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ЎЗБЕКИСТОНДА ИЛМИЙ-АМАЛИЙ ТАДҚИҚОТЛАР

МАВЗУСИДАГИ КОНФЕРЕНЦИЯ МАТЕРИАЛЛАРИ

2020

» Ҳуқуқий тадқиқотлар
» Фалсафа ва ҳаёт соҳасидаги қарашлар
» Тарих саҳифаларидаги изланишлар
» Социология ва политологиянинг жамиятимизда тутган ўрни
» Иқтисодиётда инновацияларнинг тутган ўрни
» Филология фанларини ривожлантириш йўлидаги тадқиқотлар
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1. Temirova Dilnoza Shukhratova
WHAT ARE THE GENERAL PRICIPLES OF LEARNING ENGLISH? 22
2. Abdullaeva Kimmatkhon Alijanovna
USING GAMES IN THE CLASS IS THE MOST FRUITFULL WAY OF TEACHING ENGLISH..... 24
3. Ризақулова Гулбахор Абдулбоқиевна
ТИЛ ЎРГАТИШ ЖАРАЁНИДА ИНТЕРФАОЛ МЕТОДЛАРДАН ФОЙДАЛАНИШ 26
4. Rahimova Sohibaxon Basirovna
MUHAMMAD YUSUF - TABIAT KUYCHISI..... 28
5. Усманова Клара Шарафиддиновна
ДИСТАНЦИОННОЕ ОБУЧЕНИЕ В ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛАХ – ПРОБЛЕМЫ И ПРЕИМУЩЕСТВА В СРАВНЕНИИ С ТРАДИЦИОННЫМИ МЕТОДАМИ ОБУЧЕНИЯ..... 30
6. Юсупова Нилуфар Шухратовна
ИНТУИЦИЯ И ЧУВСТВО ЯЗЫКА КАК СОСТАВЛЯЮЩИЕ ЯЗЫКОВОЙ СПОСОБНОСТИ 32
7. Nusratov Javokhir Bahodir o‘g‘li
HOW TO LEARN ENGLISH VOCABULARY EFFICIENTLY 34
8. Abdikalikova Jadira Kodarovna
FUNCTIONAL STYLES OF THE ENGLISH LANGUAGE..... 37
9. Abdullaeva Lola Taxirovna, Toirova Shohida Kamolovna
THE STUDY OF PHRASEOLOGY IN THE EDUCATIONAL DICTIONARY 39
10. Abduraupova Zarnigor G‘Ulom Qizi
XITOY TILI LINGVOKULTUROLOGIYASINING O‘ZIGA XOS XUSUSIYATLARI 43
11. Asrorov Ilgor Fayzi o‘g‘li, Abdullayeva Gulshoda
MEASURES TO FIND OUT LEARNING DIABILITIES AND IMPROVE THE CONDITION FOR LD CHILDREN 45
12. Ko‘chkeldiyeva Nilufar
AREAL LINGVISTIKA VA DIALEKTOLOGIYA MUAMMOLARI 48
13. Dadaboyeva Guzal Akbarjonovna
MAIN CHARACTERISTICS OF PRAGMA LINGUISTICS IN GENDER ANALYSIS 50
14. Dadaboyeva Guzal Akbarjonovna
PSYCHOLINGUISTIC APPROACH OF GENDER IN FICTIONAL TEXTS 53
15. Fozilova Mohigul
SHUKUR XOLMIRZAYEV HIKOYALARI TAHLILIDA KREATIV YONDASHUV 56
16. H. Qurbonboyeva, N. Xudayberganova
MAKTABLARDA FONETIKA BO‘LIMINI O‘QITISHDA INNOVATSION PEDAGOGIK TEXNOLOGIYALARDAN FODALANISH..... 59
17. Hakimjonova Sadoqat O‘lmasali qizi,
Karimjonova Mumtozbegim Anvarjon qizi
NAVOIY IJODINING BOBUR SHE’RIYATIGA TA’SIRI..... 61

18. Isakova Nargiza Toxirovna, Qasimova Saida Naqibillayevna
METHODS OF IMPROVING READING SKILL. 63
19. Jumaniyozov Husanboy Yusufboyevich
THE MAIN OBSTACLES THAT CAN BE ENCOUNTERED IN TEACHING AND LEARNING ENGLISH AS A SECOND OR FOREIGN LANGUAGE. 65
20. Khalilova Himoyat Khatamovna
ASSESMENT AND EVALUATION MATTERS IN ELT CLASSES 67
21. M.M.Kumekova, N.E. Yuldasheva
BADIIY ASAR TARJIMASINING TURLARI VA AHAMIYATI 69
22. Qaxxorova Maqsuda Sobirovna
YENGIL ATLETIKACHI AYOLLAR JISMONIY TAYYORGARLIGINING O‘ZIGA XOS XUSUSIYATLARI 71
23. Mamirova Dilnoza Shirinboyevna
REKLAMA MATNLARIDA BO‘LAKLANISH VA ULARNING XUSUSIYATLARI 73
24. Masharipova Bekposhsha, Davletova Shahnoza
NAZARIY TILSHUNOSLIKNING MULOQOT JARAYONIDAGI AHAMIYATI 75
25. Maxamadtoirova Adiba Botir qizi
XITOY TILIDA QIYOSLASH MAZMUNIDAGI GAPLARNING 不比 BUBǏ INKOR SHAKLI ORQALI IFODALANISHI 78
26. Mirzaxodjayeva Raximaxon Ulmasaliyevna
ELEKTRON DARSLIKLARDAN FOYDALANISH DARS SIFATINI OSHIRISHNING ASOSIY MEZONIDIR. 80
27. Ne’matjonova Feruza No‘monjon qizi, Kamolova Odina Mannonovna
ONA TILI DARSLARIDA MA’NODOSH SO‘ZLARNING NUTQDAGI AHAMIYATINI O‘RGATISH 84
28. Нишанов Рустамжон Бекмирзаевич
ИНТЕГРИРОВАННЫЙ УРОК В ПРОЦЕССЕ ОБУЧЕНИЯ 86
29. Nishanova Dilafruz Otamirzayevna
FIKRIY HUJUM METODI VA UNDAN ADABIYOT DARSLARIDA FOYDALANISH 90
30. Nurumbetov Alisher Adilbekovich
USE OF VIDEO MATERIALS AND FILMS IN THE TEACHING OF ENGLISH IN SCHOOL EDUCATION 92
31. Qayıpnazarova Ulbanıw Onǵarbaevna
QARAQALPAQ TILINDEGI NAQIL-MAQALLARDA DORENDI KELBETLIKLERDIŃ QOLLANILIWI 95
32. Qo‘ziboyeva Go‘zal Saidrasul qizi
MAHMUD QOSHG‘ARIYNING TILSHUNOSLIK FANI RIVOJIGA QO‘SHGAN HISSASI 98
33. Abdieva Iroda Normurotovna
KOREYS TILIDA INGLIZCHA O‘ZLASHMA SO‘ZLAR SISTEMASI (O‘ZLASHMALARNING MAVZUVIY GURUHI TASNIFI) 100
34. Abdiyeva Mohinur Bozorovna
MAKTABDA SHEVAGA XOS SO‘ZLARNI O‘QITISHDAGI MUAMMO VA YECHIM 103
35. Abdullayeva Muhayyo
O‘ZBEK TILI LEKSIKASINING BOYISHIDA ICHKI VA TASHQI MANBALARNING AHAMIYATI 105

36. Achilova Shahnoza
O‘ZBEK TILI TA’LIMIDA SHAXSNI RIVOJLANTIRUVCHI PEDAGOGIK TEXNOLOGIYALARNING AHAMIYATI..... 107
37. Allambergenova Nigora..... 98
O‘ZBEK TILINI O‘QITISHDA O‘QUVCHILARNI ORFOEPIYA VA ORFOGRAFIYA QOIDALARIGA AMAL QILISHGA O‘RGATISH..... 108
39. Anorqulova Hayotxon Rahmonovna
LUG‘AT USTIDA ISHLASHNING LINGVISTIK ASOSLARI.....110
40. Arzimova Rita Maxsetovna
ENERGIZING ACTIVITIES AND WARM UPS IN TEACHING ENGLISH. 111
41. Azimova Anora Saydulla qizi
RASMIY YOZISHMALAR VA ULARNI YOZISH ETIKETI.....113
42. Berdimbetova Nazira Turkmenbaevna
EFFECTIVE METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE IN THE CLASSROOM 116
43. Erpolatova Biybigul Rozumbaevna
IMPORTANCE OF DICTATION IN TEACHING LANGUAGE.....119
44. Gayupova Zebokhon Xurshid Kizi
THE PECULIARITIES OF EXPRESSIVE MEANS OF SYNTACTIC CONSTRUCTIONS IN ENGLISH TEXTS..... 120
45. Hasanova Hilola Alijonovna
ALISHER NAVOIY ASARLARINING YOSHLAR TARBIYASIDAGI O‘RNI 124
46. Haydarova Dilafruz Abdugofurovna
O‘QUVCHILAR NUTQIGA QO‘YILADIGAN TALABLAR 126
47. Haydarova Mamlakat Raxmonovna
ORFOGRAFIYA O‘QITISH METODIKASI..... 127
48. Hojiyeva Azima Sharifqulovna
CHET TILINI O‘QITISHDA PEDAGOGIK VA PSIXOLOGIK TEXNOLOGIYALARDAN FOYDALANISHNING UMUMIY SAMARADORLIGI..... 129
49. Husanova Munira Suyunovna
O‘QUVCHILARDA TO‘G‘RI YOZISH KO‘NIKMASINI SHAKLLANTIRISH..... 131
50. Ilnazarova Mamlakat O‘lmasboyevna
ONA TILI FANINI O‘QITISHDA INNOVATSION METODLARDAN FOYDALANISHNING AHAMIYATI..... 134
51. Inomjonova Husnida Mirzasoli qizi
CAN, COULD, MAY, MIGHT MODAL FELLARI 136
LINGVISTIKA ILIMINDE ORFOEPIYALIQ NORMANIŃ QOLLANILIW
52. Ismaylova Sabira Xojamuratovna
OZGESHELIKLERINDE PSMU TEXNOLOGIYASI. 138
53. Isomiddinova Munojotkhon Maksutalievna
THE BASIC PRINCIPLES OF SIMULTANEOUS TRANSLATION FROM ENGLISH INTO UZBEK..... 140
54. Jolımbetova Shiyrin
G. DAWLETOVA POEZIYASINDA TABU SOZLERDIŃ QOLLANILIWI..... 142
55. Khamrayeva Shahlo Shuhratovna
TYPES OF MOTIVATION TO LEARN A FOREIGN LANGUAGE..... 144

56. Khasanova Rokhatoy Abdibarno kizi
ESSENCE, TYPES OF COMMUNICATION AND FEATURES OF FORMING COMMUNICATIVE SKILLS 146
57. Latipov Aziz Akbaraliyevich
METHODOLOGICAL PRINCIPLES AND CRITERIA OF PRESENTATIONS AND ELECTRONIC PORTFOLIO IN SLA 149
58. Mahmudova Barno Boqijanovna
CHET TILINI O‘QITISHDA BOSHLANG‘ICH BOSQICHNING O‘ZIGA XOS XUSUSIYATLARI 152
59. Mamadjonova Gulnora Odiljonovna
CHO‘LPONNING “KECHA VA KUNDUZ” ROMANIDA BARQAROR BIRIKMALAR 154
60. Sh.Maxmudova
SINXRON TARJIMANING AFZALLIKLARI, KAMCHILIKLARI VA MUAMMOLARI 156
61. Nasullayeva Karima Bo‘ribekovna
Rahmonberdiyeva Gulchehra Yuldashbayevna
ONA TILI DARSLARIDA PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISH 159
62. Babajanova Nilufar Tajimuratovna
NEW APPROACHES AND METHODS OF LANGUAGE TEACHING 162
63. Nurinbayeva Munojatxon Abdukaxarovna
ONA TILI DARSLARIDA KO‘CHMA MA’NO VA ULARNING TURLARINI O‘QUVCHILARGA O‘RGATISH 164
64. Pirnazarova Aziza Abdulhakimovna
EFFECTIVE TEACHING METHODS 166
65. Qadirova Qizlarxon Komuljonovna
FE’L SO‘Z TURKUMI BO‘YICHA MULOHAZALAR 169
66. Qodirova Shalola Rustamovna
INGLIZ TILI FANINI O‘QITISHDA ROLLI O‘YINLARNING O‘RNI 171
67. Ходжаева Гулшод Бахадировна
РУС ТИЛШУНОСЛИГИДА НОРМА ТАЛҚИНИ 172
68. Шоймардонова Гулибарно Шермамат кизи
АЛИШЕР НАВОИЙ „ХАМСА»СИДА ПОЭТИК ШАКЛ ВА МАЗМУН УЙГУНЛИГИ. 174
69. Ziyatova Nafosat
O‘TKIR HOSHIMOV ASARLARIDA QO‘LLANGANN O‘ZBEK LIMNGVOMADANIYATIGA XOS METAFORALAR 177
70. Матёкубова Юлдузхон Курбоновна
РОЛЬ ШКОЛЬНЫХ ТРАДИЦИЙ В СОВРЕМЕННОМ ОБРАЗОВАНИИ 179
71. Suleymanova Zulfiya Abatovna
EFFECTIVE METHODS FOR TEACHING ENGLISH 181
72. Abdullayeva Muborak Polatjonovna
6-SINF INGLIZ TILI DARSLARIDA O‘QUVCHILARNING MUSTAQIL O‘RGANISH KO‘NIKMALARINI RIVOJLANTIRISH MASHQLARI VA IJODIY ISHLASHGA O‘RGATISH 183
73. Abdurahimova Mashrabxon Mahmudovna
ONA TILI VA ADABIYOT DARSLARINI ZAMONAVIY PEDAGOGIK TEXNOLOGIYALAR ASOSIDA TASHKIL ETISH. 184

74. D.Ahmadjonova
MAKTABDA ONA TILI FANINI O‘QITISHDA YANGI INNOVATSIYALARDAN FOYDALANISH VA BUNDA DARSLIKLARNING O‘RNI 186
75. Alaudinova Dilnoza Rustamovna
TEACHING ENGLISH EFFECTIVELY 189
76. Bahriddinova Mo‘tabarxon
MAQOL VA MATALLARNING IKKI TILDA MOSLIGI 190
77. Boboyeva Muazzam Narimonovna
TYPES OF HOMEWORK AND ITS MONITORING 192
78. Boxodirova Farog‘at Xamidxanovna
USING TOTAL PHYSICAL RESPONSE IN TEACHING ENGLISH..... 195
79. Babayeva Dilbar
SOME COMMENTS ON THE FRENCH TRANSLATION OF FIRDAVSI’S “SHAHNAMEH” 197
80. Ibragimova Shakhnoza Shavkatovna
THE ROLE OF GAMES IN TEACHING ENGLISH IN PRIMARY CLASSES 201
81. Izzatillayev A’zamjon Akramjon o‘g‘li
TURIZMGA OID REKLAMALARDA NUTQIY AKTLARNING AHAMIYATI 203
82. Shakhrizoda Keldiyarova
ENGLISH PHRASEOLOGICAL UNITS OF SENSORY PERCEPTION AND THEIR TRANSLATION INTO RUSSIAN..... 206
83. Керимова Муневер Рустемовна
ВЗАИМОДЕЙСТВИЕ РОДНОГО И РУССКОГО ЯЗЫКА. 208
84. Parpiyeva Nazokat G‘ofirjon qizi
ONA TILI DARSLARIDA DIDAKTIK O‘YINLARDAN FOYDALANISH 210
85. Pirmatova Gulhayo Ibrahimjanovna
USING PHONETIC GAMES IN TEACHING ENGLISH 212
86. Усманова Манзура Наимовна
ТЕХНОЛОГИЯ ОБУЧЕНИЯ В СОТРУДНИЧЕСТВЕ НА УРОКАХ РУССКОГО ЯЗЫКА. 214
87. Xolmirzayeva Halimaxon Abdulazizovna
MODERN APPROACHES IN TEACHING YOUNG LEARNERS 218
88. Муҳайё Давлатова
TYPOLOGY OF EXPRESSIVE EMOTIONAL LEXICAL UNITS (IN ENGLISH AND UZBEK LANGUAGES) 220
89. Abidova Shoxida Murodovna
PHONETIC GAMES IN ENGLISH LESSONS..... 222
90. Alangova Aziza, Saydullayeva Munisa
A BRIEF ANALYSIS OF THE FORMATION OF A COGNITIVE APPROACH IN THE LINGUISTIC TRANSLATION THEORY..... 224
91. Aziza Alangova, Munisa Saydullayeva
PROBLEMS OF USING EQUIVALENTS IN TRANSLATING TEXTS..... 226
92. Alimova Shahnoza Maqsudovna
XORAZM QIPCHOQ SHEVASI LEKSIKASIDA TARIXIY SO‘ZLAR TAHLILI..... 228
93. Ashurova Nafosat Qaxramonovna
USUNG GRAMMAR GAMES IN TEACHING GRAMMAR 230
94. Asqarova Muhayyo Rustamovna
HOZIRGI ZAMON INGLIZ TILIDA SINONIMLARNING ISHLATILISHI 232

95. Sevara Ataboyeva.English teacher
NEW APPROACHES AND MODERN METHODS OF TEACHING ENGLISH..... 234
96. Ахмедова Насиба Камаловна
23. ИЮНЯ –МЕЖДУНАРОДНЫЙ ДЕНЬ ЗАЩИТЫ ДЕТЕЙ. 236
97. Bahridinova E'tiborxon
NEMIS TILI TERRITORIAL JIHATLARINI FARQLASHNING AHAMIYATI..... 238
98. Baratova Rukhsat Muradovna
THE ROLE OF CONTEXT IN INTERPRETATION OF DISCOURSE ANALYSIS AND TRANSLATION 240
99. Berdiyeva Anora Jonpo'lotovna
GRAMMAR GAMES IN TEACHING ENGLISH 242
100. Z.A.Boltaboyeva
TIMSS — MAKTABDA MATEMATIKA VA TABIIY FANLARNI O'QITISH SIFATINING XALQARO MONITORINGI..... 244
101. Ergasheva Marg'uba Ro'zaliyevna
NAVOIY VA BOBURNING MUSHTARAK JIHATLARI 246
102. Erimova Dilbar Saparbayevna
TITRE: METHODES D'ENSEIGNEMENT DU FRANCAIS A L'ECOLE PRIMAIRE..... 247
103. Esanov Azizbek Shermamat o'g'li
ENGLISH FOR SPECIFIC PURPOSES (ESP) COURSE MODEL FOR LITERARY TRANSLATORS 250
104. Mirzayeva Ziyoda
THE LINGUA CULTURAL ANALYSIS OF FORMS OF ADDRESS IN ENGLISH AND UZBEK AND THEIR LINGUA-DIDACTIC PROBLEMS..... 253
105. Oxunov Asilbek
EXCLAMATORY SENTENCES IN UZBEK AND ENGLISH LANGUAGES AND THEIR LINGUA-DIDACTIC ISSUES: ANALYSIS OF UZBEK EXCLAMATIONS 256
106. Parpiyeva Moxira
LINGUA-CULTURAL ANALYSIS OF PHONETIC, LITERAL, DESCRIPTIVE AND STYLISTIC MEANS IN ENGLISH AND UZBEK LANGUAGES: LINGUA-CULTURAL ANALYSIS OF PHONETIC IN UZBEK LANGUAGE 288
107. Muntoza Yusupova
ANALYZING REPORTED SPEECH AND ITS LINGUA-DIDACTIC ISSUES IN UZBEK AND ENGLISH LANGUAGES: REPORTED SPEECH ANALYSIS IN UZBEK LANGUAGE 261
108. G'ofurov Rashid Rustam o'g'li
TITLE: TEACHING ENGLISH IN SCHOOL: FOREIGN EXPERIENCE..... 264
109. Hakimova Munojatxon Umrzaqovna
XORIJIY DAVLATLARDA BOSHLANG'ICH TA'LIM TIZIMI 266
110. Исламова Анастасия Базаровна
ПРИМЕНЕНИЕ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ НА УРОКЕ РУССКОГО ЯЗЫКА И ИХ ЭФФЕКТИВНОСТЬ 268
111. Ismonova Mohichehra Obidjonovna0
THE ROLE OF USING ICT IN TEACHING ENGLISH..... 270
112. Jalolova Mahfuza Chinpo'latovna
IMPROVING LEARNERS' GRAMMAR SKILLS WITH "TIC TAC TOE"..... 272
113. Jumaniyozova Feruza Pirnazarovna
BOSHLANG'ICH SINFLARDA DIDAKTIK O'YINLARDAN FOYDALANISH IMKONIYATLARI. 274

114. Jumanova Nafisa Toxirjonovna
O‘QISH DARSLARIDA PEDAGOGIK TEXNOLOGIYALARNI QO‘LLASH ORQALI KOMPETENTSIYALARNI SHAKLLANTIRISH 276
115. Umida Mahkamova
XORIJIY TILLARNI BOSHLANG‘ICH SINFLARDA O‘QITISH MASALALARI 278
116. Mamadjonova Sitorabonu Avazbek qizi
‘’DUNYONING ISHLARI’’ ASARIDA FOLKLOR AN’ANALARINING DAVOM ETTIRILISHI..... 280
117. Mamaraimova Barno Akramovna
INNOVATIVE TECHNOLOGIES IN LANGUAGE TEACHING 282
118. Mamasoliyeva Gulshanoy Bahtiyorovna
ROLE- PLAYING GAMES IN ENGLISH LESSONS 284
119. Bog‘dagul Mansurova
DARSDA YANGICHA YONDASHUV- O‘QUVCHI IQTIDORINI OSHIRADI. 286
120. Masharipova Gulzor Latifboy qizi
ADVANTAGES AND PROBLEMS OF USING FICTION IN TEACHING A FOREIGN LANGUAGE.....288
121. Matniyazova Xasiyat Karimbayevna
ERTA YOSHDA XORIJIY TILLARNI O‘RGATISH TAKLIFLARI 290
123. Sailova Nigora Rajabovna
ONA TILI VA ADABIYOT DARSLARIDA,,TEZKOR MUHOKAMA” USULIDAN HAMDA,,UCHINCHISI ORTIQCHA” O‘YINIDAN FOYDALANISH 293
124. Надирова Хилола
ПРОБЛЕМНОЕ ОБУЧЕНИЕ В ПРОЦЕССЕ ИЗУЧЕНИЯ ИННОСТРАННЫХ ЯЗЫКОВ В ПРОФЕССИОНАЛЬНЫХ ШКОЛАХ И КОЛЛЕДЖАХ 295
125. Narzullaeva Dilfuza Bafoevna
THE WAY OF TEACHING ENGLISH TO YOUNG LEARNERS : 4 STRATEGIES FOR SUCCESS. 298
126. Nazarova Xurshida Tojibayevna
BOSHLANG‘ICH TA’LIM JARAYONIDA DIDAKTIK MATERIALLARDAN FOYDALANISH AHAMIYATI.....300
127. Norboyev Nodirali Chori o‘g‘li
CHET TILINI O‘RGANISHDAGI DUCH KELADIGAN MUAMMOLAR.....302
128. Norova Mehriniso
USING METHODS OF TEACHING ENGLISH LANGUAGE.....304
129. Nurimbetova Aynura Sarsenbaevna
INTERACTIVE WAYS OF TEACHING REVISION LESSONS IN ENGLISH LESSONS. 306
130. Nurimbetova Gulbakhar Sarsenbaevna
IMPROVING THE QUALITY OF EDUCATION IN FOREIGN LANGUAGE LESSONS 309
131. Nurmatova Iqbola Mirzaraxmatovna
NEMIS TILI DARSLARIDA INTEFAOL METODLAR VA DIDAKTIK O‘YINLARDAN FOYDALANISH.....312
132. Ochilova Nasiba Baxriddinovna
BOSHLANG‘ICH SINFLARDA XORIJIY TILNI O‘RGANISH SAMARALIDIR 315
133. Ortiqova Dilbar Choriyevna
BOLALARNI VATANPARVARLIK RUHIDA TARBIYALASHNI TA’MINLASH BIZ KATTALARNING BURCH VA MAS’ULIYATLARIMIZDIR 317

134. Qoraboyeva Rayhonoy Borijonovna
ONA TILI VA ADABIYOT DARSLARIDA RIVOJLANTIRUVCHI TA‘LIM TEXNOLOGIYALARINING SAMARADORLIGI 319
135. Турсунова Ойгул Ибрагимовна
ВЛИЯНИЕ ПСИХОЛОГИЧЕСКИХ И ВОЗРАСТНЫХ ОСОБЕННОСТЕЙ МЛАДШИХ ШКОЛЬНИКОВ НА ОВЛАДЕНИЕ ИНОСТРАННОГО ЯЗЫКА 321
136. Уринова Сайёра Холмирзаевна
ONA TILI DARSLARIDA INNOVATSION TEXNOLOGIYALARNI QO‘LLASH ORQALI MA’NAVIY TARBIYANI SHAKLLANTIRISH OMILLARI VA IMKONIYATLARI 324
137. Умерова Дилфуза Турабовна
О МЕТОДИЧЕСКИХ ПРИЁМАХ, ОБЕСПЕЧИВАЮЩИЕ РЕАЛИЗАЦИЮ МЕТОДА ТВОРЧЕСКОГО ЧТЕНИЯ 326
138. Yunusova Muqaddam O‘ktamovna
O‘ZBEK TILNING LUG‘AT BOYLIGI. 328
139. Ўролова Дилфуза Сайдалиевна
ЛЕКСИКА ТУРЛАРИ ВА УНИНГ ЧЕТ ТИЛИНИ ЎРГАНИШДАГИ РОЛИ. 330
140. Shamsiddinov Mirzanazar
YUQORI SINF O‘QUVCHILARDA KITOBXONLIK MADANIYATINI SHAKILLANTIRISH YO‘LLARI. 333
141. Гавҳарой Исроилжон қизи
ЎЗБЕКИСТОНДА БИЗНЕС ТУРИЗМ СОҲАСИДА САЁҲАТ ТАССУРОТИ ВА МАНЗИЛГОҲ ТАСВИРИНИНГ ШАКЛЛАНИШИГА ДОИР 335
142. Umarova Mashhura Kholmatovna
FUNDAMENTALS OF ENGLISH LEXICOGRAPHY 338
143. Суюнов С. Х.
ПРОБЛЕМА СОВЕРШЕННОГО ЧЕЛОВЕКА В УЧЕНИИ МИСТИКИ 340
144. Мамадиярова Дилфуза Умирзақовна
ПРОЯВЛЕНИЯ ЛИЧНОСТНОГО АДАПТАЦИОННОГО ПОТЕНЦИАЛА У БУДУЩИХ ВРАЧЕЙ ОБЩЕЙ ПРАКТИКИ ДО И ПОСЛЕ ПРОВЕДЕНИЯ ПРОГРАММЫ ТРЕНИНГОВЫХ ЗАНЯТИЯ 344
146. Ahmadjonov Tursunpo‘lat Ahmadjon o‘g‘li
“BOBURNOMA” ASARIDAGI MILLIY XUSUSIYATLARNI IFODALOVCHI VOSITALAR TARJIMASI 346
147. Qurbonova Muattar Lutpidinovna
ONA TILI DARSLARIDA MAQOL VA HIKMATLI SO’ZLARDAN FOYDALANISH SAMADORLIGI 349
148. Rayimalieva Yokutkhon Zohidjon kizi
INGLIZ, RUS VA O‘ZBEK TILLARI TURIZM TERMINLAR TIZMIDA LEKSIK – SEMANTIK MUNOSABATLAR 352
149. Reipova Abadan Kopjursinovna
IMPORTANCE OF TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE 355
150. Ro‘ziboyeva Parizoda Murodali qizi
ISAJON SULTON HIKOYALARI BADIIYATI 357
151. Saidova Qunduzxon
KESIMLIK VA PREDIKATIVLIKNING O‘ZARO MUNOSABATI 361
152. To‘rayeva Hayotxon Maribjonovna
INGLIZ TILI FANINI O‘QITISHDA SAMARADOR USULLAR 363

153. Tosheva Obida Murodovna
TAHLIL, TAHLIL VA YANA TAHLIL! 366
154. Turayeva Maftuna Boboyorovna
REASONS OF ENGLISH BECOMING AS A
TODAY'S GLOBAL LANGUAGE 369
155. Xamidova Malika Abdirasulovna
ONA TILI DARSLARIDA XATOLAR USTIDA ISHLASH
MAVZUSI YUZASIDAN METODIK TAVSIYALAR 372
156. Xudoyorov Asliddin Xusanovich
XALQ OG'ZAKI IJODIDA JANRLARNING VUJUDGA KELISHI VA
DIFFUZIYASI MASALASI 376
157. Yangiboyeva Gulzira, Yangiboyeva Nafisa
INGLIZ TILINI O'QITISHDA NOAN'ANAVIY USULLARDAN
FOYDALANISH AHAMIYATI 379
158. Yusupova Shirin Karimbayevna
ABDULLA AVLONIYNING TARBIYA HAQIDAGI QARASHLARI 382
159. Абдуллаева Фаёза Наимжоновна
ИНГЛИЗ ТИЛИНИ САМАРАЛИ ЎҚИТИШДА ЗАМОНАВИЙ АХБОРОТ
ТЕХНОЛОГИЯЛАРИ ДАСТУРИЙ ВОСИТАЛАРИ ИМКОНИЯТЛАРИДАН
ФОЙДАЛАНИШ 384
160. Ахророва Амира Аминовна
ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ ИННОВАЦИОННЫХ И ТРАДИЦИОННЫХ
МЕТОДОВ ПРИ ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ 387
161. Ashurova Mohlaroyim
XITOY VA O'ZBEK TILLARIDA BELGI-XUSUSIYATINI
IFODALOVCHI SO'ZLAR 391
162. Бегматова Гулчеҳра Холмуродовна
НУТҚДА ДИАЛЕКТАЛ ИДИОМАЛАРНИНГ
ҚЎЛЛАНИЛИШИ ВА ТАДҚИҚИ 394
163. Valieva Noiba Abbasxonovna
O'TKIR HOSHIMOVNING "DUNYONING ISHLARI" ASARI
TARJIMASIDA DINIY ATAMALAR 396
164. Ерназарова Шоира Абдумаликовна
КЛАССИФИКАЦИЯ УПРАЖНЕНИЙ ПО РУССКОМУ ЯЗЫКУ 400
165. Жексенбаев Еркин Турдыклычович
ОСНОВНЫЕ ТРЕБОВАНИЯ К ЗАДАНИЯМ ДЛЯ УЧАЩИХСЯ ПРИ
ПОДГОТОВКЕ К МЕЖДУНАРОДНЫМ ИССЛЕДОВАНИЯМ PISA ПО
ЧИТАТЕЛЬСКОЙ ГРАМОТНОСТИ 404
166. Жуматова Шарофат, Мадрахимова Мастура
БОШЛАНҒИЧ СИНФ ЎҚУВЧИЛАРИНИ КИТОБ МУТОЛААСИГА
ҚИЗИҚТИРИШ ТАЪЛИМ-ТАРБИЯДАГИ САМАРАДОРЛИКНИ ОШИРАДИ 408
167. Жўраев Бахром Нурмаматович
ИСПОЛЬЗОВАНИЕ АКТИВНЫХ ПРИЁМОВ ОБУЧЕНИЯ НА УРОКАХ
РУССКОГО ЯЗЫКА И ЛИТЕРАТУРЫ 411
168. Исаева Гулнора Абдукадировна
НЕКОТОРЫЕ ПРОБЛЕМЫ ПЕРЕВОДА ИМЁН СОБСТВЕННЫХ 413
169. Каримова Дилором Алишеровна
ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ НА УРОКАХ РУССКОГО ЯЗЫКА И
ЛИТЕРАТУРЫ 416

170. Mavlonova Hilola Husanovna
SOME ASPECTS OF KNOWLEDGE REPRESENTATION IN COGNITIVE SEMANTICS. 418
171. Мурадова Насиба Тургунбаевна
ДИФФЕРЕНЦИРОВАННЫЙ ПОДХОД К ИЗУЧЕНИЮ ИНОСТРАННОГО ЯЗЫКА В ВУЗЕ 420
172. Муратова Нодира Валихановна
ХОРИЖИЙ ТИЛЛАРНИ ЎҚИТИШДА МАМЛАКАТШУНОСЛИК МАТЕРИАЛЛАРИДАН ФОЙДАЛАНИШНИНГ САМАРАДОРЛИГИ 422
173. Мусурманов Эркин Раббимович, Ирода Рустамовна
МО ЯНЬ, СЮРРЕАЛИЗМ ВА ФОЛЬКЛОР НУЪМОНЖОНОВА 424
174. Musurmonov Erkin Rabbimovich, Maxmasoliev Otajon Isomiddin o‘g‘li
MAQOLLARDA USTOZLAR ZIKRI 426
175. Д. Нигматова
ФОРМИРОВАНИЕ ЛЕКСИЧЕСКОЙ КОППЕТЕНЦИИ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ СТУДЕНТОВ ЭКОНОМИЧЕСКИХ ВУЗОВ 428
176. Nasirova Saodat Abdullayevna
TERMINOLOGY: GENERAL CONCEPTS 430
177. Parpiyeva Shirmonoy Nurmatovna
TA’LIM METODLARI VA ULARNING TURLARI. 434
178. Razzakova Gulchexra Rustamovna
THE ROLE OF INNOVATIVE APPROACH IN TEACHING FOREIGN LANGUAGES 436
179. Raxmonova Nigina G‘ulom qizi
XITOY TILIDA ALTERNATIV SO‘ROQ GAPLARNING AYRIM STRUKTUR-SEMANTIK XUSUSIYATLARI 439
180. Садикова Ёркиной Салижоновна
ОБ ЭФФЕКТИВНОСТИ ИСПОЛЬЗОВАНИЯ КОРПУСНОЙ ЛИНГВИСТИКИ В ОБРАЗОВАНИИ 442
181. N. Sadieva
THE IMPORTANCE OF TEACHING VOCABULARY 444
182. Султанова Феруза, Султанова Фарогат
СОВЕРШЕНСТВОВАНИЕ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА В НАЧАЛЬНЫХ КЛАССАХ 446
183. Турсунова Мохидил Сабиржановна
ПРОБЛЕМЫ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ 449
184. Хашимова Сабоҳат Абдуллаевна
“КОНВЕРСИЯ” ТУШУНЧАСИ ҲАҚИДА 451
185. Холмуратова Мунаввар, Юлдашева Мухаббат
МЕТОДЫ ИЗУЧЕНИЯ ФОНЕТИКА РУССКОГО ЯЗЫКА 459
186. Шадманбекова Камола Абдуазизовна
ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОЕ ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ В НЕЯЗЫКОВОМ ВУЗЕ 463
187. Шералиева Замира Нишановна
ИСКУССТВО И ИНСТРУМЕНТЫ ЭФФЕКТИВНОГО ПРЕПОДОВАНИЯ 465
188. Эрданова Севара
МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ В ПРОЦЕССЕ ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА В ВУЗЕ 467

189. Юсупова Бийбисэнем Турдыбаевна
ҚАРАҚАЛПАҚ ТИЛИНДЕГИ «КӨК» КОМПОНЕНТЛИ ФРАЗЕОЛОГИЗМЛЕР 469
190. Ходжаева Нодира Турсуновна
ХОРИЖИЙ ТИЛЛАРНИ ЎРГАТИШДА КИТОБ МУТОАЛАСИ ВА ЭРТАКЛАРНИНГ ЎРНИ 471
191. Шойназарова Вазира Хушбаковна
ЧЕТ ТИЛИНИ ЎҚИТИШДА ИННОВАЦИОН ТЕХНОЛОГИЯЛАРДАН ФОЙДАЛАНИШ 473
192. Qurbonov Sanjar Rajabboyevich
BOSHLANG‘ICH TA’LIM SAMARADORLIGINI OSHIRISH YO‘LLARI 475
193. Rajabova Soliyajon Baxtiyorovna, Rajabova Qizlargul Baxtiyorovna
ONA TILI DARSLARIDA MUMTOZ MATN VA LUG‘ATLAR BILAN ISHLASHNI O‘RGANISH 477
194. Rasulova Nigina
USING ACT IN ENGLISH CLASSES AT ACADEMIC LYCEUM 480
195. Raxmonova Munirabonu G‘ulomjon qizi
METACOGNITIVE READING STRATEGIES OF TEACHING ENGLISH AT UNIVERSITIES 482
196. Ro‘zimatova Dilnoza Murodovna
EVFEMIZM VA TIBBIY ETIKA 485
197. Sabirova Zamira Abdullayevna
CHET TILLARNI O‘QITISHDAGI CEFR TALABLARI - BILIM KO‘NIKMALARNI SHAKLLANTIRISH 487
198. Sadikova Nodira Urazmetovna
TEACHING ENGLISH TO YOUNG LEARNS 489
199. SakbayevaVitaliya Vladimirovna
CHET TILLARINI O‘QITISH JARAYONIDA ZAMONAVIY AXBOROT TEXNOLOGIYALARIDAN FOYDALANISHNING AHAMIYATI 491
200. Шарофутдинов Икболжон Усмонжон угли
ПРИМЕНЕНИЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА. 494
201. Sharofutdinov Iqboljon Usmonjon o‘g‘li
CHET TILI DARSLARI UCHUN SODDA ELEKTRON QO‘LLANMA YARATISHNING SAMARALI USULI 496
202. Temirbulatova Indira Rustamovna
KOREYS TILIDA 참 DISKURS MARKERINING IFODALANISH FUNKTSIYALARI 498
203. Ubaydullayeva Mashhura Mamatxanovna
ILG‘OR O‘QITUVCHIDA NUTQ MADANIYATI 500
204. Aygul Umurzakova, Nosirxo‘ja Orifxo‘jayev
ARAB VA O‘ZBEK TILIDA SANOQ SONLAR VA ULARNING SANALMISH BILAN SINTAKTIK MUNOSABATI 503
205. Urunova Maloxat Allabergan qizi
CHET TILINI O‘RGANISHDA O‘RTA BOSQICH O‘QUVCHILARNING PSIXOLOGIK XUSUSIYATLARI 506
206. Xurshida Berdiyorova Jambulovna
O‘QUVCHILARGA BILIM BERISHDA O‘QITUVCHI NUTQINING AHAMIYATI 508

207. Xolmirzayeva Nilufar Karimjanovna
ADABIYOT DARSLARIDA O‘QUVCHILARNI KITOB O‘QISHGA QIZIQTIRISH 510
208. Abdullayeva Nazokat O‘rinovna
TIL BEBAHO BOYLIK, MILLIY O‘ZLIGIMIZ VA MUSTAQIL DAVLATCHILIK TIMSOLI 512
209. Лола Намазовна Алибаева
СОПОСТАВЛЕНИЕ КАТЕГОРИИ ЧИСЛА В УЗБЕКСКОМ, РУССКОМ И АНГЛИЙСКОМ ЯЗЫКАХ 514
210. Алиева Мастура Салиевна
ПАРАНТЕЗ БИРЛИКЛАРНИНГ ГРАММАТИК ЎЗИГА ХОСЛИГИ 516
211. Бердиев Хусан Холназарович
“ДЕВОНУ ЛУҒОТИТ ТУРК” МАТЕРИАЛЛАРИ ВА ЛИНГВОПОЭТИК ТАҲЛИЛ МАСАЛАСИГА ДОИР (ТАЖНИС САНЪАТИ МИСОЛИДА) 518
212. Дўсматов Санжар Тошпўлатович
МАҲМУД ЗАМАХШАРИЙ ВА ОДОБ-АХЛОҚ МАСАЛАЛАРИ 520
213. Йулдашева Нозима Мусажоновна
НАУЧНЫЕ ОСНОВЫ ИЗУЧЕНИЯ СИНТАКСИСА. 524
214. Зулфия Маруфова
ЛУТФИЙ ШЕЪРИЯТИДА “ГЎЗАЛЛИК” КОНЦЕПТИНИНГ ВЕРБАЛЛАШУВИ 526
215. Z.T.Xolmanova, D.M.Nasriyeva
MILLIY TIL VA LINGVISTIK XARITALAR 529
216. Parakhatova Kirmizi Bakhadirovna, Uzaqbergenova Bagdagul Baltaniyazovana
TEACHING ENGLISH PRONUNCIATION: COMMON TECHNIQUES AND DRILLS 532
217. Патуллаева Гаўҳар Сақлапбергеновна
ҚАРАҚАЛПАҚ ТИЛИНДЕГИ АЙЫРЫМ ТИЛЛИК ҚУБЫЛЫСЛАР ҲАҚҚЫНДА 535
218. Рахмонова Шахзода Камоловна
МУЛЬТФИЛМ ВА ҚИСҚА ҲИКОЯЛАР ОРҚАЛИ ЧЕТ ТИЛЛАРНИ ЎРГАТИШ 537
219. Синжапова Русана Руслановна
ТЕОРИЯ КОНЦЕПТУАЛЬНОЙ МЕТАФОРЫ В СОВРЕМЕННОЙ ЛИНГВИСТИКЕ 539
220. Ruzmetova Dilnoza Farxodovna
MOBILE TECHNOLOGY IN THE CLASSROOM 541
221. Сулаймонов Бобир
ЎЗБЕК ТИЛШУНОСЛИГИДА МЕТАФОРАЛАРНИНГ ЎРГАНИЛИШИ 543
222. Umurzaqova Muqaddamxon Musurmonovna
BOSHLANG‘ICH SINF O‘QUVCHILARINI MEHNAT DARSLARIDA APPLIKATSIYA ISHLARI ORQALI IJODIY FAOLIYATINI RIVOJLANTIRISH 546
223. Уринова Турсуной Уриновна
ОСОБЕННОСТИ СОЦИОКУЛЬТУРНОГО ФАКТОРА ПРИ ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА 549
224. Хакимова Наргиза Рахманалиевна
ИСПОЛЬЗОВАНИЕ МЕЖДУНАРОДНОГО ОПЫТА В ПОВЫШЕНИИ КАЧЕСТВА ОБРАЗОВАНИЯ 551

225. Хамракулов Абдужоббор Абдулхамидович
ФУНКЦИОНАЛЬНЫЙ СТАТУС ВСТАВНЫХ КОНСТРУКЦИЙ
В РОМАНЕ В.НАБОКОВА «ОТЧАЯНИЕ» (НА ФОНЕ КОНКРЕТНОГО
МИКРОКОНТЕКСТА) 553
226. Эрманбетова Шоҳсанам Бозорбоевна
УЗУН СОЧИНГНИ ЧАЙДИНГМУ НАМАНГОН СОЙИДА , ДИЛБАР... “ҲАБИБ
САЪДУЛЛА ЛИРИКАСИДА СОЧ ТАСВИРИ”..... 556
227. Юсупова Бийбисэнем Турдыбаевна
ҚАРАҚАЛПАҚ ТИЛИ ФРАЗЕОЛОГИЯСЫ ҲӘМ ФРАЗЕОГРАФИЯСЫНЫҢ
РАЎАЖЛАНЫЎ БАҒДАРЛАРЫ 560
228. Юсупова Хилола Саъдулла қизи
ХИТОЙ ТИЛИДА СЎЗ ЯСАЛИШИ (КОМПОЗИЦИЯ УСУЛИ МИСОЛИДА) 562
229. Abduraimova Fazilat Abilberganovna
USING COLOURFUL FLASHCARDS IN THE LESSONS ,ITS ADVANTAGES 564
230. Матлуба Раҳимова
МАСОФАВИЙ ТАЪЛИМДА АКТНИНГ ЎРНИ 566
231. Yunusova Farog‘at Ismoilovna
FILOLOGIYA FANLARINI RIVOJLANTIRISH YO‘LIDAGI TADQIQOTLAR..... 568
232. Khodjaeva Nilufar Amatdjanovna
ASPECTS OF TEACHING LATIN LANGUAGE AND MEDICAL TERMINOLOGY
TO FOREIGN STUDENTS 570
233. Rasulov Dilmurod Abdulkhakimovich
THE ROLE OF ICT IN TEACHING ENGLISH 574
234. Raximberdiyeva F.X
BOSHLANG‘ICH BOSQICHDA O‘QUVCHILARGA XITOY TILINI O‘RGATISHDA
O‘ZIGA XOS METODLARDAN FOYDALANISH..... 576
235. Salieva Ozoda Tulaboevna
TEACHING CHILDREN ABOUT MONTHS AND SEASONS..... 578
236. Teshaboyeva Bibiroziya Iqboljon qizi
INGLIZ TILIDAGI SINONIM SO‘ZLARNING XUSUSIYATLARI 580
237. Шамсиева Дилсора Насриддиновна
РУССКАЯ ЛИТЕРАТУРА - ИСТОЧНИК ДУХОВНОСТИ И
НРАВСТВЕННОСТИ 581
238. To‘rayeva Omatxon Ismoilovna
GAMES FOR THE DEVELOPMENT OF THE LISTENING SKILLS 584
239. Xalilova Lobar Qo‘ziyevna
THE ROLE OF EDUCATIONAL TECHNOLOGIES IN THE FORMATION OF
AMMATICAL SKILLS IN ENGLISH CLASSES 586
240. Дилбар Жумаева.Мехринисо Жумаева
ЗАМОНАВИЙ ЎҚИТУВЧИНИНГ ИННОВАЦИОН ПЕДАГОГИК
ТЕХНОЛОГИЯЛАРДАН ФОЙДАЛАНА БИЛИШ МАСАЛАЛАРИ. 588
241. Игамова Иноят Сулаймановна
ИСПОЛЬЗОВАНИЕ РОЛЕВЫХ ИГР НА ЗАНЯТИЯХ
РУССКОГО ЯЗЫКА..... 591
242. Мадалиева Рано Мирзамахмудовна
РОЛЬ ИГРЫ НА УРОКАХ РУССКОГО ЯЗЫКА В НАЧАЛЬНЫХ И СТАРШИХ
КЛАССАХ..... 593
243. Munisa Saydullayeva
DEFINITION OF IDIOMS: SOME FEATURES OF ENGLISH AND UZBEK..... 596

244. Qudratova Ziyoda Ixtiyorovna
TECHNOLOGIES FOR TEACHING, LEARNING AND TRAINING 598
245. Rahimova Mahbuba
PIRIMQUL QODIROV ROMANLARIDA TARIXIY SO‘ZLAR TAHLILI 599
246. Rahimova Sadoqat Abdumalik qizi
XORIJIY MAMLAKATLARDA TARIX FANINI O‘QITISHGA DOIR KONTSEPTUAL VA USLUBIY YONDASHUVLAR..... 601
247. Ruzmetova Shoxnoza Ulugbekovna
INFORMATIKA FANINI O‘QITISHDA «FIKRLARNING SHIDDATLI HUJUMI» METODIDAN FOYDALANISH..... 603
248. Sa’dulloyeva Nargiza Xayrulloyevna
MAKTABGACHA TA‘LIM MUASSASALARIDA CHET TILLARINI O‘RGATISH VA UNING AHAMIYATI..... 605
249. Salamova Nazira Nosirjanovna
USING PHYSICAL EXERCISES AT THE ENGLISH LESSONS..... 607
250. Saparniyozova Sevara Soliyevna
KIMYO FANINI O‘QITISHDA “REZYUME” TEXNOLOGIYASIDAN FOYDALANISH. 609
251. Saydullayeva Umidaxon Rustamjonovna
NEMIS TILI DARSLARIDA YANGI O‘YINLAR VA ULARNING O‘RNI 611
252. Sharipova Sayyora Azamjonovna
LANGUAGE TEACHING GAMES FOR THE 5TH-11TH GRADES..... 613
253. Shokirova Gulnora Anvarjonovna
BOSHLANG‘ICH TA’LIM JARAYONIDA FOYDALANILADIGAN DIDAKTIK MATERIALLARGA QUYILADIGAN TALABLAR..... 616
254. Shoxidova Mashxura Kobuljonovna
APPROPRUACY IN TEACHING ENGLISH..... 618
255. Sodiqova Gulruh Berdiyorovna
ALLOHNING ZIKRINI QALBIGA NAQSHLAGAN ZOT..... 621
256. Sotiboldiyeva Dilfuza Rustamjon qizi
NEMIS TILI DARSLARIDA INTERFAOL USULLARDAN FOYDALANISH 623
257. Suvonova Dilafruz Toxirovna
SOME ADVANCED METHODS OF TEACHING READING 625
258. Tojaliyeva Yulduzxon Xamdamovna
TEXNOLOGIYA FANINI O‘QITISHDA DIDAKTIK O‘YINLARNING AHAMIYATI 626
259. Tuyboeva Gulnoza Kuvondik kyzy
DISTANCE LEARNING: NEW REVOULITON IN UZBEK LEARNING CONTEXT..... 628
260. To‘rayeva Kamola Sulaymonovna
USING COMMUNICATIVE GAMES IN IMPROVING STUDENTS SPEAKING SKILLS 630
261. Usmonova Umida Oblonazarovna
MURAKKAB MAVZULARNI O‘TISHDA USLUBLARNING O‘RNI..... 632
262. Vohidova Dilafruz Qahramonovna
THE PROBLEM OF THE FORMATION OF COMMUNICATIVE COMPETENCE IN MASTERING THE ENGLISH LANGUAGE IN A MODERN SCHOOL..... 634
263. Ходжибаева Дилфуза Маъмуржановна
АБДУЛЛА ҚАҲҲОР ҲИКОЯЛАРИДА МАЪНАВИЙ-АХЛОҚИЙ МУАММОЛАРНИНГ ҚЎЙИЛИШИ 636

264. Xudoyberdiyeva Umida Usmonovna
ANIQ FANLARNI O‘QITISH JARAYONIDA CLIL METODIDAN FOYDALANISH 638
265. Yoqubboyeva Shoxista To‘raxon qizi
O‘TKIR HOSHIMOV HIKOYALARIDA BARQAROR BIRIKMALARNING QO‘LLANILISHI 640
266. Юлдашова Нозима Орзиқуловна
“БОШЛАНҒИЧ МАКТАБ ЁШИДАГИ БОЛАЛАРНИНГ ИНГЛИЗ ТИЛИДА МАНТИҚИЙ ВА ТАНҚИДИЙ ФИКРЛАШИНИНГ УЛАР ДУНЁҚАРАШИНИ ШАКЛЛАНТИРИШДАГИ АХАМИЯТИ.” 642
267. Юнусов Мухаммадхон Исомеддинович
РОЛЬ УЧИТЕЛЯ В ПОДГОТОВКЕ ПОДРАСТАЮЩЕГО ПОКОЛЕНИЯ К ЖИЗНИ 644
268. Zilola Nishonova Usmonalievna
USING INTERESTING GAMES IN UPPER GRADES 646
269. Ахмедова Чулпан Рахимовна
ИСПОЛЬЗОВАНИЕ ИГРОВЫХ МЕТОДОВ И ПРИЕМОВ НА УРОКАХ РУССКОГО ЯЗЫКА КАК СПОСОБ ПОВЫШЕНИЯ МОТИВАЦИИ К ОБУЧЕНИЮ 648
270. Бабакулов Исмаил Туркманович
СЛОВООБРАЗОВАНИЕ И СООТНОШЕНИЕ ГЛАГОЛОВ И ОТГЛАГОЛЬНЫХ ПРИЛАГАТЕЛЬНЫХ С СУФФИКСАМИ 651
271. Жўраева Сайёра Ваҳобжон қизи
ХАЛҚАРО БАҲОЛАШНИНГ ТАЪЛИМ СИФАТИНИ ОШИРИШДАГИ ЎРНИ.... 654
272. Махмудахон Мамадалиевна
ПРЕДМЕТ «ТЕХНОЛОГИЯ» В СОВРЕМЕННОЙ ШКОЛЕ 656
273. Мамажонова Дилноза Абдумажид кизи
НЕМИС ТИЛИНИ ЎҚИТИШДА ГРАММАТИК МАЛАКАНИНГ АҲАМИЯТИ 658
274. Maxkamova Shoxistahon Hoshimovna
BADIIY NUTQ USTIDA ISHLASH-DOLZARB VAZIFALARDAN 660
275. Набиева Мафтуна Абдурахимовна
АМИР ТЕМУР ДАВРИДА ШАКЛЛАНГАН МОЛИЯ ТИЗИМИ 662
276. Нуралиева Мафтуна
ИСПОЛЬЗОВАНИЕ ПОСЛОВИЦ И ПОГОВОРОК НА УРОКАХ РУССКОГО ЯЗЫКА В УЗБЕКСКОЙ ШКОЛЕ 664
277. Разыкова Лола Туйчиевна
ЭСТЕТИЧЕСКИЕ ЧУВСТВА И ПЕДАГОГИЧЕСКАЯ СОВМЕСТИМОСТЬ – ОСНОВА ПЕДАГОГИЧЕСКОГО МАСТЕРСТВА 667
278. Munisa Saydullayeva, Aziza Alangova
ADVANCED METAPHOR AS ONE OF THE TYPES OF OCCASIONAL USE OF PHRASEOLOGISTS-EUFEMISMS: EXPERIMENTAL STUDY 669
279. Темирова Шоира Гайбуллаевна
МЕТОДЫ ФУНКЦИОНАЛЬНОЙ ГРАМОТНОСТИ: ЗАРУБЕЖНЫЙ ОПЫТ 671
280. Фазлиддинова Мухайе Рухиддиновна
ДИДАКТИЧЕСКИЕ ИГРЫ НА УРОКАХ РУССКОГО ЯЗЫКА 673

281. Ҳаитова Замира Шухратовна
МАКТАБЛАРДА ИНГЛИЗ ТИЛИНИ ЎҚИТИШДА ТАРЖИМА САНЪАТИНИНГ ТУТГАН ЎРНИ 676
282. Садуллаева Лобар Ортикбоевна
СПЕЦИФИКА ЯЗЫКА. 680
283. Munisa Saydullayeva
TO THE PROBLEM OF THE AUDIO STRUCTURE OF THE ENGLISH LANGUAGE IN THE PERCEPTIVE ASPECT 684
284. Munisa Saydullayeva
NATIONAL-CULTURAL FEATURES OF THE PHONETIC SYSTEM OF THE ENGLISH LANGUAGE IN THE TERRITORY OF US 686
285. Xomidova Mahfuzaxon Farhodjon qizi
BADIIY MATN TUSHUNILISHIDA FON BILIMLARINING O‘RNI 688

ФИЛОЛОГИЯ ФАНЛАРИНИ РИВОЖЛАНТИРИШ ЙЎЛИДАГИ ТАДҚИҚОТЛАР

WHAT ARE THE GENERAL PRICIPLES OF LEARNING ENGLISH?

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Annotation: General Principles are important to learning English and useful to teachers to teach young learners. In this article you can find invaluable explanations how to teach English during lesson. And also there are many key elements which will help to keep young learners interested the class.

Key words: principle, immersion, precedes, constructing, actions, movements.

We know General Principles must be taken into consideration as general principles of learning English. They are immersion,listening precedes speaking, learning through actions, constructing reality.

Principle1. Immersion. The main principle is immerging children into target language. Immersion can be done through use of multi-sensory channels: auditory, visual,kinesthetic. Children must be actively involced in all activities which will ensure left and right sides od the brain involvement.

Principle2. Listening precedes speaking. Speaking should not be forced. Children must go through natural way of learning the taeget language: first they listen and internalize the language. As they internalize a cognitive map of the target language through understanding what is heard, there will be a readiness to speak. The children will start spontaneously produse utterances. The transactions from listening to speaking will have several steps of development. First the child will listen and respond exclusively with physical actions and later with simple one-word utterances such as “yes” or “no”. After this steps of cognitive brain work readiness to speak will arise.

Principle 3. Learning through actions. Understanding must be developed through movements of the learner’s body. Researchers found out that most grammatical structures of the target language and hundreds of vocabulary items can be learned through the skillful use of imperative by the teacher. This method was successfully adopted in many countries across the world and got enormous feedback. Huge amount of scientific researches were done, lots of books and articls published, as well as films showing impressive results of learners. A child learnes own language by exposure to the language and through actions which follow language utterances. Language input followed by a body movement allows a learner to decipher the meaning immediately at many levels of awerness including phonology, morphology, syntax and semantics. A few exposures to a language sample in the context of body movement ensures: a) the comprehension of novel sentences (ones they have never heard before); b) unusually long-term retention (similar to capability to ride a bicycle); and c)the linguistic achievement was accomplished seemingly without effort –in a stress-free activity.

Principle4. Constructing reality. Children can not learn if someone will just tell or explain reality to them. They must construct reality through first-hand experience. The world famous

Swiss psychologist Jean Piaget called this process of language acquisition constructing reality. The approach must simulate a natural way of acquiring the first language. Children are not interested in how the language works but they are very interested in understanding and expressing themselves in the target language. Before the children begin to speak they go to through a long way of the process in which language was imprinted upon body movements. Children can decode the language through the medium of body movemonts such as looking, pointing, touching, walking and others. They can express themselves by the same medium until readiness to speak in the target language takes place.

Using literature.

1.Total Physical Response. G.J.Asher.
2.Constructing reality.J Piaget.

USING GAMES IN THE CLASS IS THE MOST FRUITFULL WAY OF TEACHING ENGLISH.

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Annotation: Using different interactive games and activities are more effective than teaching an ordinary way,especially with young learners. The lesson will be interesting and fun for them when they learn the language by playing colourful fun activities. And of course it is more understandable. Here is given some activities and how to use them in teaching young learners.

Key words: Game, activity, technique, entertain, relax, motivate, classroom, warm-up, group.

Teaching English to the young learners is not easy because English is not their mother tongue .The teacher should have a good and an interesting technique to introduce English for them, so that the young learners will be interested and motivated to learn English. There are a lot of ways to introduce English to the young learners. One of them is by using games. Young learners love to play, and they participate in a game with more enthusiasm and willingness than in any other classroom task. Games are sometimes perceived as entertaining activities, playing which children are not really learning. Children in general learn better when they are active.

Games are fun and children like to play them; through games children experiment, discover, and interact with their environment; games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. There are countless benefits to using games in the classroom. Some games are played in pairs or small groups ; others are played with the whole class. We know that games are often used as short warm-up activities or when there is some time left at the end of a lesson. Let's look at what games the teacher can use in the class.

Find Your Partner is a game which is played in two groups. Teacher divides the class into 2 groups .For example: the first group is "Summer'', the second group is "Winter". Teacher distributes summer and winter flashcards to children and teacher asks the children to find their partners according to their flashcards.

Summer flashcards : hot, warm, the sun, swim in the river…..

Winter flashcards: snow, gloves, cold, fog……

Oral Matching can be a fun way for English learners to mingle and practice conversation. Each student is given a slip of paper with either a question or an answer on it and they are to read their questions and answers to their fellow students in order to decide which ones go together. For more fun, use a dialogue or story to create your question and answer slips. Once each student has found his or her matching pairs, you can have the students put it back together in the original order and read it together.

Tic-Tac-Toe is altered slightly to accommodate for team play, but the traditional objective of three –in-a-row remains the same. Students must work together to correctly answer questions in order to gain a chance to place an X or O and each person on the team gets a chance to answer for their group. Questions can be in the form of pictures which match vocabulary, to creating a sentence using grammar points, or whatever you choose to review with the students.

To sum up I can say one of the best solutions is through games which meet the purpose of creating a relaxing and motivating atmosphere for most learners and using interactive games in all English lessons promotes formation of a creative, active person, capable to change in the changing world.

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ТИЛ ЎРГАТИШ ЖАРАЁНИДА ИНТЕРФАОЛ МЕТОДЛАРДАН ФОЙДАЛАНИШ .

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Аннотация. Ушбу тезисда таълим-тарбия жараёнида интерфаол усуллардан фойдаланишнинг самарали йўллари хақида фикр юритилган. Интерфаол усуллар таълим жараёнида ўқувчилар ҳамда ўқитувчи ўртасидаги фаолликни ошириш орқали ўқувчиларнинг билимларни ўзлаштиришини фаоллаштириш, шахсий сифатларини ривожлантиришга хизмат қилиши хақида фикр юритилган. Барча фан ўқитувчилари дарс машғулотлари жараёнида интерфаол усуллардан борган сари кенгроқ фойдаланаётганликлари,улардан фойдаланишнинг самарали усуллари хақида тўхтаб ўтилган.

Калит сўзлар: кичик гуруҳ, катта гуруҳ, синф жамоаси, ёзма ишлар бажариш, тафаккур, ифодалай олиш, фарқлаш, таний олиш, гапириб бериш, такрорлаш.

Интерфаол метод-таълим жараёнида ўқувчилар ҳамда ўқитувчи ўртасидаги фаолликни ошириш орқали ўқувчиларнинг билимларни ўзлаштиришини фаоллаштириш, шахсий сифатларини ривожлантиришга хизмат қилади. Интерфаол методларни қўллаш дарс самарадорлигини оширишга ёрдам беради. Интерфаол таълимнинг асосий мезонлари: норасмий баҳс-мунозаралар ўтказиш, ўқув материалини эркин баён этиш ва ифодалаш имконияти, ўқувчилар ташаббус кўрсатишларига имкониятлар яратилиши, кичик гуруҳ, катта гуруҳ, синф жамоаси бўлиб ишлаш учун топшириқлар бериш, ёзма ишлар бажариш ва бошқа методлардан иборат бўлиб, улар таълим-тарбиявий ишлар самарадорлигини оширишда ўзига хос аҳамиятга эга.

Ҳозирда таълим методларини такомиллаштириш соҳасидаги асосий йўналишлардан бири интерфаол таълим ва тарбия усулларини жорий қилишдан иборат. Барча фан ўқитувчилари дарс машғулотлари жараёнида интерфаол усуллардан борган сари кенгроқ фойдаланмоқдалар.

Интерфаол усулларни қўллаш натижасида ўқувчиларнинг мустақил фикрлаш, таҳлил қилиш, хулосалар чиқариш, ўз фикрини баён қилиш, уни асослаган ҳолда ҳимоя қила билиш, соғлом мулоқот, мунозара, баҳс олиб бориш кўникмалари шаклланиб, ривожланиб боради.

Тафаккурнинг ривожланиши билиш, тушуниш, қўллаш, таҳлил, умумлаштириш, баҳолаш даражаларида бўлади. Шу ҳар бир даража қуйидаги белгилар ҳамда ҳар бир даражага мувофиқ феъллар намуналари билан ҳам ифодаланади, жумладан:

Билиш-дастлабки тафаккур даражаси бўлиб, бунда ўқувчи атамаларни айта олади, аниқ қоидалар, тушунчалар, фактлар ва шу кабиларни билади. Бу тафаккур даражасига мувофиқ феъллар намуналари: қайтара билиш, мустаҳкамлай олиш, ахборотни етказа олиш, айтиб бера олиш, ёзиш, ифодалай олиш, фарқлаш, таний олиш, гапириб бериш, такрорлаш.

Тушуниш даражасидаги тафаккурга эга бўлганда эса, ўқувчи фактлар, қоидалар, схема, жадвалларни тушунади. Мавжуд маълумотлар асосида келгуси оқибатларни тахминий тафсифлай олади.

Қўллаш даражасидаги тафаккурда ўқувчи олган билимларидан фақат анъанавий эмас, ноаънанавий ҳолатларда ҳам фойдалана олади ва уларни тўғри қўллайди. Бу та-

факкур даражасига мувофиқ феъллар намуналари: жорий қилиш, ҳисоблаб чиқиш, намойиш қилиш, фойдаланиш, ўргатиш, аниқлаш, амалга ошириш, ҳисоб-китоб қилиш, татбиқ қилиш, ҳал этиш.

Таҳлил даражасидаги тафаккурда ўқувчи яхлитнинг қисмларини ва улар ўртасидаги ўзаро боғлиқликларни ажрата олади, фикрлаш мантиқидаги хатоларни кўради, фактлар ва оқибатлар орасидаги фарқларни ажратади, маълумотларнинг аҳамиятини баҳолайди. Бу тафаккур даражасига мувофиқ феъллар намуналари: келтириб чиқариш, ажратиш, табақалаштириш, таснифлаш, тахмин қилиш, башорат қилиш, ёйиш, тақсимлаш, текшириш, гуруҳлаш.

Умумлаштириш даражасидаги тафаккурда ўқувчи ижодий иш бажаради, бирор тажриба ўтказиш режасини тузади, бир нечта соҳалардаги билимлардан фойдаланади.

Баҳолаш даражасидаги тафаккурда ўқувчи мезонларни ажрата олади, уларга риоя қила олади, мезонларнинг хилма-хиллигини кўради, хулосаларнинг мавжуд маълумотларга мослигини баҳолайди, фактлар ва баҳоловчи фикрлар орасидаги фарқларни ажратади.

Интерфаол усуллар кўп турли бўлиб, уларнинг ҳаммаси ҳам ҳар қандай прогрессив усуллар каби энг аввало, ўқитувчидан машғулот олдидан катта тайёргарлик кўришни талаб қилади.

Хулоса қилиб шуни айтиш мумкинки, тил ўргатиш жараёнида интерфаол усуллардан кенгроқ фойдаланиш мақсадга мувофиқдир.

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MUHAMMAD YUSUF - TABIAT KUYCHISI

Rahimova Sohibaxon Basirovna
Farg‘ona viloyati 1-aniq va ijtimoiy fanlarga ixtisoslashtirilgan davlat umumta’lim maktab-internati oliy toifali ona tili va adabiyot fani o‘qituvchi
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Anotatsiya: Muhammad Yusuf ijodida tabiat tasvirini o‘ziga xos talqinda ifoda etilishi. Badiiy san’atning jonlantirish va qiyoslash turlariidan o‘rinli foydalanish,

Kalit so‘zlar: she’r; ko‘klam; qizg‘aldoq; Muhammad Yusuf

She’riyat - Olloh inoyati ila inson ruhiyatiga singib, uni shirin tuyg‘ular sari boshlovchi ilohiy ne’mat. She’riyat katta bir bog‘. Bu bog‘da turli mevalar o‘sadi va gullar ochiladi. Har bir mevaning mazali ta’mi, har bir gulning o‘z shirin ifori bor. Bu bog‘dagi har bir giyoh kun kelib azim chinorlarga aylanadi.

Shoir Muhammad Yusuf shu bog‘da o‘sdi va kamol topdi. O‘z she’rlarini nafis ohangda, serjilo tashbehlarda kuylashga, ko‘ngillarga xush yoquvchi mayin kuylar asosida yaratishga harakat qildi. “Bahorni g‘o‘raga yashirishni”, “yalpizga suyanib o‘lib qolishini”. “ikki qalbning shirin muhabbatiga guvoh bo‘lgan mayin jiyda gullarini ”,”guldan bo‘sa olishga intilgan asalarini”, “ko‘klamoyimdan bir chimdim ko‘k so‘rab” o‘z she’rlarini oq qog‘ozga tushirdi. Uning nihogidan ko‘kdagi qushlarning parvozi, kapalak misol yorning ko‘ziga termulib o‘tirishni va majnuntollarning aybdor oshiqday egilib turishidan tortib, mayus lolaqizg‘oldoqqacha yurak sehri bilan ashyor bitishga intildi.

Qizg‘aldog‘im, qirdan bo‘lak koshonang yo‘q,
Kokil yoysang, yerdan bo‘lak toshoynang yo‘q,
O‘ksib-o‘ksib turganingda o‘zim borib,
Peshonangdan o‘pay desam, peshonang yo‘q.

U hokisor, oshiqlar dardini tez ilg‘ab oluvchi, qalbidagi mehrni insonlarga ulashishni xush ko‘rardi. Umr osmonida chaqmoqday porladi. Sheriyat osmonida esa yulduzga aylangan betakror, benazir, har bir narsadan go‘zallik, yaxsgilik, mehr – oqibat izlovchi shoir edi.

Shoir Muhammad Yusuf ijodiga mansub bo‘lgan barcha she’rlariga avlodning eng olijanob va yuksak insoniy fazilatlari bilan birga yoshlik sururi, ishq va muhabbatning nafis navolari, o‘zbekona, sodda, ayni paytda ezgu, bokira va betakror tuyg‘u hamda kechinmalari o‘zining yorqin ifodasini topgan. So‘zning badiiy imkoniyatlaridan mahorat bilan foydalanish, musiqiy ravonlik, tuyg‘ular tiniqligi, samimiylik va mayinlik, ruhiyat manzaralarini lo‘nda va yakdil ifodalay bilish Muhammad Yusuf she’riy uslubining yetakchi xususiyatlaridir. Ilk she’rlar kitobi — „Tanish teraklar“ (1985). „Bulbulga bir gapim bor“ (1987), „Iltijo“ (1988), „Uyqudagi qiz“, „Halima enam allalari“ (1989), „Ishq kemasi“ (1990), „Ko‘nglimda bir yor“ (1991), „Bevafo ko‘p ekan“, „Yolg‘onchi yor“ (1993), „Erka kiyik“ (1995) va „Osmonimga olib ketaman“ (1998) she’riy kitoblari nashr etilgan. Shoir ijodiga nazar solar ekanmiz,uning nigohida tabiat tasviri alohida o‘rin tutadi.

Ko‘nglimga ko‘k binafshalar sochilsin,
Kokiliga tolpopukdan soch ilsin,
Boychechakka borar yo‘llar ochilsin,
Ko‘klamoyim, ko‘kingdan ber bir chimdim.

Xulosa qilib aytganda, shoir hayot bilan hamnafas yashadi. Hayot bilan yondi va uning

go‘zalligidan bahra olib ijod qildi. Shoir tabiat kiychisi. Inson ko‘zi kormagan go‘zallikni shoir ko‘zi ila ko‘rib she’r ahliga doston qildi, Ha, Muhammad Yusuf nozik go‘zallikni qalban his qiluvchi nozik didli shoir. Bunday insonlar Yaratganning huzuriga tez oshiqadi deyishadi. Lekin bosgan izi va yozgan ashorlari bilan uzoq yillar mangulikka dahldor bo‘lib ketadi. Shoir ijodiga nazar slogan sari yangi bir ma’no kasb qilasan kishi. Bu ham she’r deb atalmish buyuk ne’matning kuchi, Ollohning inoyati…

Muhammad Yusuf – har bir ezgulikka, go‘zalikka oshno qalblar bilan mangu hamnafasdir. Zero, shoir o‘zi aytganidek:

O‘lsa o‘zi o‘lar
So‘zi o‘lmaydi,
Hamisha barhayot nasl shoirlar.
Haqiqiy shoirning qabri bo‘lmaydi,
Yurakka ko‘milar asl shoirlar.

Foydalanilgan adabiyotlar ro‘yxati:

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ДИСТАНЦИОННОЕ ОБУЧЕНИЕ В ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛАХ – ПРОБЛЕМЫ И ПРЕИМУЩЕСТВА В СРАВНЕНИИ С ТРАДИЦИОННЫМИ МЕТОДАМИ ОБУЧЕНИЯ.

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Аннотация: В 2019-2020 учебном году в Республике Узбекистан в целях принятия мер для продолжения учебного процесса в общеобразовательных школах, дистанционное обучение было принято и одобрено со стороны Министерства Народного Образования как основное.

В статье рассматриваются основные направления работы в режиме дистанционного образования, история возникновения, его преимущества в сравнении с традиционным видом образования. Особое внимание уделяется изучению феномена дистанционного образования.

Ключевые слова: учебный процесс, дистанционное образование, традиционное, феномен.

Все человечество стоит сейчас на пороге великих перемен во всех сферах своей деятельности. Мы познаем себя в непрерывном обучении чему-то новому, в этом и состоит смысл жизни . На протяжении сотен тысяч лет,как только появились первые образовательные учреждения, наблюдался контакт: Учитель-ученик,Ученик-учитель. Ходить в школу,сидеть за партой было естественным и целесообразным. Получить образование могли не все, эту проблему решило появление так называемого удаленного образования.

Термин «дистанционное обучение» связан с именем Исаака Питмана, правда тогда в конце XVIII-века он звучал по-другому- «корреспондентское обучение». На первых этапах развития использовалась почта как средство связи. В дальнейшем, в результате прогресса радио, телеграф, телефон, телевидение стали главными помощниками педагогов в данном виде обучения.

Преподаватели общеобразовательных школ столкнулись с проблемой дистанционного обучения совсем недавно, и эта проблема для многих из них оказалась достаточно сложной в связи с тем, что учителя оказались просто не готовыми к этому и морально и материально. Случилось невероятное: почти все страны, включая Республику Узбекистан, закрылись на карантин. Проблема дистанционного обучения возникла потому, что ученики оказались в информационном и образовательном вакууме и было необходимо решить ее незамедлительно.

Дистанционное обучение - самая актуальная идея для современного педагога,из-за того, что учителя и ученики находятся на большом расстоянии друг от друга, чего не было раньше, и для тех и для других – это стало проверкой на компьютерную грамотность, владения методикой преподавания и, конечно, знания детской психологии. Дистанционный метод обучения предоставил нам, учителям, уникальную возможность – работать с каждым из своих учеников индивидуально. В обучении иностранным языкам формирование практических умений и навыков речи является основным объектом обучения. Дистанционное обучение позволяет применять более широко один из самых значимых методов в обучении иностранным языкам: демонстрацию.

Именно этот метод дает самые ощутимые результаты в процессе дистанционного

обучения. Объяснение также доказало свою эффективность,потому что учащиеся уже выработали навыки в этом отношении и лучше осознают семантические стороны изучаемого языка. Учитель дает учащимся задания с современными ресурсами, которые могут быть уникальными.

Таким образом, современный учитель может стать другом своих подопечных, мотивировать их на выполнение заданий, поощрять их, находить к сердцу каждого из них ключ. Детская психология –уникальна, у каждого ребенка свой особый, внутренний мир. Именно дистанционное обучение требует особого подхода, нельзя оставлять без внимания ни один из ответов, которые ваши ученики дают в процессе урока «on-line», ваше постоянное внимание к их работе будет мотивировать их на дальнейшие действия, а это значит образовательный процесс не остановится и мы сможем увидеть результаты нашей работы.

У каждого из нас сейчас, возникает большое количество вопросов по поводу дистанционного обучения, на которые мы ищем ответы, работая непосредственно с учениками. Как и у многих других видов обучения, у него есть свои положительные и отрицательные стороны. Плюсы как таковые были перечислены мною выше. Теперь о минусах: их немало, например, учителя и ученики лишены живого общения, большое количество учеников, и каждый из них ждет вашей оценки и похвалы. Кроме того, устаревшие методы работы не доказали свою эффективность в этом новом для некоторых из нас виде обучения: работа только с учебником, уже не оправдывает себя в полной мере, учащимся становится реально скучно и они перестают выходить с преподавателем на связь.

Подводя итоги, хочется сказать, что на данный момент метод дистанционного обучения показал, что работать по старым методам уже нельзя. Современная обстановка в мире заставила нас понять и оценить то,чего мы так сильно боялись : интернет, мессенджеры, и т.д. Оказывается ими можно и нужно пользоваться в очень хороших целях: обучать своих подопечных дистанционно, обмениваться мнением со своими коллегами, и заполнять тот вакуум и информационный и образовательный, в котором мы оказались в начале карантина, который не сломил наш дух. Это дает нам необходимую мотивацию, чтобы продолжать жить и работать, в тех условиях, в которых мы сейчас находимся.

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ИНТУИЦИЯ И ЧУВСТВО ЯЗЫКА КАК СОСТАВЛЯЮЩИЕ ЯЗЫКОВОЙ СПОСОБНОСТИ

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Аннотация: Анализ ряда истолкований «чувства языка» позволил выделить две неоднозначно решаемые проблемы, связанные схарактером (природой) «чувства языка» и степенью его осознанности. В этой статье рассматриваются эти проблемы и их решения.

Ключевые слова: лингвистика, язык, интуиция, языковые единицы, чувство языка, модель, концепция.

В лингвистической и лингводидактической литературе встречается термин «чувство языка» или «языковое чутье». Данный термин употребляют в своих работах В. И. Чернышев, Л. И. Божович, Н. С. Рождественский, Д. Н. Богоявленский, С. Ф. Жуйков, А. М. Орлова, Л. И. Айдарова, Л. П. Федоренко, М. М. Гохлернер, Г. В. Ейгер, Е. Д. Божович, Т. М. Колесникова и др. Однако общепринятого понимания сущности термина «чувство языка» не наблюдается.

Решение коммуникативных, познавательных, социокультурных и ряда других задач при обучении как родному, так и иностранному языку, по мнению ряда методистов, невозможно без опоры на «чувство языка», без обращения к языковому опыту учащихся. Вместе с тем, в последнее время в условиях вариативности концепций, моделей, содержания языкового образования появляются очень разные подходы к проблеме развития «чувства языка» и путям её решения[1]. Сама же обозначенная проблема представляет не только академический, но и практический интерес, поскольку педагогу необходимо иметь представление осущности «чувства языка», уметь контролировать влияние рассматриваемого понятия на усвоение обучающимися учебного материала, атакже способствовать дальнейшему развитию анализируемой категории. Авторы разнообразных и многочисленных интерпретаций «чувства языка» предполагают, что в его основе лежат: память и аналоговая деятельность (Ф. Кайнц); сигналы согласования-рассогласования порождаемых или воспринимаемых языковых форм со сложившимися конкретными эталонами языковых единиц, структурными схемами и метаязыковыми знаниями (М.М. Гохлернер, Г.В. Ейгер и др.); хорошее структурирование языкового материала в памяти — наличие «гештальтов» (нем. Gestalt— «форма», «образ», «структура») (Г. Пауль); ассоциативные связи различных признаков языковых явлений или совокупности признаков (Д.Н. Богоявленский, Б.И. Додонов, С.Ф. Жуйков, А.М. Орлова, Ф.А. Сохин и др.); неосознанные «обобщенные языковые представления» (Ф. Марек, Л.В. Щерба и др.); динамический стереотип (Л.Л. Гурова, С.Ф. Жуйков); обобщения, имеющие эмоциональный характер и выраженные черты «неосознанного знания» (Л.И. Божович); психологическое содержание самого «чувства» (Б.В. Беляев, Н.В. Имедадзе, Ф. Кайнц, Г. Линдрос, Ф. Малирж, А. Мирамбель, Г.В. Рамишвили и др.); установка, определяющая стратегию отбора ребенком лингвистической информации (Н.В. Имедадзе); аксиологическая деятельность (Б.С. Шварцкопф, Л.В. Щерба); соотношение сознательного и бессознательного (Б.В. Беляев, Н.В. Имедадзе, А.А. Леонтьев, Г. Линдрос, Р. Якобсон и др.) и т. д.

Исследователи детской речи, не раз отмечавшие наличие чувства языка в детской

речи, причину его существования видят в практических умениях языка: «необходим достаточный объем речевого материала в соединении со способностью и склонностью к его неосознанному анализу»[2].

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HOW TO LEARN ENGLISH VOCABULARY EFFICIENTLY

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Annotation: Nowadays learning foreign languages continues to be one of the most important things for our country in the globalization of world, especially learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing. In the articleit is going to be discussed how to learn English vocabulary efficiently.

Key words: make a routine, a unit, vocabulary books, being active, a highlighter pen, pronunciation, example phrases, the meaning, the dictionary.

A) Learning and revising with English vocabulary books.

First of all, make a routine and decide how much time you can spend on your vocabulary book each day or each week. If you are studying a unit for the first time, try to give yourself at least half an hour or forty-five minutes; if you revising, five or ten minutes each time is very useful. So, plan longer units for new units, and shorter periods for revision.

We can do different things to maintain your interest and keep your interest high. For example:

- We should not work through the units in sequence: look through the units and choose ones that interest you.
- When we do a unit, we can:

read the whole information part of the unit, then do the exercise part.

read part of the info page, then do one or two exercises.

try the exercises first, then use the information page when you have a problem.

all are up to you.

-Being active is also important while learning. For example:

While we are reading the info, one should use a highlighter pen to mark new or interesting vocabulary.

One ought to practice saying the words silently in your head, and also out loud, to see if they can pronounce the words.

Put new words in your own notebook using some of the ideas from Unit2 to do it effectively.

It is common to learn a word one day,then find you cannot remember it a day later. If you rivise regularly, it helps you o remember words and make them part of your active vocabulary. Here some ideas for revising vocabulary books:

-Do exercises in pencil. Check your answers when you have finished, then rub them out. Later, come back and do the exercise again, and just use the info part if you cannot remember something.

-When you read the info part for a second time, have a piece of cord with you. When you reach a new word in bold which has a definition after it in brackets ( ),

-Cover the definition quickly and try to say what it is. Then uncover it to see if you were right.

-Revise for short periods but do it often. Five minutes a day is probably better then half an hour a week; but half an hour is probably better then two hours a month.

-As with learning, be active when you revise. Look for different ways to revise: test yourself, create games for yourself; set goals (decide on things you want to be able to do by a particular time); decide on when to work on something, e.g. meaning on Sunday, pronunciation on Monday, etc.

B) Keeping a vocabulary notebook.

To organize your notebook give each page a title, e.g. sport, education, phrasal verbs. Then, as you learn new words, record each one on a suitable page. You could also have a general index in the back of your book, with a space for each letter. Then, as you learn new words, you enter them alphabetically with title of the topic in brackets.

These things are important but will not need to record all of them for every word:

What? How? Example

Meaning a) translation lembrar= to remember (Portuguese) b) definition A pond is an area of water smaller then a lake

c) synonym or opposite awful(=terrible), ugly(≠beautiful)

d) picture saucepan (and its picture here)

e) example sentences My hands were cold so I put on my gloves

Pronunciation phonetic symbols ache /eik/

or your own system ache (like 'make')

Part of speech (n), (v), (adj), etc. gloves (n), buy (v), cold (adj), etc.

Note: You will not learn everything about a word when you first record it, so always leave space in your notebook, then you can come back and add more information later.

While organizing words on the page, certain words often appear together, so it is a good idea to record them together, and not just write lists of words on their own. You can do this in different ways.\

1) You can draw its picture of the word;

2) You can draw shapes which refers to a word;

3) You can draw lines which illustrates the direction of the verbs.

C) Using a dictionary.

If possible one should buy two dictionaries: a good bilingual and a good English-English dictionary. The bilingual dictionary is quicker and easier for tem to understand; the English-English dictionary may give you more info about a word or phrase, and it is a good idea for you to work in English as much as possible. Here some current recommended English-English dictionaries:

Large dictionaries: Medium-sized dictionaries:

-Cambridge International Dictionary of English; -Collins COBUILD Essential

-Longman Dictionary of Contemporary English; Dictionary;

-Collins COBUILD Dictionary; -Oxford Word power Dictionary;

-Oxford Advanced Learner's Dictionary. –Longman Active Study

Dictionary.

A dictionary gives you information such as:

- the meaning, e.g. homesick=unhappy when you are awey from home
- the pronunciation, e.g. chaos /kees /, dreadful /dredful/, island / ailend/
- the part of speech - any special grammatical features

-common collocations (word partners) -example phrases or sentences

-opposites (where they exist)

Note: In most English-English dictionaries for foreign learners, collocations are usually shown in **bold** or *italics*, or they are included in the examples given after the definition: **do**1 /d@; *strong* du/ *auxiliary verb* (past tense **did** /did/, past participle **done** /dцn/, third person singular **does** /d@z; *strong* dцz/) **1** used with another verb to form questions or negatives:

Do you like pasta? | What time does Linda usually go to bed? | I don't think I'll be able to come

Here some ideas to help us how to use dictionaries:

-When we look up a word, we should put a tick next to it. Each time we return to a page with a tick look at it quickly to check that you remember the word;

-If one sees an English word in a text, first they should try to guess the meaning, and carry on reading to see if their guess seems correct. We can use our dictionary to check the meaning.

-We should remember that many words have more than one meaning, and the first meaning in the dictionary is not always the one we want. So, read through the different meanings.

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FUNCTIONAL STYLES OF THE ENGLISH LANGUAGE

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Annotation: This article deals about the functional styles of English language and its classification between writers. It tries to give information about the importance of them in English communication.

Key words: language, functional style, classification, individual style

Functional styles (FS) are the subsystems of language, each subsystem having its own peculiar features in what concern vocabulary means, syntactical constructions, and even phonetics. The appearance and existence of FS is connected with the specific conditions of communication in different spheres of human life. FS differ not only by the possibility or impossibility of using some elements but also due to the frequency of their usage. For example, some terms can appear in the colloquial style but the possibility of its appearance is quite different form the possibility to meet it in an example of scientific style.

The classification of FS is a very complicated problem, that is why we will consider ideas of I.V.Arnold and I.R. Galperin, bearing in mind that Galperin treats functional styles as patterns of the written variety of language thus excluding colloquial FS. Both scholars agree that each FS can be recognized by one or more leading features. But Galperin pays more attention to the coordination of language means and stylistic devices whereas Arnold connects the specific features of each FS with its peculiarities in the sphere of communication.

According to I.R. Galperin, **a functional style of language is a system of interrelated language means which serves a definite aim in communication.** A functional style should be regarded as the product of a certain concrete task set by the sender of the message. Functional styles appear mainly in the literary standard of the language.

These represent varieties of the abstract invariant and can deviate from the invariant, even breaking away with it.

Each FS is a relatively stable system at the given stage in the development of the literary language, but it changes, and sometimes considerably, from one period to another. Therefore FS is a historical category. Thus, for example in the 17th century it was considered that not all words can be used in poetry, and that a separate poetic style exists. Later, in the 19th century romanticism rejected the norms of poetic style and introduced new vocabulary to poetry. The development of each style is predetermined by the changes in the norms of standard English. It is also greatly influenced by changing social conditions, the progress of science and the development of cultural life.

Every functional style of language is marked by a specific use of language means, thus establishing its own norms which, however, are subordinated to the norm-invariant and which do not violate the general notion of the literary norm. The writers of the given period in the development of the literary language contribute greatly to establishing the system of norms of their period. It is worth noting that the investigations of language norms at a given period are to great extent maintained on works of men of letters. Selection, or deliberate choice of language, and the ways the chosen elements are treated are the **main distinctive features of individual style**.

Individual style is a unique combination of language units, expressive means and stylistic devices peculiar to a given writer, which makes that writer's works or even utterances easily recognizable. (Galperin, p.17) Naturally, the individual style of a writer will never be entirely independent of the literary norms and canons of the given period. But the adaptations of these canons will always be peculiar and therefore distinguishable. Individual style is based on a thorough knowledge of the contemporary language and allows certain justifiable deviations from the rigorous norms. Individual style requires to be studied in a course of stylistics in so far as it makes use of the potentialities of language means, whatever the characters of these potentialities may be.

All men of letters have a peculiar individual manner of using language means to achieve the effect they desire. Writers choose language means deliberately. This process should be distinguished from language peculiarities which appear in everyday speech of this or that particular individual (**idiolect**).

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THE STUDY OF PHRASEOLOGY IN THE EDUCATIONAL DICTIONARY

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Abstract. The article is given by analysis of methods and principles of studying phraseology in the university and school. Acquainted attention on the main forms of teaching the section of the science of the language of phraseology, the methods of its study and main characteristics are considered.

Key words: phraseology, lesson, task, purpose, skill.

One of the means of shaped and expressive literary speech is the winged words. Winged words are the term denoting the brief quotes that came to our speech from the literary sources, the exact expressions, the departures of historical persons, the names of mythological and literary characters, who have become a nominating, etc. Often the term “winged words” is smuggled in a broader sense: they are of folk saying, segregating, all kinds of shaped expressions, which arose not only from literary sources, but also in everyday life. Winged words or phraseological products are studied in the section of linguistics, which studies the stable combinations of words - phraseology. The use of phraseologists in our speech is very important, that’s why phraseology begins to study at the school from the 7th grade in the section “Vocabulary and phraseology” and continue to study in the university more in-depth at the 3rd course on the Bachelor’s program. Thanks to the properties of phraseological sites, namely: the designs of expressiveness and the merculous value, - our speech becomes brighter, emotional, processes and expressive. That is why almost all the famous writers, even during the time of Homer, used phraseologists to create a color and stylistic coloring of their works. The main task that should be solved in teaching the Russian language is that the processes of therrence of knowledge about the device and functioning of the native language, mastering the main norms of the modern Russian literary language, the formation of the ability to use its rich stylistic resources organically combined with intensive development of reciprocal, intellectual, creative abilities. That’s why in the school course of the Russian language, the section of the science of the language phraseology occupies a special place. The introduction of it involves the knowledge of the main properties of the language listed units, their language features and functioning in the speech, the phraseological wealth of the Russian language. Formation of educational skills as a task of studying phraseology in school contributes to the consolidation of the linguistic knowledge. In addition, the study of phraseologists should be accompanied by the use of them in speech, interpreting the meaning of phraseological revolutions and appropriate use in conversation. This is also one of the tasks of teaching children in the lessons of the Russian language devoted to the study of the section of phraseology. EI Litnevskaya and VA Bagryntseva indicate the following tasks of studying phraseology at school. The main goal is to give an idea of phraseological information as a language uniform. From the set goal follows the following tasks:

1) show similarity and difference with the word and phrase; 2) show the specificity of the meaning of phraseology in comparison with the free phrase; 3) give an idea of systemic relations in phraseology (synonymy, atonymia); 4) give the concept of phraseological

dictionaries [2; with. 210]. The problem of studying phraseology at school is currently very relevant. Many researchers are satisfying that the section of the phraseology in the school course of the Russian language is given a small number of hours. Therefore, the tasks of the teacher include the optimal dioxide distribution of the material, in order to give the students a comprehensive idea of phraseologists to give students. All concepts of lexicology (including phraseologies) are described in the school course as follows: 1) definition of the concept; 2) function; 3) reflection in the dictionary. EI Litnevskaya and VA Bagryntseva note that phraseology is "a relatively independent region of linguistics, and the study of phraseologists in linguistics is usually carried out in the same scheme as the description of lexical units: 1) value; 2) uniqueness and mutifaction; 3) Omonium, synonymy, antonymy; 4) Origin; 5) functioning; 6) reflection in dictionaries. However, a small number of hours allocated on this topic does not allow to conduct a fairly wide view, therefore, according to researchers, the teacher must be limited only by the most significant moments: 1) the specificity of phraseologies in comparison with words and with free phrases; 2)stylistic paint of phraseology; 3) systemic relations between phraseologists or phraseologists and words (synonymy, atonymy). When studying phraseology, such general society principles are used, such as extra-lingic, systemic, functional, synchronous with reference to diashrony. One of the important aspects of studying phraseologists is the consideration of their functioning, that is, in the use of different style. Here, the connection of lessons on the theory of phraseology and the lessons for the development of speech is constantly being carried out. The object of study in school is a modern Russian language. All the basic concepts are considered in a synchronous cut. However, in the course of lexicology (in particular phraseology), treatment is also taken to the process of historical development of the language. In a course of studying phraseology, students should purchase the following skills and skills: 1) determine the lexical meaning of phraseology, distinguish it from grammatical value; 2) to interpret the lexical meaning of the phraseology taken from the context (descriptively or through the sectonymity selection); 3) find phraseologies in the text; 4) select to synenoma and antonyms to the phraseological circuits; 5) to examples the phraseologists; 6) group phraseological products on a given base; 7) determine the function of using phraseological sites in the text; 8) Use the phraseological dictionary. The study of such a topic as "phraseology" in the university requires students of constant search, the ability to analyze, compare and find the most effective and rational ways to learn knowledge, methods of forming the conscious skills and skills, independence of thinking, cognitive activity. The future teacher should be a truly researcher: be able to analyze, generalize the experience, creatively use the methodical heritage of the past and achieve modern techniques. When studying phraseology, the teacher uses the following "events": - lectures; - practical classes; - abstracts, reports; - laboratory work; - Control works. Preparation of students in the pedagogical university is fed from the assimilation of the theory about phraseology and from mastering the skills to teach future schoolchildren to use phraseologists in different fields of their application. Each section of the science of the language has its own specifics. In the study of phraseology in the university of phraseology, inextricably in the scope of the science language "vocabulary", the following principles are acting:

-lexico-grammatical (mapping of lexical and grammatical values of the word); - system (accounting all elements of the lexical paradigm); - contextual (consideration of the word in its syntagmatic connections in a sufficient context); - Lexic-syntactic (matching word and phrases). All these principles provide students understand the essence of the word and phraseology, the need for their consideration in the context, from which it is possible to find out the semantics of a particular word. Fraseology, together with vocabulary, in the university study of the Russian language takes a less significant place and in volume, and

on the time-to-time, than for example, morphology or syntax. However, familiarization with this section involves the knowledge of the main functioning of it in the speech. In accordance with this, before the familiarity with the section of the phrase, the following private special purposes are put - the study of the main features of phraseologies; - In-depth study of their functions in speech; - Formation and fixation of educational and language skills. The study of linguistic concepts is naturally accompanied by the use of them in the connected answers. They are training texts, reports, reports, speeches on scientific and language topics. As experience shows, it is advisable to disclose students with some questions of theory as follows: 1) Read the lecture course; 2) compile a number of issues for practical activities; 3) develop tasks of a search character; 4) Perform the number of laboratory and control operations with students. Marking students in lectures on phraseology, the teacher is based, mainly to the work of such scientists, somehow: Nikolai Maksimovich Shamansky and Victor Vladimirovich Vinogradov. The program of the lecture course on phraseology includes such topics: “Introduction to phraseology”; “Phraseology as a manifestation of lingucultural cultural community of the language and language painting of the world”; “Classification of phraseological units”; “Semantic relations in the phraseology system”; “The main trends in the development of phraseology”; “Comparative study of Russian phraseology and phraseology of other languages”; “Stylistic use of phraseological units” - this lecture is built on the abstract of the article of Dubrovyn KN “Linguistic foundations of stylistic techniques of using phraseological products in the artistic literature and publication” [1; with. 100]; “Translateral dictionaries”. One of the most important stages in teaching students of phraseology (as one of the components of the common complex) is the staff and exams. That is why, the material that is given by the teacher at lectures can become part of the examination ticket. Proceeding from this, lectures on phraseology is one of the components in the training of a student to exams or laundry computers.

In practical exercises, students can also study a new material, and it is fixed. Therefore, it is advisable to use various types of tasks, so that students can master and different ways of their implementation. The tasks can be performed without direct participation of the teacher, without its help using the research method. If necessary, the teacher comes to the aid, but leaves a place for the independence of the student. The tasks are distributed in such a way that some of them are made in lessons under the guidance of the teacher, part of the proposed as a homework. As examples of practical assignments, such tasks can be as follows: - work with the educational material (according to the tasks); - analysis of phraseology; - Analysis of the phraseological dictionary. Quest tasks can be used in all the links of students’ students. So, when the material is presented with a explanation-illustrative method, the essence of which is reduced to the message of theoretical information in finished form and illustration by examples, the teacher introduces the search character search, creating a problem situation important for the activation of students’ attention, for more conscious and durable, creative assimilation of a certain problem. This combination of a explanatory and illustrative method is carried out and the problem of problematic statement. Offering the search of a search character when using a problem of problematic outline, the teacher himself allows the situation created by him: it reveals students the way of the answer to the question of the task, teaches to do informed conclusions, teaches to focus on a new situation. To the tasks of the search character, such types of works include: - abstracts; - reports; - messages; - development of the lesson; - course work; - the thesis. The control system in the universities (laboratory and control work) allows you to consolidate the knowledge of students. Laboratory work on phraseology can consist of a list of issues, the implementation of which is directly related to the use of phraseological dictionaries. As a result, you can make such conclusions that the main form of training is a lecture course in universities

and educational lessons in schools that form a methodological thinking. Practical work of students and schoolchildren is realized in lessons, practical and laboratory classes.

As a result of the use of various methods of presenting information, students and students are assimimed knowledge that it promotes the formation of them of the idea of phraseology, as a holistic, integral part of the development of the Russian language. Based on theoretical and methodological knowledge, methodological skills develop.

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XITOY TILI LINGVOKULTUROLOGIYASINING O‘ZIGA XOS XUSUSIYATLARI

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Annotatsiya: Mazkur maqolada til va madaniyatning o‘zaro bog‘liqligi, Xitoy madaniyatida esa ierogliflrning muhim o‘rni to‘g‘risida fikr yuritiladi. Misollar orqali qiziqarli semantikalar namoyon etiladi. Ushbu sohadagi olimlarning izlanishlari taxlil qilinadi.

Kalit so‘zlar: til, madaniyat, xitoy tili, lingvokulturologiya.

Til va madaniyat kitobi muallifi Lo Chanpeyning takidlashicha: “Turli tillarda ko‘p so‘zlarning zamonaviy ma’nosi asl ma’nosidan sezilarli darajada farq qiladi. Agar ularning madaniy kelib chiqishini bilmasak, unda zamonaviy va asl ma’nolar o‘rtasidagi bog‘liqlikni tushunish qiyin bo‘ladi. So‘zlarning ma’noviy o‘zgarishini aniqlab nafaqat qiziqarli semantik o‘zgarishlarni balki madaniyatning rivojlanish bosqichlarini aniqlashga ham erishamiz” (1,3).

Xitoyda til va madaniyat o‘rtasidagi bog‘liqlikni o‘rganib turib, ierogliflarning rolini istisno qilib bo‘lmaydi. Masalan, pul bilan bog‘liq ko‘plab zamonaviy xitoy ierogliflari 贝-chig‘anoq kalitini o‘z ichiga oladi: 财-boylik, 货-tovar, yuk, 赠- sovg‘a qilmoq, 贷- qarz bermaoq, 贿-pora va boshqalar.

Buning sababini 许慎Suy Shenning “说文解字Shuo wen jie zi” lug‘atida topishimiz mumkin: “Qadimda odamlar buyum almashish vositasi sifatida chig‘anoqlarni ishlatishgan, Sin sulolasi davriga kelib (mil. avv . 221–206) pul muamilaga kirgan”.安-tinchlik ieroglifining yuqori qismi «uyning tomi», uning pastki qismi -女– “ayol” degan ma’noni anglatadi. Yuqoridagi lug‘atda quyidagicha tushuntiriladi: “Tinchlik - ayol uyda qolganda buladi” (2). Bu esa qadimgi Xitoyda ayollarga bulgan munosabatni bildiradi. Ushbu ikkala misol nafaqat xitoy tili yozma formasi, balki qadimgi xalqning madaniyati va mantiqiy fikirlashini ham aks ettiradi.

Xalq tili ma’lum bir millatning psixologik jarayonlari va madaniyatini aks ettiradi. Xitoyning janubi-g‘arbiy qismida kichik millatlar tillaridan misollar: Yunnan provintsiyasining Kunming tumanida yashovchi lolo 倮倮 aholisi xotini 穿针婆-ninadan ip o‘tqazuvchci ayol deb chaqiradi; Gaoli (Yunnan) dan kelgan 俅子Qiuzi odamlar nikohni 买女人 - ayolni sotib olimoq deb atashadi (3, 183). Mana shu ikki so‘zdan biz ushbu millatlarning ayollarga munosabati to‘g‘risida xulosa chiqarishimiz va ularda murosasiz nikoh misollarini ko‘rishimiz mumkin.

傈僳族Lisu xalqlari guruch bilan tortiladigan taomlarni 诱饭 - guruchni aldamoq deb, aroqni esa besh xil nom bilan atashadi: 酒 - aroq, 米酒 - guruch aroq, 秫酒 - shudan aroq (aniqrog‘i, Gaolindan yuqori yopishqoqli), 水酒 – suv aroq, kuchsiz aroq, 烧酒- kuchli aroq. Bunday nomlarning xilma-xilligi Xitoy xalqlarining ma’lum qiziqishlari va moyilligidan dalolat beradi.

Xitoyda ierogliflarni o‘rganish muhim o‘rin egallaydi. Evropa tillaridan farqli o‘laroq, xitoy tili tovush va yozuv o‘rtasida to‘liq tafovutga ega (4, 68). Bu qadimgi davrlardan beri xitoyliklar asosan ieroglif yozuvini o‘rganganliklariga olib keldi. Ierogliflarda madaniyat

izlari bevosita namoyon bo‘ladi. Bu «Til va madaniyat» kitobida ham, Shen Xiaolong kabi keyingi olimlarning fikrlarida ham aks etgan. Ieroglif nafaqat xitoy tilining yozma belgisi, balki madaniyatning maxsus ombori ham bo‘lib, xitoy lingvokulturologiyasida muhim rol o‘ynaydi.

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MEASURES TO FIND OUT LEARNING DIABILITIES AND IMPROVE THE CONDITION FOR LD CHILDREN

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Abstract: It is important to understand the needs of young learners when teaching them a foreign language. Though there have been many researches on learning disabilities, it is one of the important issues that require some more research. This thesis intends to explain what learning disabilities are and gives a brief information about the types of it. After all, the thesis also suggests some tips to improve the condition for learning-disabled children relying on some authors that did a research on the issue.

Key words: learning disabilities, dyslexia, dysgraphia, dyscalculia, learning style, special assistance

Over the past few years, educational institutions across the world have experienced a rise in the number of students with learning disabilities (LD) or children who have problems with learning. Many of these learners have the opportunity to attend educational settings thanks to a number of factors in this discipline. This study addresses the issue of teaching children with learning disabilities in a language classroom by examining the challenges faced by teachers who teach children with learning disability and how they try to overcome these tasks. Local teachers in most of the primary schools in Uzbekistan lack training in special needs education for children with learning disability. Despite the "National Program of Training Specialists" (1997), that ensure education for all, the overall quality of primary education in Uzbekistan remains generally poor for children with learning disorders. The shortages of teachers trained on special- educational needs professionals, as well as the lack of teaching facilities, have a negative effect on the delivery of quality education to children with learning disabilities [3]. In many schools, learners are different according to their characteristics and psychological abilities to provide quality learning. The general purpose of this study is to find out what challenges teachers face when teaching children with learning disabilities. Very few studies on children with learning disabilities have been conducted in Uzbekistan. Most of these few studies focused on secondary school level. Therefore, there is a need to conduct such studies at the primary school level.

People with learning disabilities or learning disorders are often uncomfortable revealing their disability for fear that they may be denounced. Unfortunately, this lack of disclosure may lead to students doing poorly or dropping out of school all together. If the learner reveals the disability, we might have the opportunity to help and provide them with accommodations which they are in need of. The educational institutions are responsible for ensuring that the provisions of the disabled are followed and reasonable conditions are provided. These benefits do not require an instructor to "water down" the course content, but instead, apply opportunities to minimize the effects of the disability without a change to the curriculum per term. With appropriate approaches, a student can demonstrate what he or she knows

about the subject. When a student discloses that he or she has a disability, the responsible sides may take measures to modify the conditions.

According to The National Center for Learning Disabilities (2004, England), a learning disability (LD) is a neurological disorder that affects the brain's ability to receive, process, store, and respond to information. The term learning disability is used to describe the seeming unexplained difficulty a person of at least average intelligence has in acquiring basic academic skills. These skills are essential for success at school and work, and for coping with life in general. LD is not a single disorder. It is a term that refers to a group of disorders. Learning disabilities can affect a person's abilities in one or more of the following areas:

4. Oral expressions
a. Listening comprehension
b. Written expressions
c. Basic reading skills
d. Reading comprehension

Examples of a specific learning disability include:

5. Dyslexia - difficulty with reading, writing, and spelling.
6. Dyscalculia - difficulty with math functions and using numbers.
7. Dysgraphia - difficulty with psychomotor skills needed for writing.
8. Auditory Processing Disorder - difficulty interpreting auditory information.
9. Expressive Language Disorder - difficulty expressing oneself in language.

The phenomenon of learning disabilities and disorders is one of the difficult topics to explain. Gina Kemp and Melinda Smith (2017) claim that "learning disabilities", or "learning disorders" are an umbrella term for a wide variety of learning problems [1]. A learning disability is not a problem with intelligence or motivation. Children with learning disabilities are not lazy or dumb. In fact, most are just as smart as everyone else. Their brains are simply wired differently. This difference affects how they receive and process information. Simply put, children and adults with learning disabilities see, hear, and understand things differently. This can lead to trouble with learning new information and skills, and putting them to use. The most common types of learning disabilities involve problems with reading, writing, math, reasoning, listening and speaking. Children with learning disabilities can, and do, succeed. It can be tough to face the possibility that your child has a learning disorder. No parents want to see their children suffer. they may wonder what it could mean for your child's future, or worry about how their child will make it through school. Perhaps they are concerned that by calling attention to their child's learning problems he or she might be labeled "slow" or assigned to a less challenging class. But the important thing to remember is that most children with learning disabilities are just as smart as everyone else. They just need to be taught in ways that are tailored to their unique learning styles. By learning more about learning disabilities in general, and your child's learning difficulties in particular, you can help pave the way for success at school and beyond. If one suspects that their child's learning difficulties may require special assistance, it is recommended not to delay in finding support [1]. The sooner one moves forward, the better their chances they have for reaching his or her full potential. Learning disabilities look very different from one child to another. One child may struggle with reading and spelling, while another loves books but cannot understand math. Still another child may have difficulty understanding what others are saying or communicating out loud. The problems are very different, but they are all learning disorders. It is not always easy to identify learning disabilities. Because of the wide variations, there is no single symptom or profile that you can look to as proof of a problem. However, some warning signs are more common than others at different ages. If you are

aware of what they are, you will be able to catch a learning disorder early and quickly take steps to get your child help. There can be find some checklist lists, some common red flags for learning disorders [2]. Remember that children who do not have learning disabilities may still experience some of these difficulties at various times. The time for concern is when there is a consistent unevenness in your child's ability to master certain skills.

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AREAL LINGVISTIKA VA DIALEKTOLOGIYA MUAMMOLARI

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Annotatsiya. Maqolada areal lingvistika fanining paydo bo' lishi, vazifalari va muammolari yoritilgan bo'lib, soha oldidagi asosiy vazifalardan biri areal atlaslar tuzish masalasi yoritilgan.

Kalit so'zlar: areal lingvistika, adabiy til, sheva, lingvistik tarqalish zonasi, lingvistik atlas.

Areal lingvistika haqida haqida hali ko'plar hech qanday ma'lumotga ega bo'lmagan bir vaqtda Julio Bartole tomonidan bu atama XX asrning 40- yillarida fanga kiritildi. Keyinchalik, olimlarimiz tadqiqotlari natijalaridan kelib chiqib, areal lingvistika haqidagi ma'lumotlar buyuk bobokalonimiz qomusiy olim Mahmud Qoshg'ariy asarlarida keltirilganligi ma'lum bo'ldi. Bundan tashqari Alisher Navoiy, Zahiriddin Bobur asarlarida areal lingvistikaga oid fikrlarni uchratish mumkin.

Areal lingvistika qanday fan? Areal lingvistika adabiy til va shevalarning hudud bo'yicha ishlatilishi hisoblanadi va lotincha "areas" so' zidan olingan bo'lib, "maydon", "bo'shliq" ma'nolarini anglatadi. Mos hodisalar ayrim bo'laklarining lingvistik tarqalish zonasini, ya'ni tilning dialektal farqlanishini anglatadi. Boshqa sohalarda bo'lgani kabi areal lingvistikaning ham o'z metodlari mavjud bo'lib, ular sharhlash, qayd qilish, tahlil qilish kabilardir. Areal lingvistikaning xarakterli belgilaridan biri hisoblangan irradatsiya hodisasidir. Bu hodisa mos hodisalarning tarqalish tushunchasidir. Masalan, qaratqich kelishigi qo'shimchasi – ning Samarqand, Buxoro, Qashqadaryo shevalarida har xil holatda kelishi, masalan -n-, -di, ba'zan –ti. O'rin payt kelishigi – da qo'shimchasi Samarqand, Buxoro, Qashqadaryo shahar tip shevalarida adabiy til ta'sirida to'siqlarga uchramasdan kirib borish yo'li bilan tarqalgan. Til hodisalarini o'rganishda yondosh tillar ularning shevalarini o'rganadi. Demak, qo'shni tillar va shevalardagi masofaning yaqinligi bilan xarakterlanadi. Lekin til va dialektlarning tarixiy taraqqiyotini o'rganishda ayrim hodisalarni izohlayotganda shevalar har doim ham bir-biriga o'tavermaydi. Masalan: vodiy tomonlardagi viloyatlarda "r" tovushi ko'p ishlatilmaydi. Masalan: boddi- boddь, choshaammi- chorshanba, tussun- tursun. Aynan shu kabi hodisalar Qashqadaryodagi shahar va shahar tip shevalarida mavjud. Bu hodisalarning asosiy markazi qaysi ekanligi va uning irrodatsiyasi noma'lumdir.

Adabiy til va tayanch shahar shevalarining kundalik ta'siri o'zbek xalq shevalarida til asoslarining aralashuvi va tekislashib borish jarayonini tezlashtiradi. Masalan, tillarda yaqin hududlar orasida o'tish zonalari paydo bo'ladi.Bu o'tish zonalarining ta'siri ikki til doirasida fonetik, leksik, morfologik va sintaktik o'zgarishlarga olib keladi. Masalan, O'zbekiston, Qozog'iston, Turkmaniston va boshqa hududlarda unlilar cho'ziq aytilsa, ular xaritada berilishi kerak. Bu adabiyotlarda izofon termini bilan berilgan hodisa hisoblanib, u orqali hududiy fonetik farqliklarni o'rganish mumkin.

Hozirgi Xorazm shevalarida "Avesto" tilining substratlarini uchratish mumkin. Mana shunday holatda o'zbek shevalari va dialektlarining atlasi tuzilganda ko' pgina muammolar hal bo' lgan bo' lar edi. O'zbek shevalarining atlasini ishlab chiqishda ko'pgina olimlarimizning tadqiqotlari mavjud bo'lib, ulardan Sh. Shoabdurahmonov, A. G'ulomov, M. Mirzayev, A. Aliyev, A. Shermatov, N. Rajabovlar va ularning shogirdlari shular jumlasidandir. Mana shunday atlaslar yaratiladigan bo'lsa, lingvogeografiya va areal tadqiqotlar uchun manba

yaratilgan bo‘lardi. Bundan tashqari areal tilshunoslik va dialektologiya muammolarini hal etishda yosh tadqiqotchilarning izlanishlari etarli emas. Bu tadqiqotlarning rivojlanishi turizmning bir qator yo‘nalishlarini ham rivojlanishiga turtki berishi, gastronom turizmi, etnoturizm kabi yo‘nalishlarga manba va dastur berishi mumkinligini nazarda tutsak, sohaning salmog‘ini his qilgan bo‘lardik.

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MAIN CHARACTERISTICS OF PRAGMA LINGUISTICS IN GENDER ANALYSIS

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Abstract: There are a number of linguistic methods and approaches to investigate gender existence in contexts, one of them is pragma linguistic analysis which deals with the study of the meaning of the dialogue, text and communication. This article explains the history and the development of pragmatics and its role in literature analysis.

Key words: a gender; linguistics; pragmatics, semiotics, meaning, context, communication.

The modern usage of the term pragmatics is attributable to the philosopher Charles Morris (1938), who was concerned to outline (after Locke and Peirce) the general shape of a science of signs, or semiotics (or semiotic as Morris preferred). Within semiotics, Morris distinguished three distinct branches of inquiry: syntactic (or syntax), being the study of "the formal relation of signs to one another", semantics, the study of "the relations of signs to the objects to which the signs are applicable" (their designate), and pragmatics, the study of "the relation of signs to interpreters". Within each branch of semiotics, one could make the distinction between pure studies, concerned with the elaboration of the relevant meta language, and descriptive studies which applied the meta language to the description of specific signs and their usages.

As instances of usage governed by pragmatical rule, Morris noted that " interjections such as *Oh!,* commands such as *Come here!, ...* expressions such as *Good morning!* and various rhetorical and poetical devices, occur only under certain definite conditions in the users of the language". Such matters would still today be given a treatment within linguistic pragmatics[1].

Vaxtel Natalia Mikhailovna in her book presents the notion of the term *gender* from *greek (business) or* language in action. Pragma linguistics is a discipline which deals with the methods in humans speech activity.

A great work on PL done by Vintgeyshten. L. who is first investigated pragmatics in language use that means it is possible to interpret the utterance (expression) in context, taking into account a concrete situation. Taking from above, some examples are given by Scientists.

For example: *It is raining* gives pragmatic meaning in different situations. Some more: *I won't go to anywhere*. (refuse), *Take an umbrella*. (advice), *Gloomy weather*. (statement of fact) with questioning intonation.

According to the Researcher Deep Shikha, Pragmatics is the study of meaning in situation or in context. It is a medium where we examine how people convey different kinds of meanings with the use of language or how people express a variety of meaning with variety of people. It is the study of mutual world knowledge. It is the only discipline where we study the real role of persons in language use. Later some linguistic philosophers have had a contribution to the development of PL such as, DJ. Oustina, DJ. Serilya, Graysa, Vendlera

[1] STEPHEN C. LEVINSON., PRAGMATICS, First published 1983, Cambridge University Press 1983-p I

and Maslova, Soboleva Y; Uzbek linguists: Safarov.SH and so on.

In studying the use of language, the role of speaker and listener, the role of the context, the amount of relative quality of language which is used and the relative distance between the speaker and the listener is important. Pragmatics is the study of the aspects of meaning and language use that are dependent on the speaker, the addressee and other features of the context of utterance.

Therefore, utterance is the process of communication, for example, a person's sigh is an indication of his or her relief that is the person wants some relaxation because of tiredness. The sound "shhh…" indicates that somebody is caught. A silence or pause or zero sound is also an utterance where silence becomes meaningful. The certain expressions or indications suddenly appear on a person's face, when that person gets angry or happy. Therefore, pragmatics studies the expression of one's personality, behavior, feeling and so on. It shows and also hides one's characterization or nature. Every time the context changes, what is communicated changes as well.

In pragmatics, we focus only on a spoken language, conversation or how people speak or express their desire when they communicate with others. People express their feelings, desires, point of views and variety of things about their culture, society and so on. But sometimes they have many desires which they do not express or unable to express and there can be variety of reasons for that, for example, fear, inferiority, insult, etc. Pragmatics tries to study human beings at their characterization, feelings, needs, attitudes, volition or volatile personality and many other things through language. Therefore, pragmatics is the study of language used by real people in the real context.

According to David Crystal (professor of linguistics at the University of Wales) in the book, *A Dictionary of Linguistics and Phonetics*: Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication[1].

E.Soboleva, who analyzed pragmalinguistic features literary texts in English says that pragmatic aspect of an author's speech is incorporated into delivering the social evaluation attitude of an author towards events. She says that pragmatics of an author's speech consists of informative emotional-evaluative and literary-stylistic features. Indeed, while describing time an object an event a character in all parts of a literary work: exposition, development of the events, culmination, scenery, portrait an author fulfils intentions aimed at providing a static spiritual gain for a reader via literary description metaphorical thinking, emotional evaluation and information. For instance: *In the middle of a large pond there was a clay cobbled hut like a piece of nutshell, barely standing like an old horse, it was propped up from four sides and the old gate was covered, there was lightof a pale, shimmering candle which can be seen vaguely from a wicket covered with a paper instead of a pane. A rattling singing voice was coming out of the hut* [2]. The writer mentions that it was taken from folklore humorous tales after the title. In the fragment above, the main purpose of the author is to inform the story of the hero's life and social status, and to create a humorous image by first comparing the hut to a piece of a nutshell and then an old horse. Most importantly, in the last sentence singing of the hero which was added in order to indicate that the state of the hut does not have a negative impact on the heroic state brings tolerance and excitement towards him.

In addition to the author's speeches in the literary text, the heroic speeches can also be the object of a particular pragmalinguistic analysis. Master writers do not use much

[1] Crystal, David. *A Dictionary of Linguistics and Phonetics.* 2nd ed. Oxford: Blackwell, 1985.
[2] G. Gulyam "Hasan Kayfiy

narration; instead they describe their characters as lifelike, lively, revealing their humanity through their heroes' words. This process is implementedvia dialogue. Especially dialogue is of great important in the composition of the prose. «The dialogue develops very closely knitted with the author's narration. It plays an important role in the composition of the narrative and can not exist apart from the speech system.» A dialogue describes the spiritual condition of heroes and their relationships, reveals their attitude to the described situations and various speech situations appear.

E. Soboleva points out that the dialogue of personalities can be divided into the following components:

10. Emotional - evaluative lexical (reference, zoometahphors, superlative adjectives, phrases; prosodic elements (punctuation helps the reader to understand the content quickly and accurately);

11. Methodical features and characteristics of the speech (peculiarities of heroic speech); Informativeness;

The impact of socio - cultural factors (discrimination in society, social background, gender and age, type of communication, etc.); The psychological basis of dialogue (building relations between the participants of the dialogue ...)[1].

As well as, pragmatic studies can be learnt collaborating with gender analysis in literary works. Such as; defining male thinking and interpretation of the ideas in communication and different situations. Also, as it was mentioned above feminism or equality of women in social stages, feelings, worldview can be investigated in gender analysis from the point of view of pragma linguistics and psycholinguistics.

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PSYCHOLINGUISTIC APPROACH OF GENDER IN FICTIONAL TEXTS

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Abstract: This article involves the importance of psycholinguistics in gender analysis so that it is reflection of women and men inner life emotions, feelings, gratitude, thinking, wishes and so on. Some studies prove that language is a tool element in acting, communications, dialogues. Thus, Psycho linguistic approach is still interesting for writers and readers to describe the heroes life experience.

Key words: Psychology, linguistics, gender use, speech act, mental image, interpretation.

In the modern linguistics the question of psycholinguistic aspect of studying the text as a product of speech activity is one of the central questions. Within the text-centric concept the attention of the scientists is concentrated on the characteristic of the text as of a speech work and gender use. The creator of the domestic is the structure of processes of a speech production and a speech perception in their ratio with the structure of a language (any or certain national)"[1]. The psychology represents theoretical knowledge of a ratio of language and consciousness, of thinking and speech, of processes of perception and properties of memory, of mental activity of the person and of speech activity as one of the activity kinds of a person. In psycholinguistics an important role is played by a statement which is a unit of speech communication and is focused on the participants of speech communication. The expanded statements act as the main unit of speech communication; the main form of their expression is the text[2].

The text, according to N.S. Valgina's definition, is «a dynamic unit, organized in the conditions of a real communication, having extra- and intra-linguistic parameters». The text is created to transfer the thought of the author, to embody his creative plan; that is the text represents a product of a speech and mental activity of the subject. Considering the text from a pragmatic position, it is a material for the perception and interpretation (Nadezda *et al.*, 2016; Nurgaliyeva *et al.*, 2018; Sadanyan *et al.*, 2017; Yusupova, 2017; Zulfiya and Muslima, 2017).

Such a multidimensional consideration of the text allows to maintain the text (speech and mental) activity representing a structure which includes the following components: the author (the addresser of the text), the reader (the addressee), the displayed reality itself, knowledge of which is imparted in the text, and language system which the author chooses the language means from, allowing him to embody adequately the creative plan [3].

In the psycholinguistic aspect the text possesses a big degree of "interpretativeness" (options of the interpretation of the semantic contents by a listener or a reader). V.Z.Demiyankov considers that the concept of interpretation can be revealed through a concept of a cognition which "includes not only exquisite occupations of a human spirit

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(such as knowledge, consciousness, reason, thinking, representation, creativity, plans and strategies development, reflection, symbolization, logical conclusion, solution of problems, making evident, classification, correlation, imagination and dreams) but also processes more terrestrial, such as organization of motility, perception, mental images, reminiscence, attention, recognition …". In relation to the interpretation of the speech it is a type of a cognition the direct object of which is the product of speech activity. When producing the speech the inner world of a man in the form of a speech is interpreted, while when perceiving the speech itself is interpreted.

The main features distinguishing psycholinguistics from linguistics are the factor of a situation in which speech statements are designed and perceived, and the factor of the person making or perceiving the speech[1]. For the definition of a basis of psycholinguistic aspect of studying the text it is necessary to mark out the lines distinguishing consideration of the text in psycholinguistics and linguistics.

The most attention of the researchers of psycholinguistic study of the text is given to the category of the integrity referred to the plan of the text contents. The integrity can be treated as the existence of a semantic dominant which is established when perceiving the text by the recipient and sets the direction to the process of generation of sense connected with the text Leontiev calls integrity the fundamental property of the text: «… the integrity is the characteristic of the text as of the semantic unity, as of the united structure and is defined on all the text. It isn't correlated directly to linguistic categories and units and has the psycholinguistic nature. In psycholinguistics it is generally accepted that the integrity of the text is a certain condition of the text arising in the course of interaction of the recipient and the text. In the psycholinguistic aspect of the study of the text the concept «perception» of the text treated as the act of knowledge, experience and creativity is important. Comprehension of that ideal model of reality which was created by the author of the work becomes the end result of the act of reading [2].

However, the author's model of reality isn't adequate to the reader's because the reader in a varying degree expresses the attitude to the read. Personal interpretation becomes the embodiment of this attitude in different sign systems. Certainly, the interpretation is created not only in the course of reading, but also in the course of the analysis directed to specification, adjustment and deepening of the perception[3].

The unity of sensual and logical is always shown in the perception. The perception demands ability to see an image behind a word, to recreate a picture in one's own representation. To form these abilities the scientists Granik and. Samsonova recommend using the technique of the slowed-down reading which goes back to the idea of slow reading of Shcherba. In «The experiences of the linguistic interpretation of poems» the famous linguist warned readers against danger «of arguing the ideas which they, maybe, subtracted incorrectly from the text»

The technique of the slowed-down reading is used to form the psychological mechanisms of understanding and perception of the text [4].

The researchers distinguish three phases of the process of art perception: 1) pre-

[1] Hatzidaki, A. (2007). The process of comprehension from a psycholinguistic approach. Translator Journal, 52: 13-21.

[2] Antunez, J. V. (2016). Hipotesis para un derecho alternativo desde la perspectiva latinoamericana. *Opcion,* (13): 7-10.

[3] Granik, G. G. and Samsonova, A. N. (1993). The role of the installation in the process of text perception. 2: 72-73.

[4] Zaidullina, C. N. and Demyanova, O. V. (2017). Enhancement of the choice of innovation strategy of industrial enterprise. *Astra Salvensis,* (2): 297-310.

communicative (formation of an art and mental set, as of general – expectation of joy of communication with art, so of private – preparation for the forthcoming meeting with the concrete work); 2) communicative (direct contact with the work of art; beginning of a dialogue: the author creates – an image – the reader recreates); 3) post-communicative (assignment of the work of art as personally significant value).

The perception of the text is closely connected with a text projection which in psycholinguistics is treated as mental formation (a text concept, meaning of the text, its integrity), the product of process of judgment of the semantic perception of the text by the recipient to some extent approaching author's version of the text. The projection of the text includes the system of meanings (representations) which is formed at the recipient. The projection focuses attention on the certain aspects of reflection of the personality in the types of his activity and mental behavior, nominates in the center of consideration the identity of the person, the sphere of his subjective world in which all phenomena and events of the outside world are refracted.

The psycholinguistics studies projections of the text both at the reader, and at the author. Thus the mental form of the text existing in consciousness of the person is studied. Individual experiences of the person in various forms and manifestations which can include emotional and estimated experiences, esthetic senses, frames, schemes of situations, denotata, images of different modalities, pragmatic knowledge are used for the organization of a projection of the text.

It is necessary to remember that the text represents the sequence of sign units connected by the meaning assuming single coverage of rather large number of the facts of surrounding reality and therefore subject to obligatory interpretation from the recipient.

According to T.M. Dridze, the recipient adequately interprets the text only if the main idea of the text is interpreted adequately to the author's plan [1].

From all above, Psycholinguistics is correlated with speech act between men and women so that psycholinguistics studies inner life of male and female worldview, behavior in the text. Gender could be represented by psycholinguistic features which are used to be possible for both roles. Some samples of psycholinguistic characteristics of gender use in literature will be presented to further chapter of the work.

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SHUKUR XOLMIRZAYEV HIKOYALARI TAHLILIDA KREATIV YONDASHUV

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Annotatsiya. Ushbu maqolada Shukur Xolmirzayev hikoyalarini interfaol metodlar va texnologiyalar bilan o'rgatish orqali o'quvchilarni kreativ fikrlarini shakllantirish haqida ma'lumotlar berilgan.

Kalit so'zlar: Albert Eynshteyn, Shukur Xolmirzayev, kreativlik, ijodkorlik, hikoya qahramonlari, hamkorlik texnologiyasi.

Zamonaviy ta'limda kreativlik degan tushuncha keng qamrovda qo'llanilayotgan atamalardan biri hisoblanadi. Yosh avlodni ma'naviyatini yuksaltirish, ularni vatanparvarlik ruhida tarbiyalash, kreativ yondashuv asosida bilimlarini rivojlantirish har bir pedagog oldida turgan muhim vazifadir . Binobarin, mazkur jarayon asosida darslarni tashkil etish pedagoglardan izlanuvchanlik va ijodkorlik talab etadi.

Kreativlik ingliz tilidagi "create" so'zidan olingan bo'lib, yaratish, ijod degan ma'nolarni anglatadi. Kreativlik deganda insonning yangilik yaratish, muammolarni yechishga qaratilgan ijodiy qobiliyati tushuniladi. Uning tagzamirida noodatiylik va erkinlik yotadi. O'quvchilarning kreativ fikrlarini aniqlash uchun, avvalo, o'qituvchining o'zida kreativ fikrlar va tushunchalar bo'lishi zarur. Hozirgi zamon psixologiya va pedogogika lug'atlariga asoslanib o'qituvchining kreativligi deb uning qat'iy, chegaralangan yoki sust chegaralangan sharoitlarda har xil original g'oyalarni izlab topish layoqati tushuniladi.

O'quvchilarni kreativ fikr yuritishi jarayonida hayotda uchraydigan muammolarga yechim topa olishlari, tasavvurni ta'sirchan g'oyalar bilan ifodalash qobiliyatlari shakllanadi. Albert Eynshteyn " Tasavvur – bilimdan muhim " deganda aynan mana shu jihatni nazarda tutgan. O'quvchilarni ijod qilishga o'rgatish, izlanishga yo'naltirish, tasavvur, fantaziyani hosil qilish, o'qitishning zamonaviy usullariga kiradi.

Kreativ muhitda o'qituvchi o'quvchilar diqqat - e'tiborini jalb etish maqsadida biror-bir yangilikdan foydalanadi. Qiziquvchanlik va shubhani uyg'otuvchi ma'lumot, o'quvchilarni o'ziga jalb etib, ularda o'qishga bo'lgan intilishni kuchaytiradi. O'quvchilar mustaqil fikrlash orqali individual ravishda izlanadilar, natijada tafakkur qobiliyatlari rivojlanadi. Kreativlik tafakkur o'stirish uchun imkoniyat, sharoit yaratib beradi. Ushbu tizim o'quvchi bilan individual ishlash va uni faollashtirishda muhim vosita sanaladi.

O'zbek adabiyotining zabardast vakillaridan biri Shukur Xolmirzayev hikoyalarini tahlil etishda kreativ tushunchalar orqali tadbiq etish, nafaqat hikoyalar mazmunini yaxshi o'zlashtirish, shuningdek, ta'lim sifatini oshirishga yordam beradi. Jumladan, umumta'lim maktablari 8- sinf adabiyot darsligida berilgan " Ot egasi " va " Omon ovchining o'limi " hikoyalarini kreativ yondashuv asosida tahlil qilamiz.

Buning uchun " Fikrlar munozarasi" hamkorlik ta'lim texnologiyasidan foydalanamiz. Texnologiyaning maqsadi o'quvchilarning bir – birlari bilan ijobiy munosabatda bo'lishini ta'minlaydi. O'quvchilarga quyidagi munozarali savollar bilan murojaat qilinadi:

" Otning egasi" hikoyasida hikoya qahramoni Inod dars beradigan maktabda yetti yashar bolakay ham, o'n ikki yashar bolakay ham yonma – yon o'tirib o'qishadi. Buning sababi nimada deb o'ylaysiz ?

E'tibor bering : Omon " negadir " kalamush, sichqon va boyqushlarni sira otmaydi.

Bunday holat nimadan dalolat beradi?

Javoblardan namunalar:

1. Inod dars berayotgan maktab o‘quvchilarning imkoniyati cheklangan. Chunki qishloq atrofida bundan o‘zga maktab yo‘q edi. Inodning o‘zi ham o‘ninchi sinfni bitirgan edi, xolos.
2. Inson ruhiyatidagi aynish holati, psixologiya fani tilida - “o‘limsevarlik” deya talqin etiladi.

O‘quvchilarning hamfikrligiga qarab guruhlarga ajratiladi. Savollarga hech qanday fikr bildirmagan o‘quvchilar faollar guruhiga biriktiriladi.

Jamoadagi kreativ fikrlarga ega o‘quvchilarni aniqlash uchun “ Yelpig‘ich” texnologiyasi orqali hikoya tahlili davom ettiriladi. “Otning egasi” va “ Omon ovchining o‘limi” hikoyalaridan qahramonlar xarakter xususiyatlarini belgilovchi va asar g‘oyasini belgilovchi parchalar keltiriladi:

“…… Ot jimib qolgandan keyin Inod otning boshiga bordi va birdan uning bo‘ynidan quchoqlab, ko‘zlarini yumdi. Ot badani sovidi . Inod o‘rnidan turdi: qarshisidagi archali tog‘lar ham, chorbog‘i, daraxtlari ham, anavi soy – u olisda oqarib turgan maktabi ham ma’nosini

yo‘qotgan, yigitning ko‘zlari loqayd boqardi.”

(“ Ot egasi” hikoyasi)

“U o‘zi ham o‘lishi mumkinligini o‘ylamasdi. U o‘ldirishni … hayvonlarni, parrandalarni, xullas, Olatog‘da ov qilishga arzirli o‘lja borki, u qo‘liga miltiqni olishi bilan o‘zi anglamagan holda, ulardan nimanidir otish o‘ldirishni o‘ylardi.

….. Mabodo ovdan qo‘li quruq qaytsa – bunday voqea juda kam bo‘lardi u bamisoli otasi o‘lgandek aza tutar, qovog‘I ochilmas, shunda xotini ham ko‘ziga yomon ko‘rinib, bechora biron – bir yetishmovchilikdan zorlansa, u : “Jonga tegding-ku sen ham!” deya miltiqni qo‘lga olardi.”

(“ Omon ovchining o‘limi” hikoyasidan)

Aspekt	Fazilat	Nuqson	Xulosa
Soy bo‘yidagi qishloq Qorabayir otiga bo‘lgan mehri, Egamberdining pinhoniy istagi	Inod sodda va ishonuvchan. Qishloq bolalariga mehribon. Inod-arabchadan olingan “cho‘rtkesar”,”qaysar”ma’no larini beradi. Qalbi beg‘ubor, hech kimga yomonlik istamaydi	Inodning ishonuvchanligi, Egamberdining gaplari bilan cheklanib qoldi. Har bir insonni o‘ziday e‘tiqodli deb o‘ylashida.	Inod o‘ziga qadrli bo‘lgan narsalarni ko‘ngil mulki deb hisoblardi. Inson hayotda yashash uchun kurashishi lozimligini anglab yetmadi.

Jamoalar tomidan hikoya qahramonlari shu tarzda o‘rganiladi. Hamkorlikda muammo va vaziyatlar tahlil qilinadi.

Adabiyot o‘qituvchisi adabiyot darslarida o‘quvchilarning erkin fikr yuritishlariga imkon yaratishlari kerak. Shundagina ularninf fikrlarida kreativlik kasb etadi. “Kreativlik darslarida o‘quvchilar birgina “to‘g‘ri” javobni izlash o‘rniga o‘zlarini erkin va xotirjam sezishlari va yuzaga kelgan muammolarga turli yechimlarni izlab topishlari maqsadga muvofiqdir. Qancha ko‘p g‘oya va fikrlarni o‘rtaga tashlasalar, shuncha ko‘p g‘oyalar kreativ bo‘ladi”. Keyingi bosqichda ***“Bashoratli o‘qish”*** metodidan foydalanish turli g‘oyalarni o‘ylab topishga bo‘lgan intilishni kuchaytiradi. Mazkur usul o‘quvchilarga tengdoshlari bilan birgalikda turli mavzularda muloqotlar va adabiy munozaralar o‘tkazish imkonini beradi. Bunda hikoya matni bilan o‘uvchilar tanishmagan bo‘ladi. O‘qituvchi darslikdagi hikoyalar matnini o‘qib

berish jarayonida o‘quvchilarga turli mulohazali savollar bilan murojaat qiladi. Masalan, 1.”… Uzoq yili Inodning bor – yo‘q ikki farzandi beda solingan bostirmaga tuynukdan kirib, gugurt o‘ynaydi, bedaga o‘t ketadi. Ularning qiy – chuvini eshitgan onalari borib, eshikni ochmoqchi bo‘ladi, biroq eshik qulf, u ham jonsarak holatda tuynukdan o‘zini ichkariga tashlaydi. Alangani ko‘rib yayov chopib kelgan Inod xotin va bola – chaqasining allaqachon sob bo‘lganini ko‘radi.

So‘ng ……” (“Ot egasi” hikoyasidan)

Xo‘sh, o‘quvchilar hikoya qahramoni Inodning keyingi ahvolini qanday tasavvur qilasiz? 2.”…..Omon mergan tunda: o‘rmonda, tog‘da hech narsadan qo‘rqmagani kabi jin –ajina degan narsalarga ishonmas, shu ma’noda “qon tutadi”, “gunoh”, “ko‘z tegadi” degan gaplarning ham uning uchun ma’nosi yo‘q edi. Masalan, qadimdan qolgan gap bor: ovchi kiyikdan bitta otishi kerak. Aks holda, bir falokat yuz berishi mumkin emish. Omon bu gapga ham panja orasidan qarardi”.

(“Omon ovchining o‘limi” hikoyasidan)

Omon nega bu gaplarga panja orasidan qaraydi ? O‘qituvchi hikoya matnini xuddi shu tartibda o‘qib, o‘quvchilardagi erkin va ravon fikrlarni rivojlantiruvchi savollar bilan murojaat qiladi. Uning muammoli savollarni berishi o‘quvchilarni kreativ fikrlarini aniqlashni osonlashtiradi.

Shukur Xolmirzayev hikoyalari hayotda, inson qalbida yechilmayotgan muammolarning badiiy tahliliga qaratiladi. Yozuvchi qahramonlari asar g‘oyasini, badiiy topilmalarini o‘quvchi og‘ziga “*chaynab*” solmaydi. Hayotga to‘g‘ri yo‘l topa olmagan qahramonlarini asar nihoyasiga borib tugatmaydi, yaxshilamaydi. Ularni o‘zining badiiy niyati amalga oshirilgan darajada hayotdagiday qoldirib, kitobxon hukmiga havola etadi. Bu uslub asar va qahramon haqida mushohada yuritish uchun o‘quvchiga keng imkoniyat qoldiradi. “O‘n minutlik esse” metodi o‘quvchilarning badiiy salohiyatlarini yuksaltirishga xizmat qilishi, shubhasiz.

O‘quvchilarga o‘n minutlik esseni yozish qoidalari tushuntiriladi. Mazkur ikki hikoya qahramonlarining xarakerlariga asoslangan holda,

“Oliyjanob fazilatlar inson husni”, “ Inodning ko‘ngil mulki”, “ Ikki hikoyadagi milliy ruh ifodasi” kabi mavzular tavsiya etiladi

O‘quvchilar ushbu mavzularga esse yozish orqali o‘qituvchining xayoliga kelmagan g‘oyalarni bildirishadi, mavzuga aloqasi yo‘q g‘ayrioddiy fikrlar keltiradi, keltirgan g‘oyalarini dalillar bilan ifoda etadi.Badiiy asarga ana shunday kreativ yondashuv o‘quvchini ijodiy fikrlashga, qiyoslashga va mustaqil xulosa chiqarishga yo‘naltiradigan usuldir.

Kreativlik inson tafakkuri va ma’naviyatining ajralmas qismi hisoblanar ekan, adabiyot darslari orqali o‘quvchilarni kreativ fikrlarini aniqlash osonroqdir. Shunday ekan, badiiy asarni kreativ yondashuv asosida tahlil etish orqali o‘quvchi nafaqat asar g‘oyasini yaxshi anglashi, balki o‘quvchilarda yangi g‘oyalar uyg‘otadi, tasavvur dunyosini boyitadi, o‘z fikrini himoya qilish odatini shakllantiradi. Adabiyot o‘qituvchisi adabiyot darslarida badiiy asarlarni tahlili jarayonida o‘quvchilarni tasavvurlarini boyitadi.

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MAKTABLARDA FONETIKA BO‘LIMINI O‘QITISHDA INNOVATSION PEDAGOGIK TEXNOLOGIYALARDAN FODALANISH

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Annotatsiya: Ushbu maqolada maktabda ona tili darslarida fonetika (nutq tovushlari) bo‘limini o‘rgatishda yordam beradigan shaxsiy tavsiyalar keltirilgan.

Kalit so‘zlar: nutq tovushlari, mashqlar, noan’anaviy usullar, zamonaviy texnologiyalar

O‘quvchilarga ona tilini o‘rgatishda nutq tovushlarining ahamiyati kattadir. Boshlang‘ich sinflardan boshlab o‘quvchilarga fonetika bo‘limini to‘g‘ri o‘rgatish lozim. Sababi, harflarni, so‘zlarni o‘rganishda nutq tovushlari muhim hisoblanadi. O‘quvchilarga fonetika bo‘limini o‘rgatish darslarida turli zamonaviy pedogogik metodlardan, kompyuter texnologiyalaridan, shaxsiy metodlardan foydalangan holda tashkil qilish lozim.

1. Mashqlar yordamida o‘rgatish

Mashqlarni hamma sinflarda qo‘llash mumkin. O‘quvchilarga shunchaki, ko‘chirib yozishni topshirsak ularga bu zerikarli bo‘lishi, o‘zlashtirishi kam o‘quvchilarga mashq qiyin bo‘lishi mumkin. Shu sababli mashqlarni o‘quvchilarga moslashtirish kerak bo‘ladi. Masalan:

18-mashq. Nuqtalar o‘rniga x yoki h harflaridan mosini qo‘yib ko‘chiring.

…ushyor, sa…iy, ma…sulot, …ulosa, …arakat, …urmatli, …ukm, …ozirjvob, ta…t, sa…na, …ayol, …ar kim, …ech qachon.

Bu mashqni faqat ko‘chirib yozishni topshirmang o‘z ijodingizdan foydalangan holda mashq doirasida turli o‘yinlar tashkil qiling, yoki, boshqa usullardan foydalaning. O‘zlashtirishi qiyin o‘quvchilarga ikki ustunga so‘zlarni ko‘chirib yozishni topshiramiz. Birinchi ustunga x harfini qo‘yib yozishini ikkinchi ustunga esa h harfini qo‘yib ko‘chirishni topshiramiz. Oxirida ularga tog‘ri javoblarni yozishini aytamiz, O‘zlashtirishi qiyin bo‘lgan o‘quvchilar asosan yozish jarayonida qayta-qayta takrorlash yordamida yaxshi o‘zlashtirishadi. Yaxshi o‘zlashtiradigan o‘quvchilar uchun esa murakkabroq topshiriq berish maqsadga muvofiq bo‘ladi. Ularga mashqlarni ishlashdan tashqari adabiyot darslikdagi biror mavzu ichidan x va h harflari qatnashgan so‘zlarni topishni topshirish mumkin.

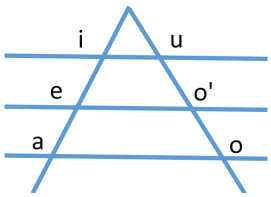
3. O‘yinlar yordamida o‘rgatish

Nutq tovushlari asosan kichik sinf darsliklarida bo‘lganligi sababli o‘yinlardan ko‘proq foydalanish kerak. Masalan: O‘quvchilarga unli harflarni o‘rgatish darslarida o‘quvchilarga daftarlariga unli harflarni yozish topshiriladi. Harflarni uchta jihat bo‘yicha tasnif qilish toshiriladi.

A – old qator, quyi keng, lablanmagan
I – old qator, yuqori tor, lablanmagan
U – orqa qator, yuqori tor, lablangan

Shu tariqa davom ettirish mumkin. Bu o‘yin orqali o‘quvchilarning eslab qolishi juda oson bo‘ladi. O‘yindan uyga vazifa sifatida ham foydalansa bo‘ladi. Bu o‘yindan darslar orasida foydalanib turilsa unli tovushlarning mustahkamlanishiga yordam beradi. Undosh tovushlarni o‘tishda ham bu usulni qo‘llasa bo‘ladi.

D – til undoshi, portlovchi, jarangli
T – til undoshi, portlovchi, jarangsiz
B – lab undoshi, portlovchi, jaangli
H – bo‘g‘iz undoshi, sirg‘aluvchi, jarangsiz



4. Ko‘rgazmali materiallar yordamida o‘rgatish

Oddiy tushuntirishga ko‘rgazmali qurollar qo‘shilsa dars yanada samarali bo‘ladi. Unli tovushlarni taxtaga yozib, yoki og‘zaki aytganda o‘quvchilar diqqatini tortish oson emas. Mana shunday chizmadan foydalansak ancha tushunarli bo‘ladi. Kichik yoshdagi o‘quvchilar uchun esa shunga o‘xshash rangli yoki ular uchun qiziqarli bo‘lgan narslardan foydalansak bo‘ladi.

5. Noan’anaviy usullar yordamida o‘rgatish

O‘quvchilarga unli va undosh tovushlarni o‘rgatish jarayonida nutq a’zolari harakatlariga e’tibor berishni o‘rgatish kerak, chunki bu nutq tovushlarini o‘rganishda muhim hisoblanadi. Dars jarayonida o‘quvchilarga ko‘zgu olib kelish topshiriladi. Tovushlarni aytgan vaqtida ko‘zguga qarab aytishadi va nutq a’zolarining harakatini eslab qolishadi.

Ovoz ohang bilan eshitiladigan xonada dars o‘tish kerak. Bu usulni jarangli va jarangsiz tovushlarni o‘gatishda qo‘llash mumkin. O‘quvchilar xonada tovushlarni aytganda jarangli va jarangsizga ajrata oladi. Kichik sinflardagi o‘quvchilar uchun esa tabiat bilan bog‘lab o‘rgatish, bunda o‘quvchilarga qushlar yoki hayvonlarning qanday tovush chiqarishi so‘raladi. Ular qaysi tovushlarni aytayotganini aniqlashni topshirish mumkin.

6. Zamonaviy texnologiyalar yordamida o‘rgatish

Zamonaviy texnologiyalar yordamida ham o‘rgatish qiziqarli usullardan biridir. Unli tovushlar haqida audio qo‘shiqlar yoki ertaklardan foydalanish mumkin. O‘quvchilarning tovushlarni to‘g‘ri talaffuz qilayotganini tekshiradigan kompyuter dasturlaridan foydalanib, turli xil ko‘rinish testlar yaratish mumkin. Fonetika darslarida bu usullarni qo‘llash yordamida darslarning yanada qiziqarli va tushunarli bo‘lishiga erishish mumkin. Darslarga bunday yondashish o‘quvchilarning barchasi ma’lumotlarni to‘liq o‘zlashtirishiga yordam beradi.

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NAVOIY IJODINING BOBUR SHE'RIYATIGA TA'SIRI

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Annotatsiya: Ushbu maqolada Alisher Navoiyning so'z qo'llash mahorati, betakror o'xshatishlari, badiiy san'atlarning mohirona qo'llashi Bobur ijodiga o'z ta'isiri o'tkazganini mualliflarning misralari orqali tahlil etilib, ularning mushtarak jihatlari xususida fikr yuritilgan.

Kalit so'zlar: G'azal, bayt, tazmin, uslub, lirik qahramon, hijron motivlari, tasvir obyektlari, badiiy estetik zavq, lirika.

Annotation: This article analyzes the influence of Alisher Navoi's wording skills, unique analogies, skillful use of art on Babur's work through the poems of the authors and discusses their commonalities. .

Keywords: Ghazal, byte, verse, style, lyrical hero, suffering motives, image objects.

Ma'lumki, har bir davrning yetuk shoiri, arbobi bo'ladi. Ular o'z asarlari orqali xalq dardini, davr muhitini, ko'ngil rozlarini qalamga olishgan. " Katta shoir hamisha o'z vaqtida maydonga keladi, u hamisha- tarixiy. Zotan, katta shoir o'z xalqining ovozi, uning orzu-umidlari va inson qalbi iztiroblarining ifodachisidir."[1]. Hazrat Alisher Navoiy ham o'z davrining buyuk shoiri, maorifi edi. Alisher Navoiy o'zining ulkan she'riy merosi orqali turkiy tilning butun jozibasini, ohorini, keng imkoniyatlarini ko'rsatib bergan. Shu bilan bir qatorda, Zahiriddin Muhammad Bobur ijodi ham diqqatga sazovor. Navoiy asarlari va Bobur ijodidagi asarlar bir davrda turli usullar va o'ziga xosliklar mavjud bo'lganligining yorqin isbotidir. Ammo Bobur adabiyotshunos Fitrat ta'biri bilan aytganda, "Navoiy kabi "oliy uslub"da emas, sodda, ravon uslubda qalam tebratdi."[2]. Ta'kidlash joizki, Bobur Navoiy ijodini chuqur o'rgangan, g'azallaridan yod olgani haqida "Boburnoma" asarida ham aytib o'tadi. Bobur ijodida Navoiyning ta'siri katta bo'lganini uning g'azallarida, ruboiylarida ham ko'rish mumkin. Ikki allomaning bir davrda yashab, ikki uslubda yozgan bo'lsada, bir-biriga ta'sir etisha olgani, aruzga oid asar yozishgani ham buning yaqqol dalilidir.

Navoiyning Quyidagi baytida qo'llangan Xizr payg'ambar nomi talmeh san'atini yuzaga chiqarishga xizmat qilganini ko'rish mumkin:

Xati labig'a tutosh bo'lsa, ey ko'ngil, ne ajab,
Ki Xizr chashmai hayvonga rahnamoyidir.

Navoiyning "G'aroyib us-sig'ar" devonining 359-g'azalidagi bu baytdagi *xati labi, Xizr chashmasi* birikmalari o'ziga xos manzarani aks ettirgan.

Labing xati zohir etti, Xizr umri bersalar o'lgum
Xususankim, Xizrg'a hamdam o'lg'ay obi hayvoning

Bobur Navoiy g'azallaridan ruhiyatiga mos kelgan baytlarni o'z g'azallariga ko'chirganligini yuqotidagi bayt ko'rsatib bergan. Bu esa aynan talmeh san'atini qo'llash orqali hissiyotni ifodalagani bilan ahamiyatlidir. Hazrat Navoiyni Bobur o'ziga ustoz deb bilganidan, Navoiy ijodidan yaxshigina xabardor va tanish ekanligi, o'zgacha mehr bilan yondashganidan dalolatdir. Bobur ijodida Navoiy g'azallari ta'sirida yozilgan bunday g'azallarni ko'plab uchratish mumkin. E'tiborli jihati shundaki, o'z davrining "malik ul-kalom"i deya e'tirof etilgan Lutfiyning "Koshki" radifli g'azaliga, g'azallar sultoni Navoiy va Bobur ham shunday radifli g'azal yozganidadir.

