance of media in democracy

³⁸ Masterman, 1985, p.2

³⁹ Media Education, 2012, p.480

1. The right to know the truth

Democracy is so far the fairest system of government that exist today. It allows the people to elect their rulers and then control what they do as public officials. The media play a fundamental role in this process. Journalists must strive to tell the truth about the lives of politicians and show them as they are. In this way, every citizen can evaluate politicians. According to each one's criteria, he or she finds most honest and capable. Unfortunately, during this process, sometimes interests of various kinds arise that prevent us from seeing the politician as he or she is. The media can manipulate the image of a politician, according to their convenience. Therefore, each citizen must strengthen his or her own criteria so that he or she can make better choices.

The importance of media in our society

1. They determine our place in the world: The media greatly influences society. They inform people about what is happening. It permeates people's lives by creating their own criteria and opinions. In this way the media moves the masses, creating different social movements. In turn, each member of society indicates the future changes that are coming. The media plays a very important role in exposing various social problems, thanks to which different solutions can be deduced, in addition to responding to those who do not fulfill their tasks. In this way, authorities in different areas of government are evaluated according to their work.

2. Promote massive changes: Undoubtedly the media accompany the masses during each of the changes that take place. Over the years people have changed their way of informing themselves, preferring some media and leaving others aside. One of the most important changes that have taken place in the media is the popularization of the use of social networks. People interact with other users, create opinions, and set trends, among other behaviors. A study conducted in collaboration with the agency we are social and the agency Hootsuite found that in the world there are 3800 million users of social networks. This figure was updated in January 2020.

The 5 most popular social networks are:

Facebook: 2450 million users

Youtube: 2000 million users

WhatsApp: 1600 million users

FB messengers: 1300 million users

WeChat: 1151 million users. These data mean important changes in social behavior. Today, social networks propose a new form of virtual socialization, with diverse virtues and defects.

In conclusion, mass media is present in every aspect of our life. True, we can also get news or other breaking information from newspapers and magazines. However, it is modern digital technologies such as telephone, radio, and television that quickly satisfy the needs of mankind, that is, they provide information in a live state without going far. If we can use them wisely, it will be the biggest helper for us. If it happens otherwise, it is not out of the question that we will suffer losses.⁴⁰

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TALABALARGA CHET TILLARINI O'QITISHDA INFORMATSION TEHNOLOGIYALARDAN SAMARALI FOYDALANISH

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Annotatsiya: Chet tilini o'rgatishda talabalarning qobiliyatlari, ularning o'rganish darajasini hisobga olgan holda o'qitishning individualizatsiyasi va farqlanishini o'rgangan holda chet tili darslarida kompuyuterni o'qitish dasturlari bilan ishlash shakllantirish, darslarda ingliz tilida internet yordamida bir qator didaktik muammolarni hal qilish, so'z boyligini o'rganish; talaffuz qilishni mashq qilish; dialogik va monologik nutqni o'rgatish; yozishni o'rgatish; grammatik hodisalarni ishlab chiqishdan iborat.

Аннотация: *Формирование способностей студентов в обучении иностранному языку, изучение индивидуализации и дифференциации обучения с учетом их уровня обучения, формирование работы с компьютерными обучающими программами на уроках иностранного языка, решение ряда дидактических задач с использованием Интернета на английском языке на занятиях. , выучить словарный запас; попрактиковаться в произношении; обучение диалогической и монологической речи; обучение письму; состоит из разработки грамматических событий.*

Abstract: *Students' abilities in foreign language teaching, studying individualization and differentiation of teaching taking into account their level of learning, formation of working with computer training programs in foreign language classes, solving a number of didactic problems using the Internet in English in classes do, learn vocabulary; practice pronunciation; teaching dialogic and monologic speech; teaching to write; consists of developing grammatical events.*

Kalit so'zlar: *chet tilin, o'rganish, kompuyuter, internet-resurslari,*

o'zlashtirish, hamkorlik, o'qitish usullari.

Tadqiqot mavzusidagi mavjud muammolar;

Bugungi kunda mamlakatimiz barcha sohalarda tobora shiddat bilan rivojlanib bormoqda. O'zbekiston dunyo bozoriga chiqib borishi, chet ellik hamkorlar bilan muzokaralar o'tkazilishida hamda investitsiya shartnomalarini imzolanishida yetuk tilmochlarga bo'lgan ehtiyoj seziladi. Yoki har bir mutahasis chet tillarini mukammal bilishligi talab qilinadi. Shularni hisobga olgan holda bugungi kunda chet tillari mutahasislarini tayorlash, yetuk mutahasis kadrlar tayorlash muhim vazifalardan biri bo'lib kelmoqda.

Jumladan zamonaviy chet tillari o'qituvchilarini tayorlashda turli zamonaviy metodikalar asosida talim va tarbiya berishning yangi usullari asosida talabalarni optimal darajada qamrab olish hamda ularning o'zlari ustida ishlashda inovatsion o'qitish usullari yordamida amalga oshiriladi.

Muammoni hal qilish usullari;

Bunda o'qituvchining vazifasi har bir talaba uchun tilni amaliy o'zlashtirish uchun sharoit yaratish, har bir o'quvchiga o'z faolligini, ijodkorligini namoyish etishiga imkon beradigan shunday o'qitish usullarini tanlashdir. O'qituvchining vazifasi chet tillarini o'qitish jarayonida talabaning bilish faoliyatini faollashtirishdir. Hamkorlikda o'rganish, loyiha metodikasi, yangi axborot texnologiyalaridan foydalanish, Internet-resurslar kabi zamonaviy pedagogik texnologiyalar o'quv jarayonida shaxsga yo'naltirilgan yondashuvni amalga oshirishga yordam beradi [1]. Talabalarning qobiliyatlari, ularning o'rganish darajasini hisobga olgan holda o'qitishning individualizatsiyasi va farqlanishini ta'minlaydi.

Chet tili darslarida kompuyuterni o'qitish dasturlari bilan ishlash shakllariga quyidagilar kiradi: so'z boyligini o'rganish; talaffuz qilishni mashq qilish; dialogik va monologik nutqni o'rgatish; yozishni o'rgatish; grammatik hodisalarni ishlab chiqish. Internet-resurslardan foydalanish imkoniyatlari juda katta. Global Internet dunyoning istalgan nuqtasida joylashgan talabalar va o'qituvchilar uchun zarur

boʻlgan har qanday maʼlumotni olish uchun sharoit yaratadi: mintaqaviy geografik materiallar, èshlar haètidagi yangiliklar, gazeta va jurnallardan maqolalar va boshqalar. Darslarda ingliz tilida internet yordamida bir qator didaktik muammolarni hal qilish mumkin: global tarmoq materiallaridan foydalanib,

oʻqish koʻnikma va malakalarini shakllantirish;

talabalarning yozish qobiliyatini oshirish;

talabalarning soʻz boyligini toʻldirish;

talabalarning ingliz tilini oʻrganish motivatsiyasini shakllantirish.

Bundan tashqari, talabalarning bilim darajalarini kengaytirish, ingliz tilida soʻzlashadigan mamlakatlarda tengdoshlari bilan ishbilarmonlik munosabatlari va aloqalarini oʻrnatish va qoʻllab-quvvatlash uchun Internet-texnologiyalar imkoniyatlarini oʻrganishga qaratilgan. Talabalar internetda oʻtkaziladigan testlar, viktorinalar, tanlovlar, olimpiadalarda ishtirok etishlari, boshqa mamlakatlardagi tengdoshlari bilan yozishmalar, suhbatlar, videokonferentsiyalar va h.k.larda qatnashishlari mumkin [2].

Talabalar hozirda loyihada ishlayotgan muammo haqida maʼlumot olishlari mumkin. Ommaviy kompyuterlashtirishning mazmunli asoslari zamonaviy kompyuter aqliy mehnat sharoitlarini, umuman, uning har qanday koʻrinishini optimallashtirishning samarali vositasi ekanligi bilan bogʻliq. Kompyuterning bir oʻziga xos xususiyati bor, uni boshqalarga oʻrgatish uchun vosita sifatida va bilimlarni egallashda yordamchi sifatida ishlatishda aniqlanadi, bu uning jonsizligi. Mashina foydalanuvchi bilan "doʻstona" aloqada boʻlishi mumkin va baʼzi paytlarda

uni "qoʻllab-quvvatlaydi", ammo u hech qachon gʻazablanish alomatlarini koʻrsatmaydi va sizni zerikkan deb his qilishingizga imkon bermaydi. Shu maʼnoda, kompyuterlardan foydalanish, ehtimol oʻqitishning ayrim jihatlarini individualizatsiya qilishda eng foydalidir. Maktabda chet tilini oʻrganishning asosiy maqsadi kommunikativ kompetentsiyani shakllantirishdir, boshqa barcha maqsadlar (tarbiyalash, oʻqitish, rivojlantirish) ushbu asosiy maqsadni amalga oshirish

jarayonida amalga oshiriladi. Kommunikativ yondashuv muloqotni o'rgatish va Internet faoliyatining asosi bo'lgan madaniyatlararo ta'sir o'tkazish qobiliyatini shakllantirishni o'z ichiga oladi. Aloqa tashqarisida Internetning ma'nosi yo'q - bu xalqaro ko'p millatli, madaniyatlararo jamiyatdir, uning hayoti dunyodagi millionlab odamlarning elektron aloqasiga asoslangan bo'lib, bir vaqtning o'zida gaplashmoqda - bu sodir bo'lgan ishtirokchilar soni va hajmi bo'yicha eng katta suhbat [1-2]. Unga darsda qatnashish xorijiy til, biz haqiqiy aloqa modelini yaratamiz.

Internet-resurslardan foydalangan holda chet tillarini o'rgatishning asosiy talablaridan biri bu darsda o'zaro ta'sirni yaratishdir, bu odatda metodikada interaktivlik deb nomlanadi. Interaktivlik - bu "nutq vositalari yordamida kommunikativ maqsad va natijadagi sa'y-harakatlarni birlashtirish, muvofiqlashtirish va to'ldirish". Haqiqiy tilni o'rgatish orqali Internet nutq qobiliyatlari va ko'nikmalarini shakllantirishga yordam beradi, shuningdek lug'at va grammatikani o'rgatishda samimiy qiziqish va shuning uchun samaradorlikni ta'minlaydi. Interaktivlik nafaqat hayotdan real vaziyatlarni yaratibgina qolmay, balki talabalarni chet tilida ularga munosib javob berishga majbur qiladi.

Ilmiy asoslangan taklif va tavsiyalar;

Talabalarga chet tillarini o'rgatishda axborot texnologiya vositalaridan to'g'ri hamda samarali foydalanish usullarini o'qitish usullari bilan joriy etish, axborotni idrok etish va qayta ishlash jarayonini ancha diversifikatsiya qiladi. Kompyuter,

Internet va multimediya tufayli talabalarga keyingi tahlil qilish va saralash bilan katta hajmdagi ma'lumotlarni o'zlashtirish uchun noyob imkoniyat yaratildi. Ta'lim faoliyatining motivatsion asoslari ham sezilarli darajada kengaymoqda. Multimediyadan foydalanish sharoitida talabalar gazetalardan, televizordan ma'lumot olishadi, o'zlari intervyular o'tkazadilar va telekonferentsiyalar o'tkazadilar.