Navoiyda: Ochmag'ay erdi jamoling olam aro koshki,
Solmag'ay erdi bari olamg'a g'avg'o koshki.

Boburda: Ko‘rmag‘ay erdi jamoling olam aro koshki,
Bo‘lmag‘ay erdim bari olamg‘a rasvo koshki.

G‘azallarni tahlil etish jarayonida juda ko‘plab o‘xshashliklarga guvoh bo‘ldik. Bunday o‘xshashlik, g‘azal strukturasidagi hamohanglik, *ochmaga’ay, ko‘rmag‘ay, solmag‘ay-bo‘lmag‘ay* kabi ma’nodosh so‘zlarninng qo‘llangani Navoiyning Boburga ta’sirini ko‘rsatib bergan.

Navoiy: G‘unchadek ko‘nglim mening gulzor mayli qilmag‘ay
G‘am bila butgan ko‘ngul gulgasht ila ochilmag‘ay
Bobur: Mening ko‘nglimki, gulning g‘unchasidek tah-batah qondur
Agar yuz ming bahor o‘lsa, ochilmog‘i ne imkondir.

Baytlardagi *g‘unchadek, gulning g‘unchasidek* birikmalari orqali Navoiyning betakror o‘xshatmalari Bobur ijodida sayqal berib qo‘llanganini ko‘rish mumkin. Navoiy she’riyati o‘zining betakrorligi, orginal o‘xshatmalarning ta’siri bilan ajralib turadi. “Topmadim” radifli g‘azali tarkibidagi quyidagi misrani keltirish orqali Navoiy oshiq va ma’shuq munosabatlaridagi nomutanosiblikni ko‘rsatadi:

Husn mulki ichra sendek shohi zolim ko‘rmadim,
Ishq ko‘yida o‘zumdek notavone topmadim.

Baytdagi *husn mulki* birikmasi yorning naqadar go‘zalligini, unga teng keluvchi topilmasligini ifodalashga xizmat qilsa, *shohi zolim* birikmasi yorning ishqda ma’shuqiga beshafqatlik qilib o‘zini ustun tutayotganini anglatishga xizmat qilgan. Hazrat Navoiy yorning go‘zal husnini ko‘rolmay uni zolim deya ta’rif beradi. Ikkinchi misrada Ishq, muhabbat borasida o‘zidek *notavone* ya’ni *bechora, kambag‘al, nochor* kishini topmadim deya o‘xshatishni kuchaytirib beradi. Oshiqning husni va unga qarshi zolimligini ana shunday tarannum etgan lirik qahramon o‘zining bechoraxol ekanligini zo‘r hasrat bilan ifodalaydi. O‘quvchi ko‘z o‘ngida suyukli yorining husnini ko‘rish dardida nochor bir ahvolga kelgan oshiq obrazi jonlanadi. Navoiy lirikasidagi hijron tuyg‘ularini ikki toifaga ajratish mumkin: asl mohiyat ya’ni Haqning vasliga erishish yo‘lidagi umidvorlik va voqelikdagi ma’shuqining muhabbatiga erisholmay iztirobga chekkan oshiq holatining hijron tasviri.

Mumtoz she’riyatida bir xil nom ostida turli xil manzara, hissiyot, kechinma ifodalangan g‘azallar ko‘p. Shulardan biri “ Topmadim” g‘azali hisoblanadi. Chunki Hazrat Navoiydan keyin Bobur ijodida ham “Topmadim” nomli betakror g‘azal uchraydi. Navoiyning Bobur ijodiga ta’siri g‘azalning quyidagi misrasida yaqqol ko‘rinadi:

Jonimdek o‘zga jonni dilafgor ko‘rmadim,
Ko‘nglum kibi ko‘ngulni giriftor topmadim.

Bobur o‘zini qayg‘udan dili vayron bo‘lgan jonni hech ko‘rmaganini aytib nola qiladi, ko‘nglini esa asir qilinganligini ta’kidlaydi. Bobur keltirgan birinchi misraning qofiyasi “ko‘rmadim”, Navoiyning g‘azalidan keltirilgan birinchi misraning qofiyasi ham “ko‘rmadim” bilan boshlangan. *Dilafgor ko‘rmadim, shohi zolim ko‘rmadim* birikmalari har ikki g‘azalning darajasini ko‘tarishga xizmat qilgan. Boburning hijron, ayriliq, visol ohanglarini Navoiy hazratlari lirikasidek ham ajratish mumkin, lekin faqrli jihati shundaki, Boburning hijroni, iztirobi ko‘proq Vatan, yurt visoliga nisabatan beriladi. Ikkinchi toifasi esa haqiqiy borliqdagi yorining vasli, muhabbati yo‘lidagi hijronida o‘z ifodasini topadi.

Xulosa o‘rnida aytish mumkinki, Bobur ijodida Navoiyning o‘rni beqiyos bo‘lib, o‘z ta’sirini o‘tkazgan. Navoiy lirikasidagi xilma-xillik, tasvir obyektlari, hijron tasviri Bobur ijodida ham aks etgan. G‘azallaridagi o‘xshashlik, mazmuniy yaqinlik, badiiy san’at qo‘llashdagi mushtaraklik alohida e’tibor tortadi. Har ikki shoir keltirgan so‘zlar kitobxonga badiiy estetik zavqni berishga xizmat qilgan.

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METHODS OF IMPROVING READING SKILL.

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Abstract: this is written in order to organize reading lessons interestingly. There are given up-to date methods to improve reading skill.

Key words: reading skill, method, "jigsaw", "hamburger", " Is white poplar or blue..?", worksheets.

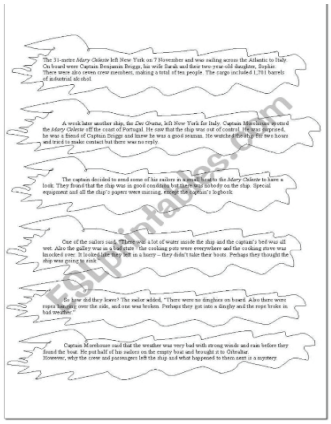
Reading is the receiving an information from the written text. Pupils learn listening, speaking, writing and reading skills. If three skills: listening, speaking and writing is the aim of learning English language, reading is both aim and tool of learning target language. Because learner can learn and receive something by reading.

Modern English language lessons require from teachers always searching novelties, learning and using new methods during the lesson. The textbook of the 7th grade pupils was renewed and published. It was enriched with home reading activities. We want to share some cutting-edge methods to organize home reading activities interestingly.

"Jigsaw" method. This method can be used with both pictures and texts. We can use this method as a pre-activity. Pupils can guess the meaning of the text or the picture. If jigsaw is used with pictures, teacher should cut pictures into many pieces and pupils have to collect them properly.

But today we talk about working with texts. First of all, teacher should print text into paper as worksheets and cut them for several pieces. And divide pupils into small groups then pupils are handed cut worksheets, they have to put in order according to its meaning. At the end of activity one member of each groups read the text loudly. Whose text will be meaningful, they will be winner.

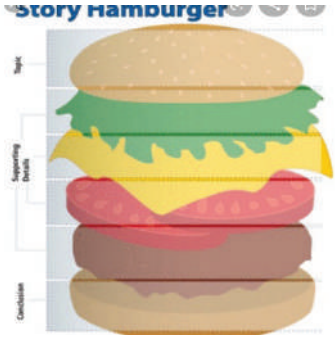
EXAMPLES OF "JIGSAW" WORK SHEETS.

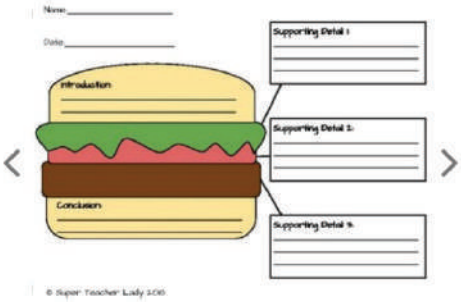


The second method is "Hamburger". It is suitable for while activity. We know any text includes three parts: introduction, main body and conclusion. Teacher give pupils bread

of the hamburger. Pupils must fill middle part with ham, leaves and cheese. Initially tutor print worksheets which consist of only introduction and conclusion. There must be a space for main body. Pupils should fill in the space with the text they have learnt and retell it. According to the number of information in the space pupils are marked. Groups can count the facts about the text and mark each other.

EXAMPLES OF “HAMBURGER” WORK SHEETS.





The last method I am going to explain is “Is white poplar or blue…”. We had better use it at the end of the lesson as a post activity. Teacher should divide pupils into two groups. Then turn by turn pupils ask questions based on the text from a member of opponent group. If any participant of the group can not answer the question he or she has to join to opposite group. At the end of the game according to the number of members winner group is announced.

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THE MAIN OBSTACLES THAT CAN BE ENCOUNTERED IN TEACHING AND LEARNING ENGLISH AS A SECOND OR FOREIGN LANGUAGE.

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Abstract: It is known, that second language learners usually make mistakes in certain grammatical rules. This research aimed to reveal and analyse such grammatical difficulties in order to give a contribution to the study of linguistics and help teachers in identifying grammatical errors commonly made by second language learners of English.

Key words: contextual meaning, presentation and practice, comprehension, second language acquisition, grammatical concepts, articles, modal verbs, tenses .

Introduction: Since the beginning of the XXI century there has been a renewed interest in grammar teaching in L1 and L2 classrooms and this interest has become even more apparent in recent years. While traditional parsing exercises generally fail to improve students' writing, there is a growing body of empirical evidence indicating positive effects of contextualized grammar teaching. Most grammar teaching in L1 contexts is still fairly 'traditional', in two distinct but related senses (cf. the systematic literature review of Van Rijt, De Sewart & Coppen, 2018). First, grammar in L1 contexts is mostly traditional in terms of its teaching approaches (e.g. focusing on rules, parsing isolated sentences, labelling parts of speech). Second, it is traditional in the sense that it uses a traditional body of grammar knowledge (e.g. structuralistic parts of speech terminology)

One of the main reasons why grammar education is still remaining " strange" can be explained with the distinctive features of a certain language. (e.g. Some grammatical concepts such as " Articles", " Modal Verbs" …etc. do not exist in most languages, as well as in Uzbek). Teaching grammar based on real insights rather than rules.

According to Phipps& Borg and Watson teaching grammar based on parsing isolated sentences puts less cognitive strain on teachers, who mostly lack the knowledge and confidence to teach grammar insightfully. Moreover, research into "teacher beliefs" has revealed that teachers generally tend to adopt teaching styles that match the content and pedagogies which they have experienced themselves as learners. This way, more traditional forms of grammar teaching remain persistent in education.

What should we do? Should we teach grammar? If so, how…?

During recent decades, answers have ranged from one extreme to the other to the question of whether grammar should be taught or not. These beliefs are radically different; on one hand, some linguists and teachers, including those who prefer the grammar-translation method, strongly believe that grammar should be at the heart of language teaching, while others, according to Lewis and Krashen, who depends on studies of the acquisition of English morphology to claim that language learning is not conscious, although some grammatical information is useful and they pointed out some factors to prove their theories, such as, much of the grammar that is taught is inaccurate;

The rules which are taught are frequently incomprehensible to students;

Nevertheless, grammar teaching has enjoyed renewed interest in recent years; indeed, according to Fotos, it has never left the classroom. Most researchers strictly believe and support grammar teaching as a main and inseparable part of the language teaching and learning process.

Another hypothesis of SLA is Krashen's Acquisition-Learning Distinction. According to Krashen, acquisition is more related to the development of first language abilities while learning describes the development of second language abilities. Acquisition is a subconscious process of implicit or natural learning. This term is applied to the way in which humans learn their native language without the use of formal rules or instruction. On the other hand, learning describes the conscious study and knowledge of grammatical rules that are most often associated with foreign language education.

As I mentioned above, some grammatical categories do not exist in other languages, but we can replace them with their alternatives. For instance, articles, modal verbs, irregular verbs and etc. Let us observe some of them.

" I need to brush my hands"- Men qo'llarimni yuvishim kerak.

" I have to go to the dentist"- Men tish doktoriga borishim kerak.

" You should not smoke"- Siz chekmasligingiz kerak.

" I must do my homework"- Men uyga vazifamni tayyorlashim kerak.

As we can see all the modal verbs in these sentences are translated into Uzbek the same but modal meaning is quite different . And how to explain them clearly to second language learners is a matter of regular practice.

Another concept is " Article" that could be difficult to explain without alternatives.

How can we explain articles as easy as possible?

First, after having been identified the main rules, their function in a sentence the students should be acquainted with their meanings(or alternatives).

The Indefinite Article has the following meaning: one, any and every.

e.g. 1. "Give me a book"= " Give me one book or any book you want(it does not matter which book");

2. " A pupil has a bag"= "Every pupil has one bag" .

The Definite Article can be replaced with the Demostrative Pronouns(this/that or these/those).

"Can you open a window,please?"

"Can you open the window, please?

These sentences seem identical at first sight but their meaning is quite distinctive. In this case, " a window" is equal to " one window" or "any window". Consequently, we can accept it as " Open one of the windows in the room" or " Open any window you like". If the Definite Article in the second sentence is changed with the Demonstrative Pronouns,(this/that window) it means that, there is either only one window in the room or the speaker is having in mind which window to be opened.

Conclusion

Thus, learning a foreign language is not so problematic issue as we expect but is a long-lasting process that depends our individual ability and approach. The main aspect is that this process should be well-organized, should be carried out regularly, and step by step from simplicity to higher levels.

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ASSESMENT AND EVALUATION MATTERS IN ELT CLASSES

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Annotation: This article examines the importance of assessment and evaluation. The aim of this article is to elaborate different assessment techniques that may better address student learning needs, improve student learning and engage students in self-assessment, including the sequence of steps that could lead to self-assessment .

Keywords: valuation, self -assesment, learning assessment, implementation, assessment techniques, achievement, teaching methods, English language.

Assessment and evaluation have always been important; they are linked to language teaching methodology, program outcomes, language teacher competencies, language standards and second language acquisition training.

They can serve many different policies and can come in different forms. Assessment and evaluation have always been seen as the responsibility of the specialists, but they have rarely been included as a component in English language teacher (ELT) training. However, the ELT field has been experiencing a major shift in assessment and evaluation with effects on teachers, and learners around the world. It has also been influenced by a major questioning of traditional forms of testing and the underlying psychometric principles of measurement in ELT. A major concern of English language teaching has been assessing and evaluating students' progress during the course of study as well as their achievements at the end of it. Assessment and evaluation also give teachers useful information on how to improve their teaching methods. Assessment and evaluation are very important parts of the constructive alignment process. Well designed assessments can allow students to use the knowledge and skills they have learnt and indicate their level of mastery. The feedback on the assessment will also provide students with clear information on the criteria they need to succeed at assigned tasks, can give the lecturer a clearer sense of how the task is assessing mastery and what aspects are being assessed. Evaluation of the course or module, by students and lecturers should feed back into the whole process of curriculum alignment, as well as reflect critically and constructively on the outcomes, the teaching and learning activities, the assessment and the experience of the course or module. Reflexivity, continuous learning and development are key aims of successful evaluation.Through the use of appropriate classroom assessment strategies and techniques, teachers can increase their students' motivation and show them how well they have learned the language. Evaluation goes beyond learners' achievements and language assessment to consider all aspects of teaching and learning. Although the terms 'assessment' and 'evaluation' are often used interchangeably, they can be considered two parts of the same process. Assessment is the process of gathering evidence of what the child can do. Evaluation is the process that follows this collection of data, including analysis and reflection, as well as decisions based on the data.

The present study focuses upon the qualitative approach of English language learning assessment and evaluation process in the educational system. Evaluation in teaching the English language is a process of collecting, analyzing and interpreting information about teaching and learning in order to make informed decisions that enhance student achievement and the success of educational programs.

The purpose of classroom assessment and evaluation is to give students the opportunity

to show what they have learned rather than catching them out or to show what they have not learned. Needless to say, evaluation and assessment can focus on different aspects of teaching and learning: respectively, textbooks and instructional materials, student achievement, and whole programs of instruction.

It is important to clarify the distinction between evaluation and assessment. These terms are often used interchangeably and are, in fact, related, but they are technically different. Assessment of an individual student's progress or achievement is an important component of evaluation: it is that part of evaluation that includes the measurement and analysis of information about student learning. The primary focus of assessment in English Language Teaching has been language assessment and the role of tests in assessing students' language skills. Evaluation goes beyond student achievement and language assessment to consider all aspects of teaching and learning and to look at how educational decisions can be made on the basis of alternative forms of assessment. Classroom assessment and evaluation under the active management of teachers can also serve important professional development purposes since the information resulting from such evaluations provides teachers with valuable feedback about their instructional effectiveness that they can use to develop and improve their professional skills. Assessment is perhaps one of the most important elements of curriculum design and alignment, because this is where it is possible to see if students can demonstrate mastery in terms of the knowledge and skills they need to have learnt. Assessment, in a constructively aligned curriculum, must speak to the outcomes listed for the course. It must draw in both the knowledge and the practical and intellectual skills and competencies that students have been taught and that they have practiced in lectures and tutorials. Assessment activities must test what has been learnt and taught, and should not be constructed so as to be ambiguous or inexplicit. Evaluation is an important part of an alignedcurriculum and an overall teaching and learning strategy because it is apart of the feedback and development cycle. It should be a part of any responsive and up-to-date teaching and learning strategy or plan. Evaluation gives students opportunities to speak to the lecturer about their experiences and impressions of the course content and the pedagogical approaches that have been used. One of the most important issues in evaluation is timing. Assessment plays a number of roles in the life of a student, some of which they may be more aware of than others. It is widely accepted that students'

learning patterns, educational focus, and allocation of time will be directly influenced by assessment. It does more than allocate a grade or degree classification to students – assessment plays an important role in focusing their attention. Therefore one of the most important issues in evaluation is timing. Teachers can use quick exercises to check in with students during the course, at the end of a topic or after an assignment has been completed. Longer and more detailed evaluation for the end of a course can also be created. The important thing to consider when thinking about the timing is the purpose of the evaluation (what do students need to know and why), and what teachers plan to do with the information students give them.

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BADIIY ASAR TARJIMASINING TURLARI VA AHAMIYATI

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Annotatsiya: Ushbu maqolada tarjima tarixi, badiiy asar tarjimasida muhim bo'lgan jihatlar haqida mulohza yuritilgan. Yozma va og'zaki tarjimaning bir-biridan farqi tarjimachilik sohasidagi dolzarb muammolar va ularning yechimlari haqida fikrlar yuritilgan.

Kalit so'zlar: og'zaki va yozma tarjima, sinxron tarjima, tarjima tarixi, "Faust" asari, tarjimon

Dunyoda barcha millatlar o'z qo'shnisi bilan ijtimoiy aloqa qiladi, bir-biridan ilm o'rganadi va moddiy, madaniy aloqalarni yo'lga qo'yadi. Tarjima - millatlararo muloqotning eng muhim ko'rinishi. Albatta, boshqa tilda gaplashadigan xalq bilan har qanday aloqada o'sha millat tilini tushunishga ehtiyoj sezamiz. Tarjimasiz hech qanday ijtimoiy, madaniy aloqa yuzaga kelmaydi. Bundan ming yillar ilgari ulug' olimlarimiz Ibn Ruid, Ahmad Farg'oniy, Marvoziy, Beruniy va boshqa allomalarimiz dunyoga mashhur asarlarni yaratish bilan birga tarjima ishlari bilan shug'ullanganlar. Ma'mun akadamiyasida sharq tarjimonchilik maktabi faoliyat ko'rsatgan. Unda arab, fors, hind, turk, yahudiy, yunon olimlari birgalikda ish olib borib, ularning tarjimonlik faoliyatiga O'rta Osiyodan olimlari rahbarlik qilganlar. Badiiy tarjimaning asosiy xususiyati tilning badiiy vazifasidan kelib chiqadi. Til badiiy asarda estetik hodisaga, san'at asariga aylanadi. Badiiy asar tili alohida badiiylik, voqelik unsuridir. Tarjimada ana shu badiiylikni, asarning to'liq ma'nosi saqlanib qolishi muhim. Tarjima qilish jarayonida asar qahramonini qayta ifodalash jarayoni yuz beradi. Shuning uchun tarjimon asardagi voqealarning badiiy tafakkur jarayonini yangidan kashf qiladi. Tarjima jarayonida tarjimon hamma vaqt o'z ona tilida fikrlaydi, ona tili unga tahlil quroli, sinov mezoni bo'lib xizmat qiladi. Masalan: Nizomiyning "Xusrav va Shirin" dostonini tarjima qilgan Qutb ("... Nizomiy bolidan holvo pishurdim "). Tarjima faqat nusxa ko'chirish kabi bir ish bo'lmay, ijodiy jarayon ekanini, tarjimon esa boldan holva pishiruvchi mohir yozuvchi bo'lishi kerakligini aytadi. Ma'lumki, har bir til og'zaki yoki yozma nutq shaklida mavjud bo'lishi mumkin.

1. Yozma- yozma tarjima. Yozma matnning yozma tarjimasi ikkala til ham yozma shaklda qo'llaniladi. Tarjima turlari ichida bu odatda eng ko'p qo'llaniladigan tarjima turidir. Tarjimanig bu turini tarjima qilinayotgan matn xarakteriga qarab, yanada kichikroq guruhlarga bo'lish mumkin.

a) axborot matnlar, turli hujjatlar va maxsus ilmiy matnlar tarjimalari

b) ijtimoyi-siyosiy, publitsistik adabiyotlar va notiqlar nutqlarining tarjimasi

v) badiiy adabiyotlar tarjimasi.

2. **Og'zaki-og'zaki tarjima.** Og'zaki matnning og'zaki tarjimasi ikkala til og'zaki shaklda qo'llaniladi. Ushbu tarjima turida ikki xil tarjima mavjud:

a) ketma-ket tarjima. Ketma-ket tarjima asl matndan keyin matn to'la yoki uning ayrim qismlari aytilgandan keyin sodir bo'ladi. Odatda to'xtalish bir necha gaplardan keyin sodir bo'ladi, har bir gapdan keyin to'xtalish esa kamroq uchraydi.

b) Sinxron tarjima. Matn aytilayotgan vaqtning o'zida amalga oshiriladi. Sinxron tarjima asosan asl matn bilan bir vaqtning o'zida amalga oshiriladi, ammo nutqning ayrim qismlarida tarjima qilinayotgan nutqdan biroz (bir necha so'zgagina) orqada qoladi, yoki tarjima qilinayotgan nutqqa nisbatan oldinga o'tib ketadi. Sinxron tarjimaning bunday oldinga o'tib ketishi tarjimonning hali aytilmagan nutq qismlarini oldindan bilish qobiliyati borligi sab-

abli sodir bo‘ladi. Og‘zaki tarjimaning ikkala xili ham ketma-ket tarjima qilinadi. Sinxron tarjima o‘ziga xos psixologik qiyinchiliklar bilan bog‘liq ketma-ket tarjima tarjimondan yaxshi mashq qilingan va tez ishlaydigan xotirani talab etadi, sinxron tarjimada esa bir vaqtning o‘zida eshitib, gapirish ko‘nikmasi birinchi o‘ringa chiqadi. Sinxron tarjima qila bilish uchun maxsus va uzoq vaqt davom etadigan mashqlar bajarilishi lozim.

3. **Yozma-og‘zaki tarjima.** Yozma matnning og‘zaki tarjimasi. Tarjimaning bu turida ham ikki xil tarjimani farqlash mumkin.

a) tarjima asl matnni ichidan o‘qish bilan bir paytda (xuddi sinxron tarjimadagidek) sodir bo‘lishi mumkin.

b) ketma-ketlilik bilan, butun matnni yoki har bir jumlani o‘qib bo‘lgandan keyin amalga oshishi mumkin

4**. Og‘zaki-yozma tarjima.** Og‘zaki matnning yozma tarjimasi. Amaliyotda tarjimaning bu turi juda kam uchraydi, chunki matnni (qo‘lda, mashinkada yoki kompyuterda) yozish tezligi og‘zaki matnni aytish tezligidan ancha past bo‘ladi. Shu sababdan bunday tarjimani amalga oshirishning deyarli iloji bo‘lmaydi. Og‘zaki-yozma tarjimaning amaliyotda qo‘llanishiga yagona misol bo‘lib chet tili mashg‘ulotlarida uchraydigan mashqlardan bir turi diktant-tarjima xizmat qilishi mumkin. Og‘zaki matn (asl matn) sekinlashtirilib aytiladi («diktant tezligi»da) va bu bilan yozma tarjima qilishga imkon yaratiladi.

Fanda tarjimaning bu turlari bir-biridan farq qiladi. Agar tarjima to‘g‘ridan-to‘g‘ri asl nuxsa tilidan tarjima qilingan bo‘lsa, bunday tarjima bevosita tarjima deyiladi. Tarjima asl nusxadan emas, balki boshqa bir til orqali qilingan bo‘lsa, bunday tarjimaga bilvosita tarjima deyiladi. Tarjimon asl nuxsa tilini yaxshi bilmagani tufayli tarjimani boshqa til yordamida qilishga majbur. Nemis yozuvchisi I.V. Gyotening eng yirik asari “Faust”ni E.Vohidov tomonidan rus tili orqali o‘zbek tiliga qilingan tarjimasi bilvosita tarjimaga misol bo‘la oladi. Ma’lumki, tarjima jarayonida asl nusxaning qandaydir nozik tomonlari buzilishi yoki yo‘qolib qolishi mumkin. Bevosita tarjimada bunday buzilishlar va yo‘qolishlar bilvosita tarjimaga nisbatan ancha kam bo‘lishi shubhasizdir. Tarjima san’ati eng mashaqqatli va sharafli hamda ko‘p bilim malaka talab qiladigan ishdir. Sababi, tarjima qilingan badiiy asarning o‘quvchilar asarning asl mazmuni tushunishi kerak. Tarjima qilingan asarning badiiyligi, obrazligi, ifodaligi buzilmasligi uchun asar tilini bilish birinchi o‘rindadir. Tarjima bir tildagi matnni boshqa tilda yaratishdan iborat ijod turi. Tarjima millatlararo muloqotning eng muhim ko‘rinishi. Asl va qayta tiklangan matn xususiyatiga qarab badiiy tarjima, ilmiy tarjima va boshqa turlarga bo‘linadi. Asl nusxani aks ettirish xususiyatiga ko‘ra tafsir, tadbil, sharh kabi ko‘rinishlariga ham ega bo‘lishi mumkin. Tarjima qadimiy davrlarda turli qabilaga mansub kishilar orasidagi o‘zaro aloqa muloqat ehtiyoji tufayli yuzaga kelgan. “Tilmochlik” atamasi bugungi kunga kelib o‘zgargan “tarjimon” atamasiga aylangan. Tarjimaga aniqroq ta’rif beradigan bo‘lsak . Tarjima deb bir tildagi nutq asarini ikkinchi tildagi nutq asariga aylantirish, o‘zgartirish jarayoniga aytiladi. Ushbu jarayonda nutq asarining ma’nosi o‘zgarmasdan saqlanib qolishi shart.

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YENGIL ATLETIKACHI AYOLLAR JISMONIY TAYYORGARLIGINING O‘ZIGA XOS XUSUSIYATLARI

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Annotatsiya: ushbu maqolada yengil atletikachi ayollarning sport bilan shug‘ullanishidagi jismoniy me’yorlar, tayorgarlik holatlari, yengil atletikada ayollar va erkak mashqlarning o‘ziga xos xususiyatlari haqida fikr-mulohazlar yuritiladi.

Kalit so‘zlar: Yengil atletika, sport gimnastikasi, gimnastik snaryad mashqlari, sport texnikasi.

Yengil atletikada erkaklar hamda ayollar sporti takomillashuvining vosita va usullari bir xil. Biroq ayollar tayyorgarligida qo‘llanadigan vositalarning hajmi va shiddati ancha past. Ayollarda jismoniy sifatlarni rivojlantirish uchun zarur bo‘lgan mashg‘ulot yuklamalari ham erkakalardagidan kamroq.

Ayollar organizmining o‘ziga xos xususiyatlari tufayli mashqlar hamda ularni bajarish uslubini tanlayotgan murabbiy-o‘qituvchi barcha mushak guruhlari va, ayniqsa, orqa, yelka sathi, qorin, oyoq kaftlari mushaklari, tosning ichki mushaklari rivojlanishiga erishishi lozim.

Yelka sathi va qo‘l mushaklarini rivojlantirish uchun mashqlar tanlanganda, ayollarda ko‘krak mushaklarining funksional imkoniyatlari birmuncha cheklanmaganligini, shuning uchun ular bilan mashg‘ulot o‘tkazganda aynan shu mushaklarni mustahkamlovchi maxsus mashqlarni, xususan predmetlar bilan yoki predmetlarsiz holatda qo‘llar bilan katta amplitudali harakatlar qilish, gimnastika snaryaddagi mashqlar, qo‘llarga tayanib yotib, ularni bukib-yozish, ikki yoki bir qo‘l bilan turli predmetlatni uloqtirish kabi mashqlarni tanlash juda muhim (bunday mashqlar, ayniqsa, uloqtiruvchi ayollarda mashg‘ulotlar dasturining kattagina qismini tashkil qiladi).

Yengil atletikachi ayollar organizmining funksional imkoniyatlarini oshirishda qorin pressini rivjlantirish katta ahamiyatga ega bo‘lib, bu ichaklarni to‘g‘ri faoliyat ko‘rsatishiga, shuningdek, qorin bo‘shlig‘I hamda kichik tosning barcha organlari ishiga yordam beradi. Yaxshi rivojlangan qorin devoir mushaklari sportchi ayollarning ichki jinsiy organlarining balandlik va uzunlikka sakrash vaqtlarida turli silkinish va siljishlardan saqlaydi. Tayyorgarlik darajasi past bo‘lgan boshlovchi sportchi va yengil atletikachi ayollar bilan o‘tkaziladigan mashg‘ulotlarda umurtqa pag‘onasining haddan ortiq egiluvchanligini keltirib chiqaradigan mashqlarni ko‘p qo‘llash tavsiya etilmaydi. Bu uning bel qismidagi egriligi ortib ketishiga, shuningdek, qorinning old mushaklari keragidan ko‘proq cho‘zilib qolishiga olib keladi. Xuddu shu sababga ko‘ra gavdani orqaga qattiq engashtirish bilan bog‘liq mashqlarni ham cheklash lozim.

Jismoniy mashqlar orqali kichik tos bo‘shlig‘idan a’zolarning to‘g‘ri joylashuvini saqlashga yordam beradigan ichki tos mushak va bog‘lamlariga bevosita ta’sir ko‘rsatish mumkin emas. Ular boshqa mushak guruhlariga beriladigan mashqlar ko‘magida mustahkamlanadi. Masalan, qorin pressi mushaklarini mustahkamlashga qaratilgan mashqlar bachadonning dumaloq mushaklarini baquvvatlashtirib, ular tarangligini oshiradi. Oyoq mashqlari tosning ichki devorlarida joylashgan tos ichi mushaklarini rivojlantiradi. Yengil atletikachi ayollarga yumshoq tuproq (o‘t, qum, qor) ustida o‘lchab beriladigan sakrash mashqlarining turli kombinatsiyalarini bajarish foydali. Ular kichik tos organlarining

sezilarsiz siljishlariga sabab bo‘ladi va natijada ularni tutib turuvchi mushak hamda bog‘lamalarning mustahkamlanishiga ta’sir ko‘rsatadi.

Yengil atletikaning xususiyatlari juda ko‘p miqdorda yugurish va sakrash mashqlarining bajarilishini talab qiladi, shuning uchun oyoq kafti mushaklari yetarlicha qotmagan yosh yoki boshlovchi yengil atletikachi qizlarning oyog‘iga beriladigan katta yuklama kaft gumbazining qattiqlashuvi va yassitovonlilik yuzaga kelishiga sabab bo‘ladi.

Yengil atletikaning barcha turlarini o‘zlashtirishda muvvaffaqiyat maxsus kuch va tezlik tayyorgarligiga bog‘liq bo‘ladi. Masalan, uloqtiruvchi ayollarning yelka sathi, oyoq, gavda mushaklari juda kuchli harakatlari nihoyatda tez, koordinatsiyalaro yuqori darajda bo‘lishi zarur. Ayni vaqtda qisqa masofaga yuguruvchi yoki sakrovchi ayollarning oyoq, gavda mushaklari kuchli, harakatlari tezligi a’lo bo‘lishi lozim. Bu sifatlarsiz yugurish, sakrash, uloqtirsihlarning zamonaviy texnikasini egallab olish mumkin emas.

Agar tezkorlik va chidamlilikni rivojlantirish va takomillashtirish usuliyati erkaklarda ham, ayollarda ham asosan bir xil bo‘lsa (farq faqat bajarilayotgan hajmi va shiddatida), kuchni rivojlantirish usuliyati maxsus mashqlarni talab qiladi. Yengil atletikada ayollarning tayyorgarligini yengilroq, haddan ziyod jismoniy zo‘riqishga majbur qilmaydigan vositalar bilan amalga oshirish ma’qul. Katta og‘riqlar qo‘llanadigan mashqlardan foydalanish esa qorin bo‘shlig‘i va kichik tos organlarining tushushiga oyoq kaft gumbazlarining yassilanishiga, umurtqa pag‘onasi, bel sohasining jarohatlanishiga olib kelishi mumkin. Kuchni rivojlantirish uchun yengil atletikachi ayollarning to‘ldurma to‘plar, qumli qoplar, shtanga lappaklari bilan, juftlikda qarshilik ko‘rsatiladigan mashqlarni, shuningdek, sakrash mashqlarining har0xil variantlarini bajarilishi juda foydali. Shtanga bilan bajariladigan mashqlarni umumiy jismoniy tayyorgarlik holati mutlaqo qoniqarli bo‘lgandagina mashg‘ulotlarga kiritish mumkin.

Bunda mashqni bajarish shakli va shtanganing og‘irligi juda muhim bo‘lin. Yuklama hajmini hamda og‘irlik vaznini qat’iy izchillikda oshirib borish lozim.

Takroriy yulamalar usulini asta-sekin maksimal yuklamalr usuli bilan to‘ldirib boorish kerak. Toliqishni tez bartaraf qilish uchun og‘riqlar bilan bajariladigan mashqlarni bo‘shashtiruvchi mashqlar bilan navbatma-navbat bajarish maqsadga muvofiqdir.

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REKLAMA MATNLARIDA BO‘LAKLANISH VA ULARNING XUSUSIYATLARI

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Annotatsiya: Ushbu maqolada reklama matnlarida segment qurilmalarning eng ko‘p uchraydigan turi tasavvur nomlari va mavzu ifodalovchi gaplar ekanligi, bu ikki hodisa funksional jihatdan bir-biridan farq qilishi ko‘rsatib berilgan. Tasavvur nomlarida ekspressivlik, badiiylik va psixologizm kuchli bo‘lsa, mavzu ifodalovchi gaplarda axborotni yetkazishda tinglovchining diqqatini ma’lum bir jihatga qaratish asosiy xususiyat sanaladi.

Kalit so‘zlar: segment, rema, tema, adresant, adresat

Nutq jarayonida adresantning adresatga munosabati, berilayotgan axborotning muhimligiga qarab kommunikativ maqsad bilan gapni qayta tuzish natijasida shakllanadigan sintaktik qurilmalarni o‘rganish, ularda so‘zlovchi pragmatik intensiyasi, baho munosabatining aks etishi, bunday sintaktik qurilmalarning matnlardagi o‘rni va emosionallikni ta’minlashdagi ahamiyati masalasini yoritish dolzarb mavzulardan biri hisoblanadi. Biz ham shu munosabatni inobatga olgan holda reklama matnlarida ko‘p uchraydigan segment birliklar va segmentasiya hodisasiga to‘xtalishni lozim deb topdik.

Adresant kommunikativ jarayonda o‘zi muhim deb hisoblagan o‘ringa adresatning diqqatini tortish uchun turli vositalardan foydalanadi. Tilshunoslikda gapni qayta tuzish, bo‘laklash natijasida hosil bo‘lgan qurilmalarning asosan uch turi farqlanadi: segmentasiya-nutqni bo‘laklarga bo‘lish natijasida hosil bo‘lgan bo‘lak, parsellyatsiya -gapning shunday bo‘linishiki, unda ifodaning mazmuni bitta emas, balki ikki va undan ortiq intonatsion-ma’noviy nutqiy birliklarda anglashiladi. Bunday birliklar biri ikkinchisidan so‘ng ketma-ket keladi. Gapning ekspressiv maqsad bilan bo‘laklanishi bo‘lib, unda gapning bir qismi ayiruvchi to‘xtamdan keyinga, gapning tashqarisiga chiqariladi[1;80], antisipasiya - oldindan sezish, keyingi tovushning avvalgisiga ta’siri; oldingisini talaffuz qilishda keyingisining ta’siri[2, 48]. Segment qurilmalar asosan og‘zaki nutqqa xos bo‘lib, reklama matnlarida so‘zlashuv nutqiga xoslikni berishda keng foydalaniladi. Masalan, *Pikovit- Farzandingiz muvaffaqiyati uchun vitamin va minerallar (Vitamin haqidagi reklama).*

Adresant nutqini o‘zi muhim deb bilgan qismdan boshlashi mumkin, bunda so‘zlovchi muhim deb hisoblagan qism mantiqiy jihatdan ajratilib, gapning oldingi qismiga chiqariladi hamda fikrning temasi vazifasini bajaradi. Bunda mantiqiy jihatdan ajratilgan qism og‘zaki nutqda intonatsiya, yozma nutqda tinish belgilari yordamida ajratiladi. Segment bo‘lak tema sifatida kelar ekan, tinglovchining diqqatini ma’lum bir o‘ringa qaratish uchun xizmat qiladi hamda ta’kid ma’nosini kuchaytiradi, uni izohlab kelgan gap tarkibida esa olmosh bilan almashadi yoki ba’zi o‘rinlarda o‘zi takror keladi. Masalan, *Taylol-xot - Gripp va shamollash alomatlarini yengishga yordam beradi, Taylol-xot.*

Segment bo‘lak so‘zlovchining kuchli his-hayajonini ifoda etadi [3,45]. Bunday holatlarda segment bo‘lakdan keyin undov belgisi qo‘llaniladi. *Masalan: Qadam bosing, gigabaytlar oling. Sizdan qadamlar –bizdan giglar. Qadamlar uchun giglar. (Beeline uyali aloqa kompaniyasi tariflari reklamasi)*

Yetakchi, ishonchli, innovasion! Keltirilgan reklamada segment bo‘lak sifatida ajratilgan so‘z *giglar* bo‘lib, bu misolda uch o‘rinda qo‘llangan: birinchisi segment bo‘lak, ikkinchi va uchinchisida uni izohlab kelayotgan gap tarkibidagi kesimdir. Bunday holatda qo‘llanilish ta’kid ma’nosini yanada kuchaytirishga xizmat qiladi. Segment bo‘lak kuchli emosionallikni

ifodalash bilan birga adresatning diqqatini ma'lum bir obyektga qaratish vazifasini ham bajaradi. Ekspressivlikni ta'minlovchi, nutq jarayonida eng ko'p qo'llaniladigan segmentasiyaga o'xshab ketadigan sintaktik figuralardan yana biri parsellyativ qurilmalardir. Ta'kidlash kerakki, segmentasiyada ham, parsellasiyada ham muhim sanalgan bo'lak ajratib ko'rsatiladi. Tilshunoslikda ekspressiv sintaksisning usuli sanalgan bu hodisalar haqida turg'unlashgan qarashga asosan, segmentatsiya ajratilgan bo'lakni gapning oldiga chiqaradi va u har doim ot xarakteridagi so'zdan iborat bo'lib, bosh kelishikdagi so'z bilan ifodalanadi. Parsellyatsiyada esa parsellyat asosiy gapdan keyin kelib, morfologik jihatdan har xil bo'lib, turli gap bo'laklari maqomida bo'ladi.

Parsellyatsiya ham, segmentatsiya ham og'zaki nutqqa xos bo'lib, yozma nutqda ular, asosan, tinish belgilari vositasida ifodalanadi. Segmentatsiyaga xos bo'lgan asosiy xususiyat uning, asosan, monologik nutqda uchrashi bo'lsa, parsellyatsiya ham monologik nutqda, ham dialogik nutqda uchraydi[5,10]. Parsellyatsiya dialogik nutqda personajlarning o'ziga xos so'zlashuv uslubini ko'rsatishda, nutq jarayonida so'zlovchining ruhiy holati – quvonchi, g'azabi, ro'y bergan voqyelikdan esankirash, voqyelikka shaxsiy munosabatini ifodalash, qo'shimcha axborot berish kabilarni ifoda etishda, asar tilini jonli so'zlashuv tiliga yaqinlashtirishda, badiiy asar tilining o'ziga xosligini ta'minlashda asosiy vosita sifatida ishtirok etadi. Segmentatsiyada esa bu holat kuzatilmaydi. Parsellyatsiyadan farqli ravishda segmentatsiya so'zlashuv nutqini kitobiy nutqqa yaqinlashtirishga xizmat qiladi. Segment bo'lakda ham qahramonning ruhiy holatlari bilan bog'liq o'zgarishlar ifoda etiladi, parsellyatsiyadan farqli ravishda segment bo'laklar nutqqa ko'tarinkilik, ulug'vorlik, o'ziga xos ohang, ba'zan sokinlik berishda qo'l keladi. Segmentatsiyada segment bo'lak og'zaki nutqda intonatsiya yordamida aniqlanadi, segment bo'lakdan keyin to'xtash, bir oz tin olish intonasiyasining yo'qligi segment bo'lakni ajratib olish imkonini yo'qqa chiqaradi.

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NAZARIY TILSHUNOSLIKNING MULOQOT JARAYONIDAGI AHAMIYATI

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Annotatsiya: Ushbu maqolada tilshunoslik nazariyasi va inson muloqotining bir-biri bilan bog'liqligi, farqli jihatlari haqida fikrlar keltirilgan. Tilshunoslik fanining boshqa yo'nalishlar bilan hamkorligi, tilshunoslikning insoniyat tarixida qanday ahimiyat kasb etishi haqida mulohaza yuritiladi.

Kalit so'zlar: Fonologiya, pragmatika, psixolingvistika, diaxronik tilshunoslik, nazariy tilshunoslik, kognitiv tilshunoslik, tanqidiy disursiy tahlil

Nazariy tilshunoslik - bu tilni ilmiy o'rganish. Uning asosiy maqsadi odamlarning har kuni ishlatadigan tabiiy til va uning qanday ishlashini o'rganishdir. Tilshunoslar quyidagi fundamental savollarni berishadi: Tilning qaysi jihatlari hamma uchun universaldir? Ingliz, yapon va arab tillaridan farqli ravishda tillar o'rtasidagi ajoyib grammatik o'xshashliklarni qanday hisobga olishimiz mumkin? Biz foydalanadigan til grammatikasining qanday qoidalari bor va biz ularni qanday qilib bilib olamiz? Tilning tuzilishi bizning atrofimizdagi dunyo haqidagi fikrimiz bilan qay darajada bog'liq?

O'zimiz va atrofimizdagi dunyo haqida ko'proq bilish uchun olib boriladigan yo'nalishlardan biri sifatida qiziqarli bo'lishiga qaramay, tilshunoslikni o'rganish hayotdagi muammolarni hal qilishda ham juda muhimdir. Amaliy tilshunoslar tillarini o'qitish, nutq terapiyasi va tarjima kabi sohalarga o'z qarashlarini olib kirishadi. Tilshunoslar dunyo miqyosidagi universitetlarda va ilmiy-tadqiqot institutlarida, olimlar sifatida, amaliy tilshunos bo'lib, maktablarda, sudlarda va davlatning eng yuqori darajalarida ishlamoqda. Nazariy sintaktikchilar va tilshunoslar bitta asosiy jihatga e'tibor berishadi. Tilshunoslik odamlar qanday qilib tildan foydalanishni tushuntirishni emas, balki til tizimining ishlashini tavsiflash va modelni ishlab chiqarishni o'z ichiga oladi. Ushbu jihatlar birgalikda tilning grammatikasini tashkil qiladi. Kitobdagi qoidalar ro'yxati emas, balki aloqa uchun zarur bo'lgan qismlarni. Tilshunoslik bu so'zlar va iboralarni o'z ichiga olgan birliklarni jumlalarga qanday birlashtirishini o'rganishdir. **Masalan**: **Nega Nasiba baliqni eydi. Nasiba baliqni eydi?** Sintaksis bo'yicha olimlar so'zlarning qanday buyruqlari qonuniy jumlalar yaratishini, jumlalar ichida qanday qilib aniqlangan tartibni yaratishadi. **Masalan:** faol gaplar (Jahongir to'pni tepdi) va passiv gaplar (To'pni Jahongir tepgan).

Fonologiya va tilshunoslik. Odatda nutqni emas, balki imo-ishora tilini ham o'rganishni o'z ichiga oladi. Ovoz yoki imo-ishora orqali tilni ifodalash uchun ishlatiladigan bir xil jihat ikkalasining asosi sifatida qaraladi. Imo-ishora tilidagi tadqiqotlar, shuningdek, o'z ona tilini biluvchi tilshunoslarning tushunchalari uchun ham foydali. Fonologiyada bo'g'inlarning tuzilishi, intonatsiyasi, ohanglari va imo-ishora, qo'l harakatlari bilan tilni ifodalash uchun dinamiklardan foydalanadigan grammatik tizimni o'rganishdir. Fonolog tilni fonologik tarkibiy qismlarga ajratadi. Masalan: **mushuk** so'zini {m}{u}{sh}{u}{k} segmentlarini tartibga soluvchi har birini fonema sifatida bo'laklarga ajratadi. Tovushni hosil qilish, harfni shakllantirishning yoki imo – ishora harakatlarning cheksiz ko'p usullari mavjud bo'lsada, fonologlar ushbu guruhni qanday qilib mavhum toifalarga ajratish bilan qiziqishadi. **Masalan:** chet tillarida bunga ko'plab misollar keltirish mumkin ingliz, nemis, fransuz, xitoy va boshqa tillarda uchratish mumkin. Ingliz tilida wh [v], fransuz tilida esa C [seh], arab tilida صَ [sod] o'zbek tilida sh [sh], ng [ng] bizda bu harf birikmalari hisoblanadi. Fonetika nutqning tovush tomoniga e'tiborni qaratadi. Fonetika nutqni idrok etish (miya tovushlarni

qanday aniqlayotgani), akustika (tovushlarning jismoniy fazilatlari havo orqali harakatlanish) va artikulyatsiyani (o‘pka, til, lablar va boshqa artikulyatorlarning harakatlari orqali ovoz ishlab chiqarish) qamrab oladi. Bu soha nutqning jismoniy amalga oshirilishini va individual tovushlarni, adabiy til va lahjalardagi farqlarni tahlil qilib o‘rganiladi. Fonologiya kompyuter nutqini aniqlash va sintez qilishda katta rol o‘ynaydi.

Tilshunoslik sohasidagi semantika til qanday ma’noni anglatishini o‘rganishni anglatadi. Bu erda o‘rganilgan ma’noning boshqa jihatlari shundaki, ma’ruzachilar qandaydir noaniq jumlalarni qanday tushunishgani haqida aytiladi. **Masalan: Talaba har bir professor bilan uchrashganmi?** Bu gapda noaniqlik mavjud (boshqa talaba yoki o‘sha talaba?) va yuzaki jihatdan juda boshqacha bo‘lgan jumlalarga ko‘plab misollar keltirish mumkin. **Masalan: Bemalol oqardi** (nima yoki kim) **juda ko‘p suv iste’mol qilindi** (kim, kimlar).

Pragmatika – tilshunoslik. Aytilgan gaplarning kontekst bilan qanday bog‘liqligini o‘rganishdir**. Masalan: ikki bolali** jumlasi faqat kontekstda aniqlash mumkin. **1**. **Avtobusdan ikki bolali ayol tushdi. 2. Mening dugonam ikki bolali bo‘ldi.** Tilni bilish bilan qanday tushunishni oldindan aytib bo‘lmaydi. **Tilshunoslikning boshqa sohalari**

Tilshunoslik ko‘plab sohalarni qamrab olgan va birlashtirgan insonning tabiiy tilining asosiy xususiyatlarini, shaxslarning rivojlanishini, fikrlash va muloqotda foydalanishni, miyani hayotga tatbiq etishni, genetik asoslarni va evolyutsion kelib chiqishni o‘rganadi. Tilshunoslik, bolalarda va kattalarda nutqning qanday paydo bo‘lishini nazariy yoki amaliy o‘rganish. **Kognitiv tilshunoslik** umumiy bilishning bir qismi sifatida tilni o‘rganish. **Nazariy tilshunoslik** esa tilshunoslikning asosiy sohasi, bu barcha odamlar uchun umumiy bo‘lgan til jihatlari modellarini tahlil qilish orqali tilning o‘zi tizimining xususiyatlarini o‘rnatishga harakat qiladi.

Psixolingvistika ong qanday ishlashini bilish uchun tilni o‘rganish. **Sotsiolingvistika** tilning madaniy kontekstga, suhbatdoshning nutqi va u ishlatiladigan nutqning vaziyatga qarab qanday o‘zgarishini o‘rganish.

Stilistika tildan foydalanish va kontekst bo‘yicha farqlashini o‘rganish.

Lingvistik o‘zgaruvchanlik dunyo tillari o‘rtasidagi farqlarni o‘rganish. Bu umuman tilshunoslikka ta’sir qiladi. Agar insonning til qobiliyati tor bo‘lsa, unda tillar juda o‘xshash bo‘lishi kerak. Insonning til qobiliyati cheklanmagan bo‘lsa, unda tillar juda farq qilishi mumkin.

Tarixiy tilshunoslik (yoki diaxronik tilshunoslik) tillarning tarixiy bog‘liqligini o‘rganish (masalan, o‘zbek, qozoq, turkman, qirg‘iz, tojik yagona til oilasidan kelib chiqqan deb taxmin qilinadi). Bunga tilning universal xususiyatlarini topish va tilning rivojlanishi va kelib chiqishini hisobga olish kiradi.

Kontekstual lingvistika tilshunoslik boshqa akademik fanlar bilan o‘zaro aloqada o‘rganishni o‘z ichiga olishi mumkin.

Antropologik tilshunoslik tilshunoslik va madaniyatning o‘zaro bog‘liqligini ko‘rib chiqadi.

Tanqidiy disursiy tahlil - bu ritorika va falsafa tilshunoslik bilan o‘zaro ta’sir qiladigan tahlil. Muloqot asoslari umuman o‘zgarmaydi. Aksincha, til lug‘atiga har kuni yangi so‘zlar qo‘shiladi, shuning uchun u har kuni o‘zgarib turadi. Buning natijasida tilshunoslik faniga yangi mavzular, bo‘limlar qo‘shiladi. Tilshunoslik qoidalari o‘zgarmas emas, ularning turli xil tomonlari yillar o‘tgan sari yangidan kashf qilinaveradi.

Xulosa. Yuqoridagi tushuntirish bilan, muloqot jarayoni tildan ko‘ra kengroq doiraga ega ekanligi aniq, chunki birinchisi ikkinchisini qamrab oladi. Til - bu muloqotning mohiyati, ularsiz u mavjud bo‘lolmaydi.

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XITOY TILIDA QIYOSLASH MAZMUNIDAGI GAPLARNING 不比 BUBǏ INKOR SHAKLI ORQALI IFODALANISHI

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Annotatsiya: Ushbu maqola xitoy tilida qiyoslash mazmunidagi gaplarning inkor shaklini 不比 orqali yasalishiga qaratilgan bo‘lib, gaplarning inkor shakli 不比 bubǐ orqali ifodalanganda, oldingisi keyingisiga teng emas degan ma’noni anglatishi, qiyosiy gaplarning inkor shakli 不比 orqali yasalganda uning grammatik jihatdan gapdagi joylashuv o‘rni va stilistik jihatdan tarjima masalalariga qaratilgan.

Kalit so‘zlar: Qiyos, taqqos, o‘xshatish, inkor, qiyosiy daraja, daraja tengligi

Ikki yoki undan ortiq predmetlar orasidagi taqqoslanayotgan darajaning baland, past yoki tengligini ifodalash uchun qiyoslash mazmunidagi konstruksiyalardan foydalaniladi. Xitoy tilida A 不比 B konstruksiyasi qiyoslash mazmunidagi gaplarning inkor shakli bo‘lib, biror-bir shaxs yoki predmetning, boshqa bir shaxs yoki predmetdan ustun emasligini, yeta olmasligini ifodalab keladi. 比 *bǐ* old ko‘makchili gaplarning inkor shaklini yasash uchun biz uning oldidan inkor ravishi 不 *bu* ravishidan foydalanamiz va uni quyidagicha izohlanadi: “oldingisi keyingisiga teng emas ….” ya’ni “ A B dek emas”. Shunga e’tibor berishimiz kerak, “B A dek… deyish mumkin emas” ya’ni “keyingisi oldingisiga nisbatan….“ deb bo‘lmaydi [5]. Masalan:

今天不比昨天冷。*Jīntān bubǐ zuotiān lěng.*

Bugun kechagidan sovuq emas.

这样做不比那样做好。*Zheyang zuo bubǐ nayang zuo hǎo.*

Bunday qilishing unday qilishingdan yaxshi emas.

他不比你矮。*Tā bubǐ nǐ ǎi.*

U senga nisbatan past emas.

她起的不比你晚。*Tā qǐ de bubǐ nǐ wǎn* [2].

U sendan kech turmaydi.

Qiyoslash mazmunidagi gaplarning inkor shaklini turli xil usullar bilan izohlashimiz mumkin. Masalan: 他不比我高 *tā bubǐ wǒ gāo* u menchalik baland emasman.

1. 他跟我差不多高。*Tā gēn wǒ chabuduō gāo.*
2. 他跟我不一样高。*Tā gēn wǒ bu yiyang gāo.*
3. 我比她高一点儿。*Wǒ bǐ tā gāo yidianer.*
4. 她比我高一点儿。 *Tā bǐ wǒ gāo yidianer.*

Lekin bu gaplarning har biri aynan bir xil ma’no anglatmaydi. Bunday gaplarda 不 *bu* kesimdan oldin qo‘yilishi mumkin emas. Masalan:

1. ?她比我不高。*Tā bǐ wǒ bu gāo.*
2. ?今天比昨天不暖。*Jīn tiān bǐ zuo tiān bu nuǎn.*

比 *bǐ* inkor formasining 不比 *bubǐ* bilan birga 没有 *meiyǒu* inkor formalari ham mavjud bo‘lib, ular gapda turlicha ma’no anglatadi [3]. Masalan:

1. 他<u>不比</u>我高。 *Tā bubǐ wǒ gāo.*

U mendan baland emas.

2. 他<u>没有</u>我高。 *Tā meiyǒu wǒ gāo.*

U mendek baland emas degan ma’nolarni anglatadi.

Yuqoridagi misollardan ko‘rinib turibdiki 不比*bubǐ* darajalardagi farqni ko‘rsatuvchi, sof qiyoslash mazmunidagi konstruksiyalar qatoriga kirsa, 没有 darajalarning teng yoki teng emasligini ko‘rsatuvchi, o‘xshatish mazmunidagi konstruksiyalar qatoriga kiritishimiz mumkin.

[A不比B] konstruksiyasi qiyoslash mazmunidagi gaplarning inkor formasi bo‘lib, 刘月花 *Liu Yuehuā* xitoy tilshunos olimining ta’kidlashiga ko‘ra ularni quyidagi [A没有 *meiyǒu*

B] (A B dek emas) yoki [A 不如 B] (A B ga teng kelmaydi) shakllari bilan adashtirib yubormaslik zarur. Ularning tarjima turli ma'nolarni ifodalaydi [1]. Masalan:

1. 这件衣服不比那件衣服长。*Zhe jian yīfu bubǐ na jian yīfu zhǎng.*
Bu kiyimni unisidan uzun deb bo'lmaydi.
2. 这件衣服没有那件衣服长。*Zhe jian yīfu meiyǒu na jian yīfu zhǎng.*
Bu kiyim unisidek uzun emas.
3. 这件衣服不如那件衣服长。*Zhe jian yīfu buru na jian yīfu zhǎng.*
Bu kiyimning uzunligi unisidek emas.

Shu bilan birga不比*bubǐ* gapda faqat inkor shaklni yasabgina qolmay, u anglatayotgan ma'no bevosita gapning ichki va tashqi omillari bilan bog'liq bo'ladi. Hozirgi zamon xitoy tili grammatikasida qiyosiy gaplarning不比*bubǐ* shakli semantikasi nisbatan murakkab eknaligiga guvoh bo'lishimiz mumkin.

不比*bubǐ* tuzilish jihatdan qiyosiy gaplarning inkor shakli, biroq, hozirgi zamon xitoy tilida qiyosiy gaplarning inkori 没有*meiyǒu* yordamida yasaladi. Ammo, 不比 *bubǐ* shaklan qiyosiy gaplarning inkori bo'lgani holda hamma vaqt ham qiyosiy gaplarning inkori bo'la olmaydi. Soddaroq aytilsa, 不比 *bubǐ* gapda ma'no hosil qilishda shakl va mazmun jihatdan teng emas [5]. Ya'ni 不比*bubǐ* ishtirok etgan gaplarda, shuningdek, turli matnlarda u anglatadigan asl ma'no bir-biridan farq qiladi. Natijada uning bilan bog'liq gaplarni anglash va tushinish jarayonida murakkab holatlar yuzaga keladi.

Odatda 不比*bubǐ* tarjima jarayonida stilistik jihatdan faqatgina qiyosiy gaplarning inkor shaklini yasamaydi. U anglatayotgan ma'no gapning ichki va tashqi omillari bilan bevosita bog'liq [4]. 不比 *bubǐ* ishtirokida yasalgan gaplarning tarjimasi har bir semantik kategoriyaning xususiyatlaridan kelib chiqib va undagi mavjud omillarni hisobga olgan holda amalga oshirish maqsadga muvofiqdir. Yuqoridagi misollardan 不比*bubǐ* ishtirokidagi grammatik konstruksiyalar o'zining rang barangligi va qo'llanish doirasi ko'ra kengligiga ko'ra boshqa konstruksiyalardan ajralib turishini aniqladik.

Xulosa o'rnida shuni aytishimiz mumkinki, [A不比B] konstruksiyasi qiyoslash mazmunidagi gaplarning inkor formasi bo'lib, biror-bir shaxs yoki predmetning, boshqa bir shaxs yoki predmetdan ustun emasligini, yeta olmasligini ifodalab keladi. 不 inkor ravishi, 比old ko'makchisidan oldin qo'llanishi kerak. Lekin aslo kesimdan oldin qo'llab bo'lmaydi. Ushbu konstruksiyani [A没有B] (A B dek emas) yoki [A不如B] (A B ga teng kelmaydi) shakllari bilan adashtirib yubormaslik zarur. Ular gapda turlicha ma'no anglatadi. [A不比B] oldingisi keyingisiga teng emas …. ya'ni " A B dek emas" degan ma'noni anglatadi. Hozirgi zamon xitoy tili grammatikasida qiyosiy gaplarning 不比 shakli semantikasi nisbatan murakkab bo'lib, 不比tuzilish jihatdan qiyosiy gaplarning inkor shakli, biroq, hozirgi zamon xitoy tilida qiyosiy gaplarning inkori 没有 yordamida yasaladi. Ammo, 不比 shaklan qiyosiy gaplarning inkori bo'lgani holda hamma vaqt ham qiyosiy gaplarning inkori bo'la olmaydi. U anglatayotgan ma'no gapning ichki va tashqi omillari bilan bevosita bog'liq. 不比ishtirokida yasalgan gaplarning tarjimasi, semantik kategoriyaning xususiyatlaridan kelib chiqib va undagi mavjud omillarni hisobga olgan holda amalga oshirish maqsadga muvofiq.

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ELEKTRON DARSLIKLARDAN FOYDALANISH DARS SIFATINI OSHIRISHNING ASOSIY MEZONIDIR.

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Annotatsiya: Ushbu maqolada ta'lim sohasida AKT va elektron darsliklardan foydalanish dars samaradorligini oshirishni ta'minlash ta'lim-tarbiya jarayonining barcha bosqichlarini jadallashtirish; o'quvchini har tomonlama rivojlantirish,kompyuter savodxonligini ahamiyati, darsda bilim olshga bo'lgan qiziqishini oshirish, axborot madaniyatini shakllanishi, o'quvchilarni bilim saviyasini oshishi haqida bayon etilgan.

Kalit so'zlar: dars, elektron darslik,kompyuter savodxonlik, dars sifati,dastur.

«Eng yangi zamonaviy o'quv vositalari bilan ta'minlangan ta'lim muassasalarida eskidan qolgan o'qitish usullarining davom etishiga mutlaqo yo'l qo'yib bo'lmaydi».
Sh.Mirziyoyev.

Ta'lim –tarbiya tizimining bugungi kundagi asosiy vazifasi o'sib kelayotgan yoshlarni vatanparvar, zamonaviy bilim, ko'nikma va malakalarni o'zlashtirgan hamda jamiyatda o'z munosib o'rnini egallashga qodir bo'lgan – komillikka intiladigan barkamol avlodni voyaga yetkazishdir. Globallashuv asrida bir soha faoliyatini axborot-kommunikatsiya texnologiyalarisiz tasavvur etib bo'lmaydi. Ma'lumki, har qanday davlatning xalqaro miqyosda barqaror rivojlanishi va istiqboli iqtisodiy o'sishini ta'minlovchi omillar aynan ta'lim sohasi rivojlanishiga bevosita bog'liq.

Bugungi kunda ilm-fan, texnika va ishlab chiqarish sohalarining tez suratda jadallik bilan rivojlanishi barcha ta'lim muassasalarida ta'lim – tarbiya sifatini mazmun jihatdan yangi bosqichga ko'tarishni talab etmoqda. Bu o'z o'rnida har bir tizim xodimi, ayniqsa, o'qituvchilar zimmzasiga yanada yuksak mas'uliyat va vazifalarni yuklaydi.Negaki, rad qilib bo'lmaydigan bir haqiqat bor- qilingan barcha say- harakatlar oxir-oqibat o'qituvchi mehnati orqali o'z natijasini namoyon etadi. Shunday ekan, pedagoglardan vijdonan mehnat qilish, yorug' kelajagimiz oldidagi mas'uliyatlilik, ko'rsatilayotgan yuksak e'tiborga munosib javob berish talab etiladi. Bu esa farzandlarimizning chuqur bilim egallashida dars sifatililigida namoyon bo'ladi.Barcha fanlardagi kabi, informatika fanidan ham yangi avlod darsliklari yaratilib, unda mazmunan o'zgartirishlarga yangicha yondoshildi. Shuning uchun ham darsliklarda ta'lim mazmuni va uning tarkibini kengaytirish va chuqurlashtirish, xususan, bu mazmunga nafaqat bilim, ko'nikma va malaka, balki umuminsoniy madaniyatni tashkil qiluvchi –ijodiy faoliyat tajribasi, tevarak –atrofga munosabatlarni ham kiritishga erishdik. Natijada ta'lim mazmunini kengroq bayon etishga erishdik.O'quvchilarni mustaqil fikr yuritishga, mushohada qilishga, mutolaa qilishga o'rgatishda o'qituvchilar oldida katta mas'uliyat qo'yiladi. Demak, o'qituvchidan tashabbuskorlikni, mustaqil fikrlay olishni, o'z faniga oid bilimni puxta bilishini, kuzatuvchanlikni, ijodiy tasavvurni tarbiyalashga layoqatini faollashtirish zarur. Shunday layoqatga ega bo'lgan o'qituvchi o'z ish faoliyatida ilg'or texnologiyani qo'llashi o'quvchilarda yuqori bilim, ko'nikma va malakaga ega bo'lishiga olib keladi. O'qituvchi fanida yuz berayotgan yangilikni, o'zgarishlarni isloh qila olishi

zarur. Keng ma'noda qaralganda ta'lim tizimidagi har qanday o'zgarishni pedagogik innovatsiya deb qarash mumkin. Har bir o'qituvchi uchun ta'lim berayotganda ertami-kechmi "Qanday qilib, qaysi usullar bilan bilim olish jarayonida o'quvchilarni faollashtirish mumkin?" degan savolni hal qilish zaruriyati kelib chiqadi. Maktabda olib borilayotgan har bir dars, mashg'ulotning sifati, samarasi ustoz murabbiy faoliyati bilan bevosita bog'liqdir. Bugungi kunda ta'limdagi yangilanishlar jarayoni pedagoglarga malakaviy talablar qo'ymoqda. Bu talablar quyidagilardan iborat:

1. Kasbiy tayyorgarlik (o'z fanini chuqur bilish, kasbiy eruditsiya).
2. Zamonaviy axborot-kommunikatsiya texnologiyalaridan xabardor bo'lish.
3. Pedagogik va innovatsion texnologiyalarni amaliyotga tadbiq eta olish.

XXI asrda malakali pedagog bo'lish uchun albatta axborot texnologiyalarini yaxshi egallash zarur. Inson faoliyati ko'proq uning axborotga ega bo'lganlik darajasi, ushbu axborotlardan samarali foydalana olish qobiliyatiga bog'liq bo'lib qolmoqda. Ixtiyoriy soha bo'yicha zamonaviy mutaxassis vaqt sayin oshib borayotgan axborot oqimida bemalol yo'l topa olishi uchun, u kompyuterlar, telekommunikatsiya va boshqa aloqa vositalari yordamida tegishli axborotni ola bilishi, qayta ishlay olishi va undan foydalana olishi kerak bo'ladi. Bu esa o'z navbatida, ta'limda samaradorlikni ta'minlaydi. Ta'lim sifati nafaqat o'quv jarayoni natijalari, balki mazkur natijalarni shakllantiruvchi omillarni ham ifodalaydi. Ta'lim jarayoniga innovatsion texnologiyalarni tatbiq etish esa ta'lim natijalari hamda mazkur omillar sifatini oshirish imkonini beradi. Shu jihatdan, innovatsion texnologiyalar asosida ta'lim sifati va samaradorligini oshirish muammosi shaxsni rivojlantirish hamda uni hayotga tayyorlashga yo'naltirilgan kompleks vazifalarni amalga oshirish bilan bog'liq bo'lib, ta'lim siyosatining bugungi kundagi muhim vazifalaridan biri hisoblanadi.

Dars samaradorligini oshirishda o'quv vositalarining ahamiyati juda kattadir. Bularga darsliklar, o'quv qo'llanmalari, radio eshittirishlari, televideniye ko'rsatuvlari, gazeta va jurnallar, elektron darsliklar, kodoskop, proyeksion rangli rasmlar, slaydlar, kompyuterlar, hamda o'qitishning barcha zamonaviy texnik vositalari, tajribalar o'tkazish uchun jihozlar, kundalik kuzatish daftari, maktab o'quv-tajriba maydonchasi kiradi.

Darslar samaradorligi o'qitish uslublari to'g'ri tanlanganida va ularni ko'rgazmali qurollar, o'quv vositalari bilan uyg'unlashtirilganda sezilarli darajada ortadi. O'qitishning zamonaviy texnika vositalari va axborot texnologiyalaridan mohirona foydalanish dars samaradorligini ta'minlaydi va o'quv mehnati intensivligini hamda o'quv jarayoni texnik madaniyatini oshiradi.

"Dars bu - o'qituvchining umumiy va pedagogik madaniyatining ko'zgusi, intellektual boyligining o'lchovi, uning bilim doirasining ko'rsatkichidir".

O'qituvchi o'quv texnologiyasining bevosita yetkazuvchisi sifatida mashg'ulotlarga jiddiy tayyorlangan, yangiliklardan boxabar bo'lgani holda dars jarayonini qiziqarli olib borishi lozim. Dars berayotgan faniga taalluqli didaktik materiallarni, darsliklarni, uslubiy qo'llanmalarni va elektron o'quv vositalarini ham mukammal o'rganishi, shuningdek, ularni darslarida qo'llay olish, faoliyatini muntazam yangilab borishi davr talabidir. Dars jarayonida elektron muhitdan foydalanish – ta'lim sifatini oshirishning asosiy omilidir. Elektron darslik – bu davlat ta'lim standarti asosida mutaxassislik va yo'nalishlar bo'yicha fanlarning alohida bo'limlariga oid nashrlar, namunaviy va ishchi o'quv dasturi, shuningdek, mashqlar va masalalar to'plami bo'yicha video ishlanmalar, turli sxemalar, atlaslar, tajriba ishlar yuzasidan ko'rsatmalar, testlar va boshqa ma'lumotlar bo'lishi mumkin.Rasmiy asnoda olib boriladigan " Elektron darslik" bo'yicha barcha materiallar birinchi navbatda mavjud standartlarga mos bo'lishi lozim. Elektron darslik mazmuni esa u taqdim etiladiganda ta'lim

tizimida barcha fundamental bilimlar asosan an'anaviy bosma shaklda tayyorlangan o'quv adabiyotlar, ovozli variantlar va video ishlanmalar orqali olinadi. Elektron darslik esa bilim oluvchilarning tasavvurini kengaytirishga, dastlabki bilimlarini rivojlantirishga va chuqurlashtirishga, yangi qo'shimcha ma'lumotlar bilan to'ldirib borishga mo'ljallangan bo'lib, ixtiyoriy fanlar bo'yicha yaratiladi.Hozirgi kunda bir necha xil elektron darslik tayyorlash imkonini beruvchi beruvchi dasturlar mavjud. Oddiy HTML dan foydalanib matn muharrida xam tayyorlash mumkin.Sbook Builder dasturi, C++, avto play media,lektor,java Book Maker,Maestro FREE,COORS LAB,MACROMEDIA FLASH kabi dasturlari elektron darsliklar yaratishga imkon beradi.

Elektron darslik samarador bo'lishi uchun quyidagi sifatlarga ega bo'lishi lozim:

- Mavzu matnini tushunarli va mantiqiy usulda tuzish, o'rganish jarayonini osonlashtirish uchun illyustratsiya va chizmalardan foydalanish.
- O'quvchilarga tushunarli, ravon va qiziqarli elektron darslik yaratish uchun ularning yoshi, fiziologik xususiyatlarini hisobga olgan holda misollar tuzish va fikrlar qo'llash.
- Elektron darslik strukturasini, modullar va ularga tegishli bilimlarni qisqa hamda xulosa qismi bilan o'zaro teran bo'g'lash.
- Elektron darslikni predmet dasturiga to'la mos keladigan va uni to'laligicha qoplaydigan shaklda yaratish.
- Elektron darslikka kiritiladigan materiallarni o'ziga xos va betakrorligini, o'quv predmetiga va o'quvchilarning bilimga bo'lgan ehtiyojlarini hisobga olish.
- Mazmunning aniqligi, interfeys va dizaynning qulayligi, ranglarning mosligi, matnning bexatoligini ta'minlash.
- Elektron darslikka o'quvchilarni berilgan material ustida ishlashga va amalda qo'llashga undovchi topshiriqlar kiritish.

Elektron darsliklardan foydalanishning afzalligi va kamchiklari:

Afzalliklari:

1. O'quvchining bilim olish samarasi ortishi
2. Hamkorlik
3. Vaqtdan unumli foydalanish
4. mustaqil bilim olish.
5. nazaria va amaliyot uyg'unligi
6. faollik va darsga bo'lgan qiziqishning ortishi
7. Mustaqil fikrlay oladigan o'quvchini shakllanishi

Kamchiliklari

- Auditoriyalar kompyuter bilan jihozlanmagan bo'lsa ;
- O'qituvchi kompyuter va EXM bilan ishlashni bilmasa;
- Talaba kompyuter va EXM bilan ishlashni bilmasa ;
- Elektr tarmog'i ishlamay qolsa ;
- Kompyuterga virus tushsa :
- O'qituvchi matematik paketlardan foydalanishni bilmasa ;

Xulosa qilib aytganda, ta'lim sohasida AKT va elektron darsliklardan foydalanish dars samaradorligini oshirishni ta'minlashda ta'lim-tarbiya jarayonining barcha bosqichlarini jadallashtirish; o'quvchini har tomonlama rivojlantirish; axborot jamiyati sharoitlarida maktab bitiruvchilarini hayotga tayyorlash; global axborotlashtirish jarayonlari sababli kelib chiquvchi ijtimoiy buyurtmani bajarish kabi vazifalarni amalga oshirish imkonini beradi. Darslarida elektron darskilardan foydalanilgan holda dars va mashg'ulotlarni o'tkazish

- dars sifatini orttiradi, o'quvchilarda quyidagi ko'nikmalarni hosil qiladi :

- Kompyuter savodxonligini rivojlanadi, darsda bilim olshga bo‘lgan qiziqishini oshiradi, axborot madaniyatini shakllanishi, o‘quvchilarni bilim saviyasini oshishi,
- darsni ikki tomonlama olib borilishi buning natijasida narotini oshishi,
- bilimi past o‘quvchilarni darsga qiziqishini oshishi,o‘quvchilarni baholash osonlashishi.

Natijada o‘tkazilgan dars sifati va samaradorligi ortadi. Bu esa hozirgi zamon talabidir.

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ONA TILI DARSLARIDA MA'NODOSH SO'ZLARNING NUTQDAGI AHAMIYATINI O'RGATISH

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Annotatsiya: Ushbu maqola ma'nodosh so'zlarning nutqdagi ahamiyatini, ma'nodosh so'zlarni qo'llash orqali bir so'zning turli nozik ma'no qirralari bilan ifodalashga va so'z sehrini namoyish etib nutqni bezashda katta ahamiyatga ega ekanligini o'rgatadi.

Kalit so'zlar: sinonimik qator, uslubiy xoslanish, ma'no qirralari, affiks sinonimlar, frazeologik sinonimlar.

Tilimizda ma'nodosh so'zlarni qo'llash bir ma'noni xilma-xil so'zlar orqali turli nozik ma'no qirralari bilan ifodalashda, so'z sehrini namoyish etishda, nutqni bezashda, ta'sirchanligini ta'minlashda katta ahamiyata ega. Ma'nodosh so'zlar bir umumiy ma'noni ifodalasa ham, lekin ularning ma'no darajasi, ijobiy yoki salbiy bahoga egaligi, ma'lum uslubga xoslanishi bilan farq qiladi. Ma'nodosh so'zlarning mana shunday ma'no qirralarini o'rgatishda eng muhim masalalardan biri ham yuqoridagilarni to'g'ri tahlil qilishga o'rgatishdir. Masalan*; gapirmoq, baqirmoq, shivirlamoq, pichirlamoq, chaqirmoq, vaysamoq, to'ng'illamoq,ming'irlamoq, javramoq* kabi so'zlar *so'zlash* umumiy ma'nosini bildirsa ham, ular ovozning baland- pastligiga ko'ra bir-biridan farq qiladi.*Yuz, bet, aft, bashara,turq, chehra, oraz, jamol, ruxsor* so'zlarida esa uslubiy xoslanishiga ko'ra farqlanadi. Bunda yuz so'zi uslubiy xoslanmagan, ya'ni betaraf so'z bo'lib, tilshunoslikning barcha uslublarida qo'llanishi mumkin. *Aft, bashara, turq* so'zlari esa salbiy bo'yoqqa ega so'zlar bo'lib, ularni ko'proq so'zlashuv uslubida qo'llaymiz. *Chehra, jamol* so'zlari ijobiy bo'yoqqa ega so'zlardir. Ular asosan badiiy uslubga xoslangan.

O'quvchilarning og'zaki va yozma nutqini o'stirishda, so'zlarni tog'ri qo'llay olishga, nutq uslublarini farqlashga o'rgatishda sinonimlarni bilish katta ahamiyat kasb etadi. Bu muhim vazifani bajarishda turli interfaol metodlardan foydalanish, darslarda didaktik o'yinlar tashkil etish yaxshi samara beradi.Bunda maktablarning beshinchi sinflari uchun "Kim epchil-u kim chaqqon ", " So'zdan so'zning farqi bor" singari qiziqarli o'yinlardan foydalanilsa, 10-sinflar uchun adabiyot darslarida o'qib o'rganayotgan badiiy asarlardan parchalar sahnalashtirib, ulardagi ma'nodosh so'zlarning qo'llanilishini tushuntirish, bundan tashqari darslarda sinonimlarni qo'llash bilan bog'liq xatolarga yo'l qo'yilgan matnlarni to'g'rilashga qaratilgan mashqlar bajarish yaxshi samara beradi.

Yuqorida biz so'zlar o'rtasidagi ma'nodoshlikning ahamiyati to'g'risida fikr yuritgan bo'lsak, endi frazeologik va affikslar o'rtasidagi sinonimlikning ham nutqdagi ahamiyati borasida to'xtalmoqchimiz. Nutqda frazeologik sinonimlar ham qo'llanadi. Bunda bir frazeologik birlik boshqa bir frazeologik birlik o'rnida qo'llanadi. Frazeologik birliklar nutqda tayyor material sifatida qaraladi. Ularning ma'nodoshlarini qo'llash esa nutqning ta'sirchanligini yanada oshiradi. Lug'aviy va frazeologik sinonimlardan tashqari Grammatik sinonimlar ham mavjud bo'lib, ular affikslar o'rtasida yuz beradi. Masalan: *-li, -dor, -mand, ba-, bo-,ser-* sifat yasovchi qo'shimchalar bo'lib, ular o'rtasida sinonimlik hodisasi kuztiladi. Bularning barchasi narsaga egalik ma'nosini bildiradi. *–ni, -ga, -da, -dan,-ning* kabi kelishik

qo‘shimchalarining o‘rtasida ham ma’nodoshlik mavjud. Bunda ular ma’noning turli qirralarini aks ettiradi.

-ni-- uzumni yemoq.(O‘sha hammaga ma’lum bo‘lgan uzumning barchasini yemoq)

-dan—uzumdan yemoq (Barchaga ma’lum bo‘lgan uzumning bir qismini yemoq)

Ushbu qo‘shimchalarda –ni va –dan qo‘shimchalari o‘zaro sinonim bo‘lsa ham, ma’no jihatdan bir-biridan farq qiladi. Bundan ko‘rinadiki, manodoshlik hodisasi bir tushuncha doirasida yuz bersa-da, unda so‘z va qo‘shimchalarning turli ma’nolar anglatishi orqali tilimiz rang- baranglikka, mazmuniy har-xillikka ega bo‘lmoqda.

Xulosa o‘rnida shuni ta’kidlash joizki, o‘zbek tili qadim- qadimdan juda boy til hisoblanadi. Tilimizning boyishida, uning ravnaq topishida so‘zlarni, uning ma’no munosabatiga ko‘ra turlarini,ayniqsa sinonimlarning o‘rni beqiyos. Ma’nodosh so‘zlar nutqni ta’sirchanligini oshiradi, jozibali va ko‘rkam bo‘lishiga ko‘maklashadi. O‘quvchilarni sinonimlarni to‘g‘ri qo‘llashga o‘rgatish orqali insonning ma’naviy dunyoqarashini, ijtimoiy fikrlashini o‘stirishga va ulardagi estetik tarbiyani kamol toptirishga yo‘l ochiladi. Bunda turli metodlar vainterfaol o‘yinlardan foydalanish esa mavzuni o‘zlashtirishda o‘quvchilar uchun qulayliklar yaratadi.

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ИНТЕГРИРОВАННЫЙ УРОК В ПРОЦЕССЕ ОБУЧЕНИЯ

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Аннотация: В этой статье раскрываются различные модули, методы и приемы интегрированного урока, доказываются эффективности и доступности этого процесса.

Ключевые слова: Интеграция, деятельностный подход, технология, межпредметная интеграция, структура урока, мотивация.

Интегра́ция (от лат. integratio — «соединение») — процесс объединения разрозненных частей в единое целое. Обычно говорят о политической, системной, социальной, экономической интеграции. Интеграция в педагогике – это объедение в целое разрозненных частей, глубокое взаимопроникновение, слияние в одном учебном материале обобщенных знаний в той или иной области.[1]

Именно благодаря интеграции различных знаний у детей возникает целостное восприятие мира и формируется деятельностный подход в обучении. Становится актуальным формирование у учащихся единой научной картины мира, целостного представления о нём, гуманистического мировоззрения и диалектического мышления. Традиционная модель образования уже не удовлетворяет новым требованиям времени: она ориентирована на монологичность, механистичность, разделение по дисциплинам, линейность, между школьными предметами нарушена естественная связь, которая существует между предметами и явлениями реального мира. В любом уроке присутствуют элементы интеграции знаний. Проблема в том, что сам учитель не всегда придает этому должное значение. **Внутрипредметная интеграция** четко прослеживается, например, при изучении сложноподчиненного предложения. На уроке необходимо активизировать знание морфологии (формы глагола, союзы, относительные и указательные местоимениия т. д.) и лексики. Более высокий уровень – **межпредметная интеграция**.

Проведение интегрированных уроков считается одной из новинок современной методики. Эта педагогическая технология смело вторгается в школьные программы и связывает, казалось бы, несовместимые предметы. Но сами предметы русский язык и литература являются интегрированными. Они пронизаны межпредметными связями и предлагают учащимся знания многих областей науки, искусства, культуры, реальной повседневной жизни. Особенно широко поле интеграции в преподавании русского языка в школе с родным языком обучения. Интегрируются русский и родной язык, родная и русская литература, при этом формируется толерантная личность.[2]

Например, очень интересным для учеников 5 класса будет урок обобщения и повторения **«Русский язык +».** Цели: Познакомить с творчеством детского писателя Г.Остера. Тренировать в употреблении количественных числительных и конструкций с родительным падежом существительных. Закрепить знание пословиц и поговорок. Развивать навыки получения информации по различным отраслям знания на русском языке. Воспитывать культуру поведения, чувство юмора.

Этапы урока:

1.Русский язык + юмор. Диалоги – инсценировки.

2. Русский язык + математика. Решение сказочных задач.

3. Русский язык + информатика. Частушки о компьютерной зависимости. Пословицы для хакеров.

4. Русский язык + биология. Игра со словами (названия животных). Викторина.

5. Русский язык + Г.Остер. Воспитательные минутки по книге «Вредные советы».

6. Русский язык + пение (песни из мультфильмов по сценариям Г.Остера).

Закрепляя навык употребления существительных в родительном падеже ед. и мн. числа, ребята читали и решали вслух «вредные» задачи Григория Остера.

Василиса Премудрая и Змей Горыныч играли в шашки. Сначала Василиса съела у Горыныча 3 шашки, а он у нее – 5 шашек. Потом Василиса съела у Горыныча 6 шашек, а он у Василисы – 2 шашки. После следующего хода Василиса съела у Горыныча 3 шашки, а Горыныч съел саму Василису. Можно ли считать, что Змей Горыныч выиграл у Василисы Премудрой партию в шашки?

Интегрированный урок – это цельный **технологический процесс**, который учитель и ученики совместно реализуют в микро - и макроинформационном пространстве. Нужно помнить, что интеграция – это взаимосвязь не только знаний по предметам, но и технологий, методов, и форм обучения. Очень важно правильно сочетать всё разнообразие современных приёмов учебной деятельности, от которых будет зависеть результат обучения.

Чем же отличается **структура интегрированных уроков**? Во-первых, предельной четкостью, компактностью и сжатостью учебного материала. Во-вторых, логической взаимообусловленностью материала интегрируемых предметов на каждом этапе урока. В-третьих, большой информативной ёмкостью учебного материала.[2]

Типы и формы интегрированных уроков могут быть самыми различными. Интегрированным может быть любой урок со своей структурой, если для его проведения привлекаются знания, умения и результаты анализа изучаемого материала методами других наук, других учебных предметов. **Уроки формирования новых знаний** проводят в форме лекции, путешествия, экспедиции, экскурсии, исследования, инсценировки, конференции, проблемного урока или мультимедиа-урока. **Урок обучения умениям и навыкам** предполагает такие формы, как урок-практикум, сочинение, урок-диалог, деловая или ролевая игра, комбинированный урок. Защита проектов, ролевые и деловые игры, экскурсии, практикумы проводятся на **уроках применения знаний на практике**. Самые большие возможности интеграции и реализации межпредметных связей дают **уроки повторения, обобщения и систематизации знаний**. Формы данного типа урока: повторительно-обобщающий урок, диспут, игра (КВН, Счастливый случай, Поле чудес, конкурс, викторина), театрализованный урок (инсценировка, суд), заключительная конференция, обзорная лекция или конференция. На **уроках контроля и проверки знаний и умений** можно провести зачет, викторину, смотр знаний, защиту творческих работ, проектов, творческий отчет, собеседование.[2]

Для успешного проведения интегрированных уроков важна атмосфера заинтересованности и творчества. Изучение интересной проблемы на стыке двух наук - это всегда интересно, такой вид деятельности вызывает высокую мотивацию. Например, все присутствующие на уроке «путешественники», «научные работники», «эксперты» создают прямо на уроке главу учебника, творческая группа снимает кинофильм, готовит спектакль.

Интегрированный урок - это обычно межпредметный внутренний краткосрочный или средней продолжительности проект. Но подготовка к такому занятию - очень сложная работа, она предъявляет особые требования к преподавателю. При планировании бинарных уроков важно:

- определить цель урока и ведущий предмет;

- выбрать средства, которые помогут реализовать цель;
- найти оптимальную форму урока;
- разработать систему заданий для учащихся, список используемой литературы, информационных ресурсов, продумать домашнее задание.

Самый ожидаемый вариант интегрированного урока – **интеграция русской литературы и узбекской**. Обычно литература Востока и в русской, и в узбекской школе изучается отстранённо от русской. Но именно здесь полный простор для учителя. Обязательным условием такого урока будет точное знание, какой материал по «второму» предмету уже известен. Пример - **урок-мушоира** «Они жрецы единых муз» по творчеству Навои и русских поэтов. Цель урока - провести сравнительный анализ жизненного пути и творчества поэтов, показать сходство взглядов, сходные мотивы в лирике, развивать самостоятельное мышление, умение анализировать литературные произведения в мировом контексте, учить любви к Родине, стремлению оставить хороший след в жизни.

Сегодня на уроке мы поведем необычную беседу. Есть такой термин восточной поэзии – мушоира, соревнование поэтов. Мне хотелось бы, чтобы вы стали радушными хозяевами и пригласили на дружескую беседу своих любимых авторов. Кто вам больше по душе? Кого особенно любите? (Называются имена русских поэтов). Вот и получилось, что с нами незримо будут вести разговор Пушкин и Лермонтов, Есенин и Некрасов и еще многие, чья душа «в заветной лире» прах пережила и тленья убежала. Они живут в душах наших и откликнутся на первый зов. Как говорил святой Августин, «не блуждай вовне, но войди вовнутрь себя». Ведь «есть целый мир в душе твоей». Закройте глаза. Вы находитесь в литературной гостиной. Откройте, чтобы увидеть новичка.

Нашего последнего гостя я вам представлю сам. Не думаю, что кто-нибудь из вас может назвать себя близким другом мавлоно Алишера. Вот поэтому и познакомимся с ним поближе.

Далее ученики заполняли «Анкету гостя», восстанавливая факты его биографии, искали для Навои в «социальных сетях русских поэтов» друзей по сходству интересов, создавая новые сообщества.

-Знатный род. Близость к престолу…Часто ли это встречается в нашей поэтической семье? Чей предок «мышцей бранной святому Невскому служил»? Чей дед был царевичем и крестником Петра? Кто был потомком шотландского барда и познакомился с царицей эльфов? Назовите графскую фамилию, давшую трех писателей. А ведь есть еще потомок хана Темира, сын сподвижника Петра - Кантемир!

-Занимали когда-нибудь в истории правительственные посты литераторы, поэты? Кто был при Екатерине личным секретарем, затем недолго министром юстиции? (Державин) Кто создал университет? (Ломоносов) Кто воспитал наследника престола, будущего реформатора Александра II ? (Жуковский) Кто долгие годы был министром в Веймаре? (Гете) Кто руководил журналом? Союзом писателей?

После «знакомства» проводится традиционное состязание поэтов. Цитируются строки о Родине, о дружбе, о любви. Ученики приходят к выводу, что «в разных странах, на разных языках одинаковые думы думают».

В заключение урока попробуйте ответить строками Пушкина Алишеру Навои:

Смертный вечен, если имя
Будет жить из века в век.

(Цитируется «Памятник» Пушкина.)[2]

Неожиданным оказалось сочетание **литературы и биологии** в 9 классе. Урок обобщения знаний по анатомии и гигиене проходил как врачебный приём. Пациентами

были литературные персонажи и писатели. Учитель литературы «приводил» к специалистам Моцарта, Печорина, Петрушу Гринёва, Хлестакова, просил проконсультировать раненого Пушкина. Персонажи рассказывали о своём самочувствии близко к тексту произведения и получали советы.

Урок-защита проектов «Школьная киностудия» по роману М.Ю.Лермонтова «Герой нашего времени» проводился в 9 классе одним учителем, поскольку интегрировались литература, трудовое обучение, изобразительное искусство, история. Целью урока было обобщить изученное, развивать устную и письменную речь в научном стиле, связать изучение литературного произведения с возможным выбором профессии. Эпиграфом к уроку стали слова Ушинского: «Если вы удачно выберете труд и вложите в него свою душу, то счастье само вас найдет».

В классе с узбекским языком обучения будут интересны подобные уроки по повести Н.В.Гоголя «Тарас Бульба», рассказу Ю.Яковлева «Письмо Петрарке» и другим произведениям.

В основе интегрированных уроков обязательно должна быть гуманистическая направленность. Это значит, что знания приобретают характер личностно важных, близких каждому ученику. Стирается обезличенность знаний, на первый план выходит социальная важность учебного материала. Это направляет учителя на поиск ярких, живых примеров, на адаптацию к актуальным интересам ученика, на личную значимость материала для каждого.

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FIKRIY HUJUM METODI VA UNDAN ADABIYOT DARSLARIDA FOYDALANISH

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Annotatsiya: Ushbu maqolada "Fikriy hujum" metodining qoidalari va uni tashkillashtirish, uning afzalliklari hamda adabiyot fanida undan qanday foydalanish mumkinligi haqida so'z boradi.

Kalit so'z va iboralar: fikriy hujum, innovatsiya, o'qitish tizimi, guruh, fikr, g'oya, g'oyalarni shakllantirish, tahlil, muhokama.

Annotation: In this article the rules of "Brainstorming" method and organizing it, its advantages and using in literature are mentioned.

Key words and phrases: brainstorming, innovation, teaching system, group, idea, opinion improving ideas, analysis, discussion.

Keyingi yillarda barcha sohalarda bo'lgani kabi ta'lim sohasiga ham bir qator yangiliklar kirib kelmoqda. Bu esa o'z navbatida ta'limning takomillashib borayotgani va texnika, texnologiyaning taraqqiy etib, o'qitish tiziminig ham kompyuterlashayotganidan darak berdi.

Talimdagi yangilik, ya'ni innovatsiyaning aslida o'zi qachon paydo bo'lganligi unchalik aniq bo'lmasa-da, bu tushuncha boshqa fanlarga tabiiy fanlardan kirib kelganligi haqida fakt va qarashlar mavjud.

Innovatsiya pedagogik termin sifatida yangi tushunchalardan biri bo'lib, unga qisqa qilib "yangilik" deya ta'rif berilish mumkin.

Innovatsiyalar doimiy ravishda pedagoik faoliyatga yangiliklar olib kirish orqali ta'lim rivojiga hissa qo'shadi, pedagogik faoliyatga ijobiy ta'sir ko'rsatadi.[1]

Ta'lim jarayonida interaktiv metodlardan unumli foydalanish ta'lim samaradorligi va sifatini oshiradigan innovatsion, ya'ni yangicha usuldir.

Quyida shunday interaktiv metodlardan biri "Fikriy hujum" metodi haqida to'xtalmoqchimiz.

"Fikriy hujum" guruhlararo qo'llaniladigan, ko'plab goyalarni kashf etadigan metodlardan biridir.

Bu metodning asosiy qoidalari:

. g'oyalarni shakllanishiga halal beradigan qanday bo'lmasin biror mulohaza va tanqidiy fikrlarni bajarmaslik;

. yangicha fikrlarni tabriklash va bu fikrni yaxshi bo'lish tomonini hisobga olish;

. ko'p miqdorda fikrlar bildirish;

. g'oyalarni rivojlantirish;

. qisqa fikrlarni bayon qilish;

.guruhni fikr va g'oya bildiradigan va uni ishlab chiqadigan o'quvchilarga bo'lish.

Bu metod o'quvchilarning mashg'ulotlar jarayonida faolliklarini ta'minlash, ularni erkin fikr yuritishga rag'batlantirish hamda bir xil fikrlashdan ozod etish, muayyan mavzu yuzasidan rang- barang g'oyalarni to'plash, shuningdek, ijodiy vazifalarni hal etish, yechish jarayonidan iborat .[2]

Ta'lim beruvchi, ya'ni o'qituvchi esa bu jarayonda har bir o'quvchining ishtirokini nazorat qilib boradi, ammo bironta ham fikrni izohlab, o'rinsiz deb rad etmaydi.

Agar bolalar erkin fikrlashni o'rganmasa, berilgan ta'lim samarasi past bo'lishi muqarrar.[3]

Bu metodning eng katta maqsadi ham qisqa vaqt ichida o‘quvchilardan ko‘p miqdorda javob variantlarini olish, o‘quvchilarning nimalarni bilishini aniqlashdan iborat. Mashg‘ulot davomida muammoni hal etadigan g‘oyalar taklif etilishi, fikr almashish uchun zamin yaratilishi va o‘quvchilar istaklarini bildirishi mumkin. Bu jarayonning mohiyati shundaki, guruhga mavzu, savol yoki tugallanmagan taklif beriladi. Guruh a’zolari bir necha daqiqa mobaynida shu mavzu yuzasidan fikrlashib, miyalariga nima kelsa, shularning hammasini aytadi. Bularning barchasini tinglash va yozuv taxtasi yoki varaqqa yozib borish tavsiya etiladi.

Fikrlarning barchasi u qanchalik to‘g‘ri yoki xato bo‘lmasin yozib borilaveradi. Hamma o‘z fikrini muhokama qilmasdan turib bayon qiladi, chunki bu metodda maqsad ko‘proq miqdorga, ya’ni fikrlar miqdoriga qaratiladi. Qatnashchilar fikr bildirilayotgan vaqtda o‘zgalar fikrini ham tahlil qilmaydilar. Sababi fikr bildirilayotgan vaqtda o‘zgalar fikrlarni tahlil qilsa yoki noto‘g‘ri deb bilsa, ayrim o‘quvchilar fikr bildirishdan cho‘chib qolishi mumkin. Qatnashchilarga fikrlarni tahlil qilish, norozilik bildirish, fikrlarni muhokam qilish uchun keyinroq imkon beriladi.

Adabiyot darslarida ham ushbu metoddan unumli foydalanish mumkin. Abdulla Qahhorning “Dahshat“ hikoyasidagi Unsinning, Abdulla Qodiriyning “O‘tgan kunlar” romanidagi Kumushning yoki Cho‘lponning “Kecha kunduz“ asaridagi Zebining fojiaviy o‘limi va unga sababchi insonlar hamda omillar haqidagi savollarni o‘rtaga tashlash orqali va boshqa shunga o‘xshash mavzularda bu metoddan unumli foydalanish mumkin.

Ushbu metodning qiymati shundaki, u guruhni birlashtiradi, o‘quvchilarda esa fikr bildirishga imkon yaratadi. Ayrim past o‘zlashtiruvchi o‘quvchilar ham o‘z fikrining yozib olishga arzigulik ekanini his qiladilr.

“Fikriy hujum “ metodini tashkil etish uchun yo‘l- yo‘riqlar:

. u mavzuga mos bo‘lishi kerak ;
. u sifatli o‘tishi uchun unga oldindan tayyorlanish kerak;
. aniq bir mavzu yoki savol tashlanishi kerak;
. hamma ishtirok etishi va fikr bildirishi kerak;
. muhokama qilmaslik kerak;
. uning jarayonini tartini va maqsadini o‘quvchilarga oldindan tushuntirish kerak;
. g‘oyalarga salbiy baho bermaslik kerak;
. qaysi guruhda qayd etib borilayotgan g‘oyalar hajmi uzun bolsa, o‘sha guruh g‘olib bo‘lishi kerak.

Ushbu metodda, eng muhimi, fikr va g‘oyalar bildirish, aktivlikni oshirish, o‘quvchilardagi tortinchoqlik hissini yo‘qotish, past o‘zlashtiruvchi o‘quvchilarni ham darsga qatnashtirish orqali samaradorlikka erishish.

O‘quvchilarimiz har vaqt erkin va hur fikrlar ekanlar, demak, biz maqsadga erishibmiz.

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USE OF VIDEO MATERIALS AND FILMS IN THE TEACHING OF ENGLISH IN SCHOOL EDUCATION

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Annotation: This article discusses ideas for teaching English in school education through dialogue and excerpts from world-famous movies.

Keywords: movie, event, Buzz Game

Great ESL Movie Comprehension Activities

Movies can be implemented into any lesson, with the purpose of getting students to comprehend and gain meaning from free-flowing speech. Here are five great activities to check comprehension.

How Observant Are You?

This activity is good for getting students to talk in the past tense about observation-based facts.

Before the movie clip, don't tell the students what they are looking for, but tell them to watch with a keen detective's eye. Afterwards ask them a question about a specific item in a room, or a character's words or actions. You can make this a group exercise, getting teams to write their answers together. Repeat as many times as you want!

Vocabulary Meaning Match

Use a movie to reinforce or teach vocabulary with this simple activity.

Give students a worksheet with a list of vocabulary words in one column, and scrambled definitions in the other. As students watch the movie clip, they have to match the vocabulary to the adjacent list of meanings.

Order the Events

This is a reading-based activity, good for building up students' recall power.

After watching the clip, give students a set of event cards (no more than ten), in pairs or individually. Each card should contain one or two sentences of events from the movie clip. These can be as significant or insignificant as you want, depending on the length of the clip and what the focus of the lesson is. Students have to rearrange the events into the correct order.

Buzz Game

Here's another activity to test students' powers of observation.

Put the students into teams. Ask a question such as, "What color is [character's name]'s sweater?," and then start the clip. When a student sees the answer, they "buzz" by making a pre-decided comical noise, or by standing up. If the student is correct, move onto the next question and the next section of the movie clip.

Choose a Word

A simple and lively activity for practicing listening skills, this one works better the more repetition of words there is within the movie clip.

Give each student a word that will appear at least once in the movie clip. While watching, when any student hears their word, they stand up. Sit back and watch the students bob up and down!

For supplementary materials beyond these five comprehension activities, you can find tons of worksheets for video clips from the following two websites:

Busy Teacher: Movie WorksheetsMovies Grow English: Short-sequence ESL/EFL Movie Lessons

And if you're ever in need of a short video clip instead of a full-length movie or movie part, FluentU has loads of pre-selected video clips to choose from. FluentU takes real-world videos—like music videos, movie trailers, news and inspiring talks—and turns them into personalized English learning lessons.

Now, along with helping comprehension, movies are also a perfect way to introduce some more creativity into your ESL lessons!

The aim of these activities is to get your students using English in an informal and fun way, with less structure than the comprehension exercises above. Choose a popular movie for maximum excitement and participation from students!

Act it Out

This activity will get students up, out of their shells and speaking English in a fun, relaxed way.

Watch a movie clip that's anywhere between five and twenty minutes long, depending on the length of the lesson and the level of your students. Afterwards, tell the students that they will be performing the clip to their peers. Put them in groups, according to how many characters there are in the movie clip. The aim is to have the right number of characters for the number of students in a group, but when this is not possible, two students can play the part of one character, splitting the lines between them. Alternatively there could also be a narrator.

There are several different ways to do this activity. You can give students only a short amount of time to practice, and not allow them to write anything down. You could even give them no time at all, and see if they can create an improvised version, although this should be reserved for higher or more confident students.

Another version is to allow students to prepare a script of sorts before they begin practicing, or even to print an extract of the script for them to use. After an adequate amount of rehearsal time, students perform for each other.

To ensure hilarity, provide costumes or props of some sort.

What Happens Next?

Students use their powers of deduction and observation to predict the next part of a movie. This activity is better if they haven't seen the movie before, but it doesn't matter too much if they have, as you can use it to test their memory!

Either create multiple choice answers or let the student come up with their own ideas. Play a short (2 minutes) clip of the movie, then press pause. Have students guess what happens next—either in teams, as a whole group or as individuals. Play the next part to find out if anyone was right. Repeat using several different clips of the movie, or continue on with consecutive clips.

Character Questionnaire and Role Play

The aim of this activity is for students to get inside the mind of a character, and have that character respond accordingly to a situation. It's great for practicing dialogue, stress patterns and intonation.

Before the movie, assign each student a character and give them a questionnaire to fill out while watching.

When the movie clip is finished, put students in pairs and give them pre-prepared scenarios. For example, "The characters both want to buy the last umbrella in the store," or "The characters are at a restaurant when one of them is rude to the waiter."

Students use what they collected in their questionnaire to decide how their character would react in the given scenario. Give them five minutes to practice, then perform to the class.

Describe the Place

Hone your students' powers of observation and oral description with this simple activity.

Watch a scene from a movie. Ask students to describe what the place looked like, giving as much detail as possible. This could be a room, a street, a cafe or the outside of a palace. Make it a team game, getting students to write down all the details they remember. The team that writes the most, wins!

Another version of this activity is to get students to draw a picture of the scene and explain what they've drawn.

Alternative Ending

In this activity, students are encouraged to practice story-writing techniques, in the present or future tense, depending on what suits your lesson. Don't worry if some students have seen the movie already—knowing how the story really unfolds will only enhance their creative prospects. Remember to be clear that they cannot simply write the real ending of the movie!

Play part of a movie—as short or long as you want—which can be from any point in the movie. Afterwards, put students in small groups to create a new ending. They can write it out, or present it in a graphic novel style with pictures and words.

The presentation part of the class involves the groups reading their alternative ending to the group. Top marks for the wildest, wackiest ideas!

All in all, movies are an invaluable tool for teaching a topic while engaging and holding students' interests. So don't be afraid to use them!

You have all the tools you need for successful implementation right here. Enjoy!

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QARAQALPAQ TILINDEGI NAQIL-MAQALLARDA DORENDI KELBETLIKLERDIŃ QOLLANILIWI

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Annotaciya: Maqalada qaraqalpaq tilindegi naqıl-maqallarda qollanılǵan dorendi kelbetliklerdiń ozgeshelikleri uyrenildi.

Tayanısh sozler: naqıl-maqal, dorendi kelbetlik, kelbetlik jasawshı affiksler.

Naqıl-maqal sozler – xalıq danalıǵı, xalıqtıń ushqır qıyalı, oyı, turmıs tajriybelerinen doregen nasiyat sozler. Olar xalıqtıń asirler boyı puxtalap, kir juqtırmay, atadan balaǵa, goneden jańaǵa otkerip saqlap kelgen ǵaziynesi. [1]

Kundelikli turmısta tildiń kommunikativlik xızmeti barısında jamiyette adamlar naqıl-maqal ham ushırma sozlerden oz bildirejaq oy-pikirlerinen logikalıq jaqtan saykes turde onimli paydalanadı. Al olardı oz ornında orınlı emocionallıq-ekspressivlik kelbetin barınsha korkemlik penen paydalana biliw harbir adamnıń soz tańlaw talantına, pikir dunyasına baylanıslı. Naqıl-maqallar az soz benen kop mani bildiretuǵın, qısqa ham tujırımlı bolıp jasalǵan korkem awızeki doretpelerinen biri esaplanadı. Olar tiykarınan aqıl-nasiyat turinde talim-tarbiyalıq ham etikalıq xarakterlerge iye xalıq pedagogikasınıń eń apiwayı ulgisi boladı. Awızeki soylew tilinde kundelikli pikir alısıw barısında oz pikirin tastıyıqlaw, ele de anıǵıraq tusindiriw ham bildirip atırǵan pikirine korkemlik tus beriw ushın qollanıladı. Bul haqqında belgili stilist ilimpaz A.Bekbergenov: «Frazeologizmler menen bir qatarda xalıq naqıl-maqalları da tildegi eń kushli korkemlew qurallarınıń biri bolıp tabıladı. Olar adebiy shıǵarmalardaǵı korkemlilikti, obrazlılıqtı, arttırıp pikirdi tereńletiwge jardem beredi» dep korsetedi. [2] Bul maqala qaraqalpaq tilindegi naqıl-maqallarda qollanılǵan dorendi kelbetliklerdi anıqlaw, lingvistikalıq jaqtan analizlewge arnalǵan.

-lı/-li affiksi jardeminde jasalǵan dorendi kelbetlikler naqıl-maqallarda sheber paydalanıladı. Onda kelbetlik jasawshı qosımtalardıń ozgeshe jaǵdaylarda qollanılıwı ushırasadı:

1) atlıq sozlerge jalǵanıp predmettiń, qubılıstıń belgi sıpatında bar ekenin bildiretuǵın kelbetlik jasaydı: *taslı jer, shańlı jol* ham t.b. Mısalı: **Shiderli** at oz atıń, **Tusawlı** atta guman bar (40-bet).

2) Soz tiykarınan ańlatılǵan manige (predmet, waqıya t.b. tusiniklerge) iyelikti yamasa sol manidegi predmet, waqıyanıń barlıǵın bildiredi: *miyweli aǵash, qantlı shay, hujdanlı kisi t.b.* Mısalı: **Qoylı** bay **qurlı** bay, **Jılǵılı** bay sıldır bay (41-bet). Bul mısaldaǵı -lı affiksi atlıq keynine jalǵanıp kelip tiykardan ańlatılǵan manige iyelikti bildirip, qoylı, qurlı, jılqılı ekenligin ańlatıp tur.

3) -lı//-li affiksi sozdiń tiykarınan ańlatılǵan manige iyelikti bildiriw menen birge artıqlıq, mollıq manilerin ańlatadı: *otlı, kokli, ańlı.* Mısalı: Jaylawı **otlı** bolsa, Malı **sutli** boladı (42-bet). Bul mısalda ot sozine -lı affiksi jalǵanıp, jaylawdıń otlı, malınıń sutli ekenligin ańlatıp kelbetlik jasalǵan.

4) -lı//-li affiksi arqalı qanday da bir naresege (maqtanısh yaki iseniwge, suyiwge) «sazawar», «minasip», «ılayıq» degen manilerdi ańlatıwı mumkin: *suyikli, suykimli, hurmetli t.b.* Mısalı: Deneń **iykemli** bolsa, Kelbetiń **suykimli** boladı (103-bet). Bul mısalda iykem, suykim sozine -lı, -li affiksleri jalǵanıp, aqıl-nasiyat sıpatında sulıw kelbettiń, deneniń adamǵa juda kerekligin, onnan durıs paydalanıw kerekligin ańlatıp tur.

5) -lı//-li affiksi feyil sozlerge jalǵanıp predmettiń hareket natiyjesinde belgili bir korinisin, halatın bildiretuǵın qatnaslıq manili dorendi kelbetlik jasaydı. Mısalı: **Ajarlı** mal **bazarlı** (63-bet). Asıqpaǵan **arbalı** qoyanǵa jetedi (67-bet).

6) atlıq sozlerge jalǵanıp, ol basqa soz shaqabına – kelbetliklerge otedi: *qanaatlı, talaplı, sabırlı.* Mısalı: **Talaplıǵa** nur jawar (24-bet).

Hazirgi qaraqalpaq tilinde -lıq//-lik affiksi arqalı jasalǵan kelbetlikler naqıl-maqallarda da har qıylı manilerde qollanıladı:

1. Bul affiks atlıq sozlerge jalǵanıp, sol atlıqqa qatnaslıq manili dorendi kelbetlik jasaydı: *joldaslıq keńes, qalalıq park.* Mısalı: …Qıyanetlik isleseń, Ol **jaqsılıq** belgi me? (187-bet).

2. Belgili bir orınǵa, jerge, qasiyetke baylanıslı manili kelbetlik jasaydı. Mısalı: Teńiz benen teń oylasań ozińdi, Ush shayıǵa almas mıń **tillalıq** sozińdi (104-bet).

-sız//-siz affiksi sozlerge jalǵanıp turli manilerdi bildiredi:

1. Soz tubirinen ańlatılǵan manige (predmet, hadiyse, jaǵday t.b. tusiniklerge) iye emeslikti bildiredi: *ersiz, asbapsız, baxıtsız, jonsiz, kereksiz, qasiyetsiz, arsız t.b.* Mısalı: Bolmas kisige is joq, **Issiz** kisige as joq (30-bet).

2. Qanday da bir predmet, jaǵday yaki mumkinshilikke iye emeslikti ańlatadı: *huqıqsız, ilajsız, uyqısız, ham t.b.* Mısalı: **Orınsız** jerge talaspa (106-bet).

3. Xarakterdi, belgini yaki hal-jaǵdaydı ańlatadı: *uyatsız, tarbiyasız, iykemsiz, adepsiz t.b.* Mısalı: **Miynetsiz** hazlik izleme (25-bet)

4. Predmettiń azlıǵın bildiredi: *sutsiz, maysız, miywesiz t.b.* Mısalı: **Kozsiz** erlik batırlıq emes (264-bet).

5. Qanday da bir narseniń joqlıǵın yamasa bolmaytuǵınlıǵın ańlatadı: *tashwishsiz, qayǵısız t.b.* Mısalı: **Tikeneksiz** gul bolmas, **Mashaqatsız** baxıt bolmas (35-bet).

Geyde -sız//-siz affiksi atlıqlarǵa jalǵanıp, ulıwma joqlıqtı emes, al awıspalı manide kemislikti ańlatadı: *bassız, miysiz, qasiyetsiz, oysız t.b.* Mısalı: Kerbaz adam qıdırımpaz boladı, **Halsiz** adam jaǵımpaz boladı (86-bet).

-shıl//-shil affiksi turkiy tillerinde burınnan bar affikslerdiń qatarına kiredi. Ol turkiy tilleriniń jazba esteliklerde bir ǵana sozde (atshıl) gezlesedi.[3] Ol arqalı jasalǵan kelbetlikler adamnıń belgili bir narsege qumarlıǵın, jaqın tabiyalıǵın bildiredi: *aǵayinshil, uwayımshıl.* Naqıl-maqallarda ańlatatuǵın manileri har qıylı:

1. **A**tlıq sozlerden belgili bir narsege adamnıń tikkeley qatnasın, qumarlılıǵın, jaqın tabiyalılıǵın bildiretuǵın kelbetliklerdi jasaydı: aǵayin – **aǵayinshil** adam, gurriń – **gurrińshil** ǵarrı, tuwısqan – **tuwısqanshıl** jigit, qapa – **qapashıl** waqıya, t.b. Demek, bul affiks, kobinese, atlıq sozlerge jalǵanıp bir zattı ekinshi bir narse menen salıstırıp, onıń artıq ekenligin yamasa uqsaslıǵın korsetedi: *kulkishil, gurrińshil, sınshıl t.b.* Mısalı: Qız **sınshıl** boladı, Kelin **epshil** boladı (138-bet). Berilgen naqıl-maqallarda korsetilgenindey, affiks naqıldıń eki komponentinde de qollanılıp, stillik ekspressiyanı kusheytip korsetken. Ayırım sapalıq kelbetliklerge -shıl//-shil affiksi jalǵanıp salıstırmalı manili dorendi kelbetlik jasaydı: *tikshil, jańashıl, kokshil t.b.* Mısalı: Kisiniń kiyimi **kirshil**, Kisiniń atı **tershil** (137-bet).

-ǵı//-gi, -qı//-ki affiksi Bul affiks jardemi menen jasalǵan kelbetlikler predmettiń orınǵa yamasa waqıtqa qatnaslı belgisin bildiredi: *bugingi, keshegi, sırtqı, jazǵı, qısqı, tungi t.b.* Mısalı: **Bugingi** isti erteń ge qaldırma (105-bet).

1. Predmettiń yaki qubılıstıń orınǵa qatnaslı belgisin bildiredi. Orınlıq belgini bildirgende bul -ǵı//-gi, -qı//-ki affiksi tikkeley tubir yaki tiykar sozlerge jalǵanıp qollanıladı, kobinese orın sepligindegi atawısh sozlerge jalǵanıp, postfiks xızmetinde qollanıladı: *klasstaǵı, daladaǵı, atızdaǵı t.b.* Mısalı: **Saǵadaǵı** suw ishedi, **Ayaqtaǵı** uw ishedi (31-bet).

2. Waqıtqa qatnaslı belgini bildiredi: *azanǵı, tuski, guzgi.b.*Mısalı: **Azanǵı** astı taslama, **Tuski** tamaqqa qarama (103-bet).

-qar/-ker/-ger qosımtası atlıqlarǵa jalǵanıp, bir narsege beyimlikti bildiretuǵın, onı iske

asırıwshılıq, kasiplik belgi manisindegi kelbetlikler jasaydı. Mısalı: Eki kisi **gunakar** bolsa, Bir kisi **daneker** boladı.Oǵan da birew **sebepker** boladı (194-bet).

-xor affiksi arqalı da bir narsege qumarlılıqtı, beyimlilikti bildiretuǵın kelbetliklerdi jasaydı. Naqıl-maqallarda usı manide qollanılǵan. Mısalı: Jaman yabı **jemxor** bolsa, Dorbanıń tubin teser (53-bet).

-ı/ -i affiksleri manisi jaǵınan -ıy// -iy affikslerine jaqın bolǵanlıqtan solardıń qısqa variantları dep qarawǵa boladı. Olar zattıń nege tiyisli ekenligin yamasa onı shıǵısı jaǵınan anıqlaytuǵın kelbetliklerdi jasaydı: *qazaqı (qoy), qalmaqı (qora) arebi (arabı) (at), turkmeni (iyt), t.b.* Mısalı: **Qazaqını** suwǵa salsań, Joldaydı dep baspaydı (60-bet).

Demek, qaraqalpaq naqıl-maqallarında dorendi kelbetlikler onimli qollanıladı.

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MAHMUD QOSHG'ARIYNING TILSHUNOSLIK FANI RIVOJIGA QO'SHGAN HISSASI

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Annotatsiya: Ushbu maqolada Mahmud Qoshg'ariyning tilshunoslikda amalga oshirgan yutuqlari va bugungi tilshunoslikka qo'shgan hissasi va so'zlarni qanday turkumlarga ajratganligi va ularning ma'nolari haqida.

Kalit so'zlar: Turk tili lahjalari, shevalar, hamzali so'zlar, tarixiy so'zlar, -chi affiksi, ot, sifat.

Annotation: In this article, Mahmud Koshgari's achievements in linguistics and his contribution to modern linguistics and how he categorized words and their meanings.

Keywords: Turkish dialects, hamzali words, historical words, -chi affix, ot, quality.

Mahmud Qoshg'ariy- XI asrning O'rta Osiyolik filolog olimi va tilshunosidir. 1072-1074 yillar davomida arab tilida "Turk tili lahjalari" ni tuzgan. Mahmud Qoshg'ariy o'zining "Devoni lug'ati turk " asarida arab tilining ilmiy uslublari orqali yaratgan asari turk tilining rivojlanishi va shevalari haqidagi muhim va qimmatli manbadir. Mahmud ibn al- Husayn ibn Muhammad al Qoshg'ariy Buxoro, Nishopur, Samarqand, Marv, Bag'dod kabi shaharlarda olim uzoq vaqt yashagan va shu hududlarning tili, madaniyati, etnagrafiyasini o'rganadi. Turkiy urug' va qabilalar yashagan barcha yerlarni birma bir o'rganib, ularning tillaridagi o'xshash va farqli jihatlarni aniqlaydi. Til xususiyatlariga ko'ra turkiy tillarni guruhlarga tasniflash imkoniyatiga ega bo'ldi. Mahmud Qoshg'ariyning o'zi bu haqida shunday deydi: "Puxta qo'llanma bo'lsin deb, har bir qabilaning o'ziga xos xususiyatlariga qiyosiy qoidalar tuzdim…" Turkiy tillarni farqli belgilariga ko'ra dastlabki ikki guruhga ajratadi: turklar (chigil, qoshg'ar, arg'u, barsog'on, uyg'ur), o'g'uz va qipchoq qabilalari tillari.

Asar sakkiz asosiy bo'limdan iborat bo'lib:

Hamzali so'zlar bo'limi. (so'zning boshida ى, و, ا harflari kelgan so'zlar bo'limidir.)

Solim bo'limi.(so'z tarkibida arab tilida "harfi illat" deb ataluvchi ى, و, ا harflardan birontasi bo'lmagan, shuningdek, takrorlangan harfi bo'lmagan so'zlar.) 3. Muzoaf bo'limi (bir harfi ikki qayta takrorlangan so'zlar bo'limi)

Misol bo'limi. (so'zning boshida, o'rtasida yoki oxirida ى, و, ا

harflaridan biri bo'lgan so'zlar bo'limi)

Uch harfli so'zlar bo'limi. (sharhlardagi "uch harfli so'zlar" degan iboralarda arab harflari nazarda tutiladi.)

To'rt harfli so'zlar bo'limi.(sharhlardagi "to'rt harfli so'zlar" degan iboralarda arab harflari nazarda tutiladi.)

G'unnalilar bo'limi. (tarkibida burun tovushlari kelgan so'zlar bo'limi.)

Ikki undosh qator kelgan so'zlar bo'limi.

Har bir bo'lim otlar (ismlar) va fe'llar tarzida ikki qismga ajratib berilgan.

Devondagi terminlar masalasiga kelganda Mahmud Qoshg'ariy ko'makchi, undov va qo'shimchani *harf* deb, sifat, son, va boshqa so'z turlarini *ism* deb bergan. Mahmud Qoshg'ariy o'z izohlarida so'z turlarini *uch turkum ism, fe'l, harf*ga ajratgan. Asarda uch turkumga ajralgan barchasining grammatik xossalarini o'sha davr nuqatai nazaridan

kelib chiqib aniq ravshan holda yoritib bergan. Masalan qo‘shimchalar imlosini oladigan bo‘lsak, birgina –*chi* affiksni olaylik. Bu affiks XI asr til grammatik xossasiga ko‘ra otlarga qo‘shilib, ot yasalishida qo‘llanilar edi. **Mahmud Qoshg‘ariy buni alohida affiks sifatida ko‘rsatmagan, uning ayrim so‘zlarga bergan izohidan –*chi* affiksini shaxsga tegishlilikni anglatuvchi sifatida keltirgan.**

-*chi* affiksni tahlil qilar ekanmiz bugungi kunda u:

So‘roq –taajjub yuklamasi: sen-*chi,* kelsa-*chi*, Lolaxon-*chi.* Bunda –*chi* affiksi olmoshga, otga, fe’lga ham bog‘lana olgan.

Ot yasovchi (shaxs oti) yasovchi: suv+*chi,* bo‘z+chi, gul+*chi.*

Sifat yasovchi : a’lo+*chi.*

Yuqorida keltirib o‘tganimdek –chi affiksini Mahmud Qoshg‘ariy alohida affiks emas ya’niki, ular shaxsga tegishlilikni anglatadi xolos degan izohini tahlillaymiz. So‘roq taajjub yuklamasiga keltirgan misolimizda ham barchasida shaxsga tegishlilikni anglatmoqda. (sen+chi ikkinchi shaxs birlikda, Lolaxon+chi uchinchi shaxs birlikda, kelsa+chi uchinchi shaxs birlikda). Ot yasovchi ya’ni kasbga doir otlar: suv+chi, gul+chi, bo‘zchi. Sifat ya’sovchi a’lo+chi yasama so‘zini tahlil qiladigan bo‘lsak, a’lo=sifat, a’lo+chi o‘quvchi (qanday o‘quvchi? so‘rog‘ini beramiz.) Ma’no jihatidan sifat yasovchi affiks –chi shaxsga tegishlilikni anglatayotganini ko‘rishimiz mumkin. Agar a’lochi yasama so‘zini ot kesim qilib oladigan bo‘lsak: Xurshida guruhimizda— a’lochi. Shaxsga tegishlilikni yaqqol ko‘rishimiz mumkin. **Yuqorida ta’kidlaganimdek Mahmud Qoshg‘ariy so‘z turkumlarini uchga: harf (qo‘shimchalar), ism (sifat, son va ot va boshqalar), fe’lga ajratgan.** Bunda sifat va ot bir turdaligini ko‘rishimiz mumkin. Tahlildan ko‘rinib turibdiki, -*chi* affiksi ma’no jihatidan shaxsga tegishlilikni anglatadi. Shuning Mahmud Qoshg‘ariy alohida affiks sifatida olmagan.

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KOREYS TILIDA INGLIZCHA O‘ZLASHMA SO‘ZLAR SISTEMASI (O‘ZLASHMALARNING MAVZUVIY GURUHI TASNIFI)

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Annotatsiya: Ushbu ilmiy maqolada koreys tilidagi ingliz tilidan o‘zlashgan so‘zlarning mavzuviy guruhlari o‘rganilib, uning koreys tilidagi leksik ahamiyati ko‘rib chiqiladi.

В данной научной статье изучаются тематические группы слов, изучающихся с англий ского на корей ский язык, и рассматриваются их лексическое значимость на корей ском языке.

In this article, thematic groups of Korean words borrowed from English are studied and their lexical value in the Korean language is examined.

Kalit so‘zlar: O‘zlashma so‘z, leksik birlik, graduonimik munosabat, semantika, leksema, neologizm.

Koreys tilida inglizcha o‘zlashmalar sinonimik, antonimik kabi leksik-semantik munosabatlarda bo‘lar ekan, muayyan paradigma a’zolari bilan birgalikda mavzuviy guruhlarga birlashadi. Bu kabi mavzuviy guruhlar tilda iyerarxik (pog‘onali) munosabatlar asosida o‘z o‘rniga ega bo‘ladi.

Tilning lug‘at tarkibi jamiyatdagi o‘zgarishlarga mos rivojlanishda bo‘lar ekan, leksikaning boyishida o‘zlashma so‘zlarning o‘rni birlamchi vazifa bajaradi.

Koreya Respublikasi mustaqil davlat bo‘lganidan so‘ng yevropadan o‘zlashma so‘zlarning tilga bevosita o‘zlashishi kuchaydi. Xususan, inglizcha o‘zlashmalar bunda muhim ahamiyat kasb etadi.

Koreys tilidagi inglizcha o‘zlashmalarni quyidagi mavzuviy guruhlar asosida tasniflab o‘rganish mumkin: ijtimoiy-siyosiy sohaga oid mavzuviy guruh leksikasi; iqtisodiy sohaga oid mavzuviy guruh leksikasi; madaniy-ma’rifiy sohaga oid mavzuviy guruh leksikasi; sport sohasiga oid mavzuviy guruh leksikasi.

Quyida ijtimoiy-siyosiy, iqtisodiy, madaniy-ma’rifiy va sport sohasiga oid mavzuviy guruh so‘zlarini ichki bo‘linishlar asosida tasniflab o‘rganamiz.

Oziq-ovqat mahsulotlari nomi: 햄버거, 아이스크림, 요구르트, 케찹, 잼, 케이크, 소시지 kabilar. Ichimlik nomlari: 아이스라때, 콜라, 환타, 위스키, 와인, 샴패인 kabilar. Kiyim-kechak nomlari: 스위터, 코트, 블라우스, 브라, 와이셔츠, 티셔츠 kabilar.

Uy-ro‘zg‘or buyumlari nomi: 믹서기, 플래이어, 에어컨 kabilar.

Kosmetika va maishiy mavzuga oid: 샴푸, 러션, 서비스, 파우더, 리프스틱, 헤어드라이기 kabilar.

O‘rin-joy tushunchasini anglatuvchi nomlar: 캠핑, 바, 클럽, 스크웨어, 타워, 모텔, 호텔, 터널, 슈퍼마켓, kabilar. Tansport vositalari nomi: 트램, 버스, 탄크, 버트 kabilar.

Dunyoqarash, nazariya va ijtimoiy-siyosiy soha terminlari: 리더, 스피커, 러카우트, 유니어니즘, 도미니언, 레이버리스트 kabilar. Iqtisodiy soha va savdo-

sotiqqa oid: 브러커, 와우처, 메케팅, 홀딩, 콘설팅, 딜러, 메네저, 비즈니스 kabilar. Tibbiyot sohasiga oid: 스트레스, 쇼크, 히닌kabilar. Matbaachilik (noshirlik)ka oid: 프린터, 스캔, 프레쓰, 로타프린트 kabilar.

Rasmiy domiralardagi uchrashuv, yig‘in nomi: 미팅, 브리핑 kabi. Texnika, texnik vosita va jihoz nomlari: 터미널, 아우터카, 블루밍, 크레킹, 타이머, 블로크, 불더저, 왜건, 콤바인, 니펠 kabilar. Sport sohasiga oid: 배드민턴, 카트, 마츠, 모토볼, 레그비, 스포트, 라운드, 텐니스, 핸드볼, 게임, 골인, 랄리, 타임 kabilar. Axborot texnologiyalari, telegraf (aloqa tizimi) sohasiga oid: 디스플레이어, 프린터, 모니터, 파일, 디스크, 텔레크스, 카트리즈, 팍스, 인터넷 kabilar. Pul birligi nomlari: 달러, 유로, 실링kabilar.

Hajm-o‘lchov birligi: 리터, 킬로미터, 센티메터 kabi.

Pedagogika, psixologiya va maorifga oid: 아이르츠, 토픽, 트레닝, 테스트, 케이스 Zoologiya: 고릴라, 캥구루, 브륱러 kabilar. Jurnalistika sohasiga oid: 인터뷰, 레퍼터 kabilar.

Adabiyot, san’at, musiqaga oid: 트릴러, 유머, 디자인, 뮤비, 프로듀서, 자즈, 팝, 쇼 Tilshunoslikka oid: 인너베이션, 워라퓩 Narsa-buyum otlari: 텐트, 컨테이너, 램프, 핸드백 Yel-yog‘in otlari:수나미, 태풍 Jarayon otlari: 모니터링, 코닝, 브리핑 kabilar.

O‘quv quroli: 패날, 노트북, 볼펜 kabilar.

Kasb, hunarmandchilik va boshqa biror harakat bilan shug‘ullanuvchi shaxs oti: 커우버이, 바맨, 비즈니스맨, 리크사, 외트래스 kabilar.

Insonlarning shakl-ko‘rinishi: 리리푸트kabilar.

Insonlarning ruhiy holati: 좀비 kabilar.

Insonlarning xarakter-xususiyati belgisi: 홀레리크, 센티멘탈 kabilar.

Dengizchilikka oid terminlar: 버트, 아쿠아리움, 아쿠알랑 kabilar

Temir yo‘lga oid: 텐더, 렐스 kabi.

Narkotik modda nomlari: 마약, 도핑 kabi.

Terrorizm va qo‘paruvchilikka oid: 강그스터, 로켓, 테러 kabilar.

Binokorlik sohasidagi: 엘리베이터, 에스커레이터 kabilar.

Misol uchun inglizcha o‘zlashma leksemalar orasida maishiy, savdo-sotiq borasidagilari ham o‘ziga xos bo‘lib, 슈퍼마켓 leksemasi hozirda neologizmlik xususiyatni yo‘qotib, zamonaviy qatlamga o‘tgan deyish mumkin. Savdo maskani uyasiga kiruvchi 마트, 슈퍼마켓, 메가마트, 쇼핑몰 (몰 ing. “mall” – xiyobon) leksemalari mavjud bo‘lib, 메가마트 leksemasi neologizm xarakteriga ega. Bu leksemalar o‘ziga xos ma’noviy farqlanishga ega bo‘lib, bu farqlanish qaysi turdagi savdo mahsulotlarini sotish, umumiy yer maydoni, omborxonasi maydoni, bir vaqtning o‘zida qancha xaridorni qabul qila olishi, xizmat ko‘rsata olishi, kassa apparatlari soni, sotuvchilar miqdori, kerakli mahsulotlarni qancha miqdorda yetkazib bera olish qobiliyati kabilar bilan ham farqlanadi. Ularning o‘zaro farqini quyida kuzatishimiz mumkin.

Eng yirik savdo maskani bo‘lgan 쇼핑몰 hisoblanib, uning umumiy yer maydoni 1000 kv.m. dan 100 000 kv.m. gacha o‘zgarib turadi. Xorijiy davlatlarda uning moll deb ataladigan varianti mavjud bo‘lib, uning ichkarisida mashinalar yurishiga ruxsat etilmaydi. Moll, asosan, yirik magazinlar qatoridan tashkil topib, o‘rni bilan ular orasida galereya, restoran, kafe, sartaroshxona, kinoteatr kabilar ham mijozlarga xizmat ko‘rsatib turadi.

Keyingi savdo maskani 메가마트ning yer maydoni 3000 kv.m. atrofida bo‘lib, omborxonasining maydoni esa 1000 kv.m. bo‘lishi talab etiladi.

Savdo maskanlari ichida keng tarqalgan turlaridan biri 슈퍼마켓ning umumiy yer maydoni 400 kv.m.dan 1500 kv.m. gacha yetadi, omborxonasi 250 kv.m.dan 600 kv.m. gacha cho‘ziladi.

Hozirda eng keng tarqalgan turlaridan yana biri 마트 savdo maskani esa 200 kv.m. dan 600 kv.m.gacha yetadi. Shuningdek, yuqoridagilardan tashqari katta yoki kichik turdagi savdo maskanlari nomi ham koreys tilida uchrab turadi

Ko‘rinadiki, savdo maskanlari sifatida sanalgan 마트, 메가마트, 슈퍼마켓, 몰 kabi leksemalar uchrab turadi. Bu leksemalar leksik-semantik xususiyatiga ko‘ra o‘zaro graduonimik (darajalanish) munosabatni tashkil etadi.

Inglizcha o‘zlashma leksemalar, asosan, ot, o‘rni bilan, boshqa turkum doirasida leksik-semantik munosabatlarga ega bo‘ladi.

Koreys tili leksikasidan o‘rin olgan inglizcha o‘zlashma so‘zlar semantikasidagi o‘zgarishlar sezilarli darajada bo‘lib, ular polisemantik xususiyatga ega bo‘lishdan tashqari, so‘z ma’nosining kengayishi, koreyscha so‘z yasalishida faol qatnashishi kabi til hodisalari jarayonida yetakchi mavqe egallaydi.

“Koreys tiliga o‘zlashgan inglizcha so‘zlarning izohli lug‘ati”da 2350 dan ortiq so‘z, bundan tashqari, vaqtli matbuotda qo‘llanayotgan neologizmlar, “Inglizcha-koreyscha- axborot texnologiyalari va internetga oid qisqacha atamalar lug‘ati” kabi inglizcha o‘zlashmalar hisobiga mingdan ortiq leksema koreys tiliga o‘zlashganini aniq aytish mumkin.

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MAKTABDA SHEVAGA XOS SO‘ZLARNI O‘QITISHDAGI MUAMMO VA YECHIM

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Annotatsiya: Ushbu maqola maktab o‘quvchilariga shevaga xos so‘zlarni o‘rgatishdagi ayrim tavsiyalar haqida. Maqola shevaga xos so‘zlarni o‘rgatishda leksik xususiyatlar, shevalar tasnifi, o‘quv mashg‘ulotining samarali tashkil qilinishini qamrab olgan.

Kalit so‘zlar: sheva, lahja, leksik birlik, qarluq, o‘g‘uz, qipchoq, texnologiya.

Bugungi kun shiddat bilan rivojlanmoqda. Zamonga mos fan-texnika o‘sishi ham jadallashmoqda. Yurtimizda maktab ta’limiga, xususan, maktablarni zamon talablariga moslashtirish, ularni bugungi kunga mos ravishda jihozlash hamda intelektual salohiyati yuqori bo‘lgan yoshlarni tarbiyalashga jiddiy e’tibor qaratilyapti. Yurtboshimiz tomonidan ilgari surilayotgan islohotlar natijasi o‘laroq ustoz-murabbiylarning jamiyatdagi nufuzi, martabasi oshdi. Bunga javoban o‘z kasbining fidoyilari fan sirlarini yoshlarga hech tolmasdan o‘rgatib kelyapti.

Maktablarda ona tili fanini o‘qitishdan asosiy e’tibor o‘quvchining og‘zaki va yozma nutqini rivojlantirishga qaratilgan. Tilshunoslikning barcha bo‘limlari kabi leksikologiya bo‘limini o‘qish o‘quvchi uchun juda qiziqarli. Mazkur bo‘limda so‘z va uning shakl, ma’no munosabatlari, shevaga xos so‘zlar o‘rganiladi. Shevaga xos so‘zlar mavzusini o‘quvchi katta qiziqish bilan o‘rganadi. O‘zbek tili boshqa turkiy tillardan ko‘p shevaliligi bilan farqlanadi. Prof. Y.D.Polivanov asrimiz birinchi choragidayoq o‘zbek tili o‘zining ko‘p shevaliligi bilan boshqa turkiy tillardan ajralib turishi haqida o‘zining ilmiy ishlarida ma’lumot bergan edi. O‘zbek shevalari o‘zbek tilining mahalliy ko‘rinishlari bo‘lib, uni o‘rganish fan uchun nazariy ahamiyat kasb etsa, til va adabiyot o‘qituvchisi uchun amaliy ahamiyatga molikdir. Hozirgi zamon jonli sheva va etnografizmlari yozma yodgorliklarda, shuningdek, hozirgi adabiy tilimizda ham uchramaydigan ko‘pgina so‘z va so‘z formalari, lug‘aviy birliklarni o‘zida saqlab qolganki, ularni asosli ravishda o‘rganish tilning uzoq zamonlardagi holatini aniqlashda yordam beradi.

Ona tili fanini o‘qitishda shevaga oid bilimlarni chuqur bilish talab etiladi. Sababiki, 5-sinf ona tili darsligida shevaga xos so‘zlar mavzusi bor. Mazkur mavzuda shevaga xos so‘zlar milliy boyligimiz ekanligi, ularning adabiy tilimiz shakllanishi uchun asos vazifasini bajarishini alohida ta’kidlab o‘tish joiz. Bizga ma’lumki, o‘zbek tili qarluq, qipchoq, o‘g‘uz lahjalariga ajratiladi. Bu lahjalar leksik, morfologik, fonetik jihatdan bir-biridan farq qiladi. Shevaga xos so‘zlar mavzusida bir nechta mashqlar berilgan bo‘lib, namunalar asosan, o‘g‘uz va qarluq lahjasiga oid. Bu misollarni ko‘rgan o‘quvchi ongida bunday so‘zlar bizning jonli tilimizda kamunum, degan xulosaga kelishiga sabab bo‘lishi mumkin. Bizningcha, ushbu mavzudagi leksik misollarni quyidagi jadval asosida bersa, maqsadga muvofiq bo‘lardi:

O‘g‘uz	Qipchoq	Qarluq
Uchak	Mayak	Shoti
Ay		Dovuchcha
Go‘rmak		G‘o‘ra
Qarindja		
Yumirta		

Ko‘rib turganingizdek, qipchoq shevasiga oid bitta leksik vosita berilgan xolos. Ammo bizning shevada ham bunday misollarni minglab topish mumkin. Qolaversa, badiiy asarlardan gapning o‘zi yoki kichik matn olinsa, yangi mavzuni tushunib olishda yengillik paydo bo‘ladi. Har qanday nutq birligida ham so‘z ma’nosini tahlil qilishda kontekstdan, ya’ni matndan anglashilgan holatda amalga oshiriladi. Shevaga oid birlikka tushunmagan o‘quvchi kontekstdan ilg‘ab olishi oson kechadi. Masalan: Bolalar daraxtga shoti qo‘yib, qushlar uchun in o‘rnatdilar. Shoti so‘zini tushunmagan bola gapdan bilishi mumkinki, shoti – narvon (558-mashq). Mana shu holatlar inobatga olinsa, 5-sinf o‘quvchisi ongida shevaga xos so‘zlar haqida to‘liq tushuncha hosil bo‘ladi va tilimizda sheva elementlari ko‘p uchrashiga amin bo‘ladi. Masalaga yana bir tomondan qarasak, yoshlar o‘z ota-bobosi so‘zlashgan tilda so‘zlashdan faqatgina faxranadi.

Shevaga xos so‘zlar mavzusiga doir nazariy bilimlarni berish, darslikdagi mashqlarni bajartirish bilan bir qatorda o‘quvchilarga turli ijodiy topshiriqlarni “Kim tez va to‘g‘ri bajaradi?”, “Kim zukko va topqir” kabi ta’limiy o‘yinlarni zamonaviy texnologiyalar asosida bajartirish yaxshi samara beradi. Didaktik o‘yinli texnologiyalar o‘quvchi faoliyatini faollashtirish va jadallashtirishga asoslangan bo‘ladi. Darsda interfaol metodlardan foydalanish mavzularning o‘qitish sifatini oshirish va o‘quvchilarda tahlil qilish, mantiqiy fikrlash, tadqiq qilish, kuzatish, solishtirish, xulosa chiqarish, mustaqil qaror qabul qilish guruh yoki jamoa tarkibida ishlash ko‘nikmlarini shakllantirishga yo‘naltirilganligi bilan ham ta’limiy mohiyat kasb etadi.

Xulosa sifatida shuni aytish mumkinki, ajdodlarimiz tomonidan so‘zlashib kelingan shevalarimiz bizning milliy boyligimiz. Mana shu boylikni asarash, ularni o‘quvchi yoshlar ongiga singdirish hamda milliy tilimizga hurmat ruhida tarbiyalash biz o‘qituvchilarning oldida turgan vazifamizdir. Zero, milliy tilni yo‘qotmak o‘zligimizni yo‘qotmakdir.

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O‘ZBEK TILI LEKSIKASINING BOYISHIDA ICHKI VA TASHQI MANBALARNING AHAMIYATI

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Annotatsiya: Ushbu maqolada o‘zbek tili leksikasining ichki va tashqi imkoniyatlar asosida boyib borishi, uning tarixiy qatlamlari, o‘z va o‘zlashgan so‘zlar haqida ma’lumot berilgan bo‘lib, maqoladan maktablarda ona tili va adabiyoti fanlarini o‘qitishda foydalaniladi.

Kalit so‘zlar: ichki manba, tashqi manba, o‘z qatlam, o‘zlashgan qatlam, olinma so‘zlar.

O‘zbek tilining leksikasi fan-texnika, san’at, ishlab chiqarishning taraqqiyoti bilan bog‘liq holda boyib boradi. Bu taraqqiyot natijalari tilning lug‘at tarkibida namoyon bo‘ladi. Tilning lug‘at tarkibi ikki manba asosida boyib boradi:

Ichki manba

Tashqi manba

O‘zbek tilining ichki imkoniyatlari asosida ya’ni yangi so‘zlar hosil qilish orqali boyish ichki manba hisoblanadi. O‘zbek tili leksikasining ichki imkoniyatlari asosida boyib boorish imkoniyatlari juda keng. Ichki manba asosida boyish quyidagi yo‘llar bilan amalga oshadi:

1)ilgari qo‘llanilib keyin iste’moldan chiqib ketgan so‘zlardan yangi tushunchalarni ifodalash uchun foydalanish: *vazir, hokim, viloyat, shirkat, noib, tuman* kabi.

Bunday so‘zlar hozirgi lug‘at tarkibimizda ko‘plab topiladi.

2)so‘z yasovchi qo‘shimchalar va so‘zlarni qo‘shish yordamida yangi so‘z yasash: *uyali telefon, omonatchi, pudratchi, bojxona* va boshqalar;

3)dialectal so‘zlarni faollashtirish ya’ni shevalardan adabiy tilga so‘z olish: *mengzamoq*-(Xorazm) – *o‘xshatmoq, qiyoslamoq*, *tenglashtirmoq* ma’nosida. Shevalardan so‘z olish, asosan, kasb-hunarga oid so‘zlar, adabiy tilde mavjud bo‘lmagan so‘zlar hisobiga bo‘ladi. Masalan, dehqonchilikka oid yaxob (qishda yerlarni sug‘orish), qirqim(chorvadorlikda qo‘ylarning yungini qirqish) kabilar shevalardan adabiy tilga olingan.

O‘zbek tili leksikasi tashqi manba asosida ham boyib bormoqda. Dunyoda boshqa tillardan so‘z olmasdan faqat o‘z ichki imkoniyatlari asosidagina rivojlanadigan birorta til yo‘q. o‘zbek tili ham bundan mustasno emas. Faqat ma’lum zarurat tufayli yangi tushuncha ifodalovchi o‘z tilimizning ichki imkoniyatlari asosida ifodalab bo‘lmagandagina tashqi manbalarga murojaat qilish foydalidir. Bobolarimiz Alisher Navoiy, Mahmud Koshg‘ariylar ham bunga da’vat qilishgan.

Keyingi davrlarda tilimizga Yevropa tillaridan bir qancha so‘zlar yangi tushunchalar bilan birgalikda kirib keldi. Masalan, *monitoring, diler, skaner* kabi. Bularning hammasi o‘zbek tili leksik imkoniyatlarini kengaytirib boyitmoqda.

Boshqa tillardan so‘z olish ikki usul bilan o‘zlashtiriladi:

So‘zni aynan olish yo‘li bilan

Kalkalab olish yo‘li bilan

So‘zni aynan olish yo‘li bilan tojik, arab tillaridan, shuningdek, rus tillaridan, rus tili orqali boshqa Yevropa tillaridan ko‘proq o‘zlashtirilgan. Masalan, *sinch, devor, rubob,kitob, maktab, daraxt, traktor, sport* kabi.

Kalkalab o‘zlashtirishda so‘z aynan olinmaydi, balki so‘zning ma’nosi o‘zlashtiriladi. Ikkinchi tildagi so‘zning ma’nosi shu so‘zning morfemik tarkibidan qismma qism nusxa

ko‘chirish orqali ifoda etiladi. Kalkalab o‘zlashtirish ham ikki turga bo‘linadi:

To‘liq kalka. Bu usulda o‘zlashtirilayotgan so‘zning barcha qismlari o‘z til materiallaridan tuziladi. Masalan: *polugramatnыy- chalasavod*

Yarim kalka. Bu usulda o‘zlashtirilayotgan so‘zning bir qismi aynan saqlanib, bir qismi o‘z til orqali beriladi. *Traktorist- traktorchi* kabi.

Tilning tarixiytaraqqiyoti davomida uning barcha bo‘limlarida, jumladan, leksikasida ham o‘zgarishlar yuz beradi. Bunda tildagi ba’zi so‘zlar eskirib, iste’moldan chiqib ketadi, yoki yangi tushunchalarni nomlovchi so‘zlar paydo bo‘ladi. Bu tilning qatlamlarini yuzaga keltiradi. Tilimizda zamonaviy qatlam eskirgan qatlam va yangi qatlam mavjud.

Xulosa qilib aytganda, davr taraqqiyotidagi barcha o‘zgarishlar tilda namoyon bo‘ladi. Bu esa o‘z navbatida har qanday tilning lug‘at tarkibida aksini topadi. O‘zbek tilining ichki va tashqi imkoniyatlar asosida boyish yo‘llarini o‘quvchilarga o‘rgatish bugungi zamonaviy tilshunoslikning asosiy vazifalaridan biri hisoblanadi.

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O‘ZBEK TILI TA’LIMIDA SHAXSNI RIVOJLANTIRUVCHI PEDAGOGIK TEXNOLOGIYALARNING AHAMIYATI.

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Annotatsiya: Ushbu maqolada o‘zbek tili ta’limida shaxsni rivojlantiruvchi pedagogik texnologiya va ularda qo‘llaniladigan usullarning ahamiyati haqida fikr bildiriladi. O‘quvchi shaxsini rivojlantirishda zamonaviy ta’limiy usullar tarmoqlariga misollar keltiriladi.

Kalit so‘zlar; Kompetensiya, interfaol, texnologiya, shaxs, tarmoqlash, intensivlash, nutq texnikasi.

O‘quvchi shaxsini tarbiyalash «Ta’lim to‘g‘risida» gi qonun, «Kadrlar tayyorlash milliy dasturi», ayniqsa, hozirgi kompetensiyaviy ta’lim yondashuvida o‘qituvchilar zimmasiga o‘ta mas’uliyatli vazifalar yuklaydi. Bu vazifalarni amalga oshrish jarayoni o‘quvchilarni o‘qitishga yangicha yondashishni, o‘qituvchilarning o‘z kasbiga va o‘quvchlarga o‘ta talabchanlik bilan munosabatda bo‘lishni taqozo etadi.

Ta’limdagi yangi pedagogik texnologiyalarning ahamiyati har bir fan doirasida, zamon sinovidan o‘tib, interfaol darsning sifat va samaradorligini oshirishda muhim omil ekanligi o‘z isbotini topmoqda.

Shu o‘rinda o‘zbek tili ta’limida shaxsni rivojlantiruvchi pedagogik texnologiyalarning o‘rnini alohida ta’kidlash joizdir. O‘zbek tili darslarini tashkil etishda turli yangi pedagogik usullarni qo‘llash o‘qituvchidan mahorat hamda ta’lim jarayoniga nisbatan yangicha fikrlashni talab etadi. O‘zbek tilida shaxsni rivojlantiruvchi pedagogik texnologiyalarda qo‘llanuvchi usullarni quyidagicha tarmoqlash maqsadga muvofiqdir.

Bola shaxsini rivojlantirishga yo‘naltirilgan ta’lim texnologiyalarida qo‘llaniladigan usullar: «Aqliy hujum», «Klaster», «3/3, 4/4,5/5…..», «Bilaman. Bilishni xohlayman. Bilib oldim», «Zinama - zina», «Mozaika», «Zakovatli zukko».

O‘quv tarbiya jarayonini faollashtirish va intensivlash asosidagi pedagogik texnologiyalarda qo‘llanadigan usullar: «Muammoli ta’lim», «Debat», «Baxs - munozara», «Tanqidiy fikrlash», «IMEN», «SWOT tahlil», «Blits - so‘rov », «Dalillangan esse».

Rivojlantiruvchi ta’lim texnologiyalarida qo‘llaniladigan usullar: «Savol javob», «Suhbat», «Zig - zag», «Bumerang», «Charxpalak», «Nuqtai nazaring bo‘lsin ».

O‘quv tarbiyaviy jarayonni samarali tashkil etish va boshqarishga asoslangan pedagogik texnologiyalarda qo‘llaniladigan usullar: «Loyihalashtirish», «Fikriy hujum», «Rolli o‘yinlar», «Arra», «O‘z o‘rningni top». Ushbu texnologiya usullarini o‘zbek tili dars jarayoniga tatbiq etish ko‘p jihatdan muhit, sharoit, ko‘nikma va kuzatishlar bilan bog‘liqdir.