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O'ZBEK SAN'ATI VA MADANIYATI

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Annotatsiya: *Ushbu maqolada o'zbek madaniyatining tarixi va bugungi kundagi ahamiyati, madaniyatining o'rni xususida fikr va mulohazalar berib o'tiladi.*

Kalit so'zlar: *o'zbek san'ati, madaniyat, festival, musiqa, raqs, tarix, mehmondo'stlik, palov.*

"Biz - jahon maydonida kuni kecha paydo bo'lgan xalq emasmiz. Bizning millatimiz, xalqimiz ko'hna Xorazm zaminida " Avesto" paydo bo'lgan zamonlardan buyon o'z hayoti, o'z madaniyati, o'z tarixi bilan yashab keladi. O'z millati O'zbekxon o'zbek millati nomini o'ziga nom qilib olgan bo'lsa ajab emas" [1; 17b]

O‘zbekiston madaniyati, Markaziy Osiyo xalqlarining ko‘p asrlik an‘analari va turmush tarzi bilan chambarchas bog‘liq boy tarixga ega. Buyuk Ipak yo‘lining chorrahasida joylashgan O‘zbekiston hududida ko‘plab me‘moriy yodgorliklar, qadimiy qal‘a va qasrlar, sirli va noyob tabiat yodgorliklari va folklor elementlari joylashgan bo‘lib ularning aksariyati hozirda YuNESKOning Butunjahon merosi ob‘ektlari tomonidan muhofaza qilinmoqda. [6;30b]

O‘zbek madaniyatining tubsiz qa‘riga sho‘ng‘iganimizda, biz nihoyatda boy va rang-barang an‘ana va urf-odatlar xazinasiga ega bo‘lamiz. O‘zbek madaniyati asrlar davomida saqlanib qolgan va zamonaviy jamiyat hayotining muhim qismi bo‘lib qolayotgan ko‘plab xalq urf-odatlaridan tashkil topgan ajoyib mozaikadir.

O‘zbek musiqasi qadim zamonlarda vujudga kelgan, turli madaniyat va davrlar ta‘sirida rivojlangan xalq merosidir. U boy va serqirra bo‘lib, etnik motivlardan tortib, shashmaqom ijrosigacha bo‘lgan turli janrlarni qamrab olgan.Ular tinglovchilar oldida o‘zbek madaniyatining ko‘rkini ochadi.

Madaniyat-insonlardan ijodiy faoliyat tufayli yaratilgan moddiy va ma‘naviy boyliklar majmuasiga aytiladi. Madaniyat atamasi hozirgi zamon ilmiy adabiyotida rang-barang ma‘noni anglatadi. U lotincha “ishlov berish, parvarish qilish” ma‘nosini anglatga, keyinchalik “ma‘rifatli bo‘lish, tarbiyali, bilimli bo‘lish” mazmunida ishlatiladi. O‘zbek tilida ko‘p ishlatiladigan “madaniyat” atamasi arabcha “madaniy” – “shaharlik” degan ma‘noni anglatadi. Madaniyat insonni to‘laqonli faoliyati “Inson tomonidan yaratilgan muhit”, “Insoniyat yaratgan moddiy va ma‘naviy qadriyatlar majmuidir”. Madaniyat tushunchasi XX asrga kelib ijtimoiy va gumanitar fanlar tizimidan o‘rin oldi. Insoniyat jamiyat doimiy ravishda rivojlanishda bo‘lib, o‘zgarib takomillashib boradi. Turli tarixiy davrlarda xilma xil madaniyatlar mavjud bo‘lib, insonlar dunyoning o‘zgacha anglagan va qabul qilgan. Madaniyat jamiyatning mahsuli ijtimoiy hayotining muhim jabhalaridan biri. Madaniyatsiz jamiyat bo‘lmagandek, madaniyat ham jamiyatdan tashqarida bo‘lmaydi.[4. 12-bet]

Raqsga kelsak, u harakatning go‘zalligi va nafisligini o‘zida mujassam etgan

san'at, ayni paytda kuchli hikoya qiluvchi vositadir.

Madaniy meros – qadim zamonlardan beri ajdodlarimiz, ota-boboblarimizdan bizgacha yetib kelgan ma'naviy boyliklar – siyosiy, falsafiy, huquqiy va diniy qarashlar, axloq – odob me'yorlari, ilm-fan yutuqlari, tarixiy, badiiy va san'at asarlari majmuidir. O'zbekiston mustaqillikka erishgandan so'ng demokratik fuqarolik, odil jamiyat qurish maqsad qilib olindi. Madaniyat komil insonni shakllantirishga xizmat qila boshladi. Bu borada ulkan tarixiy va jahonshumul ishlar amalga oshirildi. Jumladan: qadimiy tariximizning haqqoniy, chuqur va har tomonlama o'rganilishi, tarixiy mavzulardagi sovet davrida taqiqlangan asarlarning chop etilishi xalqimiz milliy-tarixiy ongini shakllantirishda muhim rol o'ynamoqda; sovetlar davrida man qilingan yoki cheklangan madaniy qadriyatlar: tarixiy xotira, milliy ong, milliy ruh, diniy e'tiqodlar, xalq odatlari, davlat tili, xalq ijodi, milliy o'yinlar, tarixiy mme'morchilik san'ati, ko'pgina an'anaviy ijod turlari tiklandi; xalq odatlari, marosimlari va bayramlari (Navro'z, Ro'za hayiti, Qurbon hayiti kabilar)ning tiklanishi va yangi bayramlar (Mustaqillik kuni, O'qituvchi va murabbiylar kuni, Xotira va qadrlash kuni kabilar)ning joriy etilishi xalq ma'naviy hayotiga yangi ruh va mazmun bag'ishlamoqda; diniy qadriyatlarning tiklanishi, eski machit va madrasalarning ta'mirlanishi, yangilarining barpo etilishi, diniy adabiyotlar nashr etilishiga keng imkoniyatlar yaratilishi respublikamizda vijdon erkinligini ta'minlamoqda; o'zbek tilining davlat tili darajasiga ko'tarilishi dilni quvontirmoqda. O'z navbatida, jahon tillarini o'rganish ehtiyoji bizni olamga "yuz tutishimiz"ga, jahon hamjamiyatiga qo'shilishga, umuminsoniy qadriyatlarni yanada kengroq o'zlashtirishimizga yordam bermoqda; xalq ijodi, milliy amaliy san'atimiz jonlanib, rivoj topib. Vatandoshlarimiz va xorijliklarni lol qoldirmoqda. Xalq ijodi bo'yicha respublika va xalqaro anjumanlarning o'tkazilishi, ajdodlarimiz merosi, milliy-axloqiy madaniyat durdonalari yoshlarni tarbiyalashda muhim omil bo'lmoqda. Bu borada o'tkazilayotgan rang-barang tadbirlar, jumladan, xalq hunarmandchiligi va tasviriy san'at ko'riklari, oilaviy ansambllar va lapar ijrochilari tanlovlari, "Alla" ijrochilarining ko'riklari, folklor-etnografik ansambllar

festivallari, dorbozlar, an'anaviy sirk san'ati, qo'g'irchoq teatri jamoalarining ko'rik-tomoshalari, qadimiy qo'shiqlar, urf-odatlar va marosimlar namoyishlari kabi boshqa ko'plab anjumanlar vatanimizda xalqimizning boy ijodiy merosiga katta e'tibor berilayotganligidan dalolat beradi.[4. 12-bet]

Bu jo'shqin va ta'sirchan raqs xalqning turmush tarzi, tarixi va an'analarini aks ettiruvchi ruhiy harakatlari bilan o'ziga rom etadi. U qadimiy an'analarni saqlab qolgan holda o'tmish va bugun o'rtasida ko'prik yaratadi. Milliy bayramlar va an'anaviy marosimlar

O'zbek madaniyati o'zbeklar hayotining muhim bosqichlari bo'lgan an'anaviy bayramlari va marosimlarisiz to'la bo'lmaydi. Ularda odamlarning dunyoga bo'lgan qarashlari, undagi o'rnini aks ettiruvchi chuqur timsol va obrazlar mavjud. Bu iddaolarni, ayniqsa, bahorgi tengkunlikning qadimiy bayrami – Navro'z yorqin ifodalaydi. Bu butun tabiat qishki uyqudan uyg'onadigan, yangilanish va qayta tug'ilish ramzi bo'lgan vaqt. O'zbekistonga bayram to'loqini keladi.

Biroq tarix zarvaraqlarida shunday mash'um davrlar bo'lganki, hatto Navro'z bayrami hamda diniy e'tiborga loyiq sanalarimiz nishonlamagan, nishonlanishi qoralangan va taqiqlangan. O'zbekiston Respublikasining Birinchi Prezidenti Islom Karimovning metodologik kontseptual xarakterdagi mana bu fikri ham g'oyat qimmatlidir: "Ona yurtimiz Turkistonga yov bostirib kelganda ham, inqilob davrida ham " bosmachi" degan uydirmalar chiqqan paytda ham, so'nggi yillar davomida "o'zbek ishi", "paxta ishi" degan malomat va bo'htonlar avj olgan, desantchilar kelib xonadonlarimizni xonavayron qilgan vaqtlarda ham, Farg'ona fojiasi tufayli xalqimiz boshiga yog'ilgan balo-ofatlarning barchasining sababi va ildizini yurtimizdagi adolat mezonini buzilganda ko'rish kerak. O'ylaymanki, qachonki shu ko'z bilan tariximizning alamli sahifalariga to'g'ri baho - izoh bersak, ko'p narsalarni joy-joyiga qo'yishimiz mumkin".[2. 36-bet]

Navro'zning an'anaviy taomi bo'lmish sumalakning hidi ufurib turibdi uylar yangi gullar bilan bezatilgan

Ro‘za tutish va ma’naviy poklanish oyi bo‘lmish Ramazon o‘zbeklar hayotida ham katta o‘rin tutadi. Bu alohida taqvo va tavba, samimiy duo va oila birligi davri. An’anaviy to‘y, va dafn marosimlari o‘zbeklar va ularning madaniy ildizlari o‘rtasidagi xuddi shunday chuqur bog‘liqlikni aks ettiradi, oilaviy qadriyatlar, din va ijtimoiy urf-odatlarining chambarchas bog‘liqligini namoyish etadi.

O‘zbek madaniyati haqida gapirganda, mamlakat tarixi va madaniyatining yorqin aksi bo‘lgan uning mazali taomlari haqida gapirib o‘tmaslikning iloji yo‘q. O‘zbekiston pazandachilik merosiga asrlar ilgari o‘zbeklarning ajdodlari uchun mavjud bo‘lgan va vaqt o‘tishi bilan takomillashib borgan mahsulotlardan yaratilgan taomlar o‘rin olgan.

Mustaqillikka erishgan har bir millat, avvalo, o‘zligini tiklashga harakat qiladi. Chunki istilochilar, eng avval, o‘z mustamlakasidagi xalqning ma’naviy o‘zligini yo‘q qilishga intiladi. Millatning ma’naviy o‘zligini esa milliy ong, ruh, an’analar, til, din, aadabiyot axloq, ilm-fan, ma’rifat kabi ma’naviy qadriyatlar vujudga keltiradi. Respublikamiz mustaqillikka erishgandan so‘ng eng dastlabki ishlardan biri, bu - tarixiy-ma’naviy qadriyatlarni tiklash bo‘ldi. “Mustaqilligimizning dastlabki kunlaridanoq ajdodlarimiz tomonidan ko‘p asrlar mobaynida yaratib kelingan g‘oyat ulkan, bebaho ma’naviy va madaniy merosni tiklash davlat siyosati darajasiga ko‘tarilgan nihovatda muhim vazifa bo‘lib qoldi”, deb ta’kidlagan edi O‘zbekiston Respublikasining birinchi Prezidenti I.A.Karimov. Darhaqiqat, mustaqillik tufayli amalga oshirilgan tarixiy buyuk ishlardan biri – bu xalqimizning ma’naviy merosini tiklana boshlagani bo‘ldi.[4.12-bet]

Misol uchun, palov – basmati, qo‘zi go‘шти, sabzi va turli xil ziravorlardan tayyorlangan nafis taom – har qanday bayram yoki muhim tadbirda mehmonlarga taklif qilinadigan o‘zbek oshxonasining ramziga aylangan.