Xulosa o‘rnida shuni ta’kidlash mumkinki, ta’lim mazmunini boyitishga

oid ishlarni muntazam ravishda olib borish lozim..Ular ta’lim mazmunini yangi sifat bosqichiga ko‘tarishga mustahkam didaktik asos bo‘la oladi,

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O‘ZBEK TILINI O‘QITISHDA O‘QUVCHILARNI ORFOEPIYA VA ORFOGRAFIYA QOIDALARIGA AMAL QILISHGA O‘RGATISH

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Annotatsiya: Ushbu maqolada o‘zbek tilini davlat tili sifatida o‘qitishning maqsad va vazifalari, ta’lim qoraqalpoq tilida olib boriladigan maktablarda o‘quvchilar nutqida uchraydigan kamchiliklarni bartaraf qilish usullari yoritilgan.

Kalit so‘zlar: orfoepiya, orfografiya, x va h undoahlari, nutqiy malaka, maktab dasliklari.

Mamlakatimiz turli sohalarda kundan-kunga o‘sib, rivojlanib bormoqda. Ayniqsa ta‘lim sohasiga berilayotgan e’tibor ham oshib bormoqda. Xususan, davlat tilining o‘qitilishida uchraydigan muammolarni bartaraf qilish dolzarb vazifaga aylanmoqda. Shundan kelib chiqib har bir o‘qituvchi oldiga o‘quvchilarda nutqiy malakalarni ehtiyoj darajasida shakllantira olish zarurati ko‘ndalang qo‘yilmoqda. Har bir o‘quvchi o‘z ona tilida ravon gapira oladi. Istalgan muloqat vaziyatiga mos so‘zlarni (xoh rasmiy, xoh og‘zaki) nutq bo‘lsin jozibali, ta’sirchan ifodalay olishadi. Ammo ta‘lim boshqa tillarda olib boriladigan maktablarda o‘zbek tilining o‘qitilishi bir qancha muammolarga duchor bo‘lmoqda. Darslarni o‘tish davomida ta‘lim boshqa tillarda o‘qitiladigan maktablarda ayrim tovushlarning talaffuzi, ularning yozishlari o‘quvchilarimizda qiyinchiliklar tug‘dirilmoqda. Kuzatishlarimizdan ma‘lumki, o‘ unlisining talaffuzida o‘zgachalik bor. Aksariyat hollarda i-e, u-o‘, h-x tovushlari e’tirof etgan so‘zlarni o‘quvchilarimizning yozishi va aytishida xatoliklar uchraydi. Qoraqalpoq tilida h tovushi ko‘p qo‘llanilmaganligi uchun o‘quvchilarimiz x va h undoshlarini qo‘llashda qiynalishadi. X va h undoshlarining imlosining murakkabligi barchamizning tashvishga soladi. Shu paytgacha eng samarali usul sifatida ushbu harflar bilan yoziluvchi so‘zlarni yodlab qolishni ta‘kidlamoqdamiz. Ammo bundan soddaroq usul talaffuz bilan bog‘liq.

Maktabda o‘quvchiga o‘zbek tili darslarida faqat grammatika qoidalarini yodlatish mumkin emas. O‘quvchilarga harflar farqini tushuntirib, mashqlar yordamida ifodalab berishimiz shart. Buning uchun biz o‘zimiz o‘quvchilarga og‘zaki nutqni ravon o‘rganishga chorlashimiz kerak.

O‘zbek tili bilan ona tilini o‘qitishning maqsad va vazifalari bir-biridan ma‘lum ma‘noda farq qiladi. O‘quvchi nutq so‘zlashni oilada maktabda o‘rganadi. Hatto ayirimlari maktabga bog‘chadan o‘qish va yozishni o‘rganib keladi. Boshlang‘ich sinflarda o‘qish va yozishni o‘rganib, yuqori sinfga o‘tadi. Endi u nimani o‘rganishi kerak? Grammatikanimi? Darsda doim ham grammatika qoidalari asosida gapirmaydi. O‘quvchilarda o‘zi bilmagan hollarda nutqida ot, ega, kesim hatto qo‘shma gap-u ko‘chirma gaplarni ifoda maqsadiga ko‘ra qo‘llana olishiga qiynaladilar.

Biz o‘qituvchilar 2-sinfdan boshlab harflar imlosi va talaffuzini tog‘ri qo‘llashini, gap tuzishda gap bo‘laklaridan tog‘ri foydalanishga o‘rgatib borishimiz kerak . O‘quvchiga adabiy talaffuzini, imloviy savodxonligini, mantiqiy fikrlashni, o‘z fikrini turli shakllarda ravon va ta‘sirchan ifodalay olishni o‘rgatishimiz lozim.

“O‘zbek-tili” darsliklari ta‘lim qoraqalpoq tilida olib boriladigan maktablar uchun mo‘ljallangan bo‘lsa-da, asosan, ona tilida so‘zlovchi o‘quvchilar doirasida cheklanib qolgan o‘zbek tilini o‘qitishdan asosiy maqsad shunchaki o‘quvchilarning so‘z boyligini oshirish, ularga grammatikaga oid nazariy ma‘lumotlarni shunchaki o‘rgatish emas, balki nutqini

oshirishdir. Biz o‘rgatayotgan 2-4-sinf darsliklarida asosan so‘z boyligi, talaffuz va imlo ustida ish olib borishga qaratilgan, ya‘ni so‘z shakllarini tarkiban anglash va grammatik qo‘shimchalarini ongli ravishda amaliy o‘zlashtirish ko‘zda tutilmagan. O‘zbekiston Respublikasi qonun hujjatlari to‘plamlarida (2017-yil 14-son) e‘lon qilingan “Umumiy o‘rta ta‘limda ong ta‘lim standartlari” da o‘zbek tilini o‘qitishning maqsad va vazifalari sirasiga shunday deyiladi: “o‘quvchilarning o‘zbek tilida og‘zaki va yozma nutq savodxonligini rivojlantirishiga qaratilgan lingvistik kompetensiyalarini shakllantirish”. Bu degani o‘zbek tili ta‘limi mazmunida o‘quvchilarga o‘zbek tili grammatikasidan sistemali kurs emas, balki nutqiy kompetensiyani hosil qilishning lingvistik asoslarini o‘rgatishni ko‘zda tutish kerak.

Tavsiyalar: O‘zbek tili darslarida ham huddi biror chet tilini o‘rgangandek, avvalo, talaffuzi qiyin tovushlar ustida jiddiy ishlash kerak. Bu o‘rinda talaffuz holati aks etgan oksilografik rasmlardan (ayrimlari qiyosiy bo‘ladi), asosan, maxsus fonetik mashqlardan unumli foydalanish samara beradi. Adabiy talaffuzga o‘rgatishning eng samarali yo‘li o‘qituvchining o‘zi tanlagan matnni qayta o‘qib yoki yoddan aytib berishidir. Bu usuldan to‘laqonli foydalanish uchun o‘zbek tili fani o‘qituvchilarning talaffuzi talabga javob berishi zarur.

Xulosa qilib aytganda o‘quvchilarning nutq madaniyatini shakllantirishda o‘quvchilarning og‘zaki nutqini jozibali, ta‘sirchan ifodalay olishi uchun imkoniyatlar yaratib berish. O‘quvchilarga tovushlarning talaffuzini to‘gri foydalanishga, imlo qoidalarini yaxshi o‘zlashtirishga o‘qituvchi o‘rnak bo‘lushi, o‘quvchilar nutqidagi xatoilarni doimiy tuzatib, ko‘oroq badiiy kitoblar o‘qishga chorlashi lozim.

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LUG‘AT USTIDA ISHLASHNING LINGVISTIK ASOSLARI

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Annotatsiya: Ushbu maqolada o‘quvchilar lug‘atini boyitishning metodik shartlari keltirilgan.

Kalit so‘zlar: so‘z, so‘z birikmasi, mavhum tushunchalar, leksika, jargon so‘zlar

So‘z tilning ma’no bildiradigan asosiy birligidir. So‘z va so‘z birikmasi aniq narsalarni, mavhum tushunchalarni, hissiyotni ifodalaydi. Tilda mavjud bo‘lgan barcha so‘z va iboralarning yig‘indisi lug‘at tarkibi yoki leksika deyiladi. Maktablarda lug‘at ustida ishlash metodikasi to‘rt asosiy yo‘nalishni ko‘zda tutadi:

1. O‘quvchilar lug‘atini boyitish, ya’ni yangi so‘zlarni, shuningdek, bolalar lug‘atida bo‘lgan ayrim so‘zlarning yangi ma’nolarini o‘zlashtirish. Ona tilining lug‘at boyligini bilib olish uchun o‘quvchi o‘z lug‘atiga har kuni 8-10 ta yangi so‘zni, shu jumladan, ona tili darslarida 4-6 so‘zni qo‘shishi, ya’ni shu so‘zlar ma’nosini o‘zlashtirishi lozim.

2. O‘quvchilar lug‘atiga aniqlik kiritish. Bu o‘z ichiga quyidagilarni oladi:

1) o‘quvchi puxta o‘zlashtirmagan so‘zlarning ma’nosini to‘liq o‘zlashtirishi;
2) so‘zning kinoyali ma’nosini, ko‘p ma’noli so‘zlarni o‘zlashtirishi;
3) so‘zlarning sinonimlarini, sinonim so‘zlarning ma’no qirralarini o‘zlashtirishi;
4) ayrim frazeologik, birliklarning ma’nosini o‘zlashtirishi.

3. Lug‘atni faollashtirish, ya’ni o‘quvchilar ma’nosini tushunadigan, ammo o‘z nutq faoliyatida ishlatmaydigan nofaol lug‘atidagi so‘zlarni faol lug‘atiga o‘tkazish. Buning uchun shu so‘zlar ishtirokida so‘z birikmasi va gaplar tuziladi, ular o‘qiganlarni qayta hikoyalash, suhbat, bayon va inshoda ishlatiladi.

4. Adabiy tilda ishlatilmaydigan so‘zlarni o‘quvchilar faol lug‘atidan nofaol lug‘atiga o‘tkazish. Bunday so‘zlarga bolalarning nutq muhiti ta’sirida o‘zlashib qolgan adabiy til me’yoriga kirmaydigan, ayrim adabiy asar va so‘zlashuv tilida qo‘llanadigan sodda so‘z va iboralar, sheva va ijtimoiy guruhga oid so‘zlar kiradi. Adabiy til me’yori degan tushunchani o‘zlashtirgach, o‘quvchilar yuqorida izohlangan so‘zlar o‘rniga adabiy tildagi so‘zlardan foydalana boshlaydilar. Adabiy tilga oid malakalarni mustahkamlangan sayin shevaga, jargonga oid so‘zlar, so‘zlashuv tilda ishlatiladigan sodda so‘z va iboralar o‘quvchilarning faol lug‘atidan chiqa boshlaydi.

O‘quvchilar lug‘ati quyidagi manbalar asosida boyitiladi va takomillashtiriladi.

Atrof-muhitni, tabiatni, kishilarning hayoti va mehnat faoliyati, bolalarning o‘yini va o‘qish faoliyatini, kattalar bilan munosabatini kuzatish. Tabiat qo‘yniga, turli joylarga, muassasalarga ekskursiya vaqtida bolalar narsa va hodisalarni kuzatish bilan ko‘pgina yangi nom va iboralarni o‘rganadilar. Bu ekskursiyalar yuzasidan o‘tkazilgan suhbat vaqtida ularning bilimi chuqurlashtiriladi, ayrim so‘zlar ma’nosiga aniqlik kiritiladi.

O‘quvchilar lug‘atini va nutqini boyitishda eng ishonarli manba badiiy asarlar hisoblanadi. Maxsus mashqlar yordamida grammatika va imloni o‘rganish darslari ko‘pgina so‘z va atamalarni o‘zlashtirishga yordam beradi, o‘quvchilar predmet, belgi, harakat, sanoq, tartib ifodalaydigan so‘zlarni bilib oladilar. Bu darslarda o‘quvchilar lug‘ati tartibga solinadi. Lug‘atni boyitishda turli lug‘atlar juda foydali qo‘llanmadir.

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ENERGIZING ACTIVITIES AND WARM UPS IN TEACHING ENGLISH.

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Abstract: The importance of energizing activities and warm ups in teaching pupils. How to use the warm ups and energizing exercises.
Key words: Warm ups, Icebreakers.

It is very important to use energizing activities such as warmers and icebreakers in teaching English.Some teachers use short games and activities on a daily basis,and others use them only when the need arises.Print out some of the ideas,activities and worksheets and place them in special file or notebook to keep with you at all times.You never know when you might need to pull something fun and new out of your teaching hat.Warmers help your learners put aside their daily distractionsand focus on English. Warmers also encourage the group participation which can build a sense community within the group.We have warm ups such as brainstorm,question of the day,describe the picture,show and tell,hot seat.

An Icebreaker should be related to the subject or the purpose of the meeting If a collaborative learning environment is needed for a trainig project, then an icebreaker exercises that promotes collaboation could be chosen.If the subject of the meeting is reading books,then yhe subject of the meeting could be introduced through an exercise that revolves around participant's favourite books. Activities at the beginning of the lesson deserve more attention than they usually receive.In fact,the initial activities that start the class are very important for the following reasons:

1. Warm Ups set the tone of the lesson. For example,an activity that students find too difficult or confusing can prove discouraging. Comparea fun activity which raisesenergy levels.

2. Warm Ups get students to begin thinking and focusing on English.It may have been a few days,a week,or even longer since they last used English.A little time here will improve receptivity later.

3. Warm Ups provide a transition onto the topic.An activity at beginning of the lesson activates pre-existing knowledge on a subject,and may even get students to use some of the ideas,vocabulary,or even grammar important to the lesson.

4. WarmUps allow the teacher important opportunities to access character and ability. After all,some students work well together,and others don't.During the initial activity,the teacher can determine who will form the best groups for subsequent activities.

Some teachers see warmers,ice-breakers and fillers as basically different ways of say the same thing.In fact,they are quite different.While ice-breakers are usually meant to help students get to know each other better,the objective of warmers is to get them ready for a certain topic or task.

An icebreaker should be related to the purpose of the meeting.If a collaborative learning environment is needed for a training project,then an ice-breaker exercise that promotes collaboration could be chosen.Ice-breakers in a professional setting should not require people to reveal personal information or touch other people, as this may be stressful.They should not embarrass the participants or make them feel compelled to participate.They should also not disrespect . At the end of a well-chosen ice-breaker exercise, the faciliator

should be able to summarize for the group what was learned during the exercise.People who dislike ice-breakers may be reacting to previous experience with irrelevant,pointless,or poorly designed ice-breakers.They may also showing aspects of their personality,as people with different abilities or leaning styles.Ice-breakers can be effective way of starting a training session or team-building event.An interactive and often fun session run before the main proceeding, they help people get to know each other.

If such a session is well-desined and well-faciliated,it can really help get things off to great start.By getting to know each other,getting to know the facilitators,and learning about the objectives of the event, people can become more engaged in the proceedings and so contribute more effectively and successful outcomes.So at the ending I say you choose the correct way of starting your lesson not to end.If you find the right way of starting it will continue itself and be very interesting for you and your learners.

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RASMIY YOZISHMALAR VA ULARNI YOZISH ETIKETI

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Annotatsiya: Ushbu maqola nutq uslublaridan bo'lgan rasmiy uslubning asosiy xususiyatlari va unga mansub rasmiy xatlar va rasmiy yozishmalarning muhim jihatlari va ularning asosiy turlari haqida. Shu bilan bir qatorda, davlat idoralari va tashkilotlarda rasmiy yozishmalarni yozishda yo'l qo'yiladigan asosiy kamchiliklar va ularni to'g'ri tashkillashtirishda bizga yordam beradigan odob-axloq qoidalarini ham o'z ichiga olgan.

Tayanch so'zlar: rasmiy uslub, diplomatik uslub, qonunchilik uslubi, boshqaruv uslubi, rasmiy yozishmalar, neytral ohang, semantik aniqlik.

Nutq uslublari ichida aniq bir qolipga ega, aynan belgilangan so'zlar to'plami ishlatiladigan yagona uslub bu rasmiy uslubdir. Rasmiy uslub bu davlat organlari, hukumat idoralarida va tashkilotlarda hujjatlarni rasmiylashtirishda yoki ularni to'ldirishda ishlatiladi.

Yozma nutqning rasmiy uslubida, asosan, quyidagi munosabatlar doirasidagi hujjatlar tuziladi:

1. Huquqiy munosabatlarga oid: qonun fuqarolik va jinoyat aktlari, nizom, shartnoma va boshqalar.

2. Idoraviy-ma'muriy shaklga oid: dalolatnoma, buyruq va farmoyishlar, turli ish qog'ozlari (ariza, tavsiyanoma, tilxat, ma'lumotnoma kabi).

3. Diplomatik munosabatlarga doir: bayonot, nota, bitim, memorandum va boshqalar.[1]

Ishbilarmonlik nutqining ko'lami va tegishli matnlarning stilistik o'ziga xosligiga qarab, odatda kichik uslub farqlanadi:

1) diplomatik (hujjatlar turlari: xalqaro shartnomalar, bitimlar, konvensiyalar, memorandumlar, eslatmalar, kommunikatlar va boshqalar. Og'zaki shakllar deyarli qo'llanilmaydi);

2) qonunchilik (hujjatlar, farmonlar, fuqarolik, jinoiy va boshqa davlat ahamiyatiga molik hujjatlarning turlari; asosiy og'zaki shakl sud nutqi);

3) boshqaruv (hujjatlar turlari: nizomlar, shartnomalar, buyruqlar, ko'rsatmalar, ko'rsatmalar, tavsiflar, ishonchnomalar, kvitansiyalar va boshqalar. Og'zaki shakllar - hisobot, nutq, rasmiy telefon orqali suhbat, og'zaki buyruq).

Diplomatik uslub. Ushbu turdagi xalqaro munosabatlar sohasiga xizmat qiladi. Diplomatik uslub-uslublarni hujjatlashtirish sohasi qonun va boshqa pastki uslublarga qaraganda ko'proq.

Qonunchilik uslubi. Huquqiy hujjatlar boshqa uslubdagi hujjatlarga qaraganda ko'proq stilistik va lingvistik bir xillikka ega. Ushbu matnlarda yuridik atamalarning keng qo'llanilishini ta'kidlash mumkin.

Qonunchilik uslubida mavhum lug'atlardan foydalaniladi va ekspressiv-emotsional til vositalari, baholovchi lug'atlar deyarli mavjud emas. Parazit, jinoiy kabi baholash so'zlari huquqiy matnlarda terminologik ma'noga ega bo'ladi. Ko'plab antonimlar mavjud, chunki qonunchilik nutqida qarama-qarshi manfaatlar, ziddiyatlar va tushunchalar tushunchalari aks etadi: huquq va majburiyatlar, mehnat va bo'sh vaqt, shaxsiy va jamoat, da'vogar va sudlanuvchi, jinoyat va jazo, nikohni ro'yxatdan o'tkazish va ajralish, farzand asrab olish va ota-ona huquqlaridan mahrum qilish, ixtiyoriy va majburan, ushlab turing va ayblaning.

[1] Маҳмудов Н. Тил. –Тошкент: Ёзувчи, 1998. –Б. 3.

Boshqaruv uslubi. Boshqaruv uslubining doirasi turli xil ma'muriy - idoraviy, ishlab chiqarish munosabatlaridir. Boshqaruv uslubidagi hujjatlar turlari kompozitsion, stilistik va lingvistik munosabatlarda juda katta farq qiladi.

Boshqaruv uslubi matnlarida neytral va kitobiy lug'atlar bilan bir qatorda rasmiy-ishbilarmonlik uslubidagi ranglar bilan so'zlar va turg'un iboralar qo'llaniladi (quyida imzo qo'yilgan, tegishli, uy-joy solig'i, bir martalik nafaqa, xabar berish).[1]

Rasmiy yozishmalar har bir tashkilotda ishlatiladi va bunday xatlar bilan ishlash ishchilardan alohida bilim va ko'nikmani talab qiladi. Zero, ularning har birining o'z strukturasi, qo'llanishdagi maqsadi mavjud.

Xatlarni bajaradigan vazifasiga qarab quyidagi turlarga bo'lish mumkin.

1. Javob xatni talab qiluvchi xatlar (da'vo xatlar, so'rov xatlar, iltimos xatlar)

2. Javob xatni talab qilmaydigan xatlar (ilova xat, eslatma xat, tasdiq xat, axborot xat, kafolat xat va boshqalar).[2]

Ishbilarmonlik yozishmalar - bu o'z nomidan va o'z lavozimiga ko'ra har qanday rasmiy shaxs tomonidan yuborilgan har qanday xat yoki boshqa yozishmalar shaklini qamrab oluvchi biznes aloqalarining yozma shakli.

Rasmiy yozishmalar 3 asosiy turga bo'linadi:

1. Turli mamlakatlarning davlat idoralari, elchixonalar va xorijiy vakolatxonalar o'rtasidagi rasmiy hujjatlar (memorandumlar, ishonchli ma'lumotlar). Ushbu turdagi yozishmalar diplomatik amaliyotda qo'llaniladi.

2. Rasmiy xarakterga ega bo'lgan va korxona, tashkilot va hokimiyat o'rtasida biznes aloqalarni tashkil etishda keng foydalaniladigan biznes (savdo, biznes, mehnat) xatlar.

3. Tashkilotning ichki boshqaruvining ajralmas qismi sifatida ofis xatlari. Ular orasida xatlar, rasmiy, tushuntirish va memorandumlar, telegrammalar, fakslar, elektron pochta va boshqa ma'lumotlarni uzatish shakllari mavjud.

Bundan tashqari, rasmiy yozishmalar ikki turga bo'linishi mumkin:

- kiruvchi (tashkilot tomonidan biznes sheriklari, etkazib beruvchilar va boshqalar tomonidan olingan);
- ketgan (to'g'ridan-to'g'ri tashkilotda shakllantiriladi va tashqi muhitga yuboriladi).[3]

Yuqoridagi ma'lumotlarga asoslanib shuni ta'kidlash joizki, rasmiy yozishmalar har qanday tashkilot uchun juda muhim ahamiyatga egadir. Ularsiz hech qanday shartnomalar imzolanmaydi, biror-bir tadbirlar amalga oshirilmaydi yoki umuman hech qanday rejalar hayotga tatbiq etilmaydi. Rasmiy yozishmalar go'yo barcha eshiklarni ochishga qodir kalit misolidir. Biroq o'z qonun-qoidasiga muvofiq yozilgan rasmiy xatlargina shunday xususiyatga ega. Agarda rasmiy xatlar yoki yozishmalarda qandaydir xatoliklarga yo'l qo'yilsa, ular albatta o'z kuchini yo'qotadi. Shuning uchun ham, rasmiy yozishmalarni yozish etiketini o'rganish aslo zarar qilmaydi.

Rasmiy yozishmalar odob-axloq normasi taqdimot tilining muayyan uslubi bo'lib, u quyidagicha farq qiladi:

Tez-tez takrorlanadigan, nutqning bir xilligi.

Ushbu tushuntirish varianti sizga aniqroq, ancha tushunarliroq gapirishga imkon beradi. Bu xat matnini boshqacha tushunishni istisno qiladi. Birinchidan, aniq biznes xabarini yozishga, ikkinchidan, keyingi, hatto harflarni sotishga vaqtni tejashga imkon beradigan ma'lum bir iboralar to'plamiga ega bo'lish maqsadga muvofiqdir.

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[1] Веселов П. В. Современное деловое письмо. – М.- 1990. – 150 с.

[2] http://hozir.org/download/rasmiy-va-shaxsiy-xat-ularning-farqlari.doc

[3] Домащенко Г.А., В.А. Коробова, В.В. Костина Учебное пособие «Российский заочный институт текстильной и легкой промышленности» - Москва,2007, - 120-123 с.

Neytral ohang.

Axborotni mantiqiy ravishda taqdim etish muhimdir. Rasmiy yozishmalardagi dalillarni hissiy baholash notoʻgʻri. Ogʻzaki nutq iboralari, dialektik iboralarni, soʻzlarni, biron bir aralashuvni eslatib oʻtish mumkin emas. Yozish jarayonida aytilgan faktlarning xolisligini ta'minlash, ularni aniq mantiqiy ketma-ketlikda qurish muhimdir.

Semantik aniqlik.

Rasmiy xatlarining ma'noli mazmuni ularning amaliy va hatto huquqiy ahamiyatini ta'minlaydi. Shu sababli, adresat yuboruvchini tushunishi uchun toʻgʻri soʻzlarni tanlash juda muhimdir. Koʻp ma'noli soʻzlarni matnga kiritmaslik yaxshiroqdir. Bunday holda, adresat xatning mazmunini boshqacha tarzda tushunishi mumkin.

Haqiqiy materiallarni tanlash.

Rasmiy xatdagi ma'lumotlar, yangi axborotga ega boʻlishi va eng muhimi, sinchkovlik bilan tekshirilishi kerak. Bunday holda, faktlar ehtiyotkorlik bilan tanlanishi kerak, faqat ma'lum bir ish uchun muhim boʻlgan narsalarni koʻrsatish kerak. Muhim boʻlmagan dalillarni koʻrsatib, bir xil turdagi ma'lumotlarni uzatish mumkin emas.[1]

Rasmiy yozishmalarni tashkillashtirishning ham bir qator shartlari mavjud:

Xatda aniq manzil koʻrsatilishi shart;

Xatni aynan bir shaxsga yoʻllash kerak ya'ni xat shaxsiylashtiriladi;

Xatni albatta salomlashishdan boshlang, agar bu biznes xati boʻlsa;

Salomlashgandan soʻng yozayotgan odamingizga murojaat qiling;

Keyingi bosqichda albatta yozishdan maqsadingizni qisqacha bayonini bering;

Xatingizda qoʻpol, doʻq-poʻpisaga asoslangan soʻzlardan yoki jumlalardan foydalanmang, hattoki ogohlantirish mazmunidagi jumlalarni qoʻllashda ham ehtiyot boʻling, ayniqsa soʻrovlar muloyim tarzda beriladi;

Xatni olganligi haqidagi xabarni kutayotganligingizni eslatib oʻting va javob xati uchun oldindan minnatdorchilik bildirishni unutmang;

Xatni imzolash bilan yakunlang;

Agarda xatga qoʻshimcha birorta hujjat yoki shartnoma joʻnatsangiz, uni xatingizga ilova sifatida kiritib oʻting.

Demak, rasmiy yozishmalar boshqa xatlardan farqli oʻlaroq jiddiy mazmunga ega va shaklan mukammal boʻlmogʻi shart. Bunday turdagi xatlarni yozish yozuvchidan yuksak mahorat talab etadi. Har qanday ishbilarmon shaxs ushbu turga mansub yozishmalarni farqini, ularni yozish qonun-qoidalarini bilishi maqsadga muvofiqdir.

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EFFECTIVE METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE IN THE CLASSROOM

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Abstract: The article is devoted to the importance and opportunities of using interactive technologies in English language teaching according to modern requirements. What we give our students should be necessary and useful to them. They are not interested in doing and training things they will never come across in their real life or work situations. No matter whatever the age and the cultural background of the students, teaching methods become crucial to make the learning of the lesson fruitful. Teachers play an important role in designing teaching techniques through years of teaching experience and training. This paper aims at pointing out some effective teaching methodology focussing attention on the characteristic features, teacher-student role and example of a lesson in the classroom.

Keywords: Interactive technologies, Methodology of teaching, Word Bank, Miming.

In more than a decade years of teaching experience, I have found English language classroom, a great challenge. English teachers deal with a number of issues such as students" age, attitude, intelligence factor, confidence level and motivation. Teachers have to handle the language classroom carefully without hurting the sentiments and the shortcomings that may make a student feel low in front of others. Thus teachers have to work out a teaching methodology that may bring out the maximum for students to grasp the contents easily and make the teaching-learning sessions meaningful. In recent years, language teachers and researchers have focussed their attention in observing and developing approaches and strategies that leads to an effective learning process in acquiring English as a foreign language. In order to make learning process smooth and effective, language teachers have to design various teaching methods out of their personal teaching experience and training. There are various language teaching techniques that help students to understand more clearly and participate in the learning process more actively.

The contemporary models of communicative competence show that there is much more to learn in a language. Teaching requires creativity, there are lots of different methods, strategies and techniques that can be applied and brought into classroom. Any teaching technique or method including portfolio based instruction will not be successful if students are not engaged in the process. Techniques are closely related to methods and approaches. The following practices may help in improving the teaching and learning of English as the second language.

Word Bank:

It is one of the most innovative and useful methods for learning English as the second language. This concept should be used in the classroom teaching in the form of project in which the main concept is to improve the vocabulary of the students. The teacher should give the students some words in the form of homework for the next day. The word bank should consist of the one word for a group, phrases, antonyms, synonyms, expansion of an idea, short notes on the given topic on any event, character or the place.

All these will beneficial for the students for improving the knowledge of English language. It must be a compulsory study for the students. On the very next day, the teacher will check the written work and also give the solution to the students in both languages means

in their mother tongue as well as in English. This teaching method plays an integral part in teaching English. The method works as the practical work for the students. The following lines show the importance of practical task given to the students.

I hear and I forget.

I see and I believe

I do and I understand. – Confuciu

Games:

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 evolution, 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. One of the interesting games is to play a language game in which some cards can be kept in the box mentioning a particular topic whatever it may be and the students are asked to pick it up one of the tickets. On the ticket, there will be a topic on which the students have to say something in English so that he could get the courage to speak in English.

Use of newspapers in the classroom:

Many Scholars rightly remarked that newspapers are a valuable but often underused classroom resource. It is an easily available tool for learning English. There is a breadth of coverage in them, which means there is something of interest to almost all readers. In large classes with few resources, newspapers, even the cutting and clippings are the most useful teaching and learning aids, they can be more used of successful learning in many ways. It gives a visual context. In the classroom language, teachers can use newspapers to teach a wide range of topics from the alphabet to grammar structures, vocabulary, conversation techniques and skills including skimming and scanning on one hand and listening, speaking, reading and writing on the other. And thus newspapers can be treated as an object for linguistic dissection and analysis. Moreover, the additional advantage is that it instills a sense of confidence with a feeling of familiarity in the learner who uses it. Thus, newspapers are good source for these materials as they are all contextualized, well-illustrated real news items, containing a variety of materials that conforms to the psychological needs of the pupils. Language learners find newspapers motivating because they offer interesting, relevant, topical and varied information.

Miming:

The mimes are done in pairs or groups; in one case, individual learners have to perform their Mimes for the Whole Class. Pair or group work reduces stage fright to a certain extent and can be used as a starter. Finally, miming exercises are useful because they emphasize the importance of gesture and facial expression in communication. This exercise can be performed as a pair work by exchanging one's sheets with the partner's sheet and read the instruction given there. The learner has to mime the instruction given before the class. In a pair work, exchange of sheets with partner's sheet and reading of instruction can take place. The learners mime the instruction before the class. Guessing game activity can be taken up.

Everybody except partner will guess the instruction on which the fellow student's miming.

Mind maps:

Another innovative teaching method is mind maps, which is a simple technique for drawing information in diagrams, instead of writing it in sentences. The diagrams always take the same basic format of a tree, with a single starting point in the middle that branches out and divides again and again. The tree is made up of words or short sentences connected by lines. The lines that connect the words are part of the meaning. Mind maps are also very quick to review, as it is easy to refresh information in student's mind just by glancing once. Mind maps can also be effective mnemonics and remembering their shape and structure can provide the cues necessary to remember the information within it. They engage much more of the brain in the process of assimilating and connecting facts than conventional notes. The key notion behind mind mapping is that student learns and remembers more effectively by using the full range of visual and sensory tools at his/her disposal. Pictures, music, color, even touch and smell play a part in the learning armory, since it helps to recollect information for long time. So with the help of tree diagram the mind maps are useful innovative technique for dealing with ESL.

In conclusion I would like to say that, every teacher should try to use interesting innovative techniques and methods in their lessons in order to have fruitful and effective lessons. Also it will be additional benefits for the learners. It is actually difficult to say which teaching method is effective unless used in a classroom of students with different need, learning experience, intellectual levels, cultural background and attitude towards learning English language. Teacher- student role becomes the centre in bringing out the maximum within the limited time in a classroom.

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IMPORTANCE OF DICTATION IN TEACHING LANGUAGE

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Annotation: In this article we will discuss the importance of dictation in the lesson and some types of dictation to use teaching English at school.

Key words: dictation, types of dictation, factors of dictation, dictogloss dictation

Teachers use different activities, techniques and methods while the teaching. One of them is dictation. Many teachers argued that dictation is old-fashioned and memory of grammar-translation method. But dictation is so useful for pupils to develop writing and listening. Also it practices vocabulary, syntax, grammar and reading. Traditionally always teachers dictates the message. We can change rule of dictation during the lesson. First of all, you can get pupils to work in a small groups with each person in the group dictating a section of the text to the group. This encourages the learners to listen to each other, highlights the importance of clear pronunciation. Also it can help develop four language skills in an integrative way and it involves whole class. After dictation, pupils review their notes and all pupils are active. One of the most advantages of dictation is using for any level. There are some important factors of using dictation.

The correct speaking of the word. It involves accurate pronunciation on the part of the teacher.

The correct hearing of the word. It demands sound-analysis on the part of the pupils.

The visual appearance of the word. It necessitates the pupils' ability to associate the pronunciation of the word with its spelling.

Writing movement. It calls for the correct coordination of the writing muscles.

We know that there are three types of learners according to their learning ability. Auditory, visual and tactile. Auditory learners get more information by hearing. Visual learners get their mental images through the eye, and is therefore helped most when they see the new word written. Third learner able to movement and hand in writing. In the dictation lesson all three of these means of approaches are used.

There are many types of dictation: Clapping dictation, whistle dictation, drawing dictation, knocking dictation, dictogloss dictation, change the text and etc. All of them are interesting and useful. In dictogloss dictation you ask the pupils not to write anything as you read the dictation. Normally a single sentence but varying in length and complexity according to the level of the group. Read the sentence twice, even three times. Then ask them to write. In this activity it is important not that they replicate the original sentence word for word but that they produce a piece of English writing structure.

In conclusion, dictation is more important language learning device. It helps to distinguish sounds, how to use punctuation, written symbols of letters, improve writing skill and assists in self-evaluation.

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THE PECULIARITIES OF EXPRESSIVE MEANS OF SYNTACTIC CONSTRUCTIONS IN ENGLISH TEXTS.

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Abstract: This article is devoted to the use of syntactic means of expressiveness in literary texts and focused on the peculiarities of expressive syntactical means functioning in the literary texts in the English language.

Key words: syntactic means, expressiveness, literary text, emotionality, expressivity, inversion

Expressiveness, or expressivity is a specific structural organization of speech that makes written and oral speech alive and unique, creates memorable images. The addressee's attention and interest can be sustained, as long as boring and predictable language tools are avoided. The information will not go beyond his short-term memory, if not to give speech energy and a sense of novelty. At the same time, expressiveness should ensure a full perception of speech and the information it contains.

Expression is not only the most important aspect of rhetoric - the science of oratory and, more broadly, of fiction in general - but also a natural component of everyday spoken language. It is characteristic of language units of all levels and intermediate sublevels: from sounds to syntactic structures. However, the most expressive language unit is the word, because the word is the main and at the same time the most semantically moving unit, which in everyday consciousness represents the whole field of language[1].The literary text, thanks to its figurativeness, is historically characterized as a work of art . [2]

Modern approaches to structuring the text of an artwork are numerous and range from general semiotics to special literary or linguistic stylistics. From the point of view of modern semiotic theory, a literary text is a system of certain signs whose functions and meaning are defined by others, as any system implies. The cohesion and regularity of a text is possible thanks to the unity of content and structure. Yuri Lotman once wrote that, just as ideal is inseparable from the material structure of our brain, the literary image is inseparable from the structure of the text. [3] The authors of artworks seek to convey their thoughts and feelings and to influence the imagination and emotions of readers. For this reason texts of art style works, first of all, correspond with the world of human emotions and feelings and frequently from this position they are the most interesting for linguists. In this connection, special attention of researchers is directed on studying ways of expression of emotions in the art text which representation occurs by means of the big variety of emotional language means. Obviously, a text message is revealed through the unity and interaction of literary images, composition, choice of words, style of the author. Thus, the text can only be studied when it is analyzed not as a number of equal and homogeneous parts, but as a complex

[1] Shakhovskiy V. I. Emotsii: Dolingvistika, lingvistika, lingvokul'turologiya [Emotions: Prelinguistics, Linguistics, Cultural Linguistics]. 2nd ed. Moscow, LIBROKOM Publ., 2013. 128 p. (in Russian).

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unity of interacting and interdependent elements. In this connection, special attention of researchers is directed on studying ways of expression of emotions in the art text which representation occurs by means of the big variety of emotional language means. Obviously, a text message is revealed through the unity and interaction of literary images, composition, choice of words, style of the author. Thus, the text can only be studied when it is analyzed not as a number of equal and homogeneous parts, but as a complex unity of interacting and interdependent elements[1].

Analyzing the expressive possibilities of syntactic units used in the texts under consideration, one should first of all focus on the word combinations, the sequence in which they are organized. *"To enter out into that silence that was the city at eight o'clock of a misty evening in November, to put your feet upon that buckling concrete walk, to step over grassy seams and make your way, hands in pockets, through the silences, that was what Mr Leonard Mead most dearly loved to do" [Bradbury R. The Pedestrian.].*

The use of homogeneous parts of speech at the beginning of the story, homogeneous supplements, expressed with the help of word combinations with infinitive, associated with non-union, moreover, contributes. The use of stylistic inversion brings to the forefront, the rheme - strong position of the whole text, an important component of information, thus emphasizing the importance of what is happening for the further expansion of the text, namely: evening walks of the main hero in a quiet city are his main hobby, which, as it will later be found out, distinguishes him from other members of society. Moreover, such walks are of a systematic, regular nature, which is confirmed by the following text fragment by the use of repetitive compound predicate, connected by polysyndeton, which includes a modal verb "would", indicating the phase of action, and then a parallel repetition: *He would stand upon the corner of an intersection and peer down long moonlit avenues of pavement… he would stride off…* [*Bradbury R. The Pedestrian*]. Evidently, such walks are a pleasure for Leonard Mead. The use of syntactic stylistic units here creates the effect of a certain regularity, methodical narration, smoothness of the rhythmic organization of the initial section of the text dedicated to the hobby of the main character, which, in turn, brings the idea of tranquility and the world in which the hero lives, which, however, dissipates later.

The concept of expressiveness characterizes the expressiveness of an individual's speech, often "correlated with the intensity that aims to enhance the listener's impact, to amaze or convince him or her. [2]» In modern linguistics, opposition stands out: intensity - extensiveness as a manifestation of a very high and very low degree of extraction of a certain feature at the language level. Intensity (extensiveness) is related to the qualitative-quantitative evaluation and characteristic of a phenomenon or process denoted by the word. It can be expressed by lexical language means, the semantic structure of which contains an intensive (extensive) component of meaning, emotional prefixes and suffixes, trails (hyperbole, lithotta). Thus, for example: *They swarmed up in front of Sherburn's palings as thick as they could jam together, and couldn't hear yourself thinkfor the noise.* (Twain M. P.).

Here the comparative turn *"as thick as they could"* and the set expression *"couldn't hear yourself think"* are used to increase the reader's attention to the state of the main characters of the work.

To take another example*: There would be the dim coffin-smelling gloom sweet and oversweet with twice bloomed wistara against the outer wall by the savage quiet September*

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sun...(Faulkner W. P.27). Here, the metaphorical epithets "*coffin-smelling*" and "*dim savage*" enhance the expressiveness of a fragment, express the atmosphere of despair and hopelessness, as well as evoking appropriate figurative associations for the reader.

Notions of expressivity or expressiveness and emotionality are sometimes difficult to distinguish terminologically .Notions of expressiveness or expressiveness and emotionality are sometimes difficult to distinguish terminologically. As a result, these concepts are regarded as emotionally expressive or, simply put, expressive of the word meaning. So, for example: "*to lambaste smb*" means furiously attacking or attacking someone: "*He was lambasted in press*" from russia. "«Он подвергся яростному нападению со стороны прессы»" In the Russian translation expressiveness is expressed by the epithet "*fierce-яростный*".In the Russian translation expressiveness is expressed by the epithet "". Another example: "*to slog (away) at something*" means to work without interruption, especially when the work is difficult or monotonous: *I've been slogging at the thesis for quite a period of time but haven't yet finished it. - I've been slogging at the thesis for quite a period of time but haven't finished it yet.* The expressiveness in this case is preserved in the Russian version of the translation using the colloquial word "bite".

The structure of the literary text is not subject to general logical laws, which are inherent to the scientific text. The specificity of the language of a literary text consists in a special organization of various language means. The language of fiction has literary and aesthetic qualities. "...it is a figurative language, which has a historically developed system of means of verbal and literary expression ..., thanks to the peculiarity of the figurative application of speech means"[1] .

The English-language literary text becomes the core of expressiveness, and linguistic units, qualitatively transformed, united in a certain way, give literary originality to this text, determine its literary merits. An essential part of the English literary text are stylistic techniques. For example, the most common expressive syntactic constructions in O. Wilde's fairy tales are repetitions and parallelism. They allow the reader to witness the inner, psychological activity of characters. One can also give an example of using such a syntactic construction as the ellipsis in the play «What Happened in the Zoo» by the American author Edward Albie. Therefore, the main function of the style of literary speech is through the use of linguistic and specific stylistic means to promote, respectively, the author's idea and a deeper disclosure to the reader of the internal causes of the conditions of existence, development or extinction of a fact of this or that reality. It is expressiveness that makes the English-language literary text aesthetically conditioned and allows the author to most clearly express his world view, to place emphasis on the most important episodes, to prove himself.

Thus, an literary text has inherent aesthetic functions, which by means of expressive means can reflect both the linguistic personality of the author and his worldview. The process of embodying the signs of the system of consciousness in the signs of the language system determines the explicit expression of the aesthetic possibilities of the art text with a careful consideration of the expressive means used by the author to implement his idea. The frequency of use of these or those language means is determined only by the wealth of the language of a certain author. Therefore, the aesthetic function of the text explicates the author's mentality, affecting the consciousness and aesthetic perception of the reader. Thus the English literary text can be defined as reconstruction of the world of the concrete author, his linguistic consciousness by expressive means, namely various expressive syntactic constructions.

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ALISHER NAVOIY ASARLARINING YOSHLAR TARBIYASIDAGI O‘RNI

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Annotatsiya: Maqolada 5- sinflarda Alisher Navoiyning “Xamsa” asari dostonlaridan biri “Hayrat ul-abror”dostonining o‘rganilishi va uning yoshlar tarbiyasidagi o‘rni xususida mulohazalar yuritilgan .

Kalit so‘z: to‘grilik, egrilik, ezgu fazilatlar, ta’lim –tarbiya

Alisher Navoiy xalqimiz faxri, she’riyat mulkining sultoni, ma’naviyatimizning porloq quyoshidir. Alisher Navoiydan bizgacha ko‘plab asarlar yetib kelgan. Mana shunday asarlarning barchasida ezgulik ulug‘lanib, yaxshi fazilatlarga alohida e’tibor qaratiladi. Bu fazilatlar orqali buyuk mutafakkir kishilarni ezgulikka chorlaydi. Asarlarni o‘qigan har bir kishining dunyoqarashi o‘zgaradi, fikrlash doirasi kengayadi. Alisher Navoiyning g‘azal, ruboiy va boshqa turdagi she’rlarida insonga xos go‘zal his- tuyg‘ular, ezgulikka chorlovchi ma’nolar tasvirlanganini ko‘rishimiz mumkin. Har bir o‘quvchi Alisher Navoiy asarlarini chuqur va puxta o‘rgangani sari ma’rifat, ezgulik, komillik sirlarini tushuna boshlaydi. Asarlardagi ibratli so‘zlarga amal qilgan inson o‘zgalarning dardiga malham bo‘lishga oshiqadi, chorasizlarga doimo yordam qo‘lini cho‘zadi. Shuning uchun har bir o‘quvchiga buyuk mutafakkirimizning o‘gitlarini chuqur singdirib borishimiz lozim. Alisher Navoiyning “Xamsa” asari tarkibiga kiruvchi “Hayrat ul-abror” dostonida 20 ta maqolat mavjud. Har bir maqolat bir mavzuga bag‘ishlangan bo‘lib, o‘quvchi shu mavzu bilan tanishtiriladi, so‘ngra shu mavzuga munosabat bildiriladi, har jihatdan tasvirlanadi. Keyin shu mavzuga mos ibratli hikoyat keltiriladi. Mana shu ibratli hikoyat o‘quvchini mavzuni yanada yaxshi tushunib olishiga xizmat qiladi. Dostonning 10 –maqolatida rostg‘oylik va to‘g‘rilik haqida fikr yuritiladi. Alisher Navoiy har bir kishini to‘g‘riso‘z bo‘lishga chorlaydi. Ana shu chorlashni oddiygina so‘z ilan ifodalab qo‘ya qolmaydi, balki hamma uchun tanish, tushunarli bo‘lgan misollar bilan tushuntirib o‘tadi. Turli narsa va hodisalarning, kundalik turmushda ishlatiladigan juda ko‘p buyum va jihozlarning to‘g‘ri va egri xususiyatlarini solishtiradi. Mana shunday solishtirishlar natijasida 5-sinf o‘quvchilarida to‘g‘rilik va egrilik haqida keng tushuncha hosil bo‘ladi. Birgina yo‘lni olsak, u egri bo‘lsa manzilga yetish qiyinroq bo‘lishi, to‘g‘ri bo‘lsa manzil yanada yaqin bo‘lishi aytib o‘tilgan. Bu fikrlardan har bir o‘quvchi o‘ziga katta xulosa chiqarib olishi mumkin. Har bir qilayotgan ishini o‘zi uchun oson bo‘lgan yo‘l bilan emas, to‘g‘ri yo‘l bilan boshlasa ko‘zlagan niyatiga yetishini yanada teran anglab oladi. Egrilik har qanday davrda ham qoralab kelingan. Qo‘li egri insonlarni qo‘lini kesib jazolaganlar. Ana shu dalillar ham maqolatda keltirib o‘tilgan. Kichik bir yolg‘on ham egrilikka olib keladi. Maqolatda oddiygina egri harakatning oxiri yomon oqibatlarga olib kelishi aytib o‘tiladi. Buning isboti sifatida dehqon va bog‘bonning mehnati misol qilib keltiriladi. Bu hayotiy dalillar Alisher Navoiyning ibratli so‘zlarini har doim yodda saqlashga imkon beradi. Maqolatga mos tarzda “Sher bilan durroj” hikoyati keltirilgan. Bu hikoyatda yolg‘onchilikning yomon oqibatlari tasvirlangan. Bu asarni o‘qigan har bir o‘quvchi o‘zining arzimas bir yolg‘oni katta ko‘ngilsizliklarga olib kelishini tushunib oladi. Shunday ekan biz o‘zbek

xalqi Alisher Navoiy asarlarini o‘rganishimiz, uni kelajak avlodga yetkazishimiz darkor. Zero, bu asarlarda oltinga teng purma’no fikrlar mavjud. Ajoyib hikmatli so‘zlar yosh avlod tarbiyasida muhim o‘rin egallay oladi.

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O‘QUVCHILAR NUTQIGA QO‘YILADIGAN TALABLAR

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Annotatsiya: Ushbu maqolada o‘quvchilarning nutqiga qo‘yiladigan talablar keltirilgan.
Kalit so‘zlar: nutq, tafakkur, fikr, dalillar, taassurot, hissiy ta’sir, o‘xshatish, jonlantirish, mubolag‘a.

Nutq – kishi faoliyatining turli, til vositalari asosida tafakkurni ishga solishdir. Nutq o‘zaro aloqa va xabar, o‘z fikrini his-hayajon bilan ifodalash va boshqalarga ta’sir etish vazifasini bajaradi. Nutqda fikr shakllantiriladi, shu bilan birga, fikr nutqni yaratadi. “Nutq tafakkur bilan chambarchas bog‘langandir. Nutq bo‘lmasa, tafakkur ham bo‘lmaydi, til materiali bo‘lmasa, fikrni ifodalab berib bo‘lmaydi. O‘quvchilar nutqini o‘stirishda aniq belgilangan bir qator talablarga rioya qilinadi:

1. O‘quvchilar nutqi mazmundor bo‘lsin. Hikoya yoki insho o‘quvchilar uchun yaxshi ma’lum bo‘lgan dalillar, ularning kuzatishlari, hayotiy tajribalari, kitoblardan, rasmlardan, teleko‘rsatuvdan olgan ma’lumotlari asosida tuzilsagina mazmunli bo‘ladi.
2. Nutqda mantiqiylik bo‘lsin. O‘quvchilar nutqi mantiqan to‘g‘ri bo‘lishi, fikr izchil, asosli bayon etilishi, asosiy o‘rinlar tushirib qoldirilmasligi va o‘rinsiz takrorga yo‘l qo‘ymasligi talab etiladi.
3. Nutq aniq bo‘lsin. O‘quvchi dalillar, kuzatishlar taassurotlarini haqiqatga mos ravishda oddiy bayon etibgina qolmay, shu maqsadning eng yaxshi til vositalaridan foydalangan holda, maxsus tasvirlar bilan ifodalashga o‘rgansin.
4. Nutq til vositalariga boy bo‘lsin. Mazmunni aniq ifodalash uchun o‘quvchi nutqi til vositalariga boy bo‘lishi, u har qanday vaziyatda ham kerakli sinonimlardan, xilma-xil tuzilgan gaplardan mazmunga eng mosini tanlab foydalana olish ko‘nikmasiga ega bo‘lishi zarur.
5. Nutq tushunarli bo‘lsin. Og‘zaki nutq eshituvchiga, yozma nutq esa uni o‘quvchiga tushunarli bo‘lishi zarur. So‘zlovchi yoki yozuvchi nutqini eshituvchining yoki o‘quvchining imkoniyatini, qiziqishini hisobga olgan holda tuzsa, uni hamma birdek, hech qiyinchiliksiz tushunadi.
6. Nutq ifodali bo‘lsin. Agar nutq ifodali, ya’ni jonli, ishontiradigan bo‘lsa, eshituvchiga yoki o‘quvchiga ta’sir etadi. Og‘zaki nutq eshituvchiga intonatsiya orqali ta’sir etsa, og‘zaki nutq ham, yozma nutq ham tinglovchi va o‘quvchiga hikoyaning umumiy ruhi, dalillar, tanlangan so‘zlar, ularning emotsionalligi, tuzilgan jumla, iboralar yordamida ta’sir etadi.
7. Nutq to‘g‘ri bo‘lsin. Maktab o‘quvchilari uchun nutqning adabiy til me’yorlariga mos va to‘g‘ri bo‘lishi alohida ahamiyatga ega. Yozma nutq grammatika, imlo va punktuatsiya jihatidan, og‘zaki nutq esa orfoepik jihatdan to‘g‘ri tuzilishi talab etiladi. Nutqning to‘g‘ri bo‘lishi uchun so‘z tanlash va logikasi katta ahamiatga ega. Yuqorida sanab o‘tilgan talablar o‘zaro bir-biri bilan uzviy bog‘liq bo‘lib, ta’lim tizimida kompleks ravishda amalga oshiriladi.

Shunday qilib, nutqni tafakkurdan ajratib bo‘lmaydi, nutq tafakkur asosida rivojlanadi; fikr nutq yordamida pishib yetiladi, yuzaga chiqadi. Ikkinchi tomondan, nutqning o‘sishi fikrni shakllantirishga yordam beradi, takomillashtiriladi.

Foydalanilgan adabiyotlar ro‘yxati:

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3. www.uzedu.uz

ORFOGRAFIYA O‘QITISH METODIKASI

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Annotatsiya: Ushbu maqolada orfografiya ya’ni imlo qoidalari ustida ishlash metodikasi haqida ma’lumot keltirilgan.

Kalit so‘zlar: orfografiya, imlo qoidasi, imloviy malaka, analiz, sintez, taqqoslash.

O‘qituvchi imloviy malakasining psixologik tabiatidan kelib chiqib, kichik yoshdagi o‘quvchilarga imlo va malakani shakllantirish ustida ishlash metodikasini belgilaydi. Imloviy malaka maxsus nutq malakasidir. To‘g‘ri yozuv-maxsus nutq faoliyati; yozuv ham murakkab harakat bo‘lib, uning asosida nutq yotadi.Imloviy malaka nutq faoliyatining komponenti sifatida gapni sintaktik jihatdan to‘g‘ri tuzish, so‘zni uslubiy aniq qo‘llashni ham o‘z ichiga oladi.

Imloviy malaka murakkab malaka bo‘lib, uzoq davom etadigan mashqlar jarayonida yaratiladi va so‘zni fonetik tomondan tahlil qilish, uning morfemik tarkibini aniqlash ko‘nikmasilarga asoslanadi. Psixologiya malakani avtomatik harakat, ya’ni mashqlar natijasida asta-sekin avtomatlashgan ongli harakat deb belgilaydi.

To‘g‘ri yozuv malakasining shakllanishi uchun o‘quvchidan fikrlash faoliyati talab etiladi. Biror to‘g‘ri yozuv hodisasini o‘zlashtirish uchun o‘quv va yodda saqlash emas, balki analiz va sintez ham tadbiq etiladi. Bunda grammatik va imloviy hodisalarning o‘xshash va farqli tomonlarini aniqlash uchun taqqoslash usulidan foydalanish hamda so‘z va so‘z shakllarini ma’lum Grammatik yoki grafik guruhlarga ajratish, muayyan tizimga solish, tushuntirish va isbotlash mashqlaridan foydalanish ham muhim ahamiyat kasb etadi.

O‘quvchilarda to‘g‘ri yozuv malakasini shakllantirish grammatik nazariyani va imlo qoidasini o‘zlashtirishga asoslanadi. Imlo qoidalari bir so‘zgina emas, balki umumiylik mavjud bo‘lgan butun so‘zlar guruhining yozilishini tartibga soladi. Bu xususiyati bilan u qoida xat yozuvchini har bir so‘zni yodda saqlash, xotirlashdan qutqaradi va qoidaga amal qilib, belgilangan me’yorga muvofiq butun so‘zlar guruhini yozish imkonini yaratadi. Imlo qoidalari grammatik birlashgan so‘zlarning yozilishini bir xillashtiradi. Bu yozma ravishdagi aloqani yengillashtiradi va imlo qoidalarining ijtimoiy ahamiyatini ta’kidlaydi.

Imlo qoidalarini grammatik, fonetik, so‘z yasalishiga oid materiallarni ma’lum darajada bilmasdan turib o‘zlashtirish mumkin emas. Grammatik nazariya imlo qoidalari uchun poydevor hisoblanadi. Shuning uchun boshlang‘ich sinflarda imlo qoidasi shu qoidaga asos bo‘ladigan Grammatik nazariyaga bog‘liq holda o‘rganiladi. Masalan, shakl yasovchi qo‘shimchalarning yozilishi haqidagi qoidalar “Ot”, “Sifat”, “Son”, “Kishilik olmoshlari”, “Fe’l” mavzulari ichiga kiritilgan. Materialning bunday joylashtirilishi grammatika bilan orfografiyani bir-biriga bog‘liq holda o‘rganishni ta’minlaydi.

Imloga oid mashqlar imloviy ziyraklik ko‘nikmasini shakllantirishga, tegishli o‘rinda qoidani tatbiq qilishga, mashqlarning qismlari o‘rtasidagi bog‘lanishni belgilash, ularni umumiy va yagona faoliyat tizimiga kiritishga, o‘quvchilar uchun qoidaning mohiyatini aniqlash va uni shakllantirishga qaratiladi. Metodikada imloga oid mashqlarga: 1) grammatik-

orfografik tahlil; 2) ko‘chirib yozuv; 3) diktantlar; 4) leksik-grammatik tahlil; 5) bayonlar kiradi. Grammatik-orfografik va leksik-orfografik tahlilda orfografiyaning grammatika va leksika bilan bog‘lanishi, ko‘chirib yozuv va diktantda o‘quvchilar faoliyatini belgilaydigan omillar, xususan, ko‘chirib yozuvda ko‘ruv va qo‘l harakati uquvi, diktantda eshituv uquvi hisobga olinadi.

Foydalanilgan adabiyotlar ro‘yxati:

1. K. Qosimova va boshqalar. Ona tili o‘qitish metodikasi “Nosir” nashryoti 2009

CHET TILINI O‘QITISHDA PEDAGOGIK VA PSIXOLOGIK TEXNOLOGIYALARDAN FOYDALANISHNING UMUMIY SAMARADORLIGI

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Annotatsiya: CEFR- Common European Framework of Reference CEFRning asosiy maqsadi- umumiy Yevropa tillari uchun qabul qilinadigan baholash va o‘qitish usulini taqdim etish

Kalit so‘z: 2012-yil 13-dekabr PQ 1875-sonli qaror “Chet tillarni o‘rganish tizimini yanada takomillashtirish chora tadbirlari to‘g‘risida”. Mazkur hujjatda chet tillarini asosiy ta’lim fani sifatida AKT vositalaridan foydalangan holda o‘qitish belgilab berilgan

Bizga ma’lumki, hozirgi kunda ilm-fan, texnika shiddat bilan o‘sib bormoqda. Har bir sohada taraqqiyot ilgari qadam tashlamoqda. Ayniqsa, ilm-fanda katta o‘zgarishlar, sezilarli yutuqlarga erishilmoqda. Har bir fanni yangi innovatsion pedagogik texnlogiyalardan foydalanib o‘quvchilarga yetkazib berish bugungi kundagi ta’limning asosiy talablaridan biri hisoblanadi. Shu bilan birga chet tilini o‘qitishni, o‘rgatishni yangi-yangi metodlarini izlab topish va uni amalda sinab ko‘rish to‘g‘risida ko‘p ishlar amalga oshirilyapti. Xususan, O‘zbekiston Respublikasining birinchi Prezidenti Islom Abdug‘aniyevich Karimovning 2012 yil 13 dekabrdagi PQ 1875-sonli qarori qabul qilingandan so‘ng mamlakatimizda chet tillarni o‘qitishga, o‘rganishga bo‘lgan e’tibor yanada kuchaydi. Yurtimizda chet tillarni o‘qitilishida yangicha bosqich, yangicha davr boshlandi. Chet tili darslarining o‘tilishi jarayonida ilg‘or pedagogik texnologiyalarni, interfaol, innovatsion usullardan, kommunikativ-axborot vositalaridan foydalanish talab qilinmoqda. Respublikamizda chet tilining o‘qitilishi, chet tili o‘qituvchilarining bilim va ko‘nikmalarini baholashning 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. 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 yanada oshirishni nazarda tutadi. Xususan, chet tilini o‘rganishda bunday axborot-kommunikatsion texnologiyalardan foydalanishning bir qancha afzalliklari mavjuddir. Til o‘rganish va o‘qitishda zamonaviy taxnologiyaning roli beqiyosdir. Texnologik vositalardan foydalanish chet tili o‘rganishning har bir aspect (o‘qish, yozish, tinglab tushunish va gapirish)ida qo‘l keladi. Masalan, tinglab tushunish uchun, albatta kompyuter, player,CD disklarsiz 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 - kompyuter, planshetlardan foydalanganda o‘quvchi chet tilidagi video roliklarni, namoyishlarni, dialoglarni kino yoki multfilmlarni ham ko‘rishi ham eshitishi mumkin — chet tilidagi radio eshittirishlar va televideniyadagi dasturlarni eshitish va tomosha qilish mumkin. Bu texnik vositalardan foydalanish

o‘quvchilarning chet tilini o‘rganishlari jarayonini qiziqarliroq 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‘zlashuvchilar bilan muloqot qilish imkoniyati paydo bo‘ladi. 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. 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. 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, modal fe’llardan 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, innavatsion ta’lim texnologiyalaridan unumli foydalanish bu jarayonni samarali bo‘lishiga olib keladi. Innavatsion ta’lim texnologiyalarning samaradorligi ularning ta’lim jarayonida to‘g‘ri va unumli foydalanilganidadir.

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2. “Chet tilini o‘qitish metodikasi” Sh. Alimov, A. Ismoilov

O‘QUVCHILARDA TO‘G‘RI YOZISH KO‘NIKMASINI SHAKLLANTIRISH

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Annotatsiya: Bugungi kunda o‘quvchilarda imlo savodxonligini pasayib borayotgani sir emas. Demak,biz ona tili fan o‘qituvchilari turli xil o‘yin uslublari orqali o‘quvchilardagi to‘g‘ri yozish ko‘nikmasini shakllantirishimiz zarur.Ushbu maqolam ham aynan ushbu maqsadda yozilgan.

Kalit so‘zlar: to‘g‘ri yozish, imlo xatolar, orfagrafik xatolar, lug‘at so‘zlar, shevaga oid so‘zlar, videolug‘at diktant

Mustaqillik yillarida O‘zbek tilini tiklash, asrash va rivojlantirish, uning davlat tili sifatida jamiyatdagi o‘rni, ahamiyati va ta‘sirini kuchaytirish, tom ma‘noda milliy qadriyatga aylantirish yo‘lida ulkan miqyosdagi ezgu ishlar amalga oshirilmoqda. Til ijtimoiy hodisa bo‘lgani uchun ham zamon bilan hamnafas taraqqiy etib boradi. Mazkur yangilanish jarayonlari,eng avvalo, tilning lug‘at tarkibida aks etadi. Zotan fan va texnologiyalarning rivojlanishi tillarga yangi-yangi tushunchalarni olib kiradi.. Negaki, texnika taraqqiyoti natijasida yaratilgan kashfiyotlar qaysi mamlakatga kirib bormasin, shu tilda o‘z nomini ham ommalashtiradi.

Azal –azaldan o‘zbek xalqining asl jonkuyar namoyondalari til jumladan ona tili masalasiga alohida e‘tibor bilan qaragan. Buning isboti sifatida Alisher Navoiyning Turkiy til ifoda imkoniyatlari boyligini ko‘rsatib berish maqsadida olib borgan sa‘y –harakatlari, xususan,”Muhokamat ul-lug‘atayn” asarini yaratgani yorqin dalildir.Agar XV asrda Alisher Navoiy turkiy tilning ifoda imkoniyatlari benihoya keng ekanligini o‘z ijodi orqali ko‘rsatib bera olgan bo‘lsa,, bu tilning qonuniy muhofazasi, faqat XX asrning oxirida, ya‘ni yurtimiz o‘z milliy mustaqilligini qo‘lga kiritishi arafasida o‘zbek tiliga davlat tili maqomini berilishi bilan yana bir bor nyuqori pog‘onaga ko‘tarildi.

Ming shukrki,bugun yurtimiz ozod,Vatanimiz mustaqil. Oldimizda hech qanday g‘ayriilmiy cheklov-u majburiyatlar yo‘q. Xalqimiz xohish – irodasi bilan qabul qilingan davlat tili haqidagi qonun ham amalda. Shunga qaramay ayrim baynalmilal so‘z va atamalarni ona tilimiz tabiatiga hamohang yozish va talaffuz qilish masalasida og‘riqli nuqtalar, salbiy holatlar hanuz uchrab qolayotgani afsuslanarli.

Bugun istalgan yo‘l yoqasidagi reklama va afishalarga qarang, ekranga nigoh tashlang,uncha-muncha gazeta jurnalni, hatto, darsl ik va adabiyotlarni varaqlang,imlo xato ochiq oydin ko‘rinib qoladi.Xo‘sh ona tilimiz imlo me‘yorlaridagi bu kabi oqsoqlanishlarning sababi nimada?

Yaxshi bilamizki, to‘g‘ri yozish ko‘nikmasi, avvalo, maktabda shakllantiriladi. Bu ona tili fani o‘qituvchilari oldidagi muhim ustuvor vazifa deb o‘ylayman. Diktantda xatoga yo‘l qo‘ygan o‘quvchi ustozning tuzatishlariga, albatta, e‘tibor bilan qaraydi. Biroq bu “ko‘zdan kechirish” keyingi gal o‘quvchining shu so‘zni xatosiz yozishiga asos bo‘la olmaydi. Shu sabab ham biz ona tili o‘qituvchilari o‘quvchilarning to‘g‘ri yozish ko‘nikmasini shakllantirishda turli noan‘anaviy usullar ped texnologiyalardan foydalansak maqsadga muvofiq bo‘lardi.Ana shunday usullardan biri **“Orfografik xatolarni tuzatish mashqlari”.**

1. Kartochkaga harf elementlari tushurib qoldirilgan yoki almashtirib qo‘yilgan

8-10 ta so‘z yozib o‘quvchilarga tarqatildi. O‘quvchilar esa tushirib qoldirilgan harf elementlarini o‘z o‘rniga qo‘yib, so‘zlarni daftariga ko‘chirib yozadilar.

Bolib – bo`lib
Tamon - tomon
Bilb - bilib
Broq - biroq
Kulgu - kulgi
Fuqoro - fuqaro
To`g`irlamoq – to`g`rilamoq
Aynala - aylana

2. Jarangli undosh bilan tugagan so‘zlarni jarangsiz undosh tarzida o‘qib lug‘at diktant o‘tkazish.

Masalan:

Maktap-maktab
Borip-borib

Hudut-hudud

Avzal-afzal

Putbol-futbol

So‘z va bosh harflarni tuzatish mashqi

O‘lkamizga bahor keldi.

Men Bahor ko‘chasida yashayman

Ona –aziz inson.

Biznikiga Aziz keldi.

Shevaga oid so‘zlarni tuzatish mashqi

“Chalg‘itma diktant” usulidan foydalanish maqsadga muvofiq.

O‘qituvchi shevaga oid so‘zlar bilan yozilgan diktant matnini yo sinf taxtasiga yozib qo‘yadi, yoki matn o‘quvchilarga tarqatiladi. O‘quvchilar matnni adabiy til me‘yorlariga mos ravishda ko‘chiradilar.

Qurbaqa

Qurbaqa foydaliy jonivor. Kunduzi qurbaqa biror namraq joyda yotadi.U kech kirganidagina ovga chiqib,turliy zararliy hashoratlarni tutub yeydi.

“Rasmlar so‘zlaganda” videolug‘at diktant

O‘qituvchi monitorda yozilishi va aytilishi murakkab bo‘lgan narsa buyumlarning rasmini ko‘rsatadi. O‘quvchilar esa ularning nomini daftarga to‘g‘ri yozishga harakat qiladilar.

Rasmlarning barchasi ko‘rsatib va yozilib bo‘lingach,so‘zlarning to‘g‘ri yozilgan shakli monitorda navbat bilan namoyish etiladi.O‘quvchilar esa unga qarab o‘z xatolarini to‘g‘rlashadi.

Samolyot

Xarita

Monument

Meteorit

Xatolar ustida olib boriladigan bu usul va tajribalarni muntazam va izchil qo‘llab borish, albatta, o‘z natijasini bermay qolmaydi.

O‘qituvchilar o‘quvchilarni imlo savodxonligini oshirishni istar ekan,umrboqiy haqiqatularni badiiy kitob o‘qishga undashdan charchamasligi va yuqoridagi kabi rang-barang zamonaviy pedagogik usullarni tegishli darslarda muntazam izchillik asosida olib borishi kerak. Shundagina o‘qituvchilarimiz uning samarasini o‘quvchilarning ravon nutqi va xatosiz yozuvlarida ko‘rish baxtiga erishishadi.

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ONA TILI FANINI O‘QITISHDA INNOVATSION METODLARDAN FOYDALANISHNING AHAMIYATI

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Annotatsiya: Maqolada ona tili fanini o‘qitishda innovatsion metodlardan foydalanish va bu metodning o‘quvchi bilim samaradorligini oshishidagi ahamiyati haqida so‘z yuritiladi.

Kalit so‘zlar: islohot, innovatsiya, innovatsion texnologiyalar, o‘quv jarayoni, pedagogik mahorat, noan’anaviy usullar, interfaol metodlar.

Mustaqil O‘zbekistonimizda rivojlanishning keng ko‘lamli islohatlarining muhim bo‘g‘ini – innovatsiyalar bugun har sohada bo‘lgani kabi ta’lim tizimida ham o‘zining afzalliklarini har bir o‘qituvchi mahoratida namoyon etmoqda. Ona tili fanining o‘z oldiga qo‘ygan maqsadiga to‘liq erishishida darslarni innovatsion texnologiyalardan foydalangan holda o‘tish yaxshi natija beradi.

Innovatsiya inglizcha “innovation” so‘zidan olingan bo‘lib, “yangilik kiritish”, “yangilik” ma’nosini anglatadi. Innovatsion texnologiyalar ta’lim jarayoniga - o‘qituvchi va o‘quvchi faoliyatiga ijobiy yangilik, o‘zgarishlar kiritish bo‘lib, uni amalga oshirishda, asosan, interfaol usullardan foydalanish maqsadga muvofiq.

Interfaol metodlar orqali o‘quvchi kuzatadi, izlanadi, voqea- hodisalarni sharhlaydi, qiyoslaydi, umumiylikni aniqlaydi, farqlaydi,taklif etadi, qaror chiqaradi va voqea – hodisalarni yozma va og‘zaki shaklda ilmiy hamda ijodiy ifodalaydi. Har bir darsning pedagogik maqsadlariga erishish uchun o‘qituvchi o‘zining intellektual salohiyatini safarbar etishi, ilg‘or pedagogik tajribadan foydalanishi va nihoyat, metodni tanlay bilishi lozim.

Darsning texnologik xaritasi oldindan loyihalashtiriladi. O‘qituvchi o‘zining pedagogik mahoratidan kelib chiqib, darsning turli bosqichlarida turli interfaol usullardan foydalansa, maqsadga muvofiq bo‘ladi.

Yuqoridagilardan kelib chiqqan holda o‘quvchilarga ona tilini o‘rgatishda lisoniy, psixologik to‘siqlarni yengishga yo‘naltirilgan quyidagi innovatsion usullarni amaliyotga samarali joriy etish lozim.

ZULLISONAYN O‘QUVCHI

“Zulisonayn o‘quvch” (Til bilgan o‘quvchi) innovatsion usulida o‘qituvchining o‘zi dastlab bugungi kunda chet tillarini bilgan holda ona tilida mavzuga oid bir so‘zni rus va ingliz tillarida qanday nomlanishini aytadi. Bu jarayon o‘quvchilar guruhida davom ettiriladi.O‘quvchilar rus va ingliz tillarini ona tillari kabi bilishga intiladilar.

Masalan:

1-guruh	2-guruh	3-guruh
O‘zbek tilida	Rus tilida	Ingliz tilida
ona	мама	mother
olma	яблока	apple
bog‘	сад	garden

DAVOM ETTIR

,,Davom ettir “ o‘yini. Mazkur o‘yin yakunlovchi mashg‘ulotlarda darsning mustahkamlash qismida o‘tkaziladi. O‘yin shartiga ko‘ra so‘z aytiladi, aytilgan so‘zning oxirgi harfidan

yangi so‘z aytiladi. Masalan: ot so‘z turkumiga doir so‘zlar aytilganda: kitob-bola –anhor –rubob…

Bu o‘yindan foydalanilganda o‘quvchilar hushyorlik, so‘zga chechanlik, o‘zgalar fikrini hurmat qilishni o‘rganadilar.

O‘qituvchi innovatsion texnologiyalarga asoslangan darsni tashkil etar ekan, kompyuter, proektor, elektron doska va hokazolardan foydalanishi mumkin. O‘qituvchi faoliyatida innovasiyalar qanchalik ko‘p bo‘lsa, dars esda qolishga erishiladi. O‘qituvchi innovatsion usullardan foydalanib,fanlar aro bog‘langan holda ekologik gigienik bilimlar bilan darsni to‘ldirishi zarur. Innovatsion texnologiyalar pedagogik jarayon hamda o‘qituvchi va o‘quvchi faoliyatiga yangilik, o‘zgarishlar kiritadi. Innovatsion texnologiyalardan foydalanishda o‘qituvchi quyidagi bilimlarga ega bo‘lishi kerak.

AKT bo‘yicha bilim, ko‘nikma va malakaga ega bo‘lish;

Ta’lim jarayonini tashkil etishda didaktik o‘yinlar, interfaol usullardan foydalanish mahorati;

Dars jarayonida harakatli o‘yinlardan foydalanishi;

Ilg‘or pedagogik texnologiya bo‘yicha bilimlarni o‘rganib borishi;

Darsni internet tarmog‘iga bog‘lab o‘ta bilishi;

O‘z ustida ko‘proq ishlab, sohaga oid yangiliklarni kuzatib borishi;

Ona tili faniga doir ilmiy kitoblarni o‘qib borishi.

Bugungi kunda O‘zbekistonda uzluksiz ta’lim tizimida 100 dan ortiq innovatsion texnologiya va usullardan foydalanilmoqda. Bir so‘z bilan aytganda ta’lim jarayoniga yangicha yondashib, ijodkorlik tatbiq etilsagina, ta’lim samarasi yangi bosqichlarga ko‘tariladi.

Xulosa qilib aytganda, ona tili fanini o‘qitishda innovatsion metodlardan to‘g‘ri foydalanish nafaqat o‘quvchiga, balki o‘qituvchiga ham birdek yordam beradi.

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CAN, COULD, MAY, MIGHT MODAL FELLARI

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Annotatsiya: Maqolada can, could, may, might modal fellari va ularning gapda qo'llanilish vaziyatlari keltirilgan.

Kalit so'zlar: can, could, may, might**,** be able to, was(were) able to.

Can - modal fe'li Simple Infinitive bilan kelib ish-harakatni bajarish imkoniyatini, mumkinligini, qobiliyatini, ifodalaydi, hozirgi va kelasi zamon.

I can do it now Men buni hozir qila olaman.

He can finish his work next week U ishini kelasi hafta tugata oladi.

Can o'rnida "be able to" ni ishlatsa ham bo'ladi. **Be able to** hozirgi, kelasi va o'tgan zamonlarda ishlatiladi.

I can do it Men buni qila olaman.

I could do it Men buni qila oldim.

I shall be able to do it Men buni qilishga qodir bo'laman.

Can fe'li **Perfect Infinitiv** bilan kelib (can+have+P.P) bo'lishsiz va so'roq gaplarda ishlatiladi va suhbatdosh gapirayotgan, haqiqatda sodir bo'lgan ish-harakatning bo'lishi mumkin emasligini ifodalaydi:

He cannot have done it U buni qilgan bo'lishi mumkin emas.

"Could" modal fe'li.

1. **Could+V** ish harakatni o'tgan zamonda sodir etish imkoniyatini, qobiliyatini ifodalaydi. **Could** o'rnida **was (were) able to** ham ishlatilishi mumkin:

He could (was able to) read French U Fransuzchani o'qiy olardi.

2. Amalda (haqiqatda) sodir bo'lgan ish- harakat to'g'risida gap ketganda faqat was (were) able to ishlatiladi:

He was able to translate the article without a dictionary.

U maqolani lug'atsiz tarjima qila oldi.

3. Bosh gapni o'tgan zamonda bo'lgan o'zlashtirma gapning ergash gapida **could** ishlatiladi: a) Can+V ishlatilgan ko'chirma gapni o'zlashtirma gapga aylantirganimizda, o'zlashtirma gapda Could+V ishlatiladi:

He said that he could finish hi work in time. U ishini vaqtida tugata olishini aytdi. b) **Can+have+P.P.** ishlatilgan ko'chirma gapni o'zlashtirma gapga aylantirganimizda, o'zlashtirma gapda could+have+P.P. ishlatiladi:

I said that he couldn't done it. Men u bunday qila olmasligini aytdim.

4. Hozirgi zamon noreal shart gapli qo'shma gapning bosh gapida could+V, o'tgan zamondagi noreal shart gapli qo'shma gapning bosh gapida could+have+ P.P. ishlatiladi: If he had tried, he could have done it. Agar u harakat qilganda, buni qila olgan bo'lardi.

"May" modal fe'li. May+V ruxsatni ifodalaydi.

May I come in? Kirsam maylimi?

May ruxsatni ifodalash uchun faqat hozirgi zamonda ishlatiladi, o'tgan va boshqa zamonlarda **might** emas **allow** fe'lining majhul nisbati ishlatiladi:

He was allowed to go there Unga u yerga borishga ruxsat berishdi.

May gapiruvchi to'g'riligiga ishonmagan taxminni ifodalaydi. May+V hozirgi kelasi zamondagi taxminni ifodalashda ishlatiladi:

He may come to London in the summer U Londonga yozda kelishi mumkin.

May+be+Ving suhbat vaqtida davom etayotgan taxminni ifodalaydi:

Where is he? U qayerda?

He maybe walking in the garden. U bog‘da sayr qilayotgan bo‘lishi mumkin.

May bo‘lishsiz gaplarda ham ishlatilishi mumkin:

He may not know her address U uning manzilini bilmasligi mumkin.

You may not find him there Siz uni u yerda topa olmasligingiz mumkin.

May+have+P.P. o‘tgan zamondagi taxminni ifodalaydi:

He may have left London U Londondan jo‘nab ketgan bo‘lishi mumkin.

He may have lost her address U uning manzilini yo‘qotgan bo‘lishi mumkin.

May+V maqsad ergash gaplarda ishlatiladi:

I shall give him my exercises so that he may correct them.

Men unga tekshirish uchun mashqlarimni beraman.

Ko‘chirma gapdagi may+V bosh gapi o‘tgan zamonda bo‘lgan o‘zlashtirma gapda Might+V bo‘lib keladi:

“Might” modal fe’li. Might bosh gapi o‘tgan zamonda bo‘lgan o‘zlashtirma gapda taxminni ifodalaydi: Ko‘chirma gapda **may+V** ishlatilgan bo‘lsa, o‘zlashtirma gapda might+V ishlatiladi:

He said that Nancy might know her address.

U uning manzilini Nensi bilishi mumkinligini aytdi.

Ko‘chirma gapda **May+have+P.P.** ishlatilgan bo‘lsa, o‘zlashtirma gapda **might+V** ishlatiladi:

He said that Nancy might have known their address.

U ularning manzilini Nensi bilishi mumkinligini aytdi.

1. Bosh gapi o‘tgan zamonda bo‘lgan qo‘shma gapdagi maqsad ergash gaplardagi **might+V** ishlatiladi:

I gave him my exercises so that, he might correct them.

U tekshirsin deb men mashqlarimni unga berdim.

2. Hozirgi zamonda bo‘lgan noreal shart gapli qo‘shma gaplarning bosh gapda **might+V** ihlatiladi:

If you tried, you might get the book

Agar harakat qilganingizda, kitobni olar edingiz.

3. O‘tgan zamondagi noreal shart ergash gapli qo‘shma gapning bosh gapida **might+have+P.P.** ishlatiladi: If she had called at his office at five o‘clock yesterday, she **might have found** him there Agar u kecha soat beshda uning idorasiga qo‘ng‘iroq qilgan bo‘lsa, uni o‘sha yerda topgandir.

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LINGVISTIKA ILIMINDE ORFOEPIYALIQ NORMANIŃ QOLLANILIW OZGESHELIKLERINDE PSMU TEXNOLOGIYASI.

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Annotatsiya: Til ilimindegi orfoepiyalıq normanıń qollanılıwındaǵı ozgesheliklerdi uyreniw ham jańa pedagogikalıq texnologiyalardan orınlı paydalanıw.

Tayanısh sozler: Orfoepiya, norma, PSMU texnologiya.

Ozbekstan Respublikasınıń birinshi Prezedenti I.A.Karimov “Oz pikirin erkin, ana tilinde shıraylı ham anıq bayanlay almaytuǵın qaniygeniń, asirese basshı orında otırǵanlıǵın bugin tusiniw de, ańlaw da qıyın”- dep atap otken edi. Durısında da oz ana tilinde emin-erkin soylewdi, onı shıraylı bayan etiwdi, pikirlew uqıplılıqların bilgen har bir qaniyge, ozligin ańlawda anaǵurlım qıyınshılıqqa dus kelmeydi. Soylewdiń durıslılıǵı, tiykarınan orfoepiyalıq ham grammatikalıq normalardı qatań basshılıqqa alıwdı talap etedi.Orfoepiya grek tilinen alınǵan bolıp, “durıs soylew” degen sozlerden kelip shıqqan ham sozlerdi adebiy tildiń normalarına saykes aytıw qaǵıydaların uyrenetuǵın ilim sıpatında til biliminde uyreniledi. Orfoepiyalıq normada pat ayrıqsha ahmiyetke iye.Sozdiń qurılısındaǵı ayırım buwınlardıń basqa buwınlarǵa salıstırǵanda koterińki aytılıwı patke baylanıslı boladı. Qaraqalpaq tilinde pat tiykarınan sozdiń aqırǵı buwınına tusedi ham sozlerge qosımtalar qosılıwı natiyjesinde pattiń ornı da ozgeredi.

Mısalı, mektep-mektebi-mektebimiz- mektebimizde- mektebimizdegi- mektebimizdegiler-mektebimizdegilerden.

Solay etip, soylewde ane usı orfoepiyalıq normanı saqlaw kerek boladı. Albette, usınday pikirlerimizdiń durıslıǵı, shıraylıǵı, bayan etiw uqıplılıqları til normalarına negizlenedi. “Norma”- til qurallarınan durıs paydalanıw qadeleriniń jıynaǵı. Har bir soylewshi yaki tıńlawshı arasındaǵı sawbetlerde soylew barısında norma shegaralarınan shıqsa, normalardan shetlew yaǵnıy normanıń buzılıwı juzege keledi. Normalar adebiy tildi har qıylı buzılıwlardan saqlaydı, onıń tazalıǵın saqlap, qadaǵalap turadı.

Orfoepiyalıq norma. Jazbada imla qa‘delerine a‘mel qılınsa (saqlansa) awızeki so‘ylewde a‘debiy tildin‘ orfoepiyalıq qa‘delerin saqlaw talap etiledi. Bul haqqında so‘z bolg‘anda imla qa‘delerinin‘ orfoepiyalıq qa‘delerge qarag‘anda jaqsı o‘zlestirilgenligi seziledi. So‘zlerdin‘ aytılıw normasına ko‘pshilik waqıtta dıqqat awdarılmaydı. Usınday normalar haqqında maǵlıwmatlar bir qansha “Qaraqalpaq tili” sabaqlıqlarında keltirilp otilgen. Bul boyınsha bir neshe shınıǵıwlar, sonday-aq ameliy jumıslar berilgen. Lekin jańa tema hazirgi kunniń talabınan kelip shıǵıp, oqıwshılarǵa (tıńlawshılarǵa) tusinikli, keńirek maǵlıwmatlarǵa iye bolıwda, pedagogikalıq texnologiyalardıń ornı girewli. Usınday pedagogikalıq texnologiyalardıń biri haqqında mısal keltirip otemen.

“PSMU” texnologiyası. Bunda jańa temaǵa baylanıslı mashqalalı soraw kishi toparlar qatnasıwında ortaǵa taslanadı ham buǵan oqıwshılar(tıńlawshılar) oz pikirin, sebebin, mısalın ham pikirin ulıwmalastırıwı kerek. P-pikir, S-sebep, M-mısal, U-ulıwmalastırıw tiykarında oz pikirin bayanlawı tiyis.

Metodtıń maqseti. Bul metod oqıwshıdaǵı (tıńlawshıdaǵı) ulıwma pikirlerden jeke juwmaqlar shıǵarıw shıǵarıw, salıstırıw arqalı maǵlıwmatlardı ozlestiriw, sonday-aq, erkin doretiwshilik pikirlew konlikpelerin qaliplestiriwge xızmet etedi. Bul metodtan teoriyalıq sabaqlarda, bekkemlewde, otilgen temanı sorawda, uyge tapsırmanı sorawda, uyge tapsırma

beriwde ham de ameliy sabaq natiyjelerin tallawda paydalanıw usınıs etiledi.

Metodtıń qollanılıwı. Oqıwshılarǵa (tıńlawshı) temaǵa tiyisli bolǵan aqırǵı juwmaq yamasa pikir usınıladı. Har bir oqıwshıǵa (tıńlawshıǵa) PSMU texnologiyasınıń basqıshları jazılǵan qaǵazlar tarqatıladı.

Metodtıń abzallığı oqıwshıda (tıńlawshıda) oylaw, rawan pikirlew, awızeki ham jazba sawatqanlıqtı, orfoepiyalıq normalardıń qollanılıwına itibar qaratıw, soylew madeniyatın saqlaw sıyaqlı nızamlılıqlarına nazer awdarıw uqıplılıqların beredi.

Usınday metodlardıń birinen qaraqalpaq tili sabaǵında paydalanıwda mısal keltirip otemen.

Soraw: Tilimizdi taza ham sap halında saqlawda orfoepiyalıq normanıń ornı qay darejede? Soraw tiykarında pikir, sebep, mısal ham pikirlerin juwmaqlastırıp, ulıwmalastıradı. Bir soraw arqalı oqıwshıda(tıńlawshıda) pikirlew qabiletin, awızeki soylewdi, jazba sawatqanlıqtı, janede, oz pikirin qorǵawdı uyretedi.

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THE BASIC PRINCIPLES OF SIMULTANEOUS TRANSLATION FROM ENGLISH INTO UZBEK

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Annotation: Understanding to learners the basic principles of simultaneous translation. Here you can find useful explanations how totranslate words in different languages. And also there are many key elements which will help to keep young leaners interested in translation.

Key words: simultaneous,principle,language,semantic,interpreter, translate

It is necessary toclearify the general principles of translation in order to describe the basic ways of simultaneous translation from English into Uzbek.

Translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language Text in different languages can be equivalent in different degree and at different ranks.

Languages are different from each other,they are different in form having distinct codes and rules regulating the construction of grammatical structures of a language and these forms have different meanings.

The translator has the option,then,of focusing on finding formal equivalent which preserve the context-free semantic sense of the text at the expense of its context-sensitive communicative value or finding functional equivalents.

The choice is between translating word for word or meaning for meaning.

We must work out not only the semantic sense of each word or a sentence in the text but also communicative value,its place in time and space and information about the participants involved in its production and reception.Putting questions to the semantic sense of the text we can reveal semantic components of a text.Their names are What? And Why?And When?And How?And Where?And Who?

Thus,the speaker should focus on each message:who the sender of the message is,the intention or purpose of the speaker,when and where the action is taken place and how the message is delivered.

We must understand not of words but of idea, for it is ideas that have to be interpreted. Obviously, you cannot understand ideas if you do not know the words the speaker is using to express them, or if you are not acquainted sufficiently with the grammar and syntax of the speaker's language to follow the idea.

In connection with the notion of 'not knowing words', It is best to address here what is probably one of the two commonest questions put to conference interpreters by non-interpreters: "what do you do if they do not know a word or an expression that you hear in a speech?"

The answer to this has already been partially given, that the interpreter has to understand ideas, not words. It may well be perfectly possible to understand a speaker's speech without actually understanding every single word and expression be used and without having to reproduce all of those terms in the interpretation .

The interpretion is possible without all the words and without changing the meaning.

There are other occasions, however, where a word is too important. For example:"Given the topography of the country, the construction of motorway has been very expensive. The Norwegians have found the solution to their financing problems by imposing tolls. And these tolls are pretty expensive .Roads are wonderfully built, a pleasure to drive upon, with beautiful scenery, but when the poor driver gets to the end of the journey and has to pay

the toll, he certainly feels that his money is little.

The key word here is "toll", and if the interpreter does not know it he can hardly avoid it .But the interpreter can also benefit from working in consecutive. By the time they start interpreting they will have heard the whole speech, and should have been able to deduce the meaning of "toll" from context .Thus, again, it is possible for the interpreter to work satisfactorily, indeed in this case totally accurately, without their having known in advance all the vocabulary used by the speaker.

The interpreter must develop his ability to restructure immediately the speaker's speech for the purpose of sequence of ideas during translation process. The interpreter must keep in mind that in translation he should focus on not the consecutive order of the speech but on the consecutive order of ideas conveyed by him in that language he is translating.

Here is an example for the translation of the main ideas simultaneously:

Mr. president, distingui-shed ladies and gentlemen.	Janob president, xurmatli xonimlar va janoblar.
The progress in the implementation of the recommendations adopted at the first session of the Conference has been disappointing.	Tavsiyalarning amalga oshish iachinarli bolmoqda.

The syntactic parallel between English original and Uzbek translation is impossible .But in simultaneous translation in order to follow the English speech in Uzbek translation the interpreter should have the ability to link the words not destroying the grammatical rules of the Uzbek language and in some cases to recall the meaning of the verb which is used as a predicate

Compare:

Only in case of priority of such as the unity peace,friendship and cooperation, every people and every nation can live with prosperity and built a just and democratic society.	Faqat birdamlikda tinchlik, do'stlikda, o'zaro munosabatlarda har bir xalq va har bir millat yuksak va haqqoniy demokratik jamiyatni quradi.
Let me cordinally welcome you once more in the land of sunny Uzbekistan and wish all successes in the film festival.	Xush kelibsizlar yana bir bor quyoshli O'zbekistonga va hamma muvaffaqiyatlar kinofestivalga bolsin.

Sometimes the omission of the predicate doesn't distort the logical sequence and links of the sentences in the translation from English into Uzbek .In this case the suffics "-dir" is added to the last word of the sentence in Uzbek. Example:

In this way, available resources are utilized to the maximum extend and dependence on imported technology is diminished.	Shunday qilib resurslar maksimal ravishdadir, manbalar va import texnologiyasihamdir.

To sum up, the interpreter must pick up the halfdozen or so ideas that make up the backbone of the speech and lay sufficient emphasis on them in the interpretation; verbal redundancies should be cut down to a minimum; digressions and compression may be kept in the translation but should have the right relative weight in the overall context of the speech.

The first key to understand a speech is the identification of the main idea; the second is an analysis of links between those ideas. A speech is not just a sequence of juxtaposed sentences. The sentencesarerelared to one another in particular way, and it is this relationship that determines the over all meaning of a speech

Using literature:

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G. DAWLETOVA POEZIYASINDA TABU SOZLERDIŃ QOLLANILIWI

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Annotatsiya: Maqolada tabu sozlarning qoraqalpoq tilshunosligida organilishi hamda uning ma'nolari haqida muhokama qilinadi.

Аннотация: В статье рассматривается изучение запретных слов в каракалпакской лингвистике и их значения.

Summary: The article discusses the study of tabbo words in Karakalpak linguistics and their meanings.

Tayanch sozlar: til,tabu, ma'no
Ключевые слова: Язык, табу, значение
Keys words: Language, taboo,meaning

Qaraqalpaq xalqı azelden sozge bay xalıq. Qaraqalpaq tiliniń ertedegi bir rawajlanıw dawirinde turmısta qanday da bir sebeplerge baylanıslı anaw yaki mınaw sozdi aytıwdı qadaǵan etiwden payda bolǵan sozler ushırasadı. Bunday qadaǵan etiwden kelip shıqqan sozler qaraqalpaq til biliminde tabu sozleri delinedi. Bul termindi eń birinshi ret ingliz alımı J.Kook qollanǵan. Polineziya tilindegi manisi tiykarınan «tapu», («belgilew», «dıqqattı tartıwshı»,) delingen. Maselen: Kelinshek kuyewiniń akesine *«ata»*, anasına «*ene*», kuyewiniń jigit aǵalarına, jası ulken er adamlarǵa *«qaynaǵa»* tuwısqan jigit aǵasınıń hayalına *«abısın»*, sol urıwdan bolǵan jası ulken hayalların «*sheshe»,* keyewinen kishi bolǵan er adamlardı *«mırzaǵa»,* qızlarǵa *«biykesh»* dep soylep solayınsha ataǵan, yamasa olardıń har birine ozinshe at qoyıp alǵan. Qaraqalpaq tilinde bunday tabu sozler oǵada bay. Qaraqalpaq xalqına belgili shayırası G.Dawletova qosıqlarında paydalanǵan tabu sozlerdi tallaǵanımızda olardan jazıwshı sheberlik penen paydalanǵanın koremiz. Mısalı:

Biykeshlerge *at qoyasań birimlep,*
Mırzaǵańdı *alpishleyseń inimdep* [1:101]
«Aq biykesh» *dep patsha kibi sıylaysań,*
Kewlimde sal qabartıwǵa qıymaysań. [2:16]

Turkiy xalıqlarınıń payda bolıwı ham rawajlanıwınıń daslepki basqıshlarında adamlar ozin qoshaǵan dunyadaǵı zat ham qubılıslardı, olardıń qasiyetlerin tolıq tusinbegen, ayırım zat ham qubılıslardı «qasiyetli, karamatlı» zatlar dep tusinip, solay qabıllap, olardıń tuwra atamasın aytıwǵa qorıqqan. Solay etip olardı ozlerinshe ekinshi bir sozler menen almastırǵan.

Jipek minez benen barin bawrap al,
Abısındı *ajapańday awlap al*. [1:101]
Birge mindi qaraǵalǵır kemege,
Jezde-baldız, *eki birdey azamat*. [2:59]
Qostar *boldıń Abdijamal ajaǵamızǵa,*
Nur sawlatı barha aqıl- sanamızǵa [2:19]
Shabazım *degennen janın yosh alǵan,*
Qarekeńniń qızı-Hazireti hayal. [1:68]
Quwanaman hesh kimge joq jarısım,
Keyew balań *oz balańday anajan.* [1:115]

Bul mısallardaǵı *«kuyew, qaynaǵa, shabaz, qostar, biykesh, abısın, mırzaǵa»* sozleri tabu sozleri bolıp tabıladı. Bulardan *«kuyew», «shabaz», «qostar»* sozleri *«omirlik joldas»* degen

tusinikti ańlatadı. Qaraqalpaq tilinde *«omirlik joldas»* degen manini ańlatıw ushın *«biziń uydegi»*, *«biziń uydiń adamı», «usı uydiń kisisi»* soz dizbekleri de qollanılǵan.

Juwmaqlap aytqanda, G.Dawletova soz sheberi oziniń doretiwshiliginde tabu sozlerdi har bir qosıqlarında keń qollanılǵan.

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TYPES OF MOTIVATION TO LEARN A FOREIGN LANGUAGE

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Abstract. This article discusses the types of motivation that prompts the learner to learn a foreign language, and about the factors that influence the study of a foreign language. The methodological solutions proposed in the article can be used in the practice of higher pedagogical education.

Аннотация. В этой статье рассматриваются виды мотивации побуждающие учить иностранный язык, и о факторах которые влияют на изучение иностранного языка. Предложенные в статье методические решения могут быть использованы в практике высшего педагогического образования.

Keywords: motivation, speech activity, Internet, vocabulary, games

Ключевые слова: мотивация, речевая деятельность, интернет, лексика, игры

Stimulation of human behavior is associated with the concept of motivation. This concept includes ideas about the needs, interests, goals, intentions, aspirations, motivations that a person has, about external factors that make him behave in a certain way, about managing an activity in the process of its implementation. The importance of solving the problem of motivation is determined by the fact that the motivation of learning is a decisive factor in the effectiveness of the educational process.

The implementation of an active approach means the possibility and necessity of studying educational motives as a structural element of the activity of learning, emerging in the process of its implementation. The motivational sphere of a person can be influenced by social motives determined by the needs of society; collectively they constitute external motivation. Secondly, the nature of the activity can also influence the motivational-incentive sphere of a person. This is the so-called intrinsic motivation. Both external and internal motivation can be positive and negative.

As for the types of motivation in relation to a foreign language, then the exact characteristic of motivation is given by P.M. Jacobson: “such a motivation for the learning process is connected with a rather acute sense of civic duty to the country, to close people, and is associated with the idea of learning as a way to mastering the great values of culture ... learning as a way to realize one’s purpose in life.”

main variety of internal motivation is communicative, since communication is the first and natural need for students of a foreign language. The problem here is that this type of motivation is the most difficult to maintain, since a foreign language cannot compete with the native language.

Linguistic recognition motivation is positive students’ attitude to linguistic matter itself, to the study of the basic properties of linguistic norms.

An important type of intrinsic motivation is also instrumental motivation, i.e. motivation arising from the positive attitude of students to certain types of work. It is known that the pedagogical effect can be achieved to a greater extent as a result of students’ own activity. It is important to include the student in independent learning activities. It is necessary to equip students with certain techniques of mastering a foreign language, the rational meaning of which would be obvious and impressed by it. Students should be increasingly confronted with the need for independent acquaintance with the new.

Now everyone understands that the Internet has very great information capabilities and no less impressive services. The Internet creates a unique opportunity for students of a foreign language to use authentic texts, listen and communicate with native speakers, i.e. he creates a natural language environment. Students expand their vocabulary, everyday vocabulary, and their spelling improves. Exercises in electronic training courses are suitable for independent work of students. In addition to telecommunication projects in extracurricular activities, students can independently work to improve their knowledge in the field of a foreign language. For this, there is a great variety of courses in networks for different categories of students, intended for self-education or for training under the guidance of a teacher (distance courses). From time to time, it is necessary to conduct joint results and discuss the results, which contributes to active speech activity. Such work is motivated, as all students want to talk about the results.

A powerful incentive to master a foreign language is the game. It acts as an effective teaching tool that activates the students' mental activity, makes the learning process attractive and interesting, makes students worry and worry.

The game performs four functions that are most important for a person: a means of developing a motivational-consumer sphere, a means of cognition, a means of developing mental action, and a means of developing arbitrary behavior. Exercises of a game nature can be different in their purpose, content, methods of organizing and conducting, material equipment, the number of participants.

The fact that the game arouses the interest and activity of students, gives them the opportunity to prove themselves in an activity that is fascinating for them, and contributes to faster and more durable memorization of foreign words. The fact that knowledge of the material is a prerequisite for active participation in the game, and sometimes a prerequisite for winning, also serves the same purpose. The game provides an opportunity not only to improve, but also to acquire new knowledge, as the desire to win makes you think, remember what has already been done and remember everything new. When planning classes and selecting various games for them, we try to take into account not only the age categories of students, but also the level of their development and awareness. We mainly play games that include vocabulary and grammar exercises on a specific topic, so that students practice using vocabulary in situations close to the natural environment, learn to use speech patterns that contain certain grammatical difficulties.

Thus, the above methods of developing positive motivation to learn a foreign language act not only as a means of increasing motivation, but also as a means of teaching and educating students in a team.

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ESSENCE, TYPES OF COMMUNICATION AND FEATURES OF FORMING COMMUNICATIVE SKILLS

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Abstract: This article considers a wide range of concepts of communicative skills defined by a number of scholars and different sources. What's more, it analyzes some peculiarities of communication skill, clarifying them in more detail. It should be also noted that this scientific article consists of some types of communicative skill which can be used for different purposes.

Key words: communication, communicative skills, verbal communication, non-verbal communication, skill.

Аннотация: В этой статье рассматривается широкий спектр значений коммуникативных навыков, определённых рядом учёных и различных источников. Более того, она анализирует некоторые особенности коммуникативных навыков, разъясняя их более подробно. Следует также отметить, что эта научная статья состоит из некоторых типов коммуникативных навыков, которые могут быть использованы для различных целей.

Ключевые слова: общение, коммуникативные навыки, вербальное общение, невербальное общение, навык.

The first and the foremost thing which ought to be highlighted that a communicative skill is a way of conveying some information to human being. A communication is an essential thing to express his or her own feelings towards someone as well as sharing opinions and feelings. Humanity communicates with a purpose of getting or conveying a message. When human beings talk to each other, the first thing which comes to our mind is absolutely fluency. That could be because it is a vitally important aspect of what good communicative skill includes. Whether communication is verbal or oral, people still encounter some barriers to comprehend the message while communicating with each other since communication could be expressed in various ways such as communicating ambiguously i.e. not to the exact point or with a number of meanings. Some prefer modulating their voice while talking to in order to convey a message in a more precise way and to match their sentences.

Another main characteristic about communication which make those people who are using some languages as a foreign or a second language to talk to somebody is that making some errors while communicating but they still do not pay attention to grammatical mistakes since it is necessary how to use a language to transfer information to any listeners and keep communicating without hesitation.

As it is mentioned above, communication can be passed on information to other people in a broad range of ways as it is considered to be a main aspect of human being. It could be several types which each of them plays an essential role to transfer information. Here are included the most wide-used types:

verbal;

oral;

Each of them is used in diverse purposes such as a daily usage in social life i.e. at home, school, and work and so on. The most widely-used ones are verbal and oral since orally-communicating using his or her voice is the easiest way to pass on a message quicker.

Whereas in contrast, a verbal communication could be the easiest way to convey information with the help of some networks, paper or such related things. Another kind of communication named visual consists of graphs, charts, logos and so on. Above mentioned types of communication are used effectively by humanity on a daily basis and used with different purposes to transfer information to other people.

Skill is a way of doing an action. In linguodidactic testing, the object of control is communicative skills, which might be understood as the ability of a person to carry out a speech action to solve certain communicative tasks derived from acquired skills and knowledge. The skill is formed through exercises and creates the ability to perform actions.

Having studied the different interpretation of the concept of "Skill", it may be decided to use the following definition of this concept: "Skill is the mastery of the methods (techniques, actions) of applying acquired knowledge in practice". Various communicative aspects were already considered at the beginning of the development of methodological ideas by O. A. Alexandrova, M. V. Grigorieva, and M. E. Dashkin. They believed that one of the most important goals of education should be precisely the preparation of pupils for practical activities. [1, p. 542]

In the works of M. V. Grigorieva, communicative skills are understood as the ability to correctly, intelligibly, adequately and competently convey one's thought, to perceive information from communication participants in interpersonal communication. [2, p.103]

According to Andreeva G. M., communicative skills are a complex of conscious communicative actions, which are based on a sufficiently high theoretical and practical readiness of the person, contributing to the creative use of knowledge to reflect and transform reality. [3, p.64]

A. V. Mudrik defines the concept of communicative skills as skills associated with the correct alignment of their behavior i.e. it is necessary to understand human psychology: to be able to choose the right intonation and gestures correctly, to be able to understand other people and to empathize with the interlocutor, to try to predict the reaction of the interlocutor, to imagine oneself in his place, to be able to correctly choose the most correct way to address different interlocutors. [4, p.33]

Communication between different people is a complex socio-psychological process, which is carried out through two channels: speech (verbal) and non-speech (non-verbal), they mutually complement and enrich each other.

Verbal communication skills are the ability to interact, built on lexically allocated units (words): oral (speech) and written (text). Speaking is the most common way of communication. In order for a person to understand, it is not enough to have a good diction. A person must be clearly aware of what exactly he wants to say, and he/she must also be able to choose such words so that his/her thought is correctly perceived by the interlocutor. It is necessary to expand the vocabulary in order for an oral speech not to provoke difficulties. With a clear understanding of what he or she wants to say, and with a sufficiently large vocabulary, he or she will probably be able to correctly express his/her thought and to avoid possible misunderstandings.

Fairly an important ability associated with an oral speech is the ability to retain the attention of listeners. While providing a message, it is necessary to look into one of the listeners directly in the eye, only then reciprocal attention will be guaranteed, and, conversely, when pronouncing your thoughts in a monotone voice, resting on a text prepared in advance, you will find that the listeners are not paying attention. It is important to maintain a visual contact with the interlocutors since this allows the speaker to evaluate the response of the listeners.

Written messages have a great advantage over oral messages. When writing a written

message, it is possible to think through it, put your thoughts in order, and, if necessary, rewrite it. Writing has its drawbacks. It cannot convey voice intonation and gestures, and there is no possibility of instant feedback from the reader.

Verbal communication is available only to humans and as a prerequisite requires knowledge of the language. The result of verbal communication is traced in how much the communicator mastered the ability to correctly put his/her speech, as well as his personal characteristics. At the moment, a good command of the speech remains the most important professional component of a person. [5, p.42]

Non-verbal communication is a system of symbols, signs that are used to convey a message and designed to more fully understand it, they are to some extent independent of the psychological and socio-psychological qualities of a person. Non-verbal communication is a communication through facial expressions, gestures and pantomimes (poses), which are carried out through direct bodily or sensory contacts (tactile, visual, auditory, olfactory, and other sensations and images that we receive from another person). In this case, non-verbal communication is carried out only by personal contact. Means of non-verbal communication can accompany speech, and can be used separately from verbal means. [5, pp.41-43]

In this study, under communicative skills, it will be adhered to the following definition:

- the ability to listen to an interlocutor;
- the ability to substantiate and express one's own opinion;
- the ability to formulate one's thoughts in oral and written speech;
- the ability to identify significant guidelines for action in speech.

The formation of communicative skills of pupils remains an urgent problem since the level of formation of communicative skills affects not only the effectiveness of children's education, but also the process of their socialization and personality development in general. Skills are formed in the course of activity, and communicative skills are formed and improved in the direct process of communication.

To sum up, as it is mentioned above, there is a broad range of meanings of communication skill defined by various sources and scholars as well as including some features and different types of communication skill which can be used to elicit or convey the message for different purposes.

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METHODOLOGICAL PRINCIPLES AND CRITERIA OF PRESENTATIONS AND ELECTRONIC PORTFOLIO IN SLA

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Abstract: This article presents an analysis of the most popular innovative educational technologies using in the modern educational process about presentations and portfolio in Uzbekistan and abroad. We give the main methodological principles and criteria that can ensure the effectiveness of the use of innovative educational technologies and improve the quality of second language acquisition.

Key words: innovative educational technologies; electronic portfolio; multimedia programs.

Implementation of the requirements of the National Educational Standard for the quality of education in different levels is not possible without using of innovative educational technologies. Innovative technologies in the educational process are designed to develop the cognitive and creative activity of students, contributing to improving the quality of education and the effective use of study time, reducing the amount of time spending by students on reproductive activities. A lot of national and foreign scientists pay attention to the importance of applying innovative technologies in modern education, since the using of innovative technologies allows us to significantly expand the content, methods and forms of training. Moreover, innovative technologies provide students with unlimited amount of information that can be effectively used as an independent work [2,3,6,9]. Especially relevant is the use of innovative technologies in SLA.

Modern pupils and students are members of millennial generation. They were born and raised in an environment of modern technology, led to a change in students' expectations of how teachers should present material [7, 8]. One of the trends in modern education is the increasing integration of innovative educational technologies in the educational process but this doesn't mean at all that any use of multimedia programs will lead to successful learning outcomes. On the contrary, now more than ever teachers should be careful in choosing innovative educational technologies and observe the principles that will enable them to be effectively implemented.

For example, PowerPoint presentations which have become fairly well-established as one of the training tools, which are not always effective if you don't take into account principles that allow you to increase the effectiveness of training through the use of technology. So, M. Miller considers and draws attention to the following necessary principles for using of innovative technologies.

1. ***The Signaling Principle***: According to this principle, the most important aspects of the material should be visually highlighted.

2. ***The Spatial Contiguity Principle***: This principle says that for better assimilation of the material we should place the text and the image as close to each other as possible and when using graphs, place the text where their significant parts are located.

3. ***The Temporal Contiguity Principle***: According to this principle, descriptions and explanations should be introduced simultaneously with the demonstration of graphs and images, since even small periods of time will not lead to the desired result.

4. ***Segmenting Principle***: In the explanation of complex material or using of students who are not familiar with the subject, should be broken into shorter segments and allows the students to control the rate of transition from one segment to another.

5. ***The Pre-training Principle***: If students are not familiar with the terminology that will be used in the presentation, it is necessary to create a separate module aimed at a detailed explanation of the fundamental concepts.

6. ***The Modality Principle***: Students remember the material better if the graphic images are supported by audio accompaniment, rather than text, unless the text contains with the technical terms or the native speakers students of another language [5, p. 44].

In addition to presentations the next innovation in the educational process is an electronic portfolio. If the presentation is a great way to explain the new material to students, the electronic portfolio is an excellent way to assess the knowledge and skills of students. So, a portfolio is a collection of student's work, selected by himself or with the help of a teacher and demonstrating his progress in learning. The portfolio provides the opportunity for individual assessment of the student and is often used in second language education. Electronic portfolios are still the same collection with student work, however, these works are also include with audio and video materials which collected on one electronic platform. Creation of electronic portfolios must also meet certain rules and require the following tasks [4].

1. To define the purpose of the electronic portfolio is being created. This goal should be aimed at meeting in the most important educational needs of students.

2. To establish how the information will be contained in the students‘ electronic portfolio.

3. To select the type of electronic portfolio:

- a portfolio collection, which can consist of all the student's work with the teacher's comments and observations;
- a portfolio presentation, which will include only the best work of the student;
- an assessment of portfolio consisting of systematically selected by student's work with the teachers‘ comments and observations.

4. To correlate the entries in the portfolio with the activities in the lesson. This means that we should consider how activities are familiar to students can be used to manage their portfolio.

5. To introduce portfolio management into the compulsory activity of students, gradually refilling the portfolio over the quarter course, semester, academic year and complicating tasks.

6. To plan how students will be tracked and evaluated. In this case, a formal assessment will not be an effective means of assessment. Using checklists, detailed headings and teachers‘ comments will most accurately describe students‘ progress.

7. To involve students in the design process of their own portfolios in accordance with certain criteria and recommendations.

8. To use creative methods for monitoring and evaluating students' portfolios, for example:- every day or every week choose several portfolios and discuss them with all students; - sometime provide students to evaluate each other's portfolios or ask students to evaluate their own portfolios.

In conclusion, consequently the use of innovative technologies in particular education in teaching foreign languages, allows us to significantly expand and diversify the activities of students, which in turn has a positive effect on the results of the educational process. However, it should be noted that this positive effect can be achieved only with careful planning of goals, results and current activities which should be aimed at meeting in the educational and students‘ needs.

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CHET TILINI O‘QITISHDA BOSHLANG‘ICH BOSQICHNING O‘ZIGA XOS HUSUSIYATLARI

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Annotatsiya: Maqolada ingliz tilini boshlang‘ich bosqichda o‘rgatish, nutq, talaffuz qoidalari haqida gap boradi.

Kalit so‘zlar: birinchi bosqich, nutq, talaffuz, og‘zaki ilgarilab ketish, matn.

Ma’lumki, birinchi bosqichda ingliz tili o‘rganishning asosi “poydevori» yaratiladi. Maktabda bu bosqichlar o‘rtasidagi farq aniq ajratilmagan va shuning uchun ham o‘qitish jarayonida bir bosqichdan ikkinchi bosqichga o‘tish asta-sekin bir ma’romda olib boriladi. Shuning uchun ham bosqichlar o‘rtasidagi chegara shartli ravishda o‘quv yilining oxiri deb olinadi. Aslini olganda ayrim bir bosqichning o‘ziga xos tomonlari ikkinchi bosqichga o‘tilganda ham ma’lum bir paytgacha davom etishi mumkin.

Birinchi bosqich chet tili o‘rgatishning va o‘qitishning boshlang‘ich bosqichi bo‘lganligi tufayli ham unda og‘zaki nutqqa va o‘qish texnikasini o‘stirishga katta e’tibor beriladi. Ushbu bosqichda talaffuzga o‘rgatish chet tili nutqiy mexanizmining asosiy elementlaridan biri hisoblanadi. Chet tili nutqining idrok etish va og‘zaki nutqiy muloqotning eng sodda va oddiy savol-javobdan iborat nutqiy birikmalardan foydalanishni o‘rgatish katta ahamiyatga ega.

Birinchi o‘quv yilida ayniqsa, ingliz tili talaffuziga o‘rgatishga alohida e’tibor berilmog‘i kerak, chunki bu davrda talaffuz ko‘nikmalari shakllantiriladi va keyingi bosqichlarida esa u kengaytirilib, rivojlantirib boriladi. Agar o‘quvchilarda boshlang‘ich bosqichda ingliz tili tovushlarining aniq talaffuziga,artikulyatsiyasiga erishilmasa, keyingi bosqichlarda ushbu masalasini xal etish ancha qiyin bo‘ladi.

Birinchi bosqichdagi eng asosiy vazifa tanlab olingan leksik materialni ma’lum grammatik strukturalar asosida nutqda qo‘llashni o‘rganishdir. Bu esa nutq hosil qilish mexanizmining shakllanishiga yordam beradi. Ushbu o‘rganilayotgan grammatik strukturalarni yuqori darajadagi avtomatlashuviga erishish talab etiladi. Birinchi yili chet tili o‘rgatishning o‘ziga xos tomoni bo‘lmish leksik va grammatik jihatdan chegaralanganligi o‘quv jarayonini ma’lum tematik asosida tashkil qilishga to‘sqinlik qiladi.

Agar boshlang‘ich bosqichda chet tili o‘qitishni nutq faoliyati turlari bo‘yicha ko‘rib chiqadigan bo‘lsak, ularni o‘rgatishda quyidagi vazifalarni bajarish zarur:

a) o‘qish mexanizmini hosil qilish; b) og‘zaki o‘qish texnikasini o‘stirish; c) o‘qiganini tushunishga o‘rgatish. Bu jarayonning o‘ziga xosligi shundaki, bu ish avval to‘la o‘rganilgan leksik-grammatik, material asosida tekstlarni ovoz chiqarib o‘qish orqali amalga oshiradi. Boshlang‘ich bosqichda yozma nutqni o‘stirish ingliz tili xusni-xati og‘zaki nutqda o‘zlashtirilgan so‘zlarni yozishni o‘rganish bilan xarakterlanadi. Chet tili o‘qitishning og‘zaki ilgarilab ketish tamoyiliga ko‘ra til materialini o‘rganish og‘zaki nutqda va o‘qishda bir vaqtda olib borilmaydi. Bu bosqichda til materialini o‘rganish quyidagicha olib boriladi: tinglab tushunish – gapirish – o‘qish – yozish.Bundan ko‘rinib turibdiki boshlang‘ich bosqichda nutq faoliyati turining og‘zaki nutqiy harakterga ega turlariga ko‘proq e’tibor beriladi. Chet tili o‘qitishning boshlang‘ich bosqichda «og‘zaki kirish qism» degan atama tez-tez uchrab turadi.

Og‘zaki ilgarilab ketish davrida ish og‘zaki asosga ko‘rilgani uchun ham uni ko‘proq

yoritib o‘tilgani maqsadga muvofiqdir, bu davrdagi ish, asosan quyidagilardan iborat: a) o‘quvchilarda to‘g‘ri inglizcha talaffuz ko‘nikmalarini o‘stirish va o‘rganilayotgan til materialini o‘z ichiga olgan grammatik strukturalarni intonatsion jihatdan to‘g‘ri tuslanishiga erishish; b) Grammatik strukturalarni tinglab tushunish va gapirish jarayonida o‘rganib, ularni boshlang‘ich bosqichda o‘rganish uchun tanlab olingan leksik material bilan to‘ldirish hamda savol-javob harakteriga ega bo‘lgan mashqlar yordamida to‘g‘ri talaffuz qilishga va og‘zaki nutqda qo‘llashga o‘rgatish; c)Leksik birliklardan grammatik strukturalarni o‘rganishda uning ayrim qismlarining o‘rnini almashtirib turli gaplar tuzish va o‘rin almashtiruvchi mashqlar yordamida nutq faoliyatining boshqa turlarini o‘rganish uchun zamin tayyorlovchi vosita sifatida foydalanish; d)Ingliz tili alfavitidagi kirish kursiga ingliz tili xarflarini, xarf birliklarini yozilishi va o‘qilishini o‘rganish. Garchi og‘zaki nutq kirish kursiga ingliz tili xarflarini, xarf birikmalarini va ayrim so‘z va gaplarni yozish kiritilsa ham bu og‘zaki ilgarilab ketishi tamoyiliga zid bo‘lmaydi.

Boshlang‘ich bosqichda o‘qishning asosan ovoz chiqarib o‘qish turiga keng o‘rin ajratilgan. O‘qish uchun ajratilgan tekstlar ham eng sodda va oddiydan asta-sekin murakkablashib bordi. Lekin shuni aytish kerakki, boshlang‘ich bosqichlardagi ish faoliyati asosan og‘zaki nutqiy ko‘nikmalarni rivojlantirishga yo‘naltirilgan bo‘lishiga qaramay ingliz tilida og‘zaki nutq o‘stirish masalasini xal qila olmaydi. U haqiqiy og‘zaki nutq ustida ishlash uchun faqat tayyorgarlik bosqichini o‘taydi. Ushbu bosqichda og‘zaki nutq ustida ishlashning asosiy og‘irligi o‘quvchilarning alohida gaplar emas, balki bog‘liq gaplar ham tuzishlariga imkon beruvchi ma’lum leksik birliklarni egallab olgan davriga to‘g‘ri keladi. Bundan tashqari o‘quvchilar boshlang‘ich bosqichda The Present in definite Tense., The Past in definite Tense. , The Future Tense in definite Tense kabi fe’l zamonlarini yaxshi bilishlari va fe’l shakllaridan ushbu zamonlarda yorqin foydalana oladigan bo‘lishlari talab etiladi. O‘quvchilar otlarni birlikda va ko‘plikda ishlatilishini, hozirgi noaniq zamonda kelgan fe’lning III shaxs birlikdagi shakliga «s» yoki «es» qo‘shimchalarini qo‘shilishini, gaplarning so‘roq, inkor va buyruq shakllarini ham boshlang‘ich boshqichda o‘qish davrida egallaydilar. Agar o‘quvchilar oddiy savollarga javob bera olmasalar va ular faqat bir xil grammatik konstruktsiya yordamidagina gaplar tuzsalar biz ularning bu nutqini haqiqiy ingliz tili nutqi deb qabul qilmasligimiz kerak. Bundan tashqari oddiy so‘roqlarga javob berish ham ingliz tilida nutqni egallash degan narsani bildirmaydi.Ingliz tili talaffuzi ustida ishlash va uni o‘stirish o‘quvchilar nutqini tovush va intonatsion tuzilishni o‘z ichiga oladi. Bu davrda o‘quvchilarning ingliz tilidagi talaffuziga bo‘lgan diqqat e’tibor sira ham susaymasligi kerak.

Foydalanilgan adabiyotlar

1. Chet tili o‘qitish metodikasi. Maruzalar matni.
2. Jamol Jalolov „Chet til o‘qitish metodikasi”.

CHO‘LPONNING “KECHA VA KUNDUZ” ROMANIDA BARQAROR BIRIKMALAR

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Annotatsiya: Ushbu maqola barcha ona tili va adabiyoti fani o‘qituvchilari uchun barqaror birikmalarni ya‘ni iboralar mavzusini o‘quvchilarga o‘rgatishda katta yordam beradi deb o‘ylayman. Bu orqali o‘quvchilarni kitobxonlikka badiiy asarlarni o‘qishga bo‘lgan qiziqishlarini yanada oshiradi. Asardagi iboralarni topish uchun o‘quvchi asarni qo‘lga oladi va uni o‘qishni boshlaydi. Biz esa dars jarayonida fanlararo bog‘lanishga erishgan bo‘lamiz.

Kalit so‘zlar: Barqaror birikma, ibora, maqollar, frazeologiya.

Nutqiy jarayonda fikrimizni bayon qilish uchun so‘zlar yordamidagina emas, balki bir necha so‘zlarning barqaror bog‘lanishidan hosil bo‘lgan birikmalardan ham foydalanamiz. Barqaror birikmalar nutqqa tayyor holda olib kirilishiga ko‘ra quyidagi guruhlarga bo‘linadi:

1. Frazeologizmlar (Iboralar)
2. Maqol va matallar
3. Aforizmlar.

Ikki va undan ortiq so‘zdan tarkib topgan ,yaxlit bir ko‘chma ma‘no ifodalaydigan, ta‘sirchanlikka ega bo‘lgan va ma‘nosi bir so‘zga teng keladigan so‘zlar yoki gaplar ibora deyiladi.Iboralar gap ichida bitta so‘roqqa javob bo‘ladi va yaxlit ko‘rinishda bitta gap bo‘lagi bo‘lib keladi

Masalan: Qo‘y og‘zidan cho‘p olmagan -yuvosh, kapalagi uchib ketdi - cho‘chidi, og‘zing qani desa qulog‘ini ko‘rsatadi -lapashang. Iboralar ko‘proq so‘zlashuv nutqda va badiiy asarlarda ishlatiladi. Undan unumli foydalanish nutqning ta‘sirchanligini oshiradi. Til fanining iboralarni o‘rganadigan bo‘limi frazeologiya deb ataladi.

O‘zbek adabiyotining atoqli hamoyondasi Abdulhamid Cho‘lpon ham o‘zining “Kecha va Kunduz” asarida iboralardan unumli foydalangan. Bu yozuvchining serqirra ijodkor ekanligi ni ko‘rsatib turadi. Asarda adib sifatida o‘zbek xalqining turmushida boshlangan ijtimoiy-siyosiy, ma‘naviy-ma‘rifiy o‘zgarishlarni , yuragini o‘rtagan hayotiy muammolarni zo‘r mahorat bilan bayon etadi . Asardagi voqealar tasvirida yozuvchi qahramonlar nutqida iboralardan , maqol va matallardan ustalik bilan foydalangan . Asardan olingan parchalarga nazar solamiz Asarning 1- bobi 23-sahifasida Onaning ko‘ngli yumshoq bo‘ladi degan ibora rahmdil so‘ziga teng keladi.

31-sahifada. So‘fi hech narsa demay o‘rnidan turdi. Yana damini chiqarmasdan, ichkariga tomon bir—ikki qadam bosdi. Damini chiqarmasdan- indamay so‘ziga teng.

38-sahifa. O‘ylabroq javob bermoq uchun ko‘ngilning talvasaga tushmasligi darkor. Ko‘ngilni talvasaga tushishi- bezovta so‘ziga teng.

57-sahifa. “Boshini ko‘tarib qolsa,men o‘zim xabar qilaman”-deyman. Boshini ko‘tarib qolsa- tuzalsa so‘ziga teng keladi.

63-sahifa. Biz kelganda hammangiz dong qotib uxlagan edingiz. Dong qotib-qattiq uxlamoq. 64-sahifa Enaxonning onasi o‘z qizini xoli topib Zebi haqidagi fikrni izhor qildi. Izhor qildi- aytdi.

73- sahifa To‘ra bu kulishni Miryoqubning xursand va rozi ekaniga yo‘ydi va ko‘ngli o‘rniga tushdi. Ko‘ngli o‘rniga tushmoq- xotirjam bo‘lmoq.

83-sahifa. Shu chog‘da Zebining ko‘nglidan og‘ir bir tosh ko‘chgan edi. Ko‘nglidan og‘ir tosh ko‘chmoq-yengillashmoq ma‘nosiga teng so‘zdir.

91-sahifa. Bechoraning uyi kuyibdi. Uyi kiyibdi- xonavayron bo‘lmoq.

114-sahifa Gapning rosti yuragi betlab so‘rolmadi. Yuragi betlab-qo‘rqib.

117-sahifa.O‘ziga bino qoyganlarning aldanishi yomon bo‘ladi. O‘ziga bino qo‘ymoq-kibrli so‘ziga teng ma‘noga ega bo‘ladi.

150-sahifa. Nima balo senga ko‘ngli tushib qolganmi? Ko‘ngli tushmoq-yoqtirmoq.

211-sahifa. Og‘zingga paxta tiqdingmi hammang. Og‘ziga paxta tiqmoq –jim turmoq so‘ziga teng. Asarda bunday iboralar juda ko‘p qo‘llangan. Bundan tashqari asarda maqollardan ham unumli foydalanilgan. Asar boshida Hamal keldi, amal keldi. “Olma pish, og‘zimga tush”. “echkiga o‘lim, qassobga yog‘ qayg‘usi”,”Kichkina mitti ,xon xo‘jani yiqitdi”, “Shoshilmasang yetasan”,”Ertaga xudo poshsho”, “Bilgan bilmagandan yaxshi”,”Tashi yaltiroq,ichi qaltiroq”, “O‘rgangan ko‘ngil, o‘rtansa qo‘ymas” kabi maqollar o‘quvchini fikrlashga o‘rgatadi. Cho‘lponning bu asari o‘quvchilarni milliy o‘zlikni anglashga , ozod va obod vatanni sevishga, milliy g‘urur va iftixor tuyg‘usini singdirishda katta ahamiyatga ega. Iboralar mavzusini o‘rganish orqali o‘quvchilarni badiiy adabiyot bilan oshno bo‘lishga , kitobxonlikka yetaklaydi. Kitob bilan oshno bo‘lgan kishidan faqat yaxshilik qoladi.

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SINXRON TARJIMANING AFZALLIKLARI, KAMCHILIKLARI VA MUAMMOLARI

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Anotatsiya: Ushbu maqola tarjima usullari orasida keng tarqalgan, ogʻzaki tarjima shaklining bir koʻrinishi boʻlgan - sinxron tarjima sohasi hamda uning afzallik va kamchiliklari xususida. Qolaversa ushbu maqolada sinxron tarjimaning kelib chiqishi, ommalashishi, hamda bugungi kunga kelib ilmiy anjuman va konferensiyalarda foydalaniladigan asosiy tarjima turi sifatida shakillanganligi va uning shunday darajaga yetishiga qanday omillar ta'sir koʻrsatganligi, bu tarjima usulining yutuq-kamchiliklari, qanday muammolarga zudlik bilan yechim topilishi kerakligi haqida soʻz boradi.

Annotation: this article is about simultaneous translation which is one of the widespread translation methods and its advantages and disadvantages, furthermore it includes information about the origin and development of simultaneous interpreting and its wide usage in different conferences and meetings, there are the main reasons in the article why it is being continually used and why it has become so popular all over the world. It has also some problems that have to be overcome in the near future.

Аннотация: Эта статья о синхронном переводе, который является одним из широко распространенных методов перевода, его преимуществах и недостатках, кроме того, статья включает информацию о происхождении и развитии синхронного перевода и его широком использовании на различных конференциях и совещаниях, в статье приводятся основные причины постоянного использования и причин его популярности во всем мире. Этот вид перевода также имеет некоторые проблемы, которые должны быть преодолены в ближайшем будущем.

Kalit soʻzlar: Sinxron tarjimaning kelib chiqishi, uning ommalashishi va rivojlanishi, ilk bor qoʻllanilishi, bu tarjima turida uchraydigan kamchiliklar, hal qilinishi kerak boʻlgan muammo va masalalar, yutuqlar, boshqa tarjima turlari (ketma ket tarjima) dan farqi va boshqalar.

Key words: the origin of simultaneous interpretation, its development and and initial usage, pros and cons, problems and their possible solutions, the difference between simultaneous translation and other methods of interpretation(consecutive translation)

Ключевые слова: происхождение синхронного перевода, его развитие и первоначальное использование, плюсы и минусы, проблемы и возможные пути их решения, разница между переводом и другими методами перевода (последовательный перевод)

Sinxron tarjima - tarjimaning ogʻzaki shakli boʻlib, bunda tarjimon maxsus uskunalar (maxsus yigʻma xona, mikrafon va quloqchinlar) dan foydalangan holda toʻgʻridan toʻgri, notiqning nutqini boʻlmasdan, buzmasdan hech qanday qoʻshimchalar yoki ortiqcha fikr qoʻshmasdan tinglovchiga yetkazib berishi kerak boʻladi ya'ni tarjimondan tinglovchida nutqni notiqdan eshitayotgandlik taasuurotini qoldirish talab etiladi. Sinxron tarjima tarixi yaqin oʻtmishga borib taqaladi undan keng koʻlamda foydalanish atigi oʻtgan asrning 50 yillariga toʻgʻri keladi, shu oʻrinda nega ketma-ket tarjimadan foydalanish ancha avval boshlangan-u sinxron tarjimaning keng yoyilishi uchun buncha koʻp vaqt talab qilindi degan haqli savol tugʻulishi tabiiy, buning sababi- sinxron tarjimani amalga oshirish ostida katta mehnat yotadi, shuning uchun ham buni koʻpchilik imkonsiz ish deb hisobladi va un-

ing tarqalish doirasini anchaga toraytirib yubordi. Hattoki, sinxron tarjima 2-jahon urushi yakunlangach 1946-yili Germaniyada uyushtirilgan Nyurenberg harbiy sudi[1] - fashistlarning jinoyatini sud qilish jarayonida turli millat vakillari ishtirok etganligi bois vaqtni tejash va hammaga bir vaqtning o‘zida ma’lumotlarni yetkazish maqsadida foydalanilgan va bu yetarlicha samara bergan bo‘lsada, urushdan keyingi yillarda bu sohani rivojlantirishga urungan shaxslarning ishlariga halal berish hollari va sinxron tarjimaning unumli ekanligiga shubha bilan qaragan odamlar soni ko‘p bo‘ldi, biroq sinxron tarjima o‘ziga bildirilgan ishonchni oqlay oldi, shundan so‘nggina aynan o‘sha bu tarjima usulini foydasiz va imkonsiz deb hisoblagan shaxslarning o‘zlari sinxron tarjimonlar tayyorlash markazlarining ochilishiga homiylik qilib ularning faoliyatiga ko‘mak bera boshlashdi natijada esa, bu sohadan foydalanish tendensiyasining anchagina o‘sishiga ko‘mak berishdi. Tez orada xalqaro konferensiyalarda sinxron tarjimadan foydalanilishi hech kim uchun yangilik bo‘lmay qoldi. Sinxron tajima shunchalik ko‘p mehnat, izlanish, o‘qish-o‘rganishni talab qiladiki, ba’zi bir insonlar sinxron tarjimani “sehrgarlik san’ati”, tarjimonlarni esa “sehrgarlar” deb hisoblashadi, bu qaysidir tomondan haqiqatga ham o‘xshab ketadi, chunki buni hamma ham eplay olmaydi, faqatgina kuchli iroda, bilim va zakovat sohiblarigina bunday murakkab va mushkul ishning uddasidan chiqa oladilar xolos. Bugungi kunda deyarli hamma ilmiy anjumanlar o‘tkaziladigan konferensiya zallarida sinxron tarjima uskuna va jihozlarnini uchratishimiz mumkin, bu esa hozirgi paytda sinxron tarjimadan foydalanish anchagina rivojlanganligidan dark berib turibdi, buning sababi esa bu tarjima turining boshqa tarjima turlaridan ajralib turadigan afzallik va ustunliklarining mavjudligidadir. Bu ustunliklar esa quyidagilarni o‘z ichiga oladi:

1. Sinxron tarjima vaqtni tejab konferinsiyaning bir maromda borishini hamda tinglovchilarning diqqatini ushlab turshni, ular qanday fikrda ekanliklarini yuz qiyofasidan, imo-ishoralaridan bilib olishni ta’minlab beradi (aynan mana shu xususiyat sinxron tarjimaning ketma ket tarjimadan asosiy ustunligi hisoblanadi)
2. Ishtirokchilar istaklarini qondirishga xizmat qiladi, masalan, kimdir ma’lumotlarni o‘z ona tilida eshitishni afzal ko‘rsa yana kimdir boshqa bir tilga qiziqqanligi yoki o‘rganishni xohlaganligi bois boshqa til orqali informatsiya qabul qilishni xohlashadi, bu tajima turidan foydalanish esa tadbir qatnashuvchilariga xohlagan tilni eshitish apparatlari orqali o‘zlari tanlash imkonini yaratib beradi
3. Ishtirokchilarga boshqa tadbir qatnashchilarining fikrini bilish, kerak bo‘lsa bu borada fikr-mulohazalarini almashish imkoniyatini yaratib beradi
4. Qatnashuvchilar hohlagan paytda notiqdan tushunmagan narsalari haqida so‘rashlari mumkinligi ular o‘rtasida iliqlik va yaqinlikni paydo qilib tadbirning yanada qiziqarliroq bo‘lishini ta’minlaydi.

Aynan mana shu xususiyatlarni o‘zida mujassam qilganligi uchun ham og‘zaki tarjimaning bu turidan foydalanish kundan kunga ommalashmoqda. Biroq, har bir sohadagi singari bu sohada ham bir qator kamchilklar, hal qilinishi lozim bo‘lgan muammolar mavjudki, ular o‘z yechimini kutmoqda, bu mavzuga doir muammolar va nuqsonlar esa quyidagilardir:

1. Bu sohada faoliyat olib boradigan malakali, tajribali mutaxasis-kadrlarning soni unchlik ko‘pni tashkil qilmaydi, natijada, bu sohaning rivojlanish imkoniyati cheklanadi
2. Bu jarayon ko‘p energiya va mehnatni talab qilganligi bois tarjimonlarning narxi juda baland, qolaversa, jihoz va uskunalarining sotib olinishi, ularning sozligi nazoratlari uchun ancha mablag‘ talab etiladi
3. Ba’zan tarjima jarayonida ma’lumotlarning shoshib noto‘g‘ri yetkazilishi natijasida ko‘plab tadbir ishtirokchilari noto‘g‘ri informatsiya olishadi bu esa anjuman

[1] Francesca Gaiba “ The origins of Simultaneous interpretation: The Nuremberg trial”

qatnashuvchilarining noroziligiga sabab bo‘ladi

4. Bu borada texnik muammolarni ham aytib o‘tmaslikning iloji yo‘q, ba’zan tarjima jarayonida uskunalarning nosozligi yoki ularning to‘g‘ri joylashtirilmaganligi bois turli shovqinlar, uzulishlar sodir bo‘ladi bu esa tinglovchini diqqatini bo‘lib ma’lumotlarni yaxshi qabul qilolmasligiga sabab bo‘lishi mumkin

5. Yangi soha bo‘lganligi bois foydalansa bo‘ladigan adabiyotlar sonining cheklangaligi ham bu sohadagi muammolardan biri hisoblanadi

6. Tarjimani amalga oshirish uchun bir vaqtning o‘zida bir nechta mutaxasis-tarjimon(kamida3-4 kishi) hamda ko‘plab kuzatuvchilarning jalb qilinishi

Yuqorida keltirilgan masala va muammolarni bartaraf qilish bo‘yicha bugun turli davlatlarda keng ko‘lamli ishlar amalga oshirilmoqda, umid qilamizki yaqin kelajakda bu sohada yetishib chiqadigan yuksak zakovatli, tajribali, mutaxasislarimiz soni ancha ko‘pni tashkil qiladi va ular birgalikda qolgan muammolarni hal qilish bo‘yicha mukammal ish-rejalar ishlab chiqishadi va sohaning rivoji uchun o‘zlarining munosib hissalarini qo‘shishadi.

Xulosa o‘rnida shuni aytib o‘tish joizki, tarjmaning bu noyob turi o‘zida bir talay afzalliklarni mujassamlashtirish bilan bir qatorda yaqin kelajakda yechimini topishi kerak bo‘lgan muammolarni ham jamlagan, shu bois ham bir yo‘sinda to‘xtab qolish kerak emas, balki uning gullab yashnashi yana ko‘p yillar insoniyatga xizmat qilishi uchun qo‘limizdan kelgancha harakat qilishimiz lozim.

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ONA TILI DARSLARIDA PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISH

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Annotatsiya: Maqolada ona tili va adabiyot fanlarini o'qitishda yangicha usullardan foydalanish, fan tizimiga zamonaviy yondashish va innovatsiyalar kiritish, dars jarayonida turli pedagogik texnologiyalarni qo'llash hamda o'quvchilarning dasrga qiziqishlarini ortishini, diqqatini jamlashini, mustaqil fikr yurita olishini haqida qisqacha mazmuni yoritilgan.

Tayanch so'zlar: pedagogik texnologiyalar, ta'lim metodlari, ta'lim jarayoni.

Har bir ilm va san'atning borib taqaladigan boshlanish joyi bor.
Shu boshlanish joyga yaqinlashgan sari, to o'ziga borib yetguncha soddalashib boradi.
(Abu Rayhon Beruniy)

O'zbekiston Respublikasi mustaqillikga erishgach jahonning rivojlangan mamlakatlari kabi o'quv texnologiyalarni rivojlantirishga alohida e'tibor qaratmoqda. Milliy tarbiya tizimini shakllantirish, barcha sohalarda zamonaviy axborot texnologiyalarini shakllantirish, barcha sohalarda zamonaviy axborot texnologiyalarini joriy etish va undan foydalanish, jahon axborot resurslaridan bahramand bo'lishni kengaytirishga mustahkam zamin yaratilmoqda.

Modellashtirilgan dars real hayotda va jamiyatda yuz berayotgan hodisa va jarayonlarning ixchamlashtirilgan va soddalashtirilgan modelini sinfxonada yaratish va ularda o'quvchilarning shaxsan qatnashishi va faoliyat evaziga ta'lim olinishini ko'zda tutuvchi metodlar majmuidir.

Hamkorlikda o'rganish o'quvchilarning mustaqil guruhlarda ishlashi evaziga ta'lim olishini ko'zda tutadigan metodlar majmuidir. O'rganishning tadqiqot-izlanish modeli o'quvchilarni muayyan muammoni yechishga yo'naltiradigan, mustaqil tadqiqot olib borishini ko'zda tutuvchi metodlar majmui hisoblanadi.

O'zimizning ona tilini o'qitishda yangicha usullardan foydalanish, fan tizimiga zamonaviy yondashish va innovatsiyalar kiritish bugungi kunning muhim masalalarida biri hisoblanmoqda.

"Innovatsiya"- inglizcha yangilik kiritish degan ma'noni bildiradi. Innovatsiyalar dolzarb, muhim ahamiyatga ega bo'lib, bir tizimda shakllangan yangicha yondashuvlardir.

Prezidentimiz Sh.Mirziyoyev o'z nutqida "Biz buyuk kelajagimizni barpo etishni bugundan boshlaydigan bo'lsak, uni aynan innovatsion g'oyalar, innovatsion yondashuv asosida boshqarishimiz kerak",deya ta'kidlaganlari bejiz emas, albatta.

Shunday ekan ta'lim tizimidagi innovatsiyalar eng muhim yangiliklardan biri hisoblanadi. Ona tili fanining o'ziga xos jozibasi, sehri, chuqur olamini o'quvchilar ongiga singdirishda o'qituvchidan juda katta malaka, bilim, tajriba talab qiladi. Bu bilimlarning barchasi mehnat orqali amalga oshiriladi. Ta'lim olishning hamkorlikda o'rganish modeli o'quvchilarning guruhlarida mustaqil ishlashi evaziga ta'lim olishini ko'zda tutadigan metodlar majmuidan iborat. Hamkorlikda o'rganish "ta'lim beruvchi-ta'lim oluvchi" dialogidan voz kechishni va "ta'lim beruvchi - guruh-ta'lim oluvchi" ko'rinishidagi uch tomonlama o'zaro munosabatga o'tishni nazarda tutadi. Hamkorlikda guruhlarda ishlash orqali o'rganish guruh a'zolari va guruhlar o'rtasida ta'lim oluvchilarning faoliyatini, ularning mustaqilligini, bir-birlari bilan

muloqotda bo‘lish, hamkorlikda ishlash, o‘zaro bog‘liq munosabatlarda mas’uliyatini sezish kabi ko‘nikmalarni egallashni ta‘minlaydi.

Modellashtirilgan dars real hayotdagi voqea hodisalarni o‘yin shaklida loyihalashtirib, undagi asosiy muammoni hal etishga qaratilgan yo‘l - yo‘riq va usullardan iborat modeldir. Modelashtirilgan dars-ta’lim oluvchining real hayotdagi hodisalarni tasavvur qilish asosida, unda ishtirok etishi hisobiga malaka, ko‘nikma va tajribalarni o‘zlashtirish jarayoni hisoblanadi.

O‘yinni real hayot bilan solishtirib, ular o‘rtasida bog‘lanish o‘rnatish ham dars samaradorligini oshiradi. O‘yin ijtimoiy tajribani to‘plash va uzatishdan iborat bo‘lib, u amaliy jihatdan turli xil vaziyatlardagi xulq-atvor normalari va qoidalari orqali amaliy faoliyat ko‘nikmalarini o‘zlashtirilishini ta‘minlaydi. O‘yin metodlarining asosiy maqsadi tinglovchilarning faqat tinglashi emas, balki bilimlarni o‘zlashtirishda bevosita ishtirokini ta‘minlash orqali ta‘lim jarayoni samaradorligini oshirishga qaratilgan. O‘yin har xil muammolarni hal etishdagi imitatsion faoliyatlarni tuzish uchun eng qulay asos hisoblanadi.

Ta’lim olishning tadqiqot-izlanish shakli o‘quvchilarni izlanishga, yangiliklarga undovchi jarayonlarni hosil bo‘lishga yordam beradi. Tadqiqot o‘quvchilarga inson xatti-harakatiga nisbatan savollar qo‘yishni o‘rganish va ularga javoblarni esa faktlarni jiddiy tahlil qilish yordamida topishga ko‘maklashadi. Tadqiqot o‘quvchilarda savol qo‘yish jarayonida va javob qidirishda qiziqish uyg‘otishni nazarda tutadi. Muammolarni aniqlashda va berilgan ma‘lumotlarni tahlil qilish davomida o‘quvchilar hissiyotlarga berilishdan chetlanishga va ob‘ektiv yondashuvga o‘rganadilar. Ular har qanday bilim nisbiy ekanligini yangi ma‘lumotlar paydo bo‘lishi bilan o‘zgarishini mohiyatan tushunib yetadilar. O‘quvchilar o‘zlarining taxminlarini tekshirish va boshqalarni tasdiqlash, turli xil axborotlar va mantiqlarni qo‘llashni o‘rganadilar.

Tadqiqot modeli bo‘yicha tashkil etilgan dars bosqichlari darsda o‘quvchiga qiziqish uyg‘otadigan muammo yoki savol qo‘yiladi. O‘quvchilarga shu masalini yechish haqida gipoteza taklif qilinishi mumkin yoki o‘quvchilarning o‘zlari gipotezalarni ilgari surishadi. O‘quvchilar o‘zlari shu muammo haqida kerakli ma‘lumotlarni topshiradi. Turli adabiyotlarni o‘qib, jadval, grafik, xaritalarni o‘rganib, o‘z tadqiqotlarini amalga oshirishda. Olingan ma‘lumotlarga asoslanib, o‘quvchilar qo‘yilgan muammoni yechish haqida xulosa qilishadi. O‘quvchilar ilgari surilgan gipotezalarni tekshirishadilar yoki yangi gipotezani shakllantiradilar.

Pedagogika nazariyasi va amaliyotida seminar mashg‘ulotlarining uch turi farqlanadi: seminaroldi mashg‘uloti, seminar va maxsus seminar. Seminaroldi mashg‘ulotlari, asosan, o‘quvchilarni mustaqil ishning o‘ziga xos xususiyatlari bilan tanishtirish maqsadida o‘tkaziladi. Unda adabiyotlar, ma‘lumotnoma-adabiyotlar va boshqa manbalar bilan ishlash usullari o‘rgatiladi, o‘quvchilarni boshlang‘ich shaklda ilmiy-tadqiqot ishlariga o‘tishga hozirlaydi. Seminaroldi mashg‘ulotlari seminar mashg‘ulotlarining tayyorgarlik shakli hisoblanadi va odatda birinchi kurslarda o‘tkaziladi. Seminaroldi mashg‘ulotlarida o‘qituvchi yetakchilik qiladi, chunki o‘quvchilar muayyan ixtisoslik bo‘yicha o‘quv ishlariga ham e‘tibor beradilar, shuning uchun ham yetarli darajada tashabbus ko‘rsata olmaydilar.

Seminar mashg‘ulotlarida seminaroldi mashg‘ulotlariga nisbatan o‘ta muhim vazifalar hal qilinadi. Masalan, ayrim seminarlar tematik bog‘langan muayyan muntazam kursni chuqur o‘rganishni maqsad qilib qo‘yadi. Boshqalari esa biror mavzuni yoki kursning alohida va nihoyatda muhim va umumiy bo‘lgan mavzularini metodologik jihatdan ishlab chiqishga bashlangan bo‘ladi.

Seminar mashg‘ulotlari davomida o‘qituvchi va o‘quvchi o‘rtasida yaqin aloqa, ya‘ni ular o‘rtasida ikki tomonlama do‘stona aloqa o‘rnatiladi. Bu esa tarbiyaviy - ma‘rifiy ahamiyatga molik bo‘ladi: o‘qituvchi o‘quvchilar bilan uzoq vaqt yaqin aloqada bo‘ladi,

ma‘ruza guruhlariga nisbatan o‘quvchilarning kichik guruhlarida jonli suhbat olib boriladi. O‘zaro fikr almashiladi, turlicha qarashlarni ifoda etadi.

Bugungi kunda ona tili darslarida interaktiv usullar yani, ochiq havoda dars o‘tish, induktiv tavsifiy, savol-javob, munozara, bumerang o‘yin usullari yetakchi bo‘lishi maqsadga muvofiqdir. Ona tili darslarida turli rasmlardan, boshqotirmalardan, tarqatma-didaktik materiallardan, munozarali jadvallardan, o‘bek maqoli, hikmatli so‘zlaridan, Hadisi sharifdan unumli foydalanish, shuningdek, tadrijiy ravishda o‘quvchilarning og‘zaki va yozma nutqi, dastxati bilan ishlab borish eng asosiy mezonlardan biri hisoblanadi.

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NEW APPROACHES AND METHODS OF LANGUAGE TEACHING

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Annotatsiya: Bu maqola lingvistikada xorijiy tillarni o‘qitishga zamonaviy yondashuv, o‘qib tushunish, yozish, eshitib tushunish, va gapirish ko‘nikmalarini shakllantirishning ilg‘or metodlariga bag‘ishlangan.

Аннотация: Данная статья посвящена современным подходам к преподаванию иностранных языков в лингвистике, передовым методам развития навыков чтения, письма, восприятия на слух и разговорный речи.

Annotation: This article is dedicated to modern approaches to teaching foreign languages in linguistics, advanced methods of developing reading , writing, listening and speaking skills.

Kalit so‘zlar: lingvistika, kommunikativ yondashuv, eshitib tushunish, gapirish, o‘qish, yozish ko‘nikmalari.

Ключевые слова: лингвистика, коммуникативный подход, навыки восприятия на слух, чтения, письма, речи.

Key words: linguistics, communicative approach, listening, speaking, reading, writing skils.

The general theory of language which is based upon the specific theories or grammars of languages is called linguistics. It is clear that linguistics is a science which studies language. Linguists observe and gather the facts of language, which can be confirmed by analyses and tests. Since the main function of language is to communicate ideas, feelings and emotions, the linguists learn how the message is expressed and transmitted to the listener. Among the applications of linguistics language teaching , language testing and teaching of literature are of primary consideration for us. Linguistics has presented a new understanding in language teaching providing a theoretical base. The approaches, methods nd techniques that are adopted in language teaching are now global in our age. The two most important approaches, structural and communicative , have their base in structural linguistics and sociolinguistics respectively. Structural linguistics made the discovery that listening and speaking skills precede reading and writing skills. Modern syllabuses, now, lay more emphasis on teaching listening and speaking skills in the beginning stages of language learning. Now the teaching of language starts from the smallest unit, phoneme, and leads the learner to the highest unit, sentence, systematically. Selection and gradation of lexical items and structures is a special feature of modern language teaching. Communicative approach increases the value of language using in the social context. It forbids artificiality and emphasize the functional aspect of language. In other words, whereas structural approach is primarily concerned with form and usage, communicative approach with function and use. The new methods that have stemmed from these approaches are Audio-lingual method, Situational method and Audio-visual method . All these methods have replaced the age-old Grammar- Translation Method, Direct Method and Lecture Method. Modern linguistics has enabled language teachers to frame syllabuses to give equal value to the four skills and the three elements of language.

Contrastive linguistics studies the structures of two languages at phonological , morphological , syntactic and semantic levels. It tries to show the similarities and differences in the structures of the languages . It has been seen that learners transfer the knowledge of their mother tongue while learning the second language. The transfer is positive if there is similarity and negative if there is difference. The teacher remediates the mistakes caused

by the negative transfer. For example , Uzbek language do not have articles which are very frequent in English. That's why at the beginning of learning English language some students come across difficulties in using and understanding articles.

Many linguistic experts have supported the idea of integration of the four language skills namely - listening, reading, writing and speaking. Further the access to diverse technology has revolutionized both teaching and learning practices. The present era assigns importance to initiate new tech savvy trends that will make teaching and learning of English language fascinating and fruitful. Students must have a clear knowledge of the linguistic, phonological, cultural, functional and interactive skills. In a classroom we can effectively make use of four important language skills namely – Listening, Speaking , Reading and Writing. Listening is hearing, understanding, remembering, interpreting, evaluating, and responding. Effective listening is only accomplished through constant effort. A teacher can enhance listening skills in the following ways. a) When the students are exposed to the lessons being taught by the teacher b) By encouraging students to listen to inspiring speeches c) Through interactive discussions d) Arranging educative movies or even e) By staging dramas.

Speaking is an intellectually productive skill in the oral mode. This implies being able to speak in a correct, conversational language which can make the speaker's purpose clear to the listener without any ambiguity. Though proficiency in each skill is necessary to become a well-rounded communicator, the ability to speak skillfully provides the speaker with several distinct advantages. The capacity to put words together in an evocative way –to reflect thoughts, opinions, and feelings provides the speaker with important advantages. Rather than leading students to pure rote memorization, providing a rich environment where meaningful communication takes place is aspired. Teachers can promote efficient speaking skills by the following methods - a) Recitation from the text or from memory. b) Lessons in phonetics or meaningful communication c) Narrate stories, experiences, brainstorming, group discussion and interviews. With this aim, various speaking activities such as those listed can contribute a great deal in developing fundamental interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more consequential. Reading is a complex cognitive process that involves students to recognize individual words and to put a string of words together in a relevant context. Students can imbibe the quality of effective reading by working out comprehension exercises or by reading the texts aloud . They learn that depending on the syntactic composition of the sentence and the overall paragraph theme, the semantic of each word may shift and bear new meaning. Writing should not be viewed as a separate and distinctive instructional topic as it is not a linear process. While, reading may be the key to basic skills, writing is the heart of the matter. Reading enables readers to read words to others and to be a passive recipient of information. Writing, however, sets the learner free. Writing allows writers to express their own views and has a cathartic influence as the learners are given leeway to articulate their opinion. The objective of writing lessons should be to persuade freedom of writing style and not to teach writing formula.

All in all, the main objective of teaching methods is to equip learners with competences that allow to communicate with other speakers of foreign language in a respectful manner. In addition, learners learn how to deal with and understand a variety of different text forms and media, being equipped with strategies and tools that will help them with their current and future language learning process.

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ONA TILI DARSLARIDA KO‘CHMA MA’NO VA ULARNING TURLARINI O‘QUVCHILARGA O‘RGATISH

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Annotatsiya. Maqolada ona tili darslarida ko‘chma ma’no va ularning turlarini o‘quvchilarga o‘rgatish yuzasida fikr yuritilgan.

Kalit so‘zlar: ma’no ko‘chish turlari ,metafora,metonimiya ,sinekdoxa.

Ma’lumki, nutqni ko‘chma ma’no va ularning turlarisiz tasavvur etish qiyin.So‘zlar o‘z ma’nosi bilan bartaraf bo‘lsalar ham, ammo uslubiy ma’no ifodalashi uchun ularning ma’nosi kontekstda ko‘chma ma’noga ega bo‘ladi.Gulning chiroyli belgisi odamga(gul yuz),o‘rin joyga(gulbog‘), biror harakatga (qo‘li gul) ko‘chiriladi, natijada gul so‘zi qo‘shimcha uslubiy mazmun oladi. So‘zning o‘z ma’nosidan ko‘chishi, uslubiy mazmun olishi ko‘proq badiiy uslub, ba’zan publitsistik uslub va o‘rni bilan og‘zaki so‘zlashuv tilida uchraydi.

Borliqdagi narsa hodisa, belgi- xususiyat, harakat -holat nomlari ma’lum bir asosga ko‘ra boshqa narsa- hodisa, belgi-xususiyat, harakat- holat nomi sifatida ham qo‘llaniladi. Bunday vaziyatda bitta nom bir necha narsa –hodisa, belgi -xususiyat ,harakat- holatlarning nomi sifatida hizmat qiladi.Masalan, burun so‘zi “tirik organizmning yuz qismidan bo‘rtib chiqqan nafas olish organi’’ ma’nosini ifodalaydi, shu bilan birga, burun,, yerning suvlikka tomon bo‘rtib chiqqan qismi’’ ma’nosini ham bildiradi.Predmetlar o‘rtasidagi tashqi o‘xshashlik (yuz qismdan bo‘rtib chiqqan burun bilan yer qirg‘og‘ining dengiz yoki okeanga qarab bo‘rtib chiqishi o;rtasidagi o‘xshashlik) birining nomini ikkinchisi ornida qo‘llashga asos bo‘lgan.

So‘zlarning ko‘chma ma’noda qo‘llanishiga ma’no ko‘chishi deyiladi. Ma’no ko‘chishining nima asosda ro‘yobga chiqishiga ko‘ra metafora, metonimiya, sinekdoxa singari turlari mavjud.

So‘zlarning ko‘chma ma’noda qo‘llanish usullari quyidagicha: I.Metafora (ko‘chirish)

Bir narsa-hodisa, belgi-xususiyat, harakat-holat nomi boshqasiga o‘zaro tashqi yoki ichki o‘xshashlik asosida ko‘chirilishi metafora deyiladi.

a) bir narsaning nomi boshqa narsaga o‘xshashlik asosida ko‘chiriladi:majnuntolning sochi, ko‘chaning boshi, qozonning qulog‘i, egarning qoshi, uzukning ko‘zi, qumg‘onning burni, o‘choqning og‘zi, arraning tishi, kitobning yuzi, ariqning labi.

Metofora bo‘yicha darslikdagi mashqlar quyidagicha bajariladi:

Har yil bir keladigan bahor sevinchi yana ko‘ngillarni qitiqlay boshladi. Yana tabiatning dildiragan tanlariga iliq qon yugurdi… Tollarning ko‘m-ko‘k sochpopuklariqizlarning mayda o‘rilgan kokillaridayselkillab tushmoqqa boshladi.

Tahlil: Ushbu matnda ko‘chimlar talaygina. Unda insonga xos dildirash (sovqotish), qitiqlash kabi xususiyatlar insondan boshqa narsalarga metafora, ya‘ni o‘xshashlik asosida ko‘chirilgan. Bunda harakat o‘xshashligi ham kuzatilgan:

5. Bahor sevinchi ko‘ngillarni qitiqlay boshladi.
6. Tabiatning dildiragan tanasiga qon yugurdi.
7. Tollarning sochpopuklari selkillab tushmoqqa boshladi.

II. Metonimiya (qayta nomlash)

Metonimiya (yunoncha «qayta nomlash», «nomini almashtirish») narsa yoki hodisalarning makon va zamonda o‘zaro bog‘liqligi, doimiy aloqadorligi asosida birining nomi ikkinchisiga

ko‘chishidir. Bunda narsa, harakat va belgi o‘rtasidagi o‘zaro o‘xshashlik emas, balki doimiy aloqadorlikning mavjudligi birining nomini aytganda ikkinchisini anglash, nazarda tutish imkonini beradi.

III. Sinekdoxa (birgalikda anglash)

Butun orqali qismni yoki qism orqali butunni ifodalash, anglatish sinekdoxa deyiladi. Uning ikki turi mavjud.

1) bo‘lak (qism) orqali butunni ifodalash: Bitta tuyoq bilan olti qorinni boqib kelyapman.

Diqqat!!! Soch, bosh, ko‘z, qosh, quloq, og‘iz, burun, qorin, mo‘ylov, soqol, oyoq, qo‘l, yurak, jigar, til, bo‘g‘iz, tomoq, lab, tish kabi tana a’zolari orqali shaxs ma’nosi anglashilishi ham sinekdoxa asosida ma’no ko‘chishiga asoslangan bo‘ladi .Do‘ppi boshimga tor keldi.

2) Butun orqali bo‘lak (qism) ni ifodalash: Besh qo‘l barobar emas. Olma archayotib qo‘lini kesdi. G‘ildirakni yurg‘izing, bozordan u-bu olib kelaylik. Urush ko‘plarning yostig‘ini quritdi.

Darslikdagimatnlarda metonimiya va sinekdoxa yo‘li bilan hosil bo‘lgan ko‘chma ma’nolarquyidagicha izohlanadi:

1. Undan keyin sizning dasturxoningizni solib, qo‘lingizga suv berib, qizingizning choklarini tikishib, xizmatingizni qilib yotardim! (Cho‘lpon)

2. O‘zbek Navoiyni o‘qimay qo‘ysa,

Oltin boshning kalla bo‘lgani shudir. (E.Vohidov)

3. Bashirjon yoniga ag‘darildi: «Rahmatli chol to‘g‘ri aytarkan. Undan-ku, bir tirnoq — men qoldim. Yaxshimi-yomonmi, har qalay, ismini familiya qilib yuribman». (N.Aminov)

Matnda qo‘llangan metonimiyalar:

qizingizning *choklari* – tikayotgan matolari (kiyimlik yoki ko‘rpalik)

O‘zbek *Navoiyni* (Navoiy asarlarini) o‘qimay qo‘ysa;

Matnda qo‘llangan sinekdoxa:

bir tirnoq (farzand ma’nosida) — men qoldim.

Shunday qilib ,o‘quvchilarga ko‘chma ma’no va ularning turlarini o‘rgatish ona tili o‘qitishning eng muhim tamoyillaridan biri bo‘lib ,uni amalda qo‘llash bilimlarning puxta bo‘lishini ta’minlaydi,nutq malakalarining rivojlanishiga samarali ta’sir ko‘rsatadi. Hozirgi kun dolzarb muammolari sirasiga kiradigan vazifalar-o‘quvchi shaxsini kamol toptirish ,har bir aytgan gapini suhbatdoshiga tushunarli qilib yetkazib beradigan,zarur bo‘lsa, asoslab bera oladigan mustaqil fikrlovchi ,dunyoqarashi keng barkamol insonni tarbiyalash ,uning nutq madaniyatini shakllantirish ,shu maqsadda so‘z boyligini oshirish ,so‘zdan hamda grammatik vositalar beradigan uslubiy imkoniyatlardan o‘z o‘rnida foydalanish malakasini hosil qilish vazifalari ona tili o‘qituvchilariga katta mas’uliyat yuklaydi.

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EFFECTIVE TEACHING METHODS

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Abstract: The article discusses the problems on teaching foreign languages in Uzbekistan. The main learning skills are developed and assessed according to the world standards in order to prepare learners and future specialists answering the demands of CEFR requirements.

Key words: foreign languages, teaching system, learning skills, teaching methods.

Learning foreign languages in Uzbekistan has become very important since the first days of the Independence of our country. There is a great importance to understand up-to-date English. The First President of the Republic of Uzbekistan Islam Karimov signed a decree “On measures to further improve foreign language learning system”. It is noted that in the framework of the Law of the Republic of Uzbekistan “On education” and the National Programme for Training in the country, a comprehensive foreign language teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation,further integration of the country to the world community, has been created. Reforming the system of teaching is to put biggest responsibilities in front of teachers who teach at schools, at universities, and colleges. Modifying the teaching system involving CEFR is also the main factor to enrich the teaching foreign language. Main learning skills are developed and assessed according to the world standards in order to prepare our learners and future specialists answering the demands of CEFR requirements.

When materials developers design teaching materials some pitfalls may occur and they may affect negatively and cause to distract learners’ attention. Moreover, investigating unknown features of teaching modes deeply and practicing it in teaching process improve and lose the drawback of medium quality organized materials. In order to answer the modern language teaching requirements, teachers are to be informed about even subtle aspects of materials developing and how to use teaching methods with different types of learners.

Using different methods in classes. A teaching strategy is the method used to deliver information in the classroom, online, or in some other medium. Effective teaching strategies help to make students active about a topic, increase their curiosity on details, engage students in learning and on task, develop critical thinking skills, and, in general, enable and enhance the learning of course content. The goal of using teaching strategies is to facilitate learning process, to motivate learners and engage them in learning, to help them focus on the information or course books. There are many strategies and no one can choose only one strategy to teach a language; each strategy is devoted to increase one aspect; hence all teaching methods are used cooperatively. It is important to vary instruction to not only keep the students’ interest, but also to allow them to interact with content in various learning styles. In the classroom in the accompanying photograph, different instructional, pictured strategies can make a teacher’s lesson more effective in reaching a wide range of learners. No two teachers are alike, and any teacher with classroom teaching experience will agree that their style of teaching is uniquely their own. An effective teaching styles engages students in the learning process and helps them develop critical thinking skills. Traditional teaching styles have evolved with the advent of differentiated instruction, prompting teachers to adjust their styles toward students’ learning needs.

Types of language learners and teaching methods. As teachers use various methods in teaching languages, learners also have different styles of learning the particular subject.

Learning style is an individual's natural or habitual pattern of acquiring and processing information in learning situations. Individuals differ from each other with the ways in how they learn. The concept about individualized learning styles originated in the 1970s, and has greatly influenced education. According to the researches that teachers should assess their students so as to know students' modes of learning and adapt their teaching strategies to best fit their students' learning styles. There are three modalities of learners: visual, auditory, and kinesthetic.

Visual Learners acquire ideas, concepts, data and other information in association with images, graphic structures and techniques. Such learners learn better when they see illustrations, have strong memory in visualizing. Graphic organizers are visual representations of knowledge, concepts, thoughts, or ideas. To show the relationships between the parts, the symbols are linked with each other; words can be used to further clarify meaning. By representing information spatially and with images, students are able to focus on meaning, reorganize and group similar ideas easily, make better use of their visual memory.

Auditory Learning is a learning style in which a person learns through listening. An auditory learner depends on hearing and speaking as a main way of learning. Auditory learners must be able to hear what is being said in order to understand and may have difficulty with instructions that are written. They also use their listening and repeating skills to sort through the information that is sent to them.

Teachers might use these techniques to instruct auditory learners: verbal direction,

group discussions, verbal reinforcement, group activities, reading aloud, and putting information into a rhythmic pattern such as a rap, poem, or song.

Kinesthetic Learning (also known as tactile learning) is a learning style in which learning takes place by the student carrying out a physical activity, rather than listening to a lecture or watching a demonstration. Tactile-kinesthetic learners make up about five percent of the population. When learning, it helps for these students to move around; this increases the students' understanding, with learners generally getting better marks in exams when they can do so. Kinesthetic learners usually succeed in activities such as chemistry experiments, sporting activities, art and acting; they also may listen to music while learning or studying. It is common for kinesthetic learners to focus on two different things at the same time,remembering things in relation to what they were doing. They possess good eye hand coordination. In kinesthetic learning, learning occurs by the learner using their body to express a thought, an idea or a concept (in any field). A teaching strategy comprises the principles and methods used for instruction. Commonly used teaching methods may include lecture, class participation, demonstration, project-based learning or memorization, but some combination of these usually results in the most effective strategy. Mainly teachers choose teaching strategies depending on the given information or the objective that should be implemented, skill that is being taught and these strategies may be influenced by students' learning styles, aptitudes, skills, and enthusiasm towards subjects. Any two teachers never choose the same strategies, because their classroom and learner‘s knowledge level require different teaching approaches. An effective teaching style engages students in the learning process and helps them develop critical thinking skills. The following list of teaching styles highlights the five main strategies teachers use in the classroom, as well as the benefits and potential pitfalls of each respective teaching method.

Conclusion. When teachers know who the good and less good students are, they can form different groups. While one group is working on a piece of language study (e.g. the past continuous), the other group might be reading a story or doing Internet-based research. Later, while the better group or groups are discussing a topic, the weaker group or groups might be doing a parallel writing exercise, or sitting round a CD player listening to an

audio track. This is an example of differentiation - in other words, treating some students differently from others.

Many teachers, faced with students at different levels, adopt a mixture of solutions such as the ones we have suggested here. However, it is vitally important that this is done in a supportive and non-judgmental manner. Students should not be made to feel in any way inferior, but rather should have the benefits of different treatment explained to them. Furthermore, we should be sensitive to their wishes

so that if they do not want to be treated differently, we should work either to persuade them of its benefits or, perhaps, accede to their wishes.

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FE'L SO'Z TURKUMI BO'YICHA MULOHAZALAR

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Annotatsiya: Ushbu maqolada fe'l so'z turkumida vazifa shakllari hamda zamon shakllari orasidagi shakldoshlik xususiyatlarni inobatga olib, ko'makchi fe'lli so'z qo'shilmasi qismi bo'lgan yetakchi fe'l tarkibidagi –(i)b, -a//-y shakllarini olgan fe'lda ravishdoshlik xususiyatining mavjud emasligi; sifatdoshning zamon shaklini ko'rsata olish xarakteri va zamon shakllari bilan shakldoshligini farqlash xususida mulohaza yuritilgan.

Kalit so'zlar: Fe'l, ko'makchi fe'l, qo'shimcha, zamon, mayl, shaxs-son qo'shimchalari, ravishdosh, sifatdosh .

Ma'lumki, fe'l so'z turkumi nima qilmoq?, nima bo'lmoq? So'roqlariga javob bo'lib, shaxs yoki narsalarning harakat va holatini atab kelgan so'z turkumidir.

Fe'llar gapda boshqa so'zlar bilan bog'lanib, kesim, ega, to'ldiruvchi, hol, aniqlovchi vazifasida kelishi mumkin. Buning uchun fe'l maxsus shakllarga ega bo'ladi. Turli gap bo'laklari vazifasida kelishi uchun xoslangan fe'l shakllari *fe'lning vazifa shakllari* sanaladi. Fe'lning sof fe'l shakli (o'qidi), harakat nomi shakli (o'qimoq,o'qish), sifatdosh shakli (o'qigan, oqar), ravishdosh shakli (o'qib, kelgach) kabi to'rtta vazifa shakli bor.

Fe'lning munosabat shakllariga 6-sinf ona tili darsligida zamon, mayl va shaxs-son shakllari kiritilgan. Fe'lning vazifa shakllari –(i)b, -a//-y, -gan, (-kan, -qan) shakllarini ham zamon va mayl shakllaridan farqlash yo'1-yo'riqlarini ko'rsatib berilsa maktab o'quvchilari uchun tushunarli bo'lar edi.

Bu qo'shimchalar litsey ona tili darsliklarida shakldosh qo'shimchalar deb qaraladi. Lekin ba'zi o'rinlarda o'z fikrimizga o'zimiz qarshi chiqamiz.

Bizga shu ma'lumki, fe'lning vazifa shakli bo'lgan ravishdosh qo'shimchalari

-(i)b, -a//-y qo'shimchalaridir. Ravishdosh fe'lning ravishga xoslangan shaklidir. Demak, u ravish bajargan sintaktik vazifani bajarib keladi. va qay holatda?, qanday? so'roqlariga javob bo'ladi. Asosi fe'l bo'lgani sabab, fe'lning vazifa shakli deb ataymiz. Ammo o'tgan zamon qo'shimchasi –(i)b, mayl qo'shimchalari

-a// -y shakllaridan qanday farqlaymiz. Ko'makchi fe'llarga bog'lanib keluvchi yetakchi fe'llar tarkibidagi –(i)b, -a// -y shakllarida ravishdoshni ifodalovchi belgi ko'rinmaydi. Chunki ravishdosh –(i)b, -a//-y shakllarini olib, ravish bajargan sintaktik vazifani bajarishi kerak. Lekin yetakchi fe'l tarkibidagi " –(i)b, -a//-y shakllariga qo'shilib degan" fikrimizga o'zimiz qarshi chiqqan bo'lamiz. Bu qo'shimchalarda zamonga xos qo'shimchalar vazifasi, ravishdoshning vazifasiga qaraganda ko'proq kuzatiladi.

O'qib chiqdi-nima qildi? So'rog'iga javob bo'lganida –(i)b shaklini o'tgan zamon shakli; *yugurib keldi* birikmasida esa qay holatda so'rog'iga javob bo'lganida ravishdosh deb qarasak, fikrimizga qarshi chiqmagan bo'lardik. Yetakchi fe'l tarkibidagi –(i)b, -a//-y shakllari ravishdoshlik vazifasidan kechib, ko'proq zamonga xos belgini mazmunidan ifodalamoqda.

O'qib chiqdi- o'tgan zamon

O'qib chiqyapti- oldin bajarilib, hali davom etayotgan hozirgi zamon.

O'qib chiqadi- oldin maqsad etib qo'yilgan, hali bajarilmagan kelasi zamon.

Bu qo'shimchalar ravishdosh vazifasini bajarganida ravish bajargan vazifadan voz

kechmasligi kerak. Aks holda, unda ravishga xos belgini qanday ko‘rsatamiz.

Yugurib keldi- birikmasi ravishdoshni ifodalaydi, ravish bajargan vazifani bajaradi, qay holatda keldi?- yugurib, lekin yetakchi fe’llar tarkibidagi –(i)b, -a//-y

shakllari faqat ravishdosh qo‘shimchasi –(i)b, -a//-y shakllari bilan shakldoshlikni saqlab qolgan, xolos.

Sifatdosh fe’lning sifatga xoslangan shakli, u fe’lning vazifa shakli bo‘lgani uchun zamon ma‘nosini bildiradi. Lekin zamon qo‘shimchasi -gan, -kan, -qan, -(a)r shakllaridan farqi aytib o‘tilmaydi. Shu o‘rinda maktab darsliklarida -gan, -kan, - qan sifatdosh shakllari o‘tgan zamon shakllari bilan shakldoshligi, -(a)r shaklining kelasi zamon shakli ekanligi bilan shakldoshligi 6-sinf ona tili maktab darsligida ham, ta’kidlab o‘tilsa maqsadga muvofiq bo‘lardi.

O‘qigan bola- birikmasida sifat bajargan vazifani bildirib, qanday?, qaysi? so‘roqlarini olganda sifatdosh vazifasida kelgani, *bola o‘qigan*- gapida esa sifatdosh yo‘q ekanligi, -*gan* shakli o‘tgan zamon shakli bo‘lib faqat shakldoshligi “Eslab qoling”da berilsa, o‘quvchilarga tushunarli bo‘lardi.

Yozgan bola- qaysi bola? sifatdosh +ot; *Bola yozgan* - bola nima qilgan ? ot+sof fe’l; *Oqar daryo* - qanday daryo? sifatdosh+ot; *Daryo oqar*- daryo nima qilar? ot+sof fe’l.

Sifatdosh sifatga xos belgini, ravishdosh esa ravishga xos belgini o‘zida saqlab qolsa sifatdosh va ravishdosh bo‘lib qolishi, bunday belgini saqlab qolmaganda esa zamon qo‘shimchasi ekanligi maktab darsliklarida ifodalansa tushunish o‘quvchilarda oson bo‘lardi. O‘quvchilaming ikkilanishlari kuzatilmasdi.

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INGLIZ TILI FANINI O‘QITISHDA ROLLI O‘YINLARNING O‘RNI

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Annatatsiya: Mazkur maqola ingli tili fanini o‘qitish jarayonida rolli o‘yinlarning o‘rni,uning ahamiyati xususida nazariy fikrlar berilgan hamda ingliz tilini o‘qitishda ta’lim jarayonini samarali va sifatli tashkil etishda pedagogik qo‘llay olish haqida mulohaza yurutildi.

Kalit so‘zlar: Rolli o‘yinlar, innovatsion metodlar, samaradorlik, til to‘sig‘i, ko‘nikma, sahna ko‘rinishi, emotsional holat, aktiv ishtirok.

Yurtimizda chet tillarni o‘rganishni yanada takomillashtirish uchun O‘zbekiston Respublikasi Prezidentining 2012-yil 10-dekabrdagi “Chet tillarni o‘rganish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi PQ-1875-sonli qaroriga muvofiq so‘nggi yillarda chet tillarini shuningdek ingliz tilini o‘rganishga bo‘lgan qiziqish yuqori darajada oshdi va davr talabiga aylandi. Bunga davlatimizning mustaqillikdan keyin chet tilini rivojlantirishga qaratilgan yuqoridagi farmon, chora va tadbirlar ham sabab bo‘lmoqda. Bu esa biz ingliz tili o‘qituvchilari oldiga katta ma’suliyat yuklamoqdakim ular oldiga o‘quvchilarning ingliz tiliga qiziqishini yanada oshirish uchun ingliz tili darslari davomida turli innovatsion metodlardan, texnik va amaliy vositalardan foydalanishni taqazo etmoqda.

Shunday metodlardan biri bu dars jarayonini yanada mahsuldor tashkil etuvchi turli xil o‘yinlardir. Dars davomida har xil o‘yinlar o‘ynatib turish sinfda fanni o‘rganishga bo‘lgan ishtiyoqni yanada oshiradi, passiv o‘quvchilarni ham darslarda yaxshiroq qatnashishga undaydi. Shuningdek o‘quvchilarning ustozlariga bo‘lgan hurmatini oshiradi. Shunday samarali o‘yinlardan biri- rolli o‘yinlardir. Rolli o‘yinlar bu real hayotimizdagi turli situatsiyalarni ingliz tilini o‘rganish jarayonida tadbiq etishdir. Bu metod dars jarayonida til muhitini yaratishda yordam beradi. Men ham darslarim mobaynida rolli o‘yinlardan juda ko‘p foydalanaman. Masalan:o‘quvchilarning kelajakdagi rejalari haqida suhbat kabi situatsiyalarni o‘quvchilarga berishimiz mumkun. Ushbu jarayonda o‘quvchilar sahna ko‘rinishlarini ijro etadilar. Do‘konda biror bir narsa harid qilishga doir situatsiya haqidagi sahna ko‘rinishida dialoglardan foydalanadilar.

Ushbu jarayonlarda o‘quvchilar sahna ko‘rinishlarini tashkil etadilar, rol ijro qiladilar. Bunday hayotiy rolli o‘yinlar dars jarayonida til muhitini yaratadi, o‘quvchilarni fikrlashga va o‘z fikrini ingliz tilini erkin bayon qilishga undaydi. Rolli o‘yinlarga ishtirok etish jarayonida o‘quvchilarning ingliz tilida so‘zlashish, tinglash ko‘nikmalarini rivojlantiradi. Rolli o‘yinlarga tayyorgarlik ko‘rish jarayonida o‘quvchilarning leksik, grammatik va talaffuzdagi xatolarini to‘g‘irlashadi. Dars davomida rolli o‘yinlardan foydalanish bir vaqtning o‘zida barcha ko‘nikmalarni:o‘qish, tinglash, grammatik, so‘zlashishni darsda aktiv ishtirok etishlarini ta’minlaydi. Bundan tashqari rolli o‘yinlar o‘quvchilarning ingliz tilini o‘rganishga qiziqishini oshiradi. Bundan tashqari dars jarayonida rolli o‘yinlar o‘quvchilarning ingliz tilini qunt bilan o‘rganishga qiziqishini yanada oshiradi va dars jarayoniga jonli, quvnoq, do‘stona, birdamlik muhitini yaratadi. Bu esa ingliz tili darslarini ham yuqori sinflarda, ham boshlang‘ich sinflarda samaradorligini oshirishga xizmat qiladi.

Foydalanilgan adabiyotlar:

1. O‘zbekiston Respublikasi Prezidentining 2012-yil 10-dekabrdagi “Chet tillarni o‘rganish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi PQ-1875-sonli qarori.
2.www.britishencyclopedia.com.

РУС ТИЛШУНОСЛИГИДА НОРМА ТАЛҚИНИ

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Аннотация: Мазкур мақолада рус тилшунослигида норма талқини ҳақида фикр юритилади

Калит сўзлар: норма, норматив, нутқ маданияти, адабий тил.

Рус тилшунослигида норма тарихини таҳлил қилиш жараёнида шу нарса маълум бўлдики, тил нормасининг илмий аниқланиши норматив грамматикалар, риторикага оид асарлар ва луғатлар яратишлардан бошланганлигини кузатамиз. Рус тили норматив грамматикасининг яратилиши М . В. Ломоносов номи билан боғлиқдир. Унинг “ Россия грамматикаси ” ва “ Риторика ” [1] каби ишларида рус тили норматив грамматикаси ва стилистикасининг асослари яратилди.

М. В. Ломоносовнинг бу илмий ишлари “ тил нормаси ” назарияси учун рус тилшунослиги тарихида илк босқич , биринчи қадам бўлиб ҳисобланади. Бу ҳақда С.П. Обнорский шундай ёзади: “ Тил нормаси ҳақидаги Ломоносов томонидан яратилган ғоянинг асосий негизи норма тушунчаси ривожланишининг кейинги тақдирини белгилади ва ҳозирги тилимизнинг жонли асоси бўлиб хизмат қилмоқда”[2].

Рус тилшунослигида инқилобдан олдин норма масалалари билан жуда кам шуғулланадилар. Тил нормаси ҳақидаги фикрлар А. Х. Востоков , Я. Г. Грот, А. А. Потебня ва бошқаларнинг илмий ишларида у ёки бу дражада ўз аксини топди , холос.

Тил нормаси назариясига асримиз бошларида муносиб ҳисса қўшган тилшунос В. И. Чернишевдир.[3] У нормадаги вариантдорлик ҳақида гапириб, тилда эски ва янги , асл ва ўзлашган, китобий

(ёзма) ва оғзаки , умумхалқ ва диалектик формалар мавжудлигини ва улар ўзаро узвий боғлиқлигини асосли равишда исботлади.

Тилшунослар А. М. Пешковский, С. П . Обнорский, Л. В. Шчерба, Г. О . Винокур, Л. П. Якубинский , Е. Д. Поливанов, В. В. Виноградов, Е. С. Истрина ва бошқалар ўз диққатини тил ва нутқ маданияти масалаларига ва тил нормасининг илмий – назарий муаммоларига қаратди.

Рус нутқи маданияти ва рус тили нормаси бўйича баракали илмий ишларни амалга оширган С. И. Ожегов , Ф. П. Филин , Б . Н . Головин , В . Г. Костомаров, Л .И . Скворцовларнинг ишларида тўпланган барча амалий тажрибалар умумлаштирилди , тил нормаси ва нутқ маданиятининг долзарб назарий муаммолари кун тартибига қўйилди ва бу муаммоларни ечишнинг қулай ва нуфузли йўлларини топишга ҳаракат қилинди . Тил нормасининг ўрганилишини тилшунослар Э. Бегматов ва А . Маматовлар қуйидаги йўналишларга ажратади :

1. Нормани тилнинг систем – структур имкониятларининг ўрганилиши билан

[1] Ломоносов М.В. Полное собрание сочинений. Т.7. Труды по филологии. 1739- 1758.-М.-Л.: 1952

[2] Обнорский С. П. Ломоносов и русский литературный язык . Избранные работы по русскому языку. М.: 1960

[3] Чернышев В.И . Правильность и чистота русской речи . Опыт русской стилистической грамматики . М. : 1913

боғлиқ ҳолда (В. Ф . Ицкович , В .П . Филин , Н . Н . Семенюк , Л . П . Крисин ва бошқалар) таҳлил қилиш ;

2. Нормани адабий тил ижтимоий вазифасининг кенгайиши ва унинг функционал ранг – баранглигининг ўсиши билан боғлиқ ҳолда

(К. А. Долинин , Э. Г . Ризель , К. С . Горбачевич ва бошқалар) ўрганиш;

3. Нормани адабий тилнинг баъзи социологик жиҳатлари билан боғлиқ ҳолда (М . М . Гухман , Н . Н . Семенюк , А .А . Леонтьев , А . А. Касаткин ва бошқалар) кузатиш ;

4. Нормани нутқ маданияти масалари билан боғлиқ ҳолда (В . В . Виноградов , Л. В. Шчерба, Б . Н . Головин , Г. О . Винокур, В . Г. Костомаров, Л .И . Скворцов ва бошқалар) ўрганиш ;

5. Нормани тилнинг руҳий (психологик) ва алоқавий (коммуникатив) жиҳатлари билан боғлаган ҳолда (В . Г. Костомаров, А .А . Леонтьев , Б . Н . Головин ва бошқалар) таҳлил қилиш ва бошқалар.

Чет эл тилшунослари , шунингдек рус тилшунослигида лисоний норма бўйича олиб борилган тадқиқотлар, улардаги илмий хулосалар туркий халқлар тилларидаги , жумладан ўзбек тилидаги адабий норма хусусиятларини ўрганишга назарий таянч бўлиб хизмат қилди .

Фойдаланилган адабиётлар

1. Ломоносов М.В. Полное собрание сочинений. Т.7. Труды по филологии. 1739-1758.-М.-Л.: 1952

2. Обнорский С. П. Ломоносов и русский литературный язык . Избранные работы по русскому языку. М.: 1960

3. Чернышев В.И . Правильность и чистота русской речи . Опыт русской стилистической грамматики . М. : 1913

4. Бегматов Э . , Маматов А . Адабий норма назарияси . 1– қисм . Т . : 1997 , 42–43 б

АЛИШЕР НАВОИЙ „ХАМСА»СИДА ПОЭТИК ШАКЛ ВА МАЗМУН УЙГУНЛИГИ.

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Аннотация: Ушбу маколада буйук мутафаккир шоир Алишер Навоийнинг беш достондан иборат булган ,,Хамса” асари хакида маьлумотлар берилган. Бундан ташкари Навоийнинг бошка куплаб асарлари ва уларнинг бугунги кунда тутган мухим урни хакида хам мулохазалар юритилган.

Таянч сузлар: Алишер Навоий, Хамса, Муфрадот, Хайрат ул-аброр, Фарход ва Ширин, Лайли ва Мажнун, Сабъайи саййор, Садди Искандарий, Хусрав, Бахром, Абдурахмон Жомий, Султон Хусайн, Астробод, Назм ул-жавохир

Мустакиллик даври халкимиз маънавий олами учун ижобий узгаришларга бой булди. Истиклолнинг дастлабки йилларидаёк улуг мутафаккир Алишер Навоий хазратларининг йигирма томлик мукаммал асарлар туплами нашри амалга ошди. Мумтоз адабийотимизнинг узига хос яратилиш анъаналари, улардаги мукаддима кисмлар, илохий ва тасаввуфий тушунчаларнинг аслича берила бошлангани кувонарли ходиса эди, албатта.

Жумладан, Навоий ,,Хамса”си достонларининг тулик матнини укиш имконияти яратилгани тахсинга лойик булди.Натижада Алишер Навоийнинг мукаммал асарлари асосида янги-янги тадкикотлар, ёхуд мустакил юрт маънавиятига хос янги талкинлар юзага кела бошлади. Дарсликлар ва укув кулланмаларда мумтоз талкинлар асосида тузилди ва бу янгиланиш давом этаётир.

Навоий асарларига мурожаат хам шу маънода тобора кенгаймокда. Бирок бир хакикатни инкор килиб булмайди. Навоийни хамон адабиётшунослару мутахассис навоийшунослар тушуна билади. Кенг китобхонлар оммаси эса бу улуг мутафаккирнинг асарларидаги тасаввуфий-ирфоний, мажозий, ижтимоий-сиёсий карашларини мохиятан тулик тушуниб етмайдилар.

Навоий ижодини тушунишнинг бир йули эса бу улуг ижодкор асарларини биографик усулда, яъни муаллиф асарига унинг таржимаи холи, яшаган даври нуктаи назаридан ёндашиб урганиш зарурияти дир.

Алишер Навоий ,,Хамса”си бир-бири билан ич-ичидан мустахкам богланган бешта достонни камраб олувчи яхлит асардир. Буюк шоир унда уз даврининг барча долзарб муаммо ва масалаларини каламга олишга интилган. Шунинг баробарида уз хаёти билан боглик айрим ходисаларни хам асарлари мазмунига баъзан билиб, баъзан билмай сингдириб юборган.

Алишер Навоий мансуб адабий хаётда шеърий асарлардан газал, касида, насрий асарлар ёзишга хам кизикиш кучли эди. Алишер Навоий форсий девонига 373 муаммо киритган. Шундай адабий майллар туфайли 1485 муаммо ёзиш коидалари хакида махсус ,,Муфрадот” асарини яратди.

Алишер Навоийда узбек тилида ,,Хамса”-беш достон яратиш максади ёшлигидан булган. Бу максадини 1483-1485 йилларда амалга оширди. Асар узбек адабиёти шухратини оламга ёйиб, жахон адабиётининг дурдоналаридан бирига айланди.

Улуг шоир ижодининг шох асари ,,Хамса” 5 достондан иборат. Булар ,,Хайрат ул-аброр”(,,Яхшилар хайрати”), ,,Фарход ва Ширин”, ,,Лайли ва Мажнун”, ,,Сабъайи сайёр”(,,Етти сайёра”), ,,Садди Искандарий”(,,Искандар девори”) достонларидир. Форс адабиётидаги хамсачиликка жавоб сифатида узбек тилида биринчи маротаба

яратилган Алишер Навоий ,,Хамса"си бу тилнинг чексиз имкониятларини амалда исбот этди. 52 минг мисрадан иборат бу бешлик 15-а. ислом тафаккурининг борлик ва табиат, инсон ва жамият, ахлок ва камолот хакидаги узига хос комуси эди.

Шоир вокеаларни кадим Шарк тарихининг Хусрав, Бахром, Искандар каби номлари афсоналар билан чулганган шахслар, Лайли ва Мажнун каби ошиклар хаётидан олди. Уларга янги мазмун берди, туркона рух киритди. Даврнинг дардли масалаларини, авлодларнинг орзу ва армонларини кутариб чикди. ,,Хамса" замондошларига нихоятда зур таъсир курсатди. Абдурахмон Жомий уни хаяжон билан олкишлади. Султон Хусайн эса шоирни узининг ок отига миндириб, жиловдорлик килди.

Алишер Навоийнинг ишкий мавзуда ёзган шеърларининг узига хос хусусиятларидан яна бири шундаки, улардаги куп гоя ва тимсоллар, тасвирий деталлар анъанавий характерга эга. Шу билан бирга ишк ва ишкий образлар талкинида хам бошка мумтоз ижодкорлар сингари Алишер Навоий рамзийликка куп урин беради. ,,Ёр"- бу дунё гузалигина эмас, унингча, бу- бутун борликни яратган ва хамма нарсани харакатга келтириб турган Аллох хамдир. Шоир узининг тасаввуфий шеърларида ёрнинг коши, кузи, зулфи, сочи деганда Аллохнинг куч-кудрати, мехри, олий даражадаги гузалликларини кузда тутади. Алишер Навоийнинг барча лирик жанрларга оид шеърлари юксак махорат билан ёзилган булиб, инсон манфаатларига, унинг эътикодини мустахкамлашга, рухини согломлаштиришга хизмат килади. Унинг фалсафий, ахлокий мазмундаги хаёт нафаси уфуриб турган хар бир шеъри бу жанрнинг улмас намуналаридир.

,,Хамса"дан кейин Навоий яна бир сара асарлар яратди. 1485 й. узининг машхур ,,Назм ул-жавохир" асарини бунда биринчи халифалардан булмиш Хазрат Алининг 266 та хикматли гапи рубойи тарона шаклида баён этилган.

Уша давр китобхонлари, шу жумладан, тарихчи Хондамир бу асарга гоят юксак бахолаган. Алишер Навоийнинг инсонпарварлик фаолияти, илгор карашлари унинг обру- эътибори халк орасида тобора ортиб бориши уз манфаатларини кузлаган сарой аъёнлари хакида норозилик тутдирди. Улар шоир билан подшо орасига нифок солишга уринишган. Натижада 1487 й.да Хусайн Бойкаро Алишер Навоийни вазифасидан бушатади ва вазир вазифасини Мухаммад эгаллайди. Навоий эса Астрободга хоким килиб тайинланади.

Навоий хокимлик килган 2 йил давомида Астробод шахри ва вилояти ободонланиб, кушни давлатлар билан яхши муносабатлар урнатилади, савдо ишлари юлга куйилади.

Алишер Навоий Хусайн Бойкарони адолатли, маърифатли хукмдор киёфасида куриш орзуси билан яшади.

Алишер Навоий хамиша купрок ижодий ва илмий ишлар билан шугулланиш, бу борадаги режаларини амалга ошириш хаёли билан яшарди. Хаёт эса унинг режаларига уз тузатишларини киритар эди. 1488 й.Саййид Хасан Ардашер, 1492 й. Жомий, 1493 й. олим ва шоир Пахлавон Мухаммад бирин-кетин хаётдан куз юмдилар.

Навоий узи учун кадрдон булган бу инсонлар хотирасини абадийлаштириш, уларга уз хурматини изхор этиш учун ,,Холоти Саййид Хасан Ардашер", ,,Хамсат ул-мутахаййирин"(,,Беш хайрат"), ,,Холоти Пахлавон Мухаммад" номли рисолаларини ёзди.

Астрободда ёза бошлаган ,,Тарихи мулуки Ажам"(,,Ажам подшохлари тарихи") асарини тугаллади (1489). 1490 й. у узига замондош шоирлар хакида Жомийнинг ,,Бахористон", Давлатшох Самаркандийнинг ,,Тазкират уш-шуаро" асарлари шаклида ,,Мажолис ун-нафоис"(,,Нафислар мажмуаси") тазкирасини тузишга киришиб, 1492 й.да тугаллади. Шу вактнинг узида Алишер Навоий узбек тилида шеърият назарияси, аникроги, аруз вазни коидалари хакида ,,Мезон ул-авзон"(,,Вазнлар улчови") илмий кулланмасини яратди.

Буюк инсонпарвар Алишер Навоий урта асрдаги Уйгониш даврининг бошка улуг зотлари сингари бутун хаёти билан хакикий инсон кандай булиши лозимлигини курсатди. У уз давридаги нохакликка, адолатсизликка карши курашди, амалдорларнинг уз вазифаларини суистеъмол килишларини ва таъмагирликларини фош этди, ожиз, мухтож кишиларни уз химоясига олди.

Навоий ижодига шоир биографияси нуктаи назаридан нигох ташлар эканмиз: ,,Шоир ижоди хар доим у яшаган даврнинг энг мухим масалаларини камраб олган ва уларга жавоб берган''. Шу жихатдан улар бадиий ижоддаги замонавийликнинг ёркин тимсоли була олади. Навоийни англашда, унинг асарлари мохиятини чукур тугунишда энг макбул метод эканини тулик намоён этади.

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O‘TKIR HOSHIMOV ASARLARIDA QO‘LLANGANN O‘ZBEK LIMNGVOMADANIYATIGA XOS METAFORALAR

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Annotatsiya: Har bir xalq tilida yaratilgan badiiy asarlarda xalq tarixi, mentaliteti, madaniyati aks etadi. Va ana shu xususiyatlar o‘z navbatida lingvokulturologik tahlilni taqozo etadi. Maqolada O‘tkir Hoshimov asarlarida qo‘llangan lingvomadaniy birlik sifatidagi metaforalarni tahlil qilingan.

Kalit so‘zlar:lingvokulturologiya, metaforalar, milliy-madaniy xususiyat, asardagi ahamiyati.

Metafora–biror predmet nomini o‘xshashlik asosida shaxs yoki boshqa predmetlarga nisbatan qo‘llashdir. Ayrim hayvon, osimlik, predmet nomlari insonga yoki aksincha predmetga nisbatan qo‘llanib, insonning yoki predmetninig turli xislat-xususiytalarini tasvisrlashda qo‘llanadi. Bu ifodalanayotgan fikrning emotsionalligini oshiradi.[1] O‘tkir Hoshimov asarlarida o‘zbek xalqining milliy xususiyatlari nihoyatda teran aks ettirilgan. Shuning uchun quyida linvokulturologiya obyekti bo‘la oladigam metaforalarni talil qilamiz. Bunday metaforalar faqat shu tilgagina xos bo‘lib, xalqning milliy –madaniy boyligi sanaladi:*–Shaftoli yeysanmi?– U qo‘lidagi kattakon **zarg‘aldoq** shaftolini uzatdi. [2.32-b.]* **Zarg‘aldoq** bosh ma’noda–chumchuqsimonlar turkumiga kiruvchi, qanotlari qoramtir, o‘zi sariq sayroqi qush. Uning shu rangiga nisbiy qiyos asosida ba’zida shu ko‘risnish, xildagi tusga moyil rang-tus o‘rnida qo‘llanadi: *zarg‘aldoq rang gul, zarg‘aldoq shaftoli* kabi.[5.](2.140-b.) Bu kabi qo‘llanish mazkur so‘zning milliy-madaniy semantik xususiyatidandir. Chunki tabiatda minglab ranglar bor. Ba’zi ranglarni ifodalshda tabiatda mavjud turli o‘simliklar, ma’dan, ba’zi narsa- predmetlar nomi ham shularga xos o‘z rangini ifodalashda xizmat qiladi.

Faqatgina shu xalq tomonidan rang ma’nosini ifodalash uchun qo‘llanadigan ko‘chma ma’nodagi so‘z-metaforalar lingvokulturologik ahamiyatga ega. Masalan: *Qulog‘imga shumtaka bolalarning qiy-chuvi kirgandek bo‘ldi. ...Orif oqsoqol bunaqa adabsiz “taka”larni tarbiyalagan ota-onasi bilan shunaqa gaplashib, shunaqangi tanobini tortib qo‘ydiki, endi ashula aytishmaydi.* [2. 276-b.] So‘zlashuv tilida ***shumtaka*** nihoyatda sho‘x, to‘polonchi bolaga nisbatan qo‘llanadi. Bu qo‘shma so‘z “o‘ta sho‘x, to‘polonchi ma’nosini bildiruvchi” *shum* va *taka* (ya’ni “erkak echki”) so‘zlaridan hosil bo‘lgan.Iikkinchi gapdagi “taka” metaforasi ham aynan ana shu ma’noda. *Shumtaka* va *taka* so‘ zlari metaforik ma’noda o‘zbek lingvomadaniyatida aynan juda sho‘x yosh (o‘g‘il) bola(lar)ga nisbatan qo‘llanadi.

*...Qani**, popuklar,**-deydi qandaydir tantanavor ohangda.-Dasturxonga marhamat. Uyalmanglar, tasadduqlar!* [3.68-b.] Popuk bosh ma’noda ”narsalarga bezak uchun taqiladigan bir bog‘lam tola, pat, ip va sh.k.” Bu qizaloqlarga erkalash ma’nosida aytilgan. *Tola, pat, ip* bu kabilar tarkibida ”yumshoqlik” semasi bor. Bu sema asosida ”muloyimlik”, ”mayinlik” ma’nosi yuzaga kelgan. Metaforik ma’noda shaxsga ko‘chirilganda ”bezak” semasi asosidagi ”chiroy, husn, ko‘rk”semalari kuchaygan va ”buyum” semasi ham chetlashib, ”muloyimlik”, ”mayinlik” semasi bo‘rttirilgan. Natijada xalqda yosh qizlarga nisbatan ijobiy munosabat ifodalovchi so‘z sifatida qo‘llanadi.

*Bay-bay-bay, o‘zi **jinqarcha** bo‘lsayam, shunaqa zahar qiz-ki, xuddi Zulayho opangizga o‘xhsaydi.* [4] Bu misoldagi ***jinqarcha*** so‘zi ham ko‘chma ma’noda. *Jinqarcha* (shevada) *chittak* degani. Chittak leksemasida *“parranda”, “kichkina”* semalari bilan birga” *kuchsiz”, “yengil kun ko‘ruvchi*” kabi yo‘ldosh semalar ham bor. Ana shu sema bu so‘zning salbiy

ma'noda qo'llanishiga asos bo'lgan. Shaxsga nisbatan qo'llanib, ko'chma" *tirmizak;hali yosh qo'lidan ish kelmaydigan "(*kesatiq) [5]. (4.113-b.) ma'nosida qo'llangan. Xalqda bu metaforadan salbiy munosabat ifodalashda qo'llanadi.

Mendan oldingi o'rindiqda ***quralay*** *ko'zlari katta-katta, qisqa kesilgan sochi tiniq yuziga xo'p yarashgan ko'hlik juvon o'tirar, yonidagi ro'mol o'ragan o'rta yashar xotin bilan gaplashardi.* [4.203-b.] ***Quralay*** aslida *"kiyik yoki ohularning yosh bolasi".* ***Quralay*** *ko'z* birikuvida ko'chma metaforik "*quralayning ko'ziga o'xshash ko'zli*" ma'nosini ifodalaydi.

Insonning dunyoni bilishida metaforadan foydalanishi katta ahamiyatga ega. Ayniqsa turg'un o'xshatishlar tilda tayyor birliklar kabi nutqqa olib kiritiladi. Har bir lingvomadaniyatda shu xalqning mentalitetini, uning o'ziga xos milliy-madaniy xususiyatlarini aks ettiruvchi metaforalari mavjud bo'ladi. Muomala jarayonida qo'llanilgan metaforalar vositasida so'zlovchi mansub bo'lgan xalqning milliy-ma'naviy xususiyatlari, ijtimoiy turmush tarzi va dunyoqarashi, e'tiqodi, an'analari va urf-odatlari bilan bog'liq jihatlar ham aks etgan.

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РОЛЬ ШКОЛЬНЫХ ТРАДИЦИЙ В СОВРЕМЕННОМ ОБРАЗОВАНИИ

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Аннотация: Описаны традиции школы, обеспечивающие результативность нравственного воспитания, такие как традиции календарные даты, события дни и акции.

Ключевые слова: школа, традиции, подрастающее поколение.

Начать статью хотелось бы с вопроса, а что такое школа? Для каждого это личный вопрос, но с другой стороны и очень общий. Мы все учились в школах, кто-то любил свою школ, кто-то – нет. Но у каждого в жизни обучение в школе – большой участок жизни. И чтобы он был интересным, запоминающимся, полезным, мы должны возрождать школьные традиции, без которых каждая школа становится “бедной” и не очень интересной как для учащихся, так и для учителей.

Понятие “традиция” генетически восходит к лат.traditio, к глаголу tradere, означающему “передавать”.

Традиции и обычаи созданы творческим гением народа,близки и дороги ему, веками служили и служат людям. Каждый народ имеет свои исторически сложившиеся традиции и обычаи, разные по уровню и глубине своего идейного содержания в зависимости от исторических судеб народа. Последнее время наши печать, радио и телевидение стали уделять столько внимания традициям и обычаям, что есть даже опасность впасть в другую крайность.

Традиции, традиционная – это все то, что передается из поколения в поколение. Такая передача так или иначе происходит всегда и везде, имеет место во всех сферах жизни общества, например производственные, трудовые, культурные, нравственные, бытовые, семейные и другие традиции.В традициях и обычаях прошлого много умного, интересного и красочного.

Воспитание у подростающего поколения правилного отношения к культурному наследию прошлого – одно из важнейших звеньев воспитательной работы, которое содействует развитию у людей чувства любви, уважительного отношения ко всему тому, что доставляет людям радость, веселье, эстетическое наслаждение. Это трудовые традиции, мудрые народные праздники, почтительное отношение к женщине, к старшим, к их жизненному опыту.

Традиции выполняют информационные функции. Все новое в жизни, положительный опыт данного поколения, ставший традиционным, передается как ценное достояние следующему поколению. Традиция и культура это единое целое. Культура, как приводящая и сберегающая природу человека, сберегающая природу человека, направлена на происхождение. Т.е. она направлена не только соответствие с сегодняшним днем, но и на согласование с прошлым. Описывая интеграцию культуры и традиции, сохранение культурных традиций мы должны также использовать данную интеграцию в практике работы с подрастающим поколением. Практика является отправной точкой любой теории. И нам бы хотелось рассказать о традициях, которые исползуются и постоянно углубляются в школе №25 города Ургенча. История нашей школы №25 богата традициями, так как без соблюдения преемственности поколений невозможно было бы создать

тот творческий потенциал, которым гордится школа.Одной из главных традиций мы считаем бережное и чуткое отношение к ветеранам Великий Отечественной Войны. Каждый год в нашей школе проводится рейд “Память”, в рамках которого учащиеся осуществляют сбор сведений о ветеранах войны, проживающих в городе, готовят поздравительные мероприятия, которые приурочены ко Дню пожилых людей, Новому году, Дню Победы. Школа гордится и учениками, которые составляют “золотой фонд” школы – победителями и призёрами олимпиад разного уровня. Для них мы готовим поздравительный концерт, на котором чествуем победителей.

Одна из главных традиционных особенностей нашей школы – это желание наших школьников участвовать в жизни их школы, начиная от подготовки и участия в олимпиадах до организации и проведения внеклассных мероприятий: концертов, встреч, круглых столов, турниров.

В нашем школе традиционно проводятся мероприятия, направленные на развитие личности ребенка, его самоорганизацию и самореализацию, которые стали школьными традициями. Это: День знаний, День учителей, Новогодние праздники, День защитников Отечества, Мамин день. Каждое мероприятие имеет свою изюминку, свое содержание и форму, которые год от года совершенствуются. Ребята сами планируют, разрабатывают и участвуют в реализации этих проектов. “День открытых дверей” для родителей так же стал традицией в нашей школе. Учителя готовят открытые уроки в нестандартной форме, внеклассные мероприятия, спортивные соревнования, родительские собрания. Подведение итогов проходит за круглым столом, который собирает как учителей, так и активных детей и родителей.

Не менее красочно ежегодно проходит и Бал Осени. Каждый класс составляет осенний букет, готовит театрализованные представление, в котором с удоволсвием принимают участие не только дети, но и родители. Все проходят в костюмах “Осени”. Свои впечаления дети выражают в стихах, сочинениях, рисунках. По традиции Новогодний праздник в школе проходит в школе проходит в виде театрализованного путешествия в мир сказок, где все главные роли исполняют ребята 2-4-х классов и самые активные родители. Общешкольный праздник продолжается в каждом классе. Одни ребята выезжают на природу в гости к Деду Морозу,где их ждёт встреча со сказочными героями, шутками,играми и конечно, подарками.Не всегда дети узнают в этих героях своих родителей. Другие – ставят новогодние сказки с песнями, танцами в классе, заканчивается праздник чаепитием.

Каждый класс готовит внеклассное мероприятие для параллели по своему усмотрению, исходя из индивидуального плана класса. Это могут быть: викторины, конкурсы, блицтурниры, КВНы, соревнования,”Умники и умницы”. Никто не остаётся в стороне. Результаты работ представляются на выставке, которую с удовольствием рассматривают учителя, ученики школы и их родители. На заключительном празднике подводятся итоги декады по номинациям. Классы награждаются грамотами, памятными подарками.

Сохранение традиций, их приумножение – это та конкретная педагогическая деятельность, которая работает на главную цель современного образования через сохранение традиций, культуры мы стараемся растить нравственно здоровее молодое поколение граждан нашей страны.

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EFFECTIVE METHODS FOR TEACHING ENGLISH

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Annotation: This article discusses about effective methods of teaching English, to motivate pupils to use the language effectively, how to improve learners speaking skills, body language, and gestures as well as using authentic materials in the classroom.

Keywords: Methods, speaking skills, body language, gesture, authentic materials, different pictures, motivation.

As a language teacher it is very important to know yourself and your students. Not only your subject matter is important but also your students' cultural background and other personal factors emotional and psychological are equally important.

Since beginning of my career as an English teacher, I have had a question in my mind about how to develop my students' language skills and how to make them better at things that they have never done before. Having different students with different abilities and intelligence tends to be demanding work. Some of the best English lessons are often the result of a teacher who only knows English and therefore forces the students to speak English to communicate.

Every teacher wishes his/ her students to continue speaking in English even if they make mistakes.

Thus, I do my best to contact the class in English which is more challenging for me. To make my lessons brightly and overcome the language difficulty I started to use different teaching methods. For instance, before the starting lessons I prepared some easy questions about friends, family, self- introduction cards or free time activities which served as guidance for conversation.

It was a mingling activity during which they had to interview everybody. They soon realized that using easier words while speaking was the best approach for new speakers of English.

Another important skill you will need to master to start successfully teaching English as a foreign language is the ability to use body gestures and signs effectively. Many students find that they learn a new language better when they are forced to speak only English in the classroom. By refusing to use your student's native language, you force them to learn English by first using your body language and gestures to teach them new words , and then using what they've learned to build even more knowledge. This pattern of learning closely mimics the way babies and infants learn a language, and therefore this method of teaching often "sticks" better than using rote memorization of English words.

In order for children to learn English effectively, it is understandable that children should be encouraged to speak and listen as much as possible. Therefore, teacher delivered "lecture" style lesson does not effectively allow for language development. Instead, children can explore, utilize or reinforce their newly learned vocabulary and grammar with their peers. This can occur in pairs, small groups of 3 or 4 or larger groups depending on the activity and the desired outcomes. In these arrangements, children are often less inhibited than in a potentially "intimidating" whole class situation, so are more willing to speak without to fear of making possible mistakes. In these scenarios, staff generally circulates among the

groups, monitoring and providing support and encouragement as necessary.

Instead of creating artificial language teaching materials that usually make students bored, language teachers can use real life items in the classroom in a way similar to the one they were designed for.

So, if you study travelling issues you may engage your students to explore the life insurance booklet or air tickets that you saved from your summer trip and build your lesson based on these, integrating needed grammar and vocabulary. If you use authentic sources, it creates greater interest and variety in the material that learners deal with the classroom. Authentic materials extended language learning to life, and ensures that learning is more meaningful, and , consequently easy for students.

While teaching we can explain new vocabulary with real objects , when using realia the interaction becomes higher than when I show the pictures or slides of this kind. You can demonstrate other topics with real objects, such as when we study the five senses such as sight, hearing, taste, smell and touch. In order to check the taste we can give to pupils sweets with various taste and pupils should eat them with closed eyes and they try to guess the taste or in order to check tactile ability we will use long socks with different objects in them and their task is to recognize the objects though touching.

It is actually difficult to say which teaching method is effective unless used in a classroom of students with different need, learning experience, intellectual levels, cultural background and attitude towards learning English as a second language. Sometimes more than one method is used to bring out the desired results in the language classroom where communication becomes the key factor of teaching-learning process. Unless students learn to utilize the classroom method to express thoughts and feelings outside into the real world situations, the learning cannot be successful no matter whatever teaching method is applied in English as a second language classroom. Teacher-student role becomes the Centre in bringing out the maximum within the limited time in a classroom.

6-SINF INGLIZ TILI DARSLARIDA O‘QUVCHILARNING MUSTAQIL O‘RGANISH KO‘NIKMALARINI RIVOJLANTIRISH MASHQLARI VA IJODIY ISHLASHGA O‘RGATISH

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Annotatsiya: Ushbu maqolada 6-sinf ingliz tili darslarida mustaqil o‘rganish ko‘nikmalarini rivojlantirish mashqlari yoritib berilgan.

Kalit so‘zlar: Ma’lumot almashinuv mashqlari, eslatmalar, ijodiy ish**.**

Annotation: This article provides information about exercises for developing self-studying in English lessons for 6th grades.

Key words: Information exchange exercises, reminders, creative work.

Darsliklarda mualliflar mustaqil o‘rganish ko‘nikmalarini rivojlantirish maqsadida turli-tuman mashqlarni kiritishga harakat qildilar. Mustaqil o‘rganish ko‘nikmalarini rivojlantirish ustida ishlash turlichadir. U lug‘at, jadvallardan foydalanish, o‘ziga qayd qilib qo‘yish, harflarning o‘qilish qoidalariga murojaat qilish, Grammatik ma’lumotlardan foydalanish kabilarni o‘z ichiga oladi. Mustaqil o‘rganish ko‘nikmalarini rivojlantirish mashqlari o‘quvchilarga amaliy ishlash usullarini o‘rgatadi va ularni mustaqil ishlashga tayyorlaydi. **Ma’lumot almashinuv mashqlari (Information gap)** Ma’lumot almashinuv mashqlari bevosita muloqotni og‘zaki nutqni rivojlantirishga hizmat qiladi.Haqiqiy hayotda kimningdir bizdan nimani so‘ramoqchi ekanligini yoki kimningdir qanday javob berishini biz aniq bilmaymiz. Ma’lumot almashinuv mashqlarida o‘quvchilar so‘rash va javob berish orqali ma’lumot almashishlari kerak bo‘ladi. Faqatgina muvaffaqiyatli ma’lumot orqaligina ular kerakli ma’lumotlardan foydalanib vazifani bajarishadi.

O‘quvchilar o‘zlaridagi ma’lumotlarni bir-biriga ko‘rsatmasliklari juda muhim. Bir-biriga o‘z ma’lumotini ko‘rsatmasliklarini ta’minlash maqsadida bu mashq odatda darslikning ikki joyida berilgan holda qismlarga bo‘linadi, **A** o‘quvchi o‘z qismida yo‘q ma’lumot, rasmlardagi o‘xshashlik, farq va boshqalar to‘g‘risida savollar so‘raydi. **B** o‘quvchi **A** o‘quvchining savollariga o‘z qismida berilgan ma’lumotga ko‘ra javob beradi.So‘ngra **B** o‘quvchi **A** o‘quvchidan savol so‘raydi. **Eslatmalar(Remember Boxes)** Bular darslik sahifalarining quyi qismida joylashgan bo‘lib yangi til materialini o‘zida mujassamlashtirgan. Ular o‘qituvchi va o‘quvchilarning dars maqsadini tezda ilg‘ab olishlariga o‘ng‘ay. Yangi til yoki qurilmani tanishtirishdan oldin yoki keyin o‘qituvchilarga o‘quvchilarning e’tiborini eslatmadagi misollarga qaratishi tavsiya etiladi.

Ijodiy ish: Ijodiy ish bu kursning muhim qismidir. U har bir bo‘limdagi yakuniy dars bo‘lib, oldingi beshta darsda o‘rganilgan bilimga asoslangan. Ijodiy ish o‘quvchilarga o‘z bilimi darajasida ishlashga imkon beradi. Vazifani bajarish davomida kuchli o‘quvchilar ko‘proq va murakkabroq, o‘zlashtirishi qiyin bo‘lgan o‘quvchilar esa qisqa va oddiy ishlarni bajaradi. Ijodiy ish davomida o‘quvchilar yozish jarayoniga tortiladi. Bunda ular mavzu yuzasidan fikrlar, qaydlar yozadilar. Ijodiy ishlarni har doim bir xil guruhlarda tashkil etish maqsadga muvofiq, chunki o‘quvchilar bir-biri bilan muntazam hamkorlikda ish olib borishadi. O‘qituvchi uchun ijodiy ish darslari yuzasidan batafsil uslubiy tavsiya “ Oqituvchi uchun metodik qo‘llanma ” da berildi. Ijodiy ish davomida tayyorlangan plakatlardan ota-onalarga bolalarning ingliz tilini qay darajada o‘zlashtirayotganliklarini ko‘rsatish uchun ham foydalanishingiz mumkin.

Foydalanilgan adabiyotlar:

12. Ingliz tilidan metodik qo‘llanma
13. Ingliz tilidan ma’ruzalar matni

ONA TILI VA ADABIYOT DARSLARINI ZAMONAVIY PEDAGOGIK TEXNOLOGIYALAR ASOSIDA TASHKIL ETISH.

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Annotatsiya: ushbu maqolada ona tili va adabiyot darslarida foydalaniladigan interfaol usullar va ularning mazmun mohiyati izohlab berilgan.

Kalit so'zlar: badiiy uslub, so'zlashuv uslubi, bilim, ko'nikma, malaka, "Idrok xaritasi", "Mazmun va mohiyat" metodlari.

Barchamizga ma'lumki, ona tili va adabiyot fani ta'lim tizimining poydevori bo'lib, o'quvchilarning boshqa fanlarni o'zlashtirishi unga bog'liq bo'ladi va ona tili o'qituvchisi zimmasiga katta ma'suliyat yuklaydi. 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 o'quvchilarga yetkazib berish bugungi kundagi ta'limning asosiy talablaridan biri hisoblanadi. Boshqa xorijiy tilni yaxshi o'rganmoqchi bo'lgan kishi avvalo, o'z ona tilini mukammal bilishi, e'zozlashi, qadrlashi lozim.

Shunday ekan, o'z tilini mukammal bilgan kishi boshqa xorijiy tillarni o'rganishga kirishishi tabiiy hol. Buning uchun ona tili va adabiyot o'qituvchilari o'z darslarida zamonaviy interfaol metodlardan foydalanib, o'quvchilarning fanga va bilim olishga bo'lgan qiziqishlarini yanada orttirishi lozim. Ona tili va adabiyot o'qituvchisining mahorati o'z o'quvchilarini ta'lim jarayoniga faol ravishda jalb qila olish darajasi va ularning mustaqil aqliy va amaliy darslarini to'g'ri tashkil qilishi bilan belgilanadi. Dars jarayonida interfaol usullardan foydalanish dars samaradorligini oshirishi, o'quvchilarning bilim, ko'nikma va malakalarini yanada mustahkamlashi hech kimga sir emas. O'qitish jarayonida noan'anaviy ta'lim usullaridan: "Aqliy hujum", "Debat", "Tanqidiy tafakkurni rivojlantiruvchi usul", "Klaster", "Muammoli vaziyat", "Idrok xaritasi", "Mazmun va mohiyat", "Izohli test" usullaridan foydalanish yaxshi samara beradi. Bunda o'quv materiallarini bayon qilish emas, balki, o'quvchilarning faol ijodiy ishlashini tashkil qila olish muhimdir. Shuni alohida ta'kidlash joizki, bolalar ko'proq eshitganidan ko'ra, ko'rganiga ishonishadi. Demak, biz o'qituvchilarning vazifamiz faqat aytib o'tish yoki ta'kidlash emas, balki aytganlarimizni ko'rsatib ham berishimiz lozim. O'z tajribamdan kelib chiqib, ona tili va adabiyot darslarida quyidagi interfaol usullardan foydalanishni tavsiya etaman:

"Idrok xaritasi" metodi. Bu usul ona tili va adabiyot darslarida har bir bo'limni o'tayotgan vaqtimizda katta samara beradi. Bundan tashqari takrorlash darslarida ham bu metoddan to'liq foydalanish lozim. Bu metod o'quvchilarda tasavvur qilish va fikrlarni tizimlashtirish, o'tilayotgan mavzudagi bosh g'oyalar yoki asosiy tushunchalarni izohlashga yordam beradi.

"Mazmun va mohiyat" usuli. Bu usulni ona tili va adabiyot darslarida o'tilgan mavzuni nazorat qilishda yoki yangi mavzuni mustahkamlashda qo'llash mumkin. Bu usulni amalga oshirishning afzalligi shundaki, sinfdagi har bir o'quvchining ishtiroki ta'minlanadi. Mazmun, ya'ni tayanch tushuncha o'qituvchi tomonidan beriladi. Bunda ko'rgazmadan yoki

monitordan foydalanish mumkin. Mohiyat esa, sinf o‘quvchilari tomonidan ochib beriladi. Masalan, 10 sinfda ona tili darsida “Uslublar” mavzusini o‘tishda bu usul qo‘l keladi. Dastlab, mazmun beriladi.

1-guruh. So‘zlashuv uslubi.

2-guruh. Publitsistik uslub.

3-guruh. Badiiy uslub.

So‘ngra, mohiyat izohlanadi, har bir guruh o‘z rejasiga doir ma’lumot beradi, bergan ma’lumotlarini misollar orqali izohlaydi. Guruhlardagi har bir o‘quvchi aniq, lo‘nda ma’lumot aytadi, bunda tezkorlik bilan ish ko‘rish talab etiladi.

Adabiyot darslarida ham bu usulni qo‘llash yaxshi samara beradi. Masalan, 10-sinfda berilgan “Zahiriddin Muhammad Boburning hayoti va ijodi” mavzusini o‘tishda bu usuldan foydalanish mumkin. Mazmun beriladi.

1-guruh. Boburning yoshlik yillari.

2-guruh. Shoh va shoirning faoliyati.

3-guruh. Boburning ijodi.

Mohiyat bosqichida har bir guruh o‘z rejasini izohlab beradi. Bu usulni qo‘llash uchun oldindan o‘quvchilarga yangi mavzu yuzasidan tayyorlanib kelish topshirig‘i beriladi. Bu usul orqali o‘quvchilarda izlanuvchanlik, yangi mavzuni o‘rganish uchun qiziquvchanlik sifatlari shakllantiriladi. “Mazmun va mohiyat” usulini qo‘llashdan kutiladigan natija:

O‘quvchilarning tashabbuskorligi ortadi;

O‘quvchilar mavzu yuzasidan keng ko‘lamli tushuncha va ma’lumotlarga ega bo‘ladi;

Darsda har bir o‘quvchining ishtiroki ta’minlanadi;

Yangi mavzuga o‘quvchilar oldindan tayyorlanib, ma’lumotlar yig‘ishga intiladi.

Xulosa qilib aytganda, zamonaviy pedagogik texnologiyalar asosida tashkil etilgan dars o‘quvchilarning fanga bo‘lgan qiziqishini orttiradi, ularni mustaqil bilim olishga undaydi va dars samaradorligini oshiradi.

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MAKTABDA ONA TILI FANINI O‘QITISHDA YANGI INNOVATSIYALARDAN FOYDALANISH VA BUNDA DARSLIKLARNING O‘RNI

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Annotatsiya: Ushbu maqolada maktablarda ona tili fanini o‘qitishda yangi innovatsiyalardan va tilni o‘qitishdagi chet el tajribalaridan foydalanish, darslarda xalqaro baholash shakllaridan foydalanish ona tili ta‘limida ham o‘zining ijobiy natijalarini ko‘rsatishi haqida so‘z boradi.

Kalit so‘zlar: Kompetensiya, IELTS, PISA, grammatika, integratsiya, xalqaro baholash tizimi.

Filologiya fanlari, barchamizga ma‘lumki, til sohasi hisoblanadi. Maktablarda rus tili, ingliz tili, fransuz tili va shu kabi xorijiy tillarni o‘rgatuvchi fanlarda asosiy, birlamchi e‘tibor xorijiy tillarning lug‘at tarkibi, grammatikasini o‘rgatishga qaratilgan bo‘ladi. Ana shu ko‘nikmalarga ega bo‘lgandan keyingina o‘quvchi bu tilda ravon, nuqsonsiz so‘zlay olish malakalarini shakllantirib boradi.

Filologiya fanlari ichida yana bir til borki, bu ham bo‘lsa o‘quvchiga tanish bo‘lgan o‘z ona tilidir. Biz bu maqolamizda maktablarda ona tilini o‘qitishda ayrim innovatsion yondashuvlarni o‘rtoqlashmoqchimiz.

Barchamizga ma‘lumki, maktablarda ona tili fani 1-sinfdan boshlab to 11-sinfga qadar o‘qitiladi.Vaholangki, o‘quvchi maktabga kelgunga qadar bu tilni o‘zlashtirgan, bu tilda bemalol so‘zlasha oladi. Fanni o‘qitishdan maqsad o‘quvchi o‘z ona tilida ravon so‘zlash, mustaqil fikrlash, o‘z mustaqil fikrini bayon qila olish, nutq madaniyatiga ega bo‘lish va kundalik hayotda undan to‘laqonli foydalana olishi nazarda tutiladi. Ona tili fanining asosiy maqsadi o‘quvchini mustaqil fikrlashga o‘rgatish, o‘z fikrini og‘zaki bayon qila olish malakalarini hosil qilishdir.

Ona tilini o‘rgatish, albatta, til fanining turli sohalariga oid qoidalarni o‘rgatish bilan boshlanadi. Bular asta-sekin pastdan yuqoriga qarab murakkablashib boradi. Bu esa o‘quvchini fandan biroz uzoqlashtiradi. Ona tili o‘qituvchilarining oldida bir soat dars jarayonida qator vazifalar ko‘ndalang turadi:

-o‘quvchida nutq madaniyatini shakllantirish;
-mustaqil fikrlashga o‘rgatish;
-o‘quvchini husnixat bilan yozishiga erishish;
-uy vazifalari tahlili;
-o‘tilgan mavzuga oid bilimlarni takrorlash;
-darslikda berilgan yangi mavzuni o‘quvchiga tushuntirish;
-mavzuni qay darajada o‘quvchilar o‘zlashtirganini sinash;
-darslikda berilgan mashqlarni o‘quvchilar bilan birgalikda bajarish;

Albatta, bularning barchasi kerak. Qirq besh daqiqada o‘qituvchi barchasiga ulgirishga harakat qiladi.

Ko‘p yillar ona tili fanidan yuqori sinf o‘quvchilariga dars berish jarayonida ayrim xulosalarga keldim. Hozirgi ona tili darsliklarini qisman o‘zgartirib, yuqori natijalarga erishish mumkin.

Amaldagi 6-sinf ona tili darsligiga e‘tibor bersak, uy vazifasi sifatida, asosan, o‘quvchiga

u yoki bu mavzuda matn tuzish topshirig‘i beriladi. Bunda o‘quvchining mustaqil fikrlashi va yozma nutqi rivojlantiriladi. Lekin har darsda biz bir xil topshiriq bilan o‘quvchini zeriktirib qo‘yamiz. Darsliklarda aksariyat mashqlar yozish uchun mo‘ljallangan. Ko‘p yozish ham bolalarni fandan uzoqlashtiradi. Ko‘p yillar dars o‘tish davomida shunga amin bo‘ldim.

Ko‘pchilikka ma‘lumki, ingliz tilini o‘rganuvchilar o‘zlarining ingliz tilini bilish darajalarini IELTS baholash imtixonlarida sinaydilar. Bunda to‘rt yo‘nalishda: listening - tinglab tushunish, writing- yozish, reading-o‘qish, speaking-gapirish bo‘yicha o‘rganuvchilar o‘z bilimlarini sinaydilar. Biz maktab ona tili darslarida mana shunday yo‘nalishlardan foydalanishimiz zarur. Darsliklarda ham shunga mos matn va topshiriqlar joylanishi kerak. Bu ham , albatta, soddadan murakkabga qarab o‘sib borishi lozim. Zero bu o‘quvchini o‘z tili so‘z boyliklaridan unumli foydalanib talab darajasida, nutq madaniyati bilan so‘zlay olishga, ifodali o‘qish va qayta bayon qilish ko‘nikmalarini shakllantirishga, imlo savodxonligini shakllanishi va husnixat bilan yozish ko‘nikmalarini shakllantirishga juda katta yordam beradi. Bularning barobarida o‘quvchining grammatikaga oid bilimlari ham shakllantirib boriladi.

O‘z ish faoliyatimda PISA xalqaro baholash tizimiga oid testlardan foydalanganimda, o‘quvchilar juda katta qiziqish bilan topshiriqlarni bajarishganini guvohi bo‘ldim. O‘qish savodxonligi bo‘yicha berilgan topshiriqlarda o‘quvchi o‘qib tushunishga harakat qiladi, mustaqil fikrlaydi, og‘zaki tahlil qiladi.

Barchamizga ma‘lumki, fanlar orasida o‘quvchini qiziqtirish kerak bo‘lgan va o‘quvchi o‘z-o‘zidan qiziqadigan fanlar bor. Kuzatishlar natijasida ma‘lum bo‘ladiki, hayotga juda yaqindan bog‘langan fanlar o‘quvchilar uchun juda qiziq. Biz esa ona tilini turli qoidalarga ko‘mib, o‘quvchini bu fandan yiroqlashtiryapmiz. Aslida, o‘quvchiga hayotda birinchi kerak bo‘ladigan fan ona tili fanidir. Chunki o‘quvchi maktabda ham, uyda ham do‘stlar davrasida ham nutqdan, ona tilidan foydalanadi. Ana shu og‘zaki va yozma nutqni rivojlantirish, mustaqil fikrlashga o‘rgatish va uni to‘liq, barchaga barobar yetkazib bera olish fanning oldida turgan asosiy vazifadir. Hayotda inson qoidalardan foydalanmaydi, nutqdan foydalanadi. To‘g‘ri bu fanni ham sevib o‘rganuvchi o‘quvchilarimiz ham talaygina. Lekin o‘quvchini fanga yanada yaqinlashtirishimiz, uni hayotiylashtirishimiz kerak.

Biz, odatda, fanni o‘qitishda fanlararo bog‘lanishdan, ya‘ni integratsiyadan foydalanib kelamiz. Ona tili fanini tarix, biologiya, fizika, astranomiya, geografiya kabi fanlarga bog‘lab o‘rgatish o‘quvchilarda tayanch va fanga oid kompetensiya elementlarini shakllantirishga yordam beradi va ularni fanga bo‘lgan qiziqishlarini yanada oshiradi. Men ona tili darslarida yuqoridagi fanga oid matn va rasmlardan foydalanaman. Natijada o‘quvchilar turli fanlarga oid matnlarni qiziqish bilan o‘rganadi, mustaqil fikrlaydi, qo‘shimcha ma‘lumotlarga ega bo‘ladi, shu fanga oid atamalarni to‘g‘ri talaffuz qilishni o‘rganadi.

Ona tili darslarini tarix fani bilan bog‘lab o‘rganishda men qisqa tarixga oid hikoya matnlaridan foydalandim. Ana shu matnni qayta so‘zlash orqali , avvalo, o‘quvchining og‘zaki nutqi rivojlantiriladi, ma‘lum tarixiy ma‘lumot haqida bilimga ega bo‘ladi va shu bilan birga tarixiy so‘zlar, atamalar bilan ham tanishadi.

Geografiya, boilogiya fanlariga oid matnlardan foydalanish ham samarali natija beradi.

O‘quvchini fanga bog‘lovchi birlamchi predmet bu darslik. Ona tili fani darsligini ingliz tili fani darsligi bilan solishtirsak, ingliz tili darsligi katta, rang- barang, mavzu jihatdan keng qamrovli. Unda turli mavzularga: ertak qahramonlari, jungli o‘rmonlari, dunyo va mamlakatlar xaritalari, diogrammalar, jadvallar, turli geografik ma‘lumotlar, dunyodagi mashhur o‘quv muassasalari va tarixga oid matnlar va ularning rasmlari joylangan.

Men bu orqali aytmoqchimanki, kelgusidagi nashrdan chiqarilishi kerak bo‘lgan ona tili darsliklari ham o‘quvchini shakl jihatidan ham, mavzu va mazmun jihatidan ham o‘ziga jalb qila olsin .Hozir amaldagi 8-sinf ona tili darsligida ham ko‘plab shunday yangiliklarni

ko‘rishimiz mumkin. Faqat bu darsliklarda tarixiy matnlar, tarixiy so‘zlar va ularning izohiga asosiy e‘tibor qaratilgan. Aytmoqchimanki, faqat tarixiy so‘zlargagina bog‘lanib qolmaslik kerak. Bu yil 5-sinf ona tili darsligining yangi nashri kutilayotganini nazarda tutib, shuni aytamanki, darslikda asosiy e‘tibor ko‘proq amaliyotga, o‘quvchilarning og‘zaki nutqini rivojlantirishga, mustaqil fikrlashga qaratilsa yaxshi natija beradi. Aniqrog‘i, amaliyotda nazariyaga qarab borish lozim. To‘g‘ri hozirgi darsliklarimizda ham amaliyotdan nazariyaga qarab ketiladi. Faqat amaliyotning shaklini o‘zgartirish lozim.

Misol qilib keltirsak, 5-sinf ona tili darsligida so‘roq gaplar mavzusi berilgan. Shu darsda “Siz O‘zbekiston haqida bilasizmi?” sarlavhali matn beriladi va O‘zbekiston haqida geografik ma‘lumotlar beriladi. Mavzuni tushuntirishdan oldin birinchi guruh o‘quvchilari matnni o‘qib ifodali so‘zlab berishadi, ikkinchi guruh o‘quvchilari esa ushbu matn asosida so‘roq gaplar hosil qilishadi. Masalan:

O‘zbekiston qaysi qit‘ada joylashgan?

O‘zbekiston qaysi davlatlar bilan chegaradosh?

O‘zbekistonda qanday tog‘ va daryolar joylashgan?

O‘zbekistonning iqlimi qanday?

Matndan tashqari savollar ham tuzilishi mumkin.

Xulosa qilib aytadigan bo‘lsak, ona tili fanini o‘qitishda xalqaro baholash tizimi shakllaridan foydalanish, darsliklarda ona tili fanini boshqa fanlar bilan integratsiyasi va asosiysi kundalik hayot bilan bog‘lash o‘quvchini fanga yanada yaqinlashtiradi va fanni o‘rganishni osonlashtiradi, fan bo‘yicha yanada samaraliroq natijaga erishishga yordam beradi.

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TEACHING ENGLISH EFFECTIVELY

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The relevance of the article is determined by the constant movement of the phrasal verb, as a lexical layer. The number of verbs and their meanings is constantly growing, they are increasingly used in various fields of human activity, carrying a bright stylistic coloring, always find their place in modern artistic works. Key words: communicative value, compatibility, constituent, elements, phrasal verb, phenomena, phraseological units

Phrasal verbs are a vast stratum of modern English. The main function of the phrasal verb is lexico-semantic, which is why their number is constantly increasing and the phrasal verb can often be found in any type of text. Why in English language phrasal verb is so important. The answer to this question can be found in the words of the famous American linguist Dwight Bolinger, who wrote in his book The Phrasal Verb in English: ―English has been thought to be rather impoverished in this regard. For those who love you to learn more about the language of our creative language. We call it the phrasal verb: to help out, to write up, to die off, to string along, and to gad about "(Bolinger, 1971: 19) (hereinafter our translation)" In every language there are means to create new words based on existing ones. Until recently, English was considered rather poor in this respect. The statistics on the emergence of new words from the French language and on more or less artificial borrowings from Greek and Latin is given. For the linguist, educated on written texts, who listen only to the half-ear, these refined borrowings make it difficult to perceive the process of generating vocabulary that is superior to any other process in our language [1, p. 80]. Thus, we can point out several reasons why a phenomenon called phrasal verbs is one of the most important phenomena of the English language: 1. Phrasal verbs - the phenomenon of a conversational level and, therefore, extremely important from the point of view of communicative value. 2. Phrasal verbs provide the speaker or writer in English with unlimited possibilities to express almost any concept.Speaking about the meaning of phrasal verbs for learning English, one should also mention that a good knowledge of this stratum of English vocabulary allows not only to express a large number of concepts, but also to do this using the minimum number of initial elements.There are more than 12,000 phrasal verbs in English, but for confident mastery of verbal speech, it is enough to know a few hundred, and written language, about a thousand. This phenomenon is a conversational level and, therefore, extremely important from the point of view of communicative value. Phrasal verbs provide the English-speaking speaker with unlimited possibilities for expressing virtually any concept, a good knowledge of this stratum of English vocabulary allows the communicator not only to express a large number of concepts, but also to do this using the minimum number of initial elements. The phrasal verbs of the English language are very diverse both in their compatibility and in the additional meanings that they contain or that they acquire in the text. They can express the nature of the action transition from one state to another, the urge to action, etc., but in all cases the action is invariably characterized by the meaning contained in the verb itself [2, p. 190].

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MAQOL VA MATALLARNING IKKI TILDA MOSLIGI

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Anatatsiya: Ushbu maqolada nemis va o'zbek tilidagi maqol va matallarning o'xshash hamda farqli tomonlari xaqida fikr yuritilgan.

Kalit so'zlar:maqol,xikmatli so'z,o'xshash ma'no,qiyosiy,so'z tartibi,muqobil tarjima

Har bir xalq asrlar davomida juda katta hayotiy tajriba to'playdi. Shu tajribani u turli vositalar bilan kelajak avlodga meros qilib qoldiradi. Maqol va hikmatli so'zlar ana shunday bebaho meroslardan hisoblanadi. Tafakkurning bunday durdonalarini xalqlar asrlar osha ko'z qorachig'iday asrab-avaylab keladi. Har bir tildagi maqol o'sha xalqning tajribasidan kelib chiqadi. Shuni aytish kerakki, xalqlarning hayot tarzi o'xshashib ketadi. Masalan: har kimning asosan uch mahal ovqatlanishi, kiyim kiyishi, ishlashi, do'st bo'lishi, turmush qurishi va shunga o'xshash hokazolar. Bu fanda nimaga ishora? O'z-o'zidan ma'lumki, bu tilning bir-biriga o'xshashiga ishora, jumladan, maqollarning ham. Faqat farqi shundaki, undagi so'zlar har bir xalqning o'z tilida yozilganligidadir. Yana bir tomoni tilning qurilishiga qarab, gapdagi so'zlarning joylashuvi, ya'ni, tartibidir. Demak, shunday maqollar borki, ularning tuzilishi va shakli har xil bo'lsa-da, aslida ma'nosi o'xshashdir. Masalan:

Nemis tilida:	**O'zbek tilida:**
1. Den Freund erkennt man in der Not.	Do'st boshga kulfat tushganda sinalar.
2. Ein faules Ei verdirbt den ganzen Brei.	Yomon buzoq podani bulg'aydi.
3. Eintracht bringt Macht .	Kuch – birlikda.
4. Geteilte Freund ist doppelte Freund.	Hamdarding bo'lsa darding bo'linar.

Yuqoridagi maqollardan ko'rinib turibdiki, ular ikki tildan ham iloji boricha muqobili tanlangan. Bu birinchidan, nemis va o'zbek xalqlarining o'xshash tomonlari borligidan dalolat beradi. Ikkinchidan, hamma xalqlar boshidan o'xshash jarayonlarni o'tkazadi. Nemis va o'zbek tillaridagi maqollarni qiyoslaydigan bo'lsak, ularda eng avvalo so'z tartibi nazarga tashlanadi. Bilamizki, o'zbek tilida so'z tartibi nemis tilidan farqli o'laroq, gapda birinchi o'rinda ega; ikkinchi o'rinda ikkinchi darajali bo'laklar keladi,kesim esa aksariyat oxirgi o'rinda turadi. Nemis tilidagi so'z tartibi esa quyidagicha: birinchi o'rinda ega; ikkinchi o'rinda kesim va keyingi o'rinlarda ikkinchi darajali bo'laklar keladi. Ikkinchidan, o'zbek tilidagi maqollarda asosan ot-kesim ishlatiladi. Va otlashgan sifatlar ko'p uchraydi. M: Mitgegangen, mitgefangen, mitgehangen. Nemis tilida 6 ta modal fe'llar bo'lib ular maqollar tarkibida faol ishtirok etadi. Yuqoridagi o'xshashlik va farqlar grammatik hamda sintaktik jihatidan edi. Paradigmatik, ya'ni ma'no jihatidan umuman olib qaraganda ular bir narsani anglatadi. Har bir tilda yana shunday maqollar ham bo'ladiki, ularni boshqa tilda muqobili topilmaydi.Chunki bu maqollar faqat o'sha xalqqagina xos bo'lgan xususiyatlardan kelib chiqqan. Nasriy asrlar tarjimasida avvalo so'z tartibiga rioya etiladi. Tarjimada yana bir muammo bu milliy so'zlarning (o'zbek tilida: so'ri, choynak, ayvon va b.) tarjimasidir. Ular tarjima qilinmaydi. Shu qatorda milliy taomlar ham tarjima qilinmaydi. Agar maqollar tarjimasida tarjima tilidan tarjima qilinayotgan tilda muqobil varianti topilmasa, u holda maqollar so'zma-so'z tarjima qilinadi.

Nemis tilida	**O‘zbek tiida**
1. Falsch Lieb, falsch Wahr, falsch Freund	Vafosiz muhabbat, yolg‘on haqiqat
2.Falsch Geld, findet man jetzt in aller Welt.	qallob do‘st, qalbaki har joyda topilur, ularning aksi qayda kim bilur.
3. Wer leicht lacht, weint auch leicht.	Oson kulgan – oson yig‘lar.

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TYPES OF HOMEWORK AND ITS MONITORING

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Annotation: The type of homework done by the student is largely dependent on the nature of the task. Based on certain characteristics, many types of homework can be distinguished.
Keywords: homework, solving problems, educational activities, type of task

According to the method of implementation, which are used, they distinguish between oral, written and substantive-practical tasks. So, many actions can be performed both orally and in writing, and shown in practice. However, some tasks are performed primarily orally (for example, to learn a poem, read an article, exercise, pick up examples on the rules), in writing (solve a problem, write an essay, translate) and practically (conduct some kind of experiment, study the terrain, natural phenomena). According to the stages of the assimilation process, tasks can be drawn upon the perception of new material (acquaintance with the text, figures, tables, etc.), on the comprehension of the acquired material (systematization, generalization, explanation, etc.), on its strengthening (memorization, exercises for memorizing material) and the application of acquired knowledge (solving problems, performing experiments, etc.). The type of task is selected depending on the methodological goal set by the teacher. Based on the nature of the educational actions that the student can perform, tasks are divided into executive (repetition, reproduction of material, exercises) and creative (writing essays, conducting experiments, etc.). Both types of tasks play an extremely important role in the successful learning of students.Tasks can be compulsory for all students or chosen by them at will (using additional literature or other sources of information). According to the degree of individualization, tasks can be divided into general, differentiated (individualized), individual. The main purpose of the differentiated tasks is to ensure for each student the optimal nature of cognitive activity in the process of academic work, and the organization of work in the lesson allows the teacher to work simultaneously with all students. Strong students deepen their knowledge, help the weak, and weak learn the program material. The task is chosen so that the weak feel that they can independently acquire knowledge.

Ways to differentiate homework.

According to the content and the main function that the tasks performed in the learning process, we distinguish the following types:

Homework that prepares students for work to be done in the next lesson.

This can be a comprehension of the reported new knowledge by the teacher, and problem-solving, and practical work, etc. Tasks of this nature are given in the form of instructions: to pick up proverbs and sayings, winged words, drawings on a specific topic; watch a television program or listen to a radio program and prepare for answers to questions about writing a work; select facts, make observations; to collect digital material that can be used to compile and solve problems in the lesson; read material that will be discussed in the lesson; find answers to questions that will be considered, etc.

Such tasks provide a connection between learning and life, arouse cognitive interest among students, and most importantly - prepare them not only for the conscious and active perception of new material in the lesson but also for its discussion, form the ability to give answers to questions that arise and formulate them by yourself. Homework, which contributes to the systematization and generalization of knowledge gained, their in-depth understanding. Such tasks are given after studying the material of the lesson or after the end

of the discussion of the topic. It is very useful to reduce the material studied by students in charts, tables, lists, etc. This helps to visualize the studied material in a system consisting of components connected in a certain way to each other. Studied speaks to students from a different angle, new connections are revealed. This type of tasks involves making plans, preparing answers to questions posed by the teacher, self-posing questions, and inventing tasks. Homework, contributing to the consolidation of knowledge and practical mastery of the methods of academic work.

This proposal is to memorize verses, parts of texts that enrich the student's language, formulas necessary for solving problems, etc. However, their main form exercises, performing which the student simultaneously consolidates knowledge and masters the methods of educational work. During the execution of this type of assignments, the student uses different methods of memorization: repeated repetition, the establishment of associative relations, the division of educational material into parts, the allocation of any signs, etc.

Homework to put the acquired knowledge into practice.

Tasks are given after studying the educational material in the lessons. These are simple experiments related to the use of acquired knowledge in the household, in production workshops, during the student's work in the household. Such tasks connect learning with life, increase the cognitive interests of students, and form the practical orientation of their thinking. Reproductive, constructive and creative homework is also distinguished.

Some students after explaining the teacher can only perform a similar task, which was solved in the lesson. Such students are offered reproductive tasks for a while, for example, reading and translating an article from a textbook; insert missing letters; solve the problem using the formula, conduct research according to the instructions. More complex is the constructive (or reconstructive) tasks, for example, to highlight the main thing, draw up a plan, table, diagram, compare individual provisions, systematize the material. Students can be given such tasks only after proper preparation in the classroom when they master the basic techniques of mental activity. It is not recommended to give tasks for copying schemes, drawings, maps: each work should require new efforts, be at least a small, but a step forward in mental development.

Creative tasks are carried out both by individual students and the whole class, they contribute to the development of cognitive needs and creative thinking of students. Creative tasks can be given both before studying a certain material in a lesson and after studying it. Discussion of creative works, proposals, developments always causes an intellectual and emotional upsurge, creates a fertile ground for the study of educational material that meets the interests of students. Such tasks require, as a rule, answers to the following questions: "How to do to ...?" And why?" Creative tasks are given to students who possess sufficient knowledge and mental operations, have the necessary experience in creative activity, and the time to complete them. Creative work includes writing essays, conducting independent experiments, compiling tasks, finding new methods for solving them, etc.

Homework is usually done individually. Sometimes group exercises are practised, which are performed by several students in parts.

Verification of homework by a teacher can be carried out in various ways: by oral questioning or by familiarizing oneself with written works in a lesson or by viewing notebooks after a lesson. Testing of tasks is mainly carried out at the beginning of the lesson but can be carried out both at the end and during it in combination with work on new material. Instead of checking homework, some teachers give students exercises similar to tasks and based on their implementation, they conclude about the quality of homework.

The most common frontal verification of the task in the lesson. The teacher checks the completion of homework, poses a question to the whole class regarding its content, the

students give short answers, note the difficulties they encountered. The teacher identifies and eliminates errors, makes a generalization. A deeper individual check involves a survey of one or three students, during which other students follow the answers, supplement, correct errors.

If the student has not completed the assignment, the teacher must find out the reasons for this. They are very different - from unfavourable conditions for studying at home to the unwillingness to work systematically. In cases where it turns out that the task is difficult for the student, you should find out what the difficulty is and help to overcome it. If the student is lazy, then it is necessary to strengthen control over his work, demanding the fulfilment of student duties, to teach to finish the work begun. If the student does not have time to complete homework - help him master the methods of rational organization of labour.

An important form of control is the mutual verification of work performed by students with the detection of errors, their elimination and grading, and then, in some cases, the rationale for the assessment in front of the whole class. Involving all students in the class to check their homework, to discuss mistakes, ways to overcome them is very advisable, since it gives each student additional ideas about the learning process and possible difficulties. You can attract students to participate in the test in this way: the teacher calls one of the students who demonstrate the completed task (writing on the board, reading, etc.), and the others check it with their work. If the teacher finds a mistake in the called student, he asks whoever did it differently, with the help of the class, finds out how it should be right.

Thus, in this article, we examined various types of homework and how to test them. The most common is their division into reproductive, constructive and creative, as well as oral and written. Regarding the methods of checking homework, it was found that the main methods are frontal, individual verification and mutual verification.

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USING TOTAL PHYSICAL RESPONSE IN TEACHING ENGLISH

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Annotation: Total Physical Response (TPR) is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. TPR is important because the students can get the new word and enrich their vocabulary, and also the teachers are satisfied because the learning activity in the class have more variation and they can deliver the material to the students.

Keywords: TPR, gestures, memorize, games, commands, pantomime, method

TPR appeared in the 60-70s of the last century, when Professor of psychology James Asher, watching kids who were learning their first language, noticed that children first perform the commands of adults, and then begin to speak. He concluded that the best way to remember new words and phrases is to support knowledge with actions. The essence of the method is to memorize new words, phrases, and lexical structures using gestures, commands, pantomime, and games. For example, on the word ball, children depict the object itself and games with it. In this way, you can learn a huge number of words by memorizing them associatively. TPR can and should be used to solve many problems: practice vocabulary related to movements (go, smile, bow, jump) and body parts (head, nose, eye, back); activate temporary structures (Every morning I get up, I wash my face, I make breakfast); learn expressions of class usage and commands (Open your books, stand up, close your eyes); stage stories and stories; for relaxation and change of activity during the physical break. The words do not need to be translated at all – just sing and show the body parts on yourself. Children will quickly and easily remember them. For example, you can learn the warm-up song Head and Shoulders.

Head and Shoulders,
Knees and toes, knees and toes,
Head and Shoulders,
Knees and toes, knees and toes,
Eyes and ears, mouth and nose,
Head and Shoulders
Knees and toes, knees and toes.

Of course, as with any method, this has its pros and cons. First, let's look at the positive aspects of using TPR: Children remember best what is fun and interesting (and many adults do, too) Therefore, games and changing roles from the student to the teacher contribute to the involuntary memorization of new words and phrases and their further use in speech. Tasks on TPR can play the role of physical culture minutes, do not let children get bored and are always interesting. With this method, you can play almost any song, fairy tale, story and it will be remembered much better without any cramping. TPR can be used even in large classes, without fear that someone might not like it. And now, let's focus in more detail on the disadvantages, which, unfortunately, also exist: The main disadvantage of this method is the rigidness of adult thinking, the rejection of something new and at first glance, strange. And at first, it is physically difficult to spend the entire lesson or part of it in motion, to invent movements, to charge all children with a good mood and a desire to play. Also, during classes, you need to use additional material that you need to prepare in advance and bring (and this can be not just paper materials, but even dolls and a whole theatre

props). A significant disadvantage of TPR is that it is almost impossible to use it when studying grammar. After all, how can I show a rule? Although it is possible to automate some grammatical structures. And, finally, it is quite difficult for adults, and not to learn the language at all, as children do – in play and motion. Some children learn very well, just by listening carefully, they can remember everything without writing anything down. Some people need everything to write and re-read several times before the information is pinned. Students can learn better in a noisy environment, perhaps with a musical background, or vice versa, in a quiet place. Within TPR, the teacher plays the role of a leader: a stage Director of a theatre, in which students are actors. It is the teacher who decides what to teach, who models and presents new materials, and who chooses auxiliary materials to use in the classroom. Therefore, the teacher must be well prepared and well organized so that the lesson goes smoothly and predictably. Interacting with students, the teacher manifests himself as a parent, who communicates with their children. Similarly, the teacher can allow his students make a few mistakes in speech; he should avoid too frequent corrections at early stages and should not interrupt students to correct errors, as this may interfere with students initiate statements in the future.

To sum up, we note that when using the TPR method, the main functions of the teacher are to provide verbal commands and control the actions of students. On the contrary, students are imitators of the teacher's verbal and nonverbal models. The learning process consists of several stages, the first of which is modelling. At this stage, the teacher, producing commands for students, performs actions with them. In the second stage, students demonstrate that they understand the commands by performing them alone; the teacher controls the actions of the children. First of all, the interaction between the teacher and students is based on the teacher's oral speech and the non-verbal reaction of students.

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SOME COMMENTS ON THE FRENCH TRANSLATION OF FIRDAVSI'S "SHAHNAMEH"

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Аннотация. В этой статье речь идёт о переводах "Шахнаме" великого поэта Абулкасима Фирдоуси на языках народов мира в частности на французский язык. В "Шахнаме" говорится об истории жизни и деятельности самого поэта, об актуальности проблем перевода с одного языка на другой, без языка посредника. На сегодняшний день, кроме произведения "Шахнаме" ряд других произведений великого поэта также переводятся на многие другие языки мира.

Ключевые слова: востоковедение, перевод, иранистика, национальный колорит, интерпретация, литературоведение, язык-посредник.

Abstraction. This article deals with translations of the "Shahnameh" of the great poet Abulkasim Firdousi in the languages of the peoples of the world, in particular, in French. The "Shahnameh" speaks of the history of the life and work of the poet himself, of the relevance of the problems of translation from one language to another, without an intermediary language. Today, in addition to the work of "Shahnameh," a number of other works of the great poet are also translated into many other languages of the world.

Key words: oriental studies, translation, Iranian studies, national flavor, interpretation, literary criticism, intermediary language.

Firdausi, Saadi, and Jami are great figures whose lives and activities have been known to French readers since the 17th century, who introduced them to the spiritual richness of Persian-Tajik literature.

Langle, a well-known French orientalist and translator of Ferdowsi's works, translated parts of the Shahnameh into French. He translated satirical poems dedicated to Sultan Mahmud, reflecting Firdausi's attitude towards the king, and emphasizing that the Shahnameh was a masterpiece with a distinctive, true national color. Langle states that in the process of translation the poet tried diligently to preserve his style.

Langle's goal was to raise the morale of the people by translating Firdausi's "Shahnameh".

Before looking at J. Mol's translations, let us look at the translations made by the French orientalists Wallenburg and Jurden. The passages in the first chapter of the Shahnameh, such as The Mind, The Origin of Mankind, and The Origin of Life, are the product of Wallenburg's work. He, like Langle, managed to preserve the style of originality in translation as much as possible. Wallenburg also translated Jalaliddin Rumi's "Masnavi Ma'navy" into French in Constantinople, but it is known that in 1799 the cause of the fire was lost.

The translation of the Shahnameh by A. Jurden is given in his work Persia, which was translated into Russian and published in the "Bulletin of Europe" magazine, and the French reader became acquainted with the work of Firdavsi.

Firdavsi's "Shahnameh" translated by J. Mol is kept in the library in Paris to this day, which means that the French reader is provided with this translation. Comparing the text with the translation, let us pay attention to the Mol translation of the following verse from Firdausi's Shahnameh:

In fact: Чу гардун тихий шуд зи хуршеду мох,
Талоя баромад зи хар ду синох,

Аз он дидагох дида бикшод лаб,
Ки шуд дашт пургарди торик шаб.
In the translation of J.Mol:
Lorsque le soleil et la lune
Entrent quitte la voute du ciel,
Les deux armees
Firent sortir des rondes,
Et la sentinelle
Cria de sa tour
“Le desert est rempli de poussiere.
La nuit est noir”.
Literary translation into Uzbek: (interpretation)
Quyosh va oy osmonni etganda tark
Ikki qo‘shinning soqchisi minoradan soldi dod,
Cho‘lni chang bosdi, tun zim-ziyo.
In poetic form it can be as follows:
Tark etdi falakni quyosh ila moh
Keldi tun soqchisi hazin soldi dod,
Shu onda ko‘rsatib yuzin, ochib ko‘zin
Chang ila tunni qildi aftila dol.

On the eve of the celebration of the 1000th anniversary of the great Persian-Tajik poet and philosopher Abulqasim Firdavsi, articles about him were published in a number of European countries. Briktier, a teacher of Persian language and literature in Belgium, gives information about the Firdavsi style.

In the process of Briktier’s translation, we see the original style, trying to keep its rhythm. The translation of these verses in the poem «Rustam and Sukhrob» is as follows:

In fact:
Дами марг чун оташи хавлнок,
Надорад зи барнову фартун бок.
Чавонро чи бояд ба гети тараб
Ки не маргро хаст пири сабаб.
In the translation of Briktier:
La souffle de la mort est feu devorant
N’epargnant jouvenceau pas plus que vieillard.
Ah, Pourquoi nous fier a notre jeunnesse,
Si l’age seul n’est pas cause de la mort.
Interpretation (D.B. A.SH) in Uzbek:
O‘lim xuddi olovdek,
Na yosh bilar, na qari.
Yoshlikda g‘urur na kerak?
O‘lim yosh tanlamasa.
Literary translation into Russian (D.B.A.SH):
Смерть подобна пламени,
Нет выбора молод ты или стар.
Так зачем же тогда молодым гордыня?
Коль причина смерти не старость.

fact that Ferdowsi’s “Оташи хавлнок” is called «feu devorant» in Briktier also proves that it retains the meaning of the original text !!

Literary scholars and translators are equally interested in both the translation of the great

Abulqasim Firdavsi's masterpiece, the Shahnameh, performed by Mol, and the translation of the poet's poems. It is known that Firdavsi's «Shahnameh» consists of fifty-five thousand bytes (A. Firdavsi (935-1020) real name Hakim Abulqasim Mansur Hasan Firdavsi Tosi) spent almost half of his life to create it, but Mol is his translation spent almost his entire life for. Only a spiritual, cultured, true reader can understand the essence of the masterpiece « Shahnameh «, which is a work of art.

In the field of literature today, there is a need for literary scholars who can provide practical assistance to future young translators with a deep knowledge of the features of the Persian-Tajik language and literature, such as J. Mol and Briktier.

Couplet from «Shohnoma»: Басе ранча бурдам

Дар ин сол,

Аъчам зинда кардам,

Бад он порсй

Firdavsi the Great began writing the Shahnameh at the age of 41 and completed it in 1005 at the age of 71.

A. Firdavsi "Shahnameh" 121c.

Банавистам ин номаи бостон,

Писандида аз дафтари ростон

Ки то рузи маро бар дихад,

Бузургию динору афсар дихад.

That is, my purpose in writing this is to tell the truth and only the truth, and to give me greatness and wealth as I grow older. (D.B. A.SH).

At that time, Sultan Mahmud, the city of Ghazni (Tus), offended Firdavsi by giving him twenty thousand (silver) coins for the Shahnameh:

Sultan Mahmud in "Rustam and Suhrob" said that there were thousands of Rustams in my army.

The king ordered to find Firdavsi, and when he heard this, Firdausi wrote a satire. The angry king decides to find her and throw her under the elephant.

Firdavsi then fled the city, where he returned to his hometown of Tus in 1020 and died at the age of 85..

There is also information that Bundori translated Firdausi's Shahnameh into Arabic. As a result, the translator was able to convey to the reader in a simple and popular way, reflecting only the meaning of the original, starting in 1220 and ending in 2 years.

Translations of this masterpiece into European languages play an important role in world literature. English literary scholars, researchers, translators, and philologists around the world are especially interested in the English translation of the work, which is why it has spread all over the world. The first translation was published in Calcutta (India) in 1785. It was later published in London, New York, and Washington. Later, the Shahnameh was translated and published in Czech, Romanian, Dutch, German, French, Polish, Turkish, Iranian, Portuguese, Serv, and Croatian.

Rare editions of the Shahnameh are now kept in the National Library in Dushanbe. The book «Catalog Shahnameh» is ready for publication in languages around the world (Dushanbe, Tajikistan).

In addition to the Shahnameh, it is known that Abulkasim Firdavsi wrote such epics as «Bejan and Manija», «Zol and Rudoba», «Siyavush and Sudoba», «Akvondev», «Devi safed», «Sukhrob», «Rustam and Isfandiyar». It is time for young translators to realize that young translators have the honorable, important and urgent task of translating the works of great classical poets and writers as directly as possible into French, as well as other world languages.

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THE ROLE OF GAMES IN TEACHING ENGLISH IN PRIMARY CLASSES

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Annotation: The author of the article discusses the game as a method of teaching English lessons in primary classes. As a result, the author concludes that the game has a universality that allows you to adapt it to different goals and tasks. Game techniques perform many functions in the development of the child, facilitate the learning process, help to learn the increasing material every year and unobtrusively develop the necessary competencies.

Keywords: games, interesting, help, didactic, activities, mental, method, good

When planning English lessons, you need to think not only about how students remember new words, a particular structure, but also strive to create all the opportunities for the development of each child's personality. To support children's interest in the subject, you need to understand what techniques can attract children. Foreign language teachers are constantly looking for reserves to improve the quality and effectiveness of teaching a foreign language. The main task is to ensure that interest in learning a foreign language does not disappear. Games are of great help in solving these issues. Their use gives good results, increases the interest of children in the lesson, and allows them to focus their attention on the main thing - mastering speech skills in the natural situation, communication during the game. At school, a special place is occupied by such forms of classes that ensure the active participation of each student in the lesson, increase the authority of knowledge and individual responsibility of students for the results of educational work. These tasks can be successfully solved through the technology of game forms of learning. The child, playing, always tends to go forward, not back. In games, children seem to do everything together: their subconscious, their mind, their imagination work synchronously. The essence of the didactic game is that children solve mental problems entertainingly proposed to them, find solutions themselves while overcoming certain difficulties. The child perceives the mental task as a practical, playful one; this increases his mental activity.

For example, when studying the topic "Seasons", students practice language material ("What's your favourite season?", "What season is it?", "What is it?", "Is it cold or warm?" etc. What's the weather like today?. The keyword in the topic weather in English. You can ask the other person a question like this: What's the weather like? — What's the weather like today?". The response can be constructed via an impersonal sentence with the subject it:

It's windy today — it's windy today. Definitions in this construction are the words:

sunny-Sunny
cloudy - cloudy
rainy — rainy
foggy-foggy
windy — windy

Game "Please, show me". The goal of the game: securing knowledge of animal names. Game description: Spread out on the table pictures of already known animals. Ask children to show a picture of a cat when they are asked to "Please, show me..." (for example, a cat), and so on.

Game" Be careful". Children stand in a line. They all play at the same time. The teacher alternates between commands: "Stand up! Sit down! Swim! Hop! Run! Jump! Stop! Fly! etc. Children should carefully follow the commands and follow them accurately.

The simplest games at the initial stage of learning to listen are games like “Snowball”. One of the students says a word on the topic “Family”. The next student repeats this word and adds another word and so on The winner is the one who calls the largest number of words in the order in which they were called by the students. A father. A father and a mother. A father, a mother and a sister. A father, a mother, a sister and a brother. The game can be complicated by asking children to name phrases rather than just lexical units. For example, I have got a father. I have got a father and a mother. I have got a father, a mother and a sister. Etc

To fix the vocabulary on the topic of «Family», you can hold a game «Broken phone». One of the students talks about himself on the phone, but the phone does not work well. The rest of the students have to ask again. During this game, students can use a toy phone. Sample dialogue: - My name is Helen. - Is your name Ann? - No, my name is not Ann. My name is Helen. I have got a brother. - Have you got a sister? - No, I haven’t got a sister. I have got a brother.

To sum up, games help students to make and sustain the effort of learning. Games provide language practise in the various skills – speaking, writing, listening and reading. They encourage students to interact and communicate. They create a meaningful context for language use. By playing games, students become more motivated to learn, pay attention and participate in set tasks. Games help students to become a part of a team as well as take responsibility for their learning. They can also be a great classroom management tool, helping to motivate a class.

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TURIZMGA OID REKLAMALARDA NUTQIY AKTLARNING AHAMIYATI

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Annotatsiya: Maqolada turizmni rivojlantirishda reklamalarning o'rni, ularda nutqiy aktlarning ahamiyati haqida mulohazalar keltirilgan. Xorij va o'zbek turizmidagi reklamalar qiyoslanib, takliflar berilgan.

Kalit so'zlar: turizm, reklama, reklama matnlari, nutqiy akt, direktiv, assertiv, komissiv

XXI asr boshlaridan o'zbek tilshunosligida antropotsentrik paradigma asosida bajarilgan tadqiqotlar yuzaga kela boshladi. Bu ishlar, asosan, sotsiolingvistika, kognitiv tilshunoslik, pragmalingvistika, psixolingvistika kabi sohalarda o'z aksini topdi. Xususan, S.M.Mo'minovning "O'zbek muloqot xulqining ijtimoiy-lisoniy xususiyatlari" mavzusidagi doktorlik dissertatsiyasida ilk bor o'zbeklarning o'ziga xos muloqot xulqi ijtimoiy-lisoniy nuqtayi nazardan tadqiq etildi. Tadqiqotda muloqot xulqining milliy xarakter bilan bog'liqligi xususidagi qarashlar o'rin olgan. Olim, shunday yozadi: "Muloqot xulqi muammosini milliy xarakter, millat aholisining o'ziga xos urf-odatlari, qadriyat va an'analarini hisobga olmasdan turib mutlaqo o'rganish mumkin emas. Chunki muloqot xulqi millat xarakterining uzviy bir qismi bo'lib, ular bir-biri bilan chambarchas bog'liqdir".

O'zbek tilshunosligida matn antropotsentrik paradigma asosida tahlil etilgan dastlabki ishlardan biri I.A.Azimovaning "O'zbek tilidagi gazeta matnlari mazmuniy persepsiyasining psixolingvistik tadqiqi" nomli dissertatsiyasi hisoblanadi. Tadqiqotda asosiy e'tibor "matnni tushunishga ta'sir etuvchi lingvistik va ekstralingvistik omillarni psixolingvistik tajribalar asosida aniqlash, matnning mazmuniy persepsiyasidagi birliklarni aniqlash va ularning formal-semantik xususiyatlarini tahlil qilish"ga qaratilgan. Tadqiqotchi "stimul matndagi lisoniy omillar, matndagi so'zlarning aynan eslab qolinishi, eslab qolingan so'zlarning kontekstual ma'nolarining konkretlashishi, stimul matnga xos mazmuniy strukturaning shakllanishi va yaxlit matn proyeksiyasining hosil bo'lishi"ni matn idrokidagi asosiy jarayonlar sifatida belgilaydi.

Pragmalingvistikaga oid M.X.Hakimovning "O'zbek tilida matnning pragmatik talqini" mavzusidagi doktorlik dissertatsiyasida ilk bor nutqiy akt nazariyasi xususida so'z bordi. Matn va uni idrok etuvchi shaxs omilini o'rganish tadqiq obyektiga turli jihatlardan, xususan, semantik, psixologik, pragmatik, kognitiv va lingvokulturologik nuqtai nazardan yondashishni taqozo etadi. Shunga ko'ra, tilshunoslikda reklama matnlari tadqiqiga bo'lgan ehtiyoj yanada kuchaymoqda. Zero, XXI asr – fan va texnologiyalar asrini reklamasiz tasavvur qilish qiyin.

Xorijiy mamlakatlardagi turistik firmalar yoki agentliklar reklama matnlarida nutqiy aktlarga alohida ahamiyat beriladi. Nutqiy akt – so'zlovchining ma'lum muhitda aniq maqsadda tinglovchiga qilgan murojaatidir. Nutqiy aktlar orqali tinglovchi yoki o'quvchiga ta'sir etiladi. Nutqiy aktlar bo'yicha J.Ostin, J.Syorl va boshqa olimlarning tasniflari bor. Jumladan, Syorl nutqiy aktlarni quyidagicha tasniflagan:

1. Assertivlar (ta'kidlar) – nimagadir ishontirish;
2. Direktivlar (xohish-istaklar) – nimagadir undash;
3. Komissivlar (va'dalar) – va'da berish va shuni bajarishga intilish;
4. Ekspressivlar (nutqiy odob-axloq) – jamoada o'zini tutish va biror kishining xatti-

harakatiga o‘z munosabatini bildirish ma’nolariga ega nutqiy harakatlar;

5. Deklarativlar – voqealikdagi holatning o‘zgartirilishi haqidagi nutqiy aktlar.

Reklama matnlarida yuqoridagilardan assertiv, direktiv va komissivlarning o‘rni kattadir. Reklama matnlari tinglovchi (o‘quvchi)ni, ya’ni sayyohni o‘ziga jalb etadigan asosiy tayanchdir. Masalan, quyida ayrim reklamalar orqali undagi aktlarga e’tibor qaratamiz.

1. “Sening ertaging shu yerdan boshlanadi. Kunni qizil qoyatoshlar bilan kutib ol”. Arizona shtatidagi Sedona shahri o‘zining oq qoyatoshlari bilan mashhur. Bu qoyatoshlar kun chiqayotgan paytda qizil rangda ko‘rinadi. Sayyohlarni shaharga tashrif buyurishga undash, go‘zal manzarani ularning ko‘z oldida jonlantirish uchun direktiv va assertiv mazmunidagi aktlardan foydalanilgan.

2. “Dunyoqarashingizni va fikrlashingizni Virjin orollarida o‘zgartiring”. Bu reklama matnini Virjin orollarining eng chiroyli surati ostiga yozish orqali millionlab sayyohlar jalb qilingan. Agar matn bo‘lmasdan, faqat suratning o‘zi bo‘lganida sayyohlar tashrifi kutilganidan kamroq bo‘lishi ehtimol edi.

3. “Sayohat vaqti kelganda yosh to‘siq bo‘la olmaydi”. Bu reklama matnida direktiv orqali yoshi kattalar e’tiborini tortish, ularni sayohatga taklif qilish maqsadi yotibdi. Bu matn bilan ham, albatta, ko‘zlangan natijaga erishish mumkin. Bunday reklamalar barcha narsaga qarib qolganini sabab qilib ko‘rsatadigan katta yoshlilarga samarali ta’sir ko‘rsatadi.

O‘zbekistonda ham turizm sohasida o‘ziga tortuvchi, sayyohlarning yuragini jiz ettiradigan reklama matnlari bormi? Afsuski, yo‘q. Hatto sayyohlik agentliklari yoki turistik firmalarning ko‘pchiligi reklama matnlari nechog‘lik ahamiyatliligi to‘g‘risida tasavvurga ham ega emas. Turizmga oid reklamalarda sayyohlarni o‘ziga tortuvchi matnlarni deyarli ko‘rmaysiz. Masalan, Samarqand yoki Xivaga sayohat reklamalariga e’tibor bersangiz, “Travel to Samarkand” (“Samarqandga sayohat”), “Travel to Khiva” (“Xivaga sayohat”) matnlari bilan tarixiy obidalardan birortasining rasmini ko‘rasiz, xolos. Yoki tur narxi yozib qo‘yiladi. To‘g‘ri, narx ham muhim. Lekin sayyohlar faqat narxning arzon yoki qimmatligiga qarab qaror qilishmaydi. Hamma ham sayohatga cho‘ntagiga qarab chiqmaydi. Avvalo, sayyoh bormoqchi bo‘layotgan manzili haqida jalb qiluvchi qandaydir reklamani ko‘rishi kerak, undan motivatsiya olishi zarur.

Ma’lumki, turizm bu – mamlakatga iqtisodiy jihatdan foyda keltiradigan, uning ma’naviyati, madaniyati va tarixini targ‘ib qilishga keng imkoniyat taqdim etadigan soha. O‘zbekistonda 2019 yilda mana shu soha rivoji yo‘lida ko‘plab ishlar amalga oshirildi. Jumladan, Prezidentimiz Sh.Mirziyoyevning 2019-yil 5-yanvarda “ Turizmni jadal rivojlantirishga oid chora-tadbirlar to‘g‘risida”gi, 2019-yil 13-avgustda “Turizmni yanada rivojlantirishning chora-tadbirlari to‘g‘risida”gi farmonlari ushbu sohaning rivojida ustuvor omil bo‘lib xizmat qildi. 2018-yilda O‘zbekistonga 5,5 mlnga yaqin sayyoh tashrif buyurgan bo‘lsa, 2019-yilda bu ko‘rsatkich 7 mlnga yaqinlashdi. Lekin bu ham o‘ta maqtanadigan ko‘rsatkich emas. Gruziya aholisi 4 mlndan ortiqroq, lekin yiliga 6 mln atrofida sayyoh tashrif buyuradi. Demak, 30 mlndan ortiqroq aholiga ega O‘zbekiston 7 mln sayyoh tashrif buyurgani bilan maqtana olmaydi. O‘zbekiston tarixiy va me’moriy yodgorliklar borasida hech bir davlatdan qolishmaydi. Aksariyat sayyohlar bulardan xabardor emas. Sababi, bizda reklama va peshlavhalar matni borasidagi muammolar, kamchiliklar yetarlicha.

XXI asrda sayyohlar sonini oshirish, turizmni rivojlantirish uchun Samarqand yoki Buxorodagi obidalarning surati kamlik qiladi. Yurtimizga tashrif buyurayotganlar asosan MDH davlatlaridan ekan. Demak, bizning reklamalarimiz butun dunyoga yetib bormayapti yoki yetib borganda ham, o‘ziga jalb qila olmayapti. Biz ham reklama matnlariga e’tiborli bo‘lishimiz, unga moddiy manfaat keltiruvchi biznes sifatida qarashimiz kerak.

Masalan, mashhur shaharlarimizni qanday reklama qilsa bo‘lardi? Ayrim misollar keltiraman.

1. Samarqand. “Qudratimizga ishonmasangiz, biz qurgan binolarga boqing”. Agar shu matn bilan shahardagi eng go‘zal obidalar surati reklama qilinsa, bu sayyohlar sonining oshishiga xizmat qilishi mumkin. Matndagi direktiv (ta’kid) o‘zini oqlay oladi.

2. Buxoro. “Baland binolar. Hayrat izlayotganlar uchun”. Samarqanddagi obidalardan Buxorodagi obidalar go‘zal bo‘lmasligi mumkin, ammo baland. Yuqoridagi matnda ham direktiv orqali reklama quruq suratdan samarador targ‘ibotga aylanadi.

3. Xiva. “Uyingizdan chiqing va bizning saroylarga tashrif buyuring. Xiva qal’alari siz uchun ochiq”. Bu matnda ham undovchi nutqiy akt qandaydir samaradorlikka xizmat qiladi.

Xulosa qilib aytganda, har bir soha alohida yo‘ldan borsa, rivojlanishga erishib bo‘lmaydi. Fanlarning, sohalarning integratsiyalashuvi juda muhimdir. Agar turizm sohasiga lingvopragmatik yo‘nalishda yondashsak, bu mamlakat uchun ham moddiy, ham ma’naviy tomondan ulkan foyda keltiradi. Mazmunli reklamalar esa turizmni rivojlantirishning asosiy yo‘llaridan biriga aylanadi.

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ENGLISH PHRASEOLOGICAL UNITS OF SENSORY PERCEPTION AND THEIR TRANSLATION INTO RUSSIAN

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Abstract: This work studies phraseological units with components of visual and auditory perception of the world. It has been established that most of the required components express the emotional, psychological, moral state of a person, features of his character, and only a small number of phraseological units describe the direct physical process of visual and auditory perception.

Key words: world picture, linguistic world picture, cognitive perception, phraseological unit.

Each person has developed certain knowledge about the world. These were obtained by direct knowledge of the surrounding reality, carried out using the senses and abstract thinking. Through the senses, we receive and analyze information from the world around us. This information forms a person's perception of everything.

A world picture is emerging, understood as a reflection of the surrounding reality in the human psyche. The acquired knowledge is transformed, and a linguistic world picture arises, which is a collection of knowledge about the world that is reflected in the language.

In other words, the linguistic world picture is a combination of people's representations of reality fixed in units of language.

The most bright units of the language are phraseological units. Phraseologisms arise on the basis of a figurative representation of reality, which reflects the spiritual, historical experience of the people.[1]

The sensual image is formed by perceptual cognitive signs that form in the consciousness of the native speaker as a result of reflection of the surrounding reality by them with the help of the senses, as well as figurative signs formed by the metaphorical comprehension of the corresponding object or phenomenon.[2]

A person can experience several types of external senses. The main ones are visual, auditory, olfactory, tactile, and taste. When sensations of any kind arise, a person develops emotions, which are the basis for the further development of feelings.

As for visual perception, about 90% of the information from the outside world comes through the eyes.

To catch sight of someone - попасться на глаза, *to give a look* - бросить взгляд, *to feast one's eyes on something* - любоваться чем-то, *to turn one's eyes on somebody* - обратить взор на кого-либо, *to steal a glance at* - бросить взгляд украдкой на (кого-либо), *to look right past* - в упор не видеть, *to please the eye* – ласкало глаз, *do not take eyes off* - не отрывать глаз, *to disappear from the sight* – скрыться из глаз.

Somewhere in the distance the sea drifted in the sky, and everything around pleased the eye. – Где-то вдалеке море сливалось с небом, всё вокруг ласкало глаз.

Masha never takes her eyes off him. – Маша всё время не отрывает от него глаз.

I followed her with my eyes until she and her companions had disappeared from the

[1] Telia V.N. Russian phraseology. Semantic, pragmatic and linguocultural aspects. - M .: Shkola «Jazyki russkoy kul'turi», 1996.

[2] Popova Z.D. Cognitive Linguistics / Z.D. Popova, I.A. Sternin. - M .: AST: Vostok - Zapad, 2007.

sight. – Я следил за ней, пока она со своими спутницами не скрылась из глаз.

The others were a pale, faceless lot. Only he caught the eye with his massive shoulders and energetic Tatar face. – Остальные были бледны, безличны. Один он бросался в глаза дюжим складом плеч и татарским энергичным лицом.

In rare cases, phraseological units with the "eyes" component in Russian may reflect auditory perception (правда глаза колит - *'the truth hurts'*)

Several phraseological units that are directly related to auditory perception were identified: *to prick up one's ears* - навострить уши, *to be all ears* -превратиться в слух, *to keep one's ears open* - прислушаться, насторожиться, *from the horse's mouth* - из первых уст, *to look blank* – хлопать ушами, *to turn a deaf ear* – пропускать мимо ушей, *to hang on every word* – слушать во все уши, *to listen open-mouthed* – развесить уши.

Admittedly, the listener usually turned a deaf ear to the remark about the steepness of the bank. – Надо сказать, что обычно слушатель пропускал мимо ушей замечание относительно крутизны берега.

This cheerful nonsense was being delivered in a such charming bass voice that the audience listened open-mouthed. – Эта весёлая чушь преподносилась таким обворожительным басом, что публика слушала, развесив уши.[1]

As the material shows, there are much more phraseological units with a value of visual perception than units with a value of auditory perception, since the main type of sensory perception is vision: the vast majority of the information received falls to the share of vision.

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ВЗАИМОДЕЙСТВИЕ РОДНОГО И РУССКОГО ЯЗЫКА.

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Аннотация: В данной статье говорится о трудностях изучения родного и изучаемого языка, языковом барьере.

Ключевые слова: интерференция, стереотип, дозировка, «настраивание».

Наблюдается любопытное явление: чем ниже качество обучения, тем сильнее тяга «перекрыть « изучаемый язык на лад родного. Однако влияние родного языка на изучаемый происходит не только в ущерб последнему Знания, умения, навыки приобретённые на родном языке,облегчает процесс усвоения второго языка. Во 2 классе на родном языке дети научились сопоставлять звуки и буквы, гласные согласные, они умеют делать фонетический разбор слова, предложения.

При переходе к чтению и письму на русском языке следует опираться на приобретённые умения и навыки. Главной заботой лингвистов, методистов, психологов, педагогов являются факты интерференции, т.е. отрицательного воздействия категорий родного языка при усвоении неродного. Интерференция-мощный барьер, который не всем удаётся преодолеть.

Многие явления одного языка совершенно чужды другому. Приведем такой пример. Камнем преткновения в о владении речевыми умениями и навыками является существование трёх родов в русском языке, причём родовые различия имеют не только одушевлённые существительные, но и неодушевленные .Ученикам в узбекской школе в диковинку, что, скажем, стол- слово мужского рода, книга- женского рода, окно среднего рода. Мы добиваемся, чтобы ученики запоминали по окончания и какое слово какого рода. Но родовые изменения тянут за собой и родовые различия всех зависимых слов от существительных (прилагательных, порядковых числительных т.д.) Например: стакан белый, чашка синяя. Какая работа проводится по преодолению интерференционных трудностей? Лингвисты и языковеды занимаются тщательным сопоставительным анализом категорий русского и узбекского языков. На уроках ученики заучивают правила, но продолжают говорить с ошибками. Перед нами стоит задача, как достигнуть, чтобы ученики перестали переводить слово за словом, фразу за фразой на родной язык? Новичок изучивший иностранный язык,всегда его мысленно переводит на свой родной язык; дух же нового языка он до тех пор себе не усвоили до тех пор не владеет им свободно, пока он не может обойтись без мысленного перевода, пока он в новом языке не забывает родной. В начальных классах решается задача формирования основных видов речевой деятельности- слушания, говорения, чтения, письма. Произносительные и речевые умения и навыки,навыки чтения и письма на завершающем этапе начального обучения должны отвечать системе и нормам русского языка. Мы должны больше читать популярные детские сказки, разучивать песни стишки. Они с удовольствием могут слушать и повторять текст. Постепенно по красочным иллюстрациям, слайдам ученики пересказывают содержание сказок, или повторяют текст за учителем. В учебниках основной формой представления речевого материала на начальном этапе обучения являются: новые слова и типовые предложения. Я считаю, при проведении беседы по осмыслению нового материала необходимо ставить вопро-

сы так, чтобы они требовали односложных утвердительных или отрицательны ответов для запоминания новых слов. «Умение задавать вопросы, -писал К.Д. Ушинский,-и постепенно усиливать сложности и трудности ответов и есть одна из главнейших и необходимейших педагогических привычек».До тех пор пока мы не пустим на уроки русского языка струю живой,образной речи,пока главным не станет систематическое «настраивание»детей на правильные образцы в речевом потоке,позволяющее им постепенно привыкать к нужному восприятию и усвоению категориальных явлений языка,подверженных сильной интерференции,мы по-прежнему будем выпускать из начальной школы детей с неверными стериотипами,ломка и перестройка которых будут требовать больших затрат сил и энергии и, как правило,в большинстве случаев не давать желаемых резельтатов. Всегда важно помнить и учитывать возростные особенности психологического и умственного развития детей. Хотелось бы,чтобы учебники русского языка в начальных классах были предусмотрены для быстрого и лёгкого освоения русского языка посредством упражнений на раскраску и логическое мышление.

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ONA TILI DARSLARIDA DIDAKTIK O‘YINLARDAN FOYDALANISH

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Annotatsiya: Didaktik o‘yinlar bolaning his-tuyg‘usiga ta’sir etib, unga o‘qishga ijodiy munosabat, qiziqish hislatini tarkib topdiradi. Har bir didaktik o‘yinda ko‘pchilik bolalar yoki butun bir sinf o‘quvchilari ishtirok etadi.

Kalit so‘zlar: ona tili, didaktik, foydalanish, o‘yin, qiziqish, faoliyat, dars

Davlatimiz tamonidan ta’lim sohasiga, o‘quvchilarning intellektual salohiyati, mustaqil va ijodiy fikrlash qobiliyatlari, tafakkurini rivojlantirish, egallagan bilimlarini amaliyotda qo‘llay olishlari, amaliy ko‘nikma va malakalarini hosil etishga katta e’tibor berilmoqda. Ushbu vazifalarni amalga oshirish uchun o‘quv-tarbiya jarayonining barcha imkoniyatlari, pedagogik texnologiya va axborot texnologiyalari, didaktik vosita va usullaridan samarali foydalanish zarurati davlat ta’lim siyosatida muhim o‘rin tutadi. Bolaning o‘quv faoliyatini rivojlantirishda turli o‘yinlardan foydalanish katta ahamiyat kasb etadi. Bolalar o‘yin orqali o‘z bilimlarini mukammallashtiradilar va uni chuqur o‘zlashtiradilar. Shu jihatdan qaraganda, ta’lim jarayonida qo‘llanadigan didaktik o‘yinlarning roli beqiyosdir. Didaktik o‘yinlar ta’lim jarayoning samaradorligini oshiradi, ta’lim jarayonida o‘quvchilar faolligini, o‘qish motivlarini rivojlantiradi. Quyida berilayotgan didaktik o‘yinlarni 5- sinf ona tili darslarida foydalanishingizni tavsiya qilamiz, bu esa darsdan ko‘zlangan maqsadga erishishda muhim ahamiyatga ega deb o‘ylaymiz.

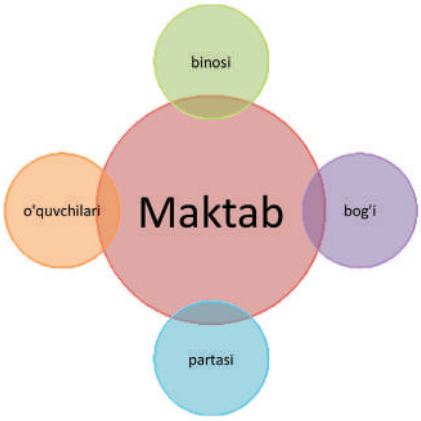
1-o‘yin. Quyidagi maqollarni juftini to‘gri tanlang.

Tig‘ yarasi bitadi,	– til.
Odobning boshi	yomon so‘z bilan pichoq – qinidan.
Yaxshi so‘z – jon ozig‘i,	dil kaliti.
Yaxshi so‘z bilan ilon inidan chiqadi,	lekin til yarasi bitmaydi.
Til –	yomon so‘z – bosh qozig‘i.

2.o‘yin. So‘zlarni qaysi so‘zga bog‘lanishini toping va daftaringizga ko‘chiring.

ozodlikka	o‘qimoq
ertakni	cho‘milmoq
daryoda	duosi
lolani	erishmoq
onaning	uzmoq

3-o‘yin “Klaster” usuli. Maktab so‘zi ishtirokida kim eng ko‘p so‘z birikmasi hosil qila olar ekan? Bu o‘yinni o‘tkazish musobaqa tarzida tashkillanadi. Sing 2 guruhga bo‘linadi. Vaqt belgilangan. Qaysi guruh belgilangan vaqtda birnchi va tog‘ri bajarsa, g‘olib deb topiladi.



4-o‘yin. «Ikki yorti – bir butun». O‘qituvchi sinf o‘quvchilarini ikki guruhga bo‘ladi va guruhlarga nom beriladi.1-guruh “Binafsha”, 2-guruh esa “Lola” deb nomlanadi. Birinchi guruh aytgan so‘zga ikkinchi guruh so‘z topib, ularni bir biriga bog‘lash kerakligi tushuntiriladi hamda bajargan topshriqlarni izohlab berish kerak bo‘ladi. Belgilangan vaqtda topshiriqni bajargan guruh g‘olib deb topiladi.

1-guruh 2-guruh
daraxtning bargi
(tobe so‘z) (hokim so‘z)
so‘rog‘i: nimaning? nimasi?

5-o‘yin. Harflarni o‘z o‘rniga qo‘yib chiqsangiz, darak gap shaklidagi xalq maqoli kelib chiqadi. Uni toping.

K	**t**	**-**	
i	**o**	**m**	
b	**b**	**m**	
i	**l**	**a**	**n**
b	**a**	**y**	**i**
Maqol: Kitob - bilim manbai			

Xulosa qilib aytganda, didaktik o‘yin – ta’lim beruvchi usul bo‘lib, bu usul muayyan ta’limiy maqsadlarga erishuvga, ya’ni o‘tilgan o‘quv materialini aniqlashga, mustahkamlashga va uni chuqurlashtirishga qaratilgan bo‘ladi. Har bir didaktik o‘yinni o‘tkazishda muayyan bir vazifa maqsad qilib olinadi.

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USING PHONETIC GAMES IN TEACHING ENGLISH

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Annotation: This article is devoted to phonetic games and their place in the modern educational process. Most of the article contains examples of the use of games in teaching the phonetic aspect of the English language.

Keywords: games, pronunciation, goals, activity, abilities, listening skills

The game, being one of the leading activities of primary school children, understandable and natural activity for them, should be used in the educational process. A foreign language is no exception. The use of games and game techniques in foreign language lessons helps to create a friendly environment in the classroom, remove the psychological barrier, and increase motivation to learn the language. In the game, the child's abilities and character are most fully displayed. Phonetic games play an important role in the process of learning English. primary school students. Phonetic games are designed to correct pronunciation at the stage of formation of speech skills and abilities, as well as to obtain listening skills. A small game can be played in every English lesson. The teacher becomes the game host for a short time, and the students become participants. Phonetic games. Goals: to train students in the pronunciation of English sounds; teach students to read poems loudly and clearly; to learn poems with a view to their reproduction by roles.

Activity 1. "Hear – don't hear". Goal: to develop phonemic hearing skills. Game progress: trainees are divided into teams. The teacher says the words.

If he calls a word that has a long vowel ... or ..., the students raise their left hand. If there are also consonant sounds in the named word ... or ..., everyone raises both hands. The teacher writes down the mistakes of the players on the Board. The team that made fewer mistakes wins.

Activity 2. "Playing Airplane. [v]". "Have you ever played an airplane?" You probably spread your arms like wings, leaned forward a little – and then you were flying. Little Englishmen also like to play this game. But instead of the sound [W], they say the sound [v]. Let's play "English" airplane:

The plane is travelling up in the sky vvv – vvv – vvv.
Moving so fast and ever so high vvv – vvv – vvv.
Over the land and over the sea vvv – vvv – vvv.
But we always come back in time for tea vvv – vvv – vvv.

This game can be played with movements, using it as physical activity. The verse can only be spoken by the teacher, and the students can pronounce the sound [v], but in more prepared groups, all students can learn the verse.

Activity 3. "Go, my little pony, go! [ou]". "Have you ever seen a pony?" Of course, Yes. In England, they are very fond of ponies. This is why when little Englishmen play, they often imagine that they are playing with a pony. They even came up with a special rhyme to make the horse run faster:

Go, my little pony, go! Go! Go! Go!
Go, my little pony, go! Go! Go! Go! Gallop, pony, gallop, go!

This game can be played with movements, using it as physical activity.

Activity4. "Please". Let's consider another variant of phonetic play in the case when students are required to repeat sounds after the teacher. This type of game also develops

students ‘ attentiveness: students are supposed to follow the commands given by the teacher only if they hear a polite request: “please”.

Teacher: Please, say [n]. Students:[n].

Teacher: Say [p].

The students are silent, as they did not hear the polite request “please”.

Activity 5. “Monkey Talk. [?]”. It seems to me that you are all very good at imitating little monkeys – how they make faces, how they talk. Monkeys in an English zoo speak English. And when they pronounce the sound[?] they try very hard – so hard that they show their tongues to the visitors. The angry monkey shouts at everyone “[?]”They, they, they”, and the learned monkey talks like a poet: “Thee, Thee, Thee”:

The little monkey in the tree
This is what he says to me,
Thee, thee, thee”.
The monkey jumps from limb to limb
While I chatter back to him:
“Thee, thee, thee
They, they, they”. Only the teacher can speak the verse, and the students can say the words “ Thee, thee, thee, They, they, they”, but in more prepared groups, all the students can learn the verse.

In conclusion, we can say that correct pronunciation is a basis for efficient communication in English. Games can help make significant progress in students’ pronunciation if they are used scientifically and effectively. Class activities and games designed to stimulate student interest and provide feedback in English-as-a-Second-Language (ESOL) pronunciation and phonetics are described.

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ТЕХНОЛОГИЯ ОБУЧЕНИЯ В СОТРУДНИЧЕСТВЕ НА УРОКАХ РУССКОГО ЯЗЫКА.

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Аннотация: В статье рассматривается вопрос организации работы по технологии обучения в сотрудничестве, дан анализ вариантов обучения в сотрудничестве.

Ключевые слова: обучение в сотрудничестве, технология, качество образования.

Осознание необходимости владения языком пришло в наше общество, знание которого стало жизненно важным. Однако трудности на пути овладения иностранного языка, особенно в массовой школе, не убавилось. По-прежнему основными из них являются: недостаток активной устной практики в расчете на каждого ученика группы, отсутствие индивидуализации и дифференциации обучения.

Как известно, цель обучения русского языка в школах разных типов состоит в коммуникативной компетенции. Кроме того, в основе обучения любому виду речевой деятельности лежат слухомоторные связи. Поэтому изучение русского языка должно основываться на развитии у школьников слухомоторных связей в результате выполнения ими устных упражнений и по возможности в индивидуальном режиме.

Современные учебные пособия по педагогической психологии относят к гуманистическому направлению в обучении три дидактические системы: так называемые открытые школы, индивидуальный стиль обучения и обучение в сотрудничестве.

В США можно найти немало открытых школ. Последние ограничиваются начальным этапом обучения. Учащиеся обучаются по индивидуальным планам, которые они составляют сначала под руководством учителя, а затем постепенно самостоятельно.

Индивидуальный стиль обучения предусматривает учет даже биологических ритмов ребенка («жаворонки» обучаются с утра, «совы» - во вторую половину дня). В этих системах много интересного, но для вполне определенных условий элитарного образования.

Для массовой школы наиболее интересным является опыт обучения в сотрудничестве. Идеология обучения в сотрудничестве была детально разработана тремя группами американских педагогов: Р. Славиным из университета Джона Хопкина, Р. Джонсоном, Д. Джонсоном из университета штата Миннесота, группой А. Аронсона из университета штата Калифорния.

Основная идея этой технологии - создать условия для активной совместной учебной деятельности учащихся в разных учебных ситуациях.

Ученики разные: одни быстро «схватывают» все объяснения учителя, а другим нужно время и дополнительные разъяснения учителя, а другим нужно время и дополнения. Эти дети обычно стесняются задавать вопросы при всем классе.

Поэтому, если детей объединять в небольшие группы (по 3-4 человека) и дать им общее задание, оговорив роль каждого в выполнении этого задания, то тогда возникает такая ситуация, в которой каждый отвечает не только за результат своей работы, но, что особенно важно, за результат всей группы. Поэтому слабые ученики стараются выяснить у сильных все непонятные вопросы.

Таким образом, совместными усилиями ликвидируются проблемы. Такова общая идея обучения в сотрудничестве.

В малых группах (организуемых так, чтобы в каждой группе из 3-4 человек были обязательно сильный, средний и слабый ученики) при выполнении одного задания на группу, ребята заведомо ставятся в такие условия, при которых успех или неуспех отражается на результатах всей группы. Это могут быть разного рода поощрения.

Практика показывает, что вместе учиться не только легче и интересней, но и значительно эффективней.

Существует много разнообразных вариантов обучения в сотрудничестве, но нужно соблюдать четко основные принципы обучения в сотрудничестве:

Группы учащихся формируются учителем до урока с учетом психологии совместимости детей. При этом в группе должны быть сильные, средние и слабые ученики, девочки и мальчики.

Группе дается одно задание, но при его выполнении предусматривается распределение ролей между членами группы (сами дети по рекомендации учителя).

Оценивается работа не одного ученика, а всей группы. Оценка ставится одна на всю группу.

Учитель сам выбирает учащегося с группы который должен отчитаться за задание. Иногда это может быть и слабый ученик. Ибо цель любого задания – не формальное его выполнение, а овладение материалом каждым учеником группы

Итак, некоторые варианты обучения в сотрудничестве:

I. Обучение в команде.

Особое внимание уделяется «групповым целям» и успеху всей группы, что может быть достигнуто путем только в результате самостоятельной работы каждого члена группы в постоянном взаимодействии с другими учениками этой группы при работе над этой темой, проблемой вопросом.

Оценивается при этом не столько реальные результаты слабого ученика, сколько усилия, которые он затрачивает на достижение цели.

Лидер группы держит слабого ученика постоянно в поле зрения, помогает ему, но ни в коем случае не выполняет за него работу. Задача лидера – лишний раз объяснить.

В тех же случаях, когда работа на уроке ведется не в группах, а индивидуально или фронтально и отражает уровень владения отдельным учеником тем или иным видом речевой деятельности, учитель может оценивать реальные результаты учащихся. Вариантами такого подхода можно считать:

Индивидуально – групповую и командно – игровую работу.

Учитель вместо индивидуального тестирования предлагает каждую неделю соревновательные турниры между командами.

II. Другой вариант обучения в сотрудничестве разработан Э.Арсон в 1978 г. и назвал его «ажурная пила, машинная ножовка». Это подход в педпрактике называется «пила».

Учащиеся организуются по 4-6 человек для работы над учебным материалом, который разделен на фрагменты. Каждый член группы находит материал по свой по теме и обменивается информацией с ребятами из других групп, работающих над этой же подтемой. Это называется «встречей экспертов». Затем ребята возвращаются в свои группы и обучают всему новому, что узнали, товарищей в своей группе. Те в свою очередь рассказывают о своей чисти задания. На заключительном этапе учитель сможет спросить каждого ученика команды по данной теме.

Вариант «Пила-2» предусматривает работу группами по 4-5 человек. Вся команда работает над одним и тем же материалом. Но при этом каждый член группы получает

свою подтему и становится экспертом по данному вопросу.

III. Третий вариант обучения в сотрудничестве – учимся вместе. Класс делится на группы по 3-4 человека. Каждая группа получает одно задание, которое является частью какой-либо темы, над которой работает весь класс. В результате совместной работы отдельных групп в целом достигается усвоение материала в полном объеме.

Можно выделить приемы, применяемые на коллективных заданиях при изучении иностранного языка.

Прежде всего, это работа в паре, связанная со взаимной проверкой знаний отдельных слов и выражений на изучаемом языке. Работа может производиться в устной форме, а также с использованием карточек, на которые записаны слова и выражения. (по 10,20,30).

Совместная работа над новым текстом. Один ученик читает, другой работает со словарем. Новые слова записываются в словарик или карточку.

Работа по новому тексту, если перевод одному уже знаком, а другой берется за этот текст впервые. Последний читает под контролем более знающего товарища.

Участники занятий имеют разные тексты, и каждый из них готовит соседа по новому тексту читать, правильно переводить, дает значение новых слов. Ученики в данном случае работают как учителя и переводчики.

Работа над текстом может идти и по методике, разработанной в свое время А.Г. Ривиным для изучения научной и философской литературы. Предшествующим этапом может быть работа не по абзацам, а только над отдельными предложениями (фразами) из абзаца. Например, берется одним учеником тема или рассказ, который состоит из 4-х предложений. Примерно такие же по объему темы (рассказы) у других учеников. Как строится работа? Ученик прорабатывает со своим первым партнером первое предложение (слова, перевод, вопросы к предложению: кто? где? когда? и т. д.). Когда фраза усвоена и соответствующая работа проведена над одним предложением по теме (рассказу) моего партнера, я перехожу к новому товарищу, которому зачитываю или по памяти воспроизвожу только что изученную фразу. Берем следующее предложение и проводим над ним такую же работу. Следующему товарищу – третьему - называются два предыдущих предложения и начинается работа над третьим предложением. Последнему товарищу дается первым учеником и чтение текста, и перевод, и вопросы, и пересказ.

Работа в парах сменного состава может быть успешно применена при разучивании стихотворений. Сначала стихотворение разбирается в классе, делается перевод, выписываются новые слова, выразительно читается учителем. Потом идет его проработка; ученики учат его наизусть по частям, работая друг с другом по очереди. Можно разучивать стихотворения без предварительной классной работы. Сначала учитель может проработать новое стихотворение с одним учеником, а затем это стихотворение ученик разучивает по частям, работая с разными партнерами по очереди.

Поабзацная проработка текстов по методике А. Г. Ривина. Этот прием может быть использован только на более высоком уровне знания изучаемого языка.

Выполнение упражнений по учебнику. Преуспевающий ученик может быть использован для консультаций и контроля.

Взаимные диктанты. Для взаимных диктантов может служить любой изучаемый текст. Для взаимных диктантов можно брать отдельные слова и выражения. Обильный материал для взаимных диктантов - упражнения по учебнику.

Следует давать учащимся возможность готовиться в парах к изложениям и сочинениям.

Для коллективной работы можно разработать систему карточек.

Итак, основные идеи, присущие всем описанным вариантам и приемам обучения в сотрудничестве (общность цели и задач, индивидуальная ответственность и равные шансы на успех), дают возможность учителю быть ориентированным на каждого ученика. Это и есть личностно-ориентированный подход в условиях классно-урочной системы.

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MODERN APPROACHES IN TEACHING YOUNG LEARNERS

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Annotation: This article includes modern approaches in teaching young learners, how to teach learners through them.