Bundan yigirma yetti yil oldin xalqimizning xohish-irodasi va azmu qarori bilan qo‘lga kiritilgan milliy mustaqillik biz uchun jahon xalqlarining erkin va ozod oilasiga teng huquqli a‘zo bo‘lib kirish, dunyo hamjamiyati bilan barcha sohalarda, jumladan, madaniy-gumanitar sohada samarali hamkorlik o‘rnatish imkonini yaratib

berdi.[3;30b]

Manti, go'sht va sabzavotli piroglar ham oshpazlik an'alarining muhim elementi bo'lib, shish kabob kabi yangi go'sht bo'laklaridan pishirilgan va ochiq olovda pishirilgan. Tandirda pishirilgan xushbo'y tortning tengi yo'q. O'zbek oshxonasi har doim bayramdir: lazzatlar, xushbo'y hidlar, ranglar.

"Adabiyot va san'at, madaniyatni rivojlantirish – xalqimiz ma'naviy olamini yuksaltirishning mustahkam poydevoridir".[5;60b]

Bundan yuz yil muqaddam buyuk o'zbek shoiri Abdulhamid Sulaymon o'g'li – Cho'lpon «Adabiyot yashasa, millat yashar!» degan otashin da'vat bilan maydonga chiqqan edi. Hayot va tarix sinovlaridan o'tgan teran ma'noli bu so'zlar bugun ham o'z ahamiyati va qimmatini yo'qotgan emas. Darhaqiqat, adabiyot, san'at va madaniyat yashasa, millat va xalq, butun insoniyat bezavol yashaydi. [3;24b]

O'zbek madaniyatining xalq hunarmandchiligidan ko'ra ko'proq go'zal va samimiy ko'zgu nima bo'lishi mumkin? Ushbu bo'lim sizga o'z qo'llari bilan o'z asarlarini mohirona yaratgan O'zbekistonning qadimiy hunarmandlari, ustalari va rassomlari dunyosiga sho'ng'ish imkonini beradi.

Asrlar qa'rida paydo bo'lgan kulolchilik an'anaviy usul va shakllarni saqlab, butun dunyoda noyob va taniqli uy-ro'zg'or buyumlarini yaratadi.

O'zbekiston madaniy merosida an'anaviy tikuvchilik va kashtachilik ham muhim o'rin tutib, matolarda murakkab va ajoyib naqshlar yaratmoqda.

Tasavvuf va sehr aurasini bilan qoplangan gilamlar ishlab chiqarishda hanuzgacha qadimiy uslublar va naqshlardan foydalaniladi, har qanday interyerni bezatadigan san'at asarlari yaratiladi.

Bu hunarmandchilik shunchaki buyum ishlab chiqarish yo'llari emas, ular o'zbek xalqining ma'naviyatini, ma'naviyatini saqlaydigan haqiqiy san'atdir. O'zbek madaniyati o'zining mehmondo'stligi va muloqotdagi iliqligi bilan mashhur. Bu fazilatlar milliy urf-odatlardan tortib, an'anaviy taomlargacha

namoyon bo'ladi. O'zbek madaniyati qadimiy shaharlar, maqbaralar, madrasalar, karvonsaroylarni o'z ichiga olgan boy tarixiy merosi bilan ham o'ziga xosdir. Eng mashhur o'zbek taomi, albatta, palov. Boshqa mashhur taomlar orasida barbekyu, manti, shurpa, lag'mon va samsa mavjud. O'zbek oshxonasi o'zining shirin taomlari, jumladan halva, turli xil marmelad va shirinliklar bilan ham mashhur.

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MEDIA IN THE REPUBLIC OF UZBEKISTAN: ACTIVITY, CHANGES AND PROBLEMS

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Annotation: *In this article mass media in the Republic of Uzbekistan changes and problems of the activity are briefly considered.*

Key words: *information, law, Reuters, France Press, press Today mass media plays a key role in society.*

That's it including the role of mass media in the social and political life of Uzbekistan is getting stronger. Mass media in our country if we look at the history of its activity, it was founded in 1991 in our country 395 mass media were operating. By 2016, their number reached 1437 today, their number has reached 2 thousand, and most of them are private. Journalism and mass media in order to improve the system of training modern specialists for mass media in Uzbekistan University of Communications was established. Journalists of Uzbekistan are creative Association, National Press Center, National Electronic Mass Media association, independent print mass media and news agencies such as the Public Fund for Support and Development and the International Press Club organizations are operating successfully. The leading foreign mass media in Uzbekistan representatives, including Reuters, France Press, BBC, The Economist, Xinhua, "America Journalists of "Uvozi", "Fergana.Ru", Eurasianet are working freely.

In Uzbekistan, public relations, communication with the people are important social is becoming an institution. Public opinion reflects civil society The fact that it is a mirror is proving itself in life. President Shavkat Mirziyoyev June 27, 2017 - Press and media workers. As noted in his greetings to the employees of the industry on the occasion of the day, "People Communicate with, live with people's dreams, pains and worries. Every mass media today is rising to the level of politics only if it becomes a platform for real dialogue, a forum for free thought we can achieve our goals. Adopted on May 5, 2014 of the Republic of Uzbekistan - State in the law on the openness of the activities of the authorities and management bodies. The legal basis of information services has been strengthened. Uzbekistan Adopted by the Cabinet of Ministers of the Republic on February 17, 2018 —Information of state and economic management bodies of the Republic of Uzbekistan 125- in the decision on openness and transparency in the field of state and economic administration based on the introduction of effective decision-making system, in

obtaining information accountability, openness and responsibility of officials to society tasks of provision were determined. 2019 of the President of the Republic of Uzbekistan "Ensuring the independence of mass media and the state" dated June 27 bodies and organizations on the development of information services The decision on additional measures (Appendix 3) further this field was a very important step in development. In order to ensure the implementation of this law and decision, Mirzo Ulug'bek at the Faculty of Journalism of the National University of Uzbekistan, Uzbekistan at the University of Journalism and Mass Communication, Faculty of International Journalism, Uzbekistan State University of World Languages, Karakalpakstan State University "Information Services" is being taught at the Journalism Department of the university. This is it Information services for higher education institutions starting from the 2019-2020 academic year that applicants have started to be accepted in the direction, personnel in this field it is an important reality that specialized faculties are being established.

Adopted by the President of the Republic of Uzbekistan on February 2, 2019 —Regarding the further development of the information sector and mass communications in the decree on additional measures - State bodies, economy press services of management bodies, state enterprises and organizations interaction with the public and mass media is sufficient It is noted that it has not been launched, the President of the Republic of Uzbekistan Information and mass communications agency under the administration responsibility for the openness of their activities to state bodies and other organizations in providing public servants with mass media, in inculcating a culture of mass interaction, including their Activities of information services (public relations units). as well as the task of assisting through coordination and methodological provision loaded. In order to fully fulfill these tasks, first of all, each ministry, office, Information services of the institution and organization are also responsible.

The press, which is considered the mirror of life, is the fourth power it has been emphasized many times that it should be increased. This is still ahead of us there

are many tasks. The mass media of our country have been ideological for a long time and their recovery from this situation due to working under administrative control.

First of all, it is difficult for him to feel free psychologically. That's why they are sometimes still what to do or what in the current situation that is new to him the fact that he seems to be waiting for instructions from above not to do it is a fair criticism is being done. Here, let's pay attention to some critical and analytical thoughts. The message given on the website www.kun.uz states the following: - Prime Minister of the Republic of Uzbekistan Abdulla Aripov is a media selector is conducting. The head of the government is in the ministry, government offices and other organizations He criticized that working with media is not up to the demand. "Media today reacts quickly to current events in the country. Critical and analytical materials on various topics have increased dramatically in the press. This plays an important role in the formation of public opinion. It must be admitted that 2-3 years ago, many people could not imagine such openness in the media could not. But how is cooperation between state bodies and mass media established? There is no answer to the question. To be honest, some leaders are with the press they consider work as second and even fifth-rate work. Some organizations He did not create sufficient conditions for the representatives of the information service. 20 to date in nearby state and economic management bodies, more than 150 districts, cities and Information services are not organized in the regional governments. Once again other work is assigned so that he does not have time to do his work also... the Kun.uz correspondent quotes Aripov's words. Another example of such critical and analytical thoughts is on www.uza.uz — Saida Mirziyoyeva: — Fundamental improvement of the information services system must! more in-depth and analytical thoughts are expressed in the headline message. Given according to the report, at the Hyatt Regency Tashkent hotel, national in the field of mass media republic on the topic of urgent issues of further improvement of legislation conference was held. Saida, deputy director of the agency, attended the conference Mirziyoyeva also

participated with her lecture. As noted in the report, conducted analyzes and studies show that it is the most important in the field problem, today's concept of the unified state information policy is that the document does not exist. This document is currently being prepared. Also, in her speech, Saida Mirziyoyeva State and economic organizations Information the existing deficiencies in the services were highlighted. Work in the field Many of its size cannot meet modern requirements. Existing conditions Information services remain in an unsatisfactory state due to their insufficient level is going More than ten republican level organizations, many districts and There are still no information service organizations in the city administrations. Websites of many government and business organizations, official in social networks it was also criticized that the information on its pages was insufficient. - The total number of visitors to their websites is 400,000, Facebook is social 150,000 people refer to the official pages of the Telegram network the network has no more than 300,000 members, said Saida Mirziyoyeva. Considering that the number of Internet users in Uzbekistan is more than 20 million you can draw your own conclusions from the above indicators. Saida Mirziyoyeva enumerated these and a number of other shortcomings, "Information it is necessary to fundamentally improve the system of services", he strongly emphasized. It is important to improve the system of information services in our country steps have been taken. 15 of 2018 of the Cabinet of Ministers of the Republic of Uzbekistan State and economic administration of the Republic of Uzbekistan, announced on February measures to further improve the activities of information services of the bodies 125 is the legal basis for further development of the industry serves. As noted in the decision, in today's rapidly developing world, information and knowledge is the most important national resource, providing their creation and distribution systems are becoming strategic factors of sustainable development.

This democratic legal state and open and fair citizenship in Uzbekistan building society, as well as protection of human rights and freedoms achieving the strategic goal of ensuring the quality of public administration of the state which ensures

transition to a model based on information, knowledge and innovation with opportunities to create, receive and disseminate information and knowledge is determined. In this regard, openness in the field of state and economic management and introduction of effective decision-making system based on transparency, information accountability of officials to society, openness and it is necessary to ensure responsibility.

This is the apparatus of state and economic management an important condition for effective functioning and justice in society is considered In this, from the activities of the state and economic management bodies of the society to inform widely, to ensure their accountability to the population "The people are the state is the only source of power" in accordance with the constitutional norm of increasing, "The people do not serve the state agencies, but the state agencies serve our people "must do" is an important condition for the realization of the noble idea. Further deepening of democratic reforms and citizenship in our country Media plays a special role in the development of society. Because it is the media the most important events taking place in our country in the context of globalization the increasing updates, the wide range of adopted normative legal documents through lighting, it acts as a unique bridge between the state and society. This law provides freedom of access to information, state power and management Officials of the authorities provide the necessary information to the journalist, according to the law by ensuring the obligation to submit within 7 days as specified further strengthens these guarantees. This is part of the problem of getting information eliminates the situations of putting, as well as the promptness of the journalist's material, ensures reliability and quality.

Ensuring transparency in society is not easy. Obstruct him It is no secret that there are those who do. However, there are some obstacles it is not good to sit together. Biting fleas and setting fire to blankets - undermining efforts to ensure transparency equal to In that case, what should be done from a legal, scientific point of view finding answers is the only right way! That's the only real transparency in

practice can be achieved. The essence of transparency is taking into account public opinion it means business.—Realization of the noble dreams of our country is a pitfall on the way. negative obstacles such as bureaucracy, indifference, greed, and corruption boldly raising the vices and intolerant public opinion against them journalists who consider formation as their profession, the meaning of their lives I consider myself a real journalist, said President Shavkat Mirziyoyev.- Of course, we all understand well, that's what public information is for not only professional knowledge and skills, life experience, own word from representatives of means a sense of responsibility for, at the same time, a high civic position, moral courage is also required. To the media to achieve such a goal from the point of view of legislation, from the point of view of material and technical, educational and methodological support we need to create wider opportunities. Indeed, ensuring transparency in society, in its modern management system, these efforts of journalists in improving public relations will undoubtedly show their results in the system of public administration. Since openness is closely related to freedom of the press, the rule of law is clearly visible in our country in this regard. That is, Law of the Republic of Uzbekistan "On Mass Media". Article 5 (new version) is entitled "Freedom of mass media". and its second clause is as follows: "Everyone, if the law provides otherwise If it is not provided, speech in mass media, own opinion and has the right to publicly express his faith" [4]. Strong with law enforcement. However, the right question is who should ensure that execution It can be said that only the officials working in every field they are required to perform the tasks defined by the relevant laws. Mentioned above ensuring the freedom of the press is mainly the responsibility of journalists and media workers there is no need to explain the fall. A true democratic press is guided by instructions It is necessary to find expression in practice of the opinions expressed about the inability to live. This, in turn, serves to further improve modern management in society will undoubtedly do.

Today, the head of our state personally supports the mass media. Press and public information to be celebrated on June 27, 2020 Congratulation of the press

service of the head of state on the occasion of the day of employees of means was announced by —The most important thing is that mass media is implemented in our country comprehensively analyzing large-scale change and renewal processes, local social problems, mistakes and shortcomings of government agencies and is drawing public attention," the congratulatory note said. Shaukat Mirziyoyev provides future journalists with in-depth knowledge and professional skills, along with their native language foreign languages, active citizenship, information and communication technologies, he said that he should pay special attention to mastering public speaking skills. According to the message, if training of highly qualified personnel is "our people's This work will be more effective if we rely on its rich spiritual heritage. Jadids legacy, including this year's 145th birthday, is widely celebrated especially the national journalism school of scholar and publicist Mahmudhoja Behbudi is important. It attracts the attention of many people in Uzbekistan after the issue or event is reported in the press, it is in the public domain The process of interpreting what created a social resonance is huge for our journalists has become one of the most important jobs requiring professional skills. Independent journalistic research was carried out by Uzbek journalists. Present the details of the existing problems in our society to the authorities among the population in exchange for publicizing how the laying works are carried out the development of legal literacy. The result is the situation in our society It is clear that it will have a completely different positive tone than the current one.

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THE ROLE OF SKIMMING TECHNIQUE IN DEVELOPING READING SKILLS OF EFL LEARNERS

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Abstract: *This article informs about the subskill, which is considered as a key attribute and as the first step to achieve the main idea of the passage. The work includes the definition and circumstances where this subskill may be advantageous.*

Key words: *fluency, understanding, language skills, speed, comprehension, punctuation, ability.*

Annotatsiya: *Ushbu maqolada asosiy atribut sifatida qabul qilingan va parchaning asosiy g'oyasiga erishish uchun birinchi qadam sifatida qaraladigan subko'nikma haqida ma'lumot beriladi. Ish ushbu pastki malaka foydali bo'lishi mumkin bo'lgan ta'rif va holatlarni o'z ichiga oladi.*

Kalit so'zlar: *ravonlik, tushunish, til malakasi, tezlik, tushunish, tinish belgilari, qobiliyat.*

Аннотация: *В этой статье рассказывается о субнавыке, который считается ключевым атрибутом и первым шагом на пути к достижению основной идеи отрывка. Работа включает определение и обстоятельства, при которых этот поднавык может быть полезен.*

Ключевые слова: *Аннотация: беглость, понимание, языковые навыки, скорость, понимание, пунктуация, способности.*

One of the basic reasons why reading is important is that it helps you grow mentally, emotionally, and psychologically. Every book provides you an opportunity to learn and explore new ideas. Reading books increases your knowledge and makes you smarter. But the importance of reading is not limited to just these benefits. It is amazed to know how beneficial reading books can be.

Reading is the process of looking at written symbols and letters and understanding the meaning of them. To be able to read, we need to be able to:

- identify the words we see (word recognition);
- understand what they mean (comprehension);
- connect words and their meaning so that reading is automatic and accurate (fluency).

It's one of the four main language skills alongside listening, speaking and writing.

Reading is usually the third language skill that you learn in your native language - it comes after listening and speaking. When we read, we look at written symbols (letters, punctuation, spaces) and use our brains to convert them into words and sentences that have meaning to us. Reading skills are one of the most important literacy skills that are taught in primary education. However, it is also important that children should learn that reading can be an enjoyable experience.

Skimming and scanning are two very different strategies for speed reading. They are each used for different purposes, and they are not meant to be used all the time. They are at the fast end of the speedreading range, while studying is at the slow end. People who know how to skim and scan are flexible readers. They read according to their purpose and get the information they need quickly without wasting time. They do not read everything which is what increases their reading speed. Their skill lies in knowing what specific information to read and which method to use.

Skimming

Skimming is one of the tools you can use to read more in less time. Skimming refers to looking only for the general or main ideas, and works best with non-fiction (or factual) material. With skimming, your overall understanding is reduced because you don't read everything. You read only what is important to your purpose. Skimming takes place while reading and allows you to look for details in addition to the main ideas.

How to skim

Many people think that skimming is a haphazard process placing the eyes wherever they fall. However, to skim effectively, there has to be a structure but you don't read everything. What you read is more important than what you leave out. So what material do you read and what material do you leave out?

Let's say you are doing research on a long chapter or a web site. By reading the first few paragraphs in detail, you will get a good idea of what information will be discussed. Once you know where the reading is headed, you can begin to read only the first sentence of each paragraph. Also called topic sentences, they give you the main idea of the paragraph. If you do not get the main idea in the topic sentence or if the paragraph greatly interests you, then you may want to skim more.

At the end of each topic sentence, your eyes should drop down through the rest of the paragraph, looking for important pieces of information, such as names, dates, or events. Continue to read only topic sentences, dropping down through the rest of

the paragraphs, until you are near the end. Since the last few paragraphs may contain a conclusion or summary, you should stop skimming there and read in detail. Remember that your overall comprehension will be lower than if you read in detail. If while skimming, you feel you are grasping the main ideas, then you are skimming correctly.

When to skim

Because skimming is done at a fast speed with less-than-normal comprehension, you shouldn't skim all the time. There are many times, however, when skimming is very useful.

Suppose you are taking a presentation skills class and have to deliver an oral report in a few days about the first computers ever made. You locate six books and four newspaper articles about this topic. Because you must be ready soon, you do not have time to read each word, but you need a large quantity of solid information.

Skimming will help you locate the information quickly while making sure you use your time wisely. It will also increase the amount of usable material you obtain for your research. Suppose you have an exam in a few days. You need to review the material you learned, but you don't want to reread everything. By skimming, you can quickly locate the information you haven't mastered yet and study only that material. While reading, ask yourself the following questions to help you decide whether or not to skim. If you answer yes to any of these, then skimming is a useful tool.

- Is this material non-fiction?
- Do I have a lot to read and only a small amount of time?
- Do I already know something about this?
- Can any of the material be skipped?

If you have sufficient background knowledge or believe you don't need the information, then skip it! That's right—don't read it at all! Believe it or not, skipping

material may sometimes be the best use of your time. Just because someone wrote something doesn't mean you have to read it. If you pick and choose carefully what you skim and skip, you will be pleasantly surprised at the large amount of information you can get through in a short period of time

Reading comprehension can be affected by world knowledge, with many demonstrations that readers who possess rich prior knowledge about the topic of a reading often understand the reading better than classmates with low prior knowledge. That said, readers do not always relate their world knowledge to the content of a text, even when they possess knowledge relevant to the information it presents. Often, they do not make inferences based on prior knowledge unless the inferences are absolutely demanded to make sense of the text.

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ANALYSIS OF ONLINE STUDY METHODOLOGY

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Annotation: *This article provides an overview of distance learning and its methods. Synchronous learners are advised to attend an online class as if having it face-to-face. They are gathered in a virtual classroom where everybody can interact with their fellow students and their teachers/instructors. Asynchronous learning is different from synchronous learning. Students are given access to a portal where they can retrieve their lessons or instructional materials at any given time of the day. This learning method does not include live video discussion, though recorded videos may be viewed by the learners. However, real-time interaction is not possible.*

Аннотация: *В данной статье представлен обзор дистанционного обучения и его методов. Синхронным учащимся рекомендуется посещать онлайн-занятия так, как если бы они проходили их лицом к лицу. Они собираются в виртуальном классе, где каждый может общаться со своими сокурсниками и учителями/инструкторами. Асинхронное обучение отличается от синхронного обучения. Студентам предоставляется доступ к порталу, где они могут получить свои уроки или учебные материалы в любое время суток. Этот метод обучения не включает живое видеообсуждение, хотя учащиеся могут просматривать записанные видео. Однако взаимодействие в реальном времени невозможно.*

Keywords: *virtual learning, The Digital India campaign, advantages of MOOCs.*

Online and virtual learning are becoming popular in the education sector over the last few decades. They are being recognized by higher education systems as they are a cost-effective way to provide education and improve performance. The rapid

increase of internet connectivity has propelled the growth of online/virtual based learning platforms all over the world.

The concept of online or e-learning is a combination of various features of virtual learning, distributed learning, and open-source learning. During the last few decades, the Indian education system was based on traditional modes of teaching where students and teachers relied on knowledge gained from books. But the rapid advancement of technology in education sector has brought a revolution by creating additional digital platforms, which add to the resource availability for students and teachers. This has made education more reachable and created a lot of opportunities for educational start-ups to adopt effective teaching and learning pedagogies to cope up with the trends in education sector.

The Digital India campaign launched in 2015 by the Government of India as a national programme to promote electronic service delivery has dramatically transformed and digitally empowered India. One of the aspects of the initiatives was to promote online education in India and to provide a more holistic method of teaching with emphasis on interactive engagement, participation and innovation rather than reliance and dependence on only book-based learning. Many higher educational institutions provide personalised and multidisciplinary courses to students and teachers across India. There are three segments of higher education in the country that is undergraduate level, post graduate level and doctoral level. University Grants Commission (UGC) is the central monitoring authority which provides affiliation to the universities. There are also individual agencies such as All India Council for Technical Education (AICTE), Medical Council of India (MCI), etc. that are responsible for the regulation, organisation and growth of higher education in India. These regulatory bodies along with UGC and the

Government of India through its Ministry of Education (MoE) have started emphasizing on the promotion of online learning in higher education. Several schemes have been introduced under the Digital India campaign to promote online education which include Massive Open Online Courses (MOOCs), Study Webs of Active Learning for Young Aspiring Minds (SWAYAM), The National Mission on

Education through Information Communication Technology (NMEICT), National Digital Library (NDL), and The Free and Open-Source Software for Education (FOOSE) and Annual Refresher Programme in Teaching (ARPIT). Massive Open Online Courses (MOOCs)

It was developed by National Knowledge Commission in 2009 with the aim to make education reachable to all. It connects different research and educational institutions by the means of internet. MOOCs is not only designed to meet needs of the learners but is also expected to serve the purpose of professional and educational training for almost 500 million people by 2022. It has gained popularity due to its innovative courses and attract large number of students with the aim of providing educational/knowledge to all with nominal fees. The advantages of MOOCs are:

- i) Individuals can pursue their area of interest while continuing their job, or studying (some other course).
- ii) Individuals from varied geographical background can come over and join MOOCs without physical distance as a barrier.
- iii) MOOCs help in sharpening skills required in a particular area or domain.
- iv) MOOCs help you recognise and acknowledge the concept of “self-learning”.