Key words: teaching English, young learners, primary school, even in pre-school, education, problems, poems, songs.

Interest in the teaching English to young learners has been steadily growing in recent years. Now English is offered in primary and even in pre-school education. It is worth remembering that every child has his of her own inner incentive for learning a foreign language and the teacher's talk is to develop this motivation. There are a number of reasons for teaching English at the primary level. Here are the basic ones:

The most favorable period for linguistic development can be used successfully to form a solid basis for further linguistic education;

- an early start provides maximum learning time for English as a foreign language – the earlier you start the more time you have to learn;
- children who learn a first foreign language at pre-school or primary school levels have a better chance to take a second foreign language in the secondary school;
- from an early age children are exposed to the cultures of the countries where the target language is spoken;
- they grow up tolerant and sympathetic to other people;
- learning a foreign language at early age, apart from practical value, stimulates children's ability to use their mother tongue better;
- learning languages improves children's memory, thinking, perception, imagination, etc.

In terms of language skills and fluency, pre-teens and early teens are usually quite alert and confident.

They can communicate well in their own language; they are familiar with the basics of such diverse subjects as literature, history and mathematics; they are also beginning to study science as a subject, and to realize that it is a field of knowledge unlike any other. An ideal student, according to any national standards of education, has the ability and the desire to master all those skills, and to use the new information as a tool of self-development on their way to becoming a full-fledged valuable member of society.

A great many explanations have been put forward for taking into account the age, level, and goals of our students. In this section, we shall look at young beginners, and the ways to cope with their problems. Young students at the beginner level are naturally curious about all new things. Their minds and memories are uncluttered; they have no fear of the unknown. If they wish to connect with their peers, they may still be able to use non-verbal means of communication. It is interesting, children manage to play together, never feeling any language barriers. Amazingly, they can also retell, translate into their mother tongue what the other children are saying, relay the information to adults, regardless of the language in which it was first received. At a foreign language lesson with young learners, no matter which method we use, we come across the same problem: children tend to rely

on the patterns of their native tongue (which they are also still learning to use correctly). On the other hand, once they learn a few words, they are ready to communicate, to talk.

Poems and songs are extremely useful, as well as fairy-tales, short plays, cartoons, any and all kinds of visual aids. Have them draw simple diagrams, repeating the same forms over and over again. Children can recite the same poem, listen to the same fairy-tale, sing the same song, and watch the same cartoon hundreds of time.

They will enjoy drawing the same picture and laugh at the way grammar can be learned.

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TYPOLOGY OF EXPRESSIVE EMOTIONAL LEXICAL UNITS (IN ENGLISH AND UZBEK LANGUAGES)

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Abstract: The article deals with the problem of and emotional and causal units of the English and Uzbek languages. It justifies that the semantic meaning is based on the causative feature of the verb plays.

Key words: Emotional, Comparative, Interpret, Phenomenon, Express, intecialism,Semantic,Casual

One of the most important processes in the life style of the human being is the speech. In the process of speaking, there are emotional states, emotional relations between individuals. Emotions have a profound effect on a person's thoughts, feelings, and actions. Therefore emotions are studied and studied in various fields. Including psychology, linguistics and others.

There are also many who consider emotionalism as an integral phenomenon. Thus, the comparative analysis of emotional units serves to disclose not only the way of expression in the languages spoken by languages but also the linguistic features of those languages. The typological structure of emotional lexicon is specific in each language being studied [1, 15]. Emotional Lecture in English and Uzbek languages is fundamentally different from that of its own structure and expression plan.

If the emotionality of the subject is expressed through the emotions of a person, emotional relationships can be regarded as an entity's emotions on an event, as well as the emotions of the subject of the subject, while emotional emotionality can be interpreted as the behavior of a person in compulsory emotional state. Emotional emotions from the emotional marks, which are the object of the analysis, have taken place. Conservative emotions are often regarded as affecting the subject of the subject. Conservative emotionality also has a negative and positive expression. Negative emotionality creates a situation where people are unloved (fear, anger, etc.). Syntactic explained "is an expeditionary syntactic object in the expression of emotion as an object" [3, 201-218].

In English, there are many tokens, coincidences, thumb writing that express some emotionality, which expresses inte- cialism as well as an emotion that creates negative (positive and positive). Also, emotional shortcomings that do not have intentional intentions can be added to the group of verbs such as disgust, to sadden, to anger, to irritate. For example:

1) Coburn's words had cheered him a little (J. Krantz, 193);

In particular, negative emotions in English are characterized by the specificity of certain group verbs. This group of verbs can be frightened, to tease, to dread, to horrify, to shame, to scareva. Behavioral emotional responses constitute semantically microscopic and represent a negative and positive attitude of the subject to the addressee:

2) Stash would not allow Francesca to set the pace, but brought her with infinite skill to an orgasm so stabbing, so victorious that it was frightened (J. Krantz, 25);

3) I think we will stay well under it - I do not want to frighten Boris (J. Krantz, 37);

4) "No, Tatiana, darling, do not be silly .... I was teasing him and the little one got angry "(J. Krantz, 45);

5) To have so insulted the Prince (J. Krantz, 32).

In these examples, the subject is a person who has been exposed to an emotion to an object (subjected to a person as an object) and also a psycho-emotional state as a result of a certain external influenza. There is a lexical semantic sense of the verbal terminology between the causative and the causative. The negative emotional response expressed in the examples is evaluated as an outcome of a particular conversation. Behavioral Behavioral Behavior Structure has motif, purpose, object, process components.

It should be noted that the verbal emotional reaction in the Uzbek language (particularly grief) has its own morphological form. Specifically, in the Uzbek language, such as -it, -at, -ir, have the characteristic of emotionally semantic expression. The verbs of the class of the verbs of the verb relates to semantic meanings, such as evaluating the subject's feelings outside an object, . For example:

6) As a river flowed into the river, a few thousand people were wary of Nosirbek (P. Kadyrov, 165);

7) Tears were frightening (old woman), frightened that she would die, she did not affect Odomboy (O'.Umarbekov, 32);

8) This question came from Babur (Primqul Kadyrov, 275);

9) This made the poorest people afraid and intimidated, (O'.Umarbekov, 34).

Based on the analysis in the English and Uzbek languages, emotional verbs are derived from the immediate repercussions. The semantic features of persuasive emotional verb lexis are associated with syntactic administration [4], [2]. Thus, in many cases the expression of emotional complications affects th. The emotional anguish is not limited to the structure of the verb membrane.

10) The Odomboy did not listen. He shook his hand and began to pluck the bull's smell (O'.Umarbekov, 35).

The analysis of casual emotionality in English and Uzbek language shows that positive emotional emotions have some semantics of intensity. Also, the susceptibility of the subject to the adult is also intensional emotional emotions. The emotional emotion expressed in these languages varies from the structural, morphological point of view (of course, emotional scathing can be understood by the differences in the lingvo culture of these languages, as we have not dropped in this analysis).

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PHONETIC GAMES IN ENGLISH LESSONS

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Annotation: Phonetic games are designed to correct pronunciation at the stage of formation of speech skills and abilities, as well as to obtain listening skills. Phonetic games with their instructions are also given.

Key words: phonetic games, process, attention, pronunciation, kind.

Phonetic games play an important role in the process of learning English. They are a kind of assistant to the teacher, on the one hand, games give children a rest, raise their mood, liberate closed children, and create the necessary atmosphere of trust in the lesson. On the other hand, students continue learning «disguised» by the game. They do not notice that knowledge continues. During the game, students connect their imagination and imagination, remember new things, activate past material. During the game, students overcome the constraint in speaking a foreign language, which is necessary when learning phonetics. There are many games that can be used in English lessons for each aspect of the language, but the following will only show some examples of using game activity in teaching phonetics to primary school students. These games are used for the development of children's auditory attention and memory, the ability to hear and differentiate sounds by longitude and brevity, to hear interdental sounds, training students in pronouncing foreign sounds, learning poems in order to reproduce them by roles. So, when the students do not know enough words yet, you can make a story in your native language, but in which there will be words for a certain sound in English. When a word for sound occurs in a story, it is shown to children on a card, and they call it a chorus. Here is an example of a story on sound training [w] :»In one big and dark (Wood), lived a big and gray (Wolf). Even though (Wolf) was big, he was very kind. For Breakfast, he ate (Waffles), and for dinner (Walnuts) and drank a lot (Water). And every new day for (Wolf) was (Wonderful) because everyone at (Wood) loved and respected him.»Let's consider another variant of phonetic play in the case when students are required to repeat the sounds after the teacher. This type of game also develops students' attention: students are supposed to follow the commands given by the teacher only if they hear a polite request: «please».

Teacher: Please, say [n].

Students:[n].

Teacher: Say [p].

The students are silent because they did not hear the polite request «please" Activity 1.The teacher hands out picture cards to the children (they may all have different pictures). Given the same task for all: "Connect the line images, items that start with the same sound." (Game option. Color the same color of the image, the subject on which begins with this sound). Activity 2. "Find out what words hide the sounds that I will utter." The teacher shows the children pictures and clearly pronounces the names of the objects depicted on them. The guys must show the picture in which the specified sound is hidden. (Or clap your hands. The sounds are practiced with the children before the start of the game).

Activity 3.Bees.Equipment: apicture of two bees. Play. The teacher tells the children that one bee is English (and this is evident from its costume), the other is Uzbek. The English

bee buzzes [o], and the Uzbek [z]. Bees meet on a flower and talk to each other, sharing news.(Alternate between [o] and [z].

Activity 4. Wide and narrow vowels.

Goal: to develop phonemic hearing skills.

Course of the game: the teacher calls the words. Students raise their hand if the sound is pronounced broadly. If the vowel is pronounced narrowly. You can't raise your hand. The team that made fewer mistakes wins.

Activity 5.Watch, listen, and talk. The teacher shows students a card with a consonant sound and names the vowel. Students say the syllable in chorus. You can complicate the task by asking students to remember words with this syllable.

For the best result, you can show an image with an image of asound transcription or with an image of a new word, for example, when learning the word elephant, we will show an image with an elephant. When the child has mastered the sounds enough, you can switch roles with him, for example, show a picture with a drawing, and he will call the depicted object. To achieve perfect pronunciation, you need to train. Daily practice in working out every sound, word and whole phrases-this is the way to perfect English speech.

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A BRIEF ANALYSIS OF THE FORMATION OF A COGNITIVE APPROACH IN THE LINGUISTIC TRANSLATION THEORY

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Abstract: In this article, the main stages of the development of translation thought in the direction of studying the cognitive nature of the translation process are considered.

Key words: translation transformations, equivalence, cognitive, epistemic.

Throughout the development phase of the linguistic theory of translation from the beginning of the second half of the twentieth century. several tendencies are clearly traced, reflecting the most relevant areas of linguistics at a certain stage of development, setting a certain development vector in considering various approaches to transformational and equivalent transformations in translation. With the period of becoming contrast or comparative linguistics comes approval of translation as a branch of comparative linguistics studying semantics in the context of equivalent matches, which is most clearly represented the terms “dynamic” and “formal”. The concept of “equivalence”, borrowed from the field of exact sciences considered by scientists as a transfer single words, sentences and the text as a whole using specific transition rules from IU units to PY2 units. From the position of L. S. Barkhudarov, translation transformations are interlanguage transformations in order to achieve translational equivalence performed translator for the maximum possible completeness of the transmission of information in the language transfer subject to the rules. In continuation of this thought, M. I. Retsker identifies equivalents by virtue of the identity denoted by and traditions / spheres of the language, variant and contextual correspondences depending on spheres of speech. Transformations in the lexical the sphere based on logical relations are: differentiation of meaning, concretization, generalization, semantic development, holistic transformation, compensation losses. In the future, extralinguistic factors are incorporated into the concept of translation equivalence when taking into account the communicative content and communicative problem sayings. So, in his research Newmark proposes to replace the concepts of dynamic and formal equivalence semantic and communicative, focusing on the fact that the task of the text on PY is to produce approximately an effect on the reader equal to that which occurs when a native speaker reads a text on IJ. From the transformation of the elements of the linguistic system, we move on to the transformation of thought, knowledge and concepts. Moreover, the concept of transformation, which implies the destruction and creating something new, we tend to replace to “transfer” or “representation”, given that when transmitting the meaning of a word or sentence or the whole context as a whole, a conceptual cluster of similar representations and realities in different languages, which allows you to choose the right language form for transmission in the target language, that is, “represent” thought expressed in the language of translation by making understood by the recipient of the message. According to psycholinguistic theory E. Clark, the pragmatic action of our consciousness is an action produced due to the need to change the world in order to achieve practical goals, while an epistemic action is an action, a goal which is a change in the nature of tasks, set by consciousness. We also interact with the world, but the changes we make, due to the need for accounting and information processing . By revising this particularity in the field of translation activities when evaluating the actions of the

translator from the point of view of psycholinguistics, it appears that the psycholinguistic model speech activity "verbalization ", which forms the basis of the traditional stages of translation with a new look, focuses on the transfer the content of the original, taking into account the cognitive, pragmatic and epistemic factors. As a result, translation is a complex, complex, analytical and synthetic form of speech activities in which the action of thinking processes is enhanced in the event of translation difficulties, their solution is possible by activating special cognitive structures. Hence the need arises for modifying the models of translation activity, in clarifying and supplementing the psychological model in the field of translation and allocation in the translation process of the so-called "Intermediate" stage, taking into account its pragmatic and epistemic characteristics. Thus, there is a departure from the concept of "staging" of transformational equivalent relations in translation aside its heuristic and cognitive nature, reflecting speech-cognitive processes translator, who in these conditions is considered as an interpreter-interpreter, representing information embedded in the original text in the target language. Highlighting translator as a linguistic person, endowed with cognitive functions of consciousness, capable of perceiving, processing and representing information, translation science is on the path of an anthropocentric paradigm, indicating the need to rethink the essence of the translation process and select the appropriate terminological apparatus to more accurately express processes occurring at the cognitive level of the translator. In addition, there is a need for further comprehensive research. Correlation of translation and thinking, contextual formation of meaning in the translation, criteria for evaluating the translation, as well as in the implementation new opportunities for experimental analysis of the translator's thought process and his verbal representation.

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PROBLEMS OF USING EQUIVALENTS IN TRANSLATING TEXTS

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Abstract: The aim of the translation process is to create a text in the translating language at the maximum possible semantic proximity of the texts of the original and the translation and with minimal losses at the component, structural-grammatical and semantic levels. In other words, the translator tries to achieve a high degree of equivalence of translation. However, the texts of the translation and the original may not always be recognized as communicatively equivalent. In this article, issues that will arise while translating, are analyzed with different examples from literal text.

Keywords: literal translation, exact content of the idiom, theory of translation.

Translation theory in Uzbekistan has deep roots. As early as the thirties of the twentieth century, S. Husayn, M. Davron, S. Siddik successfully developed problems of translation theory. So S. Husayn introduced the concept of “translating language” into the theory of translation and suggested that translators in the field of literary translation translate so that “if Rustaveli was an Uzbek and created his poem“ Витязь в тигровой шкуре” in Uzbek, then he would write it that way.” That is, it requires translators to realize that the spirit of the original works must be fully transmitted in the translation, not only with its advantages, but also with its errors and shortcomings. S. Siddik also in his studies inclined to the idea that a creative approach is especially important during translation, which requires great knowledge, great love for his work and painstaking work that does not allow liberties in translation. We know that literary translation is a creative work that has its own rules. In translation, equivalents and their use create a big barrier, provided that there is no distortion of the original text. The norm of equivalence of translation provides for greater commonality of the contents of the original and translation, but only to the extent compatible with other regulatory requirements that ensure the adequacy of the translation [1, p. 126]. In the Uzbek language, the word «opa» generally means «elder sister», but among the people the same appeal can be to a native mother, or simply to an older woman who does not have any kindred relationship with the convert. But when translated into English, “opa” translates as “sister”. In this translation it’s not even possible to determine about an older sister or a sister in question. And the appeal «Lola opa» may not mean an appeal to a sister, like «sister Lola», but simply an appeal to an older woman. Therefore, additional words are used to convey the accuracy of the image. The word «yulduz» meaning «star» is used in the Uzbek language as a female name. The sentence “Yulduzlar kech chiqdi” literally translates as “Звёзды появилось поздна” - “Stars appeared later”, but it may mean that “girls named Yulduz came out late (from somewhere)” - “Girls named Yulduz came late”. If you do not study the entire translated text, then this can lead to inaccurate, and sometimes erroneous, translation. If you want to translate the Uzbek idiom “oq yo‘l” into its vocabulary, then we would have translated “белая дорога” in Russian or “white way” in English, which does not convey the correct expression of the idiom, which means “bon voyage” «. The idiom “ko‘z tegdi” literally means “глаз задел”, which does not convey the correct meaning, which in the right context means “сглазили”-“jinxed”. Again, finding the right word when translating into English is inconvenient when translating the text. So in this case, we should not look for a literal translation, but a word that conveys the exact content of the idiom. The same

problem arises when translating the texts of poems and gazelles of great poets. Here are the lines from Mashrab's gazelle:

Necha kundur bu ko'ngul mushtoqi diydor erur, O'rgulay, ey dilbari shirin zabonim, qaydasan. Tashnalabdur Mashrabing, bo'ldi yuragi ham kabob, Furqatingda ey mening oromi jonim qaydasan.

Literal translation:

How many days, burning with heart, I am calling you: come back, come! I'll be whirling over you, Like a moth, where are you about, Mashrab's soul has become charred and his heart has become a barbecue. Terrible separation, like a desert ... I am exhausted ... Oh, where are you.

Уж сколько дней, пылая сердцем, Зову тебя: вернись, приди! Кружиться буду над тобою, Как мотылёк, о где же ты, Обуглилась душа Машраба и сердце стало шашлыком Страшна разлука, как пустыня...я изнемог...О где же ты.

Here we see a mistake in translating the idiom "yuragim kabob bo'ldi". Naturally, in order to create equivalence of the text, we should not depart from the original text, but this should not end with complete absurdity in the translation. Now we will imagine how it will sound when translated into English, if we do not adhere to the rule of correctly transmitting the text. «Heart became kebab» - a literal translation not only does not convey the state of the poet, but also brings the contents of the gazelle to a comic state. The very line "charred Mashrab's soul" in this translation explains the current situation. Now we turn to the analysis of the translation of the 18th sonnet of William Shakespeare.

Shall I compare thee to a summer's day? Thou art more lovely and more temperate. Rough winds do shake the darling buds of May, And summer's lease hath all too short a date.

In the text, the literal translation "rough wind" is replaced by "storm" and this sounds more lyrical when translated. The translation of this sonnet is more successful with S. Marshak: *Сравню ли с летним днём твои черты? Но ты милей, умеренней и краше. Ломает буря майские цветы, и так недолговечно лето наше!*

In addition, when translating from Uzbek to English, obstacles arise in the application of purely national words and terms that are not used in other languages. For example, *"andisha qilmoq"* does not have a direct equivalent that fully conveys the essence of the phrase. This phrase is connected with the mentality of the people, in order to correctly express it, you must first study the culture of the people. The difficulty of the translation lies in the fact that such a word cannot be translated even with one sentence, since it contains many concepts related precisely to the mentality of the people. That is, refusing in this case the literal translation, we again resort to the literary, as to the translation, which conveys the thoughts of the original in the form of correct literary speech [2, p. 33]. The rejection of formal, literal accuracy allows us to convey the poetic element of the text and conveys the emotional state. In the interests of the accuracy of the transmission of meaning, it may be necessary to rearrange or replace individual words and expressions with others that are similar in meaning. Again, we must not forget about the clarity, conciseness and literature of the translation, as the basic requirements of a quality translation. Also, when translating, it is necessary to study the conditions of life, the mentality of the people from whose language the translation is made.

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XORAZM QIPCHOQ SHEVASI LEKSIKASIDA TARIXIY SO‘ZLAR TAHLILI

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Anotatsiya: Ushbu maqolada Xorazm qipchoq shevasi leksikasidagi tarixiy so‘zlar haqida fikr yuritilgan bo‘lib, ba’zi so‘zlar tahlilga tortilgan va mavzuiy guruhlarga ajratilgan.

Kalit so‘zlar: sheva, qipchoq, leksika, istorizm, tarixiy so‘zlar, nofaol qatlam

Adabiy tilga o‘xshab shevalar ham rivojlanib, yangi so‘zlar hisobiga boyib, o‘zgarib boradi. Bunday o‘zgarish, ko‘pincha, shevalar lug‘at tarkibida ro‘y beradi. Bu ijtimoiy hayotda sodir bo‘lgan o‘zgarishlar bilan bog‘liqdir. Ayniqsa, jamiyatda ro‘y beradigan har xil o‘zgarish sababli zamon talablariga javob bermagan so‘zlar iste’moldan chiqadi, ularning o‘rniga boshqalari kirib keladi.

Demak, til, jumladan, uning shevalarida ham yangilanishlar, eskirishlar sodir bo‘lib turadi. Bular davr talabi bilan bog‘liqdir. Ba’zi so‘zlar qo‘llanish doirasining kengayish va aksincha, ayrimlarining passiv qatlamga o‘tishi bu jarayonni yanada tezlashtirishi mumkin.

Ta’kidlash kerakki, bular hammasi nisbiy hodisadir. Sababi zamonaviylik va eskirganlikning o‘zi ham davrga ko‘ra nisbiy hisoblanadi. Eskirgan so‘zlar vaqti kelib, yana faollashishi va aksincha yangi so‘zlar tezda muomaladan chiqib ketishi mumkin. Buni faqat adabiy tildagina emas, shevalarda ham kuzatilayotganligini ta’kidlash kerak.

O‘tmishda bor bo‘lgan narsa va tushunchalarning nomini bildirgan, ammo hozirda eskirib qolgan so‘zlardir. Jamiyatda sodir bo‘lgan o‘zgarishlarni o‘zida aks ettira olmagan so‘zlar iste’moldan chiqib ketadi. Bu jarayon adabiy tilga nisbatan shevalarda sekinlik bilan o‘tadi. Chunki shevalarda so‘zlarning eskirishi, yangi so‘zlarning kirib kelishi tez sodir bo‘lmaydi. Tarixiy so‘zlar ko‘pincha moddiy va ma’naviy hayot, turmush, davlat tuzilishi, din, urf-odatlar, turli lavozimlar, unvonlar, kiyim-kechak, uy-ro‘zg‘or buyumlari, qurol-asboblar bilan aloqador bo‘lib, jamiyatdagi ro‘y bergan o‘zgarishlar bilan bog‘liq ravishda ularning nomlari ham davr o‘tishi bilan eskiradi, ular o‘rnini boshqa so‘zlar egallaydi. Xorazm qipchoq shevalaridagi istorizmlarni turli sohalarga oid so‘zlar doirasida uchratish mumkin:

1. Qishloq xo‘jaligi va dehqonchilikga oid so‘zlar: kunda (omoch), zambarchi (zambil bilan mahalliy o‘g‘it tashiydiganlarga nisbatan ishlatiladi), digir (charxpalakning suv chiqaradigan ko‘zasi), vahim (vaqf qilingan yer yoki narsa) va hakazo.

2. Suv chiqarish bilan bog‘liq bo‘lgan so‘zlar: kunda (juvozning yerga ko‘milib turgan qismi), arish (kundaga bog‘lanadigan uzun yog‘och); darvaz yip (ikkita katta o‘qni bog‘laydigan ip); ayri ag‘ach (o‘qni tushirishga xizmat qiladigan yog‘och); ayri baqan (katta o‘qni ko‘tarib turishga xazmat qiladigan narsa); kamal (tushirishga xizmat qiladigan narsa); kamalcha (o‘qqa kiydiriladigan narsa); korpacha (ot yoki tuya bo‘yniga qo‘yiladigan narsa); qulaqchaga (yog‘och mix) kabi.

3. Temirchilikka oid so‘zlar: asma korik (osib qo‘yiladigan bosqon); basma korik (qo‘l bilan harakatga keltiriladigan bosqon), arvamix (arava g‘ildiragiga qoqiladigan mix), yekka tavan (katta bo‘lg‘a) va hakazo.

4. Kulolchilik va tikuvchilikka oid so‘zlar: yigirik (ip yigiradigan narsa), arish (ipni uzatib turadigan narsa), iyin (ip solinadigan yer), diravaza (moki inidan turadigan narsa), g‘ola (ip otadigan yer) kabi.

5. Kiyim-kechakka oid so‘zlar: xalaqa (kampirlar lachagidagi bog‘lab orqasiga tashlab qo‘yiladigan ro‘mol), morachi (choponga bezak beruvchi), miysak (xotinlar kiyimi), tuzuv

(peshonaga taqaladigan narsa), iyakcha (kampirlar iyagi ostidan bog‘lab qo‘yiladigan narsa) kabi.

Xorazm o‘zbek shevalaridagi istorizmlarga, bulardan tashqari, chilim (chilim chekadigan narsa va chilim shunday ataladi), chilimkadi (chilim chekadigan qovoq), chirapaya (tunuka chiroq tagiga qoyiladigan narsa), kirkira (qol tegirmoni), tashchira (toshdan yasalgan chiroq), dudkash (shishasiz chiroq), qandil (chiroqning bir turi) kabi so‘zlar kiradi.

Demak tarixiy so‘zlar faqat adabiy tildagina emas, balki uning shevalarida ham uchraydi. Ammo so‘zlarning eskirish, iste’moldan chiqishi adabiy tildagidek bo‘lmaydi. Chunki shevalarda so‘zlar adabiy tilga qaraganda sekin iste’moldan chiqadi.

Shevalardagi tarixiy so‘zlar, ko‘pincha, qishloq xo‘jaligi, juvozchilik, temirchilik, tikuvchilik, kiyim-kechak kabi sohalarga oid bo‘lib, bularga doir so‘zlar ushbu sohada sodir bo‘lgan o‘zgarishlar bilan bog‘liq ravishda o‘zgaradi, passiv leksik qatlamga o‘tib ketadi.

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USUNG GRAMMAR GAMES IN TEACHING GRAMMAR

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Annotation: Grammar games contribute to the development of speech activity and independence of students.

Keywords: grammar, communication, important, games, method, goal, create

Grammar is one of the most important aspects of learning any language since, without knowledge of grammar, full communication is out of the question. The vocabulary itself is not a language — it only serves as a building material. The vocabulary becomes an effective tool when it is placed at the disposal of the grammar. This is why it is so important to teach children grammar from the very beginning of language learning. However, working with children, mainly of primary school age, it became obvious to me that it is useless to load students with rules, schemes and a huge number of training exercises. Children simply lose interest not only in learning grammar but also in the language as a whole. Therefore, it is important to choose a bright, unusual and exciting method of learning grammar. One of these methods, of course, is grammar games. Goals: To teach students to use speech patterns containing certain grammatical difficulties; to create a natural situation to use this speech sample; to develop the speech creative activity of students.

Activity 1. "The game with the picture". In Present Continuous, you can use a picture game to help students learn structures better. Students are asked to guess what does one or another character shown in a picture that they haven't seen yet. Guys ask questions, for example, P1: Is the girl sitting at the table?

T: No, she is not.

P2: Is the girl standing? The winner is the student who guessed the action pictured on the picture. He becomes the host and takes another picture.

Activity 2. "Lotto". Lotto "Verbs in pictures" is a good visual aid for training grammatical forms. There are several images on the cards that depict a person's actions, such as skating, playing chess, reading a book, and so on. On the chip – one picture. The teacher shows a chip with a picture (the boy is skating) and asks: What is he doing?. Students find the same picture and respond: He is doing. If the answer is correct, it gets a chip. The goal is to automate skills in using General questions.

A. Can A boy swim? B. Do fish live in the sea?

Can a cat fly? Do books sing?

Can a fish run? Do you live in a tree?

Activity 3. "What do you like to do?". The goal is to activate General questions in speech. One of the students asks what he likes to do, the others ask him questions: Do you like to swim? Do you like to play football? Until they figure it out. The guesser becomes the driver.

Activity 4. "The Gate". This game is for repeating and fixing all types of interrogative sentences. Two strong students ("gatekeepers") stand in front of the class, joining hands and forming a "gate". The other participants in the game take turn approaching the "gatekeepers" and ask them questions on a specific topic structure. Depending on the correctness of the question, the answer follows: "The door is open (shut)". A student who asks a question incorrectly can do the following try again.

Ex. Are you going to .. .(do smth)? What are you going to do in (on, at)?

Activity 5. "Guess it". This game is to fix common questions. The host guesses any object that is in the class. Trying to guess the subject, students ask only General questions, to which the host answers "Yes" or " no " (the number of questions is limited). The winner is the team that guesses the subject by asking fewer questions.

E x. Is it a thing? Is it on the wall? Can I see it? Can I eat it? Is it white?

Activity 6. "Circle of attention" (A game to study the construction of There is/There are).The teacher asks students to look around the classroom and gives the task to list the items in it as follows: the first player names the largest object in the room, the second names the smaller object, the next-even smaller, and so on. So, on command, the players take turns saying sentences with words that correspond to an ever-narrowing circle of attention. For example:

Pupil 1: There is a window in the classroom. Pupil 2: There is a table in the classroom.

Pupil 3: There is a picture in the classroom. Pupil 4: There is a vase on the table… Students who make mistakes and do not name a smaller subject compared to the previous one are out of the game.

In conclusion, we can say that playing in English helps the teacher organize the students' activities and motivates them to search for additional information. Thanks to the game activity, the lesson becomes lively and interesting. Students learn a variety of skills faster, they actively seek to contact each other, and, consequently, they learn English not based on imitation, but consciously. Also, the game breaks down the traditional barrier between the teacher and students.

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HOZIRGI ZAMON INGLIZ TILIDA SINONIMLARNING ISHLATILISHI

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Annotatsiya: Ushbu maqolada xozirgi zamon ingliz tilida sinonimlarning ishlatilishi va til o'rganishdagi,hamda tarjima jarayonida qanday foydalanish aks etgan.

Kalit so'zlar: sinonimlar,ideografik, neytrla stilistik,stilistika.

Ingliz tilidagi sinonimlarning o'zbek tilidagi tarjima taxliliga doir tadqiqotlari haqida so'z borar ekan, sinonim so'zlar shunchaki xashamdorlik emas, balki tilning chinakam boyligidir. Sinonimlar so'zning ma'noli shakllaridan biri bo'lib, alaffuzi, yozilishi har xil, birlashtiruvchi ma'nosi bir xil bo'lgan qo'shimcha ma'no nozikligi, emotsion ma'nosi qo'llanishi kabi bir qator xususiyatlari bilan o'zaro farqlanadigan so'zlardir.

Sinonim so'zlar xaqida so'z borar ekan, biz sinonimlarni tilshunoslikda asosan ideografik va stilistik turlarga bo'lamiz.

Ideografik sinonimlar masalan: to understand-to realish, to expeet-to anticipate-tushunmoq, anglab yetmoq, kutmoq, oldindan ko'rmoq - bir xil ma'noni anglatadi va bir xil neytral stilistik turga tegishli bo'ladi.

Stilistik sinonimlar ularni ba'zida emotsional ekspressiv deb ham atashadi. Stilistik sinonimlar stilistik xususiyatiga ko'ra turli hil ma'noni anglatadi. Masalan: to help - to aid - to assist yordamlashmoq ma'nosini anglatadi.

Yuqoridagi ta'riflarga ko'ra, sinonimiya asosan semantik ko'rinish har qanday xolatda ham sinonimlarni belgilash stilistik me'zonlar, boshqa me'zonlar va birikadigan sof semantik me'zonlar asosida amalga oshiriladi.

Sinonimlar doim kutilmagan birliklarni yoki logik ma'nolarni beradi, shuning uchun sinonimik takrorlash asarni stilistik jixatdan bezaydi. Ideografik sinonim tarjimon eng to'n xolatda til birliklarining takrori natijasida yuzaga keladigan ifoda kambag'alligi, rangsizligidan qochish uchun foydalanadi.

Sinonimlar qator bir necha so'zdan iborat bo'lishidan qat'iy nazar unda bir so'z asosiy shu sinonimik qatorning harakterini belgilovchi so'z bo'ladi. Bu so'z dominanta deb yuritiladi. Sinonimlik qatorining chegarasini belgilashda shuningdek undagi har bir so'zning o'ziga xos xususiyatini ochishda shu qutordagi asosiy so'zni to'g'ri belgilash muhim rol o'ynaydi. Sinonimik qatorda ma'no xajmi boshqalrnikiga nisbatan keng bo'lgan so'z asosiy so'z xisoblanadi. Sinonimik qatorning chegarasini belgilashda asosiy so'z xisobga olinadi, boshqa so'zlar bir-biriga qiyoslanmaydi, balki asosiy so'zga qiyoslanadi. Masalan: accomplish, attain, gain sinonimik qatorida achiwe so'zi asosiy so'z xisoblanadi.

Biz sinonimlarni sintaktik va marfalogik va albatta ko'p e'tiborni ma'noga berib klassifikatsiya qilishimiz mumkin.

Sintaktik analiz qilganimizda bare – yalong'och so'zi insonning yalong'och xolatini ifodalaydi va xol vazifasida keladi uning sinonimik qatori nahed - yalong'ach so'zi xam kesim va aniqlovchi vazifasida keladi.

Misol uchun: the child lay bare (Galswarthy "to let")

Bola yalong'och yotibdi.

I small naked boys sat on the tables. (Greene)

Kichkina yalong'och bolalar stollar ustida o'tirgan edi.

Ushbu gapda naked sinonim saniqlovchi vazifasida kelyapti.

Sinonimlarni marfalogik jixatdan uch turga bo'lib o'rganamiz.

Ot-noun.

Sifat-adjactive.

Fel-verb

Ot sinonimik qatoriga Edge, border, rim, brim, brink, verb - sinonim so‘zlarini keltirishimiz mumkin. Ular biror-bir narsaning chegarasini ifoda etdi.

Masalan: Chinese border - Xitoy chegaralari. Men yana sinonimlarga ‘‘English synonyms their meanings and usage‘‘ nomli sinonim kitopdan quyidagi misollarni ko‘rsatib o‘taman:

Ot sinonimik qatorga quyidagi misollarni keltirishimiz mumkin:

Affair, business, concern, matter, thing – ish, xizmat, voqea, hodisa ma‘nolarini anglatadi.

Alone, lonely, lone, solitary, forlorn – yolg‘iz, yakka, bir o‘zi ma‘nolarini anglatadi.

I think, if you don‘t mind, I would rather be alone. (Greene)

Agar qarshi bo‘lmasang, yolg‘iz qolganim ma‘qul deb o‘ylayman.

A lone gull flew across the sky.(Du Maurier.)

Yolg‘iz chayka (qush turi) osmonda uchib yurardi.

And they were kind with each other. For they all seemed lost, like lost, forlorn aborigines… (Lawrence)

Ular bir-birlariga o‘xshashardi. Ular uchun hammasi yo‘qotilgandek tuyuldi, xuddi yolg‘iz qolgan aborigenlardek.

Fe‘l sinonimlarga misol keltiradigan bo‘lsak, ular quyidagilar:

Begin, commence, start - boshlamoq ma‘nosini anglatadi.

Suddenly the poor devil in the middle, who has led the song, and shouted the loudest, stops and begins to cry. (B. Shaw.)

To‘satdan burchakdagi qo‘shiqni boshqarayotgan iblis baland ovozda baqirar edi, to‘xtadi va yig‘lashni boshladi.

Now that Brodie had commenced to eat it was permissible for the others to begin, although for them, of course, there was only a plain tea …(Cronin)

Hozir Brodi yeyishni boshladi, albatta boshqalar uchun ham boshlash uchun ruxsat berildi, u yerda faqatgina oddiy choy bor edi .

After a while she began dressing…(Caldwell)

Birozdan so‘ng u kiyinishni boshladi.

Qolgan sinonimlar ham xuddi shularga o‘xshab ishlatiladi.

Sifat sinonimik qatoriga wet, moist, humid, damp, dank sinonimik qatordagi so‘zlarni keltirishimiz mumkin. Bu turkumdagi sinonimik qator gapda ko‘pincha kesim va aniqlovchi vazifasida keladi.

Masalan: His shirt was wet wish sweat. (M. Twain)

Uning kuylagi terlaganidan xo‘l bo‘lgan edi.

Ushbu gapda wet - predikativ vazifasida kelgan, o‘zbek tiliga tarjima qilganimizda xam murakkab fe‘l kesim vazifasida kelgan.

Xullas sinonimlar – bu nominativ mazmun jixatdan mos tushadigan qo‘llanish mazmuni xususiyatlari va turli qo‘shimcha ma‘nosi bilan bir-biridan farqlanadigan so‘zlar.

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NEW APPROACHES AND MODERN METHODS OF TEACHING ENGLISH

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Annotation: The article looks through some innovative approaches in teaching English and suggests how to apply them to the English classroom.

Key words: innovative method, modern approaches, language inquire, creativity, critical thinking.

Learning a new language often seems challenging to pupils. However, with the right choice of method and tool it becomes easier and one can acquire a new language in a very short of time. Today, English is a world language and gaining a strong command of language is far from impossible. There are a plethora of creative approaches to teach English that deliver results soon. In this article, I will look through some of innovative methods for English classrooms.

One of the methods that appeals to almost all pupils is Suggestopedia. The method is based on memorization of language . For instance, student reads the text aloud, usually to the rhythm of some type of music. This is known as “concert reading.”. Music is generally classical, however I recommend to give students an opportunity to decide about music as it serves to feel confident. The Suggestopedia method can be designed to all topics and used taking into account the level of students. Even advanced students can cheer up themselves by “singing” through texts. If the focus of the lesson is preposition, you can sing out the following sentence: “Ann asked ___ the result ___ the test”. The answer of students will probably be “for” and “of”. Then, teacher can involve learners to make up their own “gap-word songs”. The method brings lots of creativity and fun to English classroom and can be used to warm up as well as to introduce the topic.

The Task-based Learning approach focuses on communication rather than structure. The method avoids a teacher-centered lesson by presenting specific problem and asking learners to use different sources to solve its solution creatively. In this way, teacher empowers students to express ideas and opinions in a unique way. Here teacher ignores limitations, as it challenges learners to consider in different ways. This approach is student-centered and focuses on individual tasks, pair or group works such as “Project” or “Portfolio”. The approach helps to develop creativity and critical thinking skills, thus the task should be set by taking into consideration the students linguistic levels. The method can be used across all levels.

The Natural Approach, also known as the “silent way, is a teaching method based on the way infants acquire native language. When teaching with the Natural Approach, students are not asked to produce anything. They just listen and watch podcasts and movies. The method is perfect for beginners as well as advances learners. A great way to apply the method to beginners’ classroom is performing the activity “the king wants”. Teacher asks students for an item and start the sentence with “The king wants.. (or the queen want..)” For example, if you say, “The king wants a pencil,” students must give you a pencil. This method enables beginning students to acquire language easily, while more advanced learners enhance their listening and speaking skills, see the real-life language through movies or podcasts by native speakers

Total Physical Response is another great method based on the silent way. The method involves students to demonstrate understanding through a physical response rather than a verbal one. As with the Natural Approach, students are not asked to produce any language until they are ready to do so, however Total Physical Response is all about acting out language, miming or reacting to visual and audio cues. The popular game, “Simon Says” is a great Total Physical Response activity for beginners. For higher level students “Who am I?”, “Guess the words” activities are the best. For this activities you need a few cards with the word written or drawn on it. One student is invited to a board. Teacher shows card or picture to him. He acts out or mime the word until sitting students guess the correct word. Imagine the card says, “lemon”, the student must use imagination to mime lemon until his classmates say “Lemon!” I suggest to organize the activity as a competition in teams. The method is perfect for kinesthetic learners and serves as an energizing activity as well.

All above mentioned methods encourage creative teaching and serves to make your classes more engaging and attractive to your students. I believe that adding variety of methods in your teaching classroom brings its fruits soon!

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23. ИЮНЯ –МЕЖДУНАРОДНЫЙ ДЕНЬ ЗАЩИТЫ ДЕТЕЙ.

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Аннотация: Ахмедова Насиба Камаловна. 1 июня –международный день защиты детей. Статья посвящена детям, так как дети –наше будущее. Это статья о том, какую главную роль играют книги в воспитании достойного будущего поколения, чтобы у них было с кого брать пример

Ключевые слова: Детство, Счастье, Книга

Счастливая, счастливая, невозвратимая пора детства.

Поистине у каждого из нас было неповторимое, счастливое детство. Как писал великий русский писатель Л.Н.Толстой: «Как не любить, не лелеять воспоминания о ней…».

Так, давайте мы с вами вспомним детство великих писателей и поэтов.

Александр Сергеевич Пушкин, родился 6 –го июня 1799 года в Москве, в небогатой дворянской семье. Его воспитанием занимались бабушка Мария Алексеевна Ганнибал и няня Арина Родионовна. Пушкин получил прекрасное домашнее образование. Бабушка учила грамоте. А няня рассказывала ему сказки, перед сном сонного уводила из библиотеки отца и пела ему песни. Все это отразилось на воспитании поэта. Он уважал простой народ, боролся с несправедливостью, написал такие замечательные сказки, как «Сказка о рыбаке и рыбке» и другие. Мы выросли на сказках Пушкина. Нынешнее поколение тоже любит сказки писателя. Пользуясь случаем, я хочу посоветовать всем молодым родителям читать своим детям книги, хотя бы перед сном прочитать им сказку, так как сказки учат добру, помогут воспитать умного,доброго ребенка.

Я бы, посоветовала родителям покупать книги, вместо телефона, ноутбука, планшета и компьютеров. Конечно, в современном мире без них нельзя обойтись, но я имею ввиду раннее детство, когда ребенок познает окружающий мир. Начиная с колыбели, петь колыбельные песни, читать сказки.

Вернемся в детство великих людей.

Михаил Юрьевич Лермонтов, родился 15 октября 1814 года в Москве. Мать умерла рано, отец, по настоянию бабушки вынужден был оставить сына на воспитание бабушки. Воспитанием маленького Лермонтова занималась бабушка Е.А.Арсеньева. Бабушка дала внуку прекрасное домашнее образование. Каким мужественным он вырос:не боясь написал стихотворение «Смерь поэта», посвященный смерти великого русского поэта Александра Сергеевича Пушкина, где смело обвинил власть в смерти поэта.

Л.Н.Толстой родился 9 сентября 1828 года в имении Ясная Поляна. У него тоже мама умерла рано. Воспитанием занимались тетушки. Получил прекрасное домашнее задание. Вел здоровый образ жизни, прожил долгую жизнь, много читал,много писал. Даже открыл школу для крестьянских детей, где сам вместе с дочерьми преподавал, учил крестьянских детей, сам для них писал книги, учебники. Читая биографии русских писателей, я обратила внимание на то, что они получали домашнее образование и уже в возрасте 11-12 лет поступали в лицеи, гимназии, пансионы. А в наше время, родители спешат отдать детей в детские сады и школы.

Алексей Максимович Горький, не получил прекрасное домашнее образование, наоборот он учился только 2 класса. После смерти отца они вынуждены были жить в доме деда. Дед был жестоким человеком. Единственные светлые воспоминания – это

воспоминания о бабушке, которая уводила от шума и жестокости с собой в лес, собирать ягоды и грибы, где рассказывали сказки, интересные рассказы. Горький, днем работал, а ночью при свечах читал. Повзрослев, он хотел поступить в Университет, но его не взяли, так как он окончил только два класса. Но он не сдался, не сломался. Ему помогли книги, которые он читал с детства, объездил многие места и написал множество книг. Среди них автобиографические рассказы «Детство», «В людях», «Мои Университеты» и многие другие. Благодаря тому, что с детства читал книги, несмотря на суровые условия жизни, он стал Великим писателем. Этот ряд можно продолжать без конца.

Наши прадеды Мирзо Улугбек, Абу Али Ибн Сино, Абу Райхон Беруни и многие другие сделали великие открытия благодаря тому, что много трудились, учились и читали книги с детства.

Что я хотела всем эти сказать? Я бы хотела,чтобы родители уделяли на воспитание своих детей начиная с колыбели: уже с первых дней рождения говорили только добрые, ласковые слова, пели колыбельные песни, читали сказки, детские книги. Ведь дети –наше будущее. Чтобы они выросли гармонично всесторонне развитыми людьми, чтобы мы могли доверить им наше будущее-мы должны сегодня серьезно заняться их воспитанием, чтобы они не росли сами по себе как трава.

Также, я хотела обратиться к нашим узбекским режиссерам, чтобы они создавали исторические фильмы, чтобы наши дети знали нашу историю, знали о том, какою ценою завоевано сегодняшнее счастье и свобода. Мне бы хотелось, чтобы создавались наши национальные мультфильмы на основе басен Крылова, чтобы экранизировали рассказ Куприна «Живой слон», рассказ Алексина «Актриса». Это очень добрые, но в то же время поучительные, нравоучительные произведения. Я уверена, что эти произведения научат наших детей добрым поступкам.

В детстве мы подражали Зое Космодемьянской, просмотренному фильму «Тимур и его команда». Пусть и у наших детей будут герои, на кого они хотели бы быть похожи, с кого бы они могли брать пример! И чтобы эти фильмы шли наравне с прогаммой, с планом учителей. Например, 25 –го мая проходим в школе тему: Куприн «Живой слон» и в тот же день вечером шла экранизация фильма «Живой слон». Вот тогда мы бы крепко закрепили пройденный материал, привили бы интерес к этому произведению. Как сейчас сериалы, заканчивают на самом интересном месте, вот так бы и закончили. Тогда, чтобы узнать что будет дальше они бы взяли книгу и прочитали, чтобы узнать,что будет дальше.

Использованная литература:

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NEMIS TILI TERRITORIAL JIHATLARINI FARQLASHNING AHAMIYATI

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Anatatsiya: Ushbu maqolada nemis adabiy tili bilan birgalikda,uning sheva va dialektlari xaqida fikr yuritilgan va bunga bir qator misollar keltirilgan.

Kalit so'zlar: dialekt,territorial,yozma til,og'zaki til,kundalik muloqot,farqlash,

Barcha tillar kabi nemis tili ham doimo o'zgarishda, rivojlanishdadir. Yillar o'tishi bilan so'zlarning ma'nolari, strukturalari, ma'no hajmi doirasidagina amalga oshmay, balki ba'zi so'zlarning eskirishi - *istorizm,* iste'moldan chiqishi - *arxaizm,* yangi so'zlarning lug'at tarkibiga kirib kelishi - *neologizm*, boshqa tillardan kirib kelishi - *o'zlashtirma so'zlar*, ma'lum soxalarga xos so'zlar - *professionalizm*lar va atamalar yasalishi, lug'at tarkibiga kelishi mumkin. Ushbu nuqtai nazardan har bir tilning lug'at tarkibi territorial va sotsial jixatidan diferentsiyalanadi. Jahon tillari kabi nemis tili ham bu borada chetda qolgani yo'q. Berlinda aytiladigan so'z Bavariyada boshqacha, shimoliy Germaniyada aytiladigan so'z janubiy Germaniyada boshqacha jaranglashi mumkin. Shuning uchun ham rasmiy va shaxsiy muloqot, kundalik muomala, ilmiy soxada qo'llaniladigan leksemalar ko'lami turlicha bo'ladi. Masalan;

Shimoliy mitteldeutsch da "Junge", janubda "Bube" - yigit

Shimolda "Sonnabend", janubda "Samstag" - shanba

Shimolda "Schlutter", janubda "Metzger" - qassob

Bu o'rinda nemis xalqi uchun tushunarli bo'lgan nemis adabiy tilining amalda ekanligini ta'kidlash maqsadga muvofiq. Nemis xalqi uchun qabul qilingan nemis tili ko'rinishi "Schriftsprache" deb yuritiladi. Schriftsprache - nemis adabiy tili faqat yozma til ko'rinishlaridan emas, balki og'zaki tilga nisbatan ham qo'llaniladi. Darvoqe' adabiy tilning shakllanish tarixida yozuvdagi birlashtiruvchi an'anaviy xususiyat og'zaki tilda ham yagona norma atrofida muvofiqlashadi. Yozma til ijtimoiy nuqtai nazardan olganda tilning normalashtirilgan shakli bo'lib, og'zaki ko'rinishda saxnalarda, kino va teatr, rasmiy muzokaralarda qo'llaniladi. Yozma ko'rinishda esa badiiy va ilmiy adabiyot, ommaviy axborot vositalari, rasmiy xujjatlarda ishlatiladi. Ikkala xolatda ham yozma til normalariga amal qilinishi talab etiladi. Til normasini realizatsiya qilinishi nemis tilida "Hochsprache" deb yuritiladi

Umumxalq tili barcha uchun xox ona tili, xox xorijiy til sifatida bo'lsin tushunarli bo'lib, o'zbek tilida adabiy til, badiiy til, amaldagi til, yozma til, standart til deb, nemis tilida Gemeinsprache, Hochsprache, Schriftsprache deb nomlanib kelingan. Regional til, ya'ni shevalar adabiy tildan fonologik, morfologik va leksik jihatiga ko'ra farqlanadi. Teritorial farqlanuvchi so'zlar o'zbek tilida sheva, lahja va dialektlar deb, nemis tilida esa Mundarten, Dialekten deya atalgan. Yuqoridagi atamalar ma'nosi va vazifasi haqida tilshunoslarning fikrlari turlicha. Bu haqida quyida batafsil fikr yuritmoqchimiz. Bu o'rinda adabiy til va shevalar o'rtasidagi farqlarga batafsil to'xtalib o'tishning fikri joizdir.

Umumxalq tilning ba'zi bir o'ziga xos ko'rinishi hamda chegaraga ega bo'lgan yana bir xususiyati mavjud. Kundalik muloqot tili (Umgangsprache) umumxalq tili bilan territotial, maxalliy til oralig'idagi ko'rinishga ega, hamda muloqot vositasi (Verstandigungsmittel) sifatida shakllangan bo'lib, quyidagi xususiyatlarga egadir.

1.Aksariyat og'zaki muloqotda qo'llaniladi.

2.Muloqot ishtirokchilari konkret bo'ladi.

3.Teritorial leksikaning qo'llanilishi chegaralangan.

4.Ushbu til uslubda o‘ta sub’ektiv hamda tayyorgarliksiz amalga oshadi.

5.Mantiqiy nuqtai nazardan fikr ifodalash strukturasi o‘ta jiddiy shakllanganmagan, kamchiliklardan xoli emas.

6.Grammatik nuqtai nazardan gap tugallangan bo‘lishi shart emas va fikr ekstralingvistik faktorlar vositasida to‘ldiriladi.

Adabiy til esa quyidagi xususiyatlarga ega ekanligi tilshunos va adabiyotshunoslar tomonidan izoxlab berilgan.

Adabiy til va sheva tushunchalari o‘rtasidagi fikrlar taxliliga to‘xtalar ekanmiz, eng asosiy muammolardan biri sifatida har ikki shaklning og‘zaki nutq va badiiy adabiyotda qo‘llanilishiga ko‘ra juda yaqinlashib ketgani, aksari xollarda ularni farqlash mushkulligini ko‘ramiz. Farqlar deyarli yo‘qligi ham uchrab turadi. Ular aloxida mustaqil qatlam sifatida namoyon bo‘la olmaydi. Shu bois ham adabiy til va shevalar farqlariga e’tibor berish foydadan xoli emas. Shu bois ushbu farqlarga batafsil to‘xtalish maqsadga muvofiq. Ikki tushuncha farqlariga to‘xtashdan oldin farqlar aniqlanishida tug‘lishi mumkin bo‘lgan muammolarga oydinlik kiritish lozim, zero muammolar oydinligi ularning haqiqatdan ham ikki mustaqil tushuncha ekanligini isbotlaydi.

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THE ROLE OF CONTEXT IN INTERPRETATION OF DISCOURSE ANALYSIS AND TRANSLATION

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Abstract: The purpose of this thesis is to study the role of discourse analysis in the interpretation of different contexts.

Key words: context, interdisciplinary subject, discourse, analyst, translation.

The study of context has been gaining popularity in recent years, either in linguistics itself or in many other interdisciplinary subjects such as semantics, pragmatics, and discourse analysis as well. Uzbek universities and institutes have also begun to introduce the course on discourse analysis into the curriculum. The immersion into this process will help to advance "translators-analysts'" work, who will gain the necessary skills for not losing themselves in awkward situations such as unclarity and/or misunderstanding of a text or speech. The discourse analyst must take into account the context in which a particular piece of discourse occurs. So discourse analysis has become one of the most important disciplines that facilitates students with the major of English to deal with various contexts and their interpretation. Moreover, based on the fact that the most significant function of discourse is to introduce students to patterns of speech and non-speech behavior of speakers of a different language or culture in different situations, the use of discourse in the educational process is absolutely necessary.

When comparing the number of foreign language learners in our country and the number of those who have a real opportunity to communicate with native speakers of the language being studied, it becomes obvious that the latter are much smaller. This is due to the small number of direct contacts with native speakers. It should be noted that the share of audio-visual materials, including educational films in foreign languages, has increased in foreign textbooks in recent years, but there is clearly not enough of them in our country.

One of the main helpers for future translators and/or analysts is context. Students may not always understand the meaning of speech, video, or audio that is why it is necessary to understand the importance of the role of context. Context is usually understood as the language environment in which a particular linguistic unit is used. The context not only reveals the meaning of the word, but also clarifies it.

Another role of context is vital when translating polysemantic words. Because it is only through it that the meaning of a word, its concrete or abstract meaning, is revealed. The phenomenon of contextual dependencies of a word determines both spatio-temporal and causal characteristics of the text composition.

There are different types of context:

-Situational or extra-linguistic: the situation, time, and place to which the utterance refers; any facts of actual reality that help the receptor and translator correctly interpret the meanings of language units in the utterance.

-Linguistic: the language environment of a particular language unit in the text (a set of words, grammatical forms, and constructions).

-Logical-semantic: it allows students to identify the types of values of language expressions and refine their semantics.

-Stylistic: a hierarchically organized set of connections of a poetic word, defined by the thesaurus of the text and determining the syncretic nature of its meaning.

-Syntactic: a syntactic construction that uses a given word, phrase, or (subordinate) sentence.

-Lexical: a set of lexical units that use a specific text unit in their environment.

-A macro-context: it is a broad context, without precise borders.

Having studied and mastered the above points, future translators can safely contact native English speakers, as it is likely that working with texts in a foreign language will not be difficult for them. In other words, the concept of context is the ability to understand the main meaning of a speech or text.

However, there is no doubt that the list can be continued as further study progresses. In short, context plays a very important role in discourse analysis. Discourse and its context are closely related. Context helps interpret the meaning of statements in discourse. Knowing the context is a prerequisite for analysis speeches. When we study and analyze discourse, we must keep in mind that there is no context, no discourse, and we the corresponding context of discourse should not be neglected.

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GRAMMAR GAMES IN TEACHING ENGLISH

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Annotation: The article presents the pedagogical experience of the formation of the grammar skills of students. The most natural for elementary school students are game moments of activity, direct communication with adults and objective visualization.

Key words: games, teaching, grammar, working, children, with, method, it.

Grammar is one of the most important aspects in the study of any language since without grammar knowledge there can be no talk of full-fledged communication. The vocabulary itself is not a language - it only serves as a building material. Vocabulary becomes an effective tool when it comes to the disposal of grammar. That is why it is so important to teach children grammar from the very beginning of language learning. However, working with children, mainly of primary school age, it became clear to me that loading students with rules, diagrams and a huge number of training exercises were useless. One of these methods, of course, are grammar games. The game is a traditional, recognized method of training and education. Game activity in the English lesson not only organizes the process of communication in a foreign language but also brings it as close as possible to natural communication. The game develops mental and volitional activity. Educational games help relieve fatigue, overcome language and psychological barriers. Their use always gives good results, increases interest in the subject, and allows you to focus on the main thing - mastering speech skills in the process of a natural communication situation during the game. Games are an active way to achieve many educational goals: consolidate the material just passed; the game is a very good decision to repeat the past; the game is an excellent way to encourage students to work actively in the classroom when they have to do less pleasant things; a game is a technique for changing activities after a difficult oral exercise or another tedious exercise; the game is an ideal opportunity to relax; Games help to remove stiffness, especially if you exclude an element of competition from them or minimize it. Depending on the goals and objectives of the lesson, various games can be used, but since I chose to use grammar games as the topic of my methodological work, I will give a few examples of similar games that I use in my practice.

Grammar game number 1 (for practising the construction of sentences): Each student has his card with a pronoun, verb, time companion, auxiliary verb, etc., depending on what time or grammatical structure is practised. One participant may have several cards .At the command of the teacher, the student should build into a sentence without confusing the word order and meaning. The second version of the game: One of the students is given a Russian sentence on the card, which he must translate and build the other students in the right order.

Grammar game number 2 "Alterations": Students are given several sentences and the task of redoing this sentence, for example, removing only one word, adding an ending or swapping words. The game demonstrates how well the child knows the rules for constructing sentences at different times and knows how to compare these times with each other. Examples: Redo the sentence by removing one word. I will swim in the river. ("Remake": I swim in the river). Redo the sentence by removing the word and swapping words. He does not like milk. ("Redoing": Does he like milk?), Etc.

Grammar game No. 3 (for working out general questions in the Simple present tense): The

game can take place in the form of competition. Card (s) with suggestions on the board (subject may vary)

For instance:

My favourite colour is

My favourite colour is black.

One of the students makes one of the suggestions. The rest should guess the offer by asking general questions. For instance: Is your favourite colour red? (Yes, it is / No, it is not) .The one who guessed gets one point or a token, and now it's his turn to guess. Sentences may also be of type I like ... most of all. In this case, you can work out the questions with the verb helper do. Grammar game No. 5 (to work out constructions there is / there are either have/has in interrogative sentences + repetition of the studied vocabulary on the topic).The game is played in pairs. Everyone writes 5 words in a notebook on the topic that students are currently studying. Lists guys do not show each other. Their task is to guess what is written on the sheet of the opponent faster than they guess their items, asking general questions.

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TIMSS — MAKTABDA MATEMATIKA VA TABIIY FANLARNI O‘QITISH SIFATINING XALQARO MONITORINGI

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Annotatsiya: TIMSS — maktabda matematika va tabiiy fanlarni o‘qitish sifatining xalqaro monitoringi bo‘lib, Ta’lim yutuqlarini baholash xalqaro assotsiatsiyasi (IEA) tomonidan tashkil etiladi.

Kalit so‘zlar: kompetentsiya, matematik savodxonlik, TIMSS, xalqaro.

Maktabda olingan bilim insonning kelgusi hayot yo‘lini belgilaydi. Ko‘pchilik bilimni baho bilan o‘lchaydi. Ammo baho bilimni belgilovchi aniq mezon emas. U o‘quvchilarni faollikka undovchi, rag‘batlantiruvchi vosita, xolos. Har bir o‘qituvchining o‘z ish usuli, baholash metodi bor. Qaysidir o‘qituvchi uchun baho bu — rag‘bat yoki o‘quvchini 45 daqiqa ushlab turish vositasi. Shundanmi, bir sinfdan ikkinchi sinfga o‘tgan bolaning bahosida keskin o‘zgarish yaqqol namoyon bo‘ladi. Yana, pedagoglar orasida bahoni nisbatan yuqoriroq qo‘yuvchi yoki o‘quvchining bilim darajasi talabga javob bersa-da, “5” ni tejaydiganlari bor. Bu usullarning qaysi biri to‘g‘riligi esa doimiy bahstalab mavzu. O‘quvchilarning bilim va malakasini umumiy ravishda tahlil qilish mamlakatdagi ta’lim sifati darajasini belgilaydi. Shu maqsadda o‘quv yili davomida har bir ta’lim muassasasida ichki va tashqi monitoring o‘tkazib boriladi. Uning natijasiga ko‘ra, eng namunali maktablar ketma-ketligi, o‘qituvchilar salohiyati va o‘quvchilarning o‘zlashtirish darajasi aniqlanadi. Bu jarayon ta’lim taraqqiyotini belgilovchi muhim mezon bo‘lgani uchun Xalq ta’limi vazirligi tashabbusi bilan umumiy o‘rta ta’lim maktabi o‘quvchilari bilimini baholash bo‘yicha xalqaro dasturlarni amaliyotga joriy etish maqsadida ilk qadamlar tashlandi. TIMSS — maktabda matematika va tabiiy fanlarni o‘qitish sifatining xalqaro monitoringi bo‘lib, Ta’lim yutuqlarini baholash xalqaro assotsiatsiyasi (IEA) tomonidan tashkil etiladi. Ushbu tadqiqot turli davlatlardagi 4- va 8-sinf o‘quvchilarining matematika va tabiiy fanlar bo‘yicha egallagan bilim darajasi va sifatini solishtirish hamda milliy ta’lim tizimidagi farqlarni aniqlashga yordam beradi. Qo‘shimcha ravishda maktablarda matematika va tabiiy fanlar bo‘yicha berilayotgan ta’lim mazmuni, o‘quv jarayoni, o‘quv muassasa-si imkoniyati, o‘qituvchilar salohiyati, o‘quvchilarning oilalari bilan bog‘liq omillar o‘rganiladi. Ushbu ma’lumotlar belgilangan fanlarni o‘zlashtirish holatini ko‘rsatishda asos bo‘ladi. Tadqiqot to‘rt yilda bir marta dunyoning ko‘plab ilmiy-tadqiqot markazlari va tashkilotlari, xususan, AQSHning Ta’lim sohasidagi test xizmatlari (ETS-Educational Testing Services), Kanadaning statistik markazi (Statistic Canada), Ta’lim yutuqlarini baholash xalqaro assotsiatsiyasi (IEA) ning Sekretariati ishtirokida o‘tkaziladi. Shuningdek, turli davlat mutaxassislaridan iborat maslahat qo‘mitalari tashkil tiladi. Xalqaro monitoring sari ilk qadam. Mamlakatimizda ham TIMSS xalqaro monitoring tadqiqotiga bosqichma-bosqich qadam qo‘yilmoqda. Xalq ta’limi vazirligi tomonidan o‘tkazilayotgan tashqi monitoring jarayonida ushbu xalqaro baholash materiallaridan qisman foydalanish orqali o‘quvchilar xalqaro talab darajasiga o‘rgatib borilmoqda. Joriy yilning may oyida Xalq ta’limi vazirligi va YUNISEFning O‘zbekistondagi vakolatxonasi hamkorligida “O‘quvchilarning muvaffaqiyatli o‘zlashtirishiga salbiy ta’sir etuvchi omillarni aniqlash” mavzusida tadqiqot o‘tkazildi. Unda respublika bo‘yicha tanlab olingan 255 ta maktabda tahsil olayotgan 4-sinf o‘quvchilarining matematika, o‘qish va tabiatshunoslik fanidan bilimi tajriba tariqasida sinovdan o‘tkazildi. Monitoring uchun TIMSS tadqiqoti materiallari mazmuni, talabidan kelib chiqib, test savollari tayyorlandi.

Test sinovi materiallari YUNISEF tashkiloti bilan hamkorlikda umumlashtirilib, tahlil qilinmoqda. Shuningdek, vazirlik YUNISEF bilan hamkorlikda PISA talabi asosida umumiy o‘rta ta’limning davlat ta’lim standartlari va o‘quv dasturlarini takomillashtirish ustida ham ishlamoqda. Vazirlar Mahkamasining 2017 yil 6 apreldagi 187-sonli qarori bilan tasdiqlangan DTS, o‘quv reja va o‘quv dasturlari (birinchi navbatda, matematika, fizika, biologiya, ona tili va adabiyot) xalqaro ekspertlar tomonidan ko‘rib chiqilib, xulosa va tavsiyalar olinmoqda. Oldimizdagi dolzarb vazifalar Xalqaro miqyosdagi test sinovlaridan o‘tayotgan o‘g‘il-qizlarimiz shu talabga javob beradigan bilim, malaka, ko‘nikmani egallagan va ularda shunga muvofiq kompetensiya shakllangan bo‘lishi lozim. Dastlabki natijalar asosida ta’lim tizimida quyidagi o‘zgarishlarni amalga oshirish zarur ekani aniqlandi: xalqaro tadqiqot natijalariga asoslangan holda ona tili, matematika va tabiiy fanlardan davlat ta’lim standarti, o‘quv dasturlari va o‘quv adabiyotlari mazmuniga o‘zgartirish va qo‘shimchalar kiritish; ona tili, matematika va tabiiy fanlardan PISA baholash dasturi yo‘nalishidagi savollar milliy bazasini yaratish va o‘quv dasturlariga integratsiya qilish; PISA baholash dasturi yo‘nalishidagi savollar singdirilgan o‘quv dasturlari asosida qo‘shimcha qo‘llanma hamda adabiyotlar yaratish va amaliyotga joriy etish; ona tili, matematika va tabiiy fanlarni o‘qitishning shakl, metod, texnologiyalarini yangilash va o‘qituvchilarning bu boradagi bilimini oshirish, tayyorgarligini kuchaytirish maqsadida malaka oshirish kurslarini tashkil etish; bu fanlardan o‘quvchilar savodxonligini baholashning milliy tizimini yaratish va 2019–2021 yillarda amaliy ko‘nikmalarni shakllantirishni baholashga qaratilgan sinovlarni tizimli ravishda o‘tkazib borish; ta’lim muassasalarining yuqori salohiyatga ega pedagog va ilmiy kadrlari rivojlangan davlatlarning yetakchi ta’lim va ilmiy muassasalarida malaka oshirishi va stajirovka o‘tashini tashkil etish; iqtisodiy hamkorlik va rivojlantirish tashkilotiga a’zo davlatlardagi nufuzli ta’lim va ilmiy markazlar, xalqaro hamda xorijiy tashkilotlar bilan aloqalarni yo‘lga qo‘yish, PISA va TIMSS baholash dasturida ishtirok etib, yuqori natijalarga erishayotgan ilg‘or va rivojlangan davlatlar tajribasini o‘rganish; rahbar hamda pedagog kadrlarni qayta tayyorlash va malakasini oshirish markazlarining o‘quv jarayoniga xorijiy olimlar, o‘qituvchi va mutaxassislarni jalb qilish; o‘quvchilarning ona tili, matematika va tabiiy fanlardan PISA xalqaro baholash dasturiga tayyorgarlik ko‘rishi, mustaqil ta’lim olishi uchun yetarli shart-sharoit yaratish. Yuqoridagi vazifalarning o‘z vaqtida va sifatli bajarilishi mamlakatimiz ta’lim tizimining xalqaro ta’lim jarayoniga integratsiyalashuvini ta’minlaydi, sohadagi bo‘shliqlarni aniqlashga, yangi vazifalarni belgilab olishga xizmat qiladi. Eng muhimi, o‘quvchilar bilimini adolatli va shaffof baholashga erishamiz.

Elektron ta’lim resurslari:

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NAVOIY VA BOBURNING MUSHTARAK JIHATLARI

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Annotatsiya: ushbu maqolada ikki buyuk daho Alisher Navoiy va Boburning o'ziga xos o'xshash jihatlari,ijodidagi bog'liqliklari haqida so'z boradi.

Kalit so'zlar: Navoiy, Bobur, nazira, o'xshashlik, musobaqa, turkiy dunyo, ikki daho, g'azal, ruboiy, tuyuq

Zahiriddinn Muhammad Bobur dunyoni hayratga solgan yirik davlat va madaniyat arbobi, mohir sarkarda,zakovatli olim va tarjimondir.Ayni paytda adabiyotimizning Navoiydan keyingi zabardast vakili sanaladi.

Navoiyning yuksak badiiyat bilan yozilgan asarlari barcha so'z san'atkorlarini o'ziga maftun etib kelgan.Shoirlar mutafakkirning she'rlaridan ta'sirlanib, o'zlari ham chuqur mazmun va shaklan go'zal asarlar yozishga intilishgan. Jumladan, shoh va shoir bobomiz Bobur ham Navoiydek buyuk so'z san'atkorining badiiy mahoratidan ilhomlangan.

Bobur Navoiy bilan uchrashmagan bo'lsa-da,lekin yoshligidan uning shaxsiga va ijodiga katta mehr-muhabbat bilan tarbiya topgan.Ijod yo'lida bir vaqtda muvaffaqiyatga erishgan. Ijodida o'sish, o'zgarishlar yuz bergan.Bu ikki dahoning hayot va ijod yo'lini solishtiradigan bo'lsak,o'ziga xos o'xshashliklar borligini ko'ramiz.

Bobur tug'ilgan 1483- yilda Navoiy o'zining eng buyuk asari,,Xamsa''ni yozishga kirishgan.Bobur 1494-yilda taxtga o'tirib,1498-yilda Samarqandday muqaddas poytaxtni qo'lga kiritganida ulug' shoir tartib bergan,,Xazoyin ul-maoniy''dagi she'rlar dovrug'i butun turkiy dunyoga yoyilgan edi.

1500-yilda Navoiy hayotdan olgan tajribalariga o'zining axloqiy-ta'limiy qarashlariga asoslangan,,Mahbub ul-qulub'' asarini yaratgan vaqtda Bobur Samarqandni ikkinchi bor qo'lga kiritadi.

Navoiy 12 yoshida zamonasining,,Malik ul kalomi''deya ulug'langan mavlono Lutfiyni lol qoldirgan. Boburning esa 12 yoshida taxtga o'tirib,davlatni boshqarishga kirishgani barchamizga ma'lum.Qolaversa,, bu ikki daho fevral oyida tavallud topgan.

Bobur o'z navbatida ustoz Navoiyning she'rlaridan ilhomlanib, naziralar yozadi hamda ulug' shoir bilan ijodiy musobaqalashadi. U Navoiyning:

,,Ochmag'ay erding jamoli olamoro koshki,
Solmag'ay erding bori olamda koshki''
matla'li g'azalidan ilhomlanib:
Ko'rmag'ay erdim kamoli olam aro, koshki,
Bo'lmag'ay erdim bori olam rasvo koshki'' matla'li g'azal bitgan. Yoki
,,Charxning men ko'rmagan jabr-u jafosi qoldimu?
Xasta ko'nglim chekmagan dard-u balosi qoldimu?
,,Qaysi bir ozorin aytay jonima ag'yorning,

O'zbek xalqining faxr-u iftixori sanalmish bu ikki buyuk siymoning ijodiy merosi bizni o'ziga maftun etadi.Tubsiz bu ikki ummonga har gal nazar tashlar ekanmiz, yangi dur-u javohirlardan ko'zimiz qamashadi.Yillar,asrlar o'tgan sari bu ummonlardagi xazinalar avlodlarni o'ziga shaydo qilib kelmoqda.

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TITRE: METHODES D'ENSEIGNEMENT DU FRANCAIS A L'ECOLE PRIMAIRE.

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Annotation: La science pedagogique moderne cherche des moyens de moderniser l'enseignement professionnel. Dans ce cas, une importance considerable est accordee a l'experience mondiale du developpement dans cette direction, car la solution du probleme de l'amelioration de la qualite de l'enseignement professionnel necessite la fourniture d'un echange de connaissances, le developpement de metaconnaissances, la creation de reseaux interactifs, la mobilite d'enseignants et d'etudiants, projets de recherche internationaux.

Mots-cles: langue francaise, mondialisation, bilinguisme, ecoles de langues.

L'**enseignement du francais a l'ecole primaire** fait l'objet de debats, et meme de polemiques notamment en ce qui concerne les methodes et les programmes d'enseignement de la lecture et de l'ecriture (orthographe, grammaire), et la formation des enseignants. Une etude publiee en France en novembre 2016 a montre que le niveau en orthographe des eleves a la fin de l'ecole primaire a sensiblement baisse depuis une trentaine d'annees. Cette etude se fonde sur le niveau mesure sur une meme dictee proposee a des echantillons d'eleves en 1987, 2007, et 2015[3]

L'appel au probleme de l'etude de l'experience etrangere dans la modernisation de l'enseignement professionnel est le resultat de l'entree de l'ecole professionnelle nationale dans l'espace educatif international et le marche international des services educatifs. La motivation de la modernisation de l'education determine le choix des technologies modernes pour l'enseignement de la langue francaise. Cela est du a l'importance croissante d'une langue francaise pour la croissance professionnelle d'un specialiste.

La recherche de nouvelles technologies pour l'enseignement de la langue francaise est due a un certain nombre de circonstances [1]:

1. Les methodes d'enseignement du francais dans les ecoles ouzbekes selon le systeme traditionnel ne repondent pas actuellement aux exigences modernes de niveau de connaissance de la langue.

2. Le processus d'enseignement d'une langue francaise est principalement axe sur le developpement de la memoire chez les etudiants et la capacite de traduire correctement un texte etranger dans la specialite, tandis que la pedagogie moderne se concentre sur le developpement de la pensee et l'activation de l'activite cognitive.

3. L'expansion des liens economiques, politiques et culturels entre l'Ouzbekistan et les pays etrangers a revele la necessite d'ameliorer la qualite de l'enseignement du francais dans l'enseignement superieur, qui devrait viser a developper les connaissances des etudiants necessaires a la communication et au travail dans la specialite a l'etranger. .

L'efficacite du processus de mondialisation de la societe moderne ne serait pas si elevee sans le role important de la langue comme moyen de communication. Nous parlons d'une langue francaise, car la partie generale de l'information sur Internet, ainsi que tous les types de documents internationaux sont presentes dans une langue etrangere (principalement francaise). En Ouzbekistan, premiere experience de l'enseignement bilingue, qui est

determinee par la capacite a parler deux langues lors du passage d'une langue a une autre, en fonction de la situation de communication. Le soi-disant type de bilinguisme coordonne est considere comme ideal lorsque l'etudiant passe librement d'une base semantique a une autre, c'est-a-dire qu'il parle couramment deux langues. Une recherche active est en cours dans le domaine de l'education bilingue et l'experience des pays etrangers est a l'etude. Mais le plus precieux pour nous est l'exemple de la France, qui combine a la fois la presence d'un environnement naturel en langue etrangere associe a un grand nombre d'emigrants, et l'integration mondiale dans l'espace culturel et commercial general. Nous pouvons conclure que l'education bilingue a un grand avenir et presente un certain nombre d'avantages. Ce type d'enseignement convient non seulement aux sciences humaines, mais aussi a la sphere technique.

Les cours de Sorbonne et de francais en ligne visent a developper non seulement les competences linguistiques, mais aussi la creativite et les perspectives generales des etudiants. La langue est etroitement liee aux caracteristiques culturelles du pays; par consequent, les cours de langue comportent un aspect specifique au pays. La France considere qu'il est necessaire de donner aux gens la possibilite de naviguer dans le monde multiculturel, et cela se fait facilement en utilisant le francais (comme langue internationale).

Il existe de nombreuses ecoles de langues, cours et methodes dans le monde, mais malheureusement, la langue n'est pas enseignee ou n'est pas amelioree au niveau approprie. Toute personne qui a deja entrepris l'etude d'une langue francaise, face au fait que peu importe combien d'efforts, d'energie, d'annees et d'argent, en fin de compte, ont ete depenses pour atteindre l'objectif souhaite, qui, bien sur, est la maitrise dans la langue, le resultat en pratique est tres deplorable. A quelles conditions un entretien post visite de stage peut-il etre un temps de formation pour l'etudiant, futur enseignant? Sylvie Bonnelle4 1. Le vecu et l'experience au cœur de la reflexion Mes experiences repetees d'entretiens a la suite de visites d'enseignants debutants en stage depuis 1996 et en parallele ma formation a la demarche d'analyse de pratique mais aussi aux techniques d'aide a l'explicitation m'ont permis d'affiner au fil du temps ma pratique des entretiens et de finaliser un protocole d'entretien dont les effets formateurs sont convaincants. Les textes officiels successifs, relatifs a la formation des enseignants, nous invitent depuis plusieurs annees a donner a l'experience professionnelle sur le terrain et aux retours sur cette experience une place importante dans le dispositif de formation. Dans les nouvelles maquettes de Master «Specialite: enseignement et formation» preparant au metier d'enseignant du premier degre comme du second degre a l'IUFM de Poitou-Charentes, les stages, la ou les visites de stage et les heures d'accompagnement encadrant les stages constituent dans la partie professionnelle du Master, le «noyau dur» du developpement des competences professionnelles du metier. (Bulletin Officiel 29 du 22 Juillet 2010). L'ambition affichee par l'institution de faire en sorte que la demarche d'analyse de pratique reflexive soit au cœur de la formation professionnelle ouvre alors la porte a l'utilisation de demarches de formation professionnelle placant l'experience de l'etudiant au centre de ces temps dedies que sont les entretiens qui succedent aux observations en classe, de meme que les heures d'accompagnement des stages a l'IUFM.

Dans une perspective globale, on peut affirmer que l'evaluation implique l'analyse de toute action humaine. L'evaluation est le processus qui reussit a incorporer tous les types d'activites et attitudes humaines, d'une maniere vouee a offrir ce feedback dont l'individu a besoin pour l'amelioration ou l'adaptation de son action. Notre epanouissement en tant qu'etres sociaux suppose la reference continue a certains standards, objectifs et ideaux - suggeres par les autres ou auto-imposes - qui visent les relations humaines avec l'ensemble de leurs ramifications. En meme temps, l'evaluation est une mesure de notre comportement; elle modifie les perspectives d'ou on approche et apprecie les activites que nous realisons,

mais aussi celles percues comme appartenant a d'autres personnes. En fait, l'evaluation est utile justement pour pouvoir evoluer conformement au modele desirable de comportement forme des expectatives du milieu social, mais aussi de nos propres exigences, ideaux, buts.

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ENGLISH FOR SPECIFIC PURPOSES (ESP) COURSE MODEL FOR LITERARY TRANSLATORS

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Abstract: This article discusses current state of foreign language learning and teaching system in Uzbekistan and the importance of ESP courses for the improvement of the awareness of the people from different fields of study about the English language, especially of tranlators. Leading scientists and researchers' points of view about ESP courses are taken into account to make a clear observe to implement an effective ESP courses for translators in Uzbekistan. Author proposes a model of the course of teaching translation issues and subject to translators whose language is not English.

Keywords: Foreign language learning and teaching, English for Specific Pusposes, translation

The modern situation in Uzbekistan can be characterized by innovative processes in all spheres including education. Foreign languages play an important role in the country's educational politics and according to State Education Standards this discipline is obligatory to study at every secondary school and higher educational institution not depending on professional direction. According to the Decree of the First President of the Republic of Uzbekistan Islam Karimov "On measures for further improvement of foreign languages learning" (December 10, 2012), there has been a considerable development in the sphere of foreign languages learning and this process is now in progress at all stages of teaching foreign languages (FLT). The modern model of teaching and learning English in Uzbekistan can be described as the following: "In Uzbekistan ELT is seen as a career in a field of educational specialization: it requires a specialized knowledge base obtained through both academic study and practical experience" [1, 9]. In order to do this, various textbooks and manuals, modern innovative methods and techniques and other kind of means are being put into practice. However, there is still the need for implementing the modern standard of systematic, continuous mechanism for effective FLT system considering recent achievements, especially for English for Specific Purposes: translation (ESP) in Uzbekistan. As this branch of linguistics is rather new direction in FLT in Uzbekistan. In this case, it is important to define the term ESP and its peculiar aspects so as to work out efficient outcome for foreign language learners, as well as translators.

According to Basri Salim, English for Specific Purposes courses are designed for learners planning to study in a specific field that is delivered in English, such as business, law, computers and others and for learners who study in specific field in different language and they need or want to know specific vocabulary, terms, and other relevant things in English from their field. [2,747] On the contrary, Robinson claims that "what is considered "specific" about ESP in a given location in the world may not be considered the same elsewhere. Thus, it is impossible to provide a certain definition for ESP which could be constant anywhere" [3, 1]. To our point of view, the main component of ESP is to teach people from all fields of study effectively considering their background knowledge and recent development in their specific directions. And this requires teachers of ESP to have at least a good proficiency not only in English language, but also in the chosen branches they teach.

Currently, modern trends of teaching ESP, along with ESP for translators is of great importance, as this assists specialists in different fields to have general knowledge about English language and to acquire skills to comprehend needed materials in the language. The most sophisticated issue about ESP for translators is to provide skillful teachers and sufficient textbooks with relevant information and context and to make ESP courses available with effective syllabus that focuses on the content of translation process and takes background knowledge of students in consideration.

To our viewpoint, the following sample subject syllabus can be an effective tool for the productive establishment of ESP for translation courses:

Introduction
• What is translation?
• Why is translation useful?
• Translation theories and studies
• Overview of the English and Uzbek language systems
Comparing and Contrasting Uzbek and English Grammatical Structures
• Word category
• Passive construction
• Negation
• Existential construction
• Ellipsis
• Inversion
Comparing and Contrasting the Uzbek and English Lexicon
• Frequency of verbs and nouns
• Words similar in meaning
• Markedly different expressions
• Collocations
• Appropriateness
• Idiomatic expressions
Common errors in translation
• Semantic errors
• Syntactic errors
• Lexical errors
• Errors related to culture
• Errors as a result of direction translation
Translation skills
• Types of translation skills (e.g. transliteration, free translation, etc.)
• Translation techniques (e.g. deduction, alternation, conversion, etc.)
Translation and culture
• Historical backgrounds
• Customs
• Political systems, religious beliefs, world views and translation
• Cultural conflicts

The ESP courses for translators with such subject synopsis have aims to explore the practical issues that arise in language-to-language translation, especially in the context of

Uzbek into English so as to raise students' awareness of the differences and similarities between to the two language systems.

In conclusion, ESP courses for translators having careful analysis and future aims with sufficient plan will always bring an expected results, as long as they consider students' prior knowledge and the level of materials. This can be an solution to the case in compilation of ESP for translators whose language is not English.

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THE LINGUA CULTURAL ANALYSIS OF FORMS OF ADDRESS IN ENGLISH AND UZBEK AND THEIR LINGUA-DIDACTIC PROBLEMS

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Abstract: Address forms are a social phenomenon. In English, there are general rules of their usage, but because of a series of social factors, they vary in different situations. In this article, we l roughly discuss the rules of address forms, and list some factors that may affect the address forms. To address others appropriately needs the good mastery of the knowledge of the two sides.

Key words: dress forms, rules, variations, social factor

One of the earliest sociolinguistic studies of speech behavior among speakers of English concerns the way people in the English speaking countries address one another. Forms of address are important for effective and successful communication and have long been considered a very salient indicator of status of relationships. One can use different forms of address to show his respects or fondness towards other people, or to insult or depreciate them. How to address people appropriately needs the taking of several factors into consideration, such as the social status or rank of the other, sex, age, family relationship, occupational hierarchy, transactional status, race or degree of intimacy. There do exist general rules of address forms in English, but because address forms are a social phenomenon, it varies on different occasions and the rules do not always take effect, just as Philipsen and Huspek said: "Personal address is a sociolinguistic subject par excellence. In every language and society, every time one person speaks to another, there is created a host of options centering around whether and how persons will be addressed, named, … to those who interpret them, are systematic, not random. Such systematicity in language behavior, whether of use or interpretation, is universal, although what elements comprise the personal address system and what rules govern its deployment, vary across contexts. And such variation in structure is, according to the extant empirical literature, correlated with social ends and social contexts of language use. From this view, personal address is a systematic, variable, and social phenomenon, and these feature of if make it a sociolinguistic variable, and social phenomenon, and these features of it make it a sociolinguistic variable of fundamental importance."[1]

There are differences even in the way different regions in the United States use different forms of address. For example, the use of a person's first manes in North America does not necessarily indicate friendship or power. First names are required among people who work closely together, even though they may not like each other at all. First names may even be used to refer to public figures, but contemptuously as well as admiring.

The various use of address forms sometimes merely serve as a marker of regional difference, but sometimes it is enough to cause miscommunication. Wolfson and Manes (1978) reported that the address form *ma'am* has different meanings in the southern part of the United States than it has elsewhere. In the South, the term *ma'am* is often used a substitution for the formula "I beg your pardon?" or "pardon?" in asking someone to repeat what he has said or to explain something. The contrast in the use of the two forms is exemplified in the following conversation.

[1] Philipsen and Huspek 1985:94

(1) A: Could you tell me how late you're open this evening?
B: Ma'am?
A: Could you tell me how late you're open this evening?
B: Until six.

In addition, it was found that the phase "Yes, Ma'am" is often used instead of "You're welcome" as a response to "Thank you". For example:

(2) A: Could you tell me how late you're open this evening?
B: Until five-thirty.
A: Thank you very much.
B: Yes, ma'am.[1]

Not only is the form "ma'am" gives different meanings in the South, it is also used in very different social contexts than elsewhere in the country. In the northeast, for example, "ma'am " was found to occur between strangers and, to a lesser extent, from lower to upper status speakers. In the South, however, it was found that the term was used not only to strangers but also to acquaintance and even intimates. Thus, graduate students at the University of Virginia were heard to be addressed as "ma'am" by their male professors, female colleagues were given this address form by their male colleagues, and husbands were even heard to use this term to their own wives. While it is unlikely that women from other parts of the country would become offended if they were addressed as "ma'am" in situations where they were unaccustomed to it, it is possible that southern women would misunderstand the absence of this form where they were used to expecting it, and would therefore regard non-southern speakers as rude or lacking in respect for women.

Sex Variation

We all know that address forms of English is asymmetrical, that is, we can use "Mr." to address all the male, but we use different terms to address the female who are unmarried (Miss) and who are married (Mrs.). Another noteworthy phenomenon concerning address forms among speakers of American English is the way in which strangers in public situations address unknown women by terms of endearment. Women in America are often addressed with a good deal less respect than are men. Those women are mostly women in service encounters. The commonly used terms of endearment are *dear, love, honey, sweetheart*, but some others are unusual, such as *cake, peach, tomato, dish, cheese*, etc. For example:

Shall I part my chair behind?
Do I dare to eat a *peach*? [2]

The fact that women are addressed publicly by nonreciprocal terms of endearment, no matter what their age or status, may be seen as a sign that female are generally held in less respect than are males in American society.

There are some other differences between address forms of male and female. R. B. Rubin, in a study of address forms for male and female professors, found that female professor, especially those in the 26 to 33 age group, were addressed by first name much more often than their male colleagues. Rubin also points out that female students use familiar terms more often than male students. Another study by McConnell-Ginet (1978) found that women in general American society had at their disposal a much smaller number of address forms than did men. That is, while men seem to be free to address other men, especially those whose occupation involve driving taxis or bartering, by use

[1] Wolfson 1989:80
[2] From *The love song of J. Alfred Prufrock* by Eliot

of such terms as Buddy or Mac, social rules for women preclude such usage. Women are addressed by terms of endearment, or nothing at all.

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EXCLAMATORY SENTENCES IN UZBEK AND ENGLISH LANGUAGES AND THEIR LINGUA-DIDACTIC ISSUES: ANALYSIS OF UZBEK EXCLAMATIONS

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Abstract: The article given below highlights the aspect which is taken as exclamations in Uzbek language. The work analysis what points of exclamations are worth noting in uzbek language. Data about different types of exclamations, and their use, exclamation symbol, its turn in the sentence are given in the research with colloquial examples.

Key words: exclamations, uzbek language, exclamation symbol, express, excitement, motivational sentences.

At the language level, the sentence is in accordance with the purpose of the expression models appear in different variants during the speech process. And at the speech level, those options will have additional characters.

So, in the process of speech, question, command, desire expressing the speaker's emotions also makes them emotional. Pronouns also have distinctive features in terms of their formal structure.

1. The tone of the call is pronounced with strong excitement;
2. Exclamatory words.

A thought expressed with strong emotion is called an urge. An exhortation is a statement that expresses an idea with a strong emotion, with a strong tone. They express a variety of emotions, such as joy, happiness, rejoicing, fear, triumph, surprise, sorrow, and regret, and differ from other types of speech in that they are spoken aloud. An exclamation mark is placed at the end of an exclamation mark.

Emotional statements are statements in the form of statements, questions, and commands that are uttered in a tone of emotion.

Emotional sentences in uzbek language often include words such as *qanday*, *naqadar, shunday* or *eh, oh, uh* and so on.

For example: If the question is emotional, a question mark is placed first, followed by an exclamation mark.

Exclamation mark is a two-element punctuation mark (!) Used at the end of a sentence. In written speech, especially in works of art, the role of the exclamation symbol is great in the expression of different feelings, situations, different emotions. The exclamation mark is usually placed at the end of an exhortation or command. In doing so, it indicates whether a particular sentence has an emotional or definite command meaning, or is a point of limitation from other sentences. The exclamation mark entered the Uzbek language through the Russian language in XX century. From the beginning of 1901 in the newspaper "Turkistan region" and later began to be used regularly in other printed works.

Modern Uzbek literary language exclamation mark is mainly used in the following cases:

1) at the end of the exhortation (*Unsin uchun, bechora qiz uchun, bu qanday falokat, bu qanday mudhish motam!* — Oybek)[1];

2) at the end of sentences expressing the meanings of command, wish, dream *(Onangni qo'lingda tutsang, singlingni boshingda tut! — Oybek; Fido bo'lsin senga jontanim, onam*!); 3) At the beginning of the speech, after strong urges, urges and words (*Jamila! Bas, tur o'rningdan! — Hamza; Yo'q, yo'q! Bu og'ir ishni bo'ynimga ololmayman*). There

[1] Oybek p 233:13

are a number of other exceptions to the use of exclamation marks.

Punctuation if the emotion is formed from the interrogative pronoun is set to:

1) If the content of the question is strong, first the question, then the exclamation mark: *Nima bo'ldi, gapirsang-chi?!*

2) If the emotion is strong, first an exhortation, then a question mark: *Farzand qanday oqlar ona haqqini!?*

3) three to express the extreme intensity of emotion in some cases a big exclamation mark: O'lim yovga!!!

4) an emotion interrupted for some reason is a sign of encouragement to the end of the sentence and then two consecutive dots are placed: *Men etim o'sganman, oh, u etimlik!..* [1]

If we read ready text, we can easily distinguish the exclamation point with a punctuation mark - an exclamation mark at the end. By listening, we distinguish exclamation words according to how they are emotionally separated from non-exclamation sentences. The information in the exclamation and similar non-exclamation sentences contains the same information, but the exclamation is expressed with more expression, higher, with any emotion. Motivational and exclamation sentences should not be confused: there are motivational sentences without exclamation and non-motivational exclamation.

For example, the phrase "*Bahor keldi*"-"Spring has come." contains the usual evidence. It is not possible to conclude how the speaker was involved in this incident.

" *Bahor keldi*!" The sentence expresses strong emotions, expression. Perhaps the speaker wants to express his or her joy (although this cannot be identified by an exclamation mark: perhaps he or she wants to express grief, anger, fear, or some other strong emotion). Exhortations are often found in journalistic texts in which they perform a rhetorical function.

Exclamation sentences (examples below) refer to the feelings and emotions of the interlocutor. Usually, exclamation words are motivation.

Nihoyat siz u erga keldingiz!

Ehtiyot bo'ling!

Endi sizga qanday qiziqarli yangiliklarni aytib beraman!

In short, exclamations serve as a unit of language to express human emotions. It also makes the speech beautiful and fluent.

An exclamation is a statement that expresses an idea with a strong emotion, with a strong tone. They express a variety of emotions, such as joy, happiness, rejoicing, fear, triumph, surprise, sorrow, and regret, and differ from other types of speech in that they are spoken aloud.

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LINGUA-CULTURAL ANALYSIS OF PHONETIC, LITERAL, DESCRIPTIVE AND STYLISTIC MEANS IN ENGLISH AND UZBEK LANGUAGES: LINGUA-CULTURAL ANALYSIS OF PHONETIC IN UZBEK LANGUAGE

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Abstract: Modern Uzbek linguistics is one of the latest achievements of world linguistics should be taken into account. For this reason, the manual includes modern Uzbek phonetics theoretical issues, including generality and specificity in phonological level units reflection of dialectics, phoneme theory in schools of world linguistics, phonological views in Uzbek linguistics, vowels and consonants of Uzbek language system, their distinguishing and additional features, paradigmatic descriptions. The manual is in accordance with the requirements of current curricula and study programs on theoretical issues of phonetics of modern Uzbek literary language.

Key words: language, syllables, pronunciation, dialects, speech sounds, linguistics, phonology, metathesis

Each language has its own phonetics. It is the formation of sounds in that language and peculiarities of pronunciation, issues related to its classification learns pronunciation and writing relationships as well as stress and syllable features checks. Phonetics is the system of sounds in a language and everything related to those sounds as he studies events, he deals with all levels of language, especially vocabulary and grammar.

Phonetics, the exchange and change of sounds, the norms of literary pronunciation, problems with correct pronunciation rules, syllables and accents, and their types also learns. So, without the necessary knowledge of phonetics, spelling and grammar (morphology) related to correct pronunciation and syntax) rules. That's it along with the study of phonetics, spelling (correct spelling), orthoepy (correct) pronunciation) to master the norms, dialects with literary pronunciation helps to differentiate between pronunciations. Speech sounds can be studied in many ways: from a historical point of view, by comparison, the speech sounds of modern Uzbek and local dialects in terms of comparison, experimenting with speech sounds using different instruments and so on. In the formation of the phonology of the Uzbek language ED Polivanov, G. Yunusov, A.Gulom, V.V.Reshetov, A.M.Shcherbak, F.Abdullaev, Sh.Shoab-durahmonov, Services of linguists such as A.Mahmudov, S.Otamirzaeva, E.Umarov, A.Nurmonov grew up AA Abduazizov is a paradigmatic and syntagmatic phoneme of the Uzbek language a significant contribution to the development of the phonology of the Uzbek language added. For the first time in Uzbek linguistics, it is in every phonetic division of speech revealed the manifestation of the general-specific dialectic, them interpreting the system of special terms from Uzbek linguistics to Uzbek linguistics brought in.

A.Abduazizov's speech is all that is phonetically unique phrases, bars, syllables, and sounds, such as authors. Its from others the difference is that these units are placed opposite each other in that paradigmatic row contrasts with possible emic units: sound - phoneme, tact - tact, syllable - syllabema and others. It is also ustsegment units with segment units traditionally separates and emphasizes intonations into supersegment units[1]. Emphasis on

[1] A.Abdulazizov "Tilshunoslik" p 462

accentuation to distinguish generality-specificity in supersegment units, uses tone-intonema terms. The main criterion in the separation of emic units so that the function of meaning differentiation is obtained. Certain meanings are distinctive syllable (Chinese, Japanese, Korean), phoneme to sound, accent is used for accent, and intonema is used for melody. Thus, phonetic units (sound, syllable, accent, tone) and phonological units relationship is established.

In demonstrating the dialectic of general-specificity at the phonological level distinctive characters play an important role. The phoneme of the same distinguishing characters phonology. The actual pronunciation of the speech depends on the specific place and time articulatory-acoustic properties of sounds (for example, resonant-mute, explosive-sliding, signs of occurrence: opening of the mouth level, lip involvement, etc.) are determined in phonetics. And phonology distinguishing these articulatory-acoustic features in the definition of phonemes looks like a character. Apparently, phonetics provides material for phonology, phonology conclusions are based on phonetic materials.

As A. Abduazizov rightly points out, phonetic classification is all phonemes phonological classification is based on articulatory-acoustic properties chooses the main from the inside: depending on them functionally, distinguishing marks finds. Serving to differentiate phonemes from the articulatory-acoustic point of view symptoms are signs of differentiation. The phoneme is such a character is understood as the sum.1 Distinctive features are phonemes word and morpheme The composition is expressed by comparison under the same conditions. In our opinion, VV Reshetov thinks about intermediate (indifferent) vowels. He approached the phonological system of the Uzbek language from a diachronic point of view. It is in the modern Tashkent dialect of the Uzbek language the disappearance of the contrast sign of the vowels, the formation of intermediate vowels argued about. That is why these vowels are two-row vowels convergents with the idea that they are formed by merging – convergence combined under the name.3 Same idea prof. It is also found in F.Abdullaev. It should be noted that all dedicated to the vocalism of the Turkic languages to classify vowels as a series sign and a lip participation sign in studies is considered as a distinguishing feature.

Only E. Umarov objects to such a classification. Prof. E.Umarov In his article, he writes: “At the beginning of the century, he wanted to publish Turkish monuments The problem is how to represent vowels in front of scientists appears[1]. A group of scholars led by VVRadlov studied the hardness and softness of the Turkic languages peculiar, so that the vowels in these languages were spoken, to the back sounds of the tongue and that in their work So, is this proposal compatible with Turkish, including Uzbek? the question arises. We think the answer is no should be given ”. Prof. E. Umarov said that the Uzbeks really use the above vowels in front of the language or do Uzbeks pronounce behind, i.e. Uzbeks in front of or behind the tongue Ask him out well if he is no longer absorbed in the connection explains what to give.

Assimilation and Metathesis in Uzbek language

Assimilation is common in Turkic languages, especially Uzbek is known in the material chain of speech, that is, in the sequence of sounds to the ease of pronunciation of two dissonant consonants according to the sign is transformed into a similar consonant. It looks like a certain lexeme inconvenience of pronunciation of two consonants contradicting each other on the basis of a certain sign loses the sign of opposition due to the act of elimination, to the same consonant becomes As a result, the spoken variant of the lexeme is the stylistic variant occurs. For example, tarnov- tannov, shirmoy non- shirmon non, badtar-battar such as.

[1] Prof. E.Umarov “The issue of linguistics” p4

Metathesis is for both diachronic and synchronous state of any language belongs to. The Uzbek language is no exception. In Uzbek, metathesis is a lexeme nomenclature between two periods of the language can cause a change. For example, *o'granmoq- o'rganmoq, yog'mir-yomg'ir.*

However, the non-metathetic variant is also some of the present may be preserved in Uzbek dialects. This is historical and dialectical leads to a differentiation of options. The historical version is found in the language of works of art on a historical theme. This which makes it a stylistic option. However, metathesis is used in the current state of the Uzbek language There are variants of the lexeme nomenclature formed by For example, *daryodayra, faryod-payrad, tuproq- turpoq, to'g'ramoq-to'rg'amoq, kirpik-kiprik and etc.*

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ANALYZING REPORTED SPEECH AND ITS LINGUA-DIDACTIC ISSUES IN UZBEK AND ENGLISH LANGUAGES: REPORTED SPEECH ANALYSIS IN UZBEK LANGUAGE

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Abstract: This article analysis the grammatical, stylistic and semantical issues of reported speech in Uzbek language. Collaqual ideas and data of popular uzbek linguists are mentioned in the work. The article is highly recommended to the learners and researchers to analyze reported speech of uzbek language.

Key words: linguistics, speech, reported speech, grammatical topic

One of the controversial, incompletely formed issues of the syntax of common languages in the Uzbek language is the question of word combinations, word order in a sentence, its function.

Another issue that has been hotly studied in Uzbek linguistics in recent years is the issue of compound sentences and their types.

In recent years, in general linguistics, the syntax of colloquial constructions has begun to be studied in depth in theory. However, there is no consensus among linguists on how to consider a quotation as a linguistic category. According to VN Voloshinov, "excerpt is a speech within a speech, an expression within an expression, as well as a speech about speech and an expression about expression[1].

In some works on the syntax of Turkic languages, verbal devices (transitive constructions) and compound sentences are equated on the basis of external features. However, this does not take into account their structural-semantic features and place. In particular, according to A. Israilov, a compound sentence is a type of compound sentence followed. In such devices, the author's sentence is the main sentence and the transcript is the following sentence[2]. From a grammatical point of view, he emphasizes. M. Sharipov, - the quotation is an independent unit,

merges with the author's statement in terms of content. These types of constructions form connected compound sentences5. While some linguists consider adverbial constructions (other verbal devices) as a separate type of compound sentence, another group of linguists does not include them in the category of compound sentences, but as a separate category of syntax6. In particular, A.Abdullayev writes: "As a syntactic unit, the organizational parts of other speech devices are characterized not only by their formal features, but also by their semantic features. Therefore, they cannot be included in the conjunctions that are connected or in the conjunctions that follow[3]. This is because the remark (author's statement) is supplemented by an excerpt that is semantically superior to itself. Speech devices are a separate syntactic category that combines elements of connection and tracing. The use of different syntactic possibilities to connect unequal sentences in them is the specific basis of these devices.

In my view, the interpretation of clauses as a type of compound sentence is explained in traditional linguistics only by the existence of the term «sentence» to express an idea, be-

[1] V.N. Voloshinov "Linguistics" p126
[2] A. Israilov "Tilshunoslik" p 317
[3] A.Abdullayev "Tilshunoslik masalalari" p 23

cause any part of a relatively complete sentence must be included in the sentence. Therefore, more complex constructions than sentences are also included in the concept of compound sentences. However, the study of some constructions, including transliterated constructions, within the sentence does not allow to shed light on specific aspects of this whole. Therefore, some linguists oppose the study of colloquial constructions as a type of compound sentence.

Although the author's statement and the quotation are related, they cannot be equated with the relationship between the components of the compound sentence construction. Some types of adverbs are formally similar to adverbs, but they differ from adverbs in their syntactic structure, function in the structure of their components, intonational specificity, and a number of other features. Given the incomplete form of the quotations and the equivalence of the forms of assimilation to the simple sentences, it is clear that the constructions of the quotations cannot be included in the general sentences.

There are certain similarities and differences between compound sentences and other types of compound sentences. A compound sentence consists of the intonational and intellectual integrity of more than one simple sentence. Composing a compound sentence components (simple sentences) form a whole, integrity in terms of content and intonation. The quotation is taken together with the author's sentence to form the semantic and intonational integrity of the two components, forming a kind of compound sentence9. However, conjunctions differ from other types of conjunctions in some respects.

The structural components of a quote almost always consist of two main components, a quote and an author's sentence, regardless of whether the quote is simple or compound. A compound sentence is a combination of two or more simple sentences.

In grammatical constructions, grammatical devices connecting the components are almost never used, and relative words are not used in their structure. Usually, a conjunction that connects the author's sentence with the "***deb, degan"*** is a conjunction without a conjunction, or a conjunction with a complementary suffix, rather than a conjunction, depending on the function of the form. possible. The word "deb" is not used separately, and the word " **deb aytdi, deb gapirdi, degan** " is equivalent to the compound participles of the words "edi".

The components of a quote come from a word to a whole sentence, even a monologue: *Jo'ra darrov askarning yukini beldor eshakka chizimcha bilan bo'g'ladi- da, "xix" deb bir turtdi.*

The components of a compound sentence are equal to or close to simple sentences in terms of structure and content. Although it is sometimes possible to use components from a compound sentence in the form of a simple sentence, it is almost impossible to separate the components of a compound sentence. The words of others who come without the author's words are not excerpts. For example, *Zvonok chalindi va dars boshlandi* is we divide a sentence into two parts, even if it consists of two simple sentences that express a certain amount of complete content, separates the quotation from the author's speech, especially the author's speech from the quotation (… *dedi Rais yoki Rais dedi* shaklida) cannot be used in the form of two separate simple sentences. Therefore, it can be said that the components of a compound sentence are more closely related to some types of compound sentences (compound sentences without conjunctions).

In a compound sentence with a quotation, the position of the components is much freer: the author's sentence can be used before, after, in the middle of the quotation, or in the middle of the quotation. The position of the components of the compound sentence is not so free. The order of the parts of speech changes as the author's sentence appears in different parts of the quotation.

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TITLE: TEACHING ENGLISH IN SCHOOL: FOREIGN EXPERIENCE.

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Annotation: Modern pedagogical science is searching for ways to modernize professional education. In this case, considerable importance is given to the world experience of development in this direction, as the solution of the problem of improvement of quality in vocational education requires the provision of knowledge exchange, the development of meta-knowledge, create interactive networking, mobility of teachers and students, international research projects.

Keywords: foreign languages, globalization, bilingualism, language schools

The appeal to the problem of studying foreign experience in the modernization of professional education was the result of the entry of the national professional school into the international educational space and the international market of educational services. Modernization motivation of education determines the choice of modern technologies for teaching foreign languages. This is due to the increasing importance of a foreign language for the professional growth of a specialist.

The search for new technologies for teaching foreign languages is caused by a number of circumstances [1]:

1. Methods of teaching a foreign language in Uzbekistan schools according to the traditional system currently do not meet the modern requirements for the level of knowledge of the language.

2. The process of teaching a foreign language is mainly focused on the development of memory in students and the ability to correctly translate a foreign text in the specialty, while modern pedagogy focuses on the development of thinking and activation of cognitive activity.

3. The Expansion of economic, political and cultural ties between Uzbekistan and foreign countries has revealed the need to improve the quality of teaching foreign languages in higher education, which should be aimed at developing students ' knowledge necessary for communication and work in the specialty abroad.

The effectiveness of the process of globalization of modern society would not be so high if it were not for the significant role of language as a means of communication. We are talking about a foreign language, since the General part of the information on the Internet, as well as all international types of documents is presented in a foreign (mainly English) language. In Uzbekistan, the first experience of bilingual education, which is determined by the ability to speak two languages when switching from one language to another, depending on the communication situation. The so-called coordinating type of bilingualism is considered ideal, when the student freely switches from one semantic base to another, that is, speaks two languages fluently. An active research search is being conducted in the field of bilingual education, and the experience of foreign countries is being studied. But the most valuable for us is the example of Germany, which combines both the presence of a natural foreign-language environment associated with a large number of emigrants, and worldwide integration into the General cultural and business space. We can conclude that bilingual education has a great future and has a number of advantages. This type of education is suitable not only for the Humanities, but also for the technical sphere.

The Oxford and Cambridge courses are aimed at developing not only language skills, but

also creativity and the General Outlook of students. The language is very closely intertwined with the cultural characteristics of the country; therefore, language courses include a country-specific aspect. The British consider it necessary to give people the opportunity to navigate the multicultural world, and this is easily done using English (as an international language).

There are many different language schools, courses, and methods in the world, but unfortunately, the language is either not being taught or is not being improved to the proper level. Every person who has ever taken up the study of a foreign language, faced with the fact that no matter how much effort, energy, years and money, in the end, was spent on achieving the desired goal, which, of course, is fluency in the language, the result in practice is very deplorable.

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XORIJIY DAVLATLARDA BOSHLANG'ICH TA'LIM TIZIMI

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Annotatsiya: Rivojlangan xorijiy davlatlardagi ta'lim – tarbiya va maktab haqida yuqorida bayon qilingan eng yaxshi tajribalarni o'z ta'lim tizimimizda joriy qilish Respublikamiz o'z mustaqilligini qo'lga kiritgandan keyin boshlandi.

Kalit so'zlar: Kanada, Yaponiya, boshlang'ich ta'lim tizimi.

Kanada ta'lim tizimi. Boshlang'ich ta'lim tizimi. Kanadaliklarning eng muhim yutuqlaridan biri - bu ularning ta'lim tizimidir. Ilg'or universitet va kollejlardagi ta'lim sifati juda yuqori va Kanada diplomlari butun dunyoda tan olinadi. Xalqaro reytingda Kanada ta'limi AQSHdan keyin ikkinchi o'rinda turadi. Kanadaning turli provintsiyalari o'quv rejalarida o'ziga xosliklar ko'rinadi.

Masalan, Kvebek, Ontario, Manitobda maktabgacha muassasada maktabga tayyorlash 2 yil, 4 yoshdan 6 yoshgacha, Albert va Britan Kolumbiyasida 1 yil. O'quv yili sentyabrning birinchi haftasidan boshlanadi va iyunning oxirgi haftasida tugaydi. Kanada maktablarida ta'limning o'rtacha davomiyligi 12 yilni tashkil qiladi. 6-7 yoshdan bolalar boshlang'ich maktabga qatnay boshlaydi va unda 6 yil tahsil olishadi.

Manitob va Ontario boshlang'ich maktablarida o'qish boshqa provin-tsiyalardan ko'ra 2 yil ko'p davom etadi. 12 yoshdan bolalar o'rta maktabga o'tishadi va 16-18 yoshgacha o'qishadi. Kvebek provintsiyasida o'rta ta'lim 11 sinf davom etadi, universitetda o'qishni xohlaganlar esa yana 2 yil kollejga tayyorlov bo'limida o'qishadi. 10-12 sinflar High Shool -oliy maktabda olib boriladi. Bu yerdagi "oliy maktab" tushunchasi oliy ta'limga tegishli emas, u Rossiyadagi o'rta ta'limga o'xshash. Oliy maktabda o'qish o'rta ta'lim kabi majburiy emas. Bu ta'lim turli uchta murakkablikdagi dastur asosida olib borilib, o'quvchilarni mehnat faoliyati bilan shug'ullanishga, kollejga yoki universitetda o'qishni davom ettirishga tayyorlaydi.

Kollejlar asosan, 2 yoki 3 yillik dastur asosida, ba'zan bakalavriat dasturi bo'yicha tahsil beradi. Ular asosan o'rta maxsus ta'lim to'g'risida diplom yoki sertifikat beradi. SHu bilan birga, ayrim provintsiyalarda ijtimoiy kollejlar faoliyat ko'rsatib, ular bitiruvchilarga diplom bermaydi. Balki, maktab va universitet o'rtasida o'tish bosqichi bo'lib xizmat qiladi.

Yaponiya ta'lim tizimi. Yaponiya ta'limining shakllanishi 1867 - 1868 yillarda boshlangan. Yaponiya o'z oldiga ikki vazifani: birinchi — boyish, ikkinchi - G'arb texnologiyasini Yaponiya ishlab chshkarishiga kiritish masalasiin qo'yadi va bu ishni amalga oshirish uchun birinchi galda ta'lim tizimini tubdan o'zgartirish kerakligi aytildi. 1872 yili «Ta'lim xaqidagi qonun» qabul qilindi.

Bunda Yapon ta'limi G'arb ta'limi bilan uyg'unlashtirildi. 1908 yilda Yaponiyada boshlang'ich ta'lim majburiy 6 yillikka aylantirildi. 1893 yili kasb yo'nalishidagi dastlabki kollej paydo bo'ldi. 1946 yili qabul qilingan Konstitutsiya fuqarolarning ta'lim sohasidagi xuquq va burchlarini belgilab berdi. Unda barcha bolalar bepul umumiy ta'lim olishlari belgilab qo'yilgan. Yaponiyada hozirgi zamon ta'lim tizimlarinig tarkibi kuyidagicha: Bolalar bog'chalari, boshlantach maktab, kichik o'rta maktab, yuqori o'rta kaktab, oliy ta'lim tizimlariga kiruvchi o'quv yurtlaridan iborat. Bolalar yoshlariga karab 3, 2, 1, yillik ta'lim kurslariga jalb kilinadi. Yaponiyada maktabgacha ta'lim muassasalarining 59,9 foizi xususiy, 40,8 foizi davlatnikidir.

Boshlang'ich maktabga 6 yoshdagi yapon bolalarning 99% qatnaydi. O'quv rejasiga

yapon tili, gumanitar fanlar, arifmetika kabilar kiradi. San'at va hunar (yapon xusni xati), musiqa, uy xo'jaligini yuritish, jismoniy tarbiya, axloqiy odobnoma akademik predmetlar hisoblanmaydi.

Yaponiyada boshlang'ich ta'lim majburiy va bepul bo'lib, mashg'ulotlar aprel oyida boshlanadi. O'quv yili 3ta chorak – simestrga bo'linadi. 1-chorak – 6 apreldan – 20 iyulgacha davom etadi, keyin yozgi ta'til boshlanadi. 1sentyabrdan 2-simestr boshlanadi va 26 dekabrgacha davom etadi. 26-dekabrdan 7-yanvargacha qishgi ta'til bo'ladi. Oxirgi 3-simestr 7-yanvardan 25-martgacha davom etadi.

25-martdan 6-aprelgacha bahorgi ta'til bo'ladi. SHu paytda o'quvchilar sinfdan sinfga ko'chadi. Chorak-simestrlarning boshlanishi va tugallanishi turli maktablarda turli sanalarga to'g'ri kelishi mumkin. Ta'til paytida o'quvchilar uy vazifalarini oladilar. Ba'zan ta'til paytida ham, agar simestrda yaxshi o'qimagan bo'lsa, maxsus kurslarda o'qiydilar.

Yaponiyada o'qish 6 kunlik, lekin har 2-shanba dam olish kuni hisoblanadi. Maktablarda o'qitish dasturi o'zgaruvchan, lekin Ta'lim vazirligi tasdiqlagan standartlarga asoslanadi. Boshlang'ich ta'limni moliyalashti-rish, o'qituvchilar bilan ta'minlash, maktab dasturlarini yaratish mahalliy hokimiyat zimmasida. Boshlang'ich ta'limda bolalar davlat hisobidagi 1945 kandji ieroglifdan 1006 tasini yod olishi kerak. Ota-onalar farzandlarini o'z tumanlarida joylashgan maktabga borishini istamasalar, xususiy pullik ta'lim muassasasiga berishlari mumkin, lekin bu maktablarga juda qiyin tanlov orqali qabul qilinadi.

Rivojlangan xorijiy davlatlardagi ta'lim – tarbiya va maktab haqida yuqorida bayon qilingan eng yaxshi tajribalarni o'z ta'lim tizimimizda joriy qilish Respublikamiz o'z mustaqilligini qo'lga kiritgandan keyin boshlandi. Bu sohda bizga YuNISEF, YuNESKO kabi Xalqaro tashkilotlar, xorikiy davlatlarning O'zbekisgondagi elchixonalari amaliy yordam bermoqdalar. Respublikamizdagi ta'lim muassasalari ta'limni takomil-lashtirish bo'yicha xorijiy davlatlar bilan hamkorlikning barcha shakl-laridan foydalanayotirlar.

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ПРИМЕНЕНИЕ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ НА УРОКЕ РУССКОГО ЯЗЫКА И ИХ ЭФФЕКТИВНОСТЬ

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Аннотация: В данной статье освещается роль инновационных технологий в повышении эффективности уроков русского языка. Особое внимание уделено применению инновационных технологий при обучении раздела орфографии в школе.

Ключевые слова и понятия: инновация, инновационное обучение, игровые технологии, разно уровневое обучение личностно-ориентировочное обуче-ние, здоровье сберегающие технологий, исследовательские методы в обуче-нии, проектные методы обучения, критическое мышление, «Инновация» в точном переводе с латинского языка обозначает не «новое», а «в новое».

Инновационный подход к обучению позволяет так организовать учебный процесс, что ребенку урок и в радость, и приносит пользу, не превращаясь просто в забаву или игру. В основе инновационного обучения на уроках русского языка лежат следующие технологии:

- Игровые технологии, целью обращения к игровым технологиям на уроках русского языка является приобретение конкретных практических навыков, закрепление их на уровне методики, перевод знаний в опыт;
- Разно уровневое обучение. Оно позволяет учитывать индивидуальные особенности учащихся при планировании их работы на уроке;
- Личностно-ориентированное обучение. Результативность такого урока в создание атмосферы заинтересованности, создание обстановки для естест-венного самовыражения ученика, стимулирование учащихся к собственным высказываниям;
- Исследовательские методы обучения. Исследовательское обучение имеет следующие цели: развитие аналитического мышления, умение владеть логиические взаимосвязи между фактами развитие порождения информации путем анализа материала;
- Проектные методы обучения. В основе метода проектов лежит развитие познавательных навыков учащихся, умений самостоятельно конструировать свои знания, умений ориентироваться в информационном пространстве, развития критического и творческого мышления;
- Проблемное обучение. Чаще всего проблемное обучение используется на уроках объяснения нового материала.

Урок с использованием инновационных технологий – это урок, в процессе которого участвуют два основных компонента: учитель и компьютер. Компьютерные технологии дополняют традиционное обучение русского языка. Они содержат четко структурированную информацию в виде текста, наглядных изображений, аудио записей, видеороликов по теме. Орфография в школе - один из важнейших разделов курса русского языка. Орфо- графические умения и навыки играют определяющую общую грамотность и культуру речи. Орфография – раздел науки о языке, в котором изучаются правила написания слов. Инновационные технологии обучения остаются одним из приоритетных путей повышения грамотности учащихся в школе. Инновационное образование обладает высокой эффективностью, а именно позволяет достичь необхо-

димого профессионального уровня компе-тентности, основывается на разработке и внедрении новых технологий, «работает на опережение». Использование инновационных технологий на уроках русского языка оправдано временем, информационной гонкой, стремлением за знаниями. Учитель русского должен заботиться о том, чтобы учащиеся школа хорошо владели как писменной, так и устной речью. Поэтому в его арсенале должно быть большое количество приемов препо-дования русского языка.

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THE ROLE OF USING ICT IN TEACHING ENGLISH

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Annotation: The article considers the role of information and communication technologies in teaching a foreign language.

Key words: ICT, technologies, process, help, using, a computer, multimedia, tool

In modern conditions, the most urgent task of education is to form a communicative culture of students. ICT is becoming the most effective tool for expanding the educational space of a modern school. The use of information technologies in the educational process significantly increases the efficiency of material acquisition by students. Great results can be achieved by using these technologies in teaching English in primary and secondary schools. In high school, the use of information technology allows students to discover the possibilities of creating serious research, project work with multimedia presentations, etc. The use of information and computer technologies opens up new opportunities for us in teaching a foreign language, because using ICT in English lessons, we are faced with new forms and methods of teaching, as well as looking for new approaches and styles to the learning process. And so, let's name the most frequently used elements of ICT in the educational process: - electronic textbooks and manuals demonstrated using a computer and multimedia project, interactive whiteboard; - electronic encyclopedias and reference books; educational resources of the Internet; - DVDs and CDS with pictures and illustrations; - video and audio equipment; - interactive conferences and competitions; - materials for distance learning. For example: Learning vocabulary with the use of ICT. The use of computer technologies in the formation of lexical skills significantly increases the effectiveness of this process. To work out the meaning of a word, I offer students, for example, an exercise on the distribution of words into thematic groups (school: chalk, desk, teacher. Family: mother, sister, aunt). For training in the use of words using a computer, I suggest that students make a sentence from these words: is, a, big, there, window, bedroom, in, my (the is a big window in my bedroom). In order to form a productive skill, an exercise is performed to fill in the gap in the utterance. An indicator of correctness in this case is the correspondence of the semantic value of the substituted lexical unit to the one with which it is combined. For example, I suggest that students fill in gaps in conversations with appropriate lexical units. Or, for example, I give the task to choose a phrase to answer a question.

Would you like some tea?

a) You are welcome

b) Yes, please

c) Help yourself

Fast execution of such exercises makes it possible to increase the volume of the studied vocabulary at the expense of saved time. The computer also allows you to intensify the process of learning vocabulary based on the performance of different tasks by children, but equal in complexity. Here is an example of an exercise on the use of lexical units in speech activity: children must make a complete dialogue from disparate replicas.

- Yes, yes. Take it, please. - Would you like fruit and ham?
- Help yourself. - Yes, please. May I have five apples, please?
- Thank you! I like oranges. May I have an orange?

When teaching grammar, I also try to use various methods of working with ICT. I use a PowerPoint presentation to explain a new rule or to test my knowledge. For example, when studying the conjugation of the verb to be, I tell students a story about the adventures of this verb, accompanying the story with a presentation. A bright, colorful presentation helps students better remember the theoretical material and use the verb to be without mistakes in the future. ICT allows you to use tests in the lesson more efficiently and saves the lesson time. Students can find out their results immediately after testing. The use of ICT makes it possible to avoid subjectivity of assessment. The use of information and communication technologies at the English lessons helps to increase the motivation of students and enhance their intellect activity, effective learning, forming an integrated system of knowledge, allows to increase the pace of work in class without prejudice to the learning of students. In English lessons, using the Internet, you can solve a number of didactic tasks: to develop reading skills and skills using materials from the global network; to improve the writing skills of schoolchildren; to replenish the vocabulary of students; to form a stable motivation for learning English, to expand the horizons of students, to establish and maintain business contacts and contacts with their peers in English-speaking countries, to participate in chats, video conferences, etc.

In conclusion, I would like to note once again that ICT in English lessons (and in extracurricular activities in preparation for lessons and self – education) is an excellent assistant teacher, which should not be underestimated, but should not be used only for the sake of novelty. Improper use of this tool can lead to demotivation of both the teacher and his students.

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IMPROVING LEARNERS' GRAMMAR SKILLS WITH "TIC TAC TOE"

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Annotation: The basic purpose of this thesis is to suggest highlighting the role of interactive techniques in teaching grammar at school and analyzing the efficiency of the game "TIC TAC TOE" in improving pupils' grammar. It demonstrates the benefits and challenges of using games in teaching grammar and how to implement this game effectively.

Key words: games, "TIC TAC TOE", grammar, gameplay, noughts and crosses.

Currently, the matter of the application of modern technologies and methods in education are becoming increasingly important. It is not only new hardware, but new forms and methods of teaching, new approaches to teaching foreign languages. The main goal is to show how methods can be utilized effectively in order to improve the quality of teaching foreign language, the formation and development of learners' communicative competence training practical mastery of a foreign language.

Grammar is the system that structures a language, and every language has its own guidelines. But grammar isn't so much about rules as it is the conventions that determine how we speak and write, and it includes things like spelling, inflecting words for different purposes, and the way words are arranged to form sentences. While it's good to remember that languages are living things that constantly change, it's also important to know that proper grammar is still necessary for communication. Luckily, there are plenty of resources available to help people who want to improve their grammar.

Key components of games are goals, rules, challenge, and interaction. Games generally involve mental or physical stimulation, and often both. Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, simulation or psychological role. According to Chris Crawford, the requirement for player interaction puts activities such as jigsaw puzzles and solitaire "games" into the category of puzzles rather than games.

Games can be used at any stage of the lesson once the target language has been introduced and explained. They serve both as a memory aid and repetition drill, and as a chance to use language freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action.

The pedagogical value of games in language learning at all levels has been well documented. Apart from their motivational value as an enjoyable form of activity, they provide a context in which the language is embedded. This context is 'authentic' in the sense that the games create its own world: for the duration of the game, it replaces external reality. Games also create the circumstances for meaningful repetition. Furthermore, the 'same' game can be played many times yet never produce identical outcomes. Games also ensure that the players interact with each other, and this interaction is usually played out in the language.

Tic-tac-toe is a simple, two-player game which, if played optimally by both players, will always result in a tie. The game is also called noughts and crosses or Xs and Os.

Tic-tac-toe is a game that is traditionally played by being drawn on paper, and it can be played on a computer or on a variety of media. Other games, such as Connect 4, are based on this classic.

Gameplay is the same if you are playing on a 4 x 4 grid. The "X" player goes first. And, players alternate placing Xs and Os on the board until a row is completed horizontally, vertically, or diagonally, or all 16 squares are filled. If all 16 squares are filled and neither player has four in a row, the game is a draw.

Procedure of the game:

1.Prepare the required number of tables with prepositions and sets of cards one set for 2 teams. At Forest cards put into an envelope, and a table with prepositions - the teams.

2.The principle of the game: students of one team should take acard with aword from an envelope, find a preposition in the table which is combined with this word, and then come up with a correct sentence containing the phrase: preposition + word.

3.If the sentence is correct, then the team draws a cross in the table with prepositions. If the sentence is wrong, then the card with the word is returned to the envelope.

4.The move goes to another team.

5.Teams play until a vertical, horizontal, or diagonal row is crossed out.

In brief, those findings reveal the fact that there exists an effective teaching technique named language games which can be used to motivate students in speaking classes. The positive factors achieved after carrying out the study reassures that these games can raise students' motivation in speaking classes.

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BOSHLANG'ICH SINFLARDA DIDAKTIK O'YINLARDAN FOYDALANISH IMKONIYATLARI.

Jumaniyozova Feruza Pirnazarovna
Xiva shahar 13-son maktab
Mahmudova Saodatjon Qurbonboyevna
Xiva shahar 2-son maktabning
boshlang'ich sinf o'qituvchilari

Annatotsiya: Har bir jamiyatning kelajagi uning ajralmas qismi va hayotiy zarurati bo'lgan ta'lim tizimining qay darajada rivojlanganligi bilan belgilanadi.

Kalit so'z: Pedagogik, axborot, ta'lim, fikr, jamoa, siyosati, flomaster,rangli qalam.

"**Xarflarni esda saqlash"** o'yini.

O'yinning maqsadi: o'quvchilar tovushlarni to'g'ri talaffuz etishga va esda saqlab qolishga o'rgatish.

Qo'llanmalar: o'quvchilarga tanish bo'lgan turli predmetlarning rasmlari shu predmetlarning nomlari bilan boshlanadigan unli xarf na'munalari (kartochkalar)

O'yinning borishi: O'yinda sinf o'quvchilarining bir guruhi qatnashadi. O'yin boshqaruvchi o'yinning o'tkazilishi haqida tushuncha beradi va u oldingi darsda o'rganilgan o, a, l, n xarflar yozilgan kartochkalarni olib qoladi.

Bir guruh o'quvchilarga oy, olma, olxo'ri, olcha, ot, ari, anor, ayiq, archa, lola kabi predmetlarni rasmlari tasvirlangan kartochkalar tarqatiladi.

O'yin boshqaruvchi o xarfi va predmet rasmi tasvirlangan kartochkalarni olib qo'yadi. So'ng boshqa a xarfi yozilgan boshqa bir kartochkani stol ustiga qo'yadi. O'yin ishtirokchilari esa shunga mos rasmli kartochkalarni ko'rsatadilar.

O'yin ana shu xolda davom etadi.Agar o'quvchi berilgan xarfni rasmli kartochkadan topa olmasa, u o'z rasmli kartochkasini ochib qo'yadi.

O'yin ishtirokchilaridan kimda kim xarf bo'yicha rasm kartochkani topib ayta olsa, shu o'quvchi kartochkasini hammaga ko'rsatb, keyin uni to'ntarib qo'yadi.

"**Pochtachi o'yini"**

O'yinning borishi: O'quvchilardan biri pochtachi qilib tayinlanadi. Pochtachi sumkasida kartochkalar bo'ladi. Ular quyidagicha tuziladi:

1. So'zlardagi unli xarflar yoki bo'g'in tushib qoldiriladi: …+ta, …+na, bo+…, sho+… .
2. Tushirilgan xarflarni qo'yib so'z hosil qilish, ya'ni bo'g'inlarga xarflarni qo'shish: lim…n, tom…n, …lim.
3. Ikki, uch so'zdan tuzilgan gaplar yozilgan kartochkalar. Bu gaplarda, biror so'z tushurib qoldiriladi.

O'quvchilar nuqtalar o'rniga shu so'zlarni topib yozadilar:

Lola mana…

Nabi ana…

Iqbol… ol

Dono… o'ynadi

"**Quruvchilar" o'yini.**

Bu o'yinda berilgan so'zlarni o'z o'rniga qo'yib, chiroyli va to'g'ri gap tuza olgan o'quvchi g'olib hisoblanadi. Masalan: otdi, tong, sakkiz, soat, ketdi, Ravshan kabi gaplardan to'g'ri gap tuzdiriladi. Kim chiroyli va to'g'ri gaplar ko'p tuzsa, u yaxshi quruvchi hisoblanadi.

"**Bu qanday so'z" o'yini.**

So'z uch xarfdan iborat. Birinchi xarf alfavitda o'n 16-o'rinda, keyingisi 15-o'rinda va

oxirgisi 1-chi o‘rinda turadi. Bu so‘zni topib daftarga yozish. O‘yin shu tariqa davom etadi.

Foydalanilgan adabiyotlar.

1. ”Pedagogik texnologiya asoslari”. J.G‘.Yoldoshev,S.A.Usmonov.Toshkent-2004y
2. ”Uzluksiz ta’lim” jurnali.
3. ”Xalq ta’limi” jurnali.
4. Ta’lim menejmenti lurnali.
5. Boshlang‘ich ta’lim jurnali.
6. ”Практические пособие”. С.Б.Кульнеевич, Т.П.Локосенина

O‘QISH DARSLARIDA PEDAGOGIK TEXNOLOGIYALARNI QO‘LLASH ORQALI KOMPETENTSIYALARNI SHAKLLANTIRISH

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Annotatsiya: O‘quvchilarni badiiy asar ustida ishlashga o‘rgatish ularda adabiyestetik tahlil malakasini shakllantirish va o‘stirish orqali ta’lim-tarbiya berishni nazarda tutadi.

Kalit so‘zlar: dars, dars turi, maqsad, bosqich, badiiy asar, syujet.

Badiiy asar ustida ishlash va uning asosiy bosqichlarini belgilashda o‘qituvchi badiiy asarning san’at asari sifatida o‘ziga xos xususiyatlari va o‘quvchilarning tayyorgarlik darajasini nazarda tutadi. Badiiy asarda barcha qismlar (g‘oyaviy asos, kompozitsiya, syujet, tasviriy vositalar) o‘zaro bog‘liq bo‘ladi. Syujet rivoji asosida asar qahramonlarining yangi-yangi qirralari ochila boradi. Bu xususiyatlar asar ustida ishlashda uni yaxlit o‘qish va idrok etishni talab etadi. O‘quvchilarni badiiy asar ustida ishlashga o‘rgatish ularda adabiyestetik tahlil malakasini shakllantirish va o‘stirish orqali ta’lim-tarbiya berishni nazarda tutadi. Asar matnini tahlil qilish muallif fikrini, hissiyoti va xulosalarini tushunishga yordam beradi, asarda ifoda etilgan voqealarga munosabat uyg‘otadi. Asar tahlili o‘qituvchidan o‘quvchilar faoliyatini ma’lum maqsadga yo‘naltirishni taqozo qiladi.

«Maktabda badiiy asarni tahlil qilishdan asosiy maqsad asarda ifodalangan hayotiy voqeani yoritish orqali o‘quvchilarni badiiy adabiyot olamiga olib kirish, tasvirlanayotgan voqealarga nisbatan muallifning munosabati va niyatlarini payqab olishga imkoniyat yaratishdan iboratdir. O‘quvchilarning yozuvchi oldinga surgan g‘oya, muammolarni to‘liq tushunishlariga erishmay turib, adabiyotning yoshlarni tarbiyalashdagi vazifasini amalga oshirib bo‘lmaydi»[1].

O‘quvchi asarning mazmuni bilan uni mutolaa qilish paytida tanishsa, tahlil qilishda uning poetik vositalariga murojaat qiladi. Mutolaa hissiyotni boyitib, aqlni peshlasa, tahlil asar zamiridagi ma’noni chuqur o‘rganishga yordam beradi. O‘qituvchi badiiy asar ustida ishlashda quyidagi masalalarni hal qilishi lozim:

Asar ustida ishlashning maqsad va mazmunini aniqlab olishi.

Asarni tahlil qilish uchun dars bosqichlarini belgilab olishi.

Har bir asar tahlili uchun topshiriqlar tizimini ishlab chiqishi.

Asarni qanday metodlar asosida o‘rganishni aniqlashi.

O‘quvchilar egallaydigan bilim, ko‘nikma va malakalar doirasini belgilab olishi.

Boshlang‘ich sinflarda badiiy asar ustida ishlash uch asosiy bosqichga bo‘linadi: **Birinchi bosqich***(birinchi sintez)*. Bu bosqichning asosiy vazifasi matnni yaxlit idrok etish asosida asarning aniq mazmuni va tasviriy ifoda vositalari bilan tanishtirishdan iborat; **Ikkinchi bosqich***(analiz)*. Bu bosqichning vazifasi va ish mazmuni voqealar rivojining bog‘lanishini belgilash, ishtirok etuvchi shaxslarning xulq-atvori va ularning asosiy xususiyatlarini aniqlash (nega shunday qildi va bu uning qanday xususiyatini ochadi), asar kompozitsiyasini ochish (tugun, kulьminatsion nuqta, yechim), asarning aniq mazmunini tasviriy vositalar bilan birga tahlil qilish va qahramonlar xulq-atvorini baholash (muallif nimani tasvirlagani, qanday tasvirlagani, nima uchun u yoki bu dalilni tanlagani)dan iborat; **Uchinchi bosqich** *(ikkinchi sintez)*. Bu bosqichning ish mazmuni ishtirok etuvchi shaxslarning muhim xususiyatlarini

1 Зуннунов А. ва бошқ. Адабиёт ўқитиш методикаси. - Т.: Ўқитувчи, 1992. 160 - бет.

umumlashtirish, qahramonlarni taqqoslash va baholash, asarning g‘oyasini aniqlash, badiiy asarni hayotni bilish manbai va san’at asari sifatida baholash (qanday ma’lumotlarga ega bo‘ldik, asar nimaga o‘rgatadi, muallif o‘z fikri va taassurotlarini qanday qilib aniq, ravshan va ta’sirli tarzda yetkazadi va hokazo)dan iboratdir. Ikkinchi sintezdan so‘ng o‘qilgan asarga bog‘liq holda ijodiy xarakterdagi ishlar o‘tkaziladi. Asar maqsadga muvofiq tahlil qilinsa, o‘quvchilar faolligi ortadi, chunki asarni tahlil qilish ular uchun ijodiy jarayondir.

Badiiy asarni o‘qishga tayyorgarlik. Asarni o‘qishga kirishishdan oldin o‘quvchilarni badiiy asarni o‘qishga tayyorlash lozim bo‘ladi. Chunki o‘quvchilar asar mazmunini to‘g‘ri idrok etishlari uchun hayot haqida ma’lum tasavvurga ega bo‘lishlari zarur. Buning uchun tayyorgarlik ishlari o‘tkaziladi. Asarni matnini tahlil qilishning metodik shartlaridan biri asar mazmunini uning tasviriy-ifodaviy vositalari bilan bog‘liq holda qarashdir. Yana bir asosiy qoida asar ustida ishlash jarayonida ta’lim tarbiyaviy vazifalarni umumiy ravishda amalga oshirish hisoblanadi. Bu qoidalar asar ustida ishlashning asosiy yo‘nalishini belgilaydi, shuningdek, matnni tahlil qilish jarayonida o‘quvchilar bajaradigan topshiriqlarni va muhokama qilish uchun ularga beriladigan savollarning xarakterini aniqlab olishga yordam beradi. Har bir savol o‘quvchilarni tanqidiy fikrlashga undovchi xarakterda bo‘lishi talab etiladi.

Tanqidiy fikrlash – axborotlarni o‘zlashtirishdan boshlanadigan va xulosa chiqarish bilan tugallanadigan murakkab o‘ylash jarayoni. Biroq tanqidiy fikrlash – bilish faoliyatining yuqori darajasi sifatida o‘quvchilarda matn bilan ishlash ko‘nikmasini rivojlantirishga, og‘zaki va yozma nutqni egallashga, mazkur matn bo‘yicha kursdoshlari bilan birgalikda harakatda bo‘lishiga qaratilgan pedagogik texnologiya.

Tanqidiy fikrlash tajribasini orttirishga vaqt va imkoniyat berish.

O‘quvchilarga fikrlash imkoniyatini berish.

Turli g‘oya va fikrlarni qabul qilish.

O‘quv jarayonida o‘quvchilarning faol qatnashishlariga imkon berish.

O‘quvchilarni ularning ustidan hech kim kulmasligiga ishontirish.

Har bir o‘quvchini u tanqidiy mulohaza yuritishga qodir ekanligiga ishontirish.

Tanqidiy fikrlash paydo bo‘lishini qadrlash.

Tanqidiy fikrlash – o‘quv auditoriyasidagi ruhiyatni o‘zgartira oladigan strategiyalar majmuidir, ya’ni mashg‘ulot o‘qituvchi va o‘quvchilarning ijodxonasiga aylanadi.

Foydalanilgan adabiyotlar:

1. M.E.Jumaev, M.Yu.Yuldasheva, B.U.Mingbaeva, G.A.Mamatova “Boshlang‘ich ta’limni o‘qitishda zamonaviy yondashuvlar va innovatsiyalar” metodik uslubiy qo‘llanma – T.: 2017 y.

XORIJIY TILLARNI BOSHLANG'ICH SINFLARDA O'QITISH MASALALARI

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Annotatsiya: Boshlang'ich sinflarda chet tilini innovatsion metodlardan foydalangan holda o'qitish. Kichik maktab yoshidagi bolalarning psixologik pedagogik xususiyatlariga ko'ra turli interfaol o'yinlar orqali xorijiy tillarni o'qitishni samarali tashkil etish.

Kalit so'zlar: Kommunikativ ko'nikma,kompetensiyaviy yondoshuv, Individual psixologik xususiyatlar,o'quvchilarning til bilish darajasi.

Mamlakatimizda chet tillarni o'qitish sohasiga berilayotgan e'tibor, ushbu sohada amalga oshirilayotgan tub islohotlarning amaliy tasdig'i sifatida boshlang'ich sinflarda chet tillarni o'rgatishda samarali namoyon bo'lmoqda. Chet tillarni erta yoshda o'qitish Respublikamiz ta'lim siyosatining muhim qismi bo'lib,uning asosida o'quvchilarga chet tillarni o'qitish hamda ularning kommunikativ ko'nikmalarini rivojlantirishda kompetensiyaviy yondoshuv yotadi .Yangi ta'lim standartlarida shaxsiy va ijtimoiy kompetentlik boshlang'ich sinf asosiy ta'limining ajralmas qismi sifatida berilgan.Uzluksiz ta'lim tizimining chet tili bo'yicha Davlat ta'lim standarti bolalardan qanday yutuqlarni kutish mumkinligini,shuningdek boshlang'ich sinfni bitirayotgan o'quvchi chet tilining A1darajasida qanday bilim va ko'nikmalarga ega bo'lishi kerakligini aniqlab beradi.

Til tajribasi dastlab o'quvchida,ona tilini o'rganish mobaynida shakllanadi. Bunda o'quvchilarning til tajribasi chet tilini o'rganishda salbiy yoki ijobiy ta'sir ko'rsatishi mumkin.

Chet tili umumiy ta'lim fani sifatida o'quvchilarning ijodiy qobiliyatlarini rivojlantirish jarayoniga yordam berishi kerak.Buning uchun chet tili darslarida turli xil o'yinlardan foydalanish yaxshi natija beradi.O'quvchilar o'yin jarayonida doim ol'g'a intilishga harakat qilishadi,hattoki past o'zlashtiruvchi o'quvchilar ham bu jarayonda samarali ishtirok eta oladi.Dars jarayonida turli xil interfaol o'yinlarni qo'llash til o'rganish jarayonini maroqli bo'lishini ta'minlab,xotirani rivojlantiradi va til o'rganishga bo'lgan qiziqishini oshiradi. Aynan o'yinlar bolalar orasida tabiiy muloqot muhitini yaratadi.Kichik maktab yoshidagi bolalarning psixologik pedagogik xususiyatlarini hisobga olgan holda quyidagi o'yin turlarini sanab o'tish mumkin:

Predmetli o'yinlar(qo'g'irchoqlar,o'yinchoqlar yoki boshqa real narsalar)
Harakatchan o'yinlar
Stolda o'ynaladigan o'yinlar
So'zlar bilan bog'liq o'yinlar
Musoboqa ko'rinishidagi o'yinlar
Ijodiy o'yinlar
Vaziyatli o'yinlar
Musiqali o'yinlar

Xorijiy tillarni o'rganishda sinfdagi ahil, sog'lom psixologik muhitni shakllantirish, chet tili o'qituvchisining kasbiy motivatsiyasi,har bir darsga ruhiy-ma'naviy tayyorgarligi, o'quvchining maktab sharoitiga moslashishda pedagog va oila hamkorligi muhim o'rin tutadi.

Boshlang'ich sinfdagi o'quvchilarning individual- psixologik xususiyatlari:iroda,temper ament,xarakter va qobiliyatlarini inobatga olgan holda ta'lim shaklini tanlash,interfaol usul va vositalardan foydalanish chet tilini o'rgatishda asosiy omil sanaladi.

Chet tili o'qitishning boshlang'ich bosqichida bolalar mashg'ulotlarda ko'proq nutq tinglashlari juda muhim.Darslarning eng boshida o'qituvchi chet tilida berilgan mashqlarni mimika va

jestlar bilan hamma koʻrsatmalarni berishi kerak.Oʻqituvchining koʻrsatmalari aniq,tushunarli va bir xil murakkablik darajasida boʻlishi kerak.Bolalar koʻrsatmalarni tez tushunishlari uchun oʻqituvchilar boshqa notanish iboralarni ishlatmasdan bir xil konstruksiyadan foydalanishi kerak. Misol uchun mashgʻulotlarda quyidagi koʻrsatmalardan foydalanish mumkin:

Keling tinglaymiz!--Let's listen!

Keling kuylaymiz!—Let's sing!

Sening navbating—Your turn.

Koʻrsating iltimos—Show me please.

Diqqat bilan tinglang!—Listen carefully!

Takrorlang,iltimos—Repeat,please

Rasmga qarang—Look at the picture

Qalamingizni oling—Take your pencil

Kichik maktab yoshida chet tilini oʻqitishning oʻziga xos ijobiy taraflari boʻlib,ular bolaning qiziquvchanlik,muloqotga kirishuvchanlik,bilishga intilish,taqlid qilishga moyillik kabi ruhiy va jismoniy xususiyatlarga,shuningdek, biror soʻzni talaffuz etishdagi harakatlarga yoʻnaltirilishi kerak.Bolalar barcha yangi narsalarni tez qabul qiladi,ayniqsa ularga oʻyin tarzidagi majburiyatlarsiz mashqlar berilishi maqsadga muvofiq.Ular takroriy tinglashlar orqali oʻqitiladi va natijada bolalarda gapirish qobiliyati rivojlanadi

Amerikalik psixolog Djeyms Asher TPR-Total Phyisical Response-Toʻliq jismoniy faollikka yoʻnaltirilgan metodini yaratib, oʻz metodikasini quyidagi prinsiplarga asoslab tuzgan:

Chet tilini oʻqitishda ma'lumotni qabul qilish va tushunish koʻnikmasi soʻzlashish koʻnikmasidan avval rivojlantirilishi lozim;

Tushunish koʻnikmasini rivojlantirishning asosiy usullaridan biri topshiriq va buyruqlarni bajarish;

Kichik yoshdagi bolalar tabiiy soʻzlashuv jarayoni topshiriq va buyruqlarni bajarish orqali yuzaga keladi.

Ushbu metodning afzalligi shundaki,bolalar ruhiy zoʻriqishmaydi,ya'ni oʻqituvchi tomonidan bosim oʻtkazilmaydi.Bunda bola oʻzini erkin his qilib,tezkor javob bermasdan chet tilini oʻrganadi,jismoniy harakatlar orqali til oʻrganish jarayoni tezlashadi hamda oʻrgatilgan koʻnikmalarni uzoq muddat eslab qolish imkoniyatini beradi.Shuni ta'kidlab oʻtish muhimki, kichik yoshdagi bolalarni gapirishga majburlash mumkin emas,chunki u avval tinglaydi,tushunishga harakat qiladi,bir oz vaqt oʻtgachgina chet tilidagi ayrim soʻzlarni tushunadi yoki ona tilidagi ekvivalentiga bogʻlagan holda tushunish orqali qabul qiladi.

Xulosa qilib aytganda,kichik yoshdagi oʻquvchilarga chet tilini oʻrgatish jarayonini ularning yosh darajasi, psixologik xususiyatlarini hisobga olgan holda toʻgri tashkil etish, bolalarning til oʻrganishga boʻlgan qiziqishlarini yanada oshirishga xizmat qiladi.

Foydalanilgan adabiyotlar roʻyxati:

1. Oʻzbekiston Respublikasi Prezidentining 10.12.2012 yildagi "Chet tillarni oʻrganish tizimini yanada takomillashtirish chora tadbirlari toʻgʻrisida"gi qarori

2. Oʻzbekiston Respublikasining 2013 yil 8 maydagi "Uzluksiz ta'lim tizimining chet tillar boʻyicha davlat ta'lim standarti.Barcha ta'lim bosqichlari bitiruvchilarining chet tili boʻyicha tayyorgarlik darajasiga qoʻyiladigan talablar.

3. Sh.T.Xalilova,A.Nosirov va boshqalar "Boshlangʻich ta'lim sifatini oshirishda zamonaviy pedagogik va axborot texnologiyalarini qoʻllash. Toshkent2014 y.OzPFITI nashriyoti

4. Asher J.Language by command.The Total Physical Response approach to learning language .The way of learning.Summer 1984

5. Денисова Л.Г "Использование игровых элементов на начальном этапе обучения английскому языку" Ин.яз в шк №4

‘’DUNYONING ISHLARI” ASARIDA FOLKLOR AN’ANALARINING DAVOM ETTIRILISHI

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Annotatsiya: ushbu maqolada xalqimizning ardoqli va sevimli adibi O‘tkir Hoshimovning ‘’Dunyoning ishlari” asarida xalq og‘zaki ijodi na’munalaridan mohirona foydalanganligi keltirib o‘tilgan va misollarda aks ettirilgan. Shu bilan birgalikda, folklor an’analarining izchil davom ettirilganini ko‘rishimiz mumkin.

Kalit so‘zlar: folklor, genezes, funksiya, syujet, asarning umumiy ruhi, uslubiyat.