The disadvantages of MOOCs are:

- i) They fail to provide face-to-face or one to one interaction between a learner and instructor which comes with a huge set of benefits.
- ii) They are self-motivated courses so intrinsic motivation is required to complete the course.
- iii) They can never replace traditional classroom teaching environment.
- iv) They can never be as interactive as a classroom environment.
- v) MOOCs are not best for courses where labs are needed for experimentation.

Distance learning is any kind of remote learning in which the student is not physically present in the classroom. The student may be anywhere while learning takes place. Distance learning is educating students online. Over the years, DL has become an alternative mode of teaching and learning (Alsoliman, 2015). It has become another venue for education and instruction.

Though opposed by many, the Philippines' Department of Education (DepEd) and the Commission on Higher Education (CHED) adopted and implemented a flexible model of blended learning. According to CHED (2020), flexible learning is learning interventions and delivery of programs with the consideration of the learner's unique needs, that may or may not involve the use of technology. In the Philippines, DL is being offered in two forms: online distance learning (ODL) and modular distance learning (MDL). But most parents and students would prefer ODL, considering and hoping that the interaction between students and the teacher can ensure learning.

DL has become the new normal in education in the country. DepEd (2020), without sacrificing the quality of education, came up with the Learning Continuity Plan (LCP) for the school year 2020–2021. This provides learning interventions that teachers can utilize during the pandemic. This was the jumping board for schools as they offered DL to their stakeholders. However, for this article, we are going to focus only on online distance learning.

This kind of DL can either be synchronous or asynchronous learning. Juliana Scheiderer of Ohio State University simply differentiated the two as follows: synchronous learning is learning from a distance by attending a class virtually on a regular schedule, while asynchronous learning is learning at one's pace and schedule but within a certain timeframe.

Synchronous learners are advised to attend an online class as if having it face-to-face. They are gathered in a virtual classroom where everybody can interact with their fellow students and their teachers/instructors. Asynchronous learning is different from synchronous learning. Students are given access to a portal where they can retrieve their lessons or instructional materials at any given time of the day. This learning method does not include live video discussion, though recorded videos may be viewed by the learners. However, real-time interaction is not possible.

Though DL has been used for many years already in the education system, its implementation in the time of pandemics may be different and challenging. With the emergence of advanced technology, it is acceptable to say that DL is very promising.

However, to fully maximize the potential of this modality, it would be best to identify the experiences of the students, teachers, and stakeholders in this setup, the advantages and disadvantages of this modality in the time of the pandemic, and recommendations to improve the DL offerings of schools. Identifying the experiences of those involved in this modality would allow us to gather the pros and cons of DL. This would allow us to modify our recommendations.

DL offers a lot of advantages as a mode of teaching and learning. Bijesh (2021) enumerated some practical advantages of DL such as saving money and time. Most often, the fee for online classes is much lower than for the usual on-campus classes. As students save money because of reduced financial obligations, schools also save money because of less expense in maintaining their facilities. Students can also save time because of shorter travel times. There's no need to be on the road to beat the traffic just to be inside the classrooms. Study materials are available and just need to be downloaded. Along with the advantages mentioned above, Oxford Learning College (2015) adds flexibility, comfort, and instant updates to the list. Because DL can be student-centered, the learner can control the schedule within the timeframe given by the teachers. Also, one can learn anywhere and at any time. Online learning can be done in any place, at home wearing comfortable clothes, or somewhere in the rural province, as long as there's an internet connection. And because of technology, the updating of materials and other online resources can be instantaneous. Support is available by online means to answer queries from the learners.

On the other hand, Bijesh (2021) also mentioned the disadvantages of DL. He first mentioned the tendency for high distraction. Because students are not in the classroom and are in the comfort of their homes, distractions can't be avoided. They may be torn between classes and the desire to listen to music, sleep, or do something else. This can result in poor performance of the students. This challenges teachers to make their lessons engaging, to motivate their students to focus on the lesson. He also mentioned hidden costs and complicated technology. Yes, online classes may save money because of less transportation and materials expenses, but it can't be

denied that there might be hidden costs, like buying software and other computer applications to support the online classes. The technology used may also be complicated. Navigating through the applications used in online classes may also be demanding and time-consuming, especially for younger students and their learning coaches.

In her article on eLearning, Gautam (2020) also mentioned the following as the disadvantages of online learning: technology issues, sense of isolation, teacher training, and managing screen time. When she mentioned technology issues, she meant more than just computer or gadget complexity; she also meant poor internet connection. With the pandemic and DL imposed on all students, the quality of internet connections was tested. Sadly, not all students have access to a strong internet connection. Intermittent connectivity may also lead to poor quality of online learning. This may be detrimental to the teaching and learning process.[2]

Gautam continued by mentioning the sense of isolation. Because of DL, interactions are very minimal. We regard human beings as social beings. Teachers are then challenged to open every possible means of communication with their students to preserve the connection and ensure communication. Teacher training is also on the list of disadvantages mentioned by Gautam. The lockdowns were imposed suddenly and classes migrated online abruptly, but teachers may need additional training to teach online so as to be able to guide their students properly. So to ensure quality education, schools must always offer their teachers technological educational advancement through training and online courses. Lastly, Gautam mentioned managing screen time as one of the disadvantages. Because students are required to attend their classes online and finish their requirements through their computers or other devices, parents are afraid of this hazard for their children.[4] Thus, teachers must also remind the students to be responsible and mindful of the time they spend in front of their screens and to take breaks. Also, because of the synchronous classes and asynchronous tasks, parents, and teachers as well, are challenged to remind their students to consider physical activities in between, to maintain their health and wellness.

The advantages and disadvantages mentioned above were all based on the experiences of both teachers and students. They were satisfied and at the same time frustrated with DL. But with the data and information gathered, there are many opportunities available to improve this modality taking into consideration that technology is flexible and capable of accommodating changes and improvements. We should also mention the eagerness of teachers to develop their skills because of their untiring dedication to their profession.

Bijeesh, Oxford Learning College, and Gautam were able to mention experiences that are significant as we discuss DL as the new normal in education. They were able to list the advantages and disadvantages of DL being experienced at the time of this pandemic.[6]

To address these issues in online distance learning, what is needed is summed up by the word "readiness." Readiness, in terms of eLearning or learning through technology, may be vague or broad because of its never-ending and fast-paced evolution. In 2015, after analyzing a number of models, Demir and Yurdugül proposed three models of readiness for students, teachers, and institutions.

In our conclusion, we analyzed the seven advantages that were mentioned and we can justify that readiness is the key to all these. And this readiness is the preparation of the students, the teachers, and the institution (the school administration). Thus, orientation for students, training for teachers, and a needs assessment for the institution is recommended, to prepare those who will be involved in distance learning.[8]

First, orientation for the students is an activity that would give the students an idea of how distance learning would happen. They would be aware of the things that they need to prepare for their DL to be successful and fruitful. The institution, through its teachers, would inform the students of the software, applications, and technology tools they would need. Also, this can serve as an opportunity for students to ask questions or for any clarifications about class schedules and the Learning Management System (LMS) that they will use in their online classes.

Second, training for teachers is necessary. The pandemic happened in the

middle of the school year. Most teachers were not ready. However, as the pandemic continues and online classes are still utilized, the institution must provide, and ensure that teachers will undergo, training. In-service training seminars were provided even before the pandemic, thus it is not new to teachers. But with the demand for online learning, teachers must be given updated training especially on conducting online classes. These training sessions may include familiarity with hardware and software. This also guarantees that the teachers are capable of assisting their students during the school year.

Lastly, the institution must undertake a needs assessment. Needs assessment is a business tool that allows the organization to determine the gap between their desired output and their current state. This allows the organization to identify what should be prioritized or improved. For schools, this will allow the administration to name certain aspects in the school system that need to be given attention as they offer online classes. The school will then be able to properly orient their students and also train their teachers with the appropriate programs or tools.

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THE ROLE OF MASS MEDIA IN TEACHING LANGUAGES

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Abstract: *Technological revolution of 20 the century, mass media affects behaviour of people in society, parents and their children exposure to media.*

Key words: *Revolution, propagating, fads, behaviour, demographics, ecology, theory, internet-enhanced, self-disclosure, authorities.*

Аннотация: *Технологическая революция 20 века, влияние средств массовой информации на поведение людей в обществе, влияние средства массовой информации на родителей и их детей.*

Ключевые слова: *Революция, пропаганда, мода, поведение, демография, экология, теория, интернет, самораскрытие, власть.*

Annotatsiya: *20-asrdagi texnologik inqilob, ommaviy axborot vositalari odamlarning jamiyatdagi xatti-harakatlariga ta'siri, Ommaviy-axborot vositalariini ota-onalar va ularning bolalariga ta'siri.*

Kalit so'zlar: *Inqilob, targ'ibot, moda, xulq-atvor, demografiya, ekologiya,*

nazariya, internet bilan ta'minlangan, o'z-o'zini oshkor qilish, hokimiyat.

In our society, mass media plays a crucial role. Mass media is a medium that brings news, entertainment, and cultural and educational programs to millions of homes. Mass media is classified into two categories: Print media and electronic media. Print media includes journals, newspapers, magazines, etc., and electronic media consists of the internet, TV, movies, etc. Some primary resources through which we get information are reading newspapers and magazines, listening to the radio and watching TV. Radio, television, cinema and press are expensive forms of media run by private or government-run institutions. The main focus of these institutions is the idea of mass production and mass distribution. Among all the mass media tools, TV is the most popular. We have many channels to watch various shows, films, sports, plays, and educational and cultural programs. Compared to other mass media tools, the information published in the newspapers is different. It publishes information about the latest happenings nationally and internationally. Some magazines and newspapers cover news, events, and reports on sports, cultural life, education, fashion, and entertainment for youth. By watching TV or listening to the radio, you can upgrade your history, literature, and cultural knowledge and even learn foreign languages. Mass media includes cell phones, the internet, computers, pagers, emails, and satellites in today's world. Information can be sent from a single source to multiple receivers through these mediums. Other mass media tools such as books, magazines, pamphlets, books, billboards, etc., also have equal significance as the reach of these mediums extends to a massive number of masses. Two or more newspapers; others buy newspapers at the newsstands. Most newspapers contain news, detailed articles on home and international affairs, reviews of books, art and TV shows. Many of them also cover sports events. In the USA daily newspapers are published in 34 different languages. The Internet has recently become another important source of information. Its main advantage is that news appears on the screen as soon as things happen in real life and you do not have to wait for news time on TV.

TV is one of the best inventions the man ever made. We are really beginning to forget what the world was without TV. Everybody knows what a great force is TV in the world today. We become better informed by watching documentaries, science programs, discussions and political issues of the day. TV gives us opportunities to see the best actors, sport matches, to meet famous people. TV brings the world to our room. TV helps us to relax after a hard day's work. Besides there is a considerable amount of TV programs news, current affairs viewpoint. They provide useful topics for conversation, wise heated discussions. These programs deal with political and social problems of modern society. Their aim is to give an analyze of the problems and to show different viewpoints. They are concerned with the counties national events. They show meetings with famous political analysts, discussing the most topical political problems of today. To my mind, we cannot imagine our lives without mass media. It is silly to avoid it as we can use its advantages. Though we should be careful and filter all information we get. In media studies, mass communication, media psychology, communication theory, and sociology, media influence and the media effect are topics relating to mass media and media culture's effects on individuals' or audiences' thoughts, attitudes, and behaviors. Through written, televised, or spoken channels, mass media reach large audiences. Mass media's role in shaping modern culture is a central issue for the study of culture. Media influence is the actual force exerted by a media message, resulting in either a change or reinforcement in audience or individual beliefs. Whether a media message has an effect on any of its audience members is contingent on many factors, including audience demographics and psychological characteristics. These effects can be positive or negative, abrupt or gradual, short-term or long-lasting. Not all effects result in change; some media messages reinforce an existing belief. Researchers examine an audience after media exposure for changes in cognition, belief systems, and attitudes, as well as emotional, physiological and behavioral effect. The influences of mass media are observed in various aspects of human life, from voting behaviors to perceptions of violence, from evaluations of scientists to our understanding of others' opinions. The overall influence of mass media has

changed drastically over the years, and will continue to do so as the media itself develops. In the new media environment, we have dual identities - consumers and creators. We not only obtain information through new media, but also disseminate information to wide audiences. Further, the influence of the media on the psychosocial development of children is profound. Thus, it is important for physicians to discuss with parents their child's exposure to media and to provide guidance on age-appropriate use of any media, including television, radio, music, video games and the Internet. There are several scholarly studies which addresses media and its effects. Bryant and Zillmann defined media effects as "the social, cultural, and psychological impact of communicating via the mass media". Perse stated that media effects researchers study "how to control, enhance, or mitigate the impact of the mass media on individuals and society". Lang stated media effects researchers study "what types of content, in what type of medium, affect which people, in what situations". McLuhan points out in his media ecology theory that "The medium is the message. "More importantly, mass media affects behaviour of people in society. The impact of mass media on behaviour can be positive or negative. Mass media is used for social interventions to spread awareness and to change social behaviour. This is the pro-social effect of mass media. At the same time, mass media influences tendency of persons towards violence, deviance, and delinquency. This is an anti-social impact. Mass media can be used for spreading political messages and for generating awareness among people about specific issues. This is a pro-social effect. Yet, mass media could be used for propaganda purpose. This is a negative influence of mass media. People usually come across different pieces of information via direct or indirect sources, but in any case, the mass media influence is clearly visible in society. From educated to illiterate people are part of this wave and that is why the responsibilities of the media people and controlling authorities increase. They have to be more careful about the timing and approach of conveying news. Being a responsible citizen, make sure you cross verify any news coming across you before spreading that to others as it can create a serious impact on society.

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CULTURE SHOCK

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Annotation: *Culture shock is vital issue when an individual tends to move or travel to a foreign country which has a different cultural background. It can be a massive problem for everybody. In this case, scientist have discovered some ways to overcome the culture shock easily. Now, there are many tips to deal with cultural shock.*

Annotatsiya: *Ma`daniy zarba har bir inson boshqa turdagi ma`daniyat mavjud bo`lgan davlatga yoki joyga borganida uchraydigan ommaviy holat hisoblanadi.*

Ushbu zarba har qanday kuchli holatdagi insonga ham bevosita o`z ta`sirini o`tkaza oladi. Shu sababli ham yillar davomida o`rganilayotgan izlanishlar yordamida hozirda bir necha samarali usullar bor.

Key words: *culture shock, honeymoon, frustration, adjustment, adaptation, language barriers, taboos.*

Culture shock is a trauma, a person may feel anxiety, confusion, or uncertainty when one moves to another place which differentiates culturally from one`s own; it is also disorientation to a new type of live, while people experience a new unfamiliar lifestyle due to immigration or a visit to a another place, between a variety cultural environments. Culture shock remains a significant and widespread phenomenon in our globalized world, as people continue to travel, visit and engage with diverse cultures. While globalization has made it easier for individuals to move, work, and study in different parts of the world, this also leads to a notable growth of culture shock. There is no magical ways of preventing culture shock in any situation. The best way of dealing with culture shock is managing and understanding what culture shock is and knowing some tips to handle it in a short time.

Culture shock consists of at least one of four distinct phrases: honeymoon, frustration, adjustment, and adaptation regarding to Oberg`s four phases model.[p. 7]

Kalervo Oberg, Canadian anthropologist, spent much of his life in United States, as well as other foreign countries (Ecuador, Peru, Brazil, Surinam). Then, he gave a speech on the topic of explaining feelings common to those facing their first cross-cultural experience to the Women's Club of Rio de Janeiro on August 3, 1954. He established 4 main stages of culture shock which is commonly used in recent years. Afterward, Bobbs-Merrill, a leading book publisher company, published his talk lately in 1954, and it was then republished in Practical Anthropology in 1960.[p. 4]

The first stage is often described as the "honeymoon stage" due to the

enthusiasm of relocating to a new place. During this time, everyone just feel excitement, viewing it as an adventure. The next stage is frustration, continue up to 3 months. In this phrase, an individual may become increasingly irritated from different social environment related to that culture, that country, all things around her/him. Subsequently, it is adjustment stage which happens in 3-6 months of movement. During this stage, an individual starts learning and understanding a new culture. This stage can be the most challenging period. After starting accepting culture, prohibitions, as well as citizens, it is the adjustment stage, the last stage of cultural adjustment. It lasts to 9 months. During this stage, people modify to experience new things and can increase self-confidence and improve acceptance rate in order to enjoy the new social environment.

During these processes, the language barrier, confusion, rejection, homesickness, and helplessness are the most noticeable hindrances a person has to feel uncertainty, confusion, depression, stress, and maybe to overcome some psychological problems. [p. 17]

There are a loads of things an individual faces in order to deal with culture shock such as language barriers, laws, foods, customs, traditions, taboos, and clothes. However, overcoming culture shock has some ways, too. First and foremost, A person should prepare cultural differences by searching a host culture. They can know some basic language phrases, and some information related to their religious, taboos, and tradition. They ought to stay open-minded, patience, and flexible, talk with citizens of the country, and lastly keep a personal journal to reflect all experience over a day. [p. 123]

Regarding to the research, undergraduate international students at Makerere University tested culture shock levels, and the overall results showed that 50% participants had moderate culture shock while 42% participants, 8% participants had mild, and severe culture shock respectively.[5]

In conclusion, it is crucial to understand what the culture shock is and manage it with given tips. Understanding the cultural shock helps an individual to deal with

some emotional and psychological problems. People can learn to engage with many unexpected situations by traveling, moving to other places, even though there is a culture shock.

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INFLUENCE OF BUSINESS TO LANGUAGE CHANGE

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Annotation: *This article presents influence of business to languages change. Every manager trying to run a business should understand the significant role that the mother tongue plays in people's lives. Languages do not limit our ability to perceive the world or to think about the world, rather, they focus our attention, and thought on specific aspects of the world. There are so many more examples of how language influences perception, like with regards to gender and describing events. An old expression says that business is all about relationships, which is true in a certain sense.*

Key words: *business, language, change, influence, communication,*

strategy, globalization.

Introduction

Today we can go one-step further by affirming that business is all about communication. We are not talking about classic communication strategies used by companies all over the world. We are saying that the language that companies use when communicating with their clients and associates will have an important impact on their business. How could languages affect your business? Every manager trying to run a business should understand the significant role that the mother tongue plays in people's lives. It is a real added-value to communicate not only with customers, but also with employees or associates, in their native language. It makes them feel more comfortable and usually helps developing valuable relationships. The way the language is constructed may influence perceptions. The perception of your employees or associates will guide their future behaviors. For instance, it has been demonstrated that the perception of an employee depends on the words the employer will use while assigning him to a task. Two different ways to ask the same question imply two different feelings from the employee's point of view. Moreover, when the language used is not the native language of the employee, it could also result in unwanted responses. Feelings of being offended, dominated or even adverse reactions, such as complacency and over-confidence, are examples of these unwanted responses. Languages shape the way people feel and think. By speaking the mother tongue of your co-workers and associates, and by constructing your phrases correctly, you will avoid all unexpected reactions from them. It will help you to run your business more efficiently.

One of the greatest abilities humans have this —Language. For so long, people have treated words as mere labels for objects, and languages as different ways to string words together to convey thoughts, feelings, and concepts. However, language is more than that. Because of it, we can exchange complex thoughts and ideas with one another, whether it be spoken aloud or written in ink. It is also through

language that we are able to trigger emotions, imagination, and action.

Now, of course, there is no single language spoken around the world. There are more than 7,000 that exist today! In addition, all these languages differ from one another in all kinds of ways; they all have different sounds, vocabularies, and structures. This, now, begs the question: Does language influence the way we think. Many have suggested that it does! It widens our perspective, deepens our knowledge, and changes the way we perceive the world.

How languages affect your business

Language affects business in two different ways. On the one hand, economic globalization does not mean globalization of the languages. It rather means that international companies have to take the language of their foreign clients into account while trying to make them purchase their products or services. The more confident the client is, the higher the chance of purchase. On the other hand, companies could be more efficient by using native languages in their internal communication, and thus avoid unexpected, unwanted or adverse reactions from their employees and associates, since these reactions could be sand in the wheels of your business. Have you been approached by a non-English speaking customers, employees or associates, and were you able to help them? Have you experienced confusion, misunderstandings, misconceptions or unwanted responses from your non-English speakers? A professional and reputable translation company will be able to assist you with your foreign-language communication. Language is not just a way to communicate; it is a component of culture that makes it unique and specific. When language and culture are discussed, the phrase “language is culture and culture is language” is often mentioned because the two are always intertwined. This means that the language you speak reflects what your values and beliefs are.

If you are familiar with the principle of linguistic relativity, it states that the way people think of the world is influenced directly by the language that the people use to talk about it. Or more radically, people could only perceive aspects of

the world for which their language has words. An easier way to explain this is with color perception. The number of terms we have for the colors we see varies from one language to another. For instance, English speakers name different shades of blue as dark blue and light blue. Russian speakers have two distinct categories for blue: it is either *siniy* (dark blue) or *goluboy* (light blue). We do the same thing for another color: dark red and light red—the latter of which we call pink!

With this, people who speak two or more languages are expected to focus differently regarding colors because different languages distinguish color in various ways. Another example is with time. An English speaker would usually organize time from left to right, but with Arabic speakers, time is laid out from right to left. Different languages also call for different ways of counting. In French, 92 is *quatre-vingt douze* or “four twenties and twelve”. However, for English, 92 is simply ninety-two. Contrast this with Mandarin Chinese, where the relationship between the tens and the units is very clear. Here, 92 is written *jiǔ shí èr*, which translates as “nine ten two”.

Conclusion. Given the things we have tackled, it is no surprise that those who speak more than one language see the world differently. Numerous studies have shown that a new language can change how the human mind pulls information together, hence, enabling bilinguals to have more than one perspective on a particular issue. Say, for decision-makers, this may facilitate negotiations and the ability to see both sides of an argument and different points of view. Even more benefits come from being bilingual such as improved performance, better memory, and increased confidence. This is why multinational companies are looking to employ more bilinguals and also equip their workforce with global language skills they can use in the workplace and upon interacting with customers and clients such as those in healthcare and finance. Now that you know how powerful language is, you might want to re-evaluate your corporate training efforts.