O‘zbek folklori janrlari uzoq tarixga ega bo‘lib, har biri o‘ziga xos tabiati, syujet tuzilishi, badiiyati, obrazlar tizimi, aniq va yorqin tasniflangan shakl-shamoyili bilan farqlanib turadi. Folklor janrlari madaniyat tarixida iz qoldirgan hodisagina emas, balki maishiy hayot bosqichlarida yuz bergan diniy e’tiqod, urf-odat, an’ana mahsuli hamdir. Ushbu maqolada ‘’Dunyoning ishlari’’ asaridagi xalq og‘zaki ijodining eng qadimiy janrlaridan biri bo‘lmish qo‘shiqlardan foydalanish uslubiyatini tahlil etishga harakat qilamiz. Qo‘shiq xalq og‘zaki ijodi namunalarida shakllangan bo‘lib, bir qator janr xususiyatlariga ega. Avvalo, qo‘shiq ijro uchun mo‘ljallanadi, unda ijro imkoniyatlari hamisha ko‘zda tutiladi. Xalq qo‘shiqlarida insonning ruhiy olami, ichki kechinmalari, turmushida sodir bo‘luvchi ko‘ngilli va ko‘ngilsiz voqealar, g‘am-anduh yoki shodlik-u xurramliklari, mehnat mashaqqatlari, sevgi iztiroblari his-tuyg‘ular orqali aniq badiiy obrazlarda gavdalantiriladi. Ushbu asardagi qo‘shiqlar asarda tasvirlanayotgan voqea-hodisalarga mos ravishda keltirib o‘tilganligini aniq misollar yordamida ko‘rib chiqamiz. Jumladan, asarning ‘’Oq, oydin kechalar’’ qismda berilgan qo‘shiqqa e’tibor qarataylik:

‘’… Keyin yirik-yirik yulduzlar bilan to‘lgan osmonga tillaqoshdek ingichka oy suzib chiqardi. Oyim osmonga tikilib turib ohista pichirlar edi:

Oymomoxon xulla,
Qanotlari tilla.
Subxon allo sizga,
Umr bersin bizga…”

Adib ushbu qo‘shiq vositasida onalar qalbining naqadar keng ekanligi, dunyodagi barcha eng yaxshi narsalarni faqat va faqat farzandlariga ravo ko‘rishlarini aks ettirgan. Ona o‘zi bilan birgalikda hammaning uzoq umr ko‘rishini so‘raydi. ‘’Umr bersin bizga…” Odatda, qo‘shiqlarda xalq orzulari aks ettiriladi. Ushbu asarda ham birgina ona tomonidan aytilgan qo‘shiq vositasida butun insoniyat orzulari aks ettirilgan. Axir, dunyodagi barcha onalarning orzulari farzandlarining sog‘ligi, ularning kamolini ko‘rish emasmi? Bola osmondagi eng yorug‘ yulduzni, ona esa eng xira yulduzni tanlaydi. Aslini olganda ham onalarimiz biz uchun butun umrini sarf etadilar va oqibatda biz kamolga yetib, ya’ni eng porloq yulduzga aylanayotgan paytimizda ular o‘z-o‘zidan eng xira yulduzga aylanib boradilar, afsus…

Asardaning ‘’O‘ris bolaning oyisi’’ qismidagi Zebi xolaning quyidagi xonishiga e’tibor qarataylik:

Yor yurgan ko‘chalarni supuray sochim bilan,
Changi chiqsa suv sepay, ko‘zdagi yoshim bilan…

Ayol sadoqati- tan bermaslikning iloji yo‘q! Jahon urushi ko‘pchilikning yostig‘ini quritgan. Bu kabi ayanchli holat o‘zbek oilalarining deyarli har birida uchragan. Adib o‘zining

esdaliklarini xotirlar ekan, aynan shu qismida urushning insoniyat baxtining kushandasi ekanligiga ta'rif berib o'tadi. Zebi xola urush tufayli suyukli turmush o'rtog'i va yakka-yu yolg'iz o'g'lidan ayriladi. Qo'shiqlarda inson ruhiyati, uning o'y-kechinmalari aks ettiladi. Aynan shu qismda buni ko'rishimiz mumkin. Hammaning nazarida erkaklardek barvasta gavdali, etik kiyib, ketmonni yelkasiga tashlab, g'oz yuradigan bu ayol ham aslida o'z ichki g'am-anduhlariga ega ekanligi bayon etilgan, ya'ni tashqi ko'rinish doim ham birlamchi bo'lavermasligi ta'kidlangan. Qo'shiqni ijro etish paytidagi ayolning holati, uning ruhiy kechinmalari… bularning barini tushunish qiyin. Aynan shu ruhiyatining ifodasi o'laroq, yuqoridagi qo'shiq dunyoga kelgan.

Jon bolam, jonim bolam, qaylardasan, bergil xabar
G'amda boshim, ko'zda yoshim, ichganim bo'ldi zahar.
Za'farondek sarg'ayurman hasratingda qon yutib,
Ko'zlarimning nuri ketdi yo'llaringga ko'z tutib.

Ko'rib turganimizdek, adib asar voqelarining syujetiga xos ravishda xalq og'zaki ijod na'munalarini tanlaydi va shu bilan birga bunday yuksak folklor an'analarining kelgusi avlod vakillariga ham yetib borishini ta'minlaydi. Axir, badiiy asarlarning asosiy funksiyalaridan biri ham aynan shu emasmi? Asarda keltirilgan barcha qo'shiqlar bevosita asar qahramonining ruhiy holatini aks ettiradi. Xulosa qilib aytganda, O'tkir Hoshimov asarlari folklor an'analariga boyligi bilan ajralib turadi. Asar mazmun ko'lamining tub mohiyatini anglash, ularni to'g'ri tahlil etish, shu bilan birgalikda xalq og'zaki ijodi na'munalarini o'rganish adabiyotshunoslik oldida turgan dolzarb funksiyalardandir.

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INNOVATIVE TECHNOLOGIES IN LANGUAGE TEACHING

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Annotation: In the XXI century, there has been a steady trend towards reorientation of the higher education system to new values, where the humanization of the pedagogical process and the democratization of interpersonal relations have become the main focus [2]. Today, a graduate of a higher school must be competitive and in demand in the labor market, which a priori implies a high level of their overall development, possession of information and communication competence, high professionalism, the ability to make independent decisions, unconventional thinking and productive adaptation to changing conditions in Uzbekistan [1]. All this leads to the fact that currently teaching activities must be innovative, which is one of the essential factors for the successful educational activities of any educational institution.

Keywords: innovative activity, information technologies, teaching methods

The reality is that innovative activity, on the one hand, creates the basis for creating the competitiveness of an institution in the market of educational services, on the other - determines the direction of professional growth of teaching staff, which really contributes to the personal growth of students [2].

In this regard, in recent years, the use of information technologies in higher education has become more and more widespread, representing not only modern technical means, but also new approaches to the learning process. This is due to the main goal of teaching foreign languages: the formation and development of students ‘ communicative culture, their practical mastery of a foreign language. The task of a language teacher is to create all the conditions for practical language acquisition by each student. This implies the choice of such teaching methods that would allow him to show his activity and creativity. This is what modern innovative technologies related to the use of various information technologies and Internet resources are aimed at.

An analysis of the activities of Uzbekistan universities shows that they now rely on the principle of variability, which contributes to the construction of the pedagogical process according to any educational model. Against the background of the development of various options for the content of education, we see the birth of new ideas, as well as the introduction of the concept of pedagogical technology into the philosophy of education. The main forms of using information technologies are the following:

1) Multimedia lessons, which are conducted on the basis of computer training programs;

2) Lessons based on author’s computer presentations during lectures, seminars, laboratory work, reports of students. For example, with the help of the PowerPoint computer program, teachers organize a series of multimedia lessons, training modules, and e-learning tools that allow you to integrate audio-visual information presented in various forms-graphics, slides, text, video, etc.;

3) Testing on computers;

4) Telecommunications projects, working with audio and video resources online;

5) Distance learning, which includes all forms of educational activity carried out without personal contact between the teacher and the student. Almost any educational services are available on the global Internet today starting from short term advanced training courses and ending with full fledged higher education programs;

Modern reality makes higher and higher demands on the level of practical knowledge of a foreign language. In this regard, the use of innovative educational technologies provides

huge opportunities to improve the effectiveness of the learning process. The information and multimedia training programs considered in the article, as practice shows, have advantages over traditional teaching methods, since they not only allow you to train certain types of speech activity, combining them in various combinations, but also contribute to the implementation of an individual approach and increase the independence of students.

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ROLE- PLAYING GAMES IN ENGLISH LESSONS

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Annotation: Role-playing is a learning structure that allows students to immediately apply content as they are put in the role of a decision-maker who must decide on a policy, resource allocation, or some other outcome.

Keywords: role-playing games, active, help, goal, communicative, speak

Learning English may seem completely boring and uninteresting if this process is monotonous, involves one type of activity and does not motivate the student to study English with interest. The task of the teacher is to present the learning process in such a way that the student wants to learn English, strives to understand it and is ready to speak it. Therefore, the main and leading goal of teaching foreign languages is communicative, i.e. practical mastery of a foreign language as a means of communication is realized when teaching students listening, speaking, reading and writing. By engaging in role-playing games in English lessons, students present themselves as someone else in a particular situation and behave appropriately according to the rules of this game. Social (doctor, salesman), interpersonal (friends, classmates), psychological (neutral, positive, negative characters) roles that students play, contribute to the fact that they learn to communicate and discuss issues, understand and evaluate the feelings of other people, solve problems. The ultimate goal of any role-playing game in English lessons is to gain new knowledge and develop them to skills. To play role-playing games in English lessons properly, it is necessary to form the necessary social skills of communication in the student and familiarize them with a dialogical speech in English. This is helped by exercises to train expressions of the label plan, developing skills of talking on the phone, macro dialogues on a given topic from several replicas, creating dialogues in English on a sample, reading and playing these dialogues by heart, playing the dialogue in pairs.

Examples of role-playing games in English lessons:

Role-playing in pairs is the simplest type of role-playing games. Here you can use questionnaires that students must complete by asking each other questions.

Activity 1.Work in pairs. Practise some conversations in a hotel, using the ideas above. One of you in the guest, the other is the waiter or the receptionist.

Role-playing games in subgroups can be conducted in different ways. Some authors believe that all subgroups should play simultaneously, and the teacher should control their work by moving from one group to another. But there is also an option: when subgroups play in turn: one subgroup plays, and the rest listen and evaluate to participate in further discussion.

Activity 2. Work in groups. Some of you are members of a group of musicians (classical, pop, jazz). Some of you are journalists who are going to interview the musicians. Musicians: talk together to decide the following – the kind of music you play, the name of your band, who plays what, what has influenced your music, how long have you been together, the records you have made, the countries you have toured. Journalists: work together to think of some questions to ask the musicians. When you are ready, conduct the interview.

For the use of role-playing games, the theme of “Shopping” is very favourable: as a separate topic for studying English, and as a sub-theme when passing the topic “Travel”.

The necessary vocabulary is introduced on the topics “Stores”, “Products”, “Clothing”, the formulas of polite treatment are repeated: Can I help you? What would you like? What can I do for you?, enter dialogue replicas on the topic: How much does it cost? What is the price of...? Have you a ... of my size? etc. A role-playing game is played (often in pairs) according to the situation, for example, “ Preparing for the New year. You are preparing for the New Year. You have created a menu for the holiday table. What will you buy at the store? Play out the dialogue between the seller and the buyer.» Or another situation: “your friend (girlfriend) has a birthday. You have 300 rubles. What would you like to buy that is not very expensive, but at the same time useful for it? Ask the seller to help you.” In the second year, the grammatical topic “Indefinite pronouns some, any, no, adverbs a lot of, much, many, (a) few, (a) little” is pre-introduced.

A role-playing game in the form of the TV program “Field of miracles “ allows you to” bring “ the children both in monologic and dialogical form of speech, to work out the material studied on any topic. Students take turns spinning the game drum, and while it is spinning, the host (teacher) talks to students about various topics: family, studies, Hobbies, etc. Taking the form of this program as the basis of a role-playing game, I use it as a final lesson on various topics: “American holidays”,” Famous Americans”, “Sport and health”,” New Year and Christmas”, etc. The so-called “role cards” also deserve attention. Each participant receives a card, one side of it is the same for all (it contains information about the role situation, about the problem that needs to be solved). The reverse side contains information about this person and indicates a possible line of behaviour.

So, role-playing is learning in action that improves the quality of learning. Role-playing is a technique that helps students improve their speaking skills and skills in Dialogic speech, as well as try their hand at acting.

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DARSDA YANGICHA YONDASHUV- O‘QUVCHI IQTIDORINI OSHIRADI.

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Annotatsiya: Pedagogik muloqotda demokratik uslub afzalligi haqida ma’lumot berilgan
Kalit so‘zlar: pedagogika, psixologiya, adaptiv, kognitiv, texnologiya, ta’lim tarbiya, demokratik o‘qitish.

Demokratik o‘qitish uslubining asosiy xususiyati sifatida guruhning o‘rtaga tashlangan masala muhokamasida va uning tashkil etilishida faol ishtirok etilishi qaraladi. Natijada ishtirokchilarning o‘ziga bo‘lgan ishonchi oshadi va o‘z-o‘zini boshqarish hissi rag‘batlantiriladi. Bu uslubda guruhdagi o‘zaro munosabatlar yaxshi kelisha olish tarzida davom etadi va bir-biriga bo‘lgan ishonch kuchayadi. Eng samarali uslub sifatida demokratik uslub tan olindi. Guruh ishtirokchilari uchun bu yerda xarakterli xususiyat bo‘lib vazifaga qiziqish va ichki faoliyat motivatsiyasi xizmat qiladi. Vazifalarning bajarilish sifati va aniqligi oshadi. Shu bilan birga guruh qobiliyati, erishilgan umumiy muvaffaqiyatlar ustidan g‘urur tuyg‘usi, o‘zaro ko‘maklashuv va do‘stona munosabatlar kuchayadi. Bu natijalar keyinchalik amalga oshirilgan izlanishlar asosida ko‘p marta tasdiqlandi. Pedagogik muloqotda demokratik uslubning afzalligi quyi sinf o‘quvchilaridan boshlab yuqori sinf o‘quvchilarigacha bo‘lgan turli guruhlarda isbotlandi. Shu narsa ham ma’lum bo‘ldiki, birinchi sinf o‘quvchilarida o‘qishning ikkinchi haftasidayoq maktabga va o‘qishga bo‘lgan ishtiyoqning tez sur’atlarda susayishi aynan avtoritar o‘quvchilar boshchilik qilgan guruhlarda kuzatilar ekan. Shunday qilib maktab hayotuda va bilim olishda o‘qituvchilarning o‘quvchilar bilan bo‘ladigan munosabatlari muhim rolni o‘ynashi aniqlandi. Adolat mezoniga asoslangan holda aytish lozimki, zamonaviy sotsial psixologiyaning tasdiqlashicha shunaqa holatlar ham bo‘ladiki, ba’zida avtoritar uslub eng foydali va maqbul bo‘lib chiqadi. Lekin odatda ko‘proq pedagogik muloqotda bu qoida emas, balki istisnodir. Ta’lim jarayoniga yangicha yondashib, ijodkorlik, bunyodkorlik tatbiq etilsagina va pedagogik faoliyat jarayonlari metodologik hamda psixologik jihatdan to‘g‘ri tashkil qilinganida ta’lim samarasi yangi bosqichga ko‘tariladi ya’ni:

- bolaning talabi, moyilligi, istak- xohishi uning imkoniyatlari darajasida qondiriladi;
- o‘quvchining o‘quv mehnatiga mas’uliyati, javobgarligi va burchi oshadi;
- bilimlarni mustaqil egallash malakalari shakllanadi;
- u umr bo‘yi o‘z bilimini uning o‘zigina boyitishiga ishonch paydo bo‘ladi;
- erkin fikrlash malakasi shakllanadi;
- shaxs jamiyatda o‘zining o‘rnini tezroq topib olishiga muhit yaratadi.

Buning uchun biz o‘quvchiga “ Sen buni bilishing kerak” degan majburlovchi da’vatdan “ Menga bu zarur va men buni bilishga, uni hayotda qo‘llashga qodirman” degan ichki ishonch va intilishni uyg‘otishga o‘tishimiz kerak. Shu munosabat bilan doimiy harakatdagi yangi pedagogik texnologiyalar bo‘yicha tashabbuskor innovatsion guruhlar tashkil etilsa, maqsadga muvofiq bo‘ladi. Zamonaviy pedagogik texnologiya ta’lim jarayonida hukm surayotgan inqirozdan qutilishning yagona va bosh mezonidir. Tizimning amal qilishi kadrlarning istiqbolda mo‘ljallangan vazifalarni hisobga olish va hal etish qobiliyatiga, yuksak umumiy va kasbiy madaniyatga, ijodiy va ijtimoiy faollikka ijtimoiy- siyosiy hayotda mustaqil ravishda yo‘nalish ola bilish mahoratiga ega bo‘lgan yangi avlodini shakllantirishni ta’minlaydi. Pedagogik texnologiyaning umumpedagogik, xususiy va kichik darajalari farq

qilinadi. Bundan tashqari, sezgi a'zolari orqali bilim olishni ifodalaydigan empirik, moddiy va ma'naviy olam haqidagi bilimlarni kengaytiruvchi kognitiv, ijodiy faollik va o'quv izlanish, mehnatiga asoslangan evristik, tadqiqot va yangilik yaratish faoliyati bilan bog'liq kreativ, axborot va ma'lumotlarni qayta ishlash va o'zgartirish evaziga, ta'lim tarbiya beruvchi inversion, o'zlashtirilgan bilimlarni omixtalab tugal tafakkurga olib keluvchu integrativ, yosh va individual xususiyatlarni hisobga olib o'qitishga tayanuvchi adaptiv, ta'lim oluvchi va tarbiyalanuvchi shaxsi bilan o'qituvchi (tarbiyachi) munosabatidagi tenglik va adolatlilikka bo'ysunuvchi inklyuziv kabi pedagogik texnologiyalarning yo'nalishlari shakllangan. Ularning qamrovi yuqorida tilga olingan uch xil darajada bo'lishi mumkin. Umumpedagogik texnologiya dunyo ta'lim tizimining barcha ilg'or va samarali ko'lamda amalga oshiriladi. Bizning amaldagi uzluksiz va yagona ta'lim tizimimizda umumpedagogik texnologiya yetakchi o'rinni egallaydi. Ta'lim turlari va yo'nalishlari, ixtisoslik va mutaxassislik tasnifi hamda ta'lim muassasasining o'ziga xosligi asosida xususiy texnologiya joriy etiladi. O'qitishning asosiy tashkiliy shakli bo'lgan dars va uning bevosita davomi bo'lgan darsdan tashqari ishlarda kichik texnologiyalar qo'llaniladi. Hamda ular lokal(mahalliy) pedagogik samaraga olib borishi lozim.

Pedagogik texnologiya eng murakkab jarayon - insonning ta'lim tarbiyasi bilan shug'ullanishda asosiy vosita bo'lganligi tufayli ham uning asoslari ham shaxs murakkabligi kabi xilma - xildir. Ular orasida tarixiy, nazariy, ijtimoiy, falsafiy, metodologik, pedagogik, didaktik, fiziologik, gigiyenik, iqtisodiy, mafkuraviy, huquqiy me'yoriy amaliy va boshqalar farq qilinadi.

Pedagogik texnologiya o'quv predmeti va fan sifatida o'zining hayotdagi munosib o'rnini egallab bormoqda.

Demak, pedagogik texnologiya didaktik vazifalarni samarali amalga oshirish, shu sohadagi maqsadga erishish yo'li. Pedagogik texnologiya va o'qitish texnologiyasi o'zaro bog'liq bo'lishi bilan birga farq qiluvchi tomonlari ham mavjud. Pedagogik texnologiya ta'lim tarbiya jarayoninig hamma sohalarini qamrab oluvchi yaxlit tizim bo'lsa, o'qitish texnologiyasi ma'lum fanlarni hozirgi didaktik talablar asosida o'qitishning yaxlit tizimini tashkil qiladi.

Foydalanilgan adabiyotlar:

1. I. Karimov " Yuksak ma'naviyat yengilmas kuch".
2. Foydalanilgan manbalar ta'limga oid kitoblardan.

ADVANTAGES AND PROBLEMS OF USING FICTION IN TEACHING A FOREIGN LANGUAGE

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Annotation: In recent years, the role of fiction in educational programs as a major component and source of authentic texts in English has again attracted attention. The use of fiction in the process of teaching a foreign language is experiencing resurgence for a number of reasons. Some of the traditional approaches to teaching a foreign language using literary materials, where the learning process focused on the functional use of the language being studied, have become less popular. However, in various methods of teaching a foreign language, the role of literary texts is now overestimated, and many teachers have begun to consider literary texts as providing a wide range of linguistic and cultural information, as an effective incentive for students to develop the ability to Express their thoughts in other languages, as well as a potential source of motivation for the student.

Keywords: teaching foreign languages, communication, literary works

The choice of literary material today is no longer limited to canonical texts from literary sources in countries such as the United Kingdom and the United States, but includes the work of writers from different countries and cultures using various forms of English.

It is well known that the content of teaching foreign languages should be aimed at introducing students not only to a new way of speech communication, but also to the culture of the people who speak the language being studied, to the national and cultural specifics of speech behavior in the country of the language being studied. Language through the culture of the peoples who inhabit the country of the language being studied (or rather, through the dialogue of their national culture and culture, It helps students to form an idea of various spheres of modern life of another society, its history and culture. Introducing students of a foreign language to the literature of another people undoubtedly helps to develop an understanding of other cultures, introduces them to their peculiarities and differences, and fosters a tolerant attitude towards representatives of other communities. At the same time, excerpts from literary works often discuss universal themes, such as love, war, and loss, which are not always covered by the main content of textbooks.

The main goal of teaching a foreign language is the formation of communicative competence as the ability and readiness to carry out foreign language communication. The achievement of this goal, i.e. the implementation of communication activities, is possible when mastering a certain content of training, one of the components of which is skills and abilities.

Literary texts are a rich source of linguistic information for practical tasks, and can help students develop all the basic skills-speaking, listening, reading and writing, as an ideal complement Uzbek of young scientists Traditions and innovations in foreign language teaching methods an article illustrating the use of grammatical structures and the use of new vocabulary. [2]. Modern students meet with literature that differs both in time and periods described, as well as in styles and genres, get acquainted with different aspects of human experience (for example, philosophical, ethical, aesthetic). Among these texts are fiction and non-fiction, classic and contemporary works. The artistic language of literary works contributes to the emergence of emotions in readers, and awakens the cognitive abilities of students, immersing them in the content of the text.

The READING section in most foreign and domestic EMC (educational and methodological complexes) offers a wide range of texts that are of universal interest in Uzbekistan; contribute to the acquisition of new information and understanding of the needs of society; understand the culture of their country and the countries of the language being studied.

When choosing literary texts independently, the English teacher should take into account the needs, motivation, interests, cultural background and language level of students. However, one of the main factors to consider is whether the proposed work can arouse students ‘ interest and elicit strong, positive responses. Interesting will be the text that contains new problematic information, opens a “window” into the world of another culture, affects its feelings and emotions, etc. [3]. Meaningful and interesting texts are likely to have a positive impact on the development of the ability to analyze linguistic and extra linguistic features. Also of great importance is the choice of books that relate to the real experiences and emotions of students. Speaking of language complexity, it is obvious that if the language of a literary work is simple, it can make it easier to understand the literary text, but for a trained reader, the “complexity” of the language will not be an obstacle to reading.

There are several approaches to the study of literary material in Uzbekistan. The works of classical and modern writers can be studied in their original form, in the original, as well as in a simplified or abbreviated version, the so-called simplified reading Easy Reading. More and more works of fiction written specifically for this category of readers are being published for students of English and other foreign languages.

Types of literary texts that can be used both for work in the classroom and for extracurricular reading includes: 1) short stories 2) fairy tales, 3) novels, 4) plays, 5) lyrics.

Although the world of novels, plays, or short stories is imaginary, it is a complete and colorful setting in which characters from many social or regional groups can be described. Texts can be supplemented with audio texts, music CDs, movie clips, podcasts, which will positively affect the sensory perception of the material. [3]. Thus, teaching students to read fiction in English will open up a rich source of authentic material for the development of literary competence, for better assimilation and enrichment of the passive vocabulary; knowledge of the culture of the language being studied will develop and, in General, will contribute to the main goal of learning.

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ERTA YOSHDA XORIJIY TILLARNI O‘RGATISH TAKLIFLARI

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Annotatsiya: Erta yoshda xorijiy tillarni o‘rganishning umumiy talablari va amalga oshirishdagi tavsiyalar.

Kalit so‘zlar:So‘z boyligi,Funksional diologlar,tavsiyalar va takliflar.

Erta yoshda xorijiy tillarni o‘rganishning umumiy talablari amalga oshirish bolalar bog‘chasi, tayyorlov maktablari va boshlagich maktablardan tashqarida qa‘bul qilinadigan ta‘lim va til siyosati borasidagi qarorlarga bog‘liq.

Hurmatli sobiq Prezidentimizning 2012 yil 10 dekabrdagi “Chet tillar o‘rganish tizimini yanada takomillashtirish chora tadbirlari “to‘g‘risidagi qonun shunga yaqqol misol bo‘la oladi.Unga ko‘ra o‘quvchilar erta yoshdan 1-sinfdan chet tillarni o‘rganish imkoniyatiga ega bo‘ladi.

Boshlang‘ich sinflardagi chet tili darslarini rejalashtirishda,birinchi navbatda tarbiyachi yoki o‘qituvchining bilim va malakasi turadi.Ushbular asosida o‘qituvchi dars rejasini har tomonlama puxta bo‘lishiga e‘tibor berishga xarakat qiladi.Chet tili darslari bo‘yicha ta‘lim standartlari o‘quv dasturi shaklidagi kiritilganini bilamiz,chunki bu bilan u o‘quvchilarning chet tili darslari uchun poydevor yaratadi va yo‘nalishlarini belgilab beradi. Hozirgi kunda ta‘lim muassasalarida xar bir bosqich uchun darsliklar yo‘lga qo‘yilgan.Albatta bu darsliklar ta‘lim jarayonini samarali va qiziqarli jarayonga aylantiruvchi zamonaviy metodikaga egaligi shubhasizdir.Chet tilini kichik yoshdagi bolalarga o‘rgatishda biz o‘qituvchilar doimo yodda ushbularni chiqarmasligimiz kerak deb o‘ylayman:

1.So‘z boyligi.

Bolalar o‘z dunyolariga oid so‘z va iboralar bilan birga,ularni kategoriya guruhlariga bo‘lish darkor,chunki bunday so‘zlarni bu y o‘l bilan o‘rganish osonroq bo‘ladi.Masalan;Animals-Domestic, animals-Wild animals.

2.Funksional diologlar.

Yani bolalar bu so‘zlarni xar kuni qo‘llashlari mumkin:

-Goodmorning!

- Goodmorning

- You are welcome! I am at home .Let‘s play!

-How are you!

-Well,thanks

Birinchi va ikkinchi chet tilini organishni qachon boshlash va ularni o‘qitishni qay yo‘sinda tashkil etish masalalari qator milliy muassasalar va birlashmalar tomonidan umumiy manfaatlar asosida belgilanadi. Chet tilining milliy ta‘lim tizimidagi o‘rni va ommaviyligiga, albatta Yevropa Ittifoqi kabi xalqaro davlatlar ittifoqi miqyosida qa‘bul qilingan tillar to‘g‘risidagi me‘yoriy hujjatlar ham ta‘sis etiladi.

Bunday tashkilotlar jumlasiga chet tili o‘qituvchilar uyushmasi, ilmiy jamiyat va institutlar hamda til o‘rganishni qo‘llab-quvvatlovchi xalqaro miqiyosida faoliyat olib boruvchi vositachi tashkilotlar kiradi va ular soha mutaxassislarining bilim va tajribalarini jalb etish orqali til va t a‘lim sohasida siyosiy doira vakillari tomonidan qarorlarni qabul qilishga, ishtirok etishga harakat qiladilar.

Siyosiy arboblar hamda soha mutasaddi xodimlari til hamjamiyatlarini va til bilan bog‘liq

kasblarning manfaatlarini himoya qilishlari lozim.Shuning uchun ham erta yoshda xorijiy tillarni o‘rganish sohasida faoliyat olib borayotgan tarbiyachilar,o‘qituvchilar va boshqa ekspertlar o‘zlarining talab va ehtiyojlarini aniq ifodalashlari va til siyosati borasidagi muhim masalalarni hal etishda faol ishtirok etishlari o‘ta muhim hisoblanadi. Buning uchun masalan, soha bo‘yicha uyushmalarga a‘z o bo‘lish .til o‘rganishni qo‘llab-quvatlovchi va malaka oshirish tadbirlarida ishtirok etish imkoniyatlari mavjud.

Erta yoshda xorijiy tillarni o‘qitish darajasi har bir mamlakatda turlicha bo‘ladi, bu borada muhim sanalgan bir necha umumiy tavsiyalar berish mumkin:

- milliy va hududiy xususiyatlarni inobatga olgan holda,xorijiy tillarni o‘qitish boyicha aniq va muvofiqlashtirilgan ta’lim rejasini ishlab chiqish.
- til siyosati va til o‘rganishni qo‘llab-quvvatlovchi tadbirlarni amalga oshirish uchun aniq ustuvor yo‘nalishlarni ishlab chiqish.
- ta’limni rivojlantirish hamda o‘qituvchilar malakasini oshirish uchun yetarli shart-sharoit va mablag‘ bilan ta‘minlash
- islohatlar jarayonidagi chora-tadbirlarning maqsadini jamoatchilikka oshkor etish
- qarorlarni amalga oshirish jarayonida chet tillari va ularni o‘rganishni qo‘llab-quvvatlovchi tashkilotlarni jalb etish
- imkon qadar barcha bolalarga erta yoshda xorijiy tillarni o‘rganish uchun qulay imkoniyatlar yaratildi.

Xorijiy tillarni o‘rganish jarayonida birinchi chet tili sifatida ko‘pincha foydalilik mezoni bo‘yicha eng muhim bo‘lgan til ustivor hisoblanadi. Bugungi kunda ingliz tili Lingua franca sifatida bunga misoldir.

Yevropadagi kabi yevropacha ko‘p tillilik,tushunchasi ostida kamida ikkita zamonaviy xorijiy tilni egallash maqsad qilinsa,unda navbatdagi chet tillarni o‘rganish uchun birinchi chet tilining ahamiyatiga yanada ko‘proq e‘tibor berilishi lozim.Bu ayniqsa,bolalar bog‘chalari,tayyorlov maktablari yoki boshlang‘ich maktablarda birinchi chet tilini o‘qitish uchun muhim sanaladi,chunki birinchi chet tili navbatdagi xorijiy tillarni o‘rganishga yo‘l ochib berishi lozim.

Ota-onalar ko‘p hollarda ingliz tilini o‘rganish oson,u global aloqa vositasi sifatida farzandlarining kelajakda o‘qish va kasb sohalarida martabaga erishish uchun yaxshi zamin yaratadi deb ishonganlari uchun uni birinchi chet tili sifatida o‘qitilishini talab qiladilar.O‘quvchilarga chet tillarni o‘rganishni boshlashda boshqa bir chet tili bolalarga mos va uzluksiz tarzda o‘rgatilsa,mazkur chet tiliga va tili o‘rganilayotgan mamlakatning madaniyatiga nisbatan ijobiy munosabat shakllanadi.Shunda ingliz tili bo‘yicha kutilgan bilim darajasi bosqichiga erishishga hech qanday putur yetmaydi.

Til o‘rganish jarayoning boshlarida bolalar o‘z dunyolariga oid so‘z va iboralarni va ularning ona tilidagi ma‘nolarini bilishni afzal ko‘radilar.Erta yoshda chet tilini o‘rganishni boshlaganlarida Grammatik strukturalarni hali anglab yetmaydilar,balki ularni avval turg‘un birikma yoki iboralar sifatida qa‘bul qiladilar.

TAVSIYALAR:

O‘rganish uchun taklif etiladigan chet tillari bolalarga tanlash imkonini berishi uchun turli xil bo‘lishi lozim.

- Tillar ketma-ketligi individual va huquqiy ko‘p tillilikni inobatga olgan holda o‘zgaruvchan bo‘lishi lozim.
- Birinchi chet tili uzliksiz o‘rgatib borilishi lozim.
- Chet tili darslari maqsadi,mazmuni va uslubi jihatdan o‘quv guruhining bilim va talablariga yo‘naltirishi lozim.
- Dars rejasi har bir bolaning talablari,imkoniyatlari va ehtiyojlariga to‘g‘ri kelishi shart.
- Chet tili darslari bolalarning dunyo to‘g‘risidagi tasavvurlari bilan bog‘lanishi,ular uchun

muhim hisoblangan mavzular orqali tildan tashqari sohalarda ham ularning qobiliyatlarini rivojlantirishi lozim.

Foydalanilgan adabiyotlar:

1. O‘zbekiston Respublikasining 2012 yil 10 dekabrdagi №1875-qarori “Chet tillarni o‘rganish tizimini yanada takomillashtirish chora tadbirlari “to‘g‘risidagi.
2. “Pedagogik mahorat va pedagogik texnologiya”. Toshkent-2003

ONA TILI VA ADABIYOT DARSLARIDA„TEZKOR MUHOKAMA" USULIDAN HAMDA„UCHINCHISI ORTIQCHA" O'YINIDAN FOYDALANISH

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Annotatsiya: Ushbu maqolada ona tili va adabiyot darslarida o'tilgan mavzuni takrorlash va mustahkamlashda samarali bo'lgan metodlar haqida muhokama yuritilgan.

Kalit so'ziar; „Tezkor muhokama,,,,,Uchinchisi ortiqcha,,tuyuqlar,imlo, jadval.

Ona tili va adabiyot darslarida o'tilgan mavzuni takrorlash, yangi mavzuni mustahkamlashda turli xil metodlardan foydalanamiz. Biz qo'llab kelayotgan metodlar o'quvchilarning ilm olishlari uchun zamin hozirlaydi, uzoq vaqt xotirasida saqlanishini ta'minlaydi. Xotirani charxlovchi, mustahkamlovchi metodlar qatorida,,Tezkor mushohada'' usuli,,,Uchinchisi ortiqcha '' o'yinlarini kiritish mumkin. Ushbu metodlardan foydalanishda shakldosh so'zlardan qo'llash mumkin. Shakldosh so'zlar-shakli bir xil ma'nosi har xil so'zlar hisoblanadi. Namuna sifatida quyidagi,,Tezkor mushohada'' usuli asosida tez va to'g'ri yechishlari kerak bo'ladi. Ya'ni nuqtalar o'rniga kerakli harflarni qo'yib shakldosh so'zlar hosil qilish topshiriladi.

67. T…l, 2.Y…z. 3. S…ch. 4. CH…ng.5. T…r. 6.T…sh. 7. T…t. 8.T…r. 9.Q…y. 10.T…y.

O'quvchilar ishi tekshirilib, so'zlar mazmuniga izoh berish talab qilinadi. Javoblar quyidagicha bo'lishi kerak.

1-3-qator- ta'na a'zolari [til,yuz, soch]
4-5-qator- cholg'u asboblari [chang, tor]
6-8-qator- harakat fe'llari [tush, tut, tur]
9-10-qator-hayvon nomi [qo'y, toy]

,,Uchinchisi ortiqcha'' o'yinida esa o'quvchilarga shakldosh so'zlar yozilgan quyidagi jadval ko'rsatiladi.Ular shakldosh so'zlar berilmagan qatorni topishlari kerak bo'ladi.

och	oyoq	kuy
kul	qattiq	o't

Bunda 2-katakdagi oyoq, qattiq so'zlari shakldosh so'zlar emasligi qayd qilinadi.

Bundan tashqari quyidagi jadvalda ham o'quvchilarning bilim saviyasini oshirish, mustahkam o'zlashtirishlari va o'rganishlari uchun zamin yaratadi.

Jadvalni to'ldiring.

N	Shakldosh so'zlar	So'zlarning ma'nosi	So'z turkumida qo'llanilishi	
1	Bor	mavjud	... [**ot**]	
2	bor	bormoq	… [fe'l]	
3	tut	daraxt	… [ot]	
4	tut	tutmoq	… [fe'l]	
5	ot	hayvon	… [ot]	
6	ot	otmoq	… [fe'l]	

O'quvchilar ixtiyoriy raqam tanlashadi, shu raqam ostidagi so'zning qaysi so'z turkumida ekanligini jadvalga yozishadi. Shuningdek, adabiyotda shakldosh so'zlar

ishtirokiga asoslangan,,Tuyuq'' deb atalmish she'riy janr ham mavjudligi aytilib, o'quvchilar diqqat-e'tiborini so'z mulkining sultoni A.Navoiyning quyidagi tuyuqlarini tinglashga qaratiladi, shakldosh so'zlarni eslab qolish topshiriladi.

Tig'i ishqing yorasidur butmagon,
Dardini har kimga ochib butmagon.
Hajr sahrosidur ohim o'tidin,
Anda gul yoxud giyoh butmagon.

,,Butmagan'' so'zi birinchi misrada,,tuzalmagan'', ikkinchi misrada,,tugatmagan'' to'rtinchi misrada esa,,o'smagan'',,,ko'karmagan'' ma'nosida kelgan.

Necha dedim ul sanamga bormag'in !
Qilmadi ul, tark oxir bormog'in
Munchakim xudroylik kurkuzdi ul,
Aql hayrat qildi, tishlab barmog'in.

''Bormog'in so'zi birinchi misrada,,bormagin'', ikkinchi misrada,,borish odatini'', to'rtinchi misrada borish ma'nosida kelgan.

Darhaqiqat ona tilida shakldosh so'zlar juda ko'p ishlatilgani uchun ular maxsus she'riy janr-tuyuqqa asos bo'lib, xizmat qiladi. Masalan:

Bunim yo'q, ***unim*** *yo'q,*
Uyimda ***unim*** *yo'q.*
Ishimda ***unim*** *yo'q,*
Aytishga ***unim*** *yo'q.*

Badiiy adabiyotda shakldoshlarni qo'llash orqali **tajnis [**jinos**]** *va* **iyhom** san'atlari yuzaga chiqishi ta'kidlab o'tiladi. Chunki **tajnis** she'rda shakldosh so'zlarni qo'llash san'atidir.

Xulosa qilib aytganimizda shakldosh so'zlarni o'rganish, ma'no jihatdan tahlil qilish, o'quvchilarning nutqini o'stirishda va lug'at boyligini oshirishda muhim ahamiyat kasb etadi. Natijada o'z fikri va maqsadini og'zaki va yozma ravishda ifodalay oladi. So'z ma'nolari va uning nozik jihatlarini yaxshi his qiladi.

Umuman, ona tili dasturidan o'rin olgan har bir mavzuni o'quvchilar qalbiga chuqur singdira olsak, ularning lug'at boyligini oshirish uchun zamin hozirlagan bo'lamiz. Shuning uchun o'rganilayotgan mavzularni amaliy va nazariy jihatdan asoslab berishda biz o'qituvchilardan mas'uliyat talab qilinadi. Bu esa o'quvchilarning o'zbek adabiy til normasida yozuv va so'zlashuv ko'nikmalarini hosil qilish degan gap.

Foydalanilgan adabiyotlar:

1.Nargiza Erkaboyevna.,,O'zdek tilidan ma'ruzalar to'plami, topshiriq va savollar. 100-bet.
2. Abadiyat gulshani: maqolalar, she'rlar, loyiha. Muallifi O'tkir Rahmatov.

ПРОБЛЕМНОЕ ОБУЧЕНИЕ В ПРОЦЕССЕ ИЗУЧЕНИЯ ИННОСТРАННЫХ ЯЗЫКОВ В ПРОФЕССИОНАЛЬНЫХ ШКОЛАХ И КОЛЛЕДЖАХ

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Аннотатция: В статье рассматривается проблемное обучение в процессе изучения иностранного языка в профессиональных школах и колледжах, повышение познавательной деятельности. Конечно целью обучения является обучить общению. Это позволяет учащимся осуществлять чтение текста целенаправленно.

Ключевые слова: проблемное обучение, познавательность, мотивация, целенаправленность.

Повышение познавательной деятельности учащихся - стержневая проблема обучения. В ходе обучения познавательная активность выступает качественной стороной познавательной деятельности - источником развития и самосовершенствования личности.

В психолого-педагогической теории процесс повышения познавательной активности учащихся раскрывается на фоне общих закономерностей обучения. Собственно познавательная мотивация определяется стремлением к познанию, интересом, увлеченностью учебной деятельностью. Для достижения аттрактивности обучения необходимы: высокая эмоциональная мотивированность занятия; тщательный отбор материала с учетом информативности и новизны, что является первым шагом на пути формирования положительных учебных мотивов; система эмоционального стимулирования, способствующая возникновению и росту познавательного интереса; учет интересов обучаемого при изучении иностранного языка учащимися профессиональных колледжей. Организация проблемного обучения грамматике встречает возражения, сводящиеся к тому, что «конечной целью обучения является обучить общению». Однако, на наш взгляд, не следует пренебрегать такой возможностью - самостоятельно приобретенное знание становится личностно значимым, затруднения, связанные с решением теоретической задачи, способствуют лучшему запоминанию языкового правила, в процессе решения отрабатываются методы лингвистического анализа, важные для формирования мышления студента. Руководствуясь соображениями воплотить на практике основные дидактические положения по работе с текстом, мы пришли к выводу об эффективности следующих заданий при обучении пониманию текста:

1. Введите тему текста и задайте несколько вопрос по тексту, чтобы выяснить, как учащиеся владеют информацией по предложенной теме. Вопросы задаются устно без времени на подготовку ответа. Такая работа готовит учащихся, с одной стороны, к тому, что они собираются читать, а с другой, стимулирует их интерес к данной теме и при этом позволяет привнести их опыт и видение проблемы.

2 .Выберите несколько слов и словосочетаний из текста, чтобы быстро проработать их до знакомства с текстом. Выбираются только ключевые слова, без которых трудно понять содержание текста. Не нужно злоупотреблять такой пред текстовой работой с

лексикой, т. к. при введении большого количества новых слов у учащихся не вырабатывается навык прогнозирования значения незнакомых слов и каждый раз учащиеся будут прибегать к помощи словаря. Более того, такое ограничение количества новых лексических единиц позволяет уделять больше времени работе по пониманию содержания прочитанного.

3. Прежде чем вводить новый текст, необходимо написать на доске один-два ключевых вопроса к тексту. Это позволяет учащимся осуществлять чтение текста целенаправленно. По мере прочтения текста учащиеся думают о тексте и видят, насколько он соответствует их идеям, представлениям и взглядам по данной проблеме. Они уделяют больше внимания пониманию содержания и читают с гораздо большим интересом. Более того, в реальной жизни, читая на родном языке, учащиеся берут всегда с определенной целью ту или иную книгу. Если преподаватель ставит перед собой задачу научить навыкам определенного вида чтения - просмотрового или изучающего, например, - то вы ведь не можете просматривать или изучать текст, который вы уже прочитали. Для просмотрового чтения основной вопрос должен быть типа «О чем этот текст?», а для изучающего - о какой-то более подробной информации, но и в первом, и во втором случае время на работу с текстом должно быть ограничено определенными рамками.

Учащиеся читают весь текст или его часть молча и записывают свои ответы на ключевые вопросы. Чтение про себя - это обычный способ читать для большинства взрослых людей. И, конечно, учащиеся не должны сначала слушать чтение вслух (неважно, читает его преподаватель или учащийся). Чтение - это чтение, а слушание - это слушание. Конечно, чтение текста вслух учащимися имеет свои преимущества, но после того, как они уже ознакомились с текстом.

Тот факт, что учащиеся дают ответы на вопросы в письменной форме, позволяет преподавателю посмотреть, как и сколько учащиеся могут справиться с текстом, что почти невозможно при устной форме работы.

Попросите нескольких учащихся (предпочтительно тех, кто не поднимает руку) прочитать свои ответы. Не надо говорить «Хорошо» или «Правильно», т. к. это стимулирует учащихся просто повторить чей-то «правильный» ответ и полагать, что его собственный ответ, сформулированный по-другому, неправильный. Достаточно сказать «Спасибо» и лишь, выслушав часть учащихся или всех, преподаватель должен сказать, какие ответы правильные. Ни в коем случае не исправлять ошибки на данном этапе, т. к. нас интересует понимание учащимся содержания текста, а не способ выражения мысли.

Пригласите 2-3 учащихся к доске написать свои ответы. Другие проверяют написанное и исправляют ошибки. Цель такой работы - ознакомиться с альтернативными ответами на один и тот же вопрос или сберечь время - если вопросов несколько. Такая работа позволит научить учащихся как исправлять чужие ошибки, так и проверять написанные ответы, что необходимо во время работы над текстами и контрольными.

Проверьте нескольких учащихся чтобы узнать, как они справились с заданием. Одновременно такая работа способствует развитию мотивации при обучении конкретному виду речевой деятельности.

Напишите на доске более подробные вопросы по этой же части текста или тексту, это позволит более тщательно ознакомиться с содержанием текста. Кроме того, с практикой приходит навык быстрого чтения.

Конечно, такая подробная работа с текстом требует времени, но имеет огромное преимущество, особенно для групп с невысоким уровнем знаний - все учащиеся охвачены процессом чтения, а не только самые сильные.

Таким образом, в данной системе учебных заданий по работе с текстом представлены практически все виды творческих задач, столь характерных для проблемного обучения. Строгое соблюдение принципа систематичности создает проблемные ситуации, что ведет к активизации познавательной деятельности учащихся.

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THE WAY OF TEACHING ENGLISH TO YOUNG LEARNERS : 4 STRATEGIES FOR SUCCESS.

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"Education is social learning. It helps us grow and live."
John Dewey

This article is about how to teach in easy way to young kids. That we shouldn't teach foreign language to them suddenly from the alphabet and letters. Against in positive way learn through the fun and with lot of many interesting things as cartoons, pictures and images. It will not get bored them.

Key words: Have fun, Words and images, good teacher, possible

Any parent wants the best for their child. And many adults believe that children need to learn foreign languages –this will be of great benefit. Moreover, some parents are simply obsessed with the idea of starting school early as possible. In this article we will tell how to start teaching a child English, as well as how to do it right at home.

We recommend that you start learning English materials no earlier than your child's native language. You should not start learning English at 3 years old if your child does not know the names of the primary colors, vegetables, fruits, and cannot count to 5 in his native language. If your kid already speaks his native language fluently enough, then you can connect a second one.

1. First spoken English

Many people mistakenly believe that you need to start with letters, then learn to read them and move on to reading words. This is fundamentally wrong. Think about the fact that before you start learning the letters of your native language, your child learned to speak in a Russian-speaking environment. The letters usually go when the child is already able to freely speak his native language. And at least pronounces all the basic sounds. Starting to learn English from the alphabet is not worth it.

2. Words and images.

Have you thought about why there are so many pictures in children's textbooks and books? This is not just for beauty. Pictures and photographs carry images. The child thinks in images. Images help to process and remember new information as much as possible. Start learning English with a simple description of the pictures. And only when the child's English vocabulary is significantly replenished, go on to reading, and last but not least, to writing.

3. Have fun

Well-known fact: children learn through games. English should be associated with joy, fun and play. Perhaps it will seem to you that the lessons turn into pampering. Of course, you need to control the process, but if you learn new words and sentences through the game, using the interest of the child, and not through pressure and correction, you will get good results in the form of knowledge learned by your baby.

4. A good teacher

It is very important that the teacher and student "agree on the characters", that the teacher teaches and the student learns. The child should be well in class. This means - no nerves, elevated tones, humiliation. The teacher carries the image of the English language, as He is a guide to the world of English.

Do not expect the child to become a polyglot in a few lessons. Even a year or two is not enough for this (an exception if the child is in an English-speaking environment). It is known that a child learns his native language for 2-3 years (mastering 70% of the vocabulary). If parents do not communicate in English at home, if people around do not speak English, then the process of learning the language stretches for many years

If children have more practice through the fun they liked more and get used to repeat this action every day. Parents should have helped to create social atmosphere for them with contacting other peers trough speaking foreign language. Then they can get the best results of practicing some foreign language. Now, armed with our practical recommendations, you have every chance to become the first and best English teacher for your children. Exercise regularly and you will see how every day the child speaks more freely and confidently. And do not forget - English classes should be fun and bring everyone pleasure!

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BOSHLANG'ICH TA'LIM JARAYONIDA DIDAKTIK MATERIALLARDAN FOYDALANISH AHAMIYATI

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Annotatsiya: O'qituvchi va o'quvchilar hamkorlikdagi faoliyatlari (barcha didaktik omillar ta'sirida) faqatgina qat'iy va anglangan vaqt oralig'idagina ta'minlanadi.

Kalit so'zlar: didaktik, evrestik, algoritmik, ijodiy.

O'quv materiallarini loyihalashga yangi pedagogik texnologiyalar asosida yondoshuv, ta'lim jarayonida o'quvchilar faolligini ta'minlash bilan birga fan asoslarini o'zlashtirish sifatini ham kafolatlaydi. Pedagogik texnologiya doirasida yangi o'quv materialini o'zlashtirishning boshlang'ich, algoritmik, ijodiy va evristik xarakterdagi darajalari belgilanadi:

1). *Boshlang'ich xarakterdagi daraja* - o'quvchining eshitganlari, ularga berilgan namunalar, taqdim etilgan algoritmik va ko'rsatmalar asosida topshiriqlarni bajarish ko'nikmasini ifodalaydi. O'quv materialini o'zlashtirishning ushbu darajasida o'qituvchining faolligi, mahorati ko'proq ahamiyatga ega. O'qituvchi o'quv materialini qiziqarli, izchil bayon etishi, muammoli vaziyatlarni vujudga keltirishi, ta'lim jarayonining bosqichlarini to'g'ri belgilay olish o'quvchilarning faoliyatini doimiy ravishda yo'naltirib boradi.

2). *Algoritmik xarakterdagi daraja*. U o'quvchilar tomonidan o'zlashtirilgan bilim va ko'nikmalarni amaliyotga tadbiq eta olish mahorati, shuningdek, bir turdagi masalalarni echish, yozib olish va eslab qolish faoliyatini tashkil etish malakasini ifodalaydi. Ushbu darajada o'quv materialining tizimliligi, uning mazmunini osondan qiyinga tomon murakkablashib mavzu va fanlararo aloqalarning ta'minlanishi, takrorlashlar hamda ko'rgazmalilik alohida ahamiyatga ega.

3). *Ijodiy xarakterdagi daraja.* Ushbu daraja o'quv materiali, shuningdek, ilgari o'zlashtirilgan bilim va ko'nikmalarni turli holatlarda tadbiq eta olish, mahoratini ifodalaydi. Bunda o'quv materiallarini o'zlashtirishda izlanishga undash, muammoli vaziyatlarni vujudga keltirish, ijodiy qobiliyatlarini rivojlantirib borishga e'tibor berish va bilimlarni amaliyotda qo'llash imkoniyatlarini kengaytirish muhim o'rin tutadi.

4). *Evristik xarakterdagi daraja.* U taqdim etilgan o'quv masalalarining echimlarini izlash hamda ularni echish uchun yangi axborotlarni mustaqil tarzda izlab topish ko'nikmasiga ega bo'lish bilan tavsiflanadi. Ushbu darajada o'quvchilarning mustaqil faoliyatlarini tashkil etish, o'z-o'zini nazorat qilib borishga yo'naltirish hamda iste'dodni rag'batlantirish muhim ahamiyatga ega.

Yuqoridagi fikr mulohazalardan kelib chiqib, o'quv materiallarini didaktik loyihalashga nisbatan pedagogik texnologiya asosida yondashuv quyidagi jihatlari bilan ajralib turadi:

o'quv materiallari pedagogik texnologiya asosida ta'lim-tarbiya jarayonini izchil tashkil etish uchun loyihalanadi va belgilangan o'quv faoliyatini amalga oshirish uchun qo'llaniladi;

76. dars pedagogik texnologiya talablariga muvofiq o'quv materiallarini o'zlashtirishning aniq maqsadini belgilaydi;
77. darslik materiallari mazmuniga pedagogik ishlov berish jarayoni amalga oshiriladi;
78. o'quv materialining didaktik vazifasi belgilanadi;
79. o'quv materiallarini taqdim etishning shakl, usul va vositalari aniqlanadi;

80. o‘quv materiallarining mazmunini o‘zlashtirish darajasi va kafolatlangan yakuniy natija ishlab chiqiladi.

Demak, o‘quv materiallarini loyihalashni didaktik va metodik jihatdan takomillashtirish, ta’lim jarayoniga tadbiq etish uchun o‘qituvchi tomonidan unga ikkilamchi ishlov berish amalga oshiriladi, ya’ni, o‘quv jarayoni loyihalanadi. O‘quv materiallarini loyihalashda o‘quvchilar faolligini oshirishga alohida e’tibor berish zarur. Bu vazifani ayni vaqtda ta’lim amaliyotida keng qo‘llanayotgan interfaol metodlar yordamida amalga oshirish maqsadga muvofiqdir. O‘qituvchi va o‘quvchilar hamkorlikdagi faoliyatlari (barcha didaktik omillar ta’sirida) faqatgina qat’iy va anglangan vaqt oralig‘idagina ta’minlanadi. Ayrim hollarda o‘qituvchi o‘rganilayotgan materialni bayon qilishda ushbu mavzuda yoritilayotgan ma’lumotlarning fan, texnika, shuningdek, o‘quvchilarning shaxsiy hayotlaridagi ahamiyatini ochib berish bilan chegaralanadi. Boshqa hollarda o‘qituvchi matn bayonini muammolarni qo‘yish bilan boshlashi va o‘quvchilardan muammo echimini izlanishni talab qilishi mumkin. Boshlang‘ich ta’lim vositalari sifatida o‘quv matnlari asosiy o‘rinni egallaydi. O‘quv matnlari ayni vaqtda ta’limning yangi vositalarida (elektron darsliklar, videofilmlar, audio darslar, audio va videokassetalar, videodisk va boshqa axborot texnologiyalari) ifodalanmoqda. Boshlang‘ich sinflar uchun yaratilgan elektron darslik - muayyan fan yoki uning biror bo‘limini kompyuter yordamida mustaqil yoki o‘qituvchi hamkorligida o‘zlashtirish imkoniyatini ta’minlaydigan dastur-metodik majmuadir. *Elektron darslikda* fan mazmuni quyidagicha ifodalanadi: o‘quv va ilmiy materiallar faqat verbal (matn) shaklida; o‘quv materiallar verbal (matn) va ikki o‘lchamli grafik shaklida; multimedia qo‘llanmalar, ya’ni ma’lumot uch o‘lchamli grafik ko‘rinishida, ovozli, video, animastiya va qisman verbal (matn) shaklida; taktil (his qilinuvchi) xususiyatli, biror jarayonning amalga oshish faoliyati yoki ob’ektning harakatlanish tasavvurini yaratadigan shaklda ifodalanadi.

Videofilm – boshlang‘ich ta’lim o‘quv kursining biror bo‘limi yoki mavzusini oynaijahon orqali ko‘rsatishga moslashtirilgan videotasvir asosida yaratilgan metodik vosita hisoblanadi. Boshlang‘ich ta’limdan *audio darslar*ni ishlab chiqish o‘quvchilarga ta’lim mazmunini o‘zlashtirish, atrof-muhitga hissiy-qadriy munosabatni tarkib toptirishga mo‘ljallangan metodik vositani yaratishdir. Audio darsni ishlab chiqish aniq ifodalangan “personajli” xarakterga ega bo‘lishi kerak. Boshlang‘ich sinf o‘quvchilari uchun, ayniqsa, syujetli, rolli o‘yin texnologiyalari asosida o‘simlik, hayvon personajlarini yaratish, material mazmunini ochib berishda personajlarining ovozlari o‘quvchilarga tushunarli bo‘lishi uchun bir-biridan farqli bo‘lishi kerak. O‘quvchilarga materialni eshittirish orqali ular tomonidan mavzu mazmunini bemalol tushunishlariga imkoniyat yaratiladi.

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CHET TILINI O‘RGANISHDAGI DUCH KELADIGAN MUAMMOLAR

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Annotasiya: Ushbu maqolada ingliz tilni o‘rganishdagi duch keladigan muammolar haqida so‘z yuritilgan.

Kalit so‘zlar: Ta’lim-tarbiya, til tajribasi, bosh va kichik harf, orfogramma, imlo birliklari, intellektual salohiyat, orfografiya.

Til hayotimizning ajralmas qismi bo‘lib, biz unga o‘z-o‘zidan bo‘lishi shart bo‘lgan narsa sifatida qaraymiz. Tilning o‘zi nima, biz unda qanday so‘zlashayapmiz, biz qanday qilib so‘zlashishni o‘rganishimiz haqida esa unchalik ko‘p o‘ylab ham o‘tirmaymiz. Hammaga yaxshi ma‘lumki, tilni o‘rganuvchi maxsus fan mavjud bo‘lib, uning nomi lingvistikadir. Ushbu fan jadal rivojlanayotgani, shak-shubhasiz bu borada sezilarli yutuqlarga erishganligiga qaramasdan hozirgi paytda shu ravshanki, biz insoniy xususiyatlarning ko‘rki bo‘lgan til haqida juda kam bilar ekanmiz.

O‘zbekistonda mustaqilikka erishgan dastlabki kunlardanoq yoshlar ta’lim-tarbiyasiga, ularning intellektual salohiyatiga jiddiy e’tibor berila boshlandi. Buyuk davlat barpo etish yo‘lida, yosh avlodni yuksak ma’naviyatli, chuqur bilimli, keng mushohadali, vatanparvar, ijodkor va faol qilib tarbiyalash bugungi kunning dolzarb vazifalaridan biridir.

Bugungi kunda ta‘lim tizimining barcha bosqichlarida zamonaviy pedagogik va axborot-kommunikatsiya texnologiyalaridan foydalangan holda o‘qitishning ilg‘or uslublarini joriy etish, o‘sib kelayotgan yosh avlodning chet tillarga qiziqishini yanada oshirish va o‘z navbatida, shu tillarda erkin so‘zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish, shu bilan bir qatorda ularning jahon sivilizatsiyasi yutuqlari hamda dunyo axborot resurslaridan keng ko‘lamda foydalanishlari, xalqaro hamkorlik va muloqotni rivojlantirishlari uchun sharoit va imkoniyatlar yaratish ko‘zda tutilgan. Chet tillarni izchil o‘rganishda zamonaviy axborot-kommunikatsiya texnologiyalaridan samarali foydalanish muhim ahamiyatga ega.

Ingliz tilini o‘rganishda tovush-harf munosabati, harflar, imlo singari til xodisalari tanlanadi, ular yozuvning texnik jihatidir. Yozish texnikasi asosida yozma fikr bayon etiladi. Nutqiy malakalar hosil qilinadi. Tovush-harf munosabatlaridagi qiyinchilik darajasiga qarab, ularni yozuvda o‘zlashtirish tartibi belgilanadi. Tovush va harf munosib kelsa va ona tili bilan chalkashtirish kuzatilmasa, eshituv-tovush idroki, ko‘ruv tasavvuri va yozish amallari orqali grafikaga nisbatan osonroq o‘rganiladi. Bir tovush bir necha harf orqali ifodalanishi yoki bir harf birdan ortiq tovushni bildirishi mushkul vaziyat hisoblanadi: tovush-harf yoki bo‘g‘in tahlili yordamida o‘rgatishga majbur bo‘lamiz. Tahlil – chuqur nazariy mulohazalar yuritish emas, balki ushbu hodisaga xos xususiyatni sodda tilda aytishdir. Agar transkripsiya kiritilgan bo‘lsa, undan me’yorida foydalanish mumkin. O‘qilish qoidasini namoyish etuvchi misollar kifoya qilsa, ma‘lumot umumlashtiriladi. Bosh va kichik harflarni chalkashtirmaslik maqsadida ingliz tili bo‘yicha ularni zamon va makonida ajratib o‘rgatish tajribasi o‘zini oqlagan. Yozma va bosma harflar esa darsda muvoziy tarzda beriladi.

O‘quvchi til tajribasini hisobga olib, chet tilda husnixat o‘rgatiladi. Harflar yozilishi darslikda ko‘rsatilgan yo‘sinda o‘rganiladi. Qiyin o‘zlashtiriladigan harflarni sinf doskasi, tarqatma materiallar va o‘quvchilar daftarlarida yozib ko‘rsatiladi. Ko‘rgazmali qurollar, eshitish texnikalari orqali o‘rgatiladi. Imloni o‘rganish yanada muhim o‘quv vazifasidir.

Og‘zaki nutqda o‘zlashtirilgan so‘zlarning yozilishi orfografik (imlo) minimumni tashkil etadi. Faqat o‘qish va tinglashdagina uchraydigan leksika imlo minimumiga kirmaydi. Demak, maktabda o‘rganilmish barcha leksik-grammatik hodisalarning orfogrammalarini yozish shart emas. Orfografik hodisalariga oid qoidalar alohida e’tibor talab etiladi. Qoidalar huddi grammatika va o‘qish texnikasida bo‘lganidek, amaliy yo‘nalganlik mezoni hukm suradi. Ingliz tili orfografiyasi juda murakkabdir, chunki u o‘zining uzoq tarixi davomida boshqa tillardan ko‘plab so‘zlarni o‘zlashtirgan. Bu so‘zlarning aksariyati o‘z talaffuzi va yozuv me’yorini saqlab qolgan, ba’zilari esa ingliz tili talaffuzi qoidasiga binoan o‘zgargan. Ingliz tili imlo birliklarini o‘quvchilarning o‘zlashtirish darajalariga ko‘ra uch turga bo‘lish mumkin:

1) qiyinchiligi kamroq imlo birliklari;
2) o‘r tacha qiyinchilik tug‘diradigan birliklar;
3) o‘ta qiyin imlo birliklari.

Birinchi toifaga ingliz imlosining ko‘p hodisalari, otlarda ko‘plik sonning odatiy yasalishi, hozirgi noaniq zamonda fe’lning 3-shaxs birlik shakli, sifat darajalari va hokazo.

O‘rtacha qiyin imlo birliklari sirasiga quyidagilar kiradi:

bir bo‘g‘inli so‘zlar (ingl. desk, pen, map);

so‘zlarning bosh harf bilan yozilishi (English, Uzbek);

hafta kunlari va oylar nomlari (Teusday, Wednesday).

Uchinchi – o‘ta qiyin imlo birliklari qatoriga bir qancha hodisalar jamlanadi: omonimlar (sea-see, meat-meet), bir fonemaning birdan ortiq grafemalar yordamida ifodalanishi; otlarda ko‘plik sonning qoidadan mustasno hollari (man-men, child-children, sheep-sheep); gerundiyning yasalishida undosh harfning geminasiyasi (ikkilanishi) hodisasi (sit-sitting, begin-begining); so‘z boshidagi undosh harfning o‘qimasligi (know, write, hour, who).

Birinchi turdagi hodisalar morfologik, ikkinchisi fonetik va uchinchisi esa tarixiy yozilish mezoni bo‘yicha o‘rgatilsa, maqsadga muvofiq bo‘ladi.

Morfologik prinsip bo‘yicha yoziladigan imlo birliklariga asosan qoidalar yordam beradi. Fonetik prinsipga binoan yoziladigan orfografik birliklar uchun esa ko‘rish va eshitish mashqlari ko‘proq qo‘llaniladi.

Xulosa qilib aytganda, yozma nutqni o‘rgatishda yozuv materiali, yozuv ta’lim vositasi ekanligi, yozma ishlar kabi masalalar hal etiladi. O‘quvchilarning o‘zlashtirgan til materiallari va og‘zaki nutq mavzulari asosida yozma fikr bayon etishlari amalda tatbiq qilingan. Yuqori sinflar til materiali va o‘qish mavzularini qo‘llab o‘quvchilar yozma nutq bajarmaydilar. Yozuv til materialini puxta o‘zlashtirish, og‘zaki nutq va o‘qish malakalarini o‘sitirish hamda o‘quv materialining o‘zlashtirish darajasini tekshirish vositasi sifatida namaoyon bo‘ladi. Yozma ishlarni bajarish oqibatida o‘quvchilar chet mamlakatdagi tengdoshlari bilan bemalol internet orqali muomalaga

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USING METHODS OF TEACHING ENGLISH LANGUAGE

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Annotation: To learn to speak English, you need a certain system or, as it is often called, a method of teaching English, which would allow you to fully solve the tasks set, namely: to acquire the skills of reading, understanding speech by ear, speaking and writing in the language being studied.

Keywords: new vocabulary, grammatical structures, theory

Even 20-30 years ago, the training was based on the classical method. 90% of the time was devoted to the theory of a foreign language. During the lessons, students learned new vocabulary, syntactic structures, discussed rules, and also read and translated texts, did written tasks, and sometimes listened to audio recordings. The development of conversational skills took only 10% of the time from the class. As a result, the person understood the texts in English and knew the grammatical rules, but could not speak. That is why it was decided to change the approach to training.

Communicative: Its main principle is to use the lexical units and grammatical structures studied in the lessons in speech, both oral and written. All classes that are developed according to the principles of this modern method of teaching English, if possible, are conducted in a foreign language, or with minimal inclusion of native speech. Moreover, the teacher only directs students, asks them questions and creates a communicative situation, while 70% of the time of the entire class is spoken by students. It is noteworthy that this method is the basis for teaching a foreign language at school. Nevertheless, some of the techniques of the classical school are still used today. For example, teachers still share their knowledge of the theory of the English language with their students, and set written exercises to practice grammar and vocabulary.

Project methodology: This method of teaching English to children, however, as well as adults, has long been used in schools and universities in America, and recently more and more firmly included in the educational activities of our students. Its meaning is to use the studied material in practice and is optimal for use at the end of the entire module, when it is possible to assess the degree of assimilation of the educational material. For example, younger students are happy to present their projects on the topics “My home”,” My pet”,” My favorite toys”, while high school students are already engaged in serious developments, for example, on the topic of environmental protection.

Training approach: In contrast to the methods of teaching English described above, which have favorable conditions at school, the training approach is based on independent study, with the amendment that students are given already developed structured material and clearly explained by the teacher. As in any training, the student receives a portion of the theory, remembers the rules and uses them in practice. Its main advantages are the availability of a carefully thought-out program, the provision of information necessary to improve the level of English proficiency in the most accessible form, and the ability to independently plan the training schedule.

Active methods of teaching English methods of learning English for children. A separate group includes the so-called active methods of teaching English.

Game method of learning English for children:

Its main advantages are the absence of a mechanism for forcing the child to study and a great interest on the part of the child. The teacher conducts a variety of games with children on the studied vocabulary and grammatical structures, during which children quickly memorize them and learn to use them in speech.

Whatever method of learning English you choose, remember that motivation is of great importance in learning a foreign language, and the key to successful learning is the regularity and regularity of your classes.

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INTERACTIVE WAYS OF TEACHING REVISION LESSONS IN ENGLISH LESSONS.

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Abstract: This article describes in detail the important issues that should be addressed in the process of teaching English at school.

Key words: games, class, vocabulary, practice, consolidate.

English plays an important role both achieving in our study and job. Today our country pays great attention to learning foreign languages, especially English. Teaching foreign languages at school will give a learner the opportunity to learn that language perfectly. For this reason, the main requirement facing our education system is the gradual teaching of foreign languages.

Every learner must feel safe and important in the class in order for maximum learning to take place. A positive classroom environment does not just happen but teachers create it. The most important reasons for misunderstanding the target language are lacking of vocabulary and getting bored. In order to make the lessons more interesting and effective, teachers should pay attention to consolidate and review the learnt material in the classroom. Using interactive methods of consolidating grammar and vocabulary make lessons more fun and effective than using theoretical knowledge. Here there are going to be offered games for consolidation and practice in vocabulary.

1. Karuta

Target: Vocabulary

Time: 10 + minutes. Materials: Vocabulary cards

Procedure: 1. Put students in groups 4 or more. Give each group a stack of vocabulary cards(cards could have an English or Japanese word, or a picture.)

2. Have the students spread the cards out, face up on the desk. Call out the cards randomly,one by one. After each word the first student to slap the card gets to keep it.

Variations: The variation of this game called Fly swatter. Using a projector,the teacher projects onto the whiteboard a wall full of vocabulary words randomly spaced. The class is divided in to two teams. Each team takes turns sending up one representative to battle each other. Once at the front of the class, they are given a fly swatter. The first student to slap the correct word wins a point for their team. Going around the team student by the student ensures that each student has an opportunity to play.

Notes: This game can get rowdy.

Figure it out.

Target: Vocabulary. Time: 10+ Minutes

Materials : Two chairs facing each other, vocabulary cards, stop watch (optional) buzzard (a smart phone or iPod works!)

Procedure:

Put two chairs in front of the classroom. Divide the class in to two groups.

A member of each group will sit one of the chairs . one of the players will receive a stack of vocabulary cards. The student who has the vocabulary cards has to describe each card to the other player WITHOUT using the word written.

The other player tries to figure out as many vocabulary words as possible with in a minute. The player who is trying to figure out the word can skip it if they cannot figure out the word(they must try before skipping it!)

Ex: Student A: Every morning you it this!

Breakfast

Student B: Bread.

Student A: What is the time you eat bread called?

Student B: Breakfast!

Set the timer for a minute before the players start. You can press a buzzer when the times runs out. To make the game easier,the teacher can explain and write the certain words or phrases on the board the students can use. For example: What is it called when…… This is used when …. ….has a similar meaning. Etc. Also the teacher can divide the entire into pairs and each pair can play at the same time (without helping other parts) Another Version: Other group members can be involved if desired. For example: If the player who has the vocabulary cards doesn't know the meaning,they can ask their group members to help them explain the word. Also if the player who is guessing the word can 't figure it out, they can also ask their group members for help.

Notes: The player who has the vocabulary cards can ask the teacher for help if they don't know the word well. This is a great game to review the lesson's vocabulary!

Vocabulary Rush!

Target: vocabulary

Time: 10+ Minutes

Materials: Vocabulary words or phrases,two chairs, blackboard or paper, markers (optional)

2 Balls or stuffed animals for each team to throw around. (optional) Stopwatch.

Procedure 1) Split the class in to groups. After the class split in to two,one

player from each team stands up and comes to the front of them classroom and sits down on to two chairs that are facing away from the board and towards to the class . The students sitting in front of the class have the stuffed animal or ball first. The teacher writes down a vocabulary word on the board (that the two players cannot see) and the two groups have to explain the words to the two players. When one of the two players says the correct words, he/she throws something (like a stuffed animal) to another student in their group to take their place in front of class. The person on the other team has to continue sitting in front the class until they guess the right answer to one of the words.

2. Set a time limit. (like 5 or 10 minutes) for the game. You can also keep points for each team.

Ex: Class: Almost everyone has one of these!

Cell phone

Student 1: A bicycle?

Class: No! You cannot ride this. You use this to communicate!

Student 2: A computer!

***Conclusion*:**

In view of the above, we can conclude that games plays a significant role in the study of a foreign language. These kinds of games can help the teacher to create a friendly and comfortable atmosphere in the classroom and to involve all pupils.

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IMPROVING THE QUALITY OF EDUCATION IN FOREIGN LANGUAGE LESSONS

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Annotation: In this article described innovative pedagogical technologies and the role of quality of education in foreign language lessons.

Key words: innovation, pedagogical technology, lesson, quality of education, foreign language.

Today in the sphere of the development of school education one of the most significant problems is the need for a qualitative improvement in the knowledge of the English language. The problem of finding effective methods and methods of teaching a foreign language is very urgent. The teacher faces an important problem of finding new motivating factors of education, improving the quality of education. But how to make a lesson on the one hand, effective, and on the other - fascinating?

The project is the research work of students, the formulation of the problem and an active search for its solution. To prepare and protect your project, students must master certain intellectual, creative and communicative skills - the ability to work with the text, find and highlight the main thing, analyze information, make generalizations and conclusions, work with reference material, vocabulary, the Internet. What I particularly like about the project methodology is that it can be used for almost any topic, at any stage of training. It can be connected both with the country of the studied language, and with the country of residence. Students are focused on comparing and comparing events, phenomena, facts from the history and life of people of different countries.

So, when preparing the project “My family tree” the students compiled a description, schematically represented their pedigree. In the process of work, the children had a need to make an excursion into the historical roots of their pedigree and most fully characterize their relatives. Work on projects showed how unexpectedly children can show themselves, show knowledge of English, their organizational skills and hidden talents.

The use of information technology contributes to the improvement and improvement of the quality of the educational process, the enrichment of the arsenal of methodological tools and techniques that allow diversifying the forms of work and making the lesson interesting and memorable for students.

ICT allows you to use tests in the lesson more efficiently and saves the lesson time. Students can find out their results immediately after testing. The use of ICT makes it possible to avoid subjectivity of assessment.

The use of computer technologies in teaching, in particular, foreign languages has significantly changed approaches to the development of educational materials in English. ICT allows you to more fully implement a whole set of methodological, didactic, pedagogical and psychological principles, makes the learning process more interesting and creative, allows you to take into account the individual pace of work of each student. The practical use of ICT involves a new type of cognitive activity of the student, the result of which is the discovery of new knowledge, the development of cognitive independence of students, the formation of skills to independently Supplement knowledge, search for and navigate the flow of information.

The introduction of ICT contributes to achieving the main goal of modernizing education – improving the quality of education, increasing the availability of education, ensuring the harmonious development of an individual who is oriented in the information space, is attached to the information and communication capabilities of modern technologies and has an information culture.

The use of information and communication technologies at the English lessons helps to increase the motivation of students and enhance their intellect activity, effective learning, forming an integrated system of knowledge, allows to increase the pace of work in class without prejudice to the learning of students.These technologies open up wide opportunities for teachers who are looking for additional tools in these technologies to solve their professional tasks. The latest information technologies in training make it possible to actively use the scientific and educational potential of leading universities and institutes, attract the best teachers to create distance learning courses,and expand the audience of students.

After analyzing the experience of using ICT in foreign language lessons and after school, we can conclude:

- multimedia technologies speed up the learning process:
- contribute to a sharp increase in students ‘ interest in the subject;
- improve the quality of learning;
- allow you to individualize the learning process;
- they make it possible to avoid subjectivity of the assessment.

Thus, the introduction of computer technologies creates prerequisites for the intensification of the educational process. They allow the practical use of psychological and pedagogical developments that ensure the transition from mechanical learning of knowledge to mastering the ability to independently acquire new knowledge. Computer technologies contribute to the disclosure, preservation and development of personal qualities of students.

Equally important and significant is the technology of cooperation, the main idea of which is to learn together, and not just do something together! Practice shows that together learning is not only easier and more interesting, but also much more effective. And it is important that this effectiveness concerns not only the academic success of students, their intellectual development, but also moral. They learn to help a friend, solve all problems together, share the joy of success.

Using the technology of cooperation, you can perform tasks of a grammatical nature, tasks for checking the homework, working on the text for reading, working together on the project, spelling skills, work on vocabulary. In my practice, I most often use this technology in reading text. Simply reading and translating a large text, answering questions to it, finding the necessary information is sometimes boring and uninteresting for students. Not all students will be happy to participate in this work. The technology of cooperation helps to solve these problems.

Problem training is a learning process, determined by a system of problem situations, which is based on a special kind of interaction between the teacher and students. The technology of problem training is based on the creation of problem motivation and is a system of teaching methods in which students gain knowledge not by memorizing and remembering them in a finished form, but as a result of thinking work to solve problems and problem problems built on the content of the material being studied. In the lesson, I try to create a problematic situation, which is a cognitive difficulty, for the overcoming of which students must acquire new knowledge or make intellectual efforts

In conclusion, I would like to note once again that ICT in English lessons (and in extracurricular activities in preparation for lessons and self – education) is an excellent teacher’s assistant, which should not be underestimated, but should not be used only for

the sake of novelty. Improper use of this tool can lead to demotivation of both the teacher and his students.

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NEMIS TILI DARSLARIDA INTEFAOL METODLAR VA DIDAKTIK O‘YINLARDAN FOYDALANISH

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Annotatsiya: Ushbu maqolada nemis tili darslarida interfaol metodlar va didaktik o‘yinlardan foydalanish orqali o‘quvchilarni mustaqil fikrlashga, mavzuni to‘liq o‘zlashtirishga hamda erkin nutq so‘zlashga o‘rgatamiz.

Kalit so‘zlar: didaktik, nemis tili, o‘yin, erkin, fikr, metod, jarayon, dars

Avvallari ham chet tillarni o‘rganish muhim bo‘lgan bo‘lsada, bugungi kunga kelib ularni o‘rganishning ahamiyati yanada ortib bormoqda. Chet tillarni o‘rganish har bir insonning hayotida muhim o‘ringa ega bo‘la boshladi. Bugungi kunga kelib farzandi chet tilini o‘rganishini xoxlamaydigan ota-onalarni uchratish qiyin. O‘zbekistonda ham kichik yoshdan boshlab chet tillarni o‘rganish an’anaga aylana boshladi. Mamlakatimzda fuqarolik jamiyatini barpo qilish uchun qo‘yilayotgan asosiy qadamlarning pirovard maqsadi xech kimdan kam bo‘lmagan komil inson shaxsini tarbiyalash masalasidir. Bu borada albatta yurtimizda olib borilayotgan keng qamrovli islohotlar salmog‘i bugun barchaga kundek ravshan. Xususan, 2012 yilning 10- dekabridagi PQ-1875-sonli” Chet tillarini o‘rganish tizimini yanada takomillashtirish chora tadbirlari to‘g‘risida” gi qarori fikrimizning yaqqol dalilidir. Qarorga muvofiq 2013- o‘quv yilidan boshlab chet tillarini o‘rta maktablarning boshlang‘ich sinflaridanoq o‘rgatish yo‘lga qo‘yildi. Shundan kelib chiqib, nemis tili darslarida ta’lim samaradorligini ta’minlash maqsadida foydalanilishi mumkin bo‘lgan bir qator o‘yinlarni keltirib o‘tmoqchimiz. Quyida nemis tili fanining o‘qitish jarayonida foydalanish mumkin bo‘lgan interfaol usullardan hamda didaktik o‘yinlardan bir nechtasining umumiy loyihasini keltiramiz.

“Bilaman”, “Bilishni xoxlayman”, “Bilib oldim“ metodi. Bu metod o‘quvchilarga muayyam mavzular bo‘yicha bilimlar darajasini baholay olish imkonini beradi. Metodni qo‘llash jarayonida o‘quvchilar bilan guruhli yo ommaviy ishlash mumkin. Guruh shaklida ishlashda mashg‘ulot yakunida har bir guruh tomonidan bajarilgan faoliyat tahlil etiladi. Guruhlarning faoliyatlari quyidagi ko‘rinishda tahlil etilishi mumkin. 1. Har bir guruh umumiy sxema asosida o‘qituvchi tomonidan berilgan topshiriqlarni bajaradi va mashg‘ulot yakunida guruhlarning munosabatlari loyiha bandlari bo‘yicha umumlashtiriladi; 2. Guruhlar umumiy sxemaning alohida bandlari bo‘yicha o‘qituvchi tomonidan berilgan topshiriqlarni bajaradi. 3. O‘quv faoliyati bevosita yozuv taxtasi yoki ish qog‘ozida o‘z aksini topgan quyidagi sxema asosida tashkil etiladi.

Bilaman	Bilishni xoxlayman	Bilib oldim

Metoddan foydalanish uch bosqich asosida amalga oshiriladi ya’ni:

1. O‘quvchilarning o‘rganishi rejalashtirilgan mavzu bo‘yicha tushunchalarga egalik darajasi aniqlanadi.
2. O‘quvchilarning mavzu bo‘yicha mavjud bilimlarini boyitishga bo‘lgan ehtiyojlari o‘rganiladi.
3. O‘quvchilar mavzuga oid ma’lumotlar bilan batafsil tanishtiriladilar.

Bosqichlar bo‘yivha amalga oshirilgan harakatlarning to‘liq tafsiloti quyidagicha: 1. Sinf o‘quvchilari guruhlarga bo‘linadilar;

2. O‘quvchilarning yangi mavzu bo‘yicha tushunchalarga egalik darajasi o‘rganiladi.

3. O‘quvchilar tomonidan qayd etilgan tushunchalar loyihaning 1 – bandiga yozib boriladi. 4. O‘quvchilarning yangi mavzu bo‘yicha bilimlarini boyitishga bo‘lgan ehtiyojlari o‘rganiladi. 5. O‘quvchilarning ehtiyojlari sifatida bayon etilgan tushunchalar loyihaning 2 – bosqichida yozib qo‘yiladi. 6. O‘qituvchi yangi mavzuga oid umumiy ma’lumotlar bilan o‘q uvchilarni xabardor qiladi. 7. O‘quvchilar o‘zlashtirgan yangi tushuncha aniqlanadi. 8. Bayon qilingan yangi tushunchalar loyihaning 3 – bandiga yozib qo‘yiladi. 9. Mashg‘ulot yakunida yagona loyiha yaratiladi.

Usbekistan

Ich weiu	Ich will (mochte) wissen	Ich wu?te (Ich wei? schon)
Usbekistan halt seine Unabhangigkeit am 31. August.	Wirviel Lander anerkannten Usbekistan, nach dem es seine Unabhangigkeit erworben hatteu Nach den es seine Unabhangigkeit erworben hatte, anerkannten Usbekistan 152 Lander.	Usbekistan halt seine Unabhangigkeit am 31. August. Nach dem Usbekistan seine Unabhangigkeit erworben hatte, anerkannten es 152 Lander.
Am 8. Dezember 1992 wurde die neue Verfassung angenommen.	Die Gemeinschaftsbetriebe in Usbekistan zur Zeit: Die Gemeinschaftsbetriebe in Usbekistan zur Zeit zwischen der Turkei, Deutschland, Usbekistan “O‘zotazyo‘l”.	Am 8. Dezember 1992 wurde die neue Verfassung angenommen. Die Gemeinschaftsbetriebe in Usbekistan zur Zeit zwischen der Turkei, Deutschland, Usbekistan “O‘zotazyo‘l”.
Die Farben der Fahne sind hellblau, wei? und grun.	Feste unf Brauche des Usbekischen Volkes: Feste unf Brauche des Usbekischen Volkes sind verschieden. Das sind: Beschik Toji, Sunnat Toji.	Die Farben der Fahne sind hellblau, wei? und grun. Feste unf Brauche des Usbekischen Volkes sind verschieden. Das sind: Beschik Toji, Sunnat Toji.

3-sinflar uchun ishlab chiqqan “Samolyot” metodi alohida ahamiyatga molik. Unga ko‘ra, o‘quvchilar uch guruhga ajralib, rangli qog‘ozdan bittadan samolyot yasashadi. O‘qituvchining ishorasidan so‘ng birinchi guruh ikkinchi guruhga, ikkinchi guruh uchinchi guruhga, uchinchi guruh esa birinchi guruhga samolyotini uchiradi. Ular almashinilgach, qanotlariga yangi o‘rganilgan nemischa so‘zlardan biri husnixat bilan yoziladi. So‘ng samolyotlar yana almashinib, jarayon davom etadi. O‘yinning asosiy shartlaridan biri samolyot qanotiga bir so‘z takror yozilmaydi. Natijada bellashuv ishtirokchilari raqib jamoa yozgan so‘zlarni o‘qib ko‘radi va uni takrorlamaslik maqsadida xotirasidagi yangi so‘zni jonlantirishga harakat qiladi. Bolalarning o‘tilgan mavzu yuzasidan yodlagan so‘zlari miqdori inobatga olinib, samolyotlar uch-to‘rt martagacha parvoz ettiriladi. O‘yin yakunida ular doskaga ilinib, yozilgan so‘zlar jo‘rovozda o‘qib chiqiladi. O‘yinda faol qatnashgan, husnixati chiroyli o‘quvchilarga rag‘bat ballari qo‘yiladi.

“Botanik yoki zoologik loto”. O‘quvchi katta hayvon yoki hasharot chizilgan kartochka, ya’ni bir necha kvadratlarni oladi. Kichik kartochkalarda – hayvonlarning bolalari. Bir tur, bir oilaga mansub hayvonlar yoki hasharotlarni tanlab, ularning biologik xususiyatlari, tabiatdagi ahamiyati haqida gapirib beradi. Katta hayvonlar va ularning bolalari xususidagi moslashtirish belgilari orqali o‘quvchilarga so‘zlarni kichraytirish, erkalash orqali va turli xil ko‘rinishlar orqali xulosa chiqarish imkonini beradi. Bu o‘yinda o‘quvchilar turli xil katta – kichik hayvonlarning ovozlari, harakatlariga taqlid qilish orqali insonning hayvonot olamiga munosabatini namoyish etishi mumkin. Bu o‘yin odatda “Hayvonot dunyosi” mavzusi o‘tilgandan keyin, o‘quvchilarning fanga qiziqishini orttirish maqsadida o‘tkaziladi.

Die Tiere.

1. Die Gruppe teilt man in 2 Mannschaften. Dann gebe ich 10 Karten, 5 fur die 1. Mannschaft und 5 fur die 2. Mannschaft. Die Gruppe muss Mannschaftskapitun wuhlen. Alles hungt von Mannschaftskapitun ab. Hier gibt es Tiere, die zu den Haustiere und Wildtiere gehoren. Wenn erste Mannschaftskapitun werft eine Karte, nuchste Mannschaft muss sofort passende Antwortkarte zeigen. z.B.: Der Hund die Katze, das ist auch ein Haustier. Der Bar der Affe, das ist auch ein Wildtier.

2. Finden Sie bitte die Tiere, die gleiche Farbe haben. z.B.: Der Hase, die Maus, der Elefant, der Esel, der Wolf – Sie sind alle grau. Wenn 2 Mannschaften gleiche Punkte bekommen, dann lese ich ihnen Rutsel und sie mussen antworten. Naturlich uber Tiere.

Ich bin ein Schuh und warm euch fein
Wie zieht an die Fuue mich.
Ich habe stets ein Bruderlein
Das ist genauso grou wie ich
(der Hase)

Xulosa qilib aytganda, ta’limning interfaol usullarini nemis tili darslarida qo‘llab, o‘quvchida ilmiy dunyoqarashni shakllanishida, o‘zligini tanitishda, murakkab vayiyatlarda o‘zini erkin tutib mustaqil ravishda to‘g‘ri yo‘l tanlab bilishda, noan’anaviy darslar va ta’limning interfaol usullari ahamiyati katta ekanligiga ishonch hosil qildik. Nemis tili darslari jarayonida interfaol usullardan foydalanish o‘quvchining fanga bo‘lgan qiziqishini oshiribgina qolmay, mustaqil izlanishga ham undaydi.

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BOSHLANG'ICH SINFLARDA XORIJIY TILNI O'RGANISH SAMARALIDIR

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Annotatsiya: Maoqlada boshlang'ich sinflarda xorijiy tilni o'rganishning ijobiy tomonlari borasida fikr yuritilgan.

Kalit so'z: xorijiy til,

Uzluksiz ta'lim tizimining maktabgacha va maktab yoshidan boshlab xorijiy tillarni o'rganish katta yoshda xorijiy tillarni o'rganishni boshlashdan ko'ra tezroq va mustahkamroq bo'ladi. Bolalarning fonematik eshitish qobilyatlari juda rivojlanganligi sabab ular barcha yangi so'zlarni yaxshi o'zlashtiradilar. 4-8 yoshli bolalar nafaqat so'zlarni, balki ularning xususiyatlarini ham imitatsiya qila oladilar.

Xorijiy tillarni o'rganishga nisbatan eng qulay bo'lgan davr bu 5-8 yosh bo'lib, bu davrda bola tomonidan o'z ona tilini o'rganish tizimi to'liq egallangan bo'lib, xorijiy tilni egallashga u ongli ravishda yondashadi, atrofdagilar bilan xorijiy tilda aloqaga kirishish unda qiyinchilik tug'dirmaydi. Bolalikda xorijiy tillarni o'rganish jarayoni orqali rivojlanadigan analitik layoqatlar bolaning kommunikativ qobilyatlari rivojiga ijobiy ta'sir ko'rsatadi. 10 yoshdan so'ng xorijiy tillarni o'rganuvchi bolalarning faqat 5 foizgina so'zlarni aksentsiz talaffuz etishi mumkin.

Shuning uchun ham xorijiy tillarni o'rganishni erta boshlash samarali hisoblanadi. Uzluksiz ta'lim tizimining asosiy bo'g'ini bo'lgan umumiy o'rta ta'lim maktablarida ham xorijiy tillarni o'rganish sohasida muayyan tajribalar to'plangan bo'lib, mazkur tajribalar asnosida 2013-2014 o'quv yillaridan boshlab Respublikaning barcha hududlarida chet tillarini, asosan, ingliz tilini o'rganish jarayonini boshlang'ich sinflardan, ya'ni birinchi sinfdan boshlab amalga oshirish ustuvor vazifalardan hisoblanmoqda. Ingliz tilini boshlang'ich dastlabki o'quv jqrayonini vaziyatlari va ta'limiy o'yinlarni qo'llash orqali o'quvchi nutqini rivojlantirish maqsadida tashkil etiladi.

Ingliz tilini o'qitish 4 ta asosiy ko'nikmalarni - gapirish, tinglash, tushunish, o'qish va yozish ko'nikmalarini o'zlashtirishga qaratiladi. Ularning asosini so'zlarni o'rganish tashkil qiladi. Bunda so'zdan gap tuzishga, so'ng o'z qarashlarini himoya qilishga o'tiladi.

Boshlang'ich sinflarda chet tilida muloqot qilish asoslari og'zaki va yozma nutqqa e'tiborni qaratish bilan belgilanadi. Ya'ni bunda kattalarga nisbatan yosh bolalarning ikkinchi tilni qabul qilishga nisbatan diqqatni qisqa va turg'un emasligini hisobga olish, mashg'ulot davomida har 5-7 daqiqada tanaffuz qilib turish va takrorl ash maqsadga muvofiqdir. Ingliz tilini o'rganishning boshlang'ich bosqichida alifboni o'rganish bilan birga, har bir harfga oid bir necha so'zlarni bilib borish amalda yaxshi natija beradi.

A - apple, apricot, animal
B -ball, black, balloon, banana
C -cat, cake, camel, children

So'z lug'at zaxirasini boyitib borishning keyingi bosqichlarida sinfni guruhlarga bo'lib har bir guruhga mavzu bo'yicha barcha o'tilgan so'zlarni yozish topshirig'ini berish mumkin.

1 -guruhga "Classroom things"
2 -guruhga "MY school"

Ko'p so'z yoza olgan guruh g'olib bo'ladi. Dars jarayonida axborot texnologiyalari vositalarini qo'llash o'quvchilarning fanga bo'lgan qiziqishlari va bilish faolligini oshiradi, ularning quvonch bilan ishlashlari va dars davomida uchraydigan qiyinchiliklarni osonlik

bilan yengishlariga yordam beradi.

Xulosa o‘rnida shuni aytish mumkinki, barkamol inson hafaqat o‘z tilida fikr bayon etish balki, xorijiy tillarni ham o‘zlashtirib erkin muloqotga kirishishni davrning o‘zi taqozo etmoqda.

BOLALARNI VATANPARVARLIK RUHIDA TARBIYALASHNI TA'MINLASH BIZ KATTALARNING BURCH VA MAS'ULIYATLARIMIZDIR

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Annotatsiya: Ushbu maqolada bolalarimizni vatanparvarlik ruhida tarbiyalashni ta'minlash kattalarning burch va vazifalari ekanligi, mas'uliyati va bu borada qilinayotgan ishlar haqida ma'lumot berilgan.

Kalit so'zlar: vatanparvarlik, ta'lim tarbiya, o'quvchi, sport, madaniyat, ma'naviyat, innovatsion, g'oya.

Darhaqiqat, bugungi kunda bizda Vatanparvarlikka oid bo'lgan bu kabi nodir iboralarning ko'pligi va xo'pligidan butun jahon sivilizatsiyasiga Buyuk Sharq yo'lboshchi bo'lganligini eslashimizning o'zi kifoya.

Shu yo'lda aziz bolalarni to'g'ri tarbiyalab, ularga to'g'ri yo'lni ko'rsatib Vatanparvarlik g'oyalarini ularning ongu shuurlariga singdirishdek ishlarda, - bolalik va yoshlik damlaridan ilmli bo'lib bilim olishga, kasb hunarga, sportga, san'atga, madaniyat - ma'naviyatga, mehnatga, quyingki o'zlari yoqtirgan iqtidor qirralarini ochishlari yo'lida chiqarilib kelinayotgan qator yuqoridagi Qonun hujjatlarining hududimizda amaliy ijrosining ta'minlanishida, viloyatimiz hokimi Zoir Mirzayevning ham mehnatlari samaralidir.

Bu borada o'tib borayotgan joriy yil davomida bolalar sportini rivojlantirish bo'yicha, faol tadbirkorlikni, innovatsion g'oyalar va texnologiyalarni qo'llab quvvatlash yuzasidan Dasturda belgilangan vazifalarning bajarilib kelinayotgani, og'ir ijtimoiy sharoitdagi xotin- qizlarga, nogironlarga, kam ta'minlangan oilalarga, farzandlarini to'liqsiz oilada tarbiyalayotgan onalarga, uy - joyga muhtoj oilalarni arzon uy- joylar bilan ta'minlab, bolalar va o'smirlarni adabiyotlar bilan ta'minlashlarida qator ishlarning amalga oshirilayotgani bu tom ma'noda yuqorida nomma - nom sanab, sharhlab o'tilgan Qonun hujjatlariga asoslangan ularning amaliy ijrosidir.

Ayniqsa maktabgacha ta'lim tizimining yangi soha sifatida viloyatimizda boshqarmasi tashkil etilib, ushbu sohaning ham qonunlarda ko'rsatilgan yangi Nizomda belgilangan tartib bo'yicha olib borilayotganligi barchaga ma'qul kelmoqda.

O'rta ta'lim maktablarida ham bunday rivojlanishlar, yangiliklar yaratishlar amalga oshirib kelinmoqda. Shunga asoslangan holda boshlang'ich sinf o'qituvchisi Davlat ta'lim standarti bo'yicha bolalarning mantiqiy tafakkur qila olish salohiyatini, aqliy rivojlanishini, dunyoqarashini, kommunikativ savodxonligini va o'z o'zini anglash salohiyatini shakllantirishga, erkin fikrlay olish, o'zgalar fikrini anglash, o'z fikrini og'zaki va yozma ravishda ravon bayon qila olish ko'nikmalarini egallashlariga erishishi lozim. Shu boisdan ham boshlang'ich sinflar o'quv jarayonidagi bir xillikka barham berish dars jarayonini turli - tumanligini, rang - barangligini ta'minlash maqsadida ilg'or pedagogik va innovatsion texnologiyalarini keng joriy etishga mo'ljallangan o'quv - metodik qo'llanmalarni yaratish va tadbiq qilish davr talabidir. Shu bilan birga dars jarayonida maxsus tayyorlangan multimediali ilovalardan, videolavhalardan, turli animatsion materiallardan foydalanib o'quv jarayoni tashkil qilinganda, o'quvchilarning amaliy tafakkur va tasavvurlarini shakllantirishda mavzuga bo'lgan qiziqishlarini orttiradi va tez tushunib olishlariga imkoniyat yaratadi. Shuningdek, dars davomida o'quvchilar charchab qolmasligi va zerikmasliklari uchun musiqali dam olish daqiqalari ham tashkil etilishi maqsadga muvofiqdir. Xuddi

shunday, boshlang‘ich sinflarda matematika darslarida didaktik o‘yin va boshqotirmalardan foydalanish o‘quvchilarning mantiqiy fikrlash va hozirjavoblik qobiliyatlarini yanada rivojlantiradi. Umumiy o‘rta ta’lim maktablarining boshlang‘ich sinflarida o‘quv jarayonini axborot kommunikatsiya vositalaridan foydalangan holda shakllantirish o‘qituvchidan o‘quvchiga o‘qituvchining ishtirokisiz mustaqil holda amalga oshirish uchun zarur bo‘lgan elementlarni, didaktik materiallarni berish uzluksiz tarzda ketma - ket kechadigan jarayondir. Boshlang‘ich sinflarda kompyuterli o‘qitish - predmetlar muhitini elementlarini o‘zgartiruvchi va boyituvchi sifatida qarladi. Boshlang‘ich sinf o‘quvchilarida aynan bunday yoshda bolaning aqliy qobiliyatlarini jadal rivojlanish jarayoni kechadi, uning intellektual salohiyatini rivojlanishi uchun fundament yaratiladi.

Davlatimiz rahbarining ta’sis etgan siyosatlarining, viloyatimizda amaliy ijrosining ta’mini sifatida hammasi, bolajonlar va yoshlarimizning ertangi kamolotlari uchun xizmat qilayotganligining e’tirof etilishidir. Albatta bu kabi innovatsion g‘oyalarni tadbiq qilish, tadbirlar o‘tkazilib kelinayotganligi olijanob ishlar sirasiga kirgizilib, zero kelajagi porloq O‘zbekistonimizga faqat va faqat birlashish, ribojlanish va taraqqiyot yarashadi desak, hech ham xato gapirmagan hisoblanib, yuksalib borayotgan hur diyorimizda bayramlar izidan bayramlar bo‘laversin, biz kattalar esa bolalar, yoshlar va umumxalqimiz koriga yarashdek baxtlarga erishsakkina, oldimizda turgan o‘z burch va mas’uliyatlarimizni bajargan hisoblanamiz!

Foydalanilgan adabiyot ro‘yxati:

1. “ Boshlang‘ich ta’lim “ jurnali.
2. “ Ma’rifat” jurnali.
3. “ Boshlang‘ich sinflar metodikasi” o‘quv qo‘llanma.

ONA TILI VA ADABIYOT DARSLARIDA RIVOJLANTIRUVCHI TA‘LIM TEXNOLOGIYALARINING SAMARADORLIGI

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Annotatsiya: Rivojlantiruvchi ta’lim texnologiyalar qo‘llanganda, o‘quvchilar qiziqishining ortishiga, bilimlarning ko‘nikmaga aylanishiga, bilim sifat-samaradorligining oshishiga sabab bo‘lmoqda.

Kalit so‘zlar: pedagogik texnologiya, rivojlantiruvchi ta’lim

Hozirgi zamon ta’limining asosiy maqsadlaridan biri o‘quvchi shaxsini rivojlantirishdir. Rivojlantiruvchi ta’lim ma’lum bir vaqtda, o‘quvchining ta’limiy, tarbiyaviy, ma’naviy, ruhiy va jismoniy rivojlantirish hamda uni tez o‘zgaruvchan dunyoda jamiyatga, hayotga moslashuvini ta’minlovchi ta’lim nazariyasi hisoblanadi. O‘z kelajagini o‘ylagan har bir davlat jamiyat hayotidagi shaxsga taalluqli barcha ijtimoiy ta’sirlarni insonning rivojlanishi uchun, uning o‘zligini anglashi va namoyon qila olishi uchun maqsadli ravishda yo‘naltira olgan bo‘lishi kerak. Rivojlantiruvchi ta’lim texnologiyalar qo‘llanganda, o‘quvchilar qiziqishining ortishiga, bilimlarning ko‘nikmaga aylanishiga, bilim sifat-samaradorligining oshishiga sabab bo‘lmoqda.

Zamonaviy ta’limning ayrim texnologiya va usullari:

Texnologiyalar	Usullar
“Bumerang”	“Aqliy hujum”
“FSMU”	“Guruhlarda ishlash”
“Venn” diagrammasi	“Rolli o‘yin”
“Baliq skleti”	“Ishbilarmonlik o‘yini”
“Elpig‘ich”	“Refleksiya”
“Zanjir”	“Taqdimot”
“Zinama-zina”	“Galereya”
“6x6x6”	“T jadval”
Texnologiyalar	Usullar
“Bumerang”	“Aqliy hujum”
“FSMU”	“Guruhlarda ishlash”

“IKKI QISMLI KUNDALIK” TEXNOLOGIYaSI - bu pedagogik texnologiya bo‘lib, yozma nutqni rivojlantiradi. Bu uslub o‘qib chiqilgan mavzu bo‘yicha tushunchalarni shaxsiy tajriba bilan bog‘lashga imkon beradi.

Maqsad: o‘rganilayotgan mavzuga qiziqish uyg‘otish, yozma nutqni rivojlantirish.

O‘tkazish bosqichlari:

1-bosqich. O‘quvchilarga oldindan tayyorlab qo‘yilgan matn o‘qish uchun taklif etiladi.

2-bosqich. Hamma matn bilan tanishganiga ishonch xosil qilib, daftarni vertikal chiziq bilan ikkiga bo‘lish so‘raladi.

3-bosqich. O‘quvchilarga, daftarni chap tomoniga muallif tsitatalar (g‘oyalari, fikrlari)ni yoqqanlarini (yoki yoqmaganlarini) yozishlari aytiladi.

4-bosqich. O‘ng tomonga o‘quvchi mazkur tsitataga berilgan o‘zini izohini yozadi, ya’ni o‘qilgan matn haqidagi tushunchasini umumlashtirib beradi.

5-bosqich. Topshiriqni shu qismi tugagandan keyin o‘quvchilarga (o‘z xohishiga ko‘ra) bittadan tsitatalarni va ularga yozilgan izohni o‘qish taklif etiladi. TSitata va ularning izohi o‘qilayotganda savol berish yoki mazkur tsitataga o‘z izohini berishga ruxsat etiladi.

6-bosqich. O‘quvchilar sherik (uchliklar yoki kichik guruhlar) bo‘lib ham ishlashlari mumkin.

Namuna: Adabiyot darsi 5-sinf o‘quv dasturida berilgan Oybekning “O‘zbekiston” she’rini o‘tishda “Ikki qismli kundalik” texnologiyasi asosida she’rning mohiyatini oddiy yo‘llar bilan o‘quvchiga yetkazishi mumkin.

Bir o‘lkaki, tuprog‘ida oltin gullaydi,
Bir o‘lkaki, qishlarida shivillar bahor
Bir o‘lkaki, sal ko‘rmasa, quyosh sog‘inar…
Bir o‘lkaki, g‘ayratidan asabi chaqnar.

Yuqorida keltirilgan bosqichlar asosida ish yuritiladi, o‘quvchilar 2 bosqichga ko‘ra, daftarlarini vertikal chiziq bilan ikkiga bo‘lib, 3 bosqichga ko‘ra chap tomoniga muallif g‘oyalari-tuprog‘ida oltin gullaydi, qishlarda shivirlar bahor kabi so‘zlarni yozishlari aytiladi. 4-bosqichga ko‘ra, o‘ng tomonga o‘quvchi mazkur so‘zlar izohini yozadi, ya’ni o‘qilgan she’r haqidagi fikrlarini umumlashtirib aytadi. Bunda o‘quvchilar guruh bo‘lib ishlashlari ham mumkin. O‘quvchilarning faoliyati o‘qituvchining diqqat markazida bo‘lishi kerak. Chunki o‘quvchining fikrlash olami va vatanini bilish, o‘zligini kashf etish borasida o‘zlaricha fikr yuritadilar, taxlil qiladilar, munosabat bildiradilar. Bu jarayonda o‘quvchining ish quroli darslik sanaladi. SHe’r mazmunini yaxshi tushungan o‘quvchilar she’rni oson yodlashga erishadi.

“ZINAMA-ZINA” TEXNOLOGIYASI – bu texnologiyani o‘tkazish uchun o‘qituvchi o‘quvchilarga rangli kartochkalar yordamida teng sonli kichik guruhlarga ajratadi. Har bir kichik guruh uchun sardorlar tayyorlanadi. Sardorlar mavzu savollarini olib, o‘quvchilarga birma-bir berib boradi. Agar guruh 6 ta o‘quvchidan tashkil topgan bo‘lsa, har bir o‘quvchi savolga javob berishi lozim. Savollar guruh sardorlari tomonidan o‘quvchilarning javoblarini nozorat qilinadi. O‘quvchilar har bir to‘g‘ri javob uchun bir balldan to‘plab jami 5 ballgacha ball to‘plashi mumkin. SHundan so‘ng, o‘qituvchi o‘quvchilarning to‘plagan baliga qarab qayta guruhlaydi. Har bir guruh o‘zlarining iqtidoriga qarab turli xildagi topshiriqlarni beradi. O‘quvchilar bu topshiriqlarni bajarib bo‘lgandan so‘ng, o‘zaro savol javob o‘tkazadilar har bir guruh o‘z topshiriqlarini ko‘rgazmali qurollar asosida bayon etadi. Topshiriqni mukammal bajargan kichik guruhlarda g‘oliblar aniqlanadi va rag‘batlantiriladi.

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ВЛИЯНИЕ ПСИХОЛОГИЧЕСКИХ И ВОЗРАСТНЫХ ОСОБЕННОСТЕЙ МЛАДШИХ ШКОЛЬНИКОВ НА ОВЛАДЕНИЕ ИНОСТРАННОГО ЯЗЫКА

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Аннотация: Сегодня знание иностранных языков уже не роскошь, а необходимость, возможностей для их изучения предостаточно, не говоря уже о методиках преподавания. В данной статье излагается о влиянии психологических и возрастных особенностей младших школьников на овладение иностранного языка.

Ключевые слова и понятия: психология, закономерности психического отражения, развитие ребенка, двуязычное окружение, механизм овладения языком, психологическая ситуация, необходимость играть, психофизиологические возрастные особенности детей.

Определенное содержание обучения иностранному языку невозможно без обращения к психологии - науке о закономерностях психического отражения действительности в сознании человека, исследующей душевные свойства, мыслительную деятельность и состояние индивида в зависимости от условий, в которых они появляются. Психология занимается строением деятельности человека и ее формированием.

При обучении детей иностранному языку необходимо помнить, что «психолого-педагогическая концепция, на которой строилось обучение иностранным языкам в разных странах, основывалась на существовавшей до недавнего времени теории усвоения ребенком языка. Согласно этой теории ребенок овладевает языком в результате подражания речи взрослых, имитативным путем без целенаправленного обучения. Иными словами, никто не расчленяет для ребенка поток речи на единицы усвоения, не дозирует речевые образцы, не выстраивает их в определенную последовательность, не объясняет правил грамматики - и, тем не менее, нормально развивающийся ребенок к пяти-шести годам уже настолько овладевает этой сложнейшей грамматикой, что строит самостоятельные высказывания, успешно решая коммуникативные задачи, а к семи-восьми в речи ребенка появляются сложные предложения, тексты значительной длины». И вторым языком согласно этой теории ребенок овладевает так же как первым, - спонтанно, без вычленения правил, благодаря необыкновенной способности к имитации, которая утрачивается с годами.

Доказательство - развитие ребенка в двуязычном окружении. Но имитация не является основным механизмом овладения языком в детстве - возможность самостоятельного построения высказывания достигается за счет огромной (разумеется, неосознанной) аналитической работы ребенка, которые не столько имитирует, сколько расчленяет и обобщает все, что видит и слышит и выводит системы правил, которые определяют выражение индивидуальных мыслей, интенций ребенка. «Все дети независимо от конкретных особенностей родного языка (а такие материалы получены на основе более чем 40 языков различных систем) проходят этап так называемой сверхгенерализации. Образования типа «ребенки», «зажгала свет», «у рыбов нет зубов» в речи русских детей, «corned» «goed», «footies» в речи малень-

ких носителей английского языка – все это говорит о том, что ребенок открыл правило («вот так надо делать, когда много») и желает действовать вместе с этим обобщенным правилом.

Иногда говорят, что ребенок действует по аналогии, но что это такое и какова психологическая природа действий по аналогии? «Всякая аналогия – как утверждал выдающийся психолог А.Р. Лурия, - предполагает обобщение». Но в конце концов какая разница, по каким механизмам происходит овладение языком в детстве? Если этим овладением управляют бессознательные обобщающие процессы, может быть они включаются при столкновении ребенка со вторым иностранным языком? Ответ на этот вопрос становится ясным, если мы представим психологический фон овладения родным языком. Какой двигатель «запускает» процессы, заставляющие ребенка из всех звуков, которые он слышит вокруг вычленить как значимые только фонематические, смыслоразличительные противопоставления системы родного языка? Почему маленькие дети за короткое время запоминают сотни слов?

Дело в том, что аналогичная психологическая ситуация возникает в случае, когда английский язык выполняет в жизни ребенка те же социальные функции, что и первый, например, необходимость играть с иноязычным партнером, общаться с бабушкой, которая говорит на английском языке и т.д.

В таких условиях ребенок действительно быстрее и успешнее взрослого научится говорить на английском языке и существует мнение, что усвоенное в детстве усваивается навсегда. Но стоит чуть сузить сферу иноязычного общения, как исчезают навыки и умения иноязычного общения, которыми ребенок успешно оперировал, а с исчезновением этой сферы на продолжительное время эти навыки редуцируются практически до нуля. Результатами исследования овладения вторым языком в детстве и анализ существующей практики обучения позволяет выдвинуть новые требования к построению обучения у школьников начальной школы иностранным языкам.

Все исследования подтверждают, что обучение должно быть ориентированно на психофизиологические возрастные особенности детей.

Было показано, что специальные занятия можно проводить с трех до десяти лет, до трех бессмысленно, после десяти - бесполезно надеяться на положительный результат, который возможен лишь для незначительной части учеников, тех, кто обладает коммуникативными и лингвистическими способностями выше среднего уровня. Лучше всего начинать обучение с 6-7 лет, когда система родного языка ребенком уже достаточно хорошо освоена, а к новому языку он относится сознательно. Именно в этом возрасте еще мало штампов речевого поведения, легко по-новому «кодировать» свои мысли, нет больших трудностей при вступлении в контакт на иностранном языке. Если методическая система построена достаточно грамотно с лингводидактической и психолингвистической точек зрения, то успех в овладении предлагаемым ограниченным языковым материалом и создание необходимых предпосылок для дальнейшего освоения любого иностранного языка обеспечены практически всем детям.

Поскольку раннее обучение приносит отдаленные положительные результаты, то лучше сделать его относительно дешевым. Ответственность за это также несут создатели методики обучения иностранному языку на начальном этапе.

Таким образом, обучение иностранному языку в раннем возрасте - это не мода, а необходимость. Необходимость, воспитывающая совершенно иное отношение к языку. Все это зависит в первую очередь от того, на каком уровне, с какими целями и с каким отношением ребенку это преподносит преподаватель. В раннем возрасте 6-7 лет, ребенка необходимо заинтересовать нововведением, только в этом случае можно будет добиться самых положительных результатов в обучении иностранному языку.

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ONA TILI DARSLARIDA INNOVATSION TEXNOLOGIYALARNI QO‘LLASH ORQALI MA’NAVIY TARBIYANI SHAKLLANTIRISH OMILLARI VA IMKONIYATLARI

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Annotatsiya: Maqolada boshlang‘ich sinf o‘quvchilari ma’naviyatini shakllantirishda innovatsion texnologiyalardan foydalanishning afzalliklari, imkoniyatlari haqida fikr yuritilgan. Shuningdek, muallif maktabgacha ta’lim muassasalari tarbiyalanuvchilarining ma’naviy-ahloqiy tarbiyasini shakllantirishga erishish yo‘llarini ko‘rsatib o‘tgan.

Kalit so‘zlar: boshlang‘ich ta’lim, axborot texnologiyalari, rivojlantirish, shakllantirish, ta’lim texnologiyalari, o‘quvchi ma’naviyati.

Axborot — kommunikatsion texnologiyalari barcha sohalar qatori ta’lim tizimiga ham izchillik bilan kirib kelmoqda. Jumladan, axborotlashtirilgan multimediali ta’lim texnologiyalarini boshlang‘ich ta‘limga joriy etish orqali o‘tiladigan fanlar mazmunini o‘quvchilar ongiga to‘liq va mukammal ravishda singdirish, innovatsion vositalar bilan tanishtirish muhim ahamiyatga ega. Bundan tashqari boshlang‘ich ta’limda multimedia vositalaridan samarali foydalanishning o‘ziga xos afzalliklari ham bor. Ularni quyidagicha ifodalash mumkin:

— ta’limda ko‘rgazmalilik eng asosiy o‘rinlardan birini egallaydi;

— o‘quvchini izlanishga undaydi;

— o‘quvchi ta’lim jarayonini bir vaqtning o‘zida ko‘radi, uni eshitadi, o‘quvchilarga kengroq qamrovdagi va kattaroq hajmdagi materiallarni tezroq yetkazib beriladi;

— o‘quvchi tafakkurini faollashtiradi;

— mashg‘ulotlarni jonli va muloqotli tarzda olib borishga imkoniyat tug‘iladi;

— o‘z-o‘zini namoyish etish imkoniyatini beradi, ta’lim mazmunini yoritishda animatsiyalardan foydalanishning keng imkoniyatlari yaratiladi.

Shuning bilan birga, maktabgacha ta’lim muassasalarida tarbiyalanuvchilarning va o‘quvchi-yoshlarning ma’naviy tarbiyasi eng dolzarb muammolardan biri bo‘lib, shu orqali jamiyat ma’naviyatini shakllantirishga erishish mumkin. Shuningdek, boshlang‘ich ta’limda axborot-kommunikatsion vositalaridan foydalanish jarayonida o‘quvchi-yoshlarning mafkuraviy immunitetini shakllantirib, uni mustahkamlab borish lozim. Boshlang‘ich ta’limda ona tili fani mazmuniga Vatan tuyg‘usi, milliy g‘urur, an’ana va milliy qadriyatlarimizni o‘quvchilar ongiga singdirish hamda muomala madaniyati, ovqatlanish, kiyinish, saranjom-sarishtalik, odobli, mehnatsevar bo‘lish kabi insoniy sifatlarni shakllantirib borish lozim. O‘quvchilarga ma’naviy tarbiya berishni quyidagi uch yo‘nalishda olib borgan ma’qul:

1. O‘quvchilar ma’naviyatini shakllantirishga ijobiy ta’sirlar.
2. O‘quvchilar ma’naviyatini shakllantirishga salbiy ta’sirlar va ularni bartaraf etish.
3. O‘quvchilar ma’naviyatini shakllantirishning multimediali ta’lim texnologiyalarini ishlab chiqish va undan amaliyotda keng foydalanishga erishish.

Shuningdek, multimedia usuli ta’lim samaradorligini oshirishda quyidagi ta’limiy va tarbiyaviy afzalliklarga ega: axborotning xilma-xilligi: matn, lavha, bezak, nutq, musiqa, videofilmlardan parchalar, telekadrlar, animatsiyalardan foydalanishga erishiladi; “Inson — kompyuter” interaktiv muloqotning yangi darajasi ancha keng bo‘ladi va undan har tomonlama axborotlarni oladi; o‘quvchilar tafakkurini faollashtiradi; turli fikr va mulohazalarga

diqqatni jalb qilishni o‘rganadi; yangi fikr-mulohazani bildirishga va o‘zlashtirishga ruhan tayyor bo‘ladi.

Donishmandlarimiz aytganidek: “O‘qitish — ikki barobar o‘qish demakdir”. Demak, har bir o‘qituvchi-murabbiy bu o‘gitga amal qilar ekan, aslo kam bo‘lmaydi. Eng katta farq esa hozirgi kun o‘qituvchisining ish faoliyati innovatsion axborot texnologiya dunyosi, ilg‘or pedagogik texnologiyalardan samarali foydalanish, jahon hamjamiyatida o‘z o‘rni borligida.O‘qituvchilik kasbining qator mas’uliyatlarini sanab o‘tish mumkin. Bular qatoriga bola ruhiyatini o‘rganish, undagi salbiy jihatlarga qarshi kurasha olish, o‘quvchilari qalbida o‘z faniga qiziqish uyg‘otish barobarida Vatanga, oilaga, ota-onaga, do‘stlariga nisbatan mehr-muhabbatli qila olish, har bir o‘quvchining oilaviy sharoitini o‘rganib, otaonasi bilan hamkorlikni yo‘lga qo‘yish kabilarni kiritish mumkin.

Ona tili va adabiyot fani o‘qituvchisi har bir inson uchun hayotda bilishi shart hisoblangan to‘g‘ri so‘zlash, ifodali o‘qish, o‘z fikrini mustaqil bildira olish, og‘zaki va yozma nutq hamda savodxonlikning imkon qadar yuqori darajasini egallashlarida ko‘prik vazifasini bajaradi. Bu ham uning zimmasidagi mas’uliyatning bir ko‘rinishidir.

Ta’lim mazmunini boyitishga oid ishlarni muntazam ravishda olib borish lozim. O‘quvchilar ma’naviyatini shakllantirishda pedagogik omillarni ham ko‘plab topsa bo‘ladi. Ular ta’lim mazmunini yangi sifat bosqichiga ko‘tarishga mustahkam didaktik asos bo‘la oladi va ularni ta’lim mazmuniga ustalik bilan kiritish esa, o‘ziga xos innovatsion jarayon bo‘lib, bunda o‘qituvchidan yuksak pedagogik mahorat talab etiladi.

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О МЕТОДИЧЕСКИХ ПРИЁМАХ, ОБЕСПЕЧИВАЮЩИЕ РЕАЛИЗАЦИЮ МЕТОДА ТВОРЧЕСКОГО ЧТЕНИЯ

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Аннотация: В данной статье излагается методические приёмы, обеспечивающие реализацию метода творческого чтения, о совершенствовании образовательной деятельности в аспекте приобщения учащихся к чтению.

Ключевые слова и понятия: читательская культура, развитие технологий и инноваций, чтение, общечеловеческие ценности, книги, творческое чтение, современная библиотека, информация, читательские потребности.

Понятие читательской культуры довольно многозначно и допускает различные трактовки. С движением общества вперед, с развитием технологий и инноваций, отношение к «великому и могучему русскому языку» совсем не должное, а подчас - безответственное. Самобытный язык нашего народа, отточенный, красивый, богатый, язык русских писателей и поэтов испытывает трудные времена. Большую опасность представляет снижение интереса населения к чтению, следствием чего является дальнейшая деградация современного русского языка, утрата общечеловеческих ценностей, исключение книги как мощного транслятора знаний и жизненного опыта.

Читательские предпочтения школьников убеждают в возрастающей значимости влияния семьи, дома на развитие личности ученика. Не следует забывать о влиянии книжного рынка и языка телевидения на характер восприятия литературы и переработку художественной информации. Налицо и позитивные, и негативные тенденции. Поэтому многие учителя озабочены преодолением разрыва между изучением литературы под руководством преподавателя и самостоятельным чтением ученика.

Совершенствование образовательной деятельности в аспекте приобщения учащихся к чтению должно проходить в рамках обязательных учебных предметов, внеклассной работы, самообразовательной деятельности учащихся с учетом принципа социо-культуросообразности и практико-ориентированности; учитывать принципы интерактивности, рефлексивности, позволяющие учащимся самим выстраивать свои образовательные траектории и преобразовывать информацию общего характера в личное знание.

В системе методов Н.И.Кудряшева назван метод творческого чтения. Целью его является активизация художественного восприятия и в начале изучения произведения, и после анализа. Методические приемы, обеспечивающие реализацию метода творческого чтения: выразительное чтение, комментированное чтение, беседа, творческие задания по личным впечатлениям, постановка на уроке учебной проблемы. Виды учебной деятельности школьников: чтение, заучивание, слушание, составление планов, рассказывание, создание отзывов, рассматривание иллюстраций. В целом речь идет о первой ступени в логике познания литературы.

Со следующей ступенью в логике познавательной деятельности связан эвристический метод. Более углубленный анализ текста неизбежно связывается с изучением элементов науки о литературе. Расширяется содержание изучаемого материала, идет поиск разрешения проблем. Данный метод чаще всего осуществляется в эвристической беседе. Приемы: построение логически четкой системы вопросов, что поможет

осуществить самостоятельное добывание знаний, построение системы заданий по тексту, постановка проблем. Виды деятельности: подбор материала из художественного произведения, пересказ с элементами анализа текста, анализ эпизода, анализ образа-персонажа, составление плана к выступлению, к сочинению, постановка проблемы.

Большое значение для поддержки и развития чтения имеет школьная библиотека, которая должна превратиться в территорию гостеприимного пространства для интеллектуально-досуговой деятельности с современным дизайном, удобным временем обслуживания. Современная библиотека должна представить юным читателям информационное пространство в упорядоченном виде и научить пользоваться его информационными ресурсами.

Библиотека, привлекая учащихся к чтению и предоставляя доступ к жизненно важной информации, способствует интеграции в социокультурную среду и повышению уровня социальной защищенности формирующейся личности.

В настоящее время крупные библиотеки проводят различные исследования, которые дают полное представления о читательском облике и состоянии читателя. В итоге собираются обширные данные о диагнозе читательских потребностей, о мотивах обращения с изданиями, проследить основные тенденции чтения типичные для современного этапа культурного уровня.

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O‘ZBEK TILNING LUG‘AT BOYLIGI.

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Annotatsiya: Maqolada lugatning o‘zbek tili uchun ahamiyati, o‘zbek tilida lug‘atlarning o‘rni va qo‘llanilishi, termin va terminoligiya xususida fikrlar bayon etilgan.

Kalit so‘zlar: o‘zbek tili, lug‘at, lg‘atshunoslik, tilning lug‘at tarkibi

Tilning lug‘at boyligi uning hozirgi holati va tarixan bosib o‘tgan yo‘li nuqtai nazaridan hamda tasnifiy va qiyosiy o‘rganilishi mumkin. Tilning hozirgi holati va uning tarixiy bosib o‘tgan yo‘li jihatidan leksikologiya ikki turga : sinxronik (zamonaviy) va geoxronik (tarixiy) leksikologiya ajratiladi. Tilning lug‘ati tasnifiy va qiyosiy o‘rganilishi mumkin. Ayrim olingan tilning lug‘at boyligini har tomonlama o‘rganish tasnifiy leksikologiya ikki yoki undan ortiq tillarning lug‘at boyligini qiyosiy o‘rganish, qiyosiy leksikologiya deb yuritiladi. Leksikologiya leksikani o‘rganadi, leksika esa so‘zlardan iborat bo‘lishi, so‘zning semantik strukturasi shu so‘zga xos ma’no (ma’nolar va qo‘shimcha ottenkalar)dan iborat bo‘ladi.

So‘zning semantik strukturasi va u bilan bog‘liq hodisalarini o‘rganuvchi soha semasiologiya deyiladi. Har qanday so‘z paydo bo‘lishdayoq o‘z shakli (fonetik strukturasi) va ma’nosiga ega bo‘ladi. Boshqacha aytganda, har qanday so‘z shakl va ma’no butunligiga egadir: uy, daraxt, qovun, achchiq, yaxshi, kecha, ishla, xursand, albatta uchun va hokazo.

Tildagi barcha so‘zlar ma’noli bo‘lsa-da, lekin ular ma’noning eng umumiy xususiyatlariga ko‘ra ham o‘zaro farqlanadi. Masalan: tildagi barcha so‘zlarning asosiy qismi ob’ektiv borliqdagi narsa, belgi yoki xarakat haqidagi tushunchani bildiradi: paxta, suv, oq, tekis, ushlamoq, yugurmoq kabi. Boshqa so‘zlar esa, ya’ni yordamchi so‘zlar, shuningdek, undov va taqlid so‘zlar tushuncha ifodalamaydi. Tushuncha ifodalaydigan so‘zlargina leksik ma’noga ega bo‘ladi. Leksikologiyada xuddi shu tipdagi so‘zlar, semisiologiya bahsida esa shu tipdagi so‘zlarning ma’nosi va u bilan bog‘liq hodisalar o‘rganiladi. Har qanday so‘z paydo bo‘lishdayoq o‘z ma’nosi va tovush qiyofasiga ega bo‘ladi. Demak, har qanday so‘z avvalo, tovush va ma’no birligiga ega bo‘ladi. Shu narsa so‘zning fonetik va semantik tomoni. So‘zning semantik tuzilishini biz quyidagi misol orqali ko‘rishimiz mumkin. Tuya – o‘rkachli, chidamli, haybatli, ish hayvoni, sekin xarakatlanuvchi. Tuya-hayvon – arkisema (semema) sememalar semalardan hosil bo‘ladi. Leksema esa sememadan hosil bo‘ladi. Arkisema – har qanday sememaga xos bo‘lgan dastlabki belgilarning ifodalanishi. Har qanday leksema denotativ ma’nosidan konnatativ o‘tish jarayonida uning semalari tarkibidagi eng xarakterli xususiyatlari saqlanadi.

2. Tilning terminologik birliklarini

Terminologiya tilshunoslikning terminologik birliklarini o‘rganuvchi sohadir. Terminologiya termini tilshunoslikda ikki ma’noda qo‘llanadi:

Tildagi terminologik birliklarning jami ma’nosida va

Shunday birliklarni o‘rganuvchi soha ma’nosida.

Ikki yoki undan ortiq so‘zdan tarkib topgan va yaxlit bir ma’no ifodalaydigan til birligi terminologik birlik yoki terminologiya esa terminologik birliklar sostavini o‘rganadi. Lug‘atsostavida til birligi so‘z bo‘lsa, terminologiya sostavida esa terminologizm til birligidir. Tilning lug‘at boyligi leksika va terminologiyadan iboratdir. So‘z ham terminologizm ham lug‘aviy birlik hisoblanadi. Terminologizmlar so‘z birikmasi yoki gap tilida bo‘lsa-

da, lekin ular nutq birligi bo‘lgan bu birliklardan tamoman farqlanadi va lug‘aviy birlik sifatida ko‘p jihatdan so‘zlarga yaqin turadi, so‘zlarga xos bo‘lgan juda ko‘p xususiyatlar terminologizmlarga ham xosdir. Terminologizmlar so‘z birikmasi yoki gaplar kabi nutq protsessida hosil bo‘lmaydi, balki ular, xuddi so‘zlar kabi, tilda tayyor holda bo‘ladi. Demak, terminologizmlar nutq hodisasi emas, balki til hodisasi hisoblanadi. Masalan, tomdan tarasha tushganday, aravani quruq olib qochmoq, kapalagi uchib ketdi kabilar tilda tayyor holdagi lug‘aviy birliklardir.

Terminologizmlar ham xuddi so‘zlar kabi, shakl va ma’no butunligiga ega. So‘zning shakliy tomonini tovushlar hosil etsa, terminologizmning shakliy tomonini so‘zlar hosil etadi: yoqlamoq-yon bosmoq, rahmdil-ko‘ngli bo‘sh kabi. Terminologizmning komponentlari faqat shakl-tovush tomoni bilan so‘z holida bo‘ladi. Terminologizm tarkibida u ma’no butunligiga ega bo‘lmaydi. Shu sababli terminologizm sostavidagi biror so‘z iste’moldan chiqqan bo‘lsa ham terminologizm yo‘qolmaydi, boshqa til birligiga aytaylik, so‘zga aylanmaydi. Shuningdek uning ma’nosi ham o‘zgarmaydi.

Terminologizmning komponentlari o‘zicha shakl va ma’no butunligiga ega emasligidan, ya’ni haqiqiy ma’noda so‘z emasligidan terminologik birliklarga nisbatan “birikma” terminini qo‘llash, ularni “turg‘un so‘z birikmasi” deb atash to‘g‘ri bo‘lmaydi. Terminologizm leksik birlik hisoblanuvchi so‘z birikmasidan tamomila farqlanuvchi alohida til birligidir. Shuning uchun ham bunday birliklarga nisbatan “frazeologizm” terminini qo‘llayverish ma’qul.

Terminologizm lug‘aviy birlik bo‘lganidan, xuddi so‘zlar kabi, gapda bir bo‘lak vazifasida keladi. Masalan, ko‘z ochib yumguncha necha ming piyoda va suvori kishilar paydo bo‘ldi.

Keltirgan faktlarning hammasi terminologizmlarning sintaktik birlik bo‘lgan so‘z birikmasidan tubdan farqlanish, uning lug‘aviy birlik ekanini ko‘rsatadi, lug‘aviy birlik sifatida esa terminologizmlar so‘zlarga xos bir qator xususiyatlarga ega.

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ЛЕКСИКА ТУРЛАРИ ВА УНИНГ ЧЕТ ТИЛИНИ ЎРГАНИШДАГИ РОЛИ.

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Аннотация. Ушбу мақолада лексика турлари ва уларнинг чет тилини ўрганишда ўрни ўрнатилган. Мақолада лексикология фани хақида қисқача маълумотлар берилган.

Калит сўзлар: лексикология, фан, луғат, моҳият, шакл, соха.

Унинг номи кўрсатишича (*лексикология* атамаси грекча *lexis* сўзлари бирикмасидан келиб чиққан бўлиб, «сўз» ва *logos* эса «фан» маъносини англатади), лексикология-кенг маънодаги сўзлар ҳақидаги фандир. Бу жуда оддий таърифдан бошлаб, бошқаларни тақдим этишда, унинг «сўз» қисми билан ёки унинг «фан» қисми билан боғлиқ бўлган турли жиҳатларни кенгайтиришда уринишлар бўлган. Шундай қилиб, инглиз тилидаги умумий луғатларда топилган лексикологиянинг баъзи таърифлари қуйидагиларни ўз ичига олади:

"... сўзларнинг шакли, маъноси ва хулқ-атворини ўрганиш" (The New Oxford Dictionary of English, 2005);

"... сўзларнинг моҳияти ва қўлланилиши билан боғлиқ тилшуносликнинг бир бўлими" (Merriam Webster's Collegiate Dictionary, 2003);

"...тилнинг лексик компоненти билан шуғулланадиган тилшунослик бўлими" (American Heritage College Dictionary, 2002).

Кўплаб тилшунослар ўз тадқиқотларида лексикологиянинг турли таърифларини ҳам тақдим этишган. Bejan ва Asandei лексикология "тилшуносликнинг маълум бир тилнинг сўз бойлиги ва сўзларнинг асосий тил бирликлари сифатидаги хусусиятлари билан шуғулланувчи қисмидир", деб ҳисоблашади. Mc Artur эса лексикологияни "сўз ва унинг элементларининг табиати, маъноси, тарихи ва ишлатилиши билан боғлиқ бўлган тил ўрганиш соҳаси ва кўпинча лексикографиянинг танқидий тавсифи", деб билади. Бир пайтнинг ўзида Jackson ва Amvela уни сўз бойлиги ёки лексикани ўрганиш, яъни (грекчадан lexis, "сўз", сўзларнинг lexikos) деб ҳисоблайди".

Сўзларнинг лексикологиянинг ўрганиш объектини ифодалаши ҳақида умумий келишув мавжудлигини кўрганимиздан сўнг, сўзларнинг ўзи нима деган саволга жавоб бериш фойдали бўлади.

Лексикологиядан фарқли ўлароқ, сўзга жуда аниқ таърифлар берилмаган, аниқликнинг йўқлиги унга ёндашилган қирраларнинг кўплигидан келиб чиққан. Bloomfeld 1 9 2 6 йили сўз "минимум эркин шакл", ҳамда маъно етказиш учун мустақил равишда фойдаланиш мумкин бўлган энг кичик мазмунли лингвистик бирлиги, дебтаклиф киритганидан сўнг мунозаралар янада қизиб кетди. Мисол учун, child-бу ёлғиз ўзи маъно етказадиган кичик бирликларга бўлинмайдиган сўз; биз childishсўзини у билан солиштирсак, иккинчи мустақил мазмунли childсўзи ва -ishқўшимчасига эга бўламизки, биро-бир инглиз тилида сўзлашувчи ёпиқ холда ишлатиладиган баъзи маъно ташишга қодирлигини тан олмайди (гарчи, Oxford English Dictionaryга кўра, у худди "биро нарсанинг маълум фазилатларга эга бўлиши"ни англатади.

Бир сўз билан тушунилган нарсаларни ёритиб беришга бўлган ҳаракатлардан бири Katambaга тегишли бўлиб, у "сўз" атамаси ишлатилиши мумкин бўлган бир қатор турли ҳолатларни тан олиш бўйича тушунтиришларини асослайди. Тушунтиришларни тўғри бажаришдан олдин, у "сўз шакли", "нутқ ёки ёзувдаги сўзни тушунадиган ёки

ифодаловчи жисмоний шакл" атамасини фойдали равишда жорий қилади.

Сўзни танишнинг энг осон усули ёзма тилда иккита бўш жой ўртасида юзага келадиган ҳарфлар (ва орфографик белгилар) сатрларини кўриб чиқишдир. Шу нуқтаи-назардан қараганда, сўз орфографик сўз деб ҳисобланиши мумкин.

Бироқ, бу ёндашув худди оддийга ўхшаб туюлиши мумкин, аслида эса у универсал эмас. Сўзларнинг ёзилишида мослашувчанлик даражаси мавжуд. Макон билан ажратилган бўлиш ёки ажралмаслик ўз-ўзидан сўзлар ҳолатининг ишончли белгиси бўлмаслиги мумкин. Мисол учун, қўшма сўзлар, қаттиқ ёки Тирели бўлса (масалан, blackboard, schoolboy, bedroom or mother-in-law, forget-me-not), тилшуносликда клитик гуруҳлар сифатида маълум бўлган орфографик мезон асосида сўз бирикмаларининг ягона бирликлари сифатида тўғри аниқланиши мумкин эмас. Клитик гуруҳ ўзлаштирилган сўз ва клитикнинг ўзидан ташкил топади. Инглиз тилида икки синфли клитиклар бор: 1 синф клитик - бу 'sқаратқич келишиги, ва 2 синф клитик - бу shall / will, are, am, had/wouldкўмакчи феълларининг 'll, 're, 'm, 'dқисқартмаси, хамда not инкор юкламасининг n'tқисқартмасидир. Бу клитикларнинг барчаси тўлиқ сўзларгаилова қилинади, лекин сўзларўзвазифасини бажармайди (қисқарган шакллари тўлиқ лексик унсурлар бўлса ҳам). Клитикларнинг сўз мақомига мос келмаслиги учун яна бир сабаб фонологик характерга эга - товушлар гуруҳи инглиз тилида сўз учун қўлланилиши учун улар орасида унли товуш бўлиши керак. Сўзлар ўз вазифасини бажармайдиган унлиларни ўз ичига олиши керак бўлган талаб, клитикалар мустақил сўзлар сифатида фаолият кўрсата олмайди.

Сўзлар физик объект сифатида нафақат ёзма, балки нутқда ҳам мавжуд. Шу нуқтаи-назардан кўриниб турибдики, улар фонологик сўзлар сифатида маълум.

Оғзаки сўзларни таниш, аввало, ёзма сўз чегараларидаги аниқланадиган танаффусларнинг энди нутқда мавжуд эмаслиги туфайли уларнинг ёзма равишда тан олинишидан кўра қийинроқ вазифа бўлиб туюлади. Гапирилганда сўзлар бир-биридан аниқ ажратилмайди, улар бир-бирига ёпишади. Ҳолбуки, индивидуал сўзлар ёзувда бирор маконга тенглаша оладиган пауза билан ажратилган нутқ оқимида дискрет тарзда ажралиб турмаса ҳам, сўзловчилар уларни аниқлай оладилар. Нутқни таниш борасида ёзилган юзлаб саҳифалар мавжуд, аммо бу мақсад учун тингловчининг бир қатор шовқинни эшитиши билан оғзаки сўзни аниқлаш жараёни фонетик босқичдан бошланади, деб айтиш кифоя қилади.

Лексикология сўз-шакл ва сўзларни лексик унсурлар ёки лексемалар сифатида фарқлайди. Лексема луғатларда учрайдиган ва муайян мазмунга эга бўлган турли вариантларга эга абстракт тушунчадир. Сўз-шакллар тилдан фойдаланганда биз ёзадиган (орфографик сўзлар) ёки сўзлайдиган (фонологик сўзлар) конкрет объектлардир. Бир лексема билан унинг сўз шакллари ўртасидаги муносабат, Katambaга кўра, реализация, вакиллик ёки намоён бўлади. Масалан, ringлексемаси луғатларда шундай юзага келади ва тил аслида қуйидаги сўз шаклларидан бири билан ишлатилганда ифодаланиши мумкин: ring, rang, rung, rings, ringing. Good лексемаси ҳақиқий нутқ ёки ёзувда good, better, the best деб намоён бўлиши мумкин. Child лексемаси child ёки children каби амалга ошиши мумкин ва ҳоказо.

Сўз шакллари ва лексемалар ўртасидаги фарқни тушуниш қийин эмас. Бу масала, биз, тил фойдаланувчилар сифатида, ҳатто жуда эрта ёшдан хабардормиз ва хазил-мутойиба ҳамда кундалик ҳаётда ноаниқлик билан боғлиқ сўз-ўйини билан фарқланади. Ladybird Book of Jokes and Rhymes китобида, Youngs қуйидаги ҳазил, таклиф, сўз шакллари сифатида лексик унсурлар ва сўзлар ўртасидаги фарқни жуда аниқ тарзда тасвирлайди:

'Waiter, do you serve shrimps?'

(“Официант, сизқисқичбақаларгахизматқиласизми?”)

‘We serve anyone, sir. We don’t mind what size you are!’

(“Биз ҳаммага хизмат қиламиз, сэр. Хажмингиздан қатъий назар!)

Ҳазил-мутойиба сўз шаклидаги қисқичбақанинг алоқасиз сезгилари билан икки хил лексемага мансуб бўлиши мумкинлигини эътироф этиш ётади: бир маъноси “ейиш мумкин бўлган, узун, озғин қисқичбақасимон” ва бошқа маъноси, оғзаки инглиз тилида “озғин одам”ни англатади. “Хизмат кўрсатиш” сўзи икки талқин берилиши мумкин: “овқатни етказиш”ва “кимнидир дастурхонда кутмоқ”. Бу сўзларнинг ҳар бирининг 1 ва 2 маъноларини бирлаштирсак, қисқа суҳбатнинг бутунлай бошқа маъноларини оламиз. Шундай қилиб, сўз-ўйини бир хил сўз шаклининг жуда фарқли маънолари билан икки хил лексемани ифодалашидан келиб чиқадиган лексик ноаниқликни келтириб чиқаради.

Грамматикжиҳатданкўрилгансўзларсинтаксисдамуҳимрольўйнайди, чункижумлал арсўзларнингсатрлариниўзичигаолади. Сўз муайян маъно ва маълум морфологик ва синтактик хусусиятларга эга бўлган лексик элемент сифатида грамматик сўз деб юритилади.

Лексеманинг бир хил сўз-шакли турли грамматик сўзлар, тилшуносликда синкретизм деб номланувчи ҳодиса сифатида ишлатилиши мумкин. Қуйидаги (1) ва (2) гапларни кўриб чиқсак:

She paid the telephone bill yesterday. (У кеча телефон хақини тўлади.)

She has paid the telephone bill., (У телефон хақини тўлади)

Pay феълининг бир хил сўз шакли, яъни ҳар икки гапда“paid”, гарчи гапда (1), “paid” сўзи, грамматик сўз сифатида ҳаракатнинг ўтган замонда, қолаверса, гапда (2) аниқ пайт ҳоли бўлиб ўтганлигини билдирса-да, ҳаракатнинг яқинда тугалланганлигини кўрсатади. Гапда (1), “paid”грамматик жиҳатдан“pay”феълининг ўтган замон сифатдоши сифатида тасвирланади, гапда (2) шу феълнинг ўтган замон сифатдоши сифатида тасвирланади.

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YUQORI SINF O‘QUVCHILARDA KITOBXONLIK MADANIYATINI SHAKILLANTIRISH YO‘LLARI.

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Annotasiya: Maqolada yoshlarning bo‘sh vaqtlarini mazmunli tashkil etish bo‘yicha besh tashabbus va shundan kelib chiqib o‘quvchi yoshlar o‘rtasida kitobxonlikni targ‘ib qilish haqida fikr mulohazalar bildirilgan.

Kalit so‘zlar: o‘quvchi yoshlar, kitobxonlik, kitob, badiiy adabiyot, ma’naviyat, kutubxona, mutolaa, ijod,

Mamlakatimiz o‘z taraqqiyotining yangi davriga qadam qo‘ygan hozirgi kunda O‘zbekiston Respublikasi Prezidenti Sh.M.Mirziyoevning tashabbusi bilan “Yoshlar ma’naviyatini yuksaltirish, ularning bo‘sh vaqtini mazmunli tashkil etish” bo‘yicha 5 ta muxim tashabbusining qabul qilindi. Mazkur tashabbusning 4- bo‘limi “Yoshlar ma’naviyatini yuksaltirish, ular o‘rtasida kitobxonlikni keng targ‘ib qilish bo‘yicha” tizimli ishlarni tashkil etish to‘g‘risida.

Kitobga oshno dillar yomonlikdan yiroq bo‘ladi. Kitob insonlarni ezgulika, mehroqibatga da’vat etadi, milliy va umuminsoniy qadriyatlarga hurmat tuyg‘ularini yuksaltiradi. Shu bois maktab yoshidanoq o‘g‘ilqizlarni kitobga oshno qilish, mutolaaga o‘rgatish muhim ahamiyatga ega. Bunda asosiy mas’uliyat maktablarimizda faoliyat oib borayotgan ona tili va adabiyotio‘qituvchilari zimmasiga tushadi. Ayniqsa, yuqori sinfda internet, uyali aloqa vositalariga raqobatlashish, bolalarni kitob o‘qishga chorlash oson kechmaydi.

Yuqori sinf o‘quv chilari qalbida kitobga mehr uyg‘otish uchun pedagogning ozi yuqori kasbiy mahoratli, nutqi ravon, mavzulrni optimal yo‘llar bilan tushuntira oluvchi, ijodkor vatashabbuskor, o‘quvchilar bilan ta’limiy hamkorlikda ishlay oladigan, ularni mustaqil va mantiqiy fikrlashga yo‘naltiruvchi bo‘lishi kerak. Darslarda, to‘garak mashg‘ulotlarida o‘quvchilarning yoshi va qiziqishiga mos kitoblarni mutolaa qilish, badiiy asarlardan so‘zlab berish, voqealarni his ettira olish, Vatanni tarannum etuvchi she’rlar, yaxshilik, mehroqibat, odobaxloq, kamtarlik, mehnatsevarlik singari insoniy fazilatlarni tarbiyalovchi maqol va hikmatlarni ifodali yoddan aytib berish o‘quvchini mazkur adiblarning ijodiga nazar solishga chorlaydi.

Maktabda yoki maktablararo “Kitobxonlik kechalari”, davra suhbatlarini o‘tkazish ham ijobiy natija beradi. Masalan, tadbirlarda “Mendataassurot qoldirgan asar”,“Mening sevimli adibim”, “So‘nggi o‘qigan kitobim” kabi mavzularda o‘qilgan asarlarni o‘zbek tilida so‘zlab berishga odatlantirish bolalarning qobiliyatini yuzaga chiqarib, notiqlik va savodxonligini oshiradi, eng muhimi, adabiyotga qiziqtiradi. Dars mavzuga oid qo‘shimcha manbalar, axborot, ko‘rgazmalar bilanboyitilsa, samaradorlik yanada ortadi. Misol uchun, “Abdulla Qahhorning hayoti va ijodiy faoliyati”ni yoritishda dastlab darslik materiallariustida ishlansa, so‘ng dibning ijodiy qirralarini ochuvchi yangi ma’lumotlar berish lozim.

Sinfdan tashqari o‘qish mashg‘ulotlarida ham adabiyotimiz go‘zal namunalari orqali o‘zbek tilining boyligi, go‘zalligi, jozibasi va mukammalligini ochib berish o‘quvchilarda kitobxonlik madaniyati shakllanishida muhim ahamiyat kasb etadi. Muayyan mavzu bo‘yicha mustaqil ravishda axborot to‘plash topshirig‘ining yuklatilishi, tabiiyki, ularni bosma va elektron kitoblarga murojaat qilishga undaydi.

Umumta'limmaktablari o'quvchilarida mutolaa madaniyatini shakllantirishda quyidagi yondashuvlarga tayanilsa maqsadga muvofiq bo'ladi.

Adabiy o'qish darslarini qo'shimcha manbalar va axborotlar bilan boyit;

Darslarda "Mutolaa daqiqasi"ni tashkil etish;

Sinfdan tashqari o'qish mashg'ulotlarini o'tkazish;

Mavzular yuzasidan yozma topshiriqlarni bajartirish (matn yaratish, bayon yozish, taassurotlarni yozma ifoda etish);

- mashg'ulotlarda turli dars shakllari va pedagogik texnologiyalardan o'rinli foydalanish;
- fan to'garaklarida she'riy asarlarni ifodali o'qish, badiiy asarlarni tahlil etishga o'rgatish;
- o'quvchilarning yoshi va psixofiziologik xususiyatlariga mos badiiy, ma'rifiy, ilmiyommabop kitoblarni mustaqil mutolaa qilish uchuntavsiya etib borish;
- tarjima, izohli, imlo va atama lug'atlaridan foydalanishni o'rgatish;

Gazeta va jurnallarni muntazam o'qib borishni yo'lga qo'yish;

- o'quvchilarda mustaqil axborot izlash va taqdimot ko'nikmalarini rivojlantirish (axborotni saralashga odatlantirish);

Kutubxonalarga sayohat uyushtirish va yangi nashrlar bilan muntazam tanishtirib borish;

Belgilangan sanalarda o'qilgan asarlar yuzasidan davra suhbatlarini tashkil etish;

Shoir va yozuvchilarning tavallud kuni munosabati bilan tadbirlar o'tkazish;

- o'quvchilar o'rtasida "She'rxonlik kechalari","Eng kitobxon o'quvchi", "Mening kutubxonam" kabi ko'rik-tanlovlar va badiiy kechalar o'tkazish;

-ota-onalar bilan aloqani mustahkamlash. Yosh avlod qalbida Vatanga muhabbat, yurtga sadoqat tuyg'ularini kamol toptirishning eng muhim vositasi kitobdir. Shunday ekan, biz pedagoglar boshlang'ich sinflardan boshlab, bolalarni adabiyot, kitob bilan oshno etib, ularda mustaqil mutolaa ko'nikmalarini shakllantirib borishimiz darkor.

Foydalanilgan adabiyotlar.

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ЎЗБЕКИСТОНДА БИЗНЕС ТУРИЗМ СОҲАСИДА САЁҲАТ ТАССУРОТИ ВА МАНЗИЛГОҲ ТАСВИРИНИНГ ШАКЛЛАНИШИГА ДОИР

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Аннотация: Ушбу мақолада бизнес туризми соҳасида саёҳат тасаввури ва манзилгоҳ тассуротларни шаклланиши, танланиши ва яратиш тамойиллари, уларнининг туристлар учун муҳимлиги ҳақида фикрлар баён этилган. Ўзбекистондаги манзилгоҳлар ҳусусиятлари ёритилган.

Калит сўзлар: саёҳат, мантиқий, самарали, умумий, манзилгоҳ тасвири, шаклдорллик тасвири, манзилгоҳ эслатмаси.

Annotation: In this article described about the formation, selection, and creation of travel image and destination image, its importance for tourists in the field of business tourism. Here, written about peculiarities of the destinations in Uzbekistan.

Key words: Travel, cognitive, effective, overall, destination image, formation image, destination perception.

Саёҳатчилар учун туристик манзилгоҳларни тавсия этиш, барча туризм соҳаси ривожланган мамлакатларда бизнесни ривожлантириш билан чамбарчас боғлиқ. Туристик манзилгоҳлар саёҳатчиларга янги ва янги мамлакатларда манзиллар билан танишишни ҳамда уларни эслаб қолишни, тажриба ортириш каби имкониятларни яратиши сир эмас. Албатта, саёҳатга бормоқчи бўлган турист, саёҳат учун ташриф буюраётган мамлакатдаги манзилгоҳлар ва уларда туристлар учун яратилган имкониятлар билан яқиндан танишиб чиққандан сўнгина ўша давлатга саёҳаттга боради. Мамнуният билан тан олишимиз керакки, Ўзбекитсонга ҳам дунёнинг барча томонларидан туристлар оқими келиб турибди. Бу ҳолат юртимизда туризм бизнесини ривожланаётганини ва бу соҳада кўплаб, бунёдкорлик ва амалий ишлар бажарилаётганини гувоҳимиз.