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ЧЕТ ТИЛИДА ЎҚИШГА ЎРГАТИШДА КОМПЕТЕНЦИЯЛИ ЁНДАШУВ

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Аннотация: Мақолада таълимда компетенциявий ёндашувнинг аҳамияти ва чет тилда ўқиш компетенциясини шакллантириш хусусида маълумот берилган.

Аннотация: В статье представлена информация о значении компетентностного подхода в образовании и формировании читательской компетенции в обучении на иностранном языке.

Abstract: The article provides information about the importance of the competency-based approach in education and the formation of reading competence in teaching a foreign language.

Замонавий олий таълим муассасаларида чет тили ўқитишнинг методик асоси компетенцияга асосланган ёндашув ҳисобланади. Касбий матнларни ўқишга ўргатиш ўқиш учун зарур бўлган ўқиб-тушуниш малакаларини ўстиришга қаратилган ўқиш компетенциясини шакллантиришни тақозо этади. Аввало “компетенция” тушунчасини кўриб чиқиш мақсадга мувофиқ.

Педагогик-психологик адабиётларда “компетенция” тушунчаси нисбатан яқиндан бошлаб кенг қўлланила бошланди. 1960 йилларнинг охири ва 1970 йилларнинг бошларида ғарбда, 1990 йилларнинг ўрталарига келиб эса таълимга ҳам компетенцияли ёндашув йўналиши кириб келди.

Бугунги кунда таълимда “компетенция” ва “компетентлик” атамали кенг қўлланилмоқда. Аслида “компетенция” атамаси таълимга компетентив ёндашув орқали кириб келган бўлиб, у таълимни замонавийлаштириш, ташкил қилиш билан боғлиқ муаммоларни кенгроқ ўрганиш орқали чуқур билимга эга бўлиш, уларнинг келиб чиқиш сабабларини ўрганиб таҳлил қилиш, ижобий ечимини топишдаги креативлик ва шу соҳадаги бой тажрибани англатади.

Методик адабиётларда “компетенция” сўзи билан боғлиқ “коммуникатив компетенция”, “лингвистик компетенция”, “маданиятлараро компетенция”, “ижтимоий компетенция”, “психологик компетенция”, “касбий компетенция” каби кўплаб атамаларни учратиш мумкин. “Компетенция” атамаси тилшуносликда илк бор америкалик машҳур олим Н.Хомский томонидан қўлланилган. Кейинчалик бу атама рус олимлари И.А.Зимняя, О.Е.Пермяков, А.В.Хуторскийлар томонидан ижодий ўрганилиб, таҳлил қилинди ва унинг янги қирралари очиб берилди.

Ҳозирча “компетенцияли ёндашув” тушунчасини очиб берувчи ягона таъриф йўқ. Бу масала юзасидан кўп сонли олимлар турлича тахминларни илгари сурмоқдалар.

Компетенция лотинча “compete” сўзидан олинган бўлиб, эришмоқ, мувофиқ бўлмоқ, мос келмоқ маъноларини англатади. Шу билан бир қаторда

киши эгаллаган муайян билим, кўникма, малакалар мажмуаси ҳам компетенция саналади. Компетенция сўзи муайян вазифани бажариш учун бирор шахс ёки ташкилотга берилган ваколат ва ҳуқуқ маъносида ҳам қўлланилади.

Компетенция шахсининг мураккаб таълимий тузилиши бўлиб, у шахсининг интеллектуал, иродавий, креатив, эмоционал сифатларини ўзида жамлаган, ва шахс фаолиятидан кўзланган мақсадни унинг ўзгариб боровчи шароитида амалга ошувини таъминлайди. Шундай қилиб, компетенциянинг шаклланиши таълимнинг ҳал қилувчи ва билим фаолияти натижаси ҳамда бой тажриба ҳисобланади.

Компетенцияли ёндашув, инсон фаолиятидаги ҳар соҳадаги компетентлиликни шакллантиришни назарда тутувчи ҳозирги замон жамияти ва таълимнинг асосий шарти бўлиб ҳисобланади. Бу талаб ўқитувчи-педагоглар фаолиятига ҳам бевосита дахлдордир. Бугунги кунда дунё таълимини янгилашнинг асосий йўналиши таълим жараёнида фаолиятли ёндашув орқали дунёни, ҳаётни, касбий фаолиятни яхлит тизим сифатида кўра олиш, унда тизимли фаолият кўрсатиш, янги-янги муаммо ва топшириқларни ҳал эта олиш тажрибасини шакллантиришдан иборатдир.

Маълумки, “ўқиш компетенцияси”нинг моҳияти Н.Хомскийнинг психолингвистик концепцияси доирасида матндаги гапларнинг тўғрилигини ва мазмунлилигини баҳолашга қодир она тилидаги барча билимлардир деб таъкидланган. Бироқ “ўқиш компетенцияси”нинг бу талқини танқид қилинган, чунки у психолингвистик нуқтаи-назардан гапни идрок этиш ва ҳосил қилиш муаммолари билан чегараланган.

80-йилларнинг охирлари, 90-йилларда “ўқиш компетенцияси” тушунчасини кўриб чиқишда, фаолият аспекти устуворлик қила бошлади. Шундай қилиб, G. Westhoff “ўқиш компетенцияси”ни инсоннинг турли хил ва турли мақсаддаги, турли расмий тизимдаги матнларни тушуниш, уларни кенгроқ контекст билан боғлаш ва ўз мақсадларига эришиш учун фойдаланиш,

жамият ҳаётида фаол иштирок этиш учун билим ва имкониятларни ривожлантириш қобилияти сифатида белгилайди. J.Grzesik ўқиш компетенциясини кейинги таълим учун янги билимларни олиш воситаси сифатида ўқишдан фойдаланишга тайёргарлик деб таърифлайди.

Т.А.Разуваева ўқиш фаолиятини фаол, мақсадли, тил тизими воситасида қўйилган таълим вазифалари, ўқилган матн маълумотларини идрок этиш, тушуниш, шархлаш ва баҳолаш жараёни сифатида белгилайди.

Шахснинг ўқиш қобилияти ўқиш фаолиятини амалга ошириш учун зарур бўлган билим ва кўникмаларни эгаллаш динамикасида намоён бўладиган индивидуал психологик хусусиятлар ҳисобланиб, улар бу фаолиятнинг табиати ва муваффақиятини олдиндан белгилайди[3].

Шундай қилиб, Т.А. Разуваева ўқиш компетенциясини шахснинг ўқиш фаолиятини ўқилган матн маълумотларини идрок этиш, тушуниш, шархлаш ва баҳолаш қобилияти деб таърифлайди.

Компетенцияга асосланган ёндашувнинг қоидаларига асосланиб, Т.А. Разуваева ўқиш компетенциясини шахснинг ўқиш қобилиятини фаол намоён бўлиши ва матндан олинган маълумотларни амалда қўллай олишини таъминлайдиган интеграл характеристикаси сифатида талқин қилади.

“Ўқиш фаолияти”, “ўқиш қобилияти”, “компетенция” атамаларининг таркибий ва мазмунан ўзаро боғлиқлигига қаратилган илмий адабиётларни таҳлил қилиш асосида “ўқиш компетенцияси”нинг қуйидаги таърифи шакллантирилди: тил ўрганувчининг лингвистик, нутқий ва касбий тайёргарлиги ва уни амалга ошириш қобилияти асосидаги ўқиш фаолияти ҳамда субъективлик, мустақллик, интегративлик, когнитив ва фаоллик тамойилларини ўз ичига олган ўлчовдир.

Чет тилдаги манбалардан олинган маълумотлар талабанинг келажакдаги ишига нисбатан хиссий муносабатини ўзгартиради, касбий йўналишини шакллантиради, бу эса ўз навбатида унинг ўқиш йўналишини белгилайди[1].

Талаба ўқиш фаолиятини асосан ўз олдидаги таълимий ёки касбий педагогик вазифани ҳал этиш учун амалга оширади. А.А.Леонтьевнинг фикрича, биз матнни нафақат идрок қиламиз ва ўқиймиз, балки, қоидага кўра, уни бошқа фаолият учун асос сифатида ҳам ишлатамиз[2].

Чет тилда ўқиш компетенциясига эга бўлиш фан бўйича билимларни бойитиш, касбий муҳим кўникмаларни такомиллаштириш, шахсий фазилатларни ривожлантириш воситаси бўлиб, уларнинг умумийлиги талабаларнинг таълимий ва бўлғуси касбий фаолиятини амалга оширишга тайёрлик даражасини белгилайди[4].

Ўқиш компетенциясининг шаклланганлиги “юқори касбий таълим мезони” ва “рақобатбардош шахснинг интеграл характеристикаси” сифатида намоён бўлади.

Шуни таъкидлаш керакки, матнни ўқиш кўникмаларини шакллантириш мустақил ўқиб ўрганиш учун катта имкониятлар яратади, ва шу билан бир қаторда талабаларнинг турли ёзма манбалардан олган маълумотларини мустақил қайта ишлаш кўникмасини ривожлантиради. Ўқиш компетенцияси қанчалик яхши шаклланган бўлса, матнни мустақил ўқиб ўрганиш шунчалик самарали бўлади.

Чет тилда касбга йўналтирилган ўқиш компетенцияси фанлараро билимларни шакллантириш ва назорат қилиш воситаси бўлиб ҳам ҳизмат қилади, чунки:

а) матндаги лексик ва синтактик бирликлар (мажҳул нисбат, сифатдошли бирикмалар) тил материали ҳисобланиб, улар ўқиш орқали ўзлаштирилади.

б) касбга оид матнлар маълум мантиқий боғлиқликка эга бўлганлиги учун ҳам ўқиш орқали мазмунни ва мантиқий боғлиқликни назорат қилиш мумкин.

в) касбга йўналтирилган ўқиш компетенциясини шакллантиришдаги

услубий кўрсатмалар тил компетенциясини шакллантириш орқали амалга оширилади.

Шу билан бирга, янги лексик материал алоҳида сўзларнинг нутқий вазият билан боғлиқ таҳлилини ҳам назарда тутди, чунки луғатлар барча атамаларни қамраб олишга улгурмаслиги сабабли, талабаларни махсус матнларни етарлича тушунишлари учун лингвистик ва экстралингвистик таянчлардан максимал даражада фойдаланишга ўргатиш керак.

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LANGUAGE AS A MARKER OF CULTURAL IDENTITY: EXPRESSING HERITAGE AND BELONGING

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Annotation: *The article provides a comprehensive examination of the pivotal role of language in safeguarding cultural identity, addressing its significance, challenges, revitalization initiatives, global success stories, and the intricate interplay between language, culture and identity.*

Keywords: *language preservation, cultural identity, linguistic diversity, minority languages, revitalization efforts, cultural heritage, intergenerational transmission, globalization impact, success stories*

Аннотация: *В статье всесторонне рассматривается ключевая роль языка в сохранении культурной самобытности, рассматриваются его значение, проблемы, инициативы по возрождению, истории успеха во всем мире и сложное взаимодействие между языком, культурой и самобытностью.*

Ключевые слова: *сохранение языка, культурная идентичность, языковое разнообразие, языки меньшинств, усилия по возрождению, культурное наследие, передача из поколения в поколение, влияние глобализации, истории успеха*

Annotasiya: *Maqolada tilning madaniy o'ziga xoslikni himoya qilishdagi hal qiluvchi roli, uning ahamiyati, muammolari, jonlantirish tashabbuslari, global muvaffaqiyatlar tarixi va til, madaniyat va o'ziga xoslik o'rtasidagi murakkab o'zaro bog'liqlik har tomonlama ko'rib chiqiladi.*

Kalit so'zlar: *tilni saqlash, madaniy o'ziga xoslik, lingvistik xilma-xillik, kam sonli tillar, tiklashga urinishlar, madaniy me'ros, avloddan-avlodga o'tish, globalizatsiya ta'siri, muvaffaqiyatli hikoyalar.*

Language as Cultural Identity Marker:

Language serves as an intricate tapestry woven with the threads of a community's customs, principles, and historical narratives, acting as an indispensable and multi-layered medium for the expression and preservation of cultural heritage. Beyond a mere vehicle for communication, language encapsulates the very essence of a community's identity, embodying traditions, beliefs, and narratives passed down through generations. Its significance extends far beyond the realm of verbal communication, delving deep into the roots of a community's existence and providing a foundational identity. Despite facing formidable challenges such as the pervasive influence of globalization and the dearth of substantial support structures, concerted and innovative efforts are being undertaken globally to safeguard and ensure the preservation of these linguistic treasures.

Language's Cultural Significance:

Far beyond its foundational function of facilitating communication, language transcends the mere articulation of words; it becomes an intricate vessel through which cultural identity is shaped and conveyed. Within the nuanced contours of linguistic expressions lie a community's traditions, tales, and core values, intricately interwoven into the fabric of everyday communication. In fostering connections among community members, language not only serves as a means of articulating belonging but also stands as a testament to a community's distinct cultural identity. Its intangible yet profound influence extends to defining a collective worldview, transmitting ancestral wisdom, and perpetuating a legacy that binds individuals within a shared cultural milieu.

Challenges in Language Preservation:

The emergence of globalization, rapid technological advancements, and the sway of socio-economic factors pose formidable threats to minority languages, thereby endangering the very essence of cultural identity encapsulated within linguistic diversity. The encroachment of dominant languages, coupled with the lack of institutional support, serves as a dire impediment to the preservation and flourishing of these linguistic treasures. It is of paramount importance to address these

multifaceted issues with utmost diligence and proactive measures to not only preserve but also nurture linguistic diversity, which lies at the heart of safeguarding a community's heritage and cultural identity.

Preservation Initiatives:

An extensive array of initiatives, firmly rooted in community collaboration, educational integration, digital archiving, and widespread advocacy campaigns, constitutes a robust and holistic framework actively supporting and championing endangered languages. These collective endeavors aim not only to preserve linguistic diversity but also to celebrate and cultivate a rich tapestry of cultural expressions and heritage. By fostering an environment that values and sustains linguistic diversity, these initiatives empower communities globally, endowing them with resilience and strength to navigate the challenges posed by modernization while preserving their distinct cultural identities.

Impact of Language Loss:

When the embers of a language fade, the dimming flames engulf not merely the linguistic structures but also cast a shroud over an entire universe of cultural nuances and ancestral practices. The vanishing linguistic heritage heralds a poignant fallout, leaving an indelible mark on identity formation and the seamless transference of age-old wisdom. The erosion of language slices through the very tapestry of cultural richness, severing the ties that bind communities together and relegating cherished memories to the annals of oblivion.

Language's Role in Cultural Diversity:

The labyrinthine corridors of linguistic preservation unravel as a beacon, safeguarding an intricate web of traditions and customs that reverberate across generations. Its venerated stance in upholding the kaleidoscope of diverse cultural expressions not only fosters an ethos of mutual respect among disparate cultures but also assumes the mantle of a torchbearer, illuminating the path to historical legacies. The perpetuation of languages, in this intricate tapestry, acts as an empowering force, gifting communities with the fortitude to confront the tempests of modernity while firmly rooted in the soil of their rich heritage.

Success Stories in Language Preservation:

Amidst the ever-evolving narrative of linguistic revival, communities worldwide etch their tales of triumph against the looming shadows of language extinction. These chronicles of resilience resonate as sonorous echoes, underscoring the perpetual significance of language as a keystone in the arch of cultural identity and heritage. From the Northern reaches of indigenous language resurgence to the fervent revival of ancient tongues in far-flung corners of the globe, these narratives stand as testament to the unwavering relevance of language in nurturing the cultural tapestry of humanity..

Language, Culture, and Identity Interplay:

The symphony of cultural amalgamation finds its most poignant resonance in the interplay between language, culture, and identity. Beyond being a mere vehicle of communication, language adorns the mantle of a silent curator, mirroring the mosaic of beliefs, rituals, and societal norms that define a community. This intricate interweaving of cultural threads nurtures a profound sense of belonging and unity among its speakers, acting as an unerring custodian of tradition while charting a course for evolutionary adaptation.

Conclusion - Language's Cultural Role:

Concluding this voyage through the labyrinth of cultural significance, language emerges not merely as a passive repository but as an indomitable fortress that encapsulates the very essence of a community's ethos and legacy. Its preservation, as a cultural emblem, assumes an unwavering stance in safeguarding the diverse hues of cultural expressions and the delicate strands of tradition, fortifying the cultural bastions that define humanity's rich tapestry of diversity.

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GRADATSIYANING LINGVISTIK VA EKSTRALINGVISTIK XUSUSIYATLARI

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Gradatsiya xodisasi borliqdagi narsalarning belgilari va xususiyatlari o'rtasidagi kuchayish yoki kuchsizlanish hodisasini bildirganligi bois, biz bu belgilarning sabab-oqibatlari, shart-sharoitlari va omillari mavjudligini unutmasligimiz kerak.

Bu masalalarni fasl davomida tizimli o'rganish gradatsiya masalasining muammoli jihatlarini tushunishga imkon yaratadi.

Tilshunoslikda gradatsiyaning ikkita turli: leksik-semantik va gradatsiya

belgilari turlarini xarakterlovchi pragmatik diskursiv jihati sohalari ajratiladi.

Leksik-semantik gradatsiya tahlili tildan tashqari faoliyatda tegishli referentga ega bo'lgan semantik belgilar bilan aks etadigan gradatsiya pog'onasini aniqlashga qaratilgan. Diskursiv gradatsiyaga nisbatan matnning ma'no fragmentlari gradatsiyasini o'rganish maqsadi qo'yiladi, u birinchidan matn konteksti, diskurs shartlarini ajratishni, ikkinchidan sanab o'tilgan belgilar gradatsiyasini ifodalash vositalarini aniqlashni ko'zda tutadi. Shunday tarzda ikki turdagi semantik va diskursiv gradual belgilar ajratiladi. Yuqorida qayd etilganidek, semantik gradual belgilar leksik-semantik, shuningdek keltirilgan belgilar graduallikni aniqlashning maxsus vositalariga ega tilning boshqa darajalarida o'rganiladi. Bundan tashqari, matndagi semantik gradual belgilarning ifodalanishi tadqiq qilinadi. Diskursiv gradual belgilar faqat diskursda dolzarb bo'ladi, zero, ular matnga yo'naltirilgan bo'ladi. Gradual belgilarning ajratilgan turlarini alohida ko'rib chiqamiz.

Yuqorida ko'rib chiqilgan ko'plab tadqiqotlar semantik belgilar gradatsiyasiga bag'ishlangan. Gradual belgilar so'z ma'nosida semantik tarkibiy qismlar, ya'ni semalar shaklida keltirilgan. Mazkur tadqiqot leksik ma'noning komponent tarkibi nazariyasi va semaning ma'noning tarkibiy komponenti sifatida tadqiq etish nazariyasiga asoslanadi va boshqalar.

Gradual semantik belgilarining xususiyati Ye.I. Sheygal tadqiqotlarida keltirilgan⁴¹. Muallif qat'iy semantik belgilarni taqqoslashga asoslangan gradual belgilarni ajratishning kontseptsiyasini taklif qiladi: agar qat'iy semantik belgilardagi variantlar o'zaro istisno qiluvchi to'ldiruvchi tamoyili bo'yicha bo'lsa, bunda gradual belgilar uchun ularning variantlari kesishuvchi tuldiruvchi tamoyili yetakchi bo'lgan bir-biriga qisman ta'sir qiluvchi semantik maydonlarni aks ettiradi. Olim ikki turdagi – parametr va sifat-bahoga oid gradual belgilarni ajratadi. Gradual belgilarning farqli xususiyatlaridan birinchisi shuki, ular o'lchovga ega, bunda ayrim holatlarda aniq miqdoriy baho olish mumkin. Boshqacha qilib aytganda, gradual

⁴¹ Шейгал Е.И. Градация в лексической семантике: Учебное пособие к спецкурсу. – Куйбышев: Куйбыш. гос. пед. ин-т, 1990. – 96 с.

belgilar o'zgarish bosqichlarini aks ettiruvchi u yoki bu nuqta bilan o'zaro bog'langan bo'lishi mumkin.

Gradual belgilarning ikkinchi o'ziga xosligi ularning nisbiyligidir. Nisbiylik tushunchasi gradual belgilarga nisbatan E.Sepir tomonidan ishlab chiqilgan va kiritilgan. E. Sepir yozishicha, katta-kichik, kam-ko'p kabi ziddiyatli juftliklar miqdorni mutloq baholashga yolg'on tasavvurga olib keladi. Olim tomonidan keltirilgan gradatsiya belgilarining nisbiylik g'oyasi Dj. Layonza, E.M. Vol'f, N.D. Arutyunova, E.I.Sheygal va boshqalar tadqiqotlarida rivojlantirilgan. Ye.I. Sheygal gradual semantik belgilarning aniq emasligi ularning mazmunida nisbiylik mavjudligini asoslaydi. Nisbiylik ob'ektni tizim komponenti sifatida xarakterlaydi, uning ahamiyati belgilangan emas balki o'zgaruvchan sanaladi. E.M. Vo'lf gradual belgilarning nisbiy mohiyatini qayd etadi: "juda katta – ko'p – o'rtacha – kichik – juda kichik" shkalasi baholash ob'ektidan tashqari denotatlarga ega emas; katta samolyot va katta velosiped, yaxshi uy va yaxshi ob-havo taqqoslanmaydi.

Agar nutq sub'ekti o'rnida matnni ko'radigan bo'lsak, graduallikni ifodalovchi til vositalarini graduator, intensifktor, deintensifikatorlarni deb nomlash mumkin. Agar so'zlovchi tomonidan matnni ko'rib chiqadigan bo'lsak, bunda graduallik ko'rsatkichi terminidan foydalanish ancha maqbul hisoblanadi.

Graduallik ko'rsatkichlari tahlili quyidagi parametrlarga ko'ra ularning turlarini: 1) ifodalanayotgan belgini namoyon bo'lish darajasiga ko'ra; 2) gradatsiyaning derivatsion xususiyatiga ko'ra; 3) pragmatik funktsiyasiga ko'ra; 4) gradatsiyaning eksplitsit ko'rinishiga ko'ra ajratishni ko'zda tutadi. Bundan tashqari tadqiqot mazmuni gradatsiya ko'rsatkichlari pragmatik xususiyatlarini turli hil diskursda ko'rib chiqishni taqozo etadi.

Yuqorida biz gradatsiyaning ekspressivlik asosida yaratilishini ta'kidlagan edik. Xuddi shunga mos ravishda ekspressivlik ham gradatsiya asosida yaratiladi. Ular bir-birini taqozo etuvchi, bir-biri bilan bog'langan ikki tushuncha, ikki jarayondir. Bunda gradatsiya til birliklari yordamida yaratilsa, ifodaviylik-ekspressivlik mana shu til birliklarining ma'nolari yordamida yuzaga keladi. Bu ikki

unsur o'rtasida qay biri birlamchi, qay biri ikkilamchi, degan savollar paydo bo'ladi va ularga yechim topish gradatsiya hodisasini atroflicha tushunib olishga imkon yaratadi.

Foydalanilgan adabiyotlar

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