Туризм, худди, дунё иқтисодиётини энг ривожланган саноатларининг муҳим секторларидан бўлган автомобил, пўлат, кўмир, ва ҳаказолар билан бир қаторда иқтисодий фаолиятни ривожлантириш учун барча эҳтиёжни, туристларни жалб этишни ва уларнинг заруратларини амалда бажаришнинг энг узун ва самарали йўлидир. Туризм бизнесида манзилгоҳ тасвири жуда муҳим аҳамиятга эга бўлиб, саёҳатчиларни доимий ва такрорий саёҳат қилишларига сабаб бўлади. Туризмни ривожланишида кўплаб манзилгоҳларни аниқлаш ва туристлар учун тайёрлаш, имкониятларни яратиш, манзилгоҳларни танлаш ҳуқуқи эркинлигини таъминлаш бизнес туризмни ривожланиш шакллари ҳисобланади. Шунингдек, савдо марказларини очиш ва сифатли маҳсулотлар билан таъминлаш ҳам туристларни бораётган манзилларида кучли тасаввур ҳосил қилади, Масалан: Лондон, Малайзиа ва Дубай каби йирик туризм ривожланган мамлакатларида савдо марказларини мисол тариқасида келтиришимиз мумкин. Ҳозирги даврда, туризм соҳасида туристлар оқимини потенциал ортишида манзилгоҳларни танлаш бўйича у ёки бу манзилгоҳлар ва улар ўртасида мусобақа бошланди. Шундай экан, манзилгоҳ тасвири ҳақидаги тушунчаларни тушуниш учун саёҳатчиларга туристик манзилгоҳларни туристлар эҳтиёжига қараб танланиш-

ни ва бозор иқтисодиёти стратегияларига тўла риоя қилинадиган ҳолатлар мавжуд манзилгоҳларни танлаш имконияти яратилиши шарт.

Туризм манзилгоҳлари тасвири юзасидан илмий ишлар тадқиқи, эрамизнинг 1970 йилларидан бошланган бўлиб, илк бора туристларни манзилгоҳларга потенциал тарзда қамраш учун сўровномалар ўтказиш орқали аниқланиши Ҳантнинг 1971 йилдаги диссертациясида ўз аскини топган.**[3. 13(3):1-7].** Унинг унумли ишлари, туризм соҳасида манзилгоҳ тасвири ва саёҳат одоби кейинчалик Мауо **[2. pp.211-217.]** ва Гунн ишларида тадқиқ этилди. **[3. p.45].**

Юқорида кўриб ўтган туризмга оид адабиётлардан маълум бўлишича, кўплаб маълумотлар тасаввур ва тасвир тушунчасига қаратилган. Манзилгоҳ тасвири шаклланишида, бажарилган илмий тадқиқот ишларида, манзилгоҳ тасвирида психологик омиллар ва маданий қадриятлар вужудга келади. Манзилгоҳ тасвири туризмга оид адабиётларда жуда катта диққатни талаб қилади. Саёҳат мақсади ёки манзилгоҳ танлаш жараёнлари манзилгоҳ тасвири билан ўзаро боғлиқдир. Манзилгоҳ тасвири асосан, саёҳат жойининг тасвири, сурати, ёки турист томонидан тасаввури, маҳсулот (ўша жойда ишлаб чиқариладиган), ёки омма тажрибаси(миллий ҳунармандчилик), сайёҳ иштиёқи, ишончи, ўй ҳаёллари, ва тассуротлари билан ўлчанади. Таъриф бериш ёки талқин этиш турлича, лекин бу сайёҳнинг манзилгоҳни концептуал тушунишни ва унинг диққатга сазоворлигини ёки ташқи қиёфасини англашига ёрдам беради. Манзилгоҳ таҳлили тушунчасини талқин этилишини усуллари жуда кўп бўлиб, Гунн манзилгоҳ тушунчасини маълумотларнинг саёҳат тажрибалари ва манбалари терминлари каби органик ривожланиш деб изоҳлайди. Органик тасвир туристик манзилгоҳга, саёҳат маконига физик жиҳатдан ташриф буюрмасдан аввал, сайёҳларда пайдо бўладиган тасаввур ёки таасурот, саёҳат амалга оширилганда эса, манзилгоҳни кўриб, актуал тарзда намоён бўладиган тасвирни англатади. Кейинчалик, Факе ва Кромптонлар 1991йилдаги тадқиқотлари натижаси сифатида, мураккаб тавсвир, яъни фаол боғланиш ва худуд тажрибаси назарияларини тақдим этдилар. **[4. 30 (2): 10-16].** Данн (1996) ва Гатнер (1993) манзилгоҳ тасвирини социолингвистик жиҳатдан қуйидаги компонентларга таснифлади: самарали (ички манбалар ёки стимулларга асосланган, масалан Ўзбекистондаги ички имкониятлар асосидаги саёҳат манзилгоҳлари, миллий, уй меҳмонхоналар ва ўтовлар); мантиқий (ташқи манбалар ёки стимулларга асосланган, масалан Ўзбекистонга жалб этилган ташқи сармоялар орқали нуфузли мамлакатлар манзилгоҳлари: Хиндистоннинг “Radisson Blue” меҳмонхонаси (Тошкент Бодомзод метро бекатида), ёки тарихий манзиллардан Амир Темур ном берган Самарқанддаги машҳур Дамашқ ва Фориш қишлоқлари каби манзилгоҳлар); фаол харакатлар (ўз манба ёки стимулларга ва мотивларга асосланган, масалан, турли нуфузли мамлакатлар мотивларини Франция Эйфел Минораси каби моделларни Ўзбекистонда яратиш каби фаолиятлар киради). **[5. 8: 187-219]; [6. 13: 635-644].** Бизнес туризми соҳасини ривожида саёҳат ва манзилгоҳлар имиджини шакллантириш, танлаш ва яратиш каби фаолиятлар етакчи ҳисобланади. Ўзбекистонда ҳам бу борада кўплаб ишлар амалга оширилди ва янада ривожланмоқда. Келажакда, Ўзбекистон саёҳат манзилгоҳлари тасвири ва тасаввурини яратиш, танлаш ва туристларни жалб этиш бўйича дунёнинг туризм ривожланган давлатлар рейтингини юқори босқичида бўлишига ҳеч қандай шубҳа йўқ.

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FUNDAMENTALS OF ENGLISH LEXICOGRAPHY

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Annotation. This article is about background of dictionary compiling, the influences of history to the development of the science lexicology and lexicography and analyzes the main factors to the subject. It shows how important role was the science of dictionary compiling and the relations of different related and non-related languages.

Key words: lexicography, comparative typology, linguistics, civilization, encyclopedia, science

Lexicography is a science which is directly connected with dictionary-compiling and lexicology. Lexicography came into as a scientific subject by the demand of people because the influence of this subject was compiling different kinds of dictionaries and as a result scholars compare the system of two or more related and non-related languages. Birth of comparative typological studies have long history that goes back to the XI and XII centuries and based on several factors and some parameters.

The discovery of the sea routes, different trade relations as well as the diplomatic relations naturally prompted the necessity of learning foreign languages. Mahmud Koshgariy, our ancestor, studied the origin and history of the Turkic people, their customs, traditions, culture and mode of life, his prime attention being always focused on the languages spoken by the folk of the time. He studied the Turkic civilization of the time, created two major works on linguistics which may be considered as the earliest fundamental linguistic research works on the comparative study of languages in the history of general linguistics. Those works were the followings:

"Javohir –un nahv logotit turk" (Syntactical Rules of the Turkic Languages)

"Devonu-Lugotit-Turk" (Disctionary of Turkic Words)

It is a great pity that the first work by M.Koshgariy has not reached our time, but the second one has. And this work is of extreme importance both from the linguistic and literary points of views. The main part of the "Devonu" runs about the meaning (semantics) of more than 6 thousand Turkic words explained and commented on the Arabic languages. In this work by Mahmud Koshgariy is not only linguistic and literary work, but also an encyclopedia, describing the history, social-economic position, and geography, climate of that time, customs and traditions of the Turkic people.

The science of comparison, the development of lexicography has several influences and factors which played great role in the Linguistic Typology. The first factor is named typological imitation. It means using certain methods and models of one language while studying the system of another language. It is the most ancient type of language description. For example, the first Latin grammar was written on the base of Greek grammars. The second factor is appearance of scientific comparative works. Language comparison started with comparison of two languages. Later there appeared multi-language comparisons based on substantial similarity, mainly genetically related languages or groups of languages were compared. The third factor of development comparative language studies is the study of unknown languages or the ones with no letter. The fourth factor is the influence of translation. Translation is one of the ancient sciences of linguistics which has its own history. While translating from one language into another the linguist comes across with certain processes of comparison of language systems. The fifth factor is the influence of lexicography. While

compiling different kinds of dictionaries scholars at the same time compare the system of two or more related and non-related languages. The sixth factor is practical and scientific studying of foreign languages and interlanguage contacts.

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ПРОБЛЕМА СОВЕРШЕННОГО ЧЕЛОВЕКА В УЧЕНИИ МИСТИКИ

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Аннотация: В статье на основе фактов освещены важные направления формирования совершенного человека в философии суфизма, что исполнение просвещения, это не только знак боязни гнева людей, также формирование настоящих человеческих отношений, забота человека о народе, получение достойной платы за свой труд.

Ключевые слова: Совершенный человек, ислам, мистические учения, патриотизм, честность, вера, традиции, богатство.

Одной из основных задач сегодняшнего дня является воспитание молодого поколения Узбекистана в духе патриотизма и твердой веры, пробуждении в их душах чувств человечности, чистоты, честности, веры в национальную идеологию. В воспитании молодого поколения в духе патриотизма и твердой веры, важное место занимают старые ценности, в частности мистическое учение.

Поскольку это так, мистическое учение, что это за учение. Мы хотим обратить Ваше внимание на проблему, о том, как трактуется понятие совершенного человека в этом учении.

В исламе мистика являлась последовательно прогрессирующим учением, это учение появилось в исламе в середине VIII века. Первоначально это учение появилось в виде движения аскетизма. Суть в том, что после смерти пророка Мухаммада Мустафо Соллоллоху алайхи вассалам в среде мусульман произошло разделение. Особенно во времена халифа Усмона было традицией стремление к богатству, дарение ценных подарков родственникам, знакомым и друзьям. Когда настало время халифата Уммавия, головы людей вместо религиозных занятий, молитв и поклонения богу заняли мирские дела такие как строительство дворцов, пышных украшений, собирание золотых и серебряных сокровищ, то есть любовь к материальному богатству. Эта ситуация привела к тому, что мирские дела и богатства ставились выше религиозных отправлений. Верующие люди были недовольны этой ситуацией. Среди них были собиратели хадисов, которые издавна были бедными и подвижниками которых не интересовало имущество и богатство.

Одна из частей этих людей стремилась к открытой борьбе по защите своей религии, основной целью второй части было воздержание и аскетизм (зухд) (слово «зухд» произошло от слова «зохид»), в качестве несогласия с нравственностью дворцовых жителей и богачей пропагандировали идеи отшельничества и полностью отходили от человеческой деятельности. В то время, в таких городах как Куфа, Багдад, Басра было много таких отшельников.

Необходимо отметить, что они пользовались большим уважением среди народа. Например, такие великие суфи как Увайс Кораний и Хасан Басрий на самом деле были отшельниками.

Основное желание отшельников заключалось в том, что молитвами достичь будущей жизни после конца света, получить блаженство и негу в рае обещанные в Коране.

Суфи считали, что молится в надежде на рай – это одно из проявлений эгоизма. Так как суфи не должен ждать прибыли ни от мира, ни от конца света. Его единственное желание – только взгляд Аллаха.

Жившая в 704-801 годах известная женщина суфи Робия Адвия в обращениях к богу жалуясь говорила так: «Эй, Господи, мой дорогой, если ты отказываешь мне в рае, если я буду молится, боясь твоего ада, я согласна сгореть в огне ада! Если я буду бодрствовать ночами из-за твоего рая, прошу тебя не лишай меня твоего лика!».

Раз так, выполнение проповедей испугавшись божеского гнева, это не признак преданности, а признак притворства. Поэтому суфи от всей души любили Аллаха, знакомились с его качествами, очищали свои души от пагубных чувств, в момент кристальной чистоты старались получать его благословения, широко пропагандировали идеи получения благословения Аллаха и наслаждались этим.

Они говорили, дух человека божественен, следовательно, основная цель достижение и присоединение к божественному миру.

Таким образом, оторвавшиеся от мира, но не похожие на отшельников, «одним взглядом превращающие песок в химию» (толкование Хофиза Шерозий), появилась категория людей, которые были неподражаемы по разуму и интеллекту, но отличающиеся от других мыслителей-философов, имеющие твердую веру, но отличающиеся от простых верующих чудесными достоинствами, их называли духовными людьми. Нравственность этих людей, поведение, необычные речи и дела удивляли окружающих, их прорицания, их тайные чудеса удивляли разум. Их называли «алуллох», «авлиё», «акли хол», «акли ботин», «арбоби тарикат», «дарвеш», «каландар», «факир». Но людей этой категории часто называли «суфи», так как это слово имело много смыслов, которое охватывали другие понятия и термины.

Слово «суфи» по мнению многих ученых образовалось от арабского слова «суф». Лексическое значение слова «суф» это шерсть и пряжа из шерсти. В основном суфи одевали шерстяные халаты или шубы из овечьей шерсти, поэтому их называли люди в шерстяных одеждах (на персидском -пашминапуш), то есть использовалось как суфи.

Достигшие уровня исследователей истины назывались почетные суфи. Настоящие прорицатели, шейхи муршиды происходили именно из их рядов.

Необходимо отметить то, что, настоящий суфи прощенный от себя и от мира и узнав свою истинную цену, в реальности он раб, а по сути свободный человек.

Тело раба, которое посвящается молитвам, а по смыслу очищает свободу от различных связей, сохраняет дух свежим и чистым.

Суфи не может быть подвластно ничто и никто.

Значит по теории суфи, весь мир это, воплощение бога.

Бог существует во всех видимых предметах. Мир в форме духа мира распространен по всему свету и единственен как бог. Человек является частью этого духа, рано или поздно он воссоединится с ним [1].

Суфизм играет важную роль в формировании идей о совершенном человеке в духовной жизни всего Востока.

Практическая часть состоит из определенной системы нравственных норм и правил, эти нормы и правила требуют воздержания от эгоизма и личных интересов.

Об этом теоретик суфизма Имом Газзолий говорит так: Быть суфи это значит быть всегда преданным богу, к людям быть в сердечном и вежливом отношении, жить с ними в мире, «не перекладывать свою ответственность на других, а наоборот в со-

ответствии с желаниями людей брать ответственность на себя». Правила состоят из следующего: бедность его украшение, терпимость –это его узоры, воздержание – это его верховая лошадь, вера – это его ценности» [2].

Суфизм появился как учение обозначившее идеологию многовековой духовной жизни мусульман народов Востока.

Суфи-духовники разговаривают, имея в виду тайны, и они добровольно жертвуют своей жизнью на пути божественной добродетели, оставляя естество, они являются объединенными и вечными людьми прошлого и настоящего.

Смена периодов времени, смена правителей и политики государства не должны оказывать влияние на веру и нравственность дервиша-суфи, суфи не занимается мелочными и повседневными делами людей, их думы стоят выше общих мирских дел, в их душе это идеология, они считаются совершенными людьми.

Этих прорицателей народ любил как любимых пророков и в качестве людей, дышащих как Кудсий. Эти личности оказывали сильное влияние на окружающее новое сознание и выходили на площадь как султаны духовности. Их слова и действия, качества и нравственность показаны как пример для других. Целостность мира, благополучие и безопасность зависит от молитв святых людей, обращенных к Богу и связано с их благостными делами.

Ученые первоначально делят историю суфизма на два периода: первый период, это период аскетов, второй – период любви. Суфи тоже можно разделить на суфи-орифов, суфи-зохидов, суфи-риндов, суфи-факиров.

Начало XIII-XIV веков в истории мистики было особенно продуктивным периодом. В этом периоде взгляды как теоретические, так и научные достигли небывалых высот. В этом периоде такие мыслители-шейхи как Яхё Сухраврдий, Нажмиддин Кубро, великие поэты-суфи Фахриддин Аттор, Ахмат Яссавий, Жалолиддин Румий расширили рамки науки суфизма и обогатили его философскими изречениями.

В середине XIII века в суфизме стало становиться ведущим, интеллектуальное направление.

Суфи теперь стали задумываться о том, из чего состоит рай, качествах людей, взаимоотношениях человека и мира, понятиях о совершенном человеке. В результате в произведениях таких великих личностей как Аробий и Жалолиддин Румий изображалась целая философская система, они высказали ряд чудесных мыслей о божественном откровении, духовно-психологическом состоянии и о реальной человеческой жизни. Таким образом суфизм вобрал в себя многовековой опыт прогресса восточных религий, развил и объединил такие науки как религию и философию, мудрость и единство, слова и хадисы. Они продвигали философию формирования совершенного человека посредством связи божественных и светских наук.

В результате суфизм превратился в явление обозначающее образ идеологии и нравственных норм восточного человека.

Большое место в истории суфизм занимает Баховуддин Накшбандий. В своем исследовании он развил философию совершенного человека, обращал особое внимание воспитанию людей в духе патриотизма и твердой веры. То есть посредством идеи о том, что в душе у человека должен быть бог, а руки должны быть заняты трудом, он развивал человеческие отношения людей к труду.

В заключение можно сказать учение суфизма в нашей истории развивалось в каче-

стве мощной идеологии, вело людей к правде, честности, защищало доброту. Особое внимание уделялось формированию совершенного человека.

Идеология суфизма служит для молодежи нашей независимой страны школой примера.

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ПРОЯВЛЕНИЯ ЛИЧНОСТНОГО АДАПТАЦИОННОГО ПОТЕНЦИАЛА У БУДУЩИХ ВРАЧЕЙ ОБЩЕЙ ПРАКТИКИ ДО И ПОСЛЕ ПРОВЕДЕНИЯ ПРОГРАММЫ ТРЕНИНГОВЫХ ЗАНЯТИЯ

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Аннотация. В статье показано проявление потенциала индивидуальной адаптации у будущих врачей общей практики до и после учебной программы. Адаптационного потенциала диагностирован с помощью Многоуровневого личностного опросника «Адаптивность» А.Г.Маклакова, С.В.Чермянина. Установлено, что у будущих врачей общей практики снизился уровень существенно возрос адаптационный потенциал, а также существенно возросла их стрессоустойчивость

Ключевые слова: будущих врачей общей практики, адаптационный потенциал, стресс.

Введение. На сегодняшний день в Республики Узбекистан наблюдается активное совершенствование системы здравоохранения, где особое место занимает развития первичной медико-санитарной помощи на принципах общей (семейной) практики. В центре данного процесса находятся врачи, от которых в значительной степени зависит эффективность этого направления в целом. Важнейшими характеристиками профессиональной деятельности данных специалистов является напряженность, повышенная ответственность за принимаемые решения, их последствия, наличие широкого круга обязанностей, насыщенность разнообразными коммуникативными ситуациями с пациентами, членами их семей, отличающиеся своей нестандартностью и, как правило, эмоциональным фоном.

Цель исследования: Выявить динамика уровня проявления личностного адаптационного потенциала у будущих врачей общей практики до и после проведения программы тренинговых занятий.

Материал и методы исследования: В целях исследования выявлено динамика уровня проявления личностного адаптационного потенциала у будущих врачей общей практики, было организовано и проведено эмпирическое исследование, в котором приняло участие 98 будущих врачей общей практики, третьего, четвертого и пятого курса обучения, как женского, так и мужского пола. Обследовано с помощью следующего психодиагностического инструментария: Многоуровневого личностного опросника (МЛО) «Адаптивность» А.Г. Маклакова, С.В. Чермянина.

Результате. Количество респондентов с низким уровнем адаптационного потенциала (диагностированного с помощью Многоуровневого личностного опросника «Адаптивность» А.Г.Маклакова, С.В.Чермянина) снизилось с 8,2 % (8 чел. - до проведения программы тренинговых занятий) до 4,1 % (4 чел. - после проведения программы тренинговых занятий). Со средним уровнем снизилось с 81,6 % (80 чел. - до проведения программы тренинговых занятий) до 33,7 % (33 чел. - после проведения программы тренинговых занятий). Соответственно с высоким уровнем выраженности адаптационного потенциала существенно увеличилось с 10,2 % (10 чел. - до прове-

дения программы тренинговых занятий) до 62,2 % (61 чел. - после проведения программы тренинговых занятий)

Вывод: В результате, у будущих врачей общей практики снизился уровень существенно возрос адаптационный потенциал, а также существенно возросла их стрессоустойчивость.

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"BOBURNOMA" ASARIDAGI MILLIY XUSUSIYATLARNI IFODALOVCHI VOSITALAR TARJIMASI

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Annotatsiya: Ushbu maqolada badiiy asar tarjimasidagi obrazlilik tushunchasi va uni asliyat tarjimadagi o'rni haqida so'z boradi. Shu bilan bir qatorda "Boburnoma" asarida uchraydigan o'ziga xos obrazli so'zlar tarjimasi va ularning asliyatga qanchalik mosligi o'rganiladi.

Kalit so'zlar: lisoniy vositalar, tarjima nazariyasi, Realiya, xos so'zlar, "Boburnoma", "teng bo'lmaguncha tush bo'lmas".

Q.Musayevning "Tarjima nazariyasi asoslari" kitobida o'zaro muloqat nafaqat uslubiy betaraf lisoniy vositalar, balki obrazli, hissiy – ta'sirchan til birliklari ham faol amalga oshirilishi aytiladi. Zero, jonli nutq tabiatan rang– barang badiiy–tasviriy vositalar, obrazli lisoniy birliklar his-tuyg'uni ifodalovchi so'z va iboralar bilan to'lib–toshgan bo'lib, ular badiiy yodgorlik tilining jozibadorligini, ta'sirchanligini, xalqchiligini va o'ziga xos milliy hususiyatini yuzaga keltiradi.

Obrazlilik asosan lisoniy vositalar lug'aviy–mantiqiy va kontekstual ma'nolarinig o'zaro munosabatga kirishuvi zaminida paydo bo'lib, nutqning ta'sirchanligi va jozibadorligini vujudga keltiradi, ta'sir quvvatini oshiradi, fikrning yanada mukammalroq va teranroq ifoda etilishiga ko'maklashadi.

Tarjimaning ekstralingvistik masalalari tarjima nazariyasida bevosita xos so'zlarni bir tildan boshqa tilga tarjima qilish yo'llari va usullari bilan bog'liqdir.

Ma'lumki, xalqlarning turmush tahliti, tirikchilik sharoitlari, urf-odat, rasm-rusum, irim-sirim, udumlarida juda katta farqlar borki, mavjud rosmana lug'atlardan ularning nomlariga muqobil so'z topib bo'lmaydi, agar topilgan taqdirda ham ulardan foydalanish qiyin, negaki, bunday so'z asarda tasvirlangan voqeaga o'zgacha milliy ma'no berishi mumkin. Buni esa tarjimachilikda realiyalar va ularni tarjima qilish usullariga bog'liq masala bilan ifodalash mumkin.

«Realiya» ko'plikda haqiqiy, moddiy narsalar faktlarning ifodalanishidir. Tarjimashunos va tilshunos olim G'. Salomov realiyalarni quyidagicha ta'riflaydi: "Milliy o'ziga xoslik, xos so'zlar (realiyalar) deganda, adabiy asarda tasvirlangan xalq hayotining moddiy hayot sharoiti, ma'naviy turmush tarzi, tabiati, o'rmon, tog', dala, suv, zamin, osmon hamda boshqa maxsus narsalar haqidagi tasavvurlari, tushunchalar, atamalar tushuniladi. Kiyimkechaklar, udumlar, urf-odatlar, pul birliklari va hokazolar ham milliy xoslik elementlari jumlasiga kiradi. Realiya - tarjima qilinishi mushkul bo'lgan, qo'shimcha izohtalab xos so'zlar, milliy yoki mahalliy kolorit komponentlaridir".

Qadimiy Movarounnahr va undagi xalqlar xayoti haqida jonli guvohlik beruvchi asarlar orasida " Boburnoma " alohida ajralib turadi. "Boburnoma"dagi ko'pgina voqea-xodisa, ashyo unsurlar mohiyatini to'laligacha yoritib berish endilikda mushkul. Va lekin shu narsa e'tirofga loyiqki, asar har qanday katta ko'lamda tadqiq va tarjima qilinmasin, ana shu izlanishlarning poyoni yo'qdek, chunki uning matnidagi har bir qism, jumla va har bir kalimada qandaydir sir - sinoat borga o'xshaydi.

Boburdagi taqqoslash uslubida milliylikni ifodalovchi vositalar ya'ni tabiat manzaralari aloxida o'rin tutadi. Muallifning qiyosiy taxlil uslubi qancha o'zi ko'rgan, kuzatgan narsalarda

namoyon bo‘lib, ayniqsa tabiat manzaralarini yoritishda ulardan keng foydalanilgan masalan: «Boburnoma» da qo‘llanilgan maqol, matal va iboralar qaysi yo‘sinda qanaqa tarzda aks etganligini aniqlab olishimizga to‘g‘ri keladi. Bizga ma‘lumki “Boburnoma” da muallif aksariyat xolatlarni taqqoslash orqali aks ettirgan. Boburga xos qiyosiy taxlil quyidagi misolda ham yaqqol ko‘zga tashlanadi:

“Yana Xoja Ismoil va Dasht, Duki va Afg‘oniston tog‘lari bir yo‘sinlug‘ tog‘lardur. Past - past, o‘ti oz, suyi tanqis, yig‘ochsiz, badnamoy, yaramas tog‘lardir. Tolari ellariga mos tushubtur, nechukkim, “teng bo‘lmaguncha tush bo‘lmas” debturlar. Olamda mundog‘ yaramas vazlig‘ tog‘lar kam bo‘lg‘ay”.

Xaqiqatdan ham bu yurtning chiroyli bog‘ - rog‘lari bilan birga o‘simliksiz, daraxtsiz tog‘lari ham ko‘p. Bobur ana shu tog‘lar xaqida “past - past, o‘ta oz, suyi tanqis” deb baxo berishi bejiz emas. Xar bir yangi joy keng va navoxiyga, dara, tog‘ va yurtga Bobur avvalo sarkarda ko‘zi bilan nazar tashlab, ming-ming askarlarni, ularning otlarini boqish uchun “oshlig‘i mo‘l”, “suyi farovon” va ot butuzi qalin bo‘lishi uchun tabiiy resurslarni izlaydi. Mazkur bo‘lgan tog‘lar esa ana shu jixatdan qashshoq, eli ham unga yov nazari bilan qarar edi. Bobur shu bois bu tog‘larni shu yerlik odamlarga o‘xshatib “teng bo‘lmaguncha tush bo‘lmas” deydi. Lekin tarjimonlar muallifning taqqoslash uslubini anglab yetmaganlaridan, shu parchadan o‘rin olgan matalni o‘girishda qiyinchiliklarga duch kelganlar ana shu sabab, “teng bo‘lmaguncha tush bo‘lmas” ni o‘girishda xatolikka yo‘l qo‘yib teng so‘zini tong bilan almashtirishgan. Natijada ma‘noga putur yetgan. Matalni muqobili bilan berolmaganlar.

Leyden - Erskinda: A narrov place is large to the narrov minded. So‘zma-so‘z tarzda bu “Tor fikrli kishiga tor joy ham keng tuyiladi” demakdir.

Viler Tekston tarjimasidan ayni matal “There is no noon without a down” “Tong bo‘lmasa, kunduz bo‘lmas” deb o‘girilgan, Chamasi, Tekston “teng”ni “tong” bilan chalkashtirib, “Tong otmaguncha tush (kunduzi)bo‘lmaydi”, degan maqol o‘ylab topgan. Oqibatda, inglizzabon o‘quvchi Bobur fikrining oqimini anglay olmay, to‘satdan duch kelgan bu maqolni matnga bog‘lay olmaydi.

Beverij xonim esa, matn ruxidan kelib chiqib, matalga yaqin matal bilan o‘girgan-“Their people take after them” Bu bizdagi “o‘xshatmaguncha uchratmas” degan mataliga mos keladi.

Ammo Beverij ham ikkinchi izoxida aynan V.Tekston kabi “No down no noon” (Tong bo‘lmasa kun yo‘q) deb beradi - da ilova qilib No effect without cause sababsiz oqibat bo‘lmaydi, deydi. Bu esa bizdagi “shamol bo‘lmasa daraxtning uchi qimirlamaydi” ga to‘g‘ri keladi.

Xo‘sh, teng bo‘lmaguncha, tush bo‘lmas matalidagi tush so‘zi nimani anglatadi? O‘zbek tilidagi ko‘p lug‘atlarda tushning bunday ma‘nosi berilmagan. Izoxli lug‘atda Tush kalimasining shevaga daxldor (idial)ma‘nosi tarzida qayd etilgan: tengqur, do‘st, o‘rtoq. Demak, Teng bo‘lmaguncha tush bo‘lmas masali xozirda xalqimiz qo‘llaydigan o‘xshatmaguncha uchratmasga muqobil bo‘la oladi.

E‘tirof etmoq joizki, uzoq, yevropa va Amerika ilmiy madaniy muhitida Bobur va “Boburnoma”ning shuhrat topishi osonlikcha kechmagan. Inglizlar bu manbani qariyib 200 yildan buyon kuzatib tadqiq qilib kelmoqdalar. Dunyoning ishlari qiziq. Bu harakatlardan maqsad ne edi? Ajablanish tabiiy. Xuddi shu ingliz mustamlakachilari emasmi 332 yil hukmronlik qilgan Boburiylar saltanatiga xotima bergan. Yevropa va Amerikaliklar sohibqiron Amir Temur bilan Zahiriddin Muhammad Bobur merosidan, bu jahonshumul sarkardalarning harbiy tadbirlaridan ko‘p narsani o‘rgandilar. Qanchadan-qancha azim teraklar kesilib ketdi. Taqdirni qaranki, Boburmirzoning nomini dunyoga tanitgan asarlarini dunyoda shuhrat toptirgan ham boshqa ham xalq emas, xuddi anashu inglizlarning o‘zi bo‘ldi.

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ONA TILI DARSLARIDA MAQOL VA HIKMATLI SO'ZLARDAN FOYDALANISH SAMADORLIGI

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Annotatsiya: Ushbu maqolada ona tili darslarida maqol, matal va hikmatli so'zlardan foydalanib darslarni tashkil qilish, bu usulning qanday samara berishi haqida yoritilgan.

Kalit so'zlar: «Mahbub ul – qulub», Maqollar to'plami, «Rebus yarating», Maqollar mushoirasi, Ahloqiy-estetik, Falsafiy qarashlar, Ohangdosh tovushlar

Maqol turmush tajribalari zamirida tug'ilgan va xalq donoligini ifodalagan qisqa, ko'pincha she'riy shakldagi hikmatli so'zlar, chuqur ma'noli ibratlardir. Maqollar xilma-xil mavzularda bo'lib, hayotning turli masalalarini qamrab oladi. «Yer hadasang - kuz hayda, Kuz haydamasang yuz hayda», «Hunari yo'q kishining, mazasi yo'q ishining» kabi. Maqol xalq og'zaki ijodining juda qadimiy shakllaridan biri bo'lib, unda xilma-xil badiiy ifoda vositalari - ohangdosh tovushlar takrori bo'ladi. Masalan: Alisher Navoiyning «Mahbub ul – qulub» asarida aytgan bir qancha hikmatli so'zlari shular jumlasidandir: «Oz-oz o'rganib dono bo'lur, qatra - qatra yig'ilib daryo bo'lur». Ma'lumki, badiiy asar matni ustida ishlash bosqichma-bosqich amalga oshiriladi. Maqollarni o'rganishda ham bu bosqichlarga e'tibor qaratish kerak. Maktab davrida berilgan maqollar matn mazmuni bilan bog'liq bo'lib, ular matn g'oyasini o'quvchilarga lo'nda, aniq yetkazish uchun ham xizmat qiladi. Bu vaqtda o'quvchilarga maqollar o'qitiladi, ma'nosini bilganlaricha izohlab berishlari so'raladi. O'quvchilar javobini o'qituvchi to'ldirib, misollar bilan dalillab berishi kerak bo'ladi. Maqollarni o'rgatish o'qituvchidan katta tayyorgarlikni talab etadi. Har bir darsga tayyorlanayotganda asar mazmuniga va unda ilgari surilgan g'oyaga mos maqol ustida qanday mashq tayyorlashni rejalashtirib olish lozim. Iloji boricha ularni dars rejasiga kiritish, izohli lug'atlardan uning ma'nosini oson izohlaydigan, sodda til bilan tushuntirish mumkin bo'lgan shakllarini bilib olish zarur. Buning uchun o'qituvchi «maqollar to'plami» va ularning izohiga oid adabiyotlarga ega bo'lishi kerak. Yuqori sinflarda matn ostida berilgan maqollarni o'qish va o'rganish, tahlil qilish asar o'qilib, tahlil qilinib bo'lingach amalga oshirilishi kerak. Chunki asar mazmuni va unda yozuvchi aytmoqchi bo'lgan g'oyani tushunmay turib, maqolning ma'nosini izohlash qiyin bo'ladi. Mualliflar ham maqol ma'nosini asar voqealari bilan izohlamoqchi bo'ladilar. 8-9 sinflarda maqolni ifodali o'qish, yashirin ma'nosini topish va yod olishga ahamiyat beriladi. Har bir sinf darsligida mavzu yuzasidan berilgan o'quv topshiriqlarda ham maqollarni o'rganishga katta e'tibor qaratilgan. Masalan: 8-sinf ona-tili «Egasi umumlashgan gaplar» mavzusi orqali beriladigan topshiriqlarda maqollardan foydalanilgan. Maqol va matallar, hikmatli so'zlarda ega, asosan, umumlashgan bo'ladi. Shu sababli ham barcha topshiriqlarda «Hurmat qilsang, hurmat ko'rasan», «Yaxshilikni minnat uchun qilmaydilar» kabi maqollardan foydalanib vazifalar berilgan.

Har bir bo'lim yuzasidan berilgan vazifalarda u yoki bu maqolni o'rganish ko'zda tutilgan. Yuqori sinflarda maqolning mazmunini o'rganish va yod olishdan tashqari, uning matnidagi izohtalab so'zlar, birikmalar ustida lug'at ishi o'tkazish, badiiy til vositalari, ko'chma ma'noli, qarama-qarshi ma'no bildiruvchi, maqolda takrorlanib kelayotgan so'zlar ma'nosi yuzasidan ish olib borish talab etiladi. Masalan: 8- sinf ona tili darsligidagi 141-mashqda «Yalqov bilan anqov – dushman uchun katta ov» maqoli berilgan. Mana shu maqol matni ustida ishlaganda, «yalqov so'zini qaysi so'zlar bilan almashtirish mumkin?» «yalqov

bilan anqov nimaga tenglashtirilayapti?» kabi savollar berish yo‘li bilan o‘quvchilarning lug‘atini boyitish, bog‘lanishli nutqini o‘stirish ustida ishlanadi. Maqol tili ustidagi ishlar har bir sinf darsligida ham davom ettiriladi. Maqol ustida ishlash orqali o‘quvchilar uning yaratilishi sababini, oddiy gapdan farqini bilib oladilar. Ona tili darslarida maqollarni to‘g‘ri izohlash va yod olishga e’tibor ko‘proq qaratiladi, ba‘zi mashqlarda esa o‘quvchilardan matn mazmuniga mos maqollar aytishni so‘rash mumkin. 7-8-sinflarda maqollar maxsus darslarda va badiiy asarni o‘rganish jarayonida ham muntazam o‘rganib boriladi. Bu sinflarda maqollarni o‘rganishdan ko‘zlangan maqsad o‘quvchilar dunyoqarashini shakllantirish o‘qish va fikrlash malakalarini takomillashtirish, maqoldagi har bir so‘zning va yaxlit maqolning ma’nosini to‘liq idrok etishga erishishdir. O’quvchilarga o‘qilgan matn ichidan maqollarni, hikmatli so‘zlarni o‘zi mustaqil topa olish ko‘nikmasini egallashni o‘rgatish. 5-sinf ona tili darsligida «Mehnat baxt keltirar», «Mehnating zebu-ziynating», «Mehnat qilgan xor bo‘lmas» kabi maqollar keltirilgan bo‘lib, bu maqollar orqali o‘quvchilarda mehnatsevarlik tuyg‘ulari shakllantiriladi. Bir asar nomini keltirish, uning mazmun va g‘oyasini maqol bilan bog‘lash kerak. Bu jarayonda o‘quvchilarning hayotiy tajribalari asosida misollar keltirish bilan maqollarni izohlash yoki o‘quvchilarga maqol g‘oyasiga mos bironta hikoya tuzish mustaqil ish sifatida berilishi ham mumkin. Har bir sinflarda maqol janri bo‘yicha tahliliy ishlar o‘quv yili davomida izchil uyushtirilib boriladi. «Asar g‘oyasiga oid maqol ayting», «Maqollar asosida krossvord tuzing», «Rebus yarating», «Maqollar aytish musobaqasi», «Maqollar mushoirasi» kabilar tashkil qilinadi. Maqollarni o‘rganishda ko‘rgazmalilik, nazariyaning amaliyot bilan bog‘liqligi, ta’lim-tarbiyaning birligi tamoyillariga amal qilinadi. Har bir sinf yakunida maqol janrini o‘rganish yuzasidan umumlashtiruvchi darsni tashkil qilish zarur. Bunda o‘quvchilarga yod olingan maqollar mavzusiga qarab guruhlash ustida ish olib boriladi:

1 - guruh

To‘g‘ri bo‘lsang o‘sib borib gul bo‘lasan,

Egri bo‘lsang, o‘sib borib kul bo‘lasan.

2-guruh

Tadbir bilan mushkul ish oson bo‘lar,

Tadbirsizning holi tang bo‘lar.

Yuqoridagilarni hisobga olganda, maqolni o‘rganishda quyidagi ish turlaridan foydalaniladi:

Maqolni o‘qib, uning mazmuni ustida ishlash, mazmuni haqida aytish.

Badiiy til vositalari ustida ishlash.

Topshiriqda berilgan har bir maqolni ma’nosini izohlash sharti ham qo‘yiladi. Mashqlardan o‘quvchilarga donolik, manmanlik, ochko‘zlik, do‘stlik, mehnatsevarlik, dangasalik kabi mavzularga oid o‘nta maqol topib yozish topshirig‘i beriladi.

Xalqimiz o‘z avlodiga insoniyat tarixidagi eng ibratli fazilatlar meros bo‘lishini orzu qilgan va hozir ham shunday. Bu oliy tilak xalqimizning maqol, matal va hikmatli so‘z kabi durdonalarida o‘zining yorqin ifodasini topgan. Hech ikkilanmay aytish mumkinki, xalqimizning bacha fazilati, falsafasi, duynoqarashi, turli hayotiy vaziyatlarga munosabati o‘zbek xalq maqollarida aks etgan. «Xalqimizning ko‘p asrlik hayotiy tajribalari va maishiy turmush tarzining oynasi, xalqning hayotga, tabiatga, inson, oila va jamiyatga, munosabati, ijtimoiy-siyosiy, ma’naviy-ma’rifiy, ahloqiy-estetik va falsafiy qarashlari, donishmandligini aks ettirgan maqollar qadim-qadimdan yozma va og‘zaki adabiyotda qo‘llanib keladi. Xalqimizning o‘tmishi bilan, urf-odatlari, kasb-kori bilan yaqindan tanishish imkoniyatiga ega bo‘lamiz». Maqol, matal va hikmatli so‘zlarni o‘qitish va o‘rgatish ona tili darslarida ham muhimdir. Maqol, matal, hikmatli so‘zlarni ona tili darslarida o‘rganishda turli xil innovatsion metod va texnalogiyalardan foydalanish samarali natija beradi.

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INGLIZ, RUS VA O‘ZBEK TILLARI TURIZM TERMINLAR TIZMIDA LEKSIK – SEMANTIK MUNOSABATLAR

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Annotatsiya. Ushbu maqola Ingliz, rus va o‘zbek tillarida turizm terminlar tizimida leksik- semantik munosabatlarini farqli va o‘xshash jihatlarini o‘rganishga qaratilgan. U turizmga oid atamalarni o‘zlashtirish va yasashning sermahsul usullarini tadqiq etishga etiborini qaratadi.

Kalit so‘zlar. Termin, terminologiya, omonim, sinonim, leksik-semantik, polisemiya, dublet termin, o‘zlashgan leksik birlik, qo‘shma terminlar.

Tilning lug‘at tarkibi yangi so‘zlar hisobiga doim boyib boradi, bu bilan til ham taraqqiy etadi. Yangi so‘zlarning asosiy qismini terminlar tashkil etadi. Fan va texnika taraqqiyoti yangi terminlarni vujudga keltiradi, ayni zamonda, terminlar fan va texnika taraqqiyotiga zamin yaratib kelmoqda. Jamiyatdagi har qanday o‘zgarish, birinchi navbatda, tilda o‘z aksini topadi. Jamiyat taraqqiyotidagi ma’lum bir davrlarda u yoki bu soha terminologiyasining muayyan bir tor doira ko‘lamidan chiqib, umumxalq nutqida ham keng foydalanish holatlari kuzatiladi. Xususan, O‘zbekiston mustaqilligi yillarida ijtimoiy-iqtisodiy terminologiyaga oid ko‘plab terminlaming o‘zbek adabiy tilining chegaralanmagan qatlamiga singib borib, ommaviy nutda keng ko‘lamda qo‘llanilishini kuzatish mumkin. Turizm terminlar tizimining shakllanishi o‘zbek rus va ingliz tillarida turlicha kechgan. Ingliz tilidagi turizm terminologiyasi deyarli mustahkam shakllangan, rus, o‘zbek tilidagi esa rivojlanayotgan tizimlardir. Har ikki til turizm terminlar tizimidagi maksimal yaqinlik termin hosil bo‘lishida qatnashuvchi morfemik asosda kuzatiladi. Termin hosil bo‘lishining sermahsul usuli har ikki til uchun ham suffiksatsiya va qo‘shma so‘z hosil qilishdir. Terminologik birikmadagi asos so‘z har ikki til modellarida ham ot turkumiga mansubdir. Biroq rus va o‘zbek tilida asos so‘z atrofida birlashuvchi leksik birlik sifat turkumiga mansub bo‘lsa, ingliz tilida ot turkumiga mansubdir. Rus va o‘zbek tilidagi eng samarali model tili “Adj + N” (charter reysi, qo‘l yuklari, kurort jamg‘armasi), ingliz tilida - “N + N”. Ikki tilning oddiy atamalarini qiyosiy tahlil qilish shuni ko‘rsatdiki ularning lingvistik o‘xshashligi darajasi juda yuqori. Ma’lumki, asosiy terminologik birlik - bu ism ot. Turistik atamalar tizimida ingliz va rus tillari otlar mos ravishda 97,1% va 96,8% ni tashkil qiladi.

Masalan:

tourist class – туристический класс – turistik klass

(ot+ot) (sifat + ot) (sifat + ot)

business tour – деловой туризм – xizmat turizmi

(ot+ot) (sifat + ot) (ot+ot)

Turizmga oid terminologiyaning tarkibiy tuzilishi xususiyatlarini o‘rganish maqsadida leksikaning formal-tarkibiy tahlili o‘tkazilgan, uning natijalari ingliz va rus tilidagi turistik terminologiyasida bir qator o‘xshash va farqli xususiyatlarini aniqlangan. Tahlil shuni

ko‘rsatdiki, ingliz va rus tillarida turistik terminlarning ko‘pchiligi polileksemali tuzilmalardan iborat, leksik nuqtai nazaridan, ham ingliz, ham rus tilidagi turistik bir so‘zli terminlarning ko‘pchiligi sodda leksemalar guruhiga kiradi. Terminlarning kamroq soni esa aniq sezildigan affiksal xususiyatiga ega. Har ikki tilda ham semantik derevatsiyani kuzatish mumkin. [Виноградова Л., 2011. 62- bet]. Ingliz, rus va o‘zbek tillari turizm terminologiyasidagi katta farq so‘z o‘zlashtirish darajasida ko‘rinadi. Rus tilida termin o‘zlashtirish 60,3 foizni, ingliz tilida esa 6,3 foizni tashkil qiladi. Demak, termin hosil qilishda o‘zlashtirish rus tilida sermahsul usuldir. Inglizcha o‘zlashmalarning ko‘pligi ikki tildagi terminlar tizimi o‘zaro yaqinlashish tendensiyaga ega ekanligidan dalolat beradi. Ingliz tilida qo‘shimcha qo‘shish bilan termin yasash eng ko‘p uchraydigan holat ekanligi qayd etilgan. Bunda asosiy inglizcha bo‘lgan so‘zlardan yasalgan terminlar salmoqli o‘rinni tashkil qiladi: [2]

hiker – турист – turist (sayyoh);

tourist –турист – turist;

Asosi ruscha bo‘lgan so‘zlardan termin hosil bo‘lishi asosan prefiks va suffikslar ishtirokida bo‘lishi kuzatilgan: *напитки, перевозка, приземление.* Ingliz tilida ham, rus tilida ham *tur* (rus. тур; ingl. tour) asosli terminlar uchraydi: *“tour”, “tourist”, “tourism”; “тур”, “турист”, “туризм”. Tur* termini yakka o‘zi ham umumiy terminologiyada faol qo‘llanib, sayohat semasini o‘zida birlashtiradi. Ushbu termin rus tiliga ham, ingliz tiliga ham fransuz tilidan o‘zlashgan leksik birlik hisoblanadi. Rus va ingliz tillari omonimiya va antonimiya kabi leksik-semantik munosablarda bir xillikka ega. Termin-omonim va termin-sinonimlar o‘rtasidagi foizlar nisbati bir xil ko‘rsatkichga yaqin. Ular o‘rtasidagi asosiy farq ingliz tilida modellashtirilgan omonimlarning mavjudligidir. Rus tilida esa bunday holat mavjud emas. Ingliz tilida polisemiya hodisasi ko‘p kuzatilsa, rus tilida katta miqdordagi variantlarda sinonimiya hodisasi kuzatiladi. Bu holat ingliz tili turizm terminologiyasi rus tilidan ancha rivojlangan, me’yorlashganligini ko‘rsatadi.

O‘zbek tilida avvaldan qo‘llab kelingan qo‘shma so‘zlarning ko‘pgina qismi tilimizning asosiy lug‘at fondi bazasidagi so‘zlardan, qisman, o‘zbek tiliga singishib ketgan arab va fors so‘zlaridan yasalgandir. Keyingi davrda rus tilining, ingliz tilining o‘zbek tiliga, uning leksikasiga ta’siri natijasida qo‘shma so‘zlarning yangi tip va modellari yuzaga keldi. Bular, asosan, yangi tushunchalarni ifodalovchi qo‘shma terminlardir. Qo‘shma terminlarning komponentlari genetik materialiga ko‘ra turlichadir. O‘zbek tili turizm terminologiyasida mavjud qo‘shma terminlar komponentlari turli tillarga mansub terminlardir. Terminologiyadagi doimiy masalalardan biri terminlar sinonimiyasi,omoniyasi , ko‘p ma’noligi va antonimligidir. Ingliz va rus tillaridan farqli ravishda o‘zbek tili turizm terminologiyasida polisemiya va antonimlik hodisalari uchramaydi. Rus terminologiyasi tarixi bilan maxsus shug‘ullangan L.L.Kutina shunday deb yozadi: “Ilmiy terminologiya sohasida keng tarqalgan sinonimiya hodisasi terminologik sistemalar amal qilishining ilk davri, ularning shakllanish davri uchun xarakterlidir”. Biroq sinonimlik faqat terminologik sistemalarning dastlabki rivojlanish bosqichigagina xos bo‘lib, hozirda bu holat terminologiyada yo‘q deb o‘ylamaslik kerak. Demak, terminlar sinonimiyasi barcha tillarda uchraydigan hodisa hisoblanar ekan. O‘zbek tili turizm terminologiyasida sinonim yoki dublet termin juftliklar uchraydi. [3].O‘zbek tili turizm terminologiyasida *“reception”, “adminstratsiya” –“ma’muriyat”, “turist” – “sayyoh”, “turizm” – “sayohat”, “agentlik” –“tashkilot”, “piknik” – “sayr”, “ikkinchi klass –ekonom klass”, “bronlamoq – bandlash”* kabi dublet terminlar uchraydi. Bu juftliklardagi birinchi birliklar xalqaro termino elementlardan tashkil topganligi uchun umumiylik kasb etsa, ikkinchilari o‘z qatlamga mansubligi uchun ularda milliy-madaniy unsur yorqinroq

ifodalanadi. Turistik terminlar boshqa soha terminlaridan qo‘llanishi va iste’mol darajasia ko‘ra jiddiy farqlanadi.

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IMPORTANCE OF TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE

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Abstract: this article examines the teaching of foreign languages, including English-language teaching with the help of modern technology, and the importance of the role of the media guides, a wide range of new multimedia tools, based on giving a positive result. At the end of the article shows the effectiveness of the recommendations and the large-scale use of multimedia education systems.

Keywords: multimedia, animation, graphics, sound, microphone, audio systems, optical compact discs, television, video recorder, slide in the project.

XI century is century of microbiology and technology and so we should try to live in this century pantomiming. Youth training in various teaching methods and ways to develop and apply in practice these days is very particular. The president of Uzbekistan Shavkat Mirziyoyev declares 2020 year of science, education and digital economy. This gives an opportunity to increase the emphasis on foreign languages. The use of multimedia in teaching foreign languages, including English language is certainly not something new for us to enter one of the new methods. First let's look at the notion of «multimedia» itself. Multimedia (Multimedia -most implement) is a natural for the man himself: audio, video, graphics, text, animation and others with the opportunity to communicate to a computer using a set of hardware and software tools. Multimedia - fast development of modern information technology. Its distinctive characteristics are as follows: - Information in a variety of different types: traditional (text, tables, decorations, etc.), the original (speech, music, video clips, animation, etc.) the integration of a range of software products. This integrated information and registration would be a variety of devices: microphones, audio systems, optical compact discs, television, video recorder, video cameras, electronic musical instruments is performed using the Computer Management; - At a certain time, by nature, unlike the static text and graphics, audio and video considered only a certain range of time. Video and audio information processing and computer central processor for a fast mobile data transmission capacity of tires, the operational (operational) and the video memory capacity with an external memory (mass memory), the size and the computer enter- channels require about twice the rate of exchange; - «Human-computer» a new level of interactive dialogue, the dialogue process is quite extensive and comprehensive information, which in this case, an opportunity to improve the conditions for work or leisure. Many experts analyze the outcome of this term. In developed countries, this method of teaching is now being applied to areas of the education sector. Practice shows that students on the basis of multimedia training you can win time and it is productive. Based on multimedia tools the knowledge can be saved up to 30 %, the information will remain in our memory for a long time. In addition, educational materials, audio, video and graphic form to save memory-intensive materials without taxes increase by 75 %. This is based on multimedia tools; we make sure that once the process of learning foreign languages. Multimedia teaching based on the following advantages: a) the materials given an opportunity to develop a deeper and more perfect; b) education will increase the desire to make contact with new areas; c) the

training time will be reduced as a result, save time; d) information stored in the memory for a long time, need to practice. The application of a wide range of multimedia teaching of foreign languages, English, Russian, Korean, Chinese and other languages, increased interest. Each lesson is based on computer technology, which is simply a presentation explaining our program through even greater importance. For example, English is the «time» theme explains the different types of motion animations can be explained, in memory of the student of this subject is well maintained and is well aware of the reader. Not only in the teaching of foreign languages and other subjects will bring efficiency in the use of multimedia on the floor. We use this means more for the young people of the future, and we understand that it is also a great way for teachers and foreign language training and new staff to give enough information on this topic.

Therefore, English teachers more time explaining the multimedia, text or words in the English language to hear and what you need to use more than expanding the understanding of the text signal. Specific language multimedia language learning tools based on the demand of the new century. Multimedia will substantially contribute to the saving of time. The one-hour class means a masterpiece

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Anotatsiya. Bugun o'zbek adabiyotida hikoyachilik ancha yuksak darajada taraqqiy etmoqda.O'zbek yozuvchularining hikoyalari,romanlari chet el ommaviy axborot vositalarida ham chop etilyapti,ularning ijod namunalari xalqaro mukofotlarga loyiq topilmoqda. Bu esa, o'zbek nasrining yanada ravnaq topayotganidan darak beradi.Bugun o'zining hikoyalari,romasnlari,o'z qarashlari va o'zining takrorlanmas uslubiga ega bo'lgan ijodkor Isajon Sulton ham ana shunday e'tirof etib kelinayotgan yozuvchilardan hisoblanadi.Biz Isajon Sulton hikoyalarini mutoala qilar ekanmiz ijodrorning falsafiy yondashuviga, voqealarning izchilligiga, kutilmagan kulliminatsiyaga, o'ziga xos samimiyatga va hikoyalarning ixcham, xalqona tilda bayon etilganiga guvoh bo'lamiz.

Kalit so'z: falsafiylik, milliy g'urur, o'zbek xarakteri, kulminatsiya, animizm, xarakterli yondashuv, syujet chizig'i, an'anaviylik.

Ijodkor ko'ngil kishisi. U og'irdan-da og'ir kiprigini ko'ngil siyohiga botirib asarlar yozadi. Ijodkor cho'g' bilan, olov bilan yozadi.Qog'oz yonmasa, unga qo'shilib qalb yonmasa, vujud yonmasa u yozganlarini g'ijimlaydi-da bir chetga uloqtiradi.Aslida har bir uloqtirilgan sahifalarda yangi bir qalb nolasi, yonish uchun asos bo'ladi.Inson zoti borki, so'z shaydosi, adabiyotga tashna.Shunday tashnalik kezlarida yaxshi she'rmi, hikoyami, biror badiiy asarnimi o'qishga o'zimizda ehtiyoj sezamiz.O'ylanamiz kimga, qaysi ijodkorga murojat qilsam ekan deb.Avvallari Isajon Sulton desa bir nima deyishga o'ylanardim.Qarashlarim boshqacha edi.Balki asarlari, hikoyalari bilan to'liq tanishib chiqmaganim boisdir.Bugun men mana shu adabiyotga tashnalik kunlarimda taniqli va iste'doli, qalami o'tkir ijodkor Isajon Sultonning hikoyalariga murojat qildim.Quyida bu ijodkorning hikoyalari haqida anglaganlarimni siz bilan o'rtoqlashmoqchiman.

Men anglagan ijodkor nafaqat yaxshi yozuvchi, balki mohir tarjimon ham ekan!

Bugun Isajon Sultonning "Qismat", "Ayriliq", "Bog'i Eram", "Farishta", "Qo'riqchi", "Oydinbuloq", "Ozor", "Qo'riqchi", "Shamolli kecha" va bir qancha hikoyalari o'z o'quvchilarini topib ulgurgan, hatto xalqaro mukofotlarga ham sazovor bo'lgan.2011-yil adibning "Qismat" hikoyasi AQSHning Chikago shahrida o'tkazilgan xalqaro adabiy konkursda g'olib deb topilishi bu nafaqat adibning, balki o'zbek adabiyotining yana bir yutug'i desak yanglishmagan bo'lamiz.Dastlab adibding aynan shu "Qismat " hikoyasi haqida fikrlarimni bayon etsam.

Xalqimizda "Otang o'tirgan uyning tomiga chiqma", "Ona qarg'ishi do'q, ota qarg'ishi o'q", -degan bir qancHa maqolar bor.Shu o'rinda:

"Ota qarg'ishidir olmos,
Gar tegsa yiqitmay qolmas,
Olloh ham panohga olmas,
Otasini yig'latganni", -degan qo'shiq yodimga tushdi. Nega bu misollarni keltiryapti, dersiz.Sababi shuki, bu hikoya qahramonlarini bir shaxs-ota birlashtirib turadi.Voqealar rivoji ham aynan otaga borib taqaladi. Ota hamisha aziz, so'zi-so'z, gapi gap.U oila boshlig'i. Asarda otaning bosh qahramonligi balki shuning uchundir.Ammo bu hikoyada otaning fe'l-atvoridagi qusurlar, otaning ayoliga, farzandlarini nisbatan qilgan adolatsizligi, mehrsizligi, zug'umi haqida so'z yuritiladi. Hikoyada tabiat tasviri, o'xshatishlar o'z o'rnida

qo‘llangan. Asosiysi tasvirda yolg‘on yo‘q.Oddiy bir qishloqdagi o‘zbekning hovlisi.Bunda o‘zbek harakteri ham ochib berilgan. Nonning muqadasligi, uning ushog‘i, ham nonligi, onalarimiz uni erkalab og‘zimizga solishlari ro‘yi-rost.

Ijodkorning o‘ziga xos uslubi bor.Hikoyalarida diologlar kamdan kam holatda uchraydi. Adib har bir qahramonini, har bir detalni gapirtirishga urinadi. Har biri o‘z tilidan gapiradi. Yana hammani birlashtirib turadigan narsa bu –baliq.Kichik o‘g‘il ham, katta o‘g‘il ham, o‘rtancha o‘g‘il ham baliqni o‘zlarining siri deb biladi.O‘zlaricha u bilan suhbatlashadi. Onaning ko‘ziga o‘sha baliq davoligi ayon bo‘ladi.Ota –baliq bo‘lib tirilgani haqida bilishadi.Uni onaga qovurib berishadi.Ayanchlisi katta o‘g‘il otasini kuyishidan rohatlanadi. Bor dardini to‘kib soladi.Onasiga bergan azoblari, kaltaklaganlari, Og‘liga ketmon otganda yelkasining o‘pirilganligi, bola bo‘lib erkalanolmaganligi, otam bor deb kerilolmaganligi bir umr qo‘rqib yashaganligi, bir gal ukasini tomga otib yuborgani, olib kelganini “Ma, pishirib ye, zaharingga ” deb otganlari hamma –hammasini eslaydi.Otasining jizzillab yonayotganidan , azoblar, qiynoqlar tugaganidan quvonadi. Otaning xarakteri bir qarashda Said Ahmadning “Ufq bo‘sag‘asida” nomli asari qahramoni Inoyat oqsaqolni eslatadi. Uning farzanga nisbatan mehrsizligi, qahr-g‘azabi,ziqnaligi, o‘zini deb yashashi har ikki qahramonning o‘xshashliklaridir ehtimol.Isajon Sulton hikoyalarida animizm yaqqol sezilib turadi.Bunday holatlar deyarli Har bir hikoyadi uchraydi. Masalan:

“Farishta” hikoyasida – Farishta, “Oydinbuloq”da-Parizod, “Ozor”da –it egasi, “ Shamolli kecha” da-jin, jodugar… “Qismat” hikoyasida kichik o‘g‘il baliqni pishirganida achinadi, yig‘laydi.Sababi, u baliqning katta bo‘lishi, haqiqiy tilla baliqqa aylanishini kutib, unga tilaklarini aytmoqchi edi.Shu o‘rinda o‘ylayman: Bola tilla baliqdan nimani so‘raga bo‘lardi? Menimcha har bir bola pok qalbi, beg‘ubor ko‘ngli bilan otasini qaytishini , qaytganda ham mehribon, uni, onasini , akalarini urmaydigan, erkalatadigan otasini qaytib kelishi, onasini ko‘zlari tuzalishi va baxtli hayot kechirishini so‘ragan bo‘lardi.Ammo ota jazosini oldi.Chunki otasi ichib kelganda do‘pposlagan, otasi esa yiqilgan, yiqilganda bo‘yraning cho‘pi kirib ketgan, otasi uni “qamishday qurigin, iloyo” deb qarg‘agandi.Oxir shunday ham bo‘ldi.Ota iymoni uchun kurashdi, og‘il esa halovati uchun. “Otangga ne qilsang bolangdan tortasan” deb bejiz aytishmagan.Xulosa qilib aytganda ota hamisha quyosh, hamisha nur taratishi, mehr ulashishi kerak.U o‘zida ulug‘vorlikni, oqko‘ngillikni nomoyon eta olishi, ayoli, farzandlari suyana oladigan bo‘lishi kerak!

Yana shunisi ahamiyatliki, Isajon Sulton hikoyalari xalqchilligi bilan, xalqona ohanglar uyg‘unligibilan, hikoyalari orqali millatning, xalqning turmushi, o‘ru-o‘ylarini, ko‘ngil kechinmalarini ishonarli ifodalashi bilan boshqalardan farq qiladi.

“Ayriliq” hikoyasida ham e‘tiborimni tortgan jihatlar ko‘p bo‘ldi.

“-Ochig‘i, chor tarixini yaxshi bilmayman-deb tan oladi Osobist-o‘zim bir kambag‘al oila farzandiman.

-Bilish kerak,-deydi Katta- bilib ol , Osobist” mana shu birgina “bilish kerak” degani tarixsiz kelajak yo‘q ekanligini anglatish, har bir millat vakili boy bo‘ladimi, kambag‘al bo‘ladimi tarixni bilish uning yelkasidagi mas’uliyatni anglatmayaptimi?!

Yana shunisi ham ahamiyatliki chegara ham, ayriliq ham, cheklovlar ham, zug‘um ham xalqqa xos urf-odat, an’ana, mehr-muhabbat, oqibat, ona yer, ona tuproq tushunchasini yo‘q qila olmasligi, iymoniga, vijdoniga sodiq, xudosiga ishongan har qanday millat har qachon, har qanday kurashda o‘zib chiqishini ko‘rishimiz mumkin.

“Ayriliq, ayriliq, omon ayriliq
Har bir darddan o‘lar yomon ayriliq ”.

Baxshining bu qo‘shig‘i odatda to‘ylarda aytilardi.Ammo u buni azada , oqsoqolning azasida kuyladi.Sabab nima?Nima uchun shunday?

O‘ylaymanki, baxshi bu qo‘shig‘i bilan xalqni uyg‘otishga urinyapti.Agar o‘zlikdan, millatdan, milliy g‘ururdan ayrilsak , bu o‘limdan og‘ir, ey turk eli,uyg‘oning, o‘zlikni , erkni yovga bermang deyotgandek nazarimda.Ijodkor baxshining bu qo‘shig‘i keyinchalik butun turkiy xalqlar qo‘shig‘iga aylanib ketdi, deydi.Sababi har birining dardi bir edi, ularning jon tomiri, ildizi , suv ichgan irmoqlari bir edi.Bu xalqlar bir biridan suv ichar edi.

Adib har bir predmetni jonlantirishga, huddi odamlardek so‘zlatishga qodir.Odatda kuchuk vovulllaydi.Ammo bu “Ozor ” hikoyasida kuchuk odamlardek so‘zlaydi.To‘g‘ri ining so‘zlarini , gaplarini o‘sha voqeada ishtirok etayotgan kishilar tushunmas, ammo o‘quvchilar anglab yetadi.Kuchuk-sadoqat timsoli.Bu keng yoritilgan mavzu.Bir qarashda u Erkin Vohidovning “Vafo” she‘rini yodga soladi:

“Otasidan ayrilsa agar,
Buncha kuymas odam bolasi.
Yolg‘on edi kechagi yig‘ilar,
Rost edi shu itning nolasi”

Ammo bu hikoya voqea qamrovining kengligi, qahramonlar harakteri bilan ajralib turadi.Bu hikoyada peyzaj ham jonli tasvirlangan.Hikoyada kuchukni quturgan deb gumon qilishadi.Balki kuchuk egasiga nisbatan odamlarning mehrsizligi, sadoqatsizligi, saxtaligidan quturgandir.

“Otang seni o‘n yeti yil boqqan edi.Lekin otangdan yuz chandonini qilib qo‘ygan xo‘jangga qaramading”, -bu kuchuk tilidan uy bekasiga aytilgan gaplar edi.Ota bilan erning boqishini tenglab bo‘larmikan?Xalqimizda:” ota uyidagi qattiq non podsho dasturxonidagi obi nondan afzal “, -degan gap bor . Balki ijodkor bu fikri bilan ayolning qay darajada e‘tiborsizligi, mehrsizligi, vafosizligini anglatmoqchi bo‘lgandir.Shuning uchun qo‘llagandir bu jumlani.

Sadoqat shunday narsaki u murdani tiriltirishga qodir, -deyish mumkin. Yor-birodarlar kuchukni otishmoqchi bo‘lganda , egasi kuchuk ko‘ziga ko‘rinadi va uni o‘z yoniga chorlaydi.Isajon Sulton hikoyalarida shaxsiy an’anaviylik bor.Bunda ham har bir qahramon o‘z nomidan so‘zlaydi.Bu hikoyalarining br-biriga o‘xshash va boshqa ijodkorlardan farqli jihatidir.Bu hikoyada yana inson harakteridagi qusurlar, o‘lgandan keyin e’zozlash, yasamalik, soxtalik ham alohida takidlangan.

Sadoqatni his etish uchun sadoqatli bo‘lish kerak emasmi?Insonning sadoqatli bo‘lmagani bu kuchukning aybi emas.Ular kuchukni o‘tib o‘ldirish barobarida sadoqatni otdi, mayidning dunyosi bilan tiriklik bog‘lanib turgan ipni uzdi.Ular sadoqatni o‘ldirdi. Qabrga qalblaridek tosh o‘rnatdi…

Adibning har bior asari xalqchil, dardchil.Ularning tag zamirida chuqur falsafa bor .Uni anglab yetish uchun yaxshi ustoz yoki kuchli bilim kerak bo‘ladi.Asosiysi adibning takrorlanmas o‘z uslubi, o‘z “men”i bor.

“Shamolli kecha” hikoyasiga to‘xtaladigan bo‘lsak, u qishloq hayotini, bolalikni, bolaning ko‘ngil kechinmalari, bola psixologiyasini yaqqol nomoyon etgan hikoya, deyish mumkin. “Sandallar ustida qurutlar, turshaklar, vassalarga behi, olma, anor, uzum boshlari osilgan…”.

“Ota dalada.Bola mol-holga qarab, o‘tinlarni maydaladi.Qizaloq katta qozonga suv isitib tandirdagi kuldan qo‘shibkir yuvdi.” Bunday tasvir faqatgina qishloqda bo‘ladi.Shuningdek, bolalikdagi o‘yinlar, bala harakteridagi dev, pari, jinlarga, afsonalarga ishonuvchanlik, maqtanchoqlik, bolalarcha g‘urur ham e‘tibordan chetta qolmaydi.

Qo‘rqinch tasviri…Bu beixtiyor Abdulla Qahhorning “Daxshat” hikoyasini eslatadi. Insonda sevinch, shodlik har-xil bo‘lishi mumkin, ammo qo‘rquv bir xil bo‘ladi.Qo‘rquvdagi dil kechinmalari o‘xshash bo‘ladi.Asardagi bu holat o‘quvchiga ham ko‘chadi.Bir lahxa bo‘lsada voqea ichiga kiradi.Aka –singil bilan shalolli ko‘chada yuguradi.Aka singlisining chaqiriqlariga e‘tabor bermaganda o‘quvchi ham akani birgalikda chaqiradi.Buvilar,

onalar nutqida o‘xshashlik uchraydi.Balki bu onaning, ayol zotining qalb kechinmalari o‘xshashligidan dalolar, desak yanglishmaymiz menimcha.Hikoya “Moboda topgan taqdirda ham … qay ahvolda toparkin.. Topa olarmikin?”, -deya yakunlanadi.Hikoyaning so‘roq bilan tugashi –bu har bir o‘quvchini mustaqil fikr yuritishga, xayol dunyosiga chalg‘ishga majbur etadi.Ijodkor asari davomida o‘quvchini ham baxsga chorlaydi.O‘zi ham tinchimaydi, o‘quvchini ham tinchitmaydi.Mana asl ijodkor qanday bo‘lishi kerak?!

Foydalanilgan adabiyotlar:

1. X.Davron kutubxonasi.
2. Isajon Sulton hikoyalari.
3. Ziyonet internet sayti.

KESIMLIK VA PREDIKATIVLIKNING O‘ZARO MUNOSABATI

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Anatatsiya: Bu maqola predikativlik va kesimlik munosabatlarini turli olimlar tomonidan berilgan tadqiqi, hozirgi zamon tilshunosligidagi o‘rni va ilmiy izlanuvchining shaxsiy fikrlarini o‘z ichiga oladi.

Kalit so‘zlar: mazmuniy, mantiqiy, grammatik predikat, kesim, obyekt, subyekt.

Predikativlik sof mantiqiy kategorya bo‘lib, harakat va uning sohibi kabi voqelikdagi munosabatlarning munosabatlarning inson ongida aks etishidir. Kesimlik esa sof morfologik tushuncha hisoplanib, uni predikativlik tushunchasidan farqlash zarur. Predikativlik asosida hukm yotadi. Shuning uchun ham u gapning Grammatik asosini belgilashga hizmat qilmaydi. Hukm tafakkurning muayyan bir shakli, uni umumlashtiradi. Hukmda voqelik ya’ni predmet va hodisalar yakka yakka holda emas balki o‘zaro munosabatda bir biri bilan bog‘liq holda aks etadi.

Kesim o‘zida predikativlikni aks ettirgan, gapning uyushtiruvchi va shakllantiruvchi markaziy bo‘lakdir. Kesim gapning markaziy bo‘lagi bo‘lganligidan gapning butun tavsifi –grammatik kategoryalari: tasdiq, inkorlik, shahs (personallik), zamon (temporallik), kommunikativ maqsad vahakozolar kesimga qarab belgilanadi. Kesim gap qurilishida uyushtiruvchanlik rolini o‘ynaydi. Qolgan bo‘laklar kengaytiruvchilari hisoplanadi.

Darhaqiqat, kesim gapning asosini tashklil qiladi. Kesimning bir o‘zi ham boshqa bo‘laklarsiz ham gapni tashkil qilishi, egasiz ham fikr ifodalashi mumkin. Biz buni so‘z gaplar misolida ko‘rishimiz mumkin.

Bu jihatdan ega ham kesimning subyekt valentligini to‘ldiruvchi bo‘lak gap tuzilishini kengaytiruvchi hisoplanadi. Kesim predikativ shaklga ega bo‘lganligi uchun gapda boshqa bo‘laklarga nisbatan emas, balki bevosita belgilanadi. Gapning yangi ahborot tashuvchi qismi ham kesim sanaladi. Demak, kesim ham uyushturuvchi markaz ham axborot markazidir.

Predikativlik va kesimlik munosabatlarini turli olimlar turli talqin qilishadi. A.G‘ulomovning fikriga ko‘ra predikativlikni kesim ko‘rsatadi, biroq bu fikrga qo‘shilib bo‘lmaydi, chunki har qanday holatda ham predikativlik mantiqiy hodisadir. Zero, unda mantiqiy omil birlamchi hisoblanadi. Uning asosida esa hukm yotadi. Shuning uchun ham u gapning grammatik asosini belgilashga xizmat qilmaydi. Bu fikrni tadqiqotchi-olima M.Abuzalova ham o‘zining dissertatsiyasida tasdiqlaydi: “Predikativlik sof mantiqiy kategoriya bo‘lib, harakat va uning sohibi kabi voqelikdagi munosabatlarning inson ongida aks etishidir.

Kesimlik kategoriyasi predikativlik kategoriyasidan mohiyatan farq qiladi.

Rus tilshunosi V.V.Vinagradov ta’limotiga ko‘ra Predikativlikni tashuvchi muhim bo‘lak kesim sanaladi. Shuning uchun gapda ko‘p hollarda ega tushib qolishi mumkinligi, lekin kesimning hech qachon tushib qolmasligi, kesimsiz gap bo‘lmasligi bayon etiladi. Bu fikri bugungi kunda ham dolzarbligini yo‘qotgani yo‘q. Bu g‘oya hozirgi o‘zbek tilshunoslari tomonidan o‘zbek tili materiallari asosida rivojlantirilmoqda. A.M.Peshkovskiy asarida yorqin namoyon bo‘ldi. U gapning xarakterli belgisi “kesimlik” ekanini ta’kidlagan holda, uning grammatik kategoriya ekanini, kategoriya bo‘lganda ham gap uchun eng muhim kategoriya ekanini, unda nutq bilan fikr qorishib ketishini, kesimlik fe’llik asosida qurilishini aytadi. An’anaviy tilshunoslikda mantiqdagi hukm tuzilishiga gap orqali ifodalangan predikativlik tuzilishini izomorf holda tushunish natijasida ega bilan kesim gapning struktur asosi,

predikativ markazi deb qaraladi.

Yurchenko V.S Predikativlik shakllari kesimga qo‘shilishi, shuning uchun kesimsiz gap bo‘lmasligi, kesim gap bo‘lagi emas, gapning o‘zi, gapning yadrosi, eng kichik gap ekanligi ta’kidlab o‘tgan.

Gapning eng muhim belgisi predikat ekan, ana shu ma’noni ifodalovchi eng kichik birlik gap sanaladi. Kesim predikativ ma’no va predikativ shaklga ega bo‘lgan eng kichik birlik sifatida gapning bo‘lagi emas, balki gapning o‘zidir.

Kesimning gap bo‘lagi emas, balki eng kichik gap ekanligi quyidagi asoslar bilan belgilanadi:

– birinchidan, shu kungacha gap bo‘lagi tobe munosabatda bo‘lgan ikki sintaktik birlikning tobe vaziyatda turgan qismiga nisbatan belgilangan. Birikma doirasida tobe qismning sintaktik funksiyasi doimo aniq, hokim qismniki esa noaniq, uning sintaktik funksiyasi sintagmatik zanjirning keyingi halqasida boshqa uzvga tobe vaziyatda bo‘lganda aniq bo‘ladi. Bu nuqtai nazardan, kesim sintagmatik munosabatda tobe pozitsiya orqali belgilanmaydi, chunki u hech qachon tobe pozitsiyada turmaydi. Kesim boshqalarga nisbatanlanmagan holda predikativ shaklni olgan sintaktik birlik sifatida aniq belgilanadi;

– ikkinchidan, gap va uning bo‘lagi tushunchasidan kelib chiqilsa, birinchisi butunni, ikkinchisi esa uning qismini bildiradi. Masalaga ana shu nuqtai nazardan yondashilsa, ega, to‘ldiruvchi, hol singari sintaktik birliklar eng kichik gapning kengaytiruvchilari sifatida uning qismlari sanaladi. Kesim esa bu bo‘laklar bilan kengayish imkoniyatiga ega bo‘lgan eng kichik gapdir.

N.Mahmudov, A.Nurmonovlar fikriga ko‘ra, kesimning shakl va mazmuni o‘rtasidagi munosabati deganda kesim va predikat o‘rtasidagi munosabat nazarda tutiladi. Predikat va kesimlik tushunchalari o‘zaro mazmun va shakl tomonidir. Predikat faqatgina predikativlik shakllari orqali ifodalangandagina, kesimning ma’no tomoni bo‘lib keladi. Predikat ham mazmuniy ham mantiqiy tushunchadir. Mantiqiy tushuncha sifatida predikat-fikrni subyekt belgisini bildiruvchi qismi. Mazmuniy tushuncha sifatida har qanday sintaktik qurilmaning markazi.

Foydalanilgan adabiyotlar ro‘yxati.

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INGLIZ TILI FANINI O‘QITISHDA SAMARADOR USULLAR

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Annotatsiya: Ushbu maqolada til o‘rganishning bugungi kundagi ahamiyati haqida so‘z boradi. Ingliz tilini o‘qitishda qo‘l keladiga samarador usullar tahlili keltirilgan. Professor tadqiqotchilar tavsiya etgan metodlar hamda muallif ilmiy faoliyati davomida samarali deb bilgan usullar taqqoslangan. Ushbu maqola mustaqil til o‘rganuvchilar hamda yosh til o‘rgatuvchilar uchun kichik metodik tavsiya bo‘la oladi.

Kalit so‘z: til, grammatik struktura, tinglab tushunish, muloqot, tavsiya, metod, harakatli o‘yinlar, innovatsion texnologiyalar.

Annotation: In this article there is discussed the importance of learning language nowadays. There presented the effective methods that are used while teaching English. There compared the methods which were recommended by professors and the author whose methods were considered to be effective during the scientific research. This article can be a little methological recommendation for independent language learners and youth teachers.

Key words: language, grammar structure, listening skills, conversation, recommendation, method, innovative techlologies and activities.

Til bilgan el biladi, deydilar. Bugungi kunda til o‘rganish jarayoni eng dolzarb masalaga aylanib bormoqda. Alloma Ali Bey til eng olis nishonni ham ura oladigan qurol ekanini aytib o‘tgan. Chindan ham bir necha tilni bilish kishini ahli dunyo bilan yaqinlashtiradi, uzoqni yaqin qiladi, barcha faylasuf-u olimlarning asarlari bilan tanishish imkoniyatini yaratadi.

Tilni tez va puxta o‘rgatishning bir necha muvaffaqiyatli usullari mavjud bo‘lib, pedagog dars jarayonida quyidagi usullardan o‘rni bilan foydalanib borsa, maqsadli bo‘ladi. Mutaxassislar fikricha, dars jarayonida AKTdan foydalanish, harakatli o‘yinlarni qo‘llash, musiqali daqiqa o‘tkazish kutilgan natija beradi.

XXI asr — asr ulkan axborot asri, raqamli iqtisodiyot davri, g‘oyat globallashib borayotgan palla. Demak, bugungi kunni texnikasiz tasavvur qila olmaymiz. Yosh avlodni ta’limga jalb qilishda ham texnika yutuqlaridan foydalana bilishimiz zarur. Boisi asrimiz yoshlari bilimga chanqoq, zamon bilan hamnafas. O‘qituvchi har bir darsni taqdimot asosida o‘tsa, o‘quvchining dars jarayonidagi faolligi o‘rtadi, til o‘rganishga qiziqishi kuchayadi. Ma’lumotlarni o‘zlashtirishda ko‘z xotirasi ham muhim ahamiyat kasb etishini yodda tutish kerak.

Harakatli o‘yinlar ham samaradorligi bilan metodlar ichida o‘z o‘rniga ega. Bu usul o‘quvchilarda bir necha imkoniyatlarni yaratadi. Inson qachon faol holatda bo‘lsa, maqsadga oson erishadi. Shu bois harakatli o‘yinlar har qanday til o‘rganuvchini faollikka chorlaydi, jarayonga kirishiini ta’minlaydi. Harakatli o‘yinlar o‘rganuvchi tashabbuskorligini oshiradi, xotirasini kuchaytiradi. Bugungi kunda harakatli o‘yinlarning “Duck Duck Goose”, “What’s Missing”, “Find the object”, “Hot Potato” turlari ommalashgan.

Dars jarayonida musiqali daqiqa o‘tkazish jahon pedagogik amaliyotida keng

qo‘llanmoqda. O‘rganish mobaynida erkinlikni ta’minlash, kelishuvchanlik va hamkorlikni yo‘lga qo‘yish o‘quvchining ijodkorlik qobiliyatini uyg‘otadi. Ularning yoshini inobatga olib, turli qo‘shiqlar ayttirib yoki sho‘x kuy yozilgan audio disk yordamida o‘quvchilarni daqiqalik raqsga chorlash ham kayfiyatni ko‘taradi.

Shuningdek, tilni o‘qitishda eng mashhur quyidagi 3 ta usuldan ham foydalanish mumkin: “Grammatik struktura (grammar teaching)”, “Tinglab tushunish (Audio lingual method)”, “Muloqot jarayonida til o‘rganish (Communicative language teaching)”. Bu usullarni quyidagi jadval bilan farqlashimiz va solishtirishimiz mumkin. Grammatik yondashuv bo‘yicha tilshunos olim professor Davidning 1998-yil “English language teaching” jurnalida e’lon qilingan “Grammar teaching in context” nomli maqolasida grammatikani o‘rgatishda “Grammar translation (grammatik tarjima)” metodi haqida o‘z mulohazalarini bayon qiladi. Ushbu metod ko‘p yillardan buyon til o‘rganishning eng ko‘p tarqalgan metodidir. O‘quvchilar gap va ularning tuzilish tarkibini o‘rganadilar va ular asosida misollar keltiradilar.

Grammatik struktura asosida gaplarni o‘z ona tiliga yoki ularni o‘rganilayotgan til grammatik strukturasiga ko‘ra o‘sha tilga tarjima qilib ko‘radilar. Grammatik tarjima darslarida o‘qituvchi o‘quvchining ona tilida, ya’ni fikrlash tilida qoidalarni tushuntiradi va bir nechta misollar keltirilgam mashqlar beradi. Unutmaslik lozimki, egallangan bilim mashqlar yordamida mustahkamlanadi. O‘quvchilar misollar ustida ishlaydilar. E’tibor ko‘proq o‘qish va yozuv ko‘nikmalariga qaratiladi Biroq tinglab tushunish va gapirish ko‘nikmalariga kam e’tibor qaratiladi. Bunda o‘quvchiga qaraganda o‘qituvchining faolligi birinchi o‘ringa chiqadi.

Shu o‘rinda aytib o‘tish kerakki, “Grammatik tarjima” metodining nufuzi tushib bormoqda. Chunki o‘quvchilar har doimgidek berilgan gaplarni ona tiiga tarjima qiladilar, qoidalarni yod oladilar. Bu esa o‘rganilayotgan tilda muloqotni cheklab quyishga olib keladi. O‘z-o‘zidan gapirish ko‘nikmasi shakllanmay qoladi.

Tarjimada ikki til o‘rtasida o‘xshash va farqli jihatlar kuzatiladi, bu esa tushunmovchiliklar keltirib chiqaradi. Grammar translation metodiga misol keltiraylik. Masalan, uchun o‘qituvchi likes/dislikes+GERUNDY strukturasini o‘quvchilarga tushuntiradi va doskaga “Lobar kitob o‘qishni yoqtiradi” degan gapni yozadi. O‘quvchilardan uni ingliz tiliga tarjima qilishlarini so‘raydi. O‘quvchilarning tarjima qilishlarini kuzatadi, xatolar to‘g‘irlanadi va kitobda berilga mashqlarni shu tarzda bajarishlarini so‘raydi.

Yana bir usul “Audio lingual metod”i o‘quvchilarda tinglab gapirish ko‘nikmasini shakllantirishga xizmat qiladi. ALM metodiNoan Komsky asos solga behaviorism(o‘zini tutish) nazariyasiga bog‘liq. 1970-yilda o‘qituvchilar ALMdan foydalanishni to‘xtatganlarida, u quyidagi mantiqiy savol bilan murojaat etgandi :

—Why can we all say new things that we have never heard before? (Qanday qilib barchamiz oldin hech qachon eshitmagan narsalarimizni ayta olamiz?)

ALMdan hali-hanuz darslarda foydalanib kelinadi. Chunki ko‘p o‘quvchi va o‘qituvchilar tez-tez takrorlash, o‘rganish muvaffaqiyat kaliti ekaniga ishonadilar.

“Muloqot jarayonida til o‘rganish (Communicative language teaching)” metodi ham sinalgan va samarali usullardan biri hisoblanadi. Boisi o‘quvchi olgan bilimlarini muloqot jarayonida amalda qo‘llay boshlaydi. Avvaliga ko‘plab xatolar qilishi mumkin, lekin kamchiliklarni o‘z vaqtida tuzatib borsa, tilni o‘rganish tezlashadi.

Xullas, til o‘rgatuvchi qay usuldan foydalanmasin, barchasi til o‘rgatishga xizmat qilishi kerak. Innovatsion texnologiyaning vazifasi boshqa millatga mansub bo‘lgan turli tarbiya

ko‘nikmalari, ijodiy izlanish metodlari, AKTni chuqur bilish malakalarini o‘rganishdan iborat. Umumta’lim maktab o‘quvchilarining o‘zlashtirish ko‘rsatgichini yuksaltirish uchun o‘qituvchi-pedagoglar ta’lim jarayoniga zamonaviy dastur va ijodiy metodlarni olib kitishi va o‘zi ham faol qo‘llashi talab etiladi.

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TAHLIL, TAHLIL VA YANA TAHLIL!

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Annotatsiya: Ona tili darslari o'quvchini o'z ona tilini sevishga, so'z boyligini oshirishga, so'zning keng imkoniyatlaridan foydalana olishga o'rgatadi. Bu borada ona tili darslarida tahlil metodi juda qo'l keladi. Biz quyidagi maqolamizda tahlilning turli ko'rinishlaridan darsda qay darajada foydalanish mumkinligi haqida fikr yuritamiz. Ona tili darslarida tahlilning muhim ahamiyati shundaki o'quvchi mavzuni shu orqali nozik nuqtalarini anglab yeta oladi.

Kalit so'zlar: tahlil, morfologik, sintaktik, morfemik, fonetik, gap bo'laklari, so'z turkumlari, qo'shimchalar, tovushlar.

"Haqiqat bahslarda tug'iladi", - deyishadi. Albatta, bahs-munozara ilmni yuksaltirishning asosi. U kishini teranroq fikrlashga, ilmini oshirishga undovchi vosita. Moziy sahifalariga nazar tashlaydigan bo'lsak, turli mavzulardagi mashvaratlar, navoiyxonlik, bedilxonlik-u fuzuliyxonlik kechalari bejiz tashkil etilmagan. Aslida ham o'z fikrida sobit, ilmi donish, aql-u zakovati ila har qanday davrada o'zini ko'rsata oladigan yoshlar har bir davrning talabi. Zamon qanchalik shiddat bilan rivojlanmasin, ilmi bor odam hech qachon uyalib qolmagan. Men tavsiya etmoqchi bo'lgan metod o'quvchilarni dars jarayonida bahslarga chorlab, fikrini uyg'otishga undasa ne ajab.

Tahlil metodi. To'gri, ancha "qadimiy" usullardan (Zero meni va mening yoshimdagilarni shu usul bilan ustozlarimiz ona tili sirlaridan bahramand etishgan). Ammo tahlil usuli bugungi kun talabidagi innovatsion metodlar soyasida biroz ko'rinmay ketgandek, nazarimda. "Yangi yor topganda do'stlar eskidan kechmoq kerak" qabilida ish yurityapmizmi, yoki bu metodni qo'llasak, darslarimiz eskicha bo'lib qoladi deb hisoblaganimiz uchunmi unga kamdan kam murojaat etyapmiz. Ona tili darslarida tahlil g'oyat beqiyos o'ringa ega. Chunki tahlil o'quvchining diqqatini jamlashga yordam beradi. Mavzuni har tomonlama o'ylab ko'rishga undaydi.

Tahlilning bir necha turlari mavjud. Fonetik, sintaktik, morfemik, morfologik, tahlillar shular jumlasidandir. 5-sinf ona tili darsligining asosiy mavzulari sintaksis va fonetikadan iborat. Shu sababli 5-sinflarga fonetik va sintaktik tahlilni qo'llash o'rinli.

Gap bo'laklari mavzusiga 5-sinfda atroflicha to'xtalib o'tilgan. O'quvchi boshlang'ich sinfdanoq bosh bo'laklar haqida ma'lumotga ega bo'ladi. Ammo 3-sinf darsligidagi "Ikkinchi darajali bo'laklar ostiga to'lqinli chiziq chiziladi" tarzidagi qoidadan bo'lak fikr berilmaganligi bu borada o'quvchilar bilan ko'proq ishlash zarurligini ko'rsatib turibdi. 5-sinfga kelgan o'quvchining "Men kitob o'qiyman " tarzidagi gapdan ikkita ega(men va kitob)ni topib qo'yishi ham shundan. Chunki uning nazdida ikkita bosh kelishikdagi so'z berilgan. Tushum kelishigining belgisiz shakli haqida ma'lumotga ega emas. Shuning uchun o'quvchilarga so'zga so'roq berishni o'rgatish lozim. Har darsda bajarilayotgan mashqlarni sinf taxtasiga yozayotganda chiroyli yozuv mashqi qilish bilan birga sintaktik tahlil qilib borish kerak. Masalan: Yaxshi bilan yursang, yetarsan murodga, yomon bilan yursang, qolarsan uyatga gapini tahlil qilib ko'ramiz. Yaxshi bilan yursang, yetarsan murodga, yomon bilan yursang, qolarsan uyatga gapida yursang, yetarsan, yursang,

qolarsan so‘zlari kesim; yaxshi bilan, murodga , uyatga so‘zlari to‘ldiruvchi vazifasida kelyapti. Gap tahlilidan so‘ng o‘quvchiga yana qo‘shimcha quyidagi savollarni berish mumkin: gapda ega qani? (Ega yashirinib kelgan) to‘ldiruvchi qaysi so‘z turkumiga bog‘langan? (fe‘lga bog‘langan) gapdagi to‘ldiruvchilar qaysi kelishik shakli bilan ifodalangan? (Jo‘nalish kelishigi) va boshqalar. O‘quv yili oxirigacha qanday mavzu o‘tilishidan qat‘iy nazar hech bo‘lmaganda bitta mashq sintaktik tahlil etib borilsa, 8-sinfga kelib o‘quvchi gap tarkibidan aniqlovchili, to‘ldiruvchili, holli birikmalarni bemalol ajrata oladi.

Fonetika bo‘limi yuqori sinf darsliklaridan faqat 5-sinfda berib o‘tilgan, xolos. Ammo oliy ta‘limga kirish testlarining katta qismi shu mavzuga tegib o‘tib ketadi. Shu sababli fonetik tahlil g‘oyat muhim ahamiyatga ega. Mashqlar tahlil etilayotganda gap tarkibida faqat jarangli yoki jarangsiz undoshdan tarkib topgan so‘zlar, portlovchi undoshdan keyin kelgan burun tovushi qaysi so‘z tarkibida uchraydi, qaysi so‘z tarkibidagi lab-tish undoshlarining o‘rin almashishi so‘z qo‘llash bilan bog‘liq xatoni yuzaga keltiradi kabi savollar orqali o‘quvchini fikrlashga undash mumkin. Ana shunday fonetik tahlillarni doimiy qo‘llab turish nutq tovushlari tasnifining oson yodda saqlab qolinishiga yordam beradi. Zero, takrorlash bilimning onasidir.

6-sinfda morfologik, morfemik tahlillarni fonetik sintaktik tahlillarga qo‘shib olib borish kerak. Keling, quyidagi gapni tahlil qilib ko‘ramiz.

Men gilosman, quloq sol,
Rangim ol-u, totim bol.
Topsang qo‘shalog‘imni
Qulog‘ingga taqib ol. (E. Vohidov) (6-sinf 182-mashq).

Morfemik tahlil: gilosman - gilos asos, -man bog‘lama. Rangim –rang asos, -im egalik qo‘shimchasi, totim – tot asos, -im egalik qo‘shimchasi. Topsang – top asos, -sa shart mayli qo‘shimchasi, -ng shaxs-son shakli. Qo‘shalog‘imni – qo‘sh asos, -aloq otga xos lug‘aviy shakl yasovchi qo‘shimcha, -im egalik qo‘shimchasi, -ni – tushum kelishigi shakli. Qulog‘ingga – quloq asos, -ing egalik qo‘shimchasi, -ga jo‘nalish kelishigi shakli. Taqib - taq asos, -ib ravishdosh shakli qo‘shimchasi. Gap tarkibida 1 ta yasama so‘z mavjud – quloq sol(ot+fe‘l=qo‘shma fe‘l kompozitsion yasalish). Morfologik tahlil: men – olmosh, gilosman – ot, quloq sol – qo‘shma fe‘l, rangim- ot, ol – sifat, -u – bog‘lovchi, totim – ot, bol – ot, topsang – fe‘l, qo‘shaloq – ot, qulog‘ingga – ot, taqib ol – fe‘l (ko‘makchi fe‘lli so‘z qo‘shilmasi).

Bu morfemik, morfologik tahlillarni fonetik, sintaktik tahlillarga ulab quyidagicha savollar bilan o‘quvchiga murojaat qilish mumkin: necha o‘rinda ham burun, ham lab-lab undoshi bo‘lib keladigan undosh va bir unlidan iborat qo‘shimcha mavjud?(3o‘rinda –im) Asosi sifat so‘z turkumiga oid so‘z qaysi gap bo‘lagi vazifasida kelyapti?(Kesim) Berilgan qo‘shma gap nechta sodda gapdan iborat? (6ta sodda gap) ulardan nechtasi sodda yig‘iq gap? (4ta) Gap tarkibida nechta ot kesim, nechta fe‘l kesim mavjud? (3ta ot kesim, 3ta fe‘l kesim) Omonimlikni yuzaga keltirgan qo‘shimchalar qaysi so‘z turkumiga xos? (Qulog‘ing – ot, topsang – fe‘l) va boshqalar. Gap tarkibidagi fonetik o‘zgarishga uchragan so‘zlar soni nechta? (2ta qulog‘ingga, qo‘shalog‘imni so‘zlarida q tovushi g‘ga almashgan).

Bu kabi savollar o‘quvchini kengroq mushohada yuritishga, mavzu bo‘yicha bahsga kirishishga, ko‘proq narsani xotirasida saqlanib qolishiga yordam beradi. Shu darajadagi savollarga darsda javob bera olgan o‘quvchiga hech qanday qo‘shimcha darslarning ham

hojati bo‘lmaydi. Yeti o‘lchab bir kes degan maqolni ona tili darslarimizda yetti xil o‘lchab javob berishga yo‘naltirsak qanday soz ish bo‘lar edi.

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REASONS OF ENGLISH BECOMING AS A TODAY'S GLOBAL LANGUAGE

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Annotation: This article reports on the causes of English how to become as a today's language. It focuses on the main factors how it is fundamental to select each reason to clarify the role of English as a global language. It aims at instilling knowledge on the main sources of English usage around the world. Also, the article gives information about the list of core types of reasons.

Key words: global, power, counter-culture movement, the snowball effect, "easy to learn".

The term "global" is being used increasingly nowadays. It is a means of demonstrating that English is spoken in every part of the world. English may not be spoken language all around the world, but it is an official language in a large number of countries. It is also very important for whom works in global workface because English is the international language of business, science, commerce, medicine and many other key areas. It is also the language of international communication, the media, and the internet. The renowned linguist, David Crystal, suggests that a language because of the power of the people who speak it. The "power" of English was initially based on political and military factors , most notably the expansion of the British Empire. Later the role of English as the language of scientific, industrial, financial and economic revolutions further increased its influence. Even in diplomacy, where French once ruled supreme, English is now dominant in most regions of the world. Knowing English increases a lot of chances of getting a good job in a multinational company within home country or for finding work abroad.

There are a lot of factors causing English to become as a global means of communication.

The British Empire. The first and most obvious reason that English became widespread in the first place is because of the British Empire. Before colonizing around a quarter of the planet, Britons were the only ones speaking English, and the language was confined to the British Isles. But once they started doing trade with places like Asia and Africa, colonizing and settling around the globe, the language naturally spread. However, it was mainly used in administration and business dealings—locals were still speaking their native languages for the most part. But when it came to getting an education that was done in English. So English then became an elitist language of sorts, spoken by those who were educated in literature, philosophy and poetry, much like French was back when it was the most widely spoken language.

Post-war USA. The world after the first two world wars was a vulnerable and changing one. American businesses were booming and started doing trade all over the world much like Great Britain had done in the previous century. This bolstered the use of English as the language of global trade. But at the same time, American culture was being exported heavily through music and film. The advent of jazz, rock n' roll and other popular music from both the USA and UK infiltrated the culture of people everywhere, making English more than just the language of business, but the language of entertainment for the masses. Hollywood was

also booming with popular films exported worldwide, and then in the 1960's the counter-culture movement arrived with social change and the hippie movement sweeping across the USA and Europe. Which brings to the next point:

The coolness factor. English is used across the world to signify a certain lifestyle or culture linked to American-style success or entertainment, or sometimes to signify a certain British quality. Advertisers use it all over the world in multi-national markets to sell their products in this way. But, it is also the most common language used in the film and music industry. Big-budget movies and everyone's favorite classic films are mostly produced in English. In music, if a band wants to become popular or famous, they will produce their work in English as well. Maybe it's because English will reach a wider audience, or maybe because English is taken more seriously as an element of good pop music. And then there are sports—American-invented sports today like BMX and skateboarding, and even basketball, have an entire vocabulary in English, and many of the best athletes in those fields are English-speaking—even if they have been recruited from abroad!

Technology. At the same time that the USA was becoming the world's business superpower, the internet was also invented in the USA. This created an entire lexicon for computers and technology that was invented in English. Computer keyboards are suited for writing languages using the Latin alphabet, and the hardware for all our smart technology uses English words that have become commonly used around the world, as there was no other alternative in place when the technology spread like fire to the corners of the Earth. The world of science is also dominated by English for much the same reason: historically, universities publishing important research were doing so in English, and as a scientist today, any serious publication must be done in English. With science and technology playing such a big role in our lives today, English will not be going anywhere soon.

Business. In the modern business world, English is widely used for all the international business, trade and commerce. As a global language, English serves the purposes of the multi-national companies' needs and it is being used as a tool of communication between one business organization and the other. Using the latest technologies in business, the mode of communication such as emails, letters, documentations, video, fax, telephone, etc. are mainly done in English. Graddol (1997) says, "About 80% people use English while they are in Europe. Not only in Europe, it is also used in global business which is happened under the control of World Trade Organization (WTO). [2]

The Internet. The widespread of English as an international language and with the advent of the internet as a mode of fast communication channel which has no boundaries, both are mutually enforcing novel trends and bringing tremendous changes in this age of globalization. Since the inception of the internet, it has brought drastic changes and revolutionized the ways of people's communication and their learning of their English language in the global context. The internet has become an important linguistic medium as computer-mediated communication which is one of the main factors of globalization. The internet has become essential for every aspect of human life including the learning of languages. In 1960s, a new term 'global village' was coined by McLuhan (1962) and he further says, "Electronic communication will unite the world because "the medium is the message". [3]

The snowball effect. Now that English is so widespread across the internet, on the radio, in schools and in the business world, it is hard to escape. It is well known that in order to get a good job in today's global market, speaking English is becoming a requirement more often than not. That's why students and more adults than ever are taking private lessons,

taking language immersion holidays and studying English to become as fluent as they can. It is not a guarantee of success, but it certainly does help!

Some people cite other reasons for the popularity of the English language, such as that it is "easy to learn" or that is evolves with our changing times. Some people long for the days when every country spoke their own language, and English was an eccentricity for language experts. But one thing is fairly certain: English will continue to grow as the world's dominant language.

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ONA TILI DARSLARIDA XATOLAR USTIDA ISHLASH MAVZUSI YUZASIDAN METODIK TAVSIYALAR

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Annotatsiya: Ona tili darslarida yozma ish tahlillari ustida ishlash, o'quvchining yozma nutqidagi xato va kamchiliklarni aniqlash, keyingi ishlarida bu xato va kamchiliklarga yo'l qo'ymaslikka intilishidagi metodik tavsiyalar.

Kalit so'zlar: til, nutq, yozma nutq, og'zaki va yozma, yozma ishlar, xatolar ustida ishlash, metodik yordam,usul,bilim,ko'nikma, malaka

O'zbek tiliga davlat tili maqomining berilishi ona tilimiz uchun ulkan taraqqiyot, rivojlanish, bitmas-tuganmas boy bisotini namoyish etish omili bo'ldi. Kishilardagi barcha yaxshi fazilatlar-tilning mahsuli. Ona tilini sevish, uni puxta o'rganish, hosil qilingan malakalarni adabiy talaffuz va imlo qoidalariga muvofiq holda amalda to'g'ri qo'llay bilish madaniylik belgisi hisoblanadi. Ona tilimiz-avlodlarni avlodlarga, asrlarni asrlarga bog'lovchi vositadir. Ona tilini mukammal o'rganish jarayonida o'quvchilar uning serviqor qudratini bilib oladilar[1]. Shunday ekan, ona tili fanini o'qitishdan asosiy maqsadimiz o'quvchilarda ona tilida fikrini to'g'ri, aniq, ravshan va go'zal ifodalay olish ko'nikmalarini shakllantirish va rivojlantirishdan iboratdir. So'zlarni to'g'ri tanlash, nutqni tinglovchiga qulay tarzda tuza olish insoniy madaniyatning eng asosiy tarkibiy qismidir. Shuning uchun har bir so'z, birikma va gapni barcha qirralari bilan to'g'ri, o'rinli ishlata olishni o'rgatish, o'z nutqiga nisbatan ehtiyotkorlik tuyg'usini shakllantirish ona tili darslarining asosiy vazifasi sanaladi. Biz-o'qituvchilar yangi iqtisodiy-ijtimoiy sharoitda bilimli va egallagan bilimini sharoitga mos ravishda qo'llay oladigan tadbirkor kishilarni yetkazib bermog'imiz zarur. Chunki bilimlining bilimi omborda yotgan sara urug' bo'lsa, tadbirkorning bilimi yerga ekilgan dondir, deydilar[2]. Mana shu har bir sohaning tadbirkori bo'lgani kabi nutq tadbirkorligi bilimlarini o'quvchilar ongiga singdirish ona tili darslarining bosh vazifasidir.

Shunday ekan, avvalo, o'quvchilarga ona tili darslari orqali til va nutq tushunchalarini o'rganishini ta'minlashimiz lozim. Tilning lug'at tarkibi va grammatik qurilishi haqida yetarli bilimga ega bo'lmay turib, yozma nutqni oshirish mumkin emas. Yozma nutqni grammatik jihatdan to'g'ri qurish va so'zlarni o'rinli qo'llash uchun nazariy bilim bilan birga uzluksiz mashq olib borish muhim o'rin tutadi. Chunki uzluksiz mashq qilib borish natijasidagina yozma nutq sohasida muhim ko'nikma va malakalarga ega bo'lish mumkin. Grammatik qoidalarning yetarli o'zlashtirilmasligi, yozma nutqda ifodalash malakasining yetishmasligi yozma ishlarda xatolarga yo'l qo'yilishining asosiy sababidir. Shuning uchun nutqni o'stirish bevosita tilning grammatik qurilishini va lug'at tarkibini mukammal o'zlashtirish bilan bog'liq. Badiiy asarlarni muntazam o'qib borish, ulardan zarur joylarini ko'chirib olish, parchalar yodlash, matn yuzasidan turli yozma ishlar olib borish yozma nutqni o'stirishga yordam beradi.

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[1] Jalolova L. Yozma nutq o'stirish metodikasi.(ma'ruza matni), Andijon, 2009
[2] Jalolova L. Yozma nutq o'stirish metodikasi.(ma'ruza matni),Andijon, 2009

O‘quvchilarning yozma nutqini o‘stirishda yozma ishlarning o‘rni muhim ahamiyat kasb etadi. Chunki yozma ishlar o‘quvchini mustaqil fikrlashga, o‘ylashga, izlanishga undaydi. Yana shuni aytish mumkinki, ijodiylikni, fikrni aniq, lo‘nda va qisqa, tushunarli bayon qilishda yordam beradi. Buning natijasi esa o‘qituvchining yaxshi dars o‘tishida yaqqol namoyon bo‘ladi. Har bir o‘qituvchining eng birinchi asosiy vazifasi sifatli dars o‘tib, yaxshi tarbiya berishi hamda darsning muqaddasligini mas’uliyat bilan anglashi lozim. O‘quvchilarning egallashi zarur bo‘lgan bilim,ko‘nikma va malaka elementlarini shakllantirish dars maqsadlari orqali belgilab olinadi. Mana shu darslar davomida yozma ishlar o‘tkazilib borilganda, o‘quvchilar xatolarga yo‘l qo‘yilishi ko‘zga tashlanadi. Qo‘yilgan xatolarni bartaraf etish esa ustozlarning zimmasida bo‘ladi. Buni yozma ish tahlil darslarida kuzatishimiz mumkin. Ya’ni xatolar qaysidir mavzularni o‘zlashtira olmaganida, mavzularning qiyinlik darajasidadir. Biz, o‘qituvchilar, ko‘pincha, yozma ishlardan so‘ng xatolar ustida ishlashda yuzaki yondashib ish ko‘ramiz. Bu esa o‘quvchilarning bilimida bo‘shliq paydo bo‘lishiga olib keladi. Shu nuqtayi nazardan xatolar ustida ishlashda bir nechta tavsiyalarni tadbiq etish maqsadga muvofiqdir. Yozma ishlarda xatoga yo‘l qo‘ygan o‘quvchi ustozining tuzatishlariga, albatta, e’tibor qaratadi. Biroq bu “ko‘zdan kechirish” keyingi gal o‘quvchining shu so‘zni xatosiz yozishiga asos bo‘lolmaydi. Shunday ekan, “Xatolar ustida ishlash” soatlari qanday tashkil qilinsa, bola shu xatoni keyingi gal takrorlamasligiga va imlo savodxonligining yaxshilanishiga erishish mumkin?

Yozma ishda yo‘l qo‘yilgan xato o‘quvchi yoshi va sinfidan kelib chiqib, u bilishi zarur deb qaralgan biror mavzuni yaxshi o‘zlashtirmagani yoki tushunmaganini bildiradi. Tovushlarni almashtirish yoki xato gapiradigan bola, albatta, diktantda ham o‘sha so‘zlarni xato yozadi. Tazyiq ostida bo‘lib, kimdandir yoki nimadandir muntazam qo‘rqib yurgan o‘quvchi ham so‘zlarni oxirida harflarni qoldirib ketadi. Avvalo, o‘quvchi orqali yo‘l qo‘yilgan xatolarning guruhlanishi joizdir. Bu guruhlar quyidagilarda ko‘rinadi.

Grafik xatolar : Harf elementlarini tashlab ketish,harflarni tushurib qoldirish, ularning o‘rinlarinin almashtirish holati.

So‘z o‘zagidagi xatolar: jarangli va jarangsiz undoshlarni almashtirish, yonma- yon kelgan bir xil undoshlarning birina tashlab ketish, talaffuzda tushib qolgan undoshlarni yozuvda ham tashlab ketish holati.

So‘z va shakl yasovchi qo‘shimchalarni xato yozish: kichraytirish va erkalash,kelishik,egalik qo‘shimchalarni noo‘rin qo‘llash holati.

Bo‘g‘in ko‘chirishdagi xatolar: ko‘p bo‘ginli so‘zlarda, qisqartma so‘zlarda,bir tovushni bildirgan birikmalarda xatoliklar holati.

Bosh harflarni qo‘llashdagi xatolar: atoqli va tashkilot nomlarini bildiruvchi so‘zlarda,muhim tarixiy sanalarda, joy nomlarini bildiruvchi so‘zlarda xatoliklar holati.

Shevaga oid xatolar: sheva so‘zlaridagi xatoliklar holati.

Yuqoridagi xatolarni bartaraf etishda o‘quvchilar bilan xatolar ustida ishlash tahlil darslari orqali bir nechta metodlardan foydalanilsa maqsadga muvofiq bo‘ladi. Tahlil darslari va turli xil metodlar o‘ziga xos saboq. Keyingi nazorat va yozma ishlar uchun namuna vazifasini o‘tashda tengsiz mashg‘ulot sanaladi.

Mavzuga oid metodik yordam

“XATOSINI TOP” usuli. Grafik xatolarni tuzatish mashqlari

-Kartochkaga harf elementlari tushurib qoldirilgan 8-10 tadan so‘z yozilib, o‘quvchilarga tarqatiladi. O‘quvchilar esa tushurib qoldirilgan harf elementlarini o‘z o‘rniga qo‘yib, daftarlariga ko‘chirib yozadilar. M: Is hoq, komak, soglom…….

“HARFLARNI O‘Z O‘RNIGA QO‘Y” usuli. Kartochkada harflar tushurib yozilgan murakkab so‘zlar berilib, yozma ishlar mustahkamlanadi. M: Mutaf..akir, f..oliyat, mua..lim

“**KETMA-KET**” **usuli.** Tarkibida ketma- ket kelgan bir xil undoshli so‘zlarning yarmini aytib, qolganini o‘quvchining o‘zi yozishi: al- alla, el- ellik, is- issiq, kat- katta,

“**CHALG‘ITMA DIKTANT**” **usuli**. Bu usulda diktant shevada aytiladi. O‘quvchilar adabiy tilda yozadilar. M: O‘lkamizga bahor keldi. Men “Bahor” ko‘chasida yashiyman. Olma foydaliy meva.

“SO‘Z VA HODISALARNI ESLASH”usuli. Sinf o‘quvchilari kichik guruhchalarga birlashtiriladi va har bir guruh bittadan so‘z tanlaydi.

l. Daraxt, paxta so‘zi bilan o‘yin boshlanadi. Dovuchcha, danak, dombira, doira, do‘lana, paxta, piyola, parta, pomidor kabi “d”, “p” harflari bilan boshlanadigan so‘zlar topiladi.

2. Daraxt, paxta so‘zlarining birinchi bo‘g‘iniga da-, pax- bo‘g‘in q‘oshib so‘z hosil qilish.

3. Berilgan so‘zlarga ohangdosh so‘zlar topish: paxta, taxta, shaxta, vaxta, daraxt, karaxt kabi.

4. Berilgan so‘zlar bilan bog‘liq bolgan barcha so‘zlarni eslash: paxta, momiq, chigit, shona, g‘o‘za, ko‘sak; Daraxt, barg, gul, meva, danak, kurtak, tomir, ildiz

5. Berilgan so‘zlar ichidan birini tanlash: paxta, xat, daraxt, xatar.

6. Berilgan so‘zlar bilan bog‘liq birorta hodisani eslash, hikoya, ertak, sarguzasht to‘qishga harakat qilish.

7. Berilgan so‘zlardan “Sinkveyn” tuzish.

Ot Paxta.
Sifat Momiq, oppoq.
Fe‘l O‘sadi, ochiladi, gullaydi.
Gap Paxta qiyg‘os bo‘lib ochildi
Ma‘ nodoshi Oq oltin

“**TOPOG‘ON” usuli** . Tulki, sichqon, mazali non, dush, qochdi, dum, yong‘oq;

2.Xurmo, malla soch, kamon, tush, afsus, daryo, osmon;

3. Taksi, kino, pul, sahifa, chipta, uyalib qoldik, sahna;

4. Ovchi, muzqaymoq, bo‘ri, hayvonot bog‘i, qafas, daraxt

5. Tufli, koptok, erka, oyna, ertak, tosh. Berilgan so‘zlar ishtirokida matn tuzing va unga sarlavha toping.

“KIM KO‘P SO‘Z TUZADI usuli O‘quvchilarga biror harf (tovush)ga oid so‘zlar topish vazifasi yuklatiladi. Bu harf (tovush) so‘z boshi, so‘z o‘rtasi va so‘z oxirida kelishi lozimligi vazifasi beriladi. Masalan, „a“ tovushiga oid so‘zlar toping. So‘z boshida: ayiq, asal,.... So‘z orasida : sariq, maktab..... So‘z oxirida: bog‘cha, chana... kabi.

“T” jadval texnologiyasi . Berilgan bo‘g‘inlarga bittadan harf qo‘shib, so‘zlar hosil qilish: far...,far..., far.. dar... dar...va h.z

“HAMKORLIK KVADRATI” usuli. Hamkorlik texnologiyasi pedagog bilan o‘quvchi o‘rtasida tenglik, demokratik hamda sub’yektlar orasidagi o‘zaro hamkorlikni amalga oshiradi. Pedagog bilan o‘quvchi hamkor va ijodkor sifatida ish yuritib, birgalikda mashg‘ulot mazmuni, maqsadini aniqlaydilar va birgalikda baholaydilar.

Xulosa o‘rnida shuni aytish mumkinki, xatolarni bartaraf etishning ahamiyati bolalarda o‘qituvchi tomonidan berilayotgan bilim, ko‘nikma, malakalar kengaytiriladi.Yuqoridagi usullar ustoz aytayotgan so‘zni eshitadi, his qiladi, uni ko‘rib turgan harflari yordamida o‘z qo‘li bilan yozadi va o‘zlashtiriladi, xotirasida yaxshi saqlab qolishiga yordam

beradi. Bolalarga singdirilayotgan bilim, ko‘nikma, malakalar orqali ularda axloqiylik, mehnatsevarlik, vatanparvarlik kabi sifatlari shakllantiriladi va tarbiyaviy ahamiyat kasb etadi. O‘quvchi yozma nutqidagi xato va kamchiliklar ustida ishlaydi, ularni bartaraf etadi, keyingi ishlarida bu xato va kamchiliklarga yo‘l qo‘ymaslikka intiladi. Shu tariqa o‘quvchi bilimidagi bo‘shliq bartaraf etilib boradi.

Foydalanilgan adabiyotlar ro‘yxati

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XALQ OG'ZAKI IJODIDA JANRLARNING VUJUDGA KELISHI VA DIFFUZIYASI MASALASI.

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Butun boshli millatning tartixiy o'tmishi, o'ziga xosligini ko'rsatuvchi eng asosiy vosita-uning folkloridir. Xalq og'zaki ijodi, asrlardan asrlarga o'tib kelayotgan, xalq turmush tarzi, orzu-umidlari, intilishlarini o'zida mujassam etgan o'ziga xos badiiy voqe'likdir. O'zining dastlabki yaratilish davridanoq xalq og'zaki ijodi xalqning yozilmagan tarixiga aylandi. "Og'zaki ijod", "xalq og'zaki ijodi", "og'zaki adabiyot" kabi nomlar bilan atalgan badiiy adabiyotning ilk namunalari xalq o'tmishi, hayot tarzini ko'rsatib beruvchi, qolaversa, yosh avlodni yuksak qadriyatlar ruhida tarbiyalashda muhim vosita bo'lib xizmat qildi. Yozuv paydo bo'lgach, o'zida so'z san'ati asarlarini yaratish iqtidorini his qilgan, xalq orasidan chiqqan odamlar bevosita xalq og'zaki adabiyotiga suyangan holda individual – yakka shaxs ijodini yaratdilar. Badiiy adabiyotning bu yo'nalishi shakllanib rivojlangach, yozma adabiyot tushunchasi paydo bo'ldi. Yaratilish uslubiga ko'ra farq qiluvchi og'zaki va yozma adabiyot bir-birini inkor qilmaydi, aksincha , ijodiy hamkorlikni davom ettiraverdi. Ammo shu bilan birga, har bir adabiyot o'ziga xos xususiyatlarini ham yo'qotmadi. Xalq og'zaki ijodi o'ziga xos badiiy xususiyatlatri bilan bir qatorda janriy bo'linishlarga ham ega. Yunon mutafakkiri Aristotel "Poetika"asarida dastavval adabiy asarlarni uch yirik guruhga bo'lib tasnif qiladi. Aristotel qarashlarini davom etttirgan adabiyotshunoslar ham badiiy ijodni uch yirik tur, ya'ni epos, lirika va dramaga ajratishadi.[1. 22-bet.] Xalq og'zaki ijodini ham yozma adabiyotga asoslangan holda uch asosiy turga bo'lish mumkin. Shuni alohida qayd etib o'tish kerakki, folklor yozma adabiyotdan farq qiladi. Shu boisdan ham uni yuqoridagi uch tur doirasida chegaralash biroz imkonsizday ko'rinadi. Zero yuqorida qayd etilgan uch adabiy tur o'ziga xos xususiyatlariga ko'ra guruhlangan va janrlar ham shunga muvofiq ravishda turlar tarkibiga kiradi. Xalq og'zaki ijodida shunday janrlar ham borki, ularni har uchala turga ham kiritish imkonsiz. Professor Bahodir Sarimsoqov ana shu jihatlarni inobatga olgan holda, faqat folklorga xos bo'lgan maqol, topishmoq, turli xildagi aytimlar, olqish va qarg'ishlar alohida tur sifatida ajratib ko'rsatilmog'i kerakligiga urg'u beradi.[2. 87-bet.] O'z mulohazalarini asoslagan holda olim folklor asarlarni quyidagi tur va janrlarga bo'lishni muvofiq topadi:

Epos: afsona, naql rivoyat, ertak, doston, terma, qo'shiqlar, latifa, lof;

Lirika: sevgi muhabbat qo'shiqlari,marosim qo'shiqlari,laparlar;

Drama: og'zaki dramma, kulgi hikoya, qo'g'irchoqbozlik, askiya;

Maxsus tur: oddiy o'tirish olqishlari, qarg'ish, so'kish, maqol, matal topishmoq va boshqa holdagi yumuq iboralar.[2. 88-bet.]

«O'zbek folklorining epik janrlari» asarida ham B.Sarimsoqov o'zbek folklorining doston va ertak janrlarini o'rganishda muammoli tahlil yo'lidan borgan. Unda ertak va dostonning janr xususiyatlari, tasnifi, tarixiy taraqqiyoti, janrlararo munosabat va diffuziyasi kabi masalalar muammoli tadqiq etilgan. Mazkur asardan o'rin olgan «Epik janrlar diffuziyasi» nomli qariyb 60 betli salmoqli maqolasida olim o'zbek folklorshunosligida jiddiy tadqiq etilishi lozim bo'lgan masalalarga e'tibor qaratadi. Bunda u mif va ertak, mif va epos munosabatlarini chuqur tadqiq etib, mifning folklor janri emasligi, uning diffuziyaga uchrashi bevosita ertak, afsona, epos kabi janrlar uchun keng imkoniyatlar yaratganini e'tirof etadi.

Uning fikricha, mif u yoki bu narsa, hodisaning yo ibtidosini, yo intihosini izohlashga xizmat qiluvchi kichik naqllardan iboratdir. Olim mifning yuzaga kelishini insoniyat taraqqiyotining dastlabki bosqichlari – ibtidoiy jamoa tuzumi bilan bog‘lab, keyinchalik insoniyat ongi, bilim doirasi, tajribasining ortishi bilan asta-sekin inqirozga yuz tutgan, deb ko‘rsatadi. Biroq mif o‘z-o‘zidan yo‘qolib ketmagan, balki u epik qolip sifatida folklorning juda ko‘p janrlariga asos bo‘lganini ilmiy jihatdan asoslab beradi. Olim bu tadqiqotida o‘zbek folklori epik janrlarining diffuziyasi natijasida yuzaga kelgan o‘zgarishlarning tarixiy asoslari va nazariy qonuniyatlarini o‘rganishni o‘z oldiga maqsad qilib qo‘yadi. Mifologiyadagi makon va zamon tushunchasi bilan ertakdagi makon va zamon o‘rtasidagi yaqinlik, tashqi jihatdan mushtaraklik, shu bilan birga tafovut ham diffuziya samarasi hisoblanadi[3. 97-bet.]. B.Sarimsoqov mif va xalq eposi diffuziyasi masalasi yuzasidan bildirgan fikrlarida eposdagi mifologik fakt keskin ijtimoiy talqinga aylangan holda aks etadi, deb hisoblaydi. Uning fikricha, romantik hamda kitobiy asosdagi xalq dostonlarining syujeti genetik jihatdan ko‘proq afsonaga, rivoyat, ertak kabi boshqa epik janrlarga borib taqaladi. “Bunday tipdagi dostonlarda, albatta, epos taraqqiyotining turli bosqichlari bilan bog‘liq holda mifologik asos o‘zining shakliy hamda funksional xossalarini qahramonlik eposiga qaraganda nisbatan tiniq saqlab qoladi” [3. 95-bet.], deb olim mazkur tipdagi dostonlarda uchraydigan tipologik obrazlarga ajdar, dev, uchar ot (G‘irot), semurg‘, maston, yalmog‘iz kampir kabilarni kiritadi. SHu asosida romanik hamda kitobiy dostonlar qahramonlik eposiga o‘xshab xalqning real qahramonona o‘tmishi sifatida emas, balki xalq ideallari ifodasi sifatida qabul qilinishini ko‘rsatadi. O‘zbek folklorining janrlar tizimi o‘ziga xos g‘oyaviy-badiiy tamoyillar umumiyligiga, shuningdek, ularning tarixan taraqqiy etgan o‘zaro munosabatlariga va janrlar taraqqiyotidagi umumiylikka bog‘liq holda kechadi. Folklor siarsiga kiruvchi janrlar o‘z mohiyatini ifoda etuvchi xarakterli, hamda boshqalaridan farq qiluvchi xususiyatlari mavjud bo‘lishi bilan bir qatorda, ularni umumlashtiruvchi jihatlar ham mavjud. Bunday umumiylik ularni yaxlit bir sitemaga birlashishlariga yordam beradi. Bunday mushtarakliklar sirasida quyidagilarni ko‘rish mumkin:

Folklor janrlari uchun soddalik, qisqalik, ixchamlik, qahramonlar ahloqiy bahosining aniqligi;

O‘zbek folkloridagi barcha janrlar g‘oyaviy mohiyatiga ko‘ra o‘zaro mushtarak bo‘lib, ularning hammasi xalq hayoti, ruhiyati, orzu-umidlari, intilishlari, shodlik va musibatlari o‘z aksini topadi;

Bundan tashqari folklor janrlari badiiy tasvir vositalarining qo‘llanilishi, tasvir ob’ektiga ko‘ra ham bir-biriga yaqinlikni tashkil etadi.

Folklor asarlarda g‘oyaviy mushtaraklikni ham ko‘rish mumkin. Aniqroq aytganda, voqelikni ifodalashdagi vazifasining mushtarakligi ularda mavzu, sujet hamohangligiga olib keladi.

Folklor janrlari munosabatlari murakkab jarayon bo‘lib, u o‘zaro ta’sir, bir-biriga muvofiqlashish va bir-birini boyitish tarzida kechadi. Biz yuqorida mif va epos misolida keltirgan folklorshunos olim B.Sarimsoqov tadqiqotlari ham ayni ana shu murakkab jarayonlarni izohlashga xizmat qiladi. Folklor janrlarni o‘rganish, ularni tur va janrlarga ajratish jarayonida ular o‘rtasida genetik aloqa mavjudligini ham ko‘rish mumkin.Aniqroq aytganda, folklordagi har bir janrning yuzaga kelishida ikkinchi bir janr manba bo‘lib xizmat qiladi. Masalan lirik va epik asarlarga xos bo‘lgan xususiyatlarning umumlashmasi sifatida liro-epik degan yirik tur yuzaga keladi va bu turga kiruvchi asarlar ham lirik, ham epik xususiyatlarni o‘zida mujassam etadi. Bundan tashqari, ayrim folklor asarlarning yuzaga kelishi uchun ikkinchi bir janr asos bo‘lib xizmat qiladi. Masalan ayrim dostonlar yuzaga kelishi uchun ertaklar asosiy manba bo‘lib xizmat qilgan. Folklor janrlarining yana bir o‘ziga xos munosabati shundaki, bunday asarlar tarkibida boshqa folklor janrlari ham uchraydi.

Xususan, ertaklar tarkibida topishmoqlar, dostonlar tarkibida esa maqollar uchrashi holatlarini ko‘rish mumkin.Foklor janrlari tarixiy taqdirida ham o‘zaro mushtaraklik mavjud. O‘zbek folklori janrlari birdaniga va bir vaqtda vujudga kelmagan. Folklorning eng qadimiy jnrlari-mif, afsona, rivoyat, shuningdek, mavsumiy-marosim qo‘shiqlari, ulardan keyin bosqichda esa, ertak, doston, maqol va topishmoq, ulardan keyin latifa, lof, xalq drammasi, askiya kabi janrlar tizimi o‘z taraqqiyoti davomida rivojlandi.

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INGLIZ TILINI O‘QITISHDA NOAN’ANAVIY USULLARDAN FOYDALANISH AHAMIYATI

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Amudaryo tumani 16-sonli ixtisoslashtirilgan davlat umumta’lim maktabining ingliz tili o‘qituvchilari
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Annotatsiya: Ushbu maqolada maktab ta’limidagi ingliz tili darslarini tashkil etishda samarali va kafolatli natijalar berishga qaratilgan innovatsion o‘qitish usullari haqida fikr yuritilgan hamda bu metodlarni qo‘llashning o‘ziga xos muhim xususiyatlari ochib berilgan.
Kalit so‘zlar: innovatsiya, modifikatsiya, ijodiy topshiriq, word o‘ynlari, multimedia.

Hozirgi kunda ingliz tilini oddiy an’anaviy usullarda o‘qitish kutilgan natija bermaydi. Ingliz tilini o‘rganish uchun poydevor faqat harflar va so‘zlar, qoidalar o‘qitishning oddiy usullaridan foydalanib o‘qitish mumkin. Ammo keyin faqat qoidalarni o‘rgatish aksariyat o‘quvchilar uchun zerikarli bo‘lib qoladi. Shu sababli ularning tilni o‘rganishga bo‘lgan qiziqishi pasayadi. Yuqori sinf o‘quvchilariga ingliz tilini o‘rgatish haqida gap ketganda, an’anaviy usullar odatda innovatsion usullardan past natijalarga olib keladi.

Hikoyalardan foydalanish

Tilni o‘rgatishda hikoyalardan foydalanish, hikoyalar o‘quvchilarning qiziqishini orttiradi. Chunki hikoyaning oxirini har bir o‘quvchi bilishni istaydi. Ammo o‘qituvchilar o‘quvchilarning bilish darajasini baholash jarayonini savollar orqali amalga oshiradi. Odatda bu unchalik samarali emas, balki buni oddiy mavzu sifatida qabul qilishadi. Aksincha hikoyaning o‘ziga murojaat qilish kerak, o‘quvchilar bilan birga hikoya ichida sodir bo‘layotgan voqealarni tasavvur qilishga yordam berish kerak. Baholash uchun savollar berish o‘quvchilar tasavvurining butun g‘oyasini yo‘q qiladi, o‘quvchilar hikoyaga javob olish uchun o‘rganishlari kerak bo‘lgan narsa sifatida qarashadi. Hikoya ularga tilni o‘rganishga yordam beradi, chunki uni ular xohlagan dialog asosida talqin etishadi. O‘zlari hikoyalardan ko‘chiradilar, shuningdek o‘quvchilar o‘zlariga oson bo‘lishi uchun o‘zgartirishlar kiritishi mumkin. Interfaol va ijodiy yondashadilar. Ular ko‘proq harakatlar, dialoglar qo‘shishi, tugashini o‘zgartirishi, qiziqarli burilishlar keltirishi mumkin. Modifikatsiya qanchalik ijodiy bo‘lsa, jamoaga berilgan ballar shuncha ko‘p bo‘ladi. Bu esa shaxsiyatni rivojlantirishga va ularga guruh o‘yinchisi sifatida ishlashga yordam beradi. O‘quvchining tilni qanday o‘rganayotganligi haqida. Masalan: O‘qituvchi an’anaviy savol-javob usullaridan foydalangan bo‘lsa, o‘quvchi esa ularga javob bersa hech qachon Brutusning chuqur his-tuyg‘ularini, Kassusning ayyorligini va Antonining sadoqatini anglamaydi. Urush fojeasini, Antonining nutqidagi yorqinlik va hikoyaning boshqa shu kabi jihatlari his qilmaydi. Shekspir yozgan ajoyib asarlarning jozibasini tushuna olmaydi. Tuyg‘ular hikoyani anglashga yordam beradi bu jihat ular uchun juda muhimdir. O‘quvchilar o‘zlarini hikoya muhitiga olib kirishlari kerak va o‘zlarini hikoya ichida hisoblashlari kerak. Ushbu jarayon butun tilni o‘qitishning juda samarali usuli bo‘lishdan tashqari juda ko‘p foyda keltiradi. Bu o‘quvchilarning ingliz yozuvchilarining asarlariga qiziqishini oshiradi. Butun jarayon qiziqarli va umuman zerikarli emas. Demak, bu o‘quv jarayonining to‘liqligini ta’minlaydi.

Suhbatlar orqali ta’lim berish

Suhbatlar bu tilni o‘qitishning eng foydali usulidir. O‘quvchi boshqalar bilan suhbatlar yoki tinglash orqali ma’lumot qabul qiladi. O‘quvchilarga hech qachon qoidalar o‘rgatilmaydi, ammo baribir uning ma’nosini tushunishga qodir bo‘lishadi uni kundalik hayotda ishlatishni tabiiy ravishda o‘rganadi. Faqat suhbatlar yordamida tilni o‘rganishadi. Shu sababli suhbatlar o‘quv jarayonining juda muhim qismini tashkil qiladi. Jumlalar tuzilishi grammatika qoidalar

bilan to‘liq o‘rgatiladigan narsa emas. Ularga intuitiv ravishda o‘rgatish kerak. Bu mumkin faqat ko‘p o‘qish va ko‘p tinglash orqali ro‘y beradi. Bunga har bir suhbatda erishish mumkin. Mavzu o‘quvchilarga birinchi marta yozma shaklda berilishi kerak. Mavzu bilan tanishganidan so‘ng fikrlari shakllanadi va bu haqda suhbatlashish yoki gapirish istagi paydi bo‘ladi. Suhbatlar qachon qiziqarli bo‘ladi? O‘quvchini suhbatda ishtirok etishga undaydi? Ushbu suhbatlar umumiy bo‘lishi kerak. O‘quvchilar suhbatni o‘zlari amalga oshirishi kerak. Xuddi do‘stlar bir-birlari bilan gaplashayotganday. Shunda o‘quvchi o‘z nutqini namoyon qila oladi. Bu eng yaxshi usul. Bu jarayon biroz vaqt talab qilishi mumkin, ammo tilni o‘rgatishda u eng samarali hisoblanadi.

O‘yinlar orqali dars berish

Bu juda qiziqarli o‘qitish usuli. O‘quvchilar va bolalar odatda o‘yinlarni yoqtirishadi va ularni ko‘proq o‘ynashni xohlaydi. An’anaviy usullar bilan o‘qitishdan o‘yinlar bilan o‘qitish alohida ajralib turadi. O‘quvchilar o‘qish uchun o‘tirishdan ko‘ra ko‘proq o‘yin o‘ynashga ko‘proq moyil bo‘lishadi. Har qanday mantiqiy fikrlash muammoni hal qilish uchun ikkala birlashtirishga majbur qiladi. O‘yinlar o‘rganish qismida qiziqishni tomonni saqlashga yordam beradi, chunki g‘alaba qozonish istagi juda kuchli. Ta’lim jarayonining turli tomonlarini o‘z ichiga olgan o‘quv jarayonini deyarli kun davomida davom ettirish mumkin.

Word o‘yinlari

Har qanday tilning eng muhim qismi bu so‘z birikmasi. So‘zlarning ma’nosini tushunish uchun va ulardan kundalik hayotda foydalanish juda qiyin ishdir va o‘yinlar o‘quvchilarga buni yengishga yordam beradi. Ko‘plab o‘yinlar aynan shu maqsadlar uchun ishlab chiqilgan. Ushbu o‘yinlar so‘zlarga asoslanib, o‘quvchilarga so‘z boyligini rivojlantirishga yordam beradi. Bundan tashqari, bu juda oddiy o‘yinlar bo‘lishi ham mumkin. Oddiy diktant tanlovi, sinonim kabi o‘quvchilarning so‘z bazasini yaxshilashda yordam beradigan musobaqalar, so‘zlar jumboqlari, anagramlar va topishmoqlar. Ushbu o‘yinlarning barchasi juda o‘ziga xos bo‘lib, ko‘p narsalarga yordam beradi. biz o‘qituvchilar ham so‘z boyligimizni yangilab borishimiz kerak, chunki o‘quvchi yangi so‘z eshitganda birinchi savol - bu “bu nima?, “uning ma’nosi? ”va shu tarzda so‘z boyligi yaxshilanadi. Shunda tez-tez lug‘atga murojaat qilishiga sabab qolmaydi.

Musobaqalar orqali o‘qitish

Ko‘pincha munozaralar va tushuntirishlar singari musobaqalar ham o‘quvchilarga ko‘p yordam beradi. Musobaqalarning bir yo‘nalishi sifatida tilni o‘rganish ularni eng yaxshi suhbatlarda ushlab turadi. Bu o‘z fikrlarini bildirish va yaxshi so‘z boyligidan foydalanish uchun eng yaxshi jumlalar tuzilishi uchun yordam beradi. Bu ularga tilni o‘rganishda yordam beradigan juda muhim vositadir.

Ijodiy topshiriqlar

Hozirgacha biz muhokama qilgan texnikalarning aksariyati ko‘p harakatlarni talab qiladi. Ushbu usul o‘qituvchidan ko‘p kuch talab qiladi. Topshiriqlar talabalarga nimanidir bilib olishga yordam beradi. O‘zlari va ko‘p hollarda ular biron-bir narsani tadqiq qilishlari kerak, keyin bu haqda biror narsa yozishlari kerak. Bu usul samarali bo‘lsa-da, ko‘p vaqtni zerikarli qiladi. Ushbu yondashuv usuli mos keladigan fanlar bor. Garchi tillar haqida gap ketganda, o‘quvchilarga oldin biror matn topshirish kerak. ulardan shu matn bilan tanishganidan so‘ng ijodiy tarzda davom ettirishlarini so‘rash lozim. Agar o‘quvchilarga shunchaki “hikoya yoki she’r yoki hisobot yozish” kabi topshiriqlar berilsa, ko‘pchilik o‘quvchilar buni bajara olishmaydi, chunki hamma ham hikoya qila olmaydi.

Multimedia yordamida o‘qitish

Qo‘shiqlar, filmlar, seriallar, jurnallar, gazetalar kabi multimedia manbalari juda muhim rol o‘ynaydi. Ushbu usul o‘rganishning oxirgi bosqichlarida qo‘llanilishi kerak. Ko‘pincha ingliz

tilini grammatik jihatdan to‘g‘ri tushunishi juda muhimdir. Ammo filmlar, ko‘rsatuvlarda tilning ushbu shaklidan foydalanmaydilar. Shuning uchun multimedia yordamidan ehtiyotkorlik bilan foydalangan ma’quldir. Qo‘shiqlar- bu his-tuyg‘ularni bildirishning eng oson usuli. Qo‘shiq va filmlarni bog‘lang, o‘quvchilarga iboralarning ma’nosini, tasvir vositalardan foydalanishni tushunishga yordam beradi. Gazeta va kitoblarni, romanlarni o‘qishning an’anaviy usullari ham o‘qitishning juda yaxshi usulidir. An’anaviy usullar ba’zi bir innovatsion g‘oyalar bilan birgalikda o‘zgartirilganda, butun ta’lim va o‘quv jarayoni boyitilgan va samarali o‘qishda muvaffaqiyat qozonishni kafolatlaydi. Bularning barchasi ingliz tilini o‘qitishning innovatsion va ijodiy usullari.

Xulosa qilib aytadigan bo‘lsak, tillar bizning hayotimizda juda muhim rol o‘ynaydi. Ular bizning his-tuyg‘ularimizni ifoda etishga yordam beradi. Biz xohlagan narsani tushuntirishga, muloqot qilishimizga yordam beradi va shuning uchun kimligimizni ifoda etishda asosiy vositalardir. Shunday qilib tilni bilish va uni to‘g‘ri ishlatish juda muhim. Interfaol usulda o‘qitish yoki an’anaviy usullarda o‘qitish o‘qituvchining zimmasidadir.

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ABDULLA AVLONIYNING TARBIYA HAQIDAGI QARASHLARI

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Annotatsiya: Maqolada A.Avloniyning ta'lim-tarbiyaviy qarashlari va uning ilmiy-pedagogik ahamiyati o'rganilgan. Umumiy o'rta ta'lim maktablarida Avloniy asarlarini o'rgatish yuzasidan taklif va tavsiyalar berilgan.

Kalit so'zlar: ta'lim, pedagogika, metodika, xorijiy tajriba, milliy dastur, samaradorlik.

O'zbek xalqining olis tarixiy o'tmishiga nazar solsak, ajdodlarimiz yoshlar ta'lim-tarbiyasini yuksaltirishga doimo jiddiy e'tibor qaratib kelgan. Yusuf Xos Hojib, Imom al Buxoriy, Forobiy, Alisher Navoiy, Abdulla Avloniy kabi buyuk ajdodlarimizning ta'lim-tarbiya haqidagi qarashlari buning yorqin misoli sanaladi. Barkamol avlodni voyaga yetkazishda ta'lim-tarbiya jarayoni ilmiy-metodik jihatdan to'g'ri, samarali bo'lishi pedagogning mahorati bilan bog'liqdir. Globallashuv davri deb qaralayotgan bugungi kunda tarbiya masalasi har qachongidan ham muhim ahamiyat kasb etadi. Buning uchun oila-maktab-mahalla hamkorligi muhim vosita sanaladi.

Ma'rifatparvar ijodkor Abdulla Avloniy: "Al-hosil, tarbiya bizlar uchun yo hayot – yo mamot, yo najot – yo halokat, yo saodat – yo falokat masalasidur" degan edi.

Buyuk ma'rifatparvarning bu qarashlari asrimiz boshida millatimiz uchun qanchalar muhim va dolzarb bo'lgan bo'lsa, hozirgi kunimiz uchun yanada dolzarbdir. Chunki ta'lim-tarbiya bu– kelajak poydevori sanaladi. Shu ma'noda, ta'lim-tarbiya tizimini mustahkamlashdan istiqbolli kelajakni tasavvur qilib ham, shuningdek, ko'zlagan oliy maqsad – ozod va obod jamiyatni barpo etib bo'lmaydi.

Bu borada Prezidentimiz Sh.Mirziyoyev "…Biz kimmiz, qanday ulug' zotlarning avlodimiz, degan da'vat ularning qalbida doimo aks-sado berib, o'zligiga sodiq qolishga undab tursin. Bunga nimaning hisobidan erishamiz? Tarbiya, tarbiya va faqat tarbiya hisobidan" deya ta'kidlagan edi.

Umumiy o'rta ta'lim maktablari 5-sinf Adabiyot darsligida Abdulla Avloniyning tarjimayi holi, "Vatan" hamda "Vatanni suymak" asarlari berilgan.

O'zbek pedagogikasi tarixida A.Avloniy pedagogikani eng birinchilardan bo'lib, "bola tarbiyasining fani" deb ataydi. Bu bilan u pedadagogika fanini chuqur bilganligidan dalolat beradi. "Turkiy guliston yoxud axloq" asarida "Axloq", "Tarbiya", "Yaxshi xulqlar", "Yomon xulqlar" deb nomlangan qismlarga ajratilishida ham katta ma'no-mohiyat mavjud.

Asarda bola uchun tarbiyani tug'ilgan kunidan boshlagan ma'qul deya ta'kidlab, bola tarbiyasini quyidagi bosqichlarga ajratadi:

Tarbiya zamoni;

Badan tarbiyasi;

Fikr tarbiyasi;

Axloq tarbiyasi

Tarbiya zamoni qismida tarbiyani kimlar qilur, qayda qilinur degan savolga javobni uy bekasi ona vazifasi, ikkinchi maktab vazifasidur deydi. Badan tarbiyasi qismida esa, insonga o'qib, o'rganmoq uchun kasalsiz tana lozimligini ta'kidlaydi. Sog'lom qilib o'stirish ota-onaning burchidir. Fikr tarbiyasi uchun esa o'qituvchi va muallimlar mas'ulligini aytib

o‘tadi.

Avloniy so‘zlashuv odobiga ham alohida e’tibor berib, insonning qadr-qimmatini belgilashdagi mohiyatiga yuqori baho berib, “So‘z insonning daraja kamolini, ilm-fazlini o‘lchab ko‘rsatadurg‘on tarozusidir” – deydi. Shuningdek, “Dars ila tarbiya orasida bir oz farq bo‘lsa ham, ikkisi bir-biridan ayrilmaydurg‘on, birining vujudi biriga boylangan jon ila tan” ekanligini e’tirof etadi.

Abdulla Avloniyning “Yomonliq jazosi” hikoyatida Qosim ismli bolaning fojiali taqdiri haqida hikoya qiladi. Hikoyada bola ota-onasining so‘ziga kirmasdan nuqul yolg‘on gapirishi, bolalar bilan urushib har kuni kiyim-boshini yirtib kelib, onasining mehmon uchun asrab yurgan taomlarini yeb, onasi so‘ragan paytda, mushuk yegandir deb yolg‘on gapirishini aytib o‘tadi. Hikoya so‘nggida esa, otasi bolasini sinash uchun stol ustiga bir tangani qo‘yib, o‘zini uxlaganga solib yotganida Qosim tangani og‘ziga solib, otasi ushlab olmoqchi bo‘lganda esa, tangani yutib yuborib, halqumiga tiqilib jon beradi.

Ushbu qisqagina hikoya orqali o‘quvchilarni yolg‘on gapirmaslikka, yomon ish qilmaslikka, har bir yomon odamning yomon ishi bir kuni boshiga yetishi muqarrar ekanligini tushuntirib o‘tadi.

“Ittifoq” hikoyatida esa, har bir odam birgalikda ittifoq bo‘lib birlashsalar, barcha yomonliklardan ustun kelishi g‘oyasini ilgari suradi. Bunda chumolilar haqida aytib, ular kichkina jonzot bo‘lishiga qaramasdan nihoyatda g‘ayratli va ittifoq bo‘lib yashaydigan hayvondir. O‘z ichida podshohlari va kattalari, askarlari ham bo‘ladi, kattalari nima buyursa shuni qiladi. Agar bitta dushman bostirib keladigan bo‘lsa, hammasi birgalashib unga hujum qilishi oqibatida dushman qochishini aytib o‘tib, yung juda mayda, agar uni birgalashib arqon qiladigan bo‘lsa, filni ham bog‘lash mumkin deya xulosa qiladi.

Xulosa o‘rnida shuni aytish lozimki, Abdulla Avloniyning ta’lim-tarbiya sohasidagi qarashlari, o‘zbek xalqining turmush tarzi bilan chambarchas bog‘liqdir. Uning boy pedagogik merosi maktab, milliy pedagogikani rivojlantirishda qimmatli manbalarning biri bo‘lib sanaladi.

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ИНГЛИЗ ТИЛИНИ САМАРАЛИ ЎҚИТИШДА ЗАМОНАВИЙ АХБОРОТ ТЕХНОЛОГИЯЛАРИ ДАСТУРИЙ ВОСИТАЛАРИ ИМКОНИЯТЛАРИДАН ФОЙДАЛАНИШ

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Аннотация: Ушбу мақолада ҳозирги глобаллашув пайтида чет тилини ўқитишнинг янги инновацион технологилар ёрдамида ҳамда тез ва осон тушунтиришга ёрдам берадиган усуллар ҳақида айтиб ўтилган. Техник ОТМларда таҳсил олаётган талабаларга компютер дастурларидан фойдаланиб дарс ўтиш афзалликлари келтирилган.

Abstract: This article outlines new ways of teaching foreign languages in today's globalization, with the help of new innovative technologies, and how they can be quickly and easily explained. Students of technical universities have the advantage of using computer software.

Калит сўзлари: инновацион, глобаллашув, цивилизация, ахборот, матн, коммуникация, комбинация, интерфаол, тенденция, проектор.

Ҳозирги глобаллашув даврида илм-фан, техника ҳам шиддат билан ўсиб бормоқда. Ҳар бир соҳада тараққиёт илгари қадам ташламоқда. Хусусан, илм-фанда ҳам катта ўзгаришлар, сезиларли ютуқларга эришилмоқда. Ҳар бир фанни янги инновацион педагогик технологиялардан фойдаланиб ўқувчи-талабаларга етказиб бериш бугунги кундаги таълимнинг асосий талабларидан бири ҳисобланади.

Олий таълим муассасаларида мутахассислар тайёрланаётган соҳа йўналишларидан келиб чиққан ҳолда, инлиз тили ўқитиш жараёнида қўшимча матнлар технологиясини қўллаш бўлажак мутахассисларни тил ўрганиш имкониятларини оширади. Бунда муқобиллик усулларидан ҳам фойдаланиш мумкин, яъни бошқа давлатларнинг таълим тизимидаги муқобил услубларини қабул қилиш йўли билан ўқувчи талабаларга бўлган талабни қондириш, башоратлашга юқорида қайд этилган барча ёндашувлардан турли комбинацияларда фойдаланиш мақсадга мувофиқдир.

Чет тили фани тўрт аспектга (ўқиш, ёзиш, тинглаб тушуниш ва гапириш) бўлиниб, уларнинг ҳар бири бўйича алоҳида тушунча ва кўникмалар берилмоқда. Таълим технологиялари, бу таълим жараёнида замонавий ахборот технологияларидан унумли фойдаланишдир. Шунингдек, таълим жараёнига замонавий инновацион технологияларини олиб кириш орқали таълим сифати ва самарадорлигини оширишни назарда тутади. Хусусан, чет тилини ўрганишда бундай ахборот-коммуникацион технологиялардан фойдаланишнинг бир қанча афзалликлари мавжуддир. Тил ўрганиш ва ўқитишда замонавий технологиянинг роли беқиёсдир. Технологик воситалардан фойдаланиш чет тили ўрганишнинг ҳар бир аспестида қўл келади. Масалан, тинглаб тушуниш учун, албатта компьютер, плеер, CD дискларсиз бу жараённи амалга ошириш мумкин эмас. Тинглаб тушуниш тил ўрганишнинг энг муҳим қисмларидан биридир. Бунда ўқувчи-талабалар бир пайтнинг ўзида сўзловчининг талаффузи, грамматик қоидаларга риоя қилганлиги, сўз бойлиги ва унинг маъноларига эътибор бериши талаб қилинади. Таълим жараёнида замонавий технологиялардан фойдаланишда ўқувчи-талабалар ҳам ахборот - коммуникацион технологияларни яхши билиши ва улардан фойдалана олиши

муҳим омил ҳисобланади.

Чет тилини замонавий технологиялардан фойдаланиб ўргатиш ва ўрганиш энг самарадор усуллардан биридир. Бу жараёнда, жумладан:

- компьютерлардан фойдаланганда ўқувчи-талабалар чет тилидаги видео роликларни, намойишларни, диалогларни кино ёки мультфильмларни ҳам кўриши, ҳам эшитиши мумкин;

- чет тилидаги радио эшиттиришлар ва телевидениедаги дастурларни эшитиш ва томоша қилиш мумкин;

- CD плеерлардан фойдаланиш мумкин. Бу техник воситалардан фойдаланиш ўқувчиларнинг чет тилини ўрганишлари жараёнини қизиқарлироқ ва самаралироқ бўлишини таъминлайди.

Таълим жараёнига замонавий - коммуникацион технологияларни олиб кириш, улардан мақсадли ва тўғри, унумли фойдаланиш, улар орқали ўқувчида чет тилига бўлган қизиқишни орттириш, ўқитиш самарадорлигини ошириш энг муҳим масала ҳисобланади. Бу орқали таълимнинг инновацион технологияларидан фойдаланишга имконият туғилади ва талаб ортади. Бугунги кунда инновацион таълим технологияларининг бир неча хил усуллари мавжуд. Улардан дарсларда мавзуни ёритишда кенг ва турли усулларидан фойдаланилса, дарснинг самарадорлиги юқори бўлади ва ўқувчи-талабаларининг дарсга бўлган қизиқишларининг ортиши ҳам таъминланади.

Ҳозирги кунда таълим жараёнида тақдимот фильмлари яратиш имконини берувчи кўплаб дастурий воситалардан фойданилмоқда. Бундай дастурлар бир-биридан қуйидаги жиҳатлар билан фарқланади. Булар, фойдаланувчи учун максимал қулай бўлган мулоқот интерфейсининг мавжудлиги, компьютер параметрларига қўядиган талаблари ва кўп вазифалилиги, яъни дастур доирасида тақдимот фильмларидан ташқари тест синовларини ўтказиш, интерфаол ўқитиш дастурларини ярата олиши.

Чет тилларини самарали ўқитишда, жумладан uvScreenCamera, Adobe Captivate каби дастурий воситалари имкониятларидан фойдаланиш орқали ижобий натижаларга эришиш мумкин. Қуйида қисқача ушбу дастурларнинг имкониятлари билан танишиб чиқамиз.

uvScreenCamera – экранда кечаётган барча ҳодисаларни, курсор ва сичқонча ҳаракатини эслаб қолада ва овозни ҳам ёзиб боради, яна жуда кам ҳажм эгаллайдиган .uvf ва .exe форматли файлларга сақлайди.

Ушбу дастурда тақдимот фильмини ёзиш учун оддий ҳолатда қуйидаги ҳаракатларни бажариш зарур:

- uvScreenCamerani ишга тушириш;

- талаб компьютерда ўрганиши ёки кўриши керак бўлган барча ҳаракатларни бажариш;

- uvScreenCamerani ишини тўхтатиш.

Ҳосил қилинган фильмларни UVF, UVCAB, EXE каби форматларда ёки Microsoft AVI, Macromedia Flash (*.swf), GIF- анимация дастурлари форматида сақлаш.

- uvScreenCamera ёрдамида ёзилган фильмлар қуйидаги устунликларга эга бўлади:

- ихчам ҳажмга эга эканлиги - 40Кб...200Кб / 1 мин (ёки 5 мин ... 25 мин / 1 Мб) овозсиз.

- экраннинг юқори рухсат этилганлигида тасвирнинг юқори сифатга эга эканлиги (1024 x 768 x 32 да 10 кадр/сек.

- компьютер параметрларига қўядиган талабларининг катта эмаслиги.

- Windows XP / 7 / 8/10 ларнинг барчасида ишлай олиш.

Профессор-ўқитувчилар чет тилини ўқитиш жараёнида ушбу дастур орқали мавзуга

доир турли ҳил қизиқарли роликлар тайёрлашлари бу эса талабаларни фанга бўлган қизиқишларини ортиши ҳамда кўриб ўрганиш самарадорлигини оширади. Шундай қилиб, чет тилини ўрганишга эҳтиёж юқори бўлган бир даврда, таълим жараёнида замонавий ахборот технологияларидан, инновацион таълим технологияларидан унумли фойдаланиш бу жараённи самарали бўлишига олиб келади. Ўзбекистон олий ўқув юртлари, шу жумладан техник олий ўқув юртларида компьютер техникалари билан жиҳозланган аудиторияларда чет тили машғулотларини унумли ўтказишда юқорида келтирилган дастурий воситалардан фойдаланиб мавзуга доир қизиқарли материаллар тайёрлаш орқали ижобий натижаларга эришиш мумкин.

Истеъдодли ёшларимизнинг ўз қизиққан соҳаларида етук мутахассислар бўлишлари учун, авваламбор чет тилини жумладан, инглиз тилини мукаммал билишлари зарур. Демак, технологияларни жорий қилиш, ўқитиш услубларини давр талабига жавоб беришини таъминлаш педагог-олимларнинг кечиктириб бўлмас асосий вазифаларидир. Чет тилини ўрганиш ҳозирги давр талаби экан, ўсиб келаётган ёш авлодга тил ўрганишнинг янги услубларини, ўқиш жараёнига тавсия этиш олимлар, мутахассислар олдида турган долзарб масалалардан бири ҳисобланади.

Инглиз тилига ўқитишда янги ғоялар, технологиялардан фойдаланилгандагина ривожланишга, тараққиётга эришиш мумкин бўлади. Машғулотлар жараёнида уларга амал қилинса, яхши самара бериши шубҳасиздир. Қўшимча матн ўқитиш технологиясидан фойдаланишдан мақсад, таълим олишда энг умумий ғоялар билан ўқувчиларни таништиришдан иборатдир. Бу технология шахсга йўналтирилган ёндашувни акс еттиради, ҳар бир ўқувчининг билим, малака ва кўникмаларни эгаллашларигина емас, балки унинг ривожланиш индивидуал хусусиятларини ҳисобга олгандагина унумли, ижобий натижаларга эришиш мумкиндир. Барча соҳаларга чуқур кириб бораётган ахборот коммуникация технологияларидан инглиз тилини ўқитишда ҳам кенг фойдаланиш ўзининг самарасини бериши аниқ.

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ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ ИННОВАЦИОННЫХ И ТРАДИЦИОННЫХ МЕТОДОВ ПРИ ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

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Аннотация. В статье рассматриваются несколько традиционных и инновационных методов из практики преподавания и мнения специалистов, которые помогают учителям иностранных языков эффективно проводить занятия и мотивировать учащихся к изучению иностранных языков.

Ключевые слова: лекция, перевод текста, метод «тихого» обучения, кластер, проектная методика, метод «ролевой игры».

В рамках процесса глобализации с каждым днём необходимость изучения иностранных языков становится все более очевидной. При обучении иностранному языку особое место занимают занятия, способствующие развитию личностных качеств, стимулирующих развитие и обеспечивающих формирование интереса к изучению иностранного языка. В настоящее время существует очень много методов и подходов при обучении иностранным языкам. Но следует отметить, что методы преподавания иностранных языков постоянно меняется. Как справедливо отмечает видный ученый-лингвист А.А. Миролюбов, невозможно заинтересовать учащихся, повысить их мотивацию, пробудить их интерес, опираясь лишь на старые методы [1988, с.78]. Перед тем как их сравнивать и прийти к конечному мнению давайте сравним их между собой.

Традиционный метод. Лекция- это метод, посредством которого лектор передает словесно ту или иную практическую и теоретическую тему в развернутом виде. Чтобы проводить лекции преподаватель не только должен владеть хорошо темой, но и иметь огромный практический и педагогический опыт. Именно поэтому читать лекции может только хорошо подготовленный специалист своей области.

По своему содержанию и характеру лекции подразделяются на следующие виды:

1. Вводная лекция
2.Обзорная лекция
3.Проблемная лекция
4. Информационная лекция

Вводная лекция проводится студентам, которые вообще не знакомы с той или иной лекцией, это знакомство студентов с целым разделом, изучаемого предмета. Обзорная лекция, направлена на обобщение и расширение знаний студентов по тому или иному предмету. Проблемная лекция проводится для привлечения внимания студентов на решение противоречивых проблем. Информационная лекция характеризуется лишь тем, что педагог должен излагать информацию в устном виде и ознакомить с темой всех учащихся. Лекции обычно проводятся для студентов в высших учебных заведениях и студентам приходится слушать целую речь лектора до конца пары, в течении 1-1,5часов. Это сильно утомляет не только лектора, но и учащихся тоже. От начала до конца урока лектор словесным путем освещает тему и тем самым студенты должны слушать и делать себе заметки, для того чтобы, во время семинара они могли бы и ответить.

Перевод текста. Ученикам дается текст и учитель задает задание перевести его от начала до конца. Перевод текста может осуществляться:

- в устной
- в письменной форме

В устной форме ученики один за другим читают текст и переводят устно на русский язык, тем самым, развивая, свою речь. Это тоже очень эффективно улучшает не только слушание, но и чтение учащихся.

В письменной форме учитель дает задание учащимся перевести им текст в письменной речи, но перед тем как им дать такое он ознакомит с новыми словами, которые есть в тексте и в течении 20-25 минут ученики переводят текст по смыслу. После чего учитель задает вопросы, касающиеся текста. Ученики отвечают.

Еще одним из традиционных методов преподавания является «метод коммуникативных заданий», который представляет собой решение коммуникативных задач. В ходе занятия учитель дает определенное задание по пройденной теме, учащиеся выполняют речевые и неречевые действия, тем самым вступают в контакт друг с другом и пытаются найти правильные пути решения поставленной, учителем задачи. Преимуществом данного метода является не только речевые, но и физические действия, жесты, мимика, что мотивируют учеников не только решить задачу, но и улучшить их разговорную речь. Учебники, предназначенные и составленные в соответствии с данным методом, состоят из коммуникативных заданий в то время как ученики в ходе урока должны решить проблему, поставленной своим учителем.

Кластер – эффективный метод для критического мышления на уроках иностранного языка. Правила очень простые. Учитель в центре ставит тему, а ученики тем самым должны найти всё что касается темы и сделать цепочку между главным и зависимыми словами. Хотелось бы отметить, что система кластеров охватывает большое количество информации. Это идеальный способ сделать наглядными мыслительные процессы учащихся. Иногда кластер еще и называют “наглядным мозговым штурмом”. Этот метод помогает ученикам собраться со своими мыслями в определенном порядке. Считаю, что кластер незаменим при работе с лексикой на уроках иностранного языка. Преимуществом кластера является то, что ученики могут работать с этим методом мне только на интерактивной доске, но и в форме защиты презентации, в парах, в группах, а также индивидуально. В работе с кластерами нужно соблюдать следующие основные правила:

Не бояться записывать всё то, что приходит на ум;

Дать волю воображениям;

Продолжать до тех пор, пока не закончится время, назначенное учителем;

Стараться построить как можно больше связей;

Не следовать по заранее определенному плану.

Метод выглядит простым, но тем не менее является очень эффективным при обучении иностранным языкам.

Инновационный метод. Проектная методика- это индивидуальная и групповая деятельность учащихся, включающая в себя самостоятельную работу по определенной теме в виде презентации, доклада и работы на плакате. Учащимся дается определенная тема, в ходе выполнения которого сталкиваются с рядом проблем, поскольку этот метод является новым для них. Проектная методика применяется на уроках иностранного языка и тем самым включает в себя работу в группах под руководством учителя. Преимуществом проектной методики являются:

- возможность общения учащимися для совместного и своевременного выполнения задания на иностранном языке;
- возможность мотивации в целях победы над остальными группами;
- умение работать с интернет ресурсами и литературой для поиска необходимой

информации;

- развитие самостоятельности у учащихся;
- создание и защита презентации в классе;
-развитие творческих способностей у учащихся.

Считается, что проектную методику лучше использовать для старших классов в школе, но несложные проекты можно применять даже у 7-8 классиков. Для проектирования ученикам следует давать 2-3 урока, в процессе которого учащиеся будут искать информацию и создавать свои презентации, далее планировать как защитить свою работу в классе. В выполнении проекта на уроке участвуют все учащиеся, каждая группа состоит не более 4 человек.

Основную часть работы учащиеся выполняют на уроке. К ним относятся следующие:

- поиск и сбор информации;
- оформление материала самостоятельно;
- презентация проекта;
- подведение итогов.

Задача учителя построить работу таким образом, чтобы учащимся понадобилось дополнительная информация, что способствует самостоятельному поиску материала. Это тем самым приучает учащихся к самостоятельности, демонстрировать свои результаты, защитить свой проект, отвечать на вопросы другой группы, доказывая свою точку зрения и объяснять свой выбор.

Возникает вопрос, с какими трудностями сталкиваются учащиеся при проектировании работы? Учащимся трудно договариваться между собой, так как много людей больше мыслей. Не все участники выполняют свою часть работы. Но все эти трудности преодолимы. Со временем учащиеся привыкнут к этому методу и смогут успешно работать не только в группах, но и индивидуально. Что касается исправления ошибок, то в этом случае учитель, не перебивая, делает заметки себе, т.е. записывает грубые ошибки ученика и в конце урока, при подведении итогов, корректирует ошибки. В целом проектная методика при обучении иностранным языкам является важным этапом не только для развития речевых умений и навыков, но и развития самостоятельности у учащихся.

Следующим инновационным методом является метод «ролевой» игры, который широко известен в Европе. Метод помогает учащимся развивать умение и навыки в области коммуникативной способности. Учитель дает разные темы, например у врача, в магазине или на собеседовании. Работа осуществляется в парах. Учитель дает время на подготовку. Учащиеся выбирают тему и составляют разные диалоги на иностранном языке и тем самым вступают роль. Если выбрали тему «Собеседование» один из учеников выступает в роли работодателя, а другой в роли работника. Затем презентуют свои роли на иностранном языке. Ролевая игра помогает ученикам:

- преодолеть языковые барьеры;
- повышает объем речевой деятельности;
- стимулирует и мотивирует.

В целом метод «ролевой» игры является очень интересным и эффективным при улучшении разговорной речи учащихся на иностранном языке.

В заключении необходимо отметить, что инновационных методов также много, как и традиционных. В процессе преподавания учитель сам решает какой метод ему лучше использовать, так как именно он знаком с аудиторией, оборудованием, количеством учащихся, учебным пособием и способностями учащихся лучше, чем кто-либо другой. Но не стоит забывать, что главной задачей учителя является подготовка все-

сторонне развитых и высококвалифицированных специалистов.

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XITOY VA O‘ZBEK TILLARIDA BELGI-XUSUSIYATINI IFODALOVCHI SO‘ZLAR

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Annotatsiya. Mazkur maqolada belgi-xususiyatni bildiruvchi so‘zlar va ularning xitoy va o‘zbek tillarida ifodalanishi haqida qisqacha ma’lumot berilgan. Belgi-xususiyatni bildiruvchi so‘zlarning qo‘llanilishi va tuzilishi har ikki tillarda qiyosiy tahlil talqin qilingan.

Tayanch so‘z va birikmalar: xitoy va o‘zbek tillarida belgi-xususiyatni ifodalovchi so‘zlar, sodda, qo‘shma, juft, takroriy belgi-xususiyatni bildiragan so‘zlar.

Bugungi kunda O‘zbekistonda ta’lim sohasi eng dolzarb sohalardan biriga aylandi. Ta’lim olishning yangi milliy modelida o‘quvchi, talabalarga yangicha usulda dars berish, ularni izlanishga, mustaqil bilim olishga o‘rgatish, dunyoqarashi keng bo‘lgan kadrlar tayyorlash maqsad qilib qo‘yilgan. Hozirgi kunda o‘zbek tili hayotimizning barcha jabhalarida –davlat va jamiyat boshqaruvi, davlatlararo munosabatlar, ilm-fan, ta’lim-tarbiya, tibbiyot, madaniyat va san’at sohalarida faol qo‘llanilmoqda, xalqaro minbarlardan baralla yangramoqda. Respublikamiz taraqqiyoti kun sayin yuqori pog‘onalarga ko‘tarilib, biz yoshlarning ilmga bo‘lgan salohiyati bilan dunyo sathlarida samarali foydalangan holda dunyo mamlakatlarini o‘rganish Respublikamiz va Xitoy aloqalarining bugungi kunga kelib tobora rivojlanib borishi xitoy tilini o‘rganishga chuqur zaruriyat keltirib chiqarmoqda. Xitoy tilini chuqur o‘rganish, mazkur tilni mukammal egallagan mutaxassislarni tayyorlash va tarbiyalash, xitoy filologiyasiga oid dolzarb masalarni tadqiq etish muhim ahamiyatga ega vazifa deb qarash mumkin. Hozirgi kunda yosh xitoyshunoslarni qiziqtirayotgan mavzu va turli savollar bilan o‘ylantirayotgan belgi-xususiyatni bildiruvchi so‘zlarning har ikki tilda ifodalanishi mazkur maqolaning obyektidir.

Belgi-xususiyatni bildiruvchi so‘zlar qanday?, qanaqa?, so‘roqlariga javob bo‘lib predmet va narsalarning belgi-xususiyatini ifodalaydi.

Belgi-xususiyatni bildiruvchi so‘zlar tuzilishiga ko‘ra o‘zbek tilida to‘rt guruhga bo‘linadi: sodda, qo‘shma, juft, takroriy.

O‘zbek tilida belgi-xususiyatni bildiruvchi so‘zlarning tuzilishi

Sodda	qizil, shirin, go‘zal
Qo‘shma	mehmondo‘st, sheryurak
Juft	katta-kichik, egri-bugri
Takroriy	yap-yangi, kap-katta

Xitoy tilida belgi-xususiyatni bildiradigan so‘zlar tuzilish jihatidan uch guruhga bo‘linadi.

Sodda	大，小， 红，黑。
Yasama	可爱，好受。
Qo‘shma	美丽，便宜，漂亮。

Jadvallardagi ma’lumotlardan ko‘rish mumkin-ki, belgi-xususiyatni ifodalovchi so‘zlarning tuzilishiga ko‘ra o‘zbek va xitoy tillarida turlichadir. O‘zbek tilida to‘rtta guruhga xitoy tilida esa uchta guruhga bo‘linadi. Bu ularning farqli jihatlaridan biridir. Misol uchun可爱 kě ai *yoqimtoy* so‘zini olsak xitoy tilida bu yasama so‘zdir. O‘zbek tilida esa bu sodda tub so‘z hisoblanadi.

Barchamizga ma'lumki, bir asosdan iborat bo'lgan so'zlar sodda belgi-xususiyatni ifodalaydi:白bai *oq*. Yasama belgi-xususiyatni ifodalovchi so'zlar yasovchi qo'shimchaga ega bo'ladi:可爱 kě ai *yoqimtoy* .Ikki va undan ortiq asosdan tashkil topgan so'zlar qo'shma belgi-xususiyatni ifodalovchi so'zlardir. Erksevar, ochko'z, kulrang. Xitoy tilidagi qo'shma belgi-xususiyatni ifodalovchiga kelsa. 漂亮piao liɑng *chiroyli* 漂 piao *chipta*, 亮liang *yorug'* ya'ni ot+sifatdan qo'shma belgi-xususiyatni bildiruvchi so'z hosil qilinyapti.

他的儿子很有修养的

Tā de er zi hěn yǒu xiū yǎng de

Uning o'g'li juda odobli .Ushbu gapda *yǒu xiū yǎng de*有修养的 so'zi belgi-xususiyatni bildiradi.

O'zbek va xitoy tillarida belgi-xususiyatni ifodalovchi so'zlar gap tarkibida otga bog'lanib keladi.

他的母亲诚实的人.

Tā de mǔ qīn cheng shi de ren.

Uning onasi samimiy insondir [1,47]. Ushbu gapda esa belgi-xusiyatni ifodalovchi so'z gapda otga bog'lanib kelishini ko'rishimiz mumkin. Qanday inson deb so'roq bersak ya'ni 诚实的人*cheng shi de ren samimiy inson* deb javob beramiz.

今天天气是凉快的.

Jīn tiān tiān qi shi liang kuai de.

Bugun havo salqin. Bu gapimizda predmetning harorat belgisini ifodalovchi so'z ishtirok etgan ya'ni 凉快的 *liang kuai de salqin* .

O'zbek tilida belgi-xususiyat ifodalovchi so'zlarning daraja shakllari

Oddiy daraja	Qiyosiy daraja	Orttirma daraja	Ozaytirma daraja
shirin o'rik	shirinroq	g'oyat shirin	sal shirin
mazali taom	mazaliroq	nihoyatda mazali	sal mazali
toza suv	tozaroq	juda sovuq	sal toza
katta bino	kattaroq	nihoyatda katta	biroz katta

Xitoy tilida belgi-xususiyatni ifodalovchi so'zlarning daraja shakllari

Oddiy daraja	Qiyosiy daraja	Orttirma daraja	Ozaytirma daraja
高 gāo –*baland*	比 较高 bǐ jiao gāo *balandroq.*	最高zui gāo-*eng baland*	高 一点儿gāo yīdiǎnr *biroz baland*
长 chang *uzun*	比较 长 bǐ jiao chang *uzunroq*	最长zui chang *eng uzun*	长一点儿 chang yīdiǎnr *biroz uzun*
短 duan *qisqa*	比较短 bǐ jiao duan *qisqaroq*	更短geng duan *eng qisqa*	短一点儿 duan yīdiǎnr *biroz qisqa*

Belgi-xususiyatni bildiruvchi so'zlar har ikki tillarda daraja shakllari jihatidan o'xshashdir. O'zbek tilida ham, xitoy tilida ham to'rtta daraja shakllari mavjudligini quyida ko'rishimiz mumkin. Masalan: 比较 长bǐ jiao chang *uzunroq* so'zini olsak har ikki tillarda qiyosiy shakl yasalganda 比较 bǐ jiao *-roq* qo'shimchadan foydalaniladi.

Xitoy tilida belgi-xususiyatni bildiruvchi so'zlarning reduplikatsiyasi keng qo'llaniladi. Reduplikativ sifat, odatda, obyektning ma'no –mohiyatini, uning xususiyatini kuchaytirishga xizmat qiladi. 短短 duan duan *kap-kalta*, 干干净净 *gān gān* jing jing *top-toza.* Xitoy tilida har bir belgi-xususiyatni bildiruvchi so'zning o'ziga xos reduplikativ modeli mavjud

[2,60]. Xitoy tilida ham belgi-xususiyatni ifodalovchi so‘zlarning daraja shakllari mavjud. Oddiy daraja, qiyosiy daraja va orttirma daraja shakllari mavjud. Oddiy daraja shakllari tub va yasama belgi-xususiyatni ifodalovchi so‘zlar mavjud. Xitoy tilida belgi-xususiyatni ifodalovchi qiyosiy daraja shakllari 比bǐ -roq qo‘shimchasi orqali yasaladi. Shuningdek, xitoy tilida belgi-xususiyatni ifodalovchi belgi-xususiyat so‘zlari oldidan最zui , 极了 ji le, 非常 fēichang so‘zlarini qo‘yish orqali orttirma daraja shakllari hosi bo‘ladi. Ozaytirma daraja shakllari 一点儿 yīdiǎnr, 一些yīxiē, 有点儿yǒudiǎnr so‘zlari orqali shakllanadi.

Biz gap tarkibida va so‘zlashuvda ishlatiladigan belgi-xususiyatni ifodalovchi so‘zlarning ma’lum birini tahlil qildik. Yuqorida o‘zbek va xitoy tillaridagi belgi - xususiyatni bildiradigan so‘zlarni har ikki tilda ishlatilishi va farqli jihatlarini xilma-xilligini ko‘rishimiz mumkin. Shuningdek, har ikki tildagi belgi-xususiyatni bildiruvchi so‘zlar o‘xshash jihatlarini ham ko‘rishimiz mumkin.

O‘zbek tilida ham xitoy tilida ham belgi-xususiyatni ifodalovchi so‘zlarning daraja shakllari bir xil guruhlarga bo‘linishi va har ikki tillardagi belgi-xususiyatni ifodalovchi so‘zlar otga bog‘lanib kelishi ularning o‘xshash jihatlaridir.

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НУТҚДА ДИАЛЕКТАЛ ИДИОМАЛАРНИНГ ҚЎЛЛАНИЛИШИ ВА ТАДҚИҚИ

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Аннотация. *Ушбу мақолада Сурхондарё ҳудудида сўзлашув нутқида қўлланувчи баъзи идиомаларнинг берилиши ва диалектал фразеологизмларнинг ўрганилиши масалалари ёритилган*

Калит сўзлар: идиома, диалектал фразеология, фразеологик чатишма, диалект, адабий тил, халқ тили.

Идиомалар нутққа тайёр олиб кириладиган, сўзлашувнинг бўёқдор бўлишини таъминлайдиган, бошқа тилларга айнан таржима қилинмайдиган фразеологик чатишмалар ҳисобланади. Жаҳон тилшунослигида идиомалар борасида кўплаб тадқиқотлар олиб борилган ва кўп сонли идиомалар луғатлари тақдим этилган. Айниқса, инглиз ва америка тилшунослари томонидан самарали ишлар амалга оширилган. Аммо ўзбек тилида фразеологик бирликлар идиома сифатида кам тадқиқ қилинган.

Бизга маълумки, тилнинг луғат бойлигида диалектизмларнинг, шевага хос сўзларнинг ўрни беқиёс. Сурхондарё ареалида шевага хос фразеологизмлар, хусусан, идиомалар тадқиқ қилинмаган. Тадқиқ этилганлари ҳам диалектизмларнинг бошқа жиҳатлари сифатида ўрганилган.

ХХ асрнинг 60-йилларида диалектал фразеологизмлар соҳа тадқиқотчиларини ўзига жалб этиб, бир қанча ишлар бажарилди. Масалан, Х. Дониёровнинг“ Ўзбек тили “ж”лашган (қипчоқ) диалектининг фразеологияси устидан кузатишлар” тадқиқотида бундай фразологизмларни тўрт гуруҳга ажратган:

“Ж” лашган диалектнинг ўзигагина тегишли бўлган фразеологизмлар;

“Ж” лашган диалектда кенг қўлланувчи , адабий тил ёки шеваларда учраса ҳам, бирон компоненти билан фарқ қилувчи фразеологизмлар;

Ўзбек адабий тили ва бошқа шеваларга нисбатан “ж” лашган диалектда ва халқ достонларида кенг қўлланувчи фразеологизмлар;

Адабий тилда ҳам, “ж” лашган диалектда ҳам тез- тез учраб турувчи , лекин “ж ” лашган диалектда адабий тилга нисбатан фонетик жиҳатдан фарқ қилувчи фразеологизмлар [2. - Б 80-85.]

Бундан ташқари, диалектал фразеология масалалари бўйича Т.Содиқов, Ҳ .Узоқов, Н.Ражабов, М. Валиева, Б.Файзуллаев, А. Ишаев каби тадқиқотчилари ўз ишларида Ўзбекистон ҳудудидаги турли вилоят шеваларининг диалектал фразеологияси тадқиқ этилган. Аммо Профессор Эрнст Бегматовнинг фикрича, “халқ тили фразеологизми, айниқса, ўзбек диалектал фразеологияси ҳали чуқур тадқиқ қилингани йўқ”[1.–Б.15]. Фразеологиянинг таркибидаги бирлик сифатида идиомалар бу тадқиқотларда эса алоҳида эсланмаган.

Идиомалар юқорида айтилганидек, миллий хосланган ва таркибидаги компонентлар билдирган мазмунга тўғри келмаслиги билан бошқа фразеологик бирликлардан фарқ қилади. Шундай идиомалар Сурхондарё вилоятининг Денов, Узун ,Сариосиё туманларида аҳоли сўзлашувида қуйидаги идиомалар аниқланди ва бу фразеологик бирликлар берилган луғатларда топилмади.

Идиома	Мазмуни	Ишлатилиш ҳудуди
1. Қўли атала ичмоқ	2. Эпсиз, лапашанг.	3. Сурхондарё вилоятининг Денов тумани, Узун тумани
4. Пичоғи мойга ботган (варианти мой устида)	5. Бой, ўзига тўқ, омадли	6. Сурхондарё вилоятининг деярли барча ҳудудлари
7. Товуснинг оёғини кўрмоқ	8. Ҳамма нарсадан ёмонлик излаш	9. Сариосиё тумани баъзи ҳудудлари
10. Ўндан тўққизни урган 11.	12.Ёлғончи кишига нисбатан ишлатилади	13. Сариосиё тумани

Бу фразеологик бирликларни идиомалар қаторига қўшиш учун қуйидагиларни асос қилиб олдик:

Идиома деб компонентларининг мазмунидан билдирган мазмуни фарқ қилиши;

Маълум ҳудудда ишлатилиши ва миллий хосланишга эгалиги;

Ихчамлиги асосида шаблон қолипга кирганлиги ва алоҳида тушунтиришга заруратнинг йўқлиги.

Хулоса шуки, тилимизнинг энг сара бирликлари орасида фразеологик бирликларнинг ўрни алоҳида ҳисобланади. Айниқса, бу бирликлар ичида идиоматик бирликларнинг ўрганилиши, тадқиқ қилиниши муҳим вазифалар қаторига киради. Ўзбек тили ва унинг шева,лаҳжаларида минглаб ўрганилиши, тадқиқ қилиниши керак бўлган бирликлар борки, уларни ҳозирги замон илғор технологияларидан унумли фойдаланилган ҳолда мобил иловалар, электрон ресурслар, электрон луғатлар кўринишига ўтказишни даврнинг ўзи тақазо қилмоқда.

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O‘TKIR HOSHIMOVNING “DUNYONING ISHLARI” ASARI TARJIMASIDA DINIY ATAMALAR

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Annotatsiya. Ushbu maqolada o‘zbek xalq adibi O‘tkir Hoshimovning “Dunyoning ishlari” asari tarjima jarayonidagi masalalardan biri, diniy atamalarni to‘g‘ri izohlash va uni kitobxonga tushunarli qilib yetkazish. Diniy terminlarning tarjimadagi o‘rni haqida ma’lumot berib o‘tilgan.

Kalit so‘zlar: diniy atama, Alloh, omin, namoz, ibodat qilmoq, Allohu Akbar.

O‘zbek va Xitoy xalqlarining o‘zaro aloqalari tarixi bir necha ming yilliklar qa’ridan boshlanadi. Min(1368-1644y.y) sulolasining vakili ilk bor Samarqandga diplomatik missiya bilan tashrif buyurishi Markaziy Osiyo va Xitoy xalqlari o‘sha davrlardayoq siyosiy va iqtisodiy aloqalarni o‘rnatishga harakat qilishganidan dalolatdir.. Buyuk ipak yo‘lining shakillanishi (mil.av.II-a.-mil.15-a) Markaziy Osiyo va Xitoy xalqlari o‘rtasida diplomatik,iqtisodiy aloqalarning rivoji uchun alohida ahamiyatga ega bo‘lgan[2]. Darhaqiat, bu ikki millatning diplomatik aloqalari barcha sohada rivojlanishga turtki bo‘ldi. So‘nggi o‘n yilda nafaqat o‘zbek, balki butun dunyo millatlari ma’daniyatlararo aloqasi kundalik holatga aylandi.Bu esa albatta, dunyo tarjimashunoslik birliklarini,lingvistik manzarasini o‘zgarishiga olib keldi. Endilikda ma’lum bir millatga tegishli an’ana, urf-odatga xos so‘zlarning ham muqobil tarjimasiga talab oshdi. Bu esa tarjimondan tezkorlik, puxtalikni talab qiladi.

Tarjimashunoslik ham boshqa sohalar kabi ildam rivojlanib, kengayib bormoqdaki, diniy atamalarni ham tarjimada to‘g‘ri yetkazib berishni zamon taqozo qilyapti. Din har bir millatda uning turmush - tarzi bilan chambarchas bog‘liq bo‘lib, uni millatdan ajratib bo‘lmaydi. Asar tarjimasida ham o‘zbek millatining Islom dini bilan bogliq atamalari, urf-odatlarini yoritishga to‘g‘ri keldi.

Quyida bir nechta misollar keltirib o‘tamiz:

“Ikki afsona” novellasida Alloh so‘zining tarjimasini tahlil qilsak:

Siz yaxshisiz-a? Doim ko‘chalarni suparasiz-ku.

— Quloq sol, o‘g‘lim... Oftob har kuni yana Xudoga nola qilarkan. Yer yuzida yomon odamlar bor. Ularniyam ko‘rgim kelmaydi, der ekan. Tangri uni ovutarkan. Sen chiqavergin, qancha ko‘p nur sochsang, yer yuzida yomon odamlar shuncha kamayadi, der ekan.

“你是好人啊？总是扫地啊。”

“你听吧……太阳每天又恳求真主。在世界上有很多坏人，也不想看道他们。真主又安慰着它说： ‘你放心地出来，你越光明坏人越少。”

“Nǐ shi hǎoren a? Zǒng shi sǎodi a.”

“Nǐ tīng ba……taiyang měitiān you kěnqiu zhēnzhǔ. Zai shijie shang yǒu hěnduō huairen, yě buxiǎng kan dao tāmen. Zhēnzhǔ you ānweizhe tā shuō:‘Nǐ fangxīn di chūlai, nǐ yue guāngming huairen yue shǎo

Alloh, Olloh (arab.al-iloh – ilohiy kuch) – islom dinida butun mavjudotni yaratgan oliy ilohiy kuch; Xudoning nomi. Odatda, Alloh Taolo(ulug‘,oliy), Taboraka va taolo, Jalla jalalahu, Karim,Buzurg,Parvardigori olam kabi sifatlar qo‘shib aytiladi[5]. Shu bilan birga

yana Tangri, yaratgan egam kabi sifatlardan ham foydalaniladi. Ko‘rinib turibdiki, birgina Alloh so‘zining sifatlari o‘zbek tilida bir nechta bo‘lsa, xitoy tilida 真主*zhēnzhǔ* va fonetik tarjima阿拉 *ā lā* so‘zlari ishlatiladi. 真*zhēn* (sifat/ravish) haqiqiy, ishonchli[7]; 真主*zhēnzhǔ* - Alloh; 2) haqiqiy (asl, qonuniy) hoqon. 阿*ā* 1) chet tillardan kirib kelgan o‘zlashmalarda “a” tovushini ifoda etishda keng qo‘llaniladi; 2)tepalik. 拉*lā* 1)chet tilidan kirib kelgan o‘zlashmalarda “la” tovushlar birikmasini ifoda etishda keng qo‘llanadi;2) cho‘zmoq;3) kesmoq[3]. Yuqoridagi izohlardan kelib chiqib, asar tarjimasida asosan真主*zhēnzhǔ* so‘zi ishlatilgan. Xitoy tilida Xudo so‘zi qaysi din haqida gapirilayotganiga qarab ham ajratiladi:

阿拉 /真主 上帝 神论

Alloh Xudo Ma’bud

(Islom dini) (Xristian dini) (Daosizm)

Yuqoridagi misollardan ko‘rinib turibdiki, xitoy tilida har bir iyeroglif o‘z o‘rnida ishlatilsa, tinglovchida aniq tushuncha hosil bo‘ladi. O‘zbek tilida ham ma’bud so‘zida leksik farqni ko‘rish mumkin, lekin boshqa holatlarda bu deyarli sezilmaydi.

“Ermon buvaning tilagi ” novellasida birgina jumladan bir nechta so‘zlarni ko‘rish mumkin:

Mang, buva!

Ermon buva hayron bo‘lgandek qarab turadi-da, mamnun jilmayadi:

— *Peshin bo‘p qoldi deng, qoravoy? Barakalla! Umringizdan baraka toping, Poshsha qizim sizlarning rohatingizni ko‘rsinlar.*

Shunday deydi-da, bir qo‘lida hassa, bir qo‘lida obdasta panaga o‘tadi. Bir ozdan so‘ng yuz-qo‘lini artib qaytib keladi. Qiyiqchani joynamoz qilib o‘t ustiga tashlaydi-da, pichirlab uzoq namoz o‘qiydi. Bolalar jimib qolishadi. Nihoyat u ho‘kkalab o‘tirgancha ovozini chiqaradi.

— *Ilohi omi-in! Yurtimiz tinch bo‘lsin, u dunyoyu* bu dunyo qirg‘inbarot *bo‘lmasin, ollohu akbar.*

“艾芒爷爷给你！”

他吃惊地看着我微笑着说：“啊　　已经中午了吗？我的宝贝啊，帮我谢谢你妈妈。”

他说完一手拄着着拐杖，一手着拿净壶去树后面。过一会儿擦着脸和手走来。他把围腰巾做成个礼拜毯就开始拜功。我们都安静地等他。最后他把双手张开着说：“阿门！希望以后会没有战争，将每天过的很平静。”

“Ai mang yeye gěi nǐ!”

Tā chījīng de kanzhe wǒ weixiaozhe shuō:“A yǐjīng zhōngwǔle ma? Wǒ de bǎobei a, bāng wǒ xiexie nǐ māmā.”

Tā shuō wan yīshǒu zhǔzhezhe guǎizhang, yīshǒuzhe na jing hu qu shu houmian.Guo yīhuǐ’er cāzhe liǎn he shǒu zǒu lai. Tā bǎ wei yāo jīn zuo cheng ge lǐbai tǎn jiu kāishǐ bai gōng. Wǒmen dū ānjing de děng tā. Zuihou tā bǎ shuāngshǒu zhāng kāizhe shuō:“Ao mī! Xīwang yǐhou hui meiyǒu zhanzhēng, jiāng měitiānguo de hěn pingjing.”

Avval namoz so‘zini ko‘rib chiqsak, namoz (fors.,arab.-salot)- islom ko‘rsatmalari bo‘yicha bajariladigan maxsus ibodat turi; islomdagi besh rukndan biri. N. musulmonlarga me’roj kechasi farz qilingan birinchi ibodatdir. Bir kecha-kunduzda besh mahal (bomdod,peshin,asr,shom,xufton)[5].

拜功*bai gōng* – namoz; - islomga xos, bajarilishi farz hisoblangan ibodat turi. 拜*bai*-sajda, sajda qilmoq; ta’zim qilmoq, ta’zim. 功*gōng* 1)mahorat;

2)ish,xizmat;3)natija,yutuq,muvaffaqiyat[3].

祈祷*qidǎo* –ibodat (ibodat xizmati,ibodat qilmoq). ~上帝*shangdi* Xudoga ibodat qilish; 去作*qu zuo* ~ibodat xizmatiga borish; 为*wei*… ~kimningdir haqqiga ibodat qilish (hamdu-

sano aytish)[9]. Tarjimadan ham ko‘rinib turibdiki, ibodat so‘ziga ikki so‘z ham to‘g‘ri kelsa, “namoz o‘qish” demoqchi bo‘lsak, 祈祷*qidǎo* so‘zidan foydalanishimiz maqsadga muvofiqdir.

拜功 祈祷

namoz o‘qish ibodat qilish

Allohu akbar arab. –Alloh ulug‘) – islom an’anasida Allohni ulug‘lash bilan bog‘liq iborani talaffuz etish, tilga olish. Bu faqat azon va namoz vaqtida aytiladigan ibora bo‘lmay, ayni vaqtda, duo- ibodatning bir shakli ham hisoblanadi[5].

安拉至大*ān lā zhi da* – arab. “Allohu akbar”- “Olloh buyukdir”. 至*zhi* -1)gacha ;2) eng[3].

Ushbu ibora o‘zbek xalqi turmushida ko‘p ishlatilganligi sabab ham izoh berib o‘tdik.

Omin (arab.,somiycha-qabul et,ijobat qil)- islom, yahudiy va masihiy dinlarida dindorlar o‘rtasida “qabul et”, “ijobat qil” ma’nosida ishlatiladigan so‘z. Qur’oni karimdagi “Fotiha” surasi tilovat qilib bo‘lingach, o‘qigan va eshitganlar “O.” deb qo‘yishi lozimligi haqida Hadisi sharifda ko‘rsatma berilgan[5].

“阿门！希望以后会没有战争，将每天过的很平静。”

“Ao mī! Xīwang yǐhou hui meiyǒu zhanzhēng, jiāng měitiānguo de hěn pingjing.”

阿门 / 阿们/阿敏 *ā men/ ā men/ā mǐn* – omin fonetik tarjima bo‘lib, 门*men* – 1）“min” – tovushlar birikmasini ifodalamoqda: 2) darvoza, eshik;2) kirish;3) oila,avlod;4) maktab; ta’limot. 们 *men* -1) “min” –tovushlar birikmasini ifodalamoqda;2) kishilik olmoshlarining ko‘plikni ifodalovchi va otlarning jamlovchi suffiksi. 3) odamlarning biror guruhga yoki turkumga taalluqligini ifoda etuvchi suffiks. 敏*mǐn* -1) “min” –tovushlar birikmasini ifodalamoqda.

阿门 阿们 阿敏

Omin (barchasi fonetik tarjima bo‘lib, bitta ma’noni ifodalaydi)

Yuqoridagi gapda “omin” so‘zi tarjimasida 3xil fonetik tarjimani qo‘llasak bo‘ladi,biroq biz omma ko‘p ishlatadigan 阿门*ā men* so‘zidan foydalandik. Shu bilan birga izoh ham berib o‘tdik :

把双手放在面前而说都阿

Bǎ shuāngshǒu fang zai mianqian er shuō dū ā

Ikki qo‘lni ko‘ksiga qilib duo aytmoq.

“啊 已经中午了吗？我的宝贝啊”

“A yǐjīng zhōngwǔle ma? Wǒ de bǎobei a”

Yuqoridagi gapda yana “*Peshin bo‘p qoldi deng, qoravoy?*” degan gapga ham izoh berib o‘tdikki, bu yerda Peshin namozi nazarda tutilmoqda.

穆斯林每天要礼五次拜。第二次礼拜是中午的时候

Musīlin měitiān yao lǐ wǔ ci bai. Di er ci lǐbai shi zhōngwǔ de shihou

Musulmonlar bir kunda 5 mahal namoz o‘qishadi. Ikkinchi namoz peshin namozidir.

Maqola doirasida biz faqat bir nechta novellalarni ko‘rib chiqdik. Biroq asar tarjima jarayonida aynan urf-odat, an’analar va milliylikni ifodalovchi so‘zlar, so‘z birikmalari lakunarlikni hosil qilib, aynan ular biroz qiyinchilik tug‘dirdi. Bu jarayonda turli xil lug‘atlar va qo‘llanmalarga murojaat etishga to‘g‘ri keldi.

“Badiiy tarjimaning yana muallif uslubini qayta yaratish, asar ritmi va intonatsiyasini saqlash, personajlar nutqini asliyatdagi tabiiyligi bilan aks ettirish, milliy koloritni berish, frazeologizmlarning muqobil variantlarini topish, sheva xususiyatlarini ifodalash kabi ko‘plab katta-kichik talab-shartlari mavjudki, ular tarjimonning chindan ham hal qiluvchi maqomga ega ekanligini ko‘rsatadi.[4]”

Xulosa sifatida shuni aytib o‘tish joizki, tarjimada jarayoni millatning urf-odatlari bilan birga uning dinini ham inobatga olib, ikki til xalqi kitobxoni uchun tushunarli bo‘lishiga

ahamiyat berish kerak. Diniy marosimlar, an'analar bizning xalqimiz qon-qoniga singib ketganki, turmushda bunga e'tibor bermaymiz,biroq qo'shni xalqlarga ularni izohlab ko'rsatish kerak.

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КЛАССИФИКАЦИЯ УПРАЖНЕНИЙ ПО РУССКОМУ ЯЗЫКУ

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Аннотация: В данной статье рассматривается подходы к лучшему изучению русского языка по классификации упражнении и задании творческого характера, направленных к формированию таких важных факторов и навыков, как обогащение лексики, грамотного письма , развитой речи, логического мышления у учащихся.

Ключевые слова: Классификация, функционирования, рецептивные, аналитические, имитативные, репродуктивные, частично-поисковые, конструктивные, трансформационные, подстановочные, условно-речевые, констатирующие, поэтапность.

Как известно, упражнения, предлагаемые учащимся, должны соответствовать методам и целям обучения, носить оптимальный характер с точки зрения условий обучения, а также учитывать возраст и индивидуальные особенности учащихся.

Поскольку в основе функционирования разных видов речевой деятельности лежат разные закономерности, то и предлагаемые учащимся упражнения не следует ориентировать на обучение языку «вообще». Каждый вид упражнений должен быть нацелен на выработку конкретных речевых умений и навыков, и в соответствии с этим упражнения должны подаваться в определенной системе в порядке нарастания языковых и речевых трудностей.

Естественно, что развитие речевой деятельности не может происходить без усвоения правильно оформленных речевых единиц. Нарушение же указанной закономерности ведет к тому, что учащийся, безошибочно употребляющий то или иное языковое явление в традиционных тренировочных упражнениях, не может употребить его самостоятельно, если у него отсутствуют навыки применения полученных знаний в практике речевой деятельности.

Из этого следует, что при формировании системы упражнений необходимо сочетание лингвистического, психологического и методического аспектов. «Упражнение должно создавать для учащихся проблемную ситуацию, не превращаясь в механическую операцию, как это чисто бывает. Эта проблема должна быть поставлена так, чтобы в результате ее решения достигались автоматизация или закрепление требуемого умения или навыка».

Психологический аспект предполагает поэтапное обучение речевым умениям и навыкам. При формировании сложных видов умственной деятельности вначале необходимо разделить ее на составные элементы, выделить в ней систему действий, понятий и связывающих их отношений, а после этого провести поэтапное их формирование. В одних случаях все элементы могут формироваться одновременно, в других — сначала формируется каждый элемент отдельно, а затем — построенный на их основе прием, умение как более крупная единица интеллектуальной деятельности .

Психологический аспект позволяет классифицировать упражнения по принципу возрастающих трудностей с соблюдением этапности в формировании соответствующих умений и навыков.

С учетом поэтапности и последовательности операций обучения речевой деятельности на неродном языке сложилась следующая классификация упражнений

Рецептивные (подготовительные, аналитические, имитативные) уп-ражнения, которые соответствуют начальным операциям каждого действия и направлены на формирование новых знаний, на то, чтобы научить учащихся «обнаруживать, распознавать, узнавать» изучаемые факты в ряду других языковых явлений, а также находить речевые единицы в реплике учителя или собеседника и использовать их для ответа без изменения грамматических форм слов.

Упражнениями этого типа предусматривается работа по готовому тексту, по образцу, с указаниями, правилами, данными учителем, учебником, сборником упражнений. Задания в упражнениях этого типа («найти», «подчеркнуть», «дать утвердительный ответ» и др.) предполагают серию возможных ответов, помогающих ориентироваться в текстовом материале.

Репродуктивные (подстановочные, синтетические, частично поисковые) упражнения направлены на оперирование приобретенными понятиями, на обобщение, систематизацию и использование полученных знаний, на воспроизведение усвоенного материала, подстановку синонимичных или антонимичных единиц в структуре речевой единицы. Упражнения указанного типа предполагают самостоятельное решение задач, поставленных учителем, поиск собственных примеров, тренировку по моделям. К ним даются задания следующего характера: списать текст, согласовав определение с определяемым словом; подобрать к данным существительным подходящие по смыслу прилагательные; дописать окончания имен прилагательных; заменить выделенные определения синонимичными (антонимичными) по значению; образовать слова по заданным моделям; поставить слова, данные в скобках, в нужном падеже и др.

Приведем примеры таких упражнений:

Спишите текст, подобрав к выделенным словам антонимы.

На улице весна. Дует теплый ветерок. Небо ясное. Яркое солнце согревает оттаявшую землю. И т. д.

Продуктивные (конструктивные, поисковые, трансформационные) упражнения направлены на формирование у учащихся способности творчески применять весь объем знаний, полученных на занятиях, на выработку умений и навыков самостоятельного добывания знаний, решение различного рода практических задач по трансформации предложений, воспроизведению изучаемой грамматической формы в репликах. Задания в указанных типах упражнений могут быть следующие: заменить двусоставное предложение односоставным безличным; написать изложение по опорным словосочетаниям. Например:

Перестройте двусоставные предложения в односоставные безличные.

Образец: Быстрое течение унесло нашу лодку от берега. — Быстрым течением унесло нашу лодку от берега.

1. Порывистый ветер раздувал все сильнее пламя костра. 2. В нашем саду приятно пахла сирень. 3. Проливной дождь сильно размыл дороги.

Итак, при формировании начальных умений и навыков используются рецептивные (подготовительные, имитативные) упражнения, на следующем, более сложном, этапе используются репродуктивные (подстановочные, частично поисковые) упражнения, а формирование активной речевой деятельности производится при выполнении трансформационных, собственно репродуктивных, продуктивных и творческих упражнений.

Обучение живой разговорной речи должно вестись на всех этапах. Одним из видов устной речевой деятельности является диалог. Диалоги обычно строятся по принципу вопросно-ответного единства. Так называемые условно-речевые упражнения1 в зависимости от установки делятся на следующие типы:

Вопросные, в которых вопросные реплики вызываются различными стимулами:

1) удивлением, сомнением:

— Я сама сшила это платье.

— Неужели ты сама?

— Конечно;

2) желанием осведомиться:

— У меня есть брат и сестра.

— Кто из них старше?

— Сестра.

Констатирующие, с помощью которых отрабатываются речевые модели, выражающие:

1) подтверждение:

— Он читал эту книгу?

— Да, он читал эту книгу;

2) необходимость действия:

— Я очень много читаю.

— Да, читать нужно много;

3) согласие:

— Тебе нужно много заниматься.

— Хорошо, я буду много заниматься;

4) несогласие:

— Переведи этот текст, только без словаря.

— Нет, такое условие для меня не подходит. Отрицающие:

1) возражение:

— Наша школа самая большая в городе.

— Нет, она не самая большая.

Побудительные:

1) просьба:

— Брат не решил трудную задачу.

— Помоги ему, пожалуйста, решить ту задачу;

2) приглашение:

— В нашем кинолектории будет интересная лекция.

— Давай сходим на эту лекцию;

Основным критерием классификации упражнений является критерий по способу выполнения, так как становление навыка зависит от тех действий, которые производят учащиеся с речевым материалом на базе языковых явлений русского языка.

Важнейшей предпосылкой успешного обучения речевой деятельности является системность работы, предполагающая использование всех видов упражнений, организацию их в определенные комплексы в соответствии с целями и методами обучения. Так, при изучении определений на первом этапе можно предложить вычленить их из текста. Затем дать упражнение на замену данных в тексте определений синонимами. Следующим видом работы будет подбор подходящих по смыслу определений, согласование их с определяемым словом, подбор антонимов и подстановка их к определяемым словам.

Более сложным видом упражнений на эту тему является работа по картине с употреблением в речи определений, самостоятельное составление предложений и связных текстов по опорным словам, написание сочинения по заданной теме и т. п.

Поэтапность обучения обеспечивает прочное усвоение языкового материала и на его основе — совершенствование речевых умений и навыков, обогащение словарного

запаса учащихся, что в конечном итоге позволяет перейти к развитию неподготовленной речи.

Очень полезным видом речевой деятельности является работа над ситуативными и проблемными упражнениями. Ситуативные упражнения имитируют процесс коммуникации, что облегчает перенос того или иного приобретенного навыка в естественное речевое общение.

В заключение подчеркнем, что «поскольку акты рецепции» репродукции и продуцирования в процессе овладения речью взаимосвязаны и дополняют друг друга, постольку дополняют друг друга и все соотносимые с ними упражнения, и использование одних типов упражнений не исключает, а напротив, предполагает применение всех остальных видов и форм работы. Каждое упражнение при этом находит полезное применение в общей системе, но ни один вид упражнения не исчерпывает системы развития речи на неродном языке» .

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ОСНОВНЫЕ ТРЕБОВАНИЯ К ЗАДАНИЯМ ДЛЯ УЧАЩИХСЯ ПРИ ПОДГОТОВКЕ К МЕЖДУНАРОДНЫМ ИССЛЕДОВАНИЯМ PISA ПО ЧИТАТЕЛЬСКОЙ ГРАМОТНОСТИ

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Аннотация. В настоящей статье рассматривается вопрос об основных требованиях к заданиям, по которым учителя должны будут готовить учащихся к международным исследованиям PISA-2021 года по читательской грамотности (на основе российских задач, так как Узбекистан изучает опыт подготовки России и пользуется консультацией российских специалистов).

Ключевые слова: PISA, читательская грамотность, размышление по теме, гражданская позиция, аргументация, типология текстов, тип задачи, характеристика задачи, уровень сложности.

В настоящее время от учителя, в том числе от учителя родного языка и литературы, требуются знания современной методики и новых технологий обучения и умений применять их в своей практической деятельности. Известно, что усвоение темы зависит не только от степени сложности нового материала, но и от того, как он подается учащимся. Даже самый сложный материал вызовет оживленный интерес, если учитель проявит достаточно находчивости, фантазии, сумеет увлечь и заинтересовать ребят разнообразными видами и формами работ.

Успех и качество урока зависят от умения учителя заинтересовать ученика и включить его в работу. Для того чтобы новый материал был адекватно воспринят, он должен быть не однообразной информацией из уст учителя, а диалогом между учеником и учителем, а также учеников между собой. Новый материал максимально закрепляется, когда ученик его прорабатывает методом размышлений и поисков ответов.

Принцип стимулирования положительного отношения к умению, формированию у школьников познавательных интересов, потребности в знаниях проявляется прежде всего в создании устойчивых мотивов учения.

Такой подход так или иначе будет готовить учащегося к будущей самостоятельной жизни, а такая подготовка и есть своего рода подготовка к будущим международным исследованиям PISA.

Основная цель исследования PISA – оценить, обладают ли учащиеся 15-летнего возраста, получившие обязательное общее образование, знаниями, умениями и компетенциями, необходимыми им для полноценного функционирования в современном обществе, т. е. для решения широкого круга задач в различных сферах человеческой деятельности, общения и социальных отношений.

Читательская грамотность – способность человека понимать и использовать письменные тексты, размышлять по теме текста и заниматься чтением для того, чтобы достигать своих целей, расширять свои знания и возможности, участвовать в социальной сфере, формировать свою гражданскую позицию.

В документах PISA дана типология текстов, используемых в заданиях. Тексты характеризуются по структуре (сплошной/несплошной), по ситуации (контексту) использования/ функционирования данного текста (для личных целей, для обществен-

ных целей, для рабочих целей, для получения образования). Кроме того, есть указания на жанровое разнообразие текстов (без перечня жанров), а также типология, совмещающая в себе традиционное для нашей школы деление текстов на описание, повествование, рассуждение и деление на основе целевой установки (объяснение, аргументация, инструкция).

В результате получился следующий список основных сфер функционирования текстов: 1) СМИ (научно-популярные тексты, тексты с общественно-значимой тематикой, реклама); 2) бытовая, или повседневная сфера (услуги, покупки, передвижение, здоровье); 3) деловая, или официальная; 4) эстетическая, или художественная; 5) учебная.

Основные отличия можно сформулировать следующим образом:

Тексты в заданиях PISA.

1 Тексты группируются вокруг человека, т.е. исходным является представление о том, с какими текстами и в каких ситуациях сталкивается современный человек, какие коммуникативные, организационные, информационные задачи ему приходится решать.

2. Происходит, если можно так сказать, «примерка» различных коммуникативных ролей.

Тексты в учебной литературе.

1. Тексты группируются вокруг предмета, вокруг концепции авторов учебника, в лучшем случае – вокруг проблемы. Привлеченные из других сфер тексты иллюстрируют утверждения, ход мыслей авторов учебника.

2. Привлеченные тексты «отрываются» от ситуации, в которой они возникают, и становятся материалом для постановки и решения иных, не свойственных им задач.

Типы задач на грамотность чтения.

Аналитические (конструирующие) задачи. Основой задачей является некое информационное поле (набор фактов, более или менее упорядоченный), которое задано в виде текста (под текстом в данном случае, как и в материалах PISA, понимаются разные формы предъявления информации (словесный текст, график, диаграмма, рисунок и т.п.)

Информационные задачи. Задачи этого типа направлены на поиск точной информации в тексте.

Интерпретационные задачи. Подобные задачи направлены на удержание и соотнесение двух планов текста: фактологического (событийного) и смыслового (символического), ибо именно смысловой план делает текст художественным.

Позиционные задачи. Задачи этого типа предполагают:1) определение позиции автора, реконструкцию аргументов, на которые он опирается;

2) определение собственной позиции, ее аргументацию. Текст содержит материал для реконструкции позиции автора.

Характеристика задачи (профиль).

1. Тип задачи (см. типы задач на грамотность чтения).

2. Характеристика текста:

• по принадлежности к речевой сфере: художественный, научный, деловой, общественно-публицистический, бытовой;

• по однородности/неоднородности: сплошной – несплошной (с включением графиков, таблиц, схем, диаграмм, картин);

• по признаку «один/много»: простой – составной (гипертекст).

3. Умения, входящие в понятие «грамотность чтения». Каждое задание характеризуется с точки зрения тех умений, которые требуются для его выполнения.

4. Уровень сложности каждого задания (максимальный балл – 3).

Например, задача «Статьи о молодежи». (Составитель: Ф.А. Ваганова, преподава-

тель литературы, гимназия «Универс» №1, г. Красноярск).

Общая характеристика задачи.

Класс: 9. Задача сконструирована на основе детских текстов (их авторы подростки 15-16 лет.)

Источники: «Нормальная газета»; приложение к газете «Городские новости». – Красноярск. Издание Красноярского литературного лицея 2004.

Рекомендации для учителя. Данная задача исходно не предметная, но может быть использована на уроках русского языка при знакомстве с публицистическим стилем, на факультативных занятиях по словесности: практика написания сочинений, журналистика и др. Время работы с задачей – 1 урок.

Текст задачи. Перед вами две статьи (в сокращенном виде - автор), опубликованные в молодежной газете, их авторы – учащиеся школы. Прочитайте статьи и ответьте на вопросы.

Мое поколение.

Смотрю я на нынешнее поколение со своей колокольни и думаю: куда я попала? Наверное, все-таки не туда, иначе не задумывалась бы. Что мне не нравится во взглядах сегодняшней молодежи? Да многое. Начать хотя бы с того, что интересы многих ребят и девчонок сводятся к тому, как бы так хорошо провести время...

И ведь современная молодежь — это основной потребитель массовой культуры. И от этого никуда не денешься. Процентов 70 молодых людей пойдут вместо музея на дискотеку. И вместо того, чтобы послушать настоящую живую музыку на рок- или симфоническом концерте, они пойдут на шоу-представление фанерных записей...

… И что тогда делать? Психологию большинства не переделаешь, да у нас и демократия вроде как... (Ксения Попова).

Нормальное поколение.

Чего у нас только не говорят о современной молодежи! И почему-то все сводится к тому, что одевается она не так, учиться не хочет и вообще занимается всякой ерундой….

Но (!) есть и другая молодежь, которая занимается реальным делом. Чтобы не ходить далеко, возьмем, к примеру, Молодежный парламент, который появился в нашем крае в прошлом году (мы писали о нем в одном из наших прошлых номеров). Некоторым может показаться, что я несколько приукрашиваю ситуацию. Но ведь я сам являюсь представителем молодежи, и мне идеализировать ее просто нет смысла. Мое поколение очень разное, но в целом оно нормальное! А отморозков везде хватает... (Александр Мазур).

Задание 1. Какие два взгляда на современную молодежь представлены в статье Александра? Кому они принадлежат?

Задание 2. Можно ли говорить, что в статье Ксении тоже представлены два взгляда? Да или нет? Обоснуйте свой ответ.

Задание 3. Опираясь на статью Ксении, дайте характеристику тем представителям молодежи, которых Ксения называет «не такие, как все».

Общий комментарий к задаче.

Тип задачи: позиционная. Тип текста: публицистика; сплошной, составной. Уровень сложности: средний. Содержание и структура задачи: задача в целом направлена на формирование умения выявлять в публицистическом тексте точку зрения автора, другие точки зрения и обосновывать собственную позицию относительно прочитанного. В задачу входят два текста. В первом содержится одна позиция (автора), во втором - две (автора и возможного адресата, оппонента).

Лист ответов и рекомендации к оцениванию.

Задание 1. Деятельность: Выявление разных позиций, представленных в тексте.

1 балл – в статье Александра представлены два взгляда: один - отрицательный, принадлежит тем, кто недоволен современной молодежью, его Александр приписывает старшему поколению, другой – положительный, принадлежит самому автору. 0 баллов – другие ответы.

Задание 2. Деятельность: Выявление позиции, представленной в тексте.

1 балл – в тексте Ксении представлен только один взгляд, негативный, его разделяет сама Ксения. 0 баллов – другой ответ.

Задание 3. Деятельность: Реконструкция вопроса, поиск информации и переработка ее.

1 балл – «Не такие как все» –это те, чьи интересы не исчерпываются праздным времяпрепровождением. 0 баллов – другой ответ.

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БОШЛАНҒИЧ СИНФ ЎҚУВЧИЛАРИНИ КИТОБ МУТОЛААСИГА ҚИЗИҚТИРИШ ТАЪЛИМ-ТАРБИЯДАГИ САМАРАДОРЛИКНИ ОШИРАДИ

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Аннотация:Ушбу мақолада бошланғич синф ўқувчиларини китоб мутолаасига қизиқтириш таълим-тарбия самарадорликни ошириши хусусида мулоҳазалар юритилган.

Калит сўзлар: Тафаккур, дунёқараш, билим, мутолаа, маънавий ва маданий бойлик

Китоб инсон ҳаётида муҳим ўрин тутади. Тафаккур, дунёқараш ва билим китоблар орқали оширилади. Шу ўринда айтиш жоизки, педагогикабилан болалар адабиётининг мақсад ва вазифалари деярли бир хил. Ёшавлодга чинакам ақлий-ахлоқий, эстетик ва маънавий тарбия беришда бошланғич синфларданоқ кичик бадиий асарлардан фойдаланилади.Болалар адабиёти ва педагогика узвий боғланганлиги билан муҳим аҳамиятга эга.

Болаларга аталган асарларда ёзувчилар болаларга мос, уларни қизиқтирадиган ва улкан ишларга отлантирадиган кучли бадиий образларни яратади. Шу билан бирга ундаги ғоявий мақсадлар ёш авлоднинг онги, характери ва иродасини ўстириб чиниқтиришда ва ҳар қандай қийинчиликларни енга оладиган, меҳнатсевар кишилар қилиб тарбиялашга қаратилади.

Мамлакат келажаги бўлган ёш авлод комил инсонлар бўлиб вояга етиши керак. Бунинг учун уларнинг тафаккурини бойитиш, дунёқарашини кенгайтириш, маънавиятни юксалтириш ва мукаммалбилим олишини таъминлаш лозим. Жамиятнинг турли жабҳаларида фаоллик билан иш олиб бора оладиган қобилиятли, онгли ҳамда ўқимишли инсонларни тарбиялашдек муҳим вазифа барча педагоглар зиммасига улкан масъулият юклайди.Ўз навбатида бундай юксак вазифалар педагогика ва болалар адабиёти олдига улкан талаблар қўяди.

Айтиш жизки, равон ва содда тилда, чуқур ғояларга асосланиб яратилган бадиий-асарларгина болаларга кучли таъсир кўрсатиб, ана шу юксак талабларга жавоб бера олади. Болалар асар қаҳрамонларидан эзгуликни, яхшиликни ва бошқа ижобий хислатларни ўрганиш билан бирга дунёқараши кенгайиб, билимини ҳам ошириб боради. Шу сабабли ўқувчиларни бошланғич синфданоқ китоб мутолаасига қизиқтириш педагогика нуқтаи назаридан ҳам алоҳида аҳамиятга эгадир.

Эътироф этиш керакки, бадиий жиҳатдан етук асарлар ҳар қандай ёшдаги китобхоннинг севимли дўстига, ҳамроҳигаайланиб қолади.М. Горький ёш авлодни тарбиялашда болалар адабиётининг ролини таъкидлаб, бундай деган эди: “Болага маънавий озиқ жуда эҳтиёткорлик билан берилиши керак. Болалар оталарининг хато ва гуноҳлари учун жавобгар эмаслар, шунинг учун ҳам митти китобхонга инсонга ҳурматсизлик кайфиятларини туғдирадиган нарсаларни эмас, балки ҳаммадан олдин уни улуғловчи нарсаларни тақдим этиш керак...Инсонни болаларга, аввало буюк қаҳрамон, номаълум мамлакатларни кезган қўрқмас сайёҳ, афсонавий паҳлавон, ҳақиқат учун курашчи, ўз

орзу-хаёлларига содиқ, иродали қилиб кўрсатиш керак".

Энгяхши китоблар болаларни атрофдаги ҳодисаларга тўғри баҳо беришга ўргатади, инсондаги юксак маънавий сифатларни кўрсатади.Уларниона-Ватанга, меҳнатга муҳаббат, садоқат руҳида тарбиялайди.Шунингдек, халқига муносиб фарзандлар бўлишга чақиради. Китоб боланинг дунёкарашини шакллантиришга ёрдам беради, илм-фанга муҳаббатини оширади.

Фарзандларимиз тарбияси ва камолотида китобхонликнинг ўрни беқиёс. Улар баркамол авлод бўлиб вояга етишлари учун, энг аввало китобга меҳр қўйиб, мутолаага қизиқишлари керак. Масалан, 3–4 ёшли болага ота-она дастлаб эртакларни оғзаки баён этса уларда тасаввур кенгаяди ва китобларга қизиқа бошлайди. Мактаб ёшига етганидан кейин устозлари ёрдамида ҳарфларниўрганиб бўлгач ҳам уларга эртак ва ҳикоялар ўқиб бериб, ўқишга қизиқтириши керак. Шунда бола 9–10 ёшга етганда ўзи китобларга меҳр қўя бошлайди.Каттароқ ёшга етганида эса болалар ўз дунёқарашидан келиб чиқиб маъқул асарларни ўзлари танлаб ўқий оладиган бўлади. Бунинг учун, албатта,ўқитувчи билан бирга ота-онанинг ҳам назорати йўлга қўйилиши керак.

Болаларни китобхонликка жалб қилиш бутун дунё миқёсидаги эътиборга молик масала ҳисобланади. Шу сабабли Халқаро болалар китоблари кенгаши томонидан болаларни китобхонликнинг аҳамиятини англашга даъват этиш мақсадида 1967 йилда 2 апрелни – Халқаро Болалар китоби куни сифатида нишонлашга қарор қилинган.Болаларкитобикунисифатидаайнан шу сананингтанланишибежизэмас. Сабаби, 2 апрель ку нижаҳонболаларинингсевибўқийдиганэртакларимуаллифи Ганс Христиан Андерсен таваллудтопган кун. Ушбу сана шундан бери болаларкитобхонлигитарғибэтиладиган кун сифатидадунёбўйичакенгнишонланади.

Халқаро болалар китоби кунида турли болалар китоблари кўргазмалари, танловлар, маънавий-маърифий тадбирлар, хилма-хил акциялар ўтказилади. Шу куни мактабда ҳам болалар ўртасида китобхонлик маданиятини ошириш, уларнинг бадиий адабиётга бўлган қизиқишларини, китоб ўқишга интилишларини янада кучайтириш ҳамда ҳаётда эзгу мақсадларга эришишда китоб энг тўғри йўлни кўрсатувчи ишончли дўст эканлигини англатиш мақсадида викториналар ва бошқа тадбирлар ташкил этилади.

Президентимиз томонидан ёшларни мутолаага қизиқтириш борасида фармойиш қабул қилиниб, юртимизда бунга алоҳида эътибор қаратилди ва китоб, китобхонлик маданиятининг жамият маънавий ҳаётидаги ўрнини юқори босқичга кўтарилди. Бу муҳим ҳужжат мамлакатимизда маънавий-маърифий жараёнларни изчиллик билан амалга ошириш, китобхонлик маданиятини юксалтириш, ёшларимизнинг баркамол бўлиб тарбияланиши учун зарур шарт-шароитларни янада кенгайтириш йўлида алоҳида аҳамият касб этди. Айниқса, ёшлар ўртасида кенг миқёсда "Ёш китобхон" танлови ўтказилиб, ғолиблар қимматбаҳо совға билан рағбатлантирилгани китобхонлар сафини янада кенгайтирди.

Китоб ҳаёт йўлини ёритувчи ёрқин машъала. Китоб билан дўстлашиш инсонни юксакликка олиб чиқади ва унга жаҳонни танитади. Шу билан бирга китоблар замон ва элат танламасдан, доимо инсонларга ҳамроҳ бўлиб келган. Буни ёш авлодга ҳам англатиб, уларни китобга ошно қилиш, болаларимизнинг комил инсон, келажакнинг муносиб эгалари бўлиб вояга етишларига замин яратиш – ҳар биримизнинг асосий вазифамиз.

Китоб инсоният тарихи, ўтмиш, аждодлар маънавий мероси билан таништириб, боладаги билимни, ижодий фикрни оширади.Ёш авлод қалбида фахр ва ифтихор

туйғуларини ўстириб, комил инсонга айлантиради. Маънавий ва маданий бойлигимиз бўлган китоблар ўқитувчига энг яқин ёрдамчи бўлиб, мактабдаги таълим-тарбия ишларининг сифат ва самарасини янада юқори даражага кўтаради.

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ИСПОЛЬЗОВАНИЕ АКТИВНЫХ ПРИЁМОВ ОБУЧЕНИЯ НА УРОКАХ РУССКОГО ЯЗЫКА И ЛИТЕРАТУРЫ

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Аннотация: В данной работе раскрыта методика проведения урока различными методами и формами: интерактивная урок-лекция с применением проблемных ситуаций и мультимедиа оборудованием. На уроке интерактивная лекция применяются активные методы обучения: разбор проблемных ситуаций, обосновывающих проблематику лекции. Данные методы дают возможность учащимся принимать активное участие в процессе обучения, обмениваться знаниями со своими одноклассниками, отстаивать и представлять свою точку зрения на данную проблему.

Ключевые слова: активные приёмы, методы обучения, мотивация.

Наше современное общество испытывает необходимость в людях, которые могли бы быстро приспосабливаться к меняющимся обстоятельствам, были бы творческими и активными людьми, способными решать проблемы, принимать решения, эффективно обмениваться идеями и работать в группе и в команде. Изменения, происходящие в мире, вызвали необходимость разработки новых подходов в системе обучения и воспитания. Обучение должно быть построено как процесс «открытия» каждым школьником конкретного знания. Из пассивного слушателя ученик должен превратиться в самостоятельную, критически мыслящую личность. Сегодня важно обеспечить общекультурное, личностное и познавательное развитие ребенка. Планирование уроков мы должны осуществлять на основе обновленной учебной образовательной программы, которая основана на принципе спиральности, где предусмотрено расширение и углубление целей.

Согласно предпосылкам обновления содержания образования на сегодняшний день главная цель образования – научить учиться. Учителю необходимо научить ученика мыслить, привить ему навыки практических действий. По моему мнению, этому могут способствовать **активные приёмы и методы обучения.** Особенности **активных приемов и методов обучения** состоят в том, что в их основе заложено побуждение к практической и мыслительной деятельности, без которой нет движения вперед в овладении знаниями. Применение активных методов обучения позволит нам научить учащихся не получать готовые знания, а самостоятельно искать, анализировать, формулировать информацию, которая в итоге и составит общую сумму знаний, полученных за урок. В итоге сформируется общая система знаний, ученик научится самостоятельно учиться. Рассмотрим несколько приемов, которые мы можем применять на уроках русского языка и литературы.

Лестница правописания. Цель. Тренировать правописание слов.

Реализуемый материал. Слова из лексического минимума. Описание игры. Каждая команда строит на доске «лестницу». Первое слово стол может быть написано заранее. Каждый член команды выходит к доске, чтобы добавить слово к «лестнице», чтобы получилось так: стул, лампочка, аквариум, магазин, ножницы и т.д.

Давайте откроем магазин. Цель. Тренировать названия предметов и товаров, которые можно купить в различных магазинах. Реализуемый материал. Названия магазинов и товаров, которые можно там купить. Подготовка к игре. Карточки с названи-

ями магазинов и товаров, которые там можно купить. Описание игры. Подготовьте несколько листков. На каждом написано название магазина. Например: супермаркет, магазин инструментов, мясо, булочная, цветы. Подготовьте как можно больше карточек, по меньшей мере шесть на каждый магазин. На каждой карточке – один предмет, который можно в этом магазине.

Да или нет? Цель. Практиковать понимание слов и простых вопросов. Реализуемый материал. Эта игра может применяться на любом уровне понимания. Образцы вопросов и используемые слова должны быть известны классу. Подготовка к игре. Подготовьте список подходящих вопросов по возрастающей трудности. Вопросов должно быть в три раза больше, чем студентов. Одни и те же вопросы могут употребляться не один раз. Описание игры. Все студенты имеют несколько «жизней». Дайте им, допустим, 4 «жизни» каждому и пусть у каждого будет 4 книги на столе, представляющие эти жизни. Преподаватель задает вопросы, которые требуют ответа «да» или «нет». Вопросы должны быть поставлены всему классу. Преподаватель задает вопросы быстро, давая студентам для обдумывания очень немного времени. Если ученик отвечает неправильно, он «теряет жизнь» и убирает одну книгу со стола. Имея несколько жизней, игроки не выбывают из игры очень быстро и таким образом сохраняют интерес. Если ранее мы использовали Диаграмму Венна для сопоставления двух образов или понятий, то методика обновленной программы предлагает ещё один прием, который называется «Двойной пузырь». Данный приём позволяет выявить общие и частные черты персонажей художественного произведения.

На уроке литературы очень эффективно использовать прием «Персонаж на стене». Данный прием способствует развитию навыка письма, говорения, слушания, развивает аналитическое мышление. Учащиеся на плакате создают образ, внутри пишут характеристику, снаружи – вопросы, которые хотели бы задать герою. После завершения оформления плакаты вывешиваются на стену, учащиеся представляют свою работу, идёт обсуждение. Активные приемы и методы обучения способствуют: реализации целей урока; активизации мыслительной деятельности; развитию критического мышления; формированию функциональной грамотности учащихся.

Главное, учитель должен понимать, что использование активных методов и форм работы определяет подход к содержанию и освоению современной развивающей образовательной среды, повышая мотивацию учащихся в процессе обучения, потому что ученики должны не только «получить» знания, но овладеть методами познания, то есть научиться учиться.

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НЕКОТОРЫЕ ПРОБЛЕМЫ ПЕРЕВОДА ИМЁН СОБСТВЕННЫХ.

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SOME PROBLEMS OF TRANSFER OF OWNERS.

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Аннотация: Эта статья посвящена проблемам перевода имён собственных, а также статья концентрирует внимание на необходимости расширения периметров исследований перевода.

В статье рассматриваются атрибутивное использование имен собственных через призму языковых традиций и культурной перспективы. Также эта статья нацелена на то, чтобы признать тот факт, что из определения критериев для прозаического перевода можно многому научиться, и необходимо должным образом оценить нелёгкий труд переводчиков достигающих высокого уровня перевода.

Ключевые слова: контекстная интерпретация, семантическая нагрузка, звуковая форма, метафора, дисперсия;

Izoh: Ushbu maqola to‘g‘ri nomlarni tarjima qilish muammolariga bag‘ishlangan, shuningdek tarjimashunoslik perimetrlarini kengaytirish zarurligiga bag‘ishlangan.

Maqolada til nomlari va madaniy nuqtai nazardan prizma orqali to‘g‘ri nomlarning atributiv qo‘llanilishi ko‘rib chiqiladi. Ushbu maqola nasriy tarjima mezonlari ta’rifidan ko‘p narsalarni o‘rganish mumkinligini va tarjimaning yuqori darajasiga erishgan tarjimonlarning mashaqqatli mehnatini to‘g‘ri baholash zarurligini anglashga qaratilgan.

Kalit so‘zlar: kontekstual izohlash, semantik yuk, ovoz shakli, metafora, farq;

Annotation: This article is devoted to the problems of translation of proper names, and also focuses on the need to expand the perimeters of translation studies.

The article discusses the attributive use of proper names through the prism of linguistic traditions and cultural perspectives. This article is also aimed at recognizing the fact that much can be learned from the definition of criteria for prosaic translation, and it is necessary to properly evaluate the hard work of translators who achieve a high level of translation.

Key words: contextual interpretation, semantic load, sound form, metaphor, variance;

Очевидно, перевод литературной прозы - это перевод романов, эссе, художественной литературы, коротких рассказов, комедий, народных сказок, агиографии, произведений критики, научной фантастики и т. д. Это тип литературного творчества, когда письменность одного языка воссоздается в другом. Это неотъемлемая идея, что перевод поэзии очень проблематичен, но мы должны согласиться с тем, что переводчики также сталкиваются с множеством трудностей, когда дело доходит и до перевода прозы. Исходный и целевой языки принадлежат к разным культурным группам, первая проблема, с которой сталкивается прозаик-переводчик, заключается в присутствие и целевом и в исходном языке терминов, которые выражают наивысший возможный уровень верности значения определенных слов. Профессиональный переводчик должен всячески развивать в себе интуитивные ощущения, языковую догадку, связанную с передачей имен собственных исходного языка, а также слов, которые относятся к названиям праздников, обычаев и традиций, или кулинарным особенностям. Эти слова также представляют особую культуру, и переводчики должны быть очень осторожны при переводе таких слов. Трудны также переводы двусмысленных каламбуров. Не менее трудны в переводе двусмысленные названия историй и романов, которые трудно или даже невозможно перевести.

Каждый текст уникален и в то же время является переводом другого текста. Ни один текст не является полностью оригинальным, поскольку сам язык по своей сути уже является переводом: во-первых, невербального мира, а во-вторых, поскольку каждый знак и каждая фраза являются переводом другого знака и другой фразы. [4.136 с.]. Тем не менее, этот аргумент может быть изменен, не теряя своей актуальности: все тексты являются оригинальными, потому что все переводы отличаются друг от друга.

Перевод литературной прозы отличается от литературного творчества, потому что его существование зависит от существования объекта перевода, переводимого произведения.

Перевод является сложной задачей, и в процессе перевода возникают некоторые трудности, поскольку каждый язык изображает мир по-своему и имеет свою собственную грамматическую структуру, грамматические правила и синтаксическую дисперсию. Например, в русском есть отдельные слова для «синего» и «зелёного», в то время как в узбекском языке слово «kok» обозначает и синий и зелёный цвет.

Сложность в переводе также заключается и в том, что и оригинал, и содержание уже существуют, и в результате необходимо приложить все усилия, чтобы воспроизвести их, поскольку они написаны на совершенно другом языке. [3.]

Считается, что собственные имена - это слова с очень плохим языковым значением. Эти языковые единицы практически не зависят от контекста и не требуют контекстной интерпретации [5, с. 11]. но на самом деле, конечно, все не так просто. Отобранные сами по себе из контекста, письменные или устные, собственные имена не могут быть значимыми. В художественной литературе использование собственных имен довольно часто подчиняется замыслу автора, и при переводе их на другой язык, в нашем случае русский, эти переводные имена часто могут существовать отдельно, сами по себе, в парадигме иностранного языка, культуры и традиции

Аналогично, русские собственные имена порождают недопонимание в русских текстах.

У русских есть имя (данное при крещении), отчество и фамилия. Обычный способ обращения - имя плюс отчество, таким образом, на русском принято обращаться Василиса Дементьевна, Мария Семеновна. Сокращённые имена имеют слегка ласковый,

покровительственный или дружеский подтекст. Так, например, Василиса становится Вася, Васька, а Владимир становится Володя, Володька, Володечка, Воля.

Здесь мы можем четко наблюдать, что переводчик объясняет систему именования в России. Но если сохранять вариации имени в версии исходного языка, то это наверняка создаст проблемы для читателя, скажем, английского языка, поскольку последний не совсем привык к тому факту, что один и тот же персонаж может иметь множество имен на одной странице. Но это приведёт читателей к путанице, и они будут постепенно терять интерес к чтению текста.

В заключение нам хотелось бы подчеркнуть, что рассмотрение трудностей перевода имен собственных с одного языка на другой связано со знанием переводчиком знанием культуры, традиций и истории той или иной страны, умением применять тот или иной способ перевода или оба приема одновременно, учитывая исторические, стилистические и культурные особенности. Интонационно-произносительные особенности перевода, ударение в именах собственных иногда следуют определенным правилам, чаще эту специфику имен просто следует сверять со словарем.

Лексико - грамматические изменения при переводе, а также атрибутивное использование имен собственных требуют, чтобы переводчик был чуток к возможным стилистическим особенностям, уменьшительно-ласкательные или другие оттенки, которые трудно перевести.

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ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ НА УРОКАХ РУССКОГО ЯЗЫКА И ЛИТЕРАТУРЫ

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Аннотация. Данная работа содержит теоретические сведения о новых технологиях, которые можно использовать на уроках русского языка и литературы с целью привлечь внимание школьников к изучаемому материалу, активизировать их самостоятельную работу на уроке, повысить интерес к предмету. Работа может быть полезна учителям средней школы, а также преподавателям лицеев и колледжей.

Ключевые слова: интерактивные технологии, современный урок, инновационный подход, инновация, кластер, критическое мышление, нетрадиционные задания.

Русский язык является обязательным предметом для учащихся с узбекским языком обучения, и обычно учащиеся его изучают в школе, где он является обязательным предметом.

Что такое современный урок? Важнее содержание или форма проведения урока? Может ли быть технология в образовании? Что придает современность уроку? Чем сегодняшний урок отличается от урока вчерашнего? В современном уроке нет скуки, принуждения и лени, нет пассивности и страха ожидания, нет «неуда» на контрольной работе или на экзамене и желания увернуться от нее, зато есть радость от преодоленной трудности учения. Ученик открывает мир для себя и себя в этом мире, а педагог ведет ребенка по пути субъективного открытия, он управляет проблемно -поисковой или исследовательской деятельность учащегося. Как это не покажется странным, но каждый из уроков должен быть для ребенка интересен, будь то урок русского языка или географии, открытый тип урока или традиционная форма. В таком случае и новый учебный материал хорошо усваивается, и повышается мастерство самого преподавателя. Как вы начнете сам урок, так он и пройдёт! Активное, с сюрпризом начало поможет вам провести занятие увлекательно. Не забудьте о чёткой организации занятия. Сам урок должен быть четко структурирован с логическими переходами между компонентами. Не стоит нагружать детей мощным потоком новой информации. Инновационный подход к обучению позволяет так организовать учебный процесс, что ребёнку урок и в радость, и приносит пользу, не превращаясь просто в забаву или игру. Технология-это совокупность приемов, применяемых в каком-либо деле, мастерстве, искусстве. Педагогическая технология- это продуманная во всех деталях модель совместной педагогической деятельности по проектированию, организации и проведению учебного процесса с безусловным обеспечением комфортных условий для учащихся и учителя. Определение «инновация» как педагогический критерий встречается часто и сводится, как правило, к понятию «новшество», «новизна». Между тем, инновация в точном переводе с латинского языка обозначает не «новое», а «в новое». В основе инновационного обучения лежат следующие технологии:

- развивающее обучение;
- проблемное обучение;
- развитие критического мышления;
- дифференцированный подход к обучению;
- создание ситуации успеха на уроке.

Несколько подробнее мне хотелось бы остановиться на некоторых приемах, используемых на уроках. Кластер- это способ графической организации материала, позволяющий сделать наглядными те мыслительные процессы, которые происходят при погружении в ту или иную тему. Кластер является отражением нелинейной формы мышления. Иногда такой способ называют «наглядным мозговым штурмом». Особенно перспективным представляется метод проектов, который позволяет эффективно развивать критическое мышление, исследовательские способности аудитории, активизировать ее творческую деятельность обучающихся. К использованию на уроке данного метода нужно готовить ребят постепенно. Почему интересен именно этот прием? Это форма свободного творчества, но по особым правилам. Технология критического мышления учит осмысленно пользоваться понятиями и определять свое личное отношение к рассматриваемой проблеме. Ценность заключается в том, что все это собрано в пяти строках. Так, в нестандартной ситуации, дети усваивают научные понятия, применяют знания и умения. Рождаются мысли, развиваются мыслительные навыки. Развивать мышление – значит развивать умение думать. Развитию критического мышления способствуют и нетрадиционные уроки, которые позволяют повысить интерес ученика как к предмету, так и к обучения в целом. Попадая в необычную ситуацию, ребёнок включается в деятельность, сотрудничество с учителем, при этом создается положительный эмоциональный фон, начинают активно функционировать интеллектуальная и волевая сферы, легче усваиваются знания, быстрее формируются умения и навыки. Этому способствует создание на нестандартных уроках условий для мобилизации творческих резервов и учителя, и ученика. Большое значение для раскрытия творческого потенциала ученика имеют и нетрадиционные формы домашнего задания, которые призваны, с одной стороны, закреплять знания, умения и навыки, полученные на уроке, а с другой стороны, позволяют ребёнку проявить самостоятельность, самому найти решение нестандартного вопроса, задания. Такие домашние задания помогают избегать однообразия в обучении. Ребёнок может почувствовать себя и в роли автора, и в роли иллюстратора, и в роли учителя. Необычные задания активизируют мышление, заставляют ребёнка обобщать, систематизировать материал по теме.

Применяя различные технологии на уроках, мы добиваемся успеха: результаты обучения становятся выше. Мы чувствуем себя более уверенно, так как владеем современными методиками.

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SOME ASPECTS OF KNOWLEDGE REPRESENTATION IN COGNITIVE SEMANTICS.

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Abstract: This article is devoted to the term of knowledge representation and discusses the basic types of it from the point of cognitive semantics.

Key words: cognitive linguistics, cognitive semantics, knowledge representation, open-class and closed-class semantics systems, conceptual structure, conceptual structuring system, conceptual content system.

There are various types of subjects and fields around the world. In this article I would like to represent information about language which interacts with cognition. Basically, we will learn about knowledge representation in cognitive semantics. But first of all, let‘s look at the concept where it comes from.

According to the theory, cognitive linguistics is an interdisciplinary branch of linguistics combining knowledge and research from both psychology and linguistics. According to the Merriam Webstar “the word - **“cognitive”** is being or involving conscious intellectual activity and **“linguistics”** –is the study of human speech involving the units, nature construction as well as modification of language”. Cognitive linguistics can be generally divided into two main areas: cognitive semantics and cognitive approaches to grammar.

The area of study known as a cognitive semantics is the nature of connection between conceptual structure and the external world. The term began in the 1970s against to the objectivist world-view by the Anglo-American tradition in philosophy. Researchers working in cognitive semantics investigate knowledge representation also known as conceptual structure and meaning construction (conceptualization).

As we have seen, we get the term of knowledge representation and how the concept comes from. In order to understand clearly, we need to pay attention to **open-class** and **closed-class semantic systems** which are the distinct functions of conceptual structure in language. For the reason that according to the Talmy (2000), these two systems encode our cognitive representation (CR). The closed-class semantic system (it is the grammatical subsystem) is that the system of meaning associated with grammatical constructions, grammatical words and bound morphemes, such as *and* and *the.* The open-class semantic system (it is the lexical subsystem) is associated with content word and morphemes relating to the particular scene. Supporting as an example, *man, dog, chair* (nouns); *run, drink* (verbs); *ill, happy* (adjectives) will be good examples of open-class semantic system. But, *kick the ball* (idioms); *in* or *the* (grammatical words); *-er* in *singer* (bound morphemes) are the examples of close-class semantic system.

e.g. ***The*** *hunter kill****ed the*** *lion****s*** *(1)*

In terms of meaning, lexical subsystem provides rich meaning in which have content function, while grammatical subsystem implements a structural function of the sentence. According to the Talmy language that kind of grammatical subsystems provide **structural Meaning (**also known as **schematic meaning)** by reflecting conceptual representation where the meaning identifies structural properties of **referents** (the entities that language describes) and **scenes** (situation where these entities involved in). These kind of properties allow to reconstruct the properties of the conceptual structure as well as semantic structure which

encodes and externalizes conceptual structure. Supporting as an example to the schematic meaning, we can pay attention to the sentence which is given below:

e.g. ***The*** *textbook delighted* ***the*** *students (2)*

The lexical subsystems include things, people, events, places and so on. On the other hand, grammatical subsystem relates to concepts of number, time, whether the given information is new or old, whether the speaker is asking for or giving information, and etc.

Linguistic expressions describe situations or scenes. That kind of entities or situations can be concrete objects or actions, or they can depict the feelings like remorse, happiness or experiencing unrequited love which are related to more subjective experiences. As said by Talmy, knowledge representation will help us to convey entities or scenes by reflecting or encoding the language. And in relation to his suggestions cognitive representation is made up of two main systems where both systems play an important role but very different dimensions to the scene. These are:

Conceptual structuring system

Conceptual content system

As its name says that conceptual structuring system provides the skeleton, structure or "scaffolding" to the entity or scene, in other word, this type of system is highly schematic and associated with meaning. On the other hand, content system is rich as well as presents many substantive details.

As indicated by Talmy the conceptual structuring system depends on predetermined number of large-scaleschematic systems. These give the essential organization of the knowledge representation whereupon the rich content meaning encoded by open-class components can be composed and bolstered. The basic design of these schematic frameworks has been described in a progression of exceptionally influential papers by Leonard Talmy, which are gathered in his two-volume set Towards a Cognitive Semantics (2000). He recommended that different schematic systems work together to structure a scene that is expressed by means of language. Every schematic system contributes di-erent basic parts of the scene, bringing about the general outline of the scene's skeletal structure. In his article four types of key schematic systems identified:

Configurational System

Perspectival System

Attentional System

Power Dynamics System

Thus, it is important to emphasize that cognitive semanticists are not claiming that language identifies concepts internal to the mind of the speaker and nothing else. This would prompt to an extreme form of subjectivism, wherein concepts are separated from the world that they relate to. Undoubtedly, we have ideas in any case either in any case of the fact that they are valuable methods for understanding the external world, or on the grounds that they are inescapable methods for understanding the world, given our cognitive construction and our physiology. Cognitive semantics accordingly directs a path between the contradicting extremes of subjectivism and the objectivism embodied in truth-conditional semantics by guaranteeing that concepts depend on lived experience.

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ДИФФЕРЕНЦИРОВАННЫЙ ПОДХОД К ИЗУЧЕНИЮ ИНОСТРАННОГО ЯЗЫКА В ВУЗЕ

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Аннотация: В статье рассматриваются вопросы о дифференцированном подходе в процессе обучения иностранному языку, предлагаются различные приемы дифференцированного обучения, дается характеристика факторов применительно к вузовскому обучению.

Ключевые слова: иностранный язык, дифференцированный подход, субъект обучения, профессиональные умения

Дифференциация в переводе с латинского «difference» означает разделение, расслоение целого на части, формы, ступени.

Дифференцированный подход определяют в качестве подхода к обучению, где предполагается дифференциация в различных ее формах и видах. Деление на группы рассматривается в качестве одного из самых важных признаков дифференциации. На практике было доказано, что он может быть не единственным. Различие в построении процесса в группах – другой важный момент. Во время дифференциации обучение должно подвергаться изменениям, что является обязательным условием

Дифференцированное обучение предусматривает такие организационные формы, при которых каждый студент работает на уровне своих способностей, преодолевая посильную, но достаточно ощутимую для него трудность. Для этого необходимы «специальные организационные приемы работы, которые преподаватель использует на занятиях для того, чтобы обучать ВСЕХ, создавая одновременно наиболее благоприятные условия для обучения каждого. Это «единственный путь…повышения коэффициента полезного действия урока».

Для осуществления этой цели можно предложить следующие организационные приёмы:

1. при презентации нового грамматического материала правило выводят студенты со слабой способностью к общению функциональных признаков грамматического явления;

2. целенаправленное использование опор различного типа: смысловых, вербальных, иллюстративных, схематических правильно подобранная опора поможет слабому студенту осознать новое грамматическое явление, при усвоении лексики поможет догадаться о значении слова, при обучении монологическому высказыванию - изложить мысли;

3. очередность опроса. Слабые выигрывают тем, что получают образец –правильный ответ сильных студентов.

4. варьирование времени на подготовку ответа: слабые получают тройную порцию времени;

5. использование упрощенных заданий, главным образом, в домашних заданиях.

Дифференцированное обучение в вузе также понимается как дифференциация содержания и использование различных дидактических технологий с учетом индивиду-

ально-личностных особенностей студента. Применительно к вузовскому обучению, в том числе в области иностранного языка (ИЯ), при рассмотрении форм дифференцированного обучения выделяются такие факторы, как: исходный уровень владения ИЯ; способности и свойства личности, связанные с изучением языка; уровень мотивации студента к изучению неродного языка.

Под дифференцированным обучением применительно к процессу обучения иностранному языку студентов неязыковых вузов понимается такая система обучения, в ходе которой учитываются индивидуально-психологические особенности каждого обучающегося и при котором каждому студенту обеспечивается реальная возможность выступать субъектом обучения.

При организации индивидуально-дифференцированного подхода обучения иностранному языку студентов неязыковых специальностей преподаватель выполняет роль тьютора самостоятельной деятельности студентов, компетентного консультанта и помощника. Его профессиональные умения направлены не просто на контроль знаний умений и навыков студентов, а на диагностику их деятельности, чтобы вовремя помочь квалифицированными действиями устранить намечающиеся трудности в познании и применении знаний.

На основе различного сочетания этих направлений выделяют три типа индивидуально-дифференцированного подхода обучения: по времени обучения, условиям и образовательным целям. Дифференциация по времени обучения предполагает прохождение учебного курса в индивидуальном различном темпе: убыстренном (акселерация) и замедленном (ретардация).

Таким образом, дифференциация обучения – это комплекс методических, психолого-педагогических, организационно-управленческих мероприятий, обеспечивающих обучение в гомогенных группах, создание разнообразных условий обучения для различных групп с целью учёта особенностей их контингента.

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ХОРИЖИЙ ТИЛЛАРНИ ЎҚИТИШДА МАМЛАКАТШУНОСЛИК МАТЕРИАЛЛАРИДАН ФОЙДАЛАНИШНИНГ САМАРАДОРЛИГИ

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Аннотация: Ушбу мақолада умумий ўрта таълим мактабларида хорижий тилларни ўқитишда ўлкашунослик материалларидан фойдаланишнинг аҳамияти ҳақида атрофлича маълумот берилган. Дарс жараёни учун танланган тили ўрганилаётган мамлакатлар ҳаёти ҳақидаги қизиқарли ҳамда долзарб материаллар, матнлар, фотосуратлар, расмлардан фойдаланишнинг мактаб ўқувчиларида тил кўникмаларини шакллантиришдаги ўрни ва аҳамияти кенг таҳлил қилинган.

Калит сўзлар: объектив ёндашув, компетенция, атрибут, контекст, модуляция, компонент, диалог, лексик сўзлар, глобал тил, моделлаштириш.

Ҳозирги даврда ҳар бир тилнинг тузилишига ва ижтимоий таркибига алоҳида эътибор берилмоқда. Сўнгги ўн йилликларда дунёда глобаллашув жараёнлари инсон фаолиятининг барча соҳаларига таъсир кўрсатди. Иқтисодий ва маданий алоқаларнинг кескин ўсиши хорижий тилларни билишнинг аҳамиятини оширди. Жумладан, инглиз тили глобал мулоқот тили сифатида янги ижтимоий мавқега эга бўлди.

Умумий ўрта таълим мактабларида ўқитувчи чет тили дарсларини ташкил этишда ихчам база, ўқув дарсликлари ва мамлакатшуносликка оид материалларнинг тақчиллиги боис қийинчиликларга дуч келади. Шуни алоҳида таъкидлаш ўринлики, ўқувчиларнинг хилма-хил ижтимоий-маданий компетенциясини шакллантириш бўйича мураккаб вазифани ҳал қилишда объектив ёндашув талаб этилади. Бу эса ҳар бир давлат тили таркибининг у ёки бу қисмида турли даражадаги атрибутларнинг мавжуд бўлишига зарурат туғдиради. Ўқувчиларда ижтимоий-маданий компетенциянинг самарали шаклланишида ўқитувчининг шахсияти, унинг услуби, тажрибаси, дарсда ва дарсдан ташқарида синф билан муносабат ўрнатиш қобилияти сезиларли даражада таъсир қилади.

Ўқув жараёнидаги тил муҳитини моделлаштириш ўқувчиларнинг ижтимоий-маданий компетенциясини шакллантиришнинг ҳал қилувчи шарти бўлиб, қуйидаги босқичларга эга:

1. Этноцентризм. Бошқа мамлакат маданияти ҳақида маълумот олиш.
2. Баҳолаш. Ўзининг маданияти ва бошқа маданиятни фактлар нуқтаи назаридан таққослаш. Маданиятлар спектрида ўз ўрнини аниқлаш.
3. Маданий мулоқот. Фикрлаш ва тушуниш.

Ўқитиш сифати кўп жиҳатдан ўқитувчининг материалларни танлаш қобилиятига боғлиқ. Чет эл маданиятининг ўзига хослигини англаш ва бошқа халқ маданияти намуналари ўртасидаги фарқни излаш мамлакатшунослик характеридаги матнлар билан ишлаш жараёнида катта ўрин эгаллайди. Бу мавзулар ўқувчилар учун қизиқарли ва янгилик бўлиши керак. Матнларни танлашда қуйидаги жиҳатларни эътиборга олиш лозим: тарихий, диққатга сазовор жойлар ва ёдгорликлар; халқларнинг урф-одатлари, анъаналари; таниқли шахслар; таълим тизими; рассомчилик, архитектура, ҳайкалтарошлик; классик (халқ) мусиқа; наср, шеърият, фольклор; адабиёт ва санъат асарлари; кино, театр, босма нашрлар, телевидение, радио; давлат, нодавлат, жамоат

ташкилотлари, ва фондлар.

Инглиз тилидаги дарсликларда Буюк Британия ва бошқа инглиз тилида сўзлашувчи давлатлар тўғрисида маълумот берадиган, ўқувчиларнинг ўз мамлакатларини бошқа давлатлар билан таққослаш кўникмаларини ривожлантирадиган ижтимоий-маданий компонентни амалга оширишга имкон берадиган материаллар мавжуд. Улар орқали тил ўрганувчилар халқларнинг этник қадриятларининг яхлит тизимини оғзаки ва ёзма шаклда тушунишни ўрганадилар. Ўқув материалларида кундалик вазиятларда муомалада бўладиган лексик сўзлар модуляция қиладиган вазифаларда намойиш этилади ва амалда қўлланилади.

Шу ўринда айтиш жоизки, йиллар давомида доимий равишда янгиланиб турадиган турли хил мавзулар бор. Масалан, «Shopping» (Харид қилиш)

мавзусида кўплаб материалларни тўплаш мумкин. Унда ихтисослигига қараб дўконларнинг номлари ва товарларнинг рўйхати келтирилади. Шунингдек, дарсда нутқий вазиятларга оид мисоллар, дўконларда бирор бир буюмнинг нархларини сўраш бўйича ишлатиладиган мурожаатларнинг диалог кўринишдаги намуналари, монологлар, саналадиган ва саналмайдиган отлар иштирокидаги грамматик машқлар, фразавий иборалар ҳам қўшимча тарзда бериб борилади. Буларнинг бари ҳақиқий муҳитга имкон қадар яқин бўлган тил атмосферасини яратишга ёрдам беради.

Баъзан дарснинг мақсадига қараб, анъанавий ва ноанъанавий тарзда олиб бориш мумкин. Қоида тариқасида, матнларнинг охирида лексик ва грамматик хусусиятга эга бўлган топшириқлар берилади. Масалан, Қироллик оиласи ҳақидаги матнни ўрганиш жараёнида оила аъзоларининг мавқеиларидан фойдаланилади: *Елизаветта Иккинчи жаноби олиялари*, *Хазрати олийлари, тахт вориси, малика ва шаҳзода, граф ва графиня, сарой аёнлари ва ҳоказолар*.

Хулоса шуки, чет тили дарсларида тили ўрганилаётган мамлакатлар ҳаёти ҳақидаги танланган қизиқарли ва долзарб материаллар, матнлар, фотосуратлар, расмлар мактаб дарсликларига бир томондан ажойиб мазмун берса, иккинчи томондан, ўқувчиларнинг мавзуга оид билимларини янада бойитади.

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МО ЯНЬ, СЮРРЕАЛИЗМ ВА ФОЛЬКЛОР

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Анотация. Мазкур мақолада хитой адабиётида биринчи Нобель мукофоти лауреати бўлган Мо Янь ва унинг "халқ эртакларини тарих ва замонавийлик билан бирлаштирган галлюцинаторли реализм"адабий услуби ҳақида сўз боради. Ёзувчи ижодида халқона оҳанг, оғзаки ижод, эртак ва асотир жанрларига оид хусусиятлар, тарихий анъана ва замонавийлик омухталигининг борлиги унинг асарларини Гарсиа Маркес, Уилям Фолкнер ва Франс Кафка каби ўзига хос адиблар сафидан жой олишга асос бўлди.

Калит сўзлар: Нобель мукофоти, Мо Янь, Кафка, фольклор таъсири.

2012 йил Хитой адабиёт соҳасида биринчи расмий Нобель мукофоти лауреатига эга бўлди. Бундай шарафга таниқли ёзувчи Мо Янь (1955) сазовор бўлди[1].

Кўпчилик адабиётчилар тан олганидек, ёзувчи Мо Янь ижодида халқона оҳанг, оғзаки ижод, эртак ва асотир жанрларига оид хусусиятлар, тарихий анъана ва замонавийлик қоришиқлиги унинг асарларини Гарсиа Маркес, Уилям Фолкнер ва Франс Кафка дунёси фуқаросига айлантирди.

Хитойлик носир асарларида лотин-америка ёзувчиларининг маркесча магик реализмини, воқеаларнинг фолкнерча муаллиф юртида содир бўлишини, қаҳрамонлар руҳиятининг кафкача чуқур ва майда деталларгача таҳлилини кўрамиз. Қолаверса, "Май мамлакати" романидаги асар ичида асар шаклида "Сабъаи сайёр"нинг бичимини сезамиз. Ёзувчининг шаклланишида хитой мумтоз адабиётининг, дао, будда таълимотларининг, шимол ва кунботардаги қўшни туркий халқлар фолклори (алвасти, тулки қиз образлари) хам ўз сўзини айтди.

Мо Яньнинг асл исми Гуан Мое. Мо Янь — ёзувчининг адабий тахаллуси бўлиб, мандарин тилида "жим тур" маъносини англатади. Адиб "Маданий инқилоб" замонидан ёднома сифатида "жим тур" тахаллусини танлаган[2].

Швед нобель академиясининг доимий котиби Петр Энглунд сўзларига қараганда Мо Янь Нобель мукофотига обдон ўйланиб танланди. Ёзувчининг хитойлик бўлганлиги ҳам муҳим, унинг юморга ва табиат лирикасига бой услуби эса Фолкнер, Диккенс ва Рабле каби дунё тан олган ёзувчилар асарларини эсга солади.

Ўзбек китобхони Мо Янь асарларини тушуниши бироз қийин кечиши мумкин. Теран руҳий кечинмаларга, фалсафий мушоҳадаларга чорловчи, улуғ аждодлар фаолиятларини ёритувчи, қаҳрамонлик, ишқ-муҳаббат, садоқат каби ғояларни улуғловчи мумтоз асарлар элимиз орасида доимо севилиб ўқилган. "Ўтган кунлар", "Юлдузли тунлар"

1 Guan Mosin. (Elektron resurs) // Kirish rejimi: http://www.cntv.ru/ 2012/12/12/ ARTI1355278292509742.shtml Kirish sanasi va vaqti 21.02.2014. 14:33

2 Творчество Мо Яня – магический реализм с китайской спецификой. [Elektron resurs]. http://www.kitaichina.com/se/txt/2012-11/23/content_ 503311.htm Kirish sanasi va vaqti 04.06.2014. 09:19

билан улғайган муштарий глобаллашув жараёнидаги янги адабиёт мазмун-моҳиятини англашга қийналади. Мо Янь асарлари услубининг Оврупада юксак эътироф этилиши замонавий адабиётга, бадиий асарлар шакл ва мазмунига бўлган талабларнинг тубдан ўзгариб кетганини яққол кўрсатиб турибди. Бир вақтлари гуллаб яшнаган реализм, романтизм ўз ўрнини миллий эртак элементлари асосидаги турмуш ва хаёлот тушунчалари аралашган, оврупача маданият элементлари қўшилган қурама услубга бўшатиб берди. Агар дунё ўзбек ёзувчилари асарларини ўқиб ўрганишини хоҳласак, демак, янги замонавий адабиётни, улардаги адабий услубларни ҳам ўрганиш, унинг миллий тушунчаларимизга мос келадиган мезонларини адабиётимизга татбиқ қилишимиз зарур кўринади.

Нобель мукофоти лауреати Мо Янь асарларининг асосий қиммати – уларда магик реализм элементларининг, хитой ва қисман туркий фольклор намуналарининг усталик билан қўлланилганлигида намоён бўлди. Уларни ўқиб, дунёга ҳазрат Навоий ёки Мирзо Бобур каби ёзувчиларни берган юрт болаларининг Нобел мукофоти лауреати бўлиш учун нима қилмоқ керак, деган савол пайдо бўлади. Мо Янь услубидаги асарларни ёзиш мумкин, фақат қунт, изланиш ва тилларни ўрганиш керак. Шунингдек, қадимги эл фолклорининг эпик жанрларидан, “Гўрўғли” туркумидаги магик реализм акс этган достонларидан, элимизнинг тотемистик, анимистик, керак бўлса шомонлик қарашларидан фойдаланиш мақсадга мувофиқдир.

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Annotatsiya: Maqolada Maqollar va ularda aks etgan ustozlar zikri bilan bog‘liq masalalar xususida so‘z boradi. Xulosalarga ko‘ra mavzu va fikrni qamrab olish va bir necha xilda ma’no anglatish jihatidan maqollar barcha janrlardan ustunroqligi ma’lum bo‘ldi. Maqolda gohida aks etgan mazmun dastlabki ko‘rinishda salbiy ma’no anglatgandek bo‘lsa, keyingisida, ijobiy bo‘lishligi masalasi maqolada ochib berildi.

Kalit so‘z: maqol, ustozlar zikri, birlamchi va haqiqiy mazmunlar.

O‘zbek maqollarini o‘rganish orqali insonlarning bashariyatga, hayotga, tabiatga, oila va jamiyatga nisbatan munosabatini, ijtimoiy-siyosiy, ma’naviy-ma’rifiy, axloqiy-estetik va falsafiy qarashlari anglab olinadi. Shu nuqtai nazardan olib qaraganda maqollar xalq tarixining kichik bir ko‘zgusi sifatida ham namoyon bo‘ladi[1].

Maqol sifatida ommalashgan xalq hikmati grammatik jihatdan tugal gap holida shakllangan quyma so‘z birikmasidan iborat bo‘ladi. Matal esa undan farqli ravishda tugal gap sifatida shakllanib ulgurmagan turg‘un birikmadir[2]. Ular nafaqat mazmunan va vazifasi jihatidan farqlanadi, balki matal shaklan maqol va topishmoqqa nisbatan yanada ixchamroqdir.

Maqollar o‘z ma’nosida va ko‘chma ma’noda ham qo‘llanadi. “Domlaning aytganini qil, qilganini qilma “ maqolining bir qancha variantlari bor - “ Ustozning aytganini qil, qilganini qilma”, “ Mullaning aytganini qil…” Mazkur hikmat qanday ko‘rinishda bo‘lmasin, ulardagi asosiy g‘oya “o‘zingdan aqlliroq bo‘lgan kishining aytganini qilish, qilganini qilmaslik lozim”ligi uqtirilmoqda. Keltirilgan maqoldan hozirgi kunda, ayniqsa, o‘quv yurtlari talabalari, shuningdek, domlalar xizmatiga ishi tushgan ba’zi ota-onalar ko‘proq foydalanayotlanlaridek. Bunga ayrim nafsi g‘ulg‘ula qilganda insofni unutadigan ustozlarning noto‘g‘ri olib borgan yoki borayotgan faoliyatlari asos bo‘lgan, degan tushuncha sabab bo‘lgan, ko‘rinadi.

Tajribalar mahsuli bo‘lgan ushbu maqolning qachon, qaysi payt ishlatilishiga e’tibor bering: misol uchun, bir ustoz (mulla) saboq vaqtida o‘quvchilarga saboq bera turib, insof, diyonat va yana insoniylikning boshqa buyuk sifatlari haqida so‘z yuritadi. Dars tugagach, o‘zining aytganining teskarisini qiladi. Bu teskari ishning nima ekanligini ayrim talabalar yaxshi tushunishadi. Uning mohiyati nafaqat tili-yu dili boshqa bo‘lgan domlalarga, balki shunday “mulla” larga, “Xo‘ja kelsa chiqsa murid naziri” hukmiga ega bo‘lganlarga ham taalluqli.

Shuni ta’kidlash kerakki, agar maqol, hikmat hayotdagi hodisalarni, illatlarni aks ettirmasa, u el og‘ziga tushib, xalq orasida yashab ketmaydi. Hayotda sodir bo‘layotgan qandaydir holat yoki illat maqolga hayot bag‘ishlaydi. Aytmoqchimizki, “Domlaning aytganini qil, qilganini qilma” maqoli odamlar orasida shunchaki yoyilmagan. Uning aytilishiga loyiq

[1] O‘zbek xalq maqollari va topishmoqlari (тузувчи: E. R. Musurmanov) O‘quv-uslubiy qo‘llanma. SamDCHTI, 2011.– 36 bet. B. –17

[2] Permyakov G.L. Ot pogovorki do skazki. – M.: Nauka, 1971. s.9

qandaydir hodisalar sabab bo‘lgan.

Aslida maqolning haqiqiy ma’nosi qanday? Manbalar bu maqolning asl ma’nosi tamoman boshqacha bo‘lganligini ko‘rsatadi.

Naql qilinishicha, ulug‘ shayx, ko‘plab muridlarning ustozi G‘avsul A’zam hazratlari bir kuni tushlikda tamoq eb turganida oldiga shogirdlaridan birining onasi tashrif buyuribdi. Norozi bo‘lib, debdi: “Sizni cho‘ng ustoz deb bilib, o‘g‘limni sizga saboq olishga topshirgandim. Bugun uni holidan xabar olsam, bechora oriqlab, tushlik taom o‘rniga qotgan non eb o‘tiribdi. Sizning oldingizdagi barkashdagi esa pishirilgan bus-butun xo‘roz turibdi. Buni qandoq tushunmoq kerak, hazrat?”. G‘avsul A’zam onaga: “Saboqni mukammal olmoq va komil inson bo‘lib etishmoq uchun shogirdlar ma’lum riyozatni, zahmatni boshidan kechirishlari lozim. Agar sening o‘g‘ling men qilgan ishni qilolsa, aytgin mening qoshimga kelib, qoshimga kelib, shu xo‘rozni tanovul qilsin, qilolmasa, saboq olisgiga xalaqit berma”, debdi va xo‘rozga qarata YAratgan amri birla qichqirishini buyuribdi. Xo‘rozga jon kirib, qichqiribdi. Bu karomatni ko‘rgan ona o‘g‘li bunday ish qilolmasligini anglab, o‘zining harakatlaridan uyalib, pirdan kechirim so‘rabdi va mamnuniyat bilan dargohni tark qilibdi.

Albatta bu bir rivoyat. Biroq uning zamirida ma’lum bir haqiqat yotibdi. Shogird - o‘rganuvchi talaba maqomida. U faqat saboq oladi. Ustoz - o‘rgatuvchi maqomida. U saboq beradi. Biroq ustozning bilimi, tajribasi ulug‘ bo‘lganligi uchun shogird ustoz qilgan ishni qilolmaydi. U bunga tayyor emas. Bilimsizligi tufayli ustoz eplaganini eplayman, deb uyalib qolishi, sharmanda bo‘lishi tayin. Shu ma’noda o‘tmishda tajribasiz shogirdning ustoz qilgan ishni qilishga intilishi qoralangan. Ustozning qilgan ishiga etmagan shogirddan nimani kutish mumkin? Filga atalgan nasibani chumoli is’temol qilolmaganidek, ustoz qilgan ishni yosh shogird qilolmasligi kunday ravshan. Demak, maqolning o‘tmishdagi muxtasar mazmuni quyidagicha bo‘lgan: shogird ustozning (domlaning) aytganini qilish kerak, chunki ustoz ilm sohibi bo‘lganligi uchun ilmi tolibiga foydali ilmlarni o‘rgatadi, ustozning qilganini qilmaslik kerak, chunki ilm tolibi bu ishga ham ruhiy, ham ma’naviy tomondan tayyor emas. Qolaversa, hali etarli hayot tajribasiga ham yo‘q.

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ФОРМИРОВАНИЕ ЛЕКСИЧЕСКОЙ КОППЕТЕНЦИИ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ СТУДЕНТОВ ЭКОНОМИЧЕСКИХ ВУЗОВ

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Аннотация: В этой статье идет речь о целях и задачах обучения иностранному языку в экономических вузах а также, о подготовке будущих специалистов со знанием иностранного языка.

Ключевые слова: изучение иностранного языка, профессиональная подготовка, учебная программа, речевая деятельность, иноязычная коммуникация, общеэкономическая лексика.

В сегодняшний день всеми принято, что цели и задачи обучения иностранному языку в условиях вуза должны определяться, исходя из потребностей общества и самих студентов, на основе тех задач, которые студенты будут решать после окончания вуза. Действительно, в современном глобальном мире изучение и знание иностранного (английского) языка в контексте профессиональной подготовки в вузах приобрело новый статус и новые образовательные стандарты. В соответствии с новыми стандартами языковое обучение будущих специалистов, в частности, менеджеров и экономистов, должно быть ориентировано не только на получение знаний, но, и на формирование компетенций, что позволит будущим специалистам быть конкурентно способными в условиях рыночной экономики. Компетенция рассматривается как единица учебной программы и как результат обучения. Инновационный – подход к изучению английского языка соответствует целям и задачам продуктивного владения языком для использования его в различных видах общения. Осознание этих целей и задач требует нового качества преподавания английского языка студентам экономического профиля. Основные компоненты компетенции по английскому языку включают: а) формирование фонетической, грамматической и лексической компетенций, а также б) использование данных компетенций в речевой деятельности для целей иноязычной коммуникации. Очевидно, что в процессе обучения компоненты данных компетенций находится в тесной взаимосвязи, однако, формирование лексических навыков имеет свои специфические задачи и приёмы. Лексика в целом является важнейшим пластом в системе языковых средств. Это определяет её важное место на каждом занятии по языку, и форм организации языкового материала. Эта проблема особенно актуальна при обучении английскому языку студентов экономических специальностей, так как в условиях ограниченного количества учебных часов необходимо определить совокупность наиболее рациональных и эффективных способов обучения за минимальное время. В связи с вышесказанным, проблема модернизации языковых пособий, в частности, актуализации тем, подготовки глоссария, ролевых игр и тестов и сегодня находится в центре внимания методистов. Известно, что лексика изучается, главным образом, на основе текстов бытового или профессионально-ориентированного характера. Поэтому при обучении лексики имеет первостепенное значение целенаправленный и тщательный отбор текстов. Уже с первого курса студенты получают некоторый объём лексики общеэкономического характера при работе над такими текстами как:

1. Виды экономической деятельности.
2. Что такое экономика?

3. Микро- и макроэкономика.

На втором курсе объём лексического материала расширяется и, в то же время, конкретизируется в процессе изучающего чтения проблемнотематических текстов, предусмотренных рабочими программами по английскому языку для соответствующих экономических специальностей. От эффективности первого этапа в значительной степени зависит вся последующая работа над лексикой в темах бытового и профессионального общения. Задача преподавателя - выбрать наиболее эффективный способ преподования в соответствии с уровнем знаний студентов, качественной характеристикой слова и его принадлежностью к активному и пассивному минимуму. Выбранные коммуникативные задания учат студентов реально пользоваться языком в будущей жизненных и профессиональных ситуациях: при устном выступлении и беседе на собрании, на бизнес-переговорах, в дискуссиях, в разговоре по телефону, в составлении резюме при приёме на работу. Из вышесказанного можно заключить, что предусмотренная новыми образовательными стандартами лексическая компетенция как часть компетенции языковой, является одним из критериев сформированности речевой деятельности в целом. Можно надеяться, что лексическая компетенция, сформированная на занятиях по английскому языку, поможет выпускникам экономических специальностей в решении тех задач, которые они будут решать после окончания вуза (напр., в использовании английского языка для поиска информации в интернете, общение с зарубежными специалистами по электронной почте и других видах работы).

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TERMINOLOGY: GENERAL CONCEPTS

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Resume: as a differentiated feature of the term, the function of expressing a special professional concept is recognized. In other words, a word becomes a term when it goes into the sphere of limited special use. The limited scope of use of the term determines its semantic specificity. The semantic structure of the term includes, along with general language, group (professionally restricted) semes.

Key words and phrases: terminology, term, semantics, lexeme, seme, morpheme, strategy.

In the twentieth century, research on terminology was widely developed. Such scientists as A. S. Gerd, O. Vuster, D. S. Lotte, E. K. Drezen, B. N. Golovin, S. V. Grinev, V. P. Danilenko, T. L. Kandelaki, V. M. Leychik, V. N. Prokhorova, A.V. Superanskaya, V. A. Tatarinov, G. O. Vinokur, V. V. Vinogradov, G. Rondo, V. P. Petushkov, I. P. Smirnov, P. N. Denisov, A. A. Reformatorsky, L. I. Skvortsov, A. I. Moiseev, L. M. Alekseyev - general terminologiya, A. S. Voloskova, E. M. Isserlin, F. P. Sergeev, A. M. Sabenina, E. M. Shpanova, M. V. Antonova, S. V. Ginev, L. L. Kutina, V. V. Akulenko, H. Folber, B. N. Madson, H. E. Thomsen, L. Hoffman, H. Saiger, and others have conducted research of particular significance in the terminology of a particular field

In general, in the field of terminology Moscow (V.Danilenko, E. Talikina, P. Denisov, T. Kandelaki), St. Petersburg (L. Kutina, E. Chupilina, E. Konovalova), Kyiv (E. Skorokhodko, V. Ovcharenko), Tashkent (S. Akobirov, A. Khodjiev, R. Donierov, A. Khayutin), Riga (V. Skinya), Tallin (R. Kull), Vilnius (K. Gayvyanis), Baku (M. Gasimov) research centers were formed and a number of books were published.

During the XVI-XXI centuries, scientific works were conducted on the vocabulary and stylistic analysis of diplomatic documents. From Uzbek scientists works by A. Shamatov, H.Hamidi, A. Talibov, Kh. Dadabayev, Kh. Mukhitdinova, A. Kurenbekov, K. P. Sadykov, M. Kh. Mahmuthodjaev, N. Kambarov, G. Bakieva, Kh. Islamkhodjaeva, A. Abduazizov, A. Khodjaev, A. Aitboev, R. Inamkhodjaev, Kh. R. Rakhmankulov, A. S. Saidov, A. Vakhidov, A. Abduazizov, A. Abdullayeva, A. A. Azizova, G. Akhmedov, Kh. Bektemirov, F. Bakirov, E.Tadjiyev, R. Talipova, J. Mackiewicz [3] were devoted to terminological dictionaries and etymological, as well as lexical and semantic analysis of foreign terms in the field of literature, history, foreign policy, diplomacy and international law [6]. In the work of D. S. Kulmamatov the texts of Russian and Uzbek diplomatic documents are studied in a diachronic aspect [4].

Within the framework of this topic, a special place is occupied by the works of such Chinese scientists as Gao Liangfu, Wang Liping, Zhou Zumo, Zhang Jing, Jin Shaozhi, Zhu deshi, Zhang Shilu, Li Jinxi, Liu Shizhu, Yong Renchao, Li Rong, Yan Jingxuan, Zhang Zhigong, Syun Changxu, Wang Ping, GE Xinyi, Lu Zhiwei, Gao Mingkai. Zhang Shoukang, Li Jinxi, Liu Shizhu, Huang Yuzhou, Du Yixing, Zhou Sunyuan, Zheng Xiufu, Zhang Deguang, Wang Yiping and others.

According to A. Baranov, “Terminology in a broad sense refers to the field of all natural language terms, and in a narrow sense-is associated with the terms of a specific scientific

discipline or a specific area" [2].

V. Leychik prefers to include in a number of subjects of terminology the concept of a term, its formal and cognitive structure, the system of functions of terms, classification and typology of terms, features of creation, development of terms, etc. [5].

As S. Akobirov notes, if the terminology is "in a narrow sense a special vocabulary of a certain sphere", then "in a broad sense, the part that is used only in some areas of the general vocabulary"[13].

In the book "Culture of speech and oratory" by R. Rasulov,R. Niyozmatova and K. Muidinov, terminology is defined as a community of terms that are in relationship with the system of concepts of a certain discipline[11]. According to the authors, each system of concepts corresponds to a certain system of terms. Of course, within the framework of the unified language theory, terminology can constitute a system of special terms. This approach can be the basis for bringing another definition, i.e., "terms are words and phrases that are relevant to a particular discipline or field in the system of mega language".

Terminology (term+logos – word, teaching) section of the study of terms of linguistics and a set of terms related to a particular science, profession or field [14].

Terminology refers to a set of terms related to a particular discipline, science, or field, their origin, composition, and functions [8]. The subject of the theory of general terminology is the collection and expression of knowledge accumulated by mankind, improving the structure and application of terms, improving terminology systems, creating optimal methods and techniques for the formation of new terms and systems of terms, searching for universal features of terms in various fields, etc. However, for linguists, the issue of ambiguity of terminological combinations that include several components remains relevant.

Terminology is a special segment that is inextricably linked in a particular science or profession (for example, diplomacy) of a particular national language. Based on this, we can say that language through the term is a structural element of each sphere of knowledge. Any science, if it is a deeper sphere of " science", the language (term) in its structure takes a more significant place, i.e. there is a directly proportional relationship. For the term, first of all, its scientific feature is dominant, and it differs in the composition of the meaning. It is impossible to imagine science without a term, because its "life", activity, development and progress is expressed through a term. The term in most cases serves to open new areas in the development of science. Theory, using terms, creates the basis and serves as the impetus for scientific experiment and experience. However, in certain cases, it can be observed that certain terms will hinder the progress of science[12]. Language is included in science through terminology and a terminology database. They have a social character. With the help of terminology, terms and related systems, scientific theories and laws are developed, so they form an important and inseparable part of science and technology.

Any term is a member of the terminological system of a certain science, technology and production, and its conceptual meaning is determined by its place in this system. In a series of terms in the same sphere, each term will have its own definition (exact scientific classification). From what we can conclude, on the same terminology platform, terms have the same semantics, i.e. the same term can serve as a term for several spheres. Such cases can be taken as referring to cases of homonymy [10]. For example, the term "wave" is used at the same time in such fields as hydraulics, Geophysics, computer science, hydrogeology, seismology, electronics, radio engineering, Thermophysics, finance, radiophysics, radiobiology, meteorology, nuclear physics and optics. In contrast to the General vocabulary, terms are associated with a certain scientific concept, and they are used to express the exact results of theoretical views of scientific research. In the vocabulary of the terminological system, terms that express an expressive meaning are not used. However, in other areas,

for example in the field of literature, art, architecture or culture, such cases can take place.

More than 20,000 terminology standards have been adopted worldwide. Special terminology standards are developed by government agencies, authorized bodies, organizations, international organizations (there are more than 50,000 international organizations in the world), corporations, companies and firms. In such conditions, the issues of organization and unification of terms and terminological systems are of current scientific and practical significance. Some of these problems are studied within the framework of linguistic terminology.

There is a discrepancy between the level and pace of development of terms and terminological systems and the requirements of modern communication systems, primarily the requirements of the Internet system. In particular, searching and finding accurate information using any term in Internet search engines (Aport, Ask, Altavista, Aol, Britannica, Google, Myway, Meta, Mail, Ragy, Rambler, Search, Yahoo, Yandex, etc.) is becoming more and more difficult. For example, the main Internet search engines can offer at least 200,000 information bases (site) for a query for a single term. If it takes an average of 1 minute to visit and familiarize yourself with the site, it will take 27 days to view all the sites. Of course, this phenomenon cannot be explained only by the rapid growth of information resources. Relative disadvantages of unification and systematization of terminological systems of terminological systems, which leads to an expansion of the range of information in the process of performing (searching) a query specified in the Internet system.

As mentioned above, the loss of features, qualities or attributes that are inherent only in terms, and in general the status of the term is considered determinization. The terms that have undergone determinization are integrated into the lexical system of the literary language. Determinization of terms can be the reason for the manifestation of language units that have strong expressive qualities. For example, the term “black hole”, used in physics, served as the basis for the emergence of a similar idiom.

There are cases not only of terms losing their features and qualities, or the status of the term, but also of their transition from one discipline to another. This process is called retermination [8]. Achievements in terminology in some cases serve to ensure the interests of the state, creating a legal basis for this purpose [9]. A superficial attitude to the issues of terminology will lead to certain problems in international relations and will have a negative impact on its interests.

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TA'LIM METODLARI VA ULARNING TURLARI.

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Izoh: Ushbu maqolada ona tili darslarida va boshqa fanlarni o'qitishda foydalaniladigan metodlar va ularning turlari berilgan. Bundan yuqori sinf o'qituvchilari dars jarayonida foydalanishlari mumkin.

Kalit so'zlar: Metod, ta'lim metodi, interfaol uslublar, interaktiv uslublar, illustratsiya, demonstratsiya.

O'qitishdan ko'zlanadigan maqsad bu davlat ta'lim standartlarida belgilangan bilim va ko'nikmalarini o'quvchiga yetkazishdan iborat. qachonki o'quvchi tomonidan bilim qabul qilinsa va tushunib yetilsa yoki o'quvchi malaka oshirish uchun mo'ljallangan topshiriqlarni amalda namoyish etib bera olsagina o'qitish muvaffaqiyatli kechdi deb hisoblasa bo'ladi. Ma'lumki, ta'lim olish (ma'lumot olish) jarayoni – bu ma'naviy va aqliy qobiliyatlarni tizimli rivojlantirib borish, bilim va tushunchalarni shakllantirish va olingan bilimdan foydalana olish qobiliyatini tarkib toptirishdan iborat jarayondir. Bu jarayon ta'lim oluvchining o'zi orqali yoki boshqa birov- ta'lim beruvchining ko'magida amalga oshirilishi mumkin. Ta'lim olish jarayoni esa turli xil metodlarga(usullarga) tayangan holda kechadi. Metod – grekcha Metodos so'zidan olingan bo'lib, izlanish yoki bilish yo'li, nazariya, ta'limot ma'nosini anglatadi. Ta'lim metodi - bu ta'lim oluvchi va ta'lim beruvchining ma'lum maqsadga qaratilgan, birgalikdagi faoliyatini tashkil qilishning muayyan tizimga solingan yo'l-yo'rig'i. Ta'lim metodlarini ta'lim maqsadlariga erishish bo'yicha o'quvchi va o'qituvchining birgalikdagi ish faoliyatini tashkil qilishning belgilari bo'yicha quyidagicha guruhlarga bo'lish mumkin: O'qituvchi markazda bo'lgan uslublar; O'quvchi markazda bo'lgan (interfaol yoki interaktiv) uslublar.

O'qituvchi markazda bo'lgan uslub. Bu uslub orqali o'qituvchi o'zi egallagan ma'lumot va ko'nikmalarni o'quvchilarning sezgi organlari orqali uzatish yo'llarini qidiradi. Bunda o'quvchilarning ishtiroki passiv bo'ladi, ya'ni ular tinglaydilar, kuzatadilar va ma'ruzalarni yozib boradilar. Bu uslublar asosan o'qituvchining qo'yidagi faoliyat turlari orqali amalga oshiriladi: Og'zaki o'qitish usuli (ma'ruza, hikoya)- insonlar o'rtasidagi eng sodda muloqot yo'llaridan biri – og'zaki nutq. Og'zaki ta'rif yoki asosiy mazmunning ogzaki ifodasi hisoblanadi. Bu uslub butunlay «so'zlash» orqali amalaga oshiriladigan o'qitishning eng rasmiy uslubi hisoblanadi. U 40 daqiqa yoki undan uzoqroq davom etadi, odatda o'quvchining ishtiroki uchun hech qanday imkoniyat qoldirmaydi.Bunda asosan o'quvchining eshitish qobiliyati ishga solinadi.

Tasviriy ifodalarni qo'llash usuli (illustratsiya)- bu faoliyat orqali yetkazilishi kerak bo'lgan bilim yoki malakalarni tasvirlovchi rasmlar orqali o'quvchilarning ko'rish qobiliyati ishga solinadi. O'quvchilarga yetkazilmokchi bo'lgan ma'lumotlar tasvirlab berish orqali, turli simvollar yordamida yetkaziladi. Bunday tasviriy ifodalar quyidagi vositalar yordamida amalga oshiriladi: doska, maxsus oq doska, flipchart, video tasvir, videoproyektor, kodoskop, kompyuter grafiklar, magnit taxta, rasmlar, suratlar, bo'yoqli rasmlar, grafik va jadvallar, diagrammalar, namunaviy va maxsus shaffof qog'ozga tushirilgan tasvirlar.

Namoyish etish usuli (demonstratsiya)- o'qituvchi ma'lum bir asbob yoki jihozdan foydalanish vazifasini yoki topshiriqqa aloqador harakatlarni namuna sifatida namoyish etib berishi mumkin. Yakka holda namoyish etish o'quvchini ko'rish qobiliyatidan

foydalanishga undaydi. O‘quvchi markazda bo‘lgan (interfaol yoki interaktiv) uslublar. Bu uslublar qo‘llanilganda o‘qituvchi o‘quvchini faol ishtirok etishga chorlaydi. O‘quvchi markazda bo‘lgan yondoshuvning foydali jihatlari quyidagilarda namoyon bo‘ladi: ta’lim samarasi yuqoriroq bo‘lgan o‘qish-o‘rganish, o‘quvchini yuqori darajada rag‘batlantirilishi, ilgari ortirilgan bilimni ham e’tiborga olinishi, o‘qish shiddatini o‘quvchining ehtiyojiga muvofiqlashtirilishi, o‘quvchining tashabbuskorligi va mas’uliyatining qo‘llab-quvvatlanishi, amalda bajarish orqali o‘rganilishi, ikki taraflama fikr-mulohazalarga sharoit yaratilishi, o‘qishni sog‘lom muhitda saqlab qolinishi, o‘qituvching yengillik yaratib beruvchi shaxsga aylanishi.

O‘quvchi butun jarayon davomida ishtirok etadi. Shu sababdan, o‘quvchining bilim va ko‘nikmalarini rivojlantirish uchun yetarli darajada o‘quvchilar ishtiroki va amaliyoti mavjud bo‘ladi. Bu uslublar asosan o‘qituvchining turli faoliyat shakllari orqali amalga oshiriladi.

Savol berish orqali o‘qitish usuli - o‘qituvchi o‘quvchilar oldiga savollarni ko‘ndalang qilib qo‘yadi va bu bilan ularni berilgan ma’lumotni yana takrorlashga undaydi. Shu tariqa ularni o‘qituvchi tomonidan qo‘llanilgan og‘zaki va boshqa aloqa uslublarini tushunib yetganliklari aniqlanadi.

Muhokama usuli - o‘quvchilarga suhbatlashish, masalalarga oydinlik kiritish, savollar berish, shuningdek ma’lumotni o‘zaro va o‘qituvchi bilan muhokama yo‘li bilan tahlil qilish taklifi kiritiladi.

Suhbat usuli - mavzuga aloqador manbaviy ma’lumotlar beriladigan bir sharoitda va darsning bir qismi sifatida ana shu mavzu haqida tushuntirish berish muhim hisoblanadi. Odatda ma’ruza vaqti 30 daqiqadan uzoq bo‘lmasligi kerak va asosiy vaqt ma’ruza ta’riqasida va mashg‘ulot so‘ngida o‘qituvchiga savollar berish uchun bir oz vaqt ajratiladi.

Guruhlardagi muhokama usuli - ushbu o‘qitish uslubi o‘qituvchining juda oz «so‘zlashiga» imkoniyat yaratadi va vaqtning asosiy qismi o‘quvchilarning o‘zaro muhokamalariga bag‘ishlanadi. qachonki o‘quvchilar mavzu haqida qandaydir darajada bilimga ega bo‘lsalar bu uslubdan foydalanish maqsadga muvofiq bo‘ladi. Xatto mavzu haqida tasavvurga ega bo‘lmagan holda, yoki mashg‘ulotlar avvalida o‘rganilgan bilimni takrorlash uchun ham foydalanishlari mumkin.

Yangilik kashf etish orqali o‘rganish usuli - Bu yondoshuv o‘quvchilarning egallagan nazariy bilimlarini tadbiq etish bilan bir qatorda ularning o‘z-o‘zlarini rag‘batlantirish orqali bilim va ko‘nikmalar to‘plashlariga sharoit yaratadi.

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THE ROLE OF INNOVATIVE APPROACH IN TEACHING FOREIGN LANGUAGES

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Abstract. This text is devoted to the main aspects of some innovative approaches to learning foreign language and the methods of best practices in creating interactive language environment for learners in acquiring communication skills.

Key words. Advanced innovations, a multitask approach, multi-sensory approach, methodological developments, computer-mediated or Internet communication, innovative ways

Today the growing demand for English language learning requires intensive study, since increasing opportunities for scientific, political, economic and cultural communication create new, more confidential relationships between specialists enhancing the necessity of language knowledge. Moreover, the process of globalization requires that graduates of technical universities present a high level of professional efficiency and communication ability in order to be well-accepted by professional community.

This explains why the competitiveness of a technical university today is not determined just by the level of teaching of fundamental disciplines, but also the quality of teaching foreign languages. Despite the existing need of society for specialists in various profiles the interest of students in obtaining quality training is growing and it still remains the fact that over the years of study at a technical university a significant number of students fail to form coherent communication skills.

Today, the global labor market, including the republican one requires intensification of modernization process and demonstrates an urgent need for increasing the effectiveness of higher education. Great work in this direction has been done in our country. In this respect foreign language plays an important role in the field of training of qualified personnel ensuring career growth and better job placement in the labor market. Knowledge of a foreign language is one of the criteria for being a successful specialist. Nowadays the need for personnel capable to negotiate and cooperate at professional level in international projects those who are able to promote national projects on a global market and participate in international forums as well as publish research works in recognized international editions are in great demand.

The modern education system demonstrates the necessity for developing advanced teaching methods with further application in the learning process. At the same time the response to changing trends in professional training has become a priority matter. Today's specialists are usually characterized by greater openness, their ability to introduce innovative technologies. In addition, they are given an opportunity created by advanced innovations in the development of information and mobile technologies.

Before considering the question, we would like to go back to the recent past. In particular, former widespread educational and methodical manuals included practical assignment packages, exercises, on the following aspects: listening, reading, speaking, writing. Moreover, the material was distributed strictly by aspects elaborated in accordance with the proposed courses on the development of listening writing, speaking and reading skills.

Today, global methodological developments are increasingly inclined to ensure a multitask approach, which assumes not only synchronous, but almost simultaneous teaching of all activities. In this regard, the question arises: what is the target setting and what are the expected results from the multitask approach application in the training process?

Before studying this issue, it has to be taken into account that the average student at the level of comprehension perceives:

9-10% of reading; 19-20% hearing; about 30% visual; no more than

50% of seen and heard; and almost 80% of what is spoken and what he says himself and more than 90% of what has been achieved in the course of activity and the experience acquired.

The proposed multi-sensory approach is one of the most advanced foreign language teaching methods around the world, which unfortunately, still remains neglected in the classroom. The application of this technique allows to develop all the necessary language skills in equal volumes.

The multiple approach assumes multisensory ways of perception that involve the transmission of information synchronously with different senses: vision, hearing, taste, touch, smell, etc. It should be mentioned that in learning environment, it is often difficult to combine all of the aspects of perception offering things to students for tasting and smelling. But, unambiguously, using two or more channels of perception at the same time is quite real.

It is also known that student's degree of mastering the subject is based on constantly increasing level of knowledge on the specialty, his ability to express personal ideas, summing up his personal experience. Therefore, assessment of the situation proposed for analysis and expression of opinion should be exposed to "communicative filter» of perception and understanding teacher's speech. This opportunity allows students to accumulate knowledge, to improve understanding, to analyze and compare, to develop writing skills and the ability to express their opinions verbally, to offer ideas that adequately come along with logical arguments, which is of particular importance for future professionals. Thus, the goal of active learning assumes creation of flexible conditions by the teacher, where students themselves will be able to discover, acquire and construct knowledge during classes under the supervision of a teacher and working independently on the study material.

This approach will maximize, stimulate and "improve" teaching interactive language environment based on a whole complex, carefully developed activities in the above-mentioned direction.

In this case the particular importance is:

a) the introduction of advanced and specially designed multimedia products for training foreign languages incorporating programs of various types, including animations, interactive game tasks, alternating multisensory elements in the presentation of material on the specialty topic in a foreign language;

b) The use of well-selected topics organized in a single complex of training, applied and instrumental programs;

c) The use of virtual communication or computer-mediated communication -

Computer-mediated or Internet communication.

With the right and flexible selection, all of the above-mentioned tools will allow to bring the process of using multi-sensory students' capabilities to the optimal level. Among the most common types of interactive teaching methods, video training has taken the right place, which can be divided into several varieties:

1) Demonstration of developed ready-made video materials based on the curriculum with subject links;

2) Recording of situational and role tasks presented by students and played on language

of instruction, viewing them with subsequent analysis;

3) Viewing news on the global Internet, Internet training programs and online discussion in the form of SMS, by e-mail or in chat mode within the internal network under the teacher's monitoring, which can subsequently detect language gaps and advise how to fill them.

This method is fully justified, especially if the discussion process will be held by email, using electronic chat services or mobile SMS that will be continued even in their free time. Thus, the language environment created in the audience is not actually interrupted, but automatically transferred to another space, where the student feels more relaxed.

As a rule, this method "works out" because today teachers and students possess mobile means of communication.

Greater efficiency can be achieved if timetables for joining the discussion are composed in advance allowing to involve as many people as possible into the discussion process.

The modern language environment needs innovative ways for foreign language teaching, but it should be remembered that the specific characteristics of virtual communication are the peculiarity of the creation and perception of the learning material, including anonymity of the participants involved in communication. All this entails the violations of language standards, and placement of unedited and insufficiently professional texts on the websites. Communicative space of the Internet provides with unique potential for exploring the emerging virtual language environment. In this regard, amateur, unprofessional and non-responsive material should be avoided. Therefore, the teacher should clearly formulate the specifics of such materials and be competent in selection and development of a resource base, including web resources and recommended sources for classroom and independent work.

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XITOY TILIDA ALTERNATIV SO‘ROQ GAPLARNING AYRIM STRUKTUR-SEMANTIK XUSUSIYATLARI

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Annotatsiya. Ushbu maqola xitoy tilidagi alternativ so‘roq gaplarning ayrim struktur-semantik xususiyatlariga bag‘ishlangan. Shuningdek, xitoy tili alternativ so‘roq gaplarining tuzilishi, yasalish usullari va vositalariga oid bir qancha misollar bilan fikrlar to‘ldirilgan.

Tayanch so‘z va birikmalar: altern ativ so‘roq gaplar, bog‘lovchilar, venyan tili, ohang, tasdiq-inkor, yuklamalar.

Xitoy tilida alternativ so‘roq gaplar 选择问 xuǎnzewen yoki 选择问句 xuǎnze wenju deb ataladi[1,21]. Alternativ so‘roq gaplar ikki yoki bir necha ma’lum variantdan tanlov imkoniyatini berib, javob beruvchi taklif etilgan variantlardan birini tanlash imkoniyatiga ega bo‘ladi. Misol uchun, do‘stingizga ichimlik taklif etayotib 你喝什么？*Nǐ hē shenme? Sen nima ichasan?* yoki 你想喝咖啡还是喝红茶？*Nǐ xiǎng hē kāfēi haishi hongcha? Sen qahva ichasanmi yoki qora choymi*? deysiz, bunda birinchi so‘roq gap – 什么 so‘roq olmoshi ishlatilganligi sababli maxsus so‘roq hisoblanadi, ikkinchisi esa 还是 ishlatilganligi sababli alternativ so‘roq gapdir. Birinchi savolga javob berish uchun do‘stingiz o‘zi qandaydir ichimlik nomini aytishi kerak, ikkinchi savolga javob berish uchun esa taklif qilingan ichimliklardan birini tanlashi lozim. Xitoy tilida alternativ so‘roq gaplar 还是 haishi bog‘lovchisi bilan yasaladi[2,30].Masalan:

你来还是去？
Nǐ lai haishi qu?
Sen kelyapsanmi yoki ketyapsanmi?
你喝茶还是喝咖啡？
Nǐ hē cha haishi hē kāfēi?
Sen choy ichasanmi yoki qahvami?

Shuni aytib o‘tish kerakki, xitoy tilida 还是 bog‘lovchisi aynan fe’ldan oldin, ya’ni “fe’l+ot” birikmasidan oldin keladi. Xuddi shunday yuqorida keltirilgan ikkinchi gapda, 茶 va 咖啡 ning tanlovida, 喝 fe’lini ikkinchi to‘ldiruvchidan oldin ham takrorlashimiz kerak. Boshqacha aytganda, bunday gaplarda gap choy va qahvaning tanlovida emas, balki “choy ichish” va “qahva ichish”ning tanlovida ketmoqda. Quyida alternativ so‘roq gaplarning shakllarini ko‘rib chiqamiz:

1. Bo‘lishli va bo‘lishsiz fe’l o‘rtasidagi tanlov:
ega + kesim + 还是 + 不 + kesim ?
你来还是不来？ *Nǐ lai haishi bu lai? Kelasanmi yo‘qmi?*
2. Ikkita fe’l hamda ikkita to‘ldiruvchi o‘rtasidagi tanlov:
ega + kesim1 + to‘ldiruvchi1 + 还是 + kesim2 + to‘ldiruvchi2 ?
你来学校还是回宿舍？ *Nǐ lai xuexiao haishi hui sushe?*
Sen o‘qishga kelyapsanmi yoki yotoqxonaga qaytayapsanmi?
3. Ikki xil to‘ldiruvchi o‘rtasidagi tanlov:
ega + kesim + to‘ldiruvchi1 + 还是 + kesim + to‘ldiruvchi2 ?
你去图书馆还是去食堂？ *Nǐ qu tushū guǎn haishi qu shitang?*
Sen kutubxonaga boryapsanmi yoki oshxonagami?

4. Ikkita kesim va to‘ldiruvchidan tashqari boshqa bo‘laklarning tanlovi:

ega + X1 + kesim + to‘ldiruvchi + 还是 + X2 + kesim + to‘ldiruvchi

你上午上课还是下午上课？ *Nǐ shangwǔ shangke haishi xiawǔ shangke?*

*Sen ertalab darsga borasanmi yoki tushdan so‘ngmi?[*3,103]

Yuqoridagi misollar va shakllardan shunday aniq qoida kelib chiqadiki, ikki tanlovning har birida fe’lni takrorlash lozimdir. 还是bog‘lovchisi esa doim ikkinchi tanlovdan oldin qo‘yiladi. Ish-harakatning vaqti, joyi, holatini tanlash lozim bo‘lgan gaplarda fe’lni albatta takrorlash lozimdir.

Alternativ so‘roq gaplarni tahlil qilar ekanmiz, yana bir holatga duch keldik. Qadimgi venyan tilida alternativ so‘roq gaplar faqat 还是 yoki 还 bog‘lovchilari orqali emas, balki 怎着 zěnzhe so‘zi orqali ham yasalgan ekan. Bunday gaplarda 怎着 asosan gap so‘ngida keladi va “yoki boshqachami?” degan ma’noda tarjima qilinadi. Ba’zan gaplarda asosiy fe’l bo‘lib 是 keladi, bunda quyidagicha gap hosil bo‘lishi mumkin:

你是学生还是是老师？ *Nǐ shi xueshēng huan shi shi lǎoshī?*

Sen o‘quvchimisan yoki o‘qituvchimisan?

Bunday holatda, 是 fe’li ketma-ket kelib qoladi. Buning oldini olish uchun so‘zlashuvda bir 是 tushirib qoldiriladi va 你是学生还是老师？ ko‘rinishida ishlatiladi. Shunga qaramay, lingvistik jihatdan 你是学生还是是老师？ gapi ham to‘g‘ridir.

Alternativ so‘roq gaplarning ohang xususiyatlariga kelsak, alternativ so‘roq gap asosan ikki qismni bir-biriga bog‘lovchi 还是 bog‘lovchisi bilan bog‘lanar ekan, bu ikki (yoki undan ortiq) so‘z orasidagi chegara 还是 bog‘lovchisidan oldin pauza bilan ajratiladi.

Alternativ so‘roq gaplarning ohangi ustida gap borar ekan, ikki muhim jihatga e’tibor qaratish lozim. Alternativ ma’noni belgilovchi so‘zlar jarangliroq talaffuz etiladi va bu holat o‘z navbatida nafaqat katta artikulyatsion kuch bilan, balki yanada yuqoriroq darajada talaffuz etiladi. Shunday qilib, alternativ so‘roq gaplarda ikki aksent – melodik cho‘qqi hosil bo‘ladi. Alternativ so‘roq gaplardagi ritm-melodik cho‘qqida ikki bo‘g‘inli so‘zlarning faqatgina birinchi bo‘g‘ini eng yuqori ohangga ega bo‘ladi.

Shuningdek, 还是 va 或者 (huozhě - yoki) bog‘lovchilarini adashtirmaslik lozim. 或者faqat darak gaplardagina ishlatiladi[4]. Masalan:

请你给我一杯茶或者咖啡。

Qǐng nǐ gěi wǒ yi bēi cha huozhě kāfēi.

Iltimos, menga bir payola choy yoki qahva bering.

或者 so‘roq gaplarda ishlatilganda, bu ko‘pincha tasdiq-inkor gap yoki 吗so‘roq yuklamasi yordamida yasalgan so‘roq gaplardir. Masalan:

李：有。要汽水还是要茶？ *Lǐ: Yǒu. Yao qishuǐ haishi yao cha?*

Li: Bor. Senga choy kerakmi yoki gazli suvmi?

Ba’zan alternativ so‘roq gaplar tarkibida so‘roq yuklamalari ham uchrashi mumkin. So‘roq yuklamalarining gapdagi o‘rniga qarab ularni uch turga ajratish mumkin: 1) har bir tanlovdan keyin keladigan so‘roq yuklamalari; 2) faqat birinchi tanlovdan so‘ng keladigan so‘roq yuklamalari; 3) oxirgi tanlovdan so‘ng keladigan so‘roq yuklamalari. Alternativ so‘roq gaplar tarkibida eng ko‘p uchraydigan yuklamalarga quyidagilar kiradi: 啊 a，哪 nǎ，呢 ne，呀 ya，哟 yō. So‘roq yuklamalarining kelishi orqali gap ma’nosi o‘zgarmaydi. Masalan:

喜欢打篮球呢，还是打排球？ *Xǐhuān dǎ lanqiu ne, haishi dǎ paiqiu?*

喜欢打篮球呢，还是打排球呢？ *Xǐhuān dǎ lanqiu ne, haishi dǎ paiqiu «ne? Basketbol o‘ynashni yoqtirasanmi yoki tennismi?*

Ushbu maqola yuzasidan quyidagilarni xulosa qilish mumkin:

Alternativ so‘roq gaplar xitoy tilida 选择问 xuǎnzewen yoki 选择问句 xuǎnzewenju deb nomlanadi;

Venyan lahjasida 还 是 o‘rnida 怎 着 dan foydalaniladi;

还 是 va 或 者 (huozhě - yoki) bog‘lovchilarining farqi yoritildi;

Alternativ so‘roq gaplar tarkibida so‘roq yuklamalari ham uchrashi mumkin hamda so‘roq yuklamalarining gapdagi o‘rniga qarab ularni uch turga ajratish mumkin.

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ОБ ЭФФЕКТИВНОСТИ ИСПОЛЬЗОВАНИЯ КОРПУСНОЙ ЛИНГВИСТИКИ В ОБРАЗОВАНИИ

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Аннотация: В тезисе излагается основная идея системы образования, а так же говорится о важности использования последних компьютерных технологий в процессе образования, новаторских идеях и методах. Особое внимание уделено факту создания национального корпуса узбекского языка и использования корпусных технологий.

Ключевые слова: корпус, конкорданс, синхронный, диахронный, архаизм, историзм, неологизм, индекс, индикатор.

XXI век – век, когда информационные технологии становятся неотъемлемой частью жизненного пространства человека. Технологии, созданные человеком, изобретения в сфере науки и техники предоставили безграничные возможности для развития общества. Благодаря использованию последних достижений техники в экономике, в образовании и в других отраслях появилось огромное количество удобств. Произошли значительные изменения в просветительной и духовной жизни людей.

В настоящее время целый ряд языков имеют свои корпусы. Наличие таких корпусов служит повышению научных способностей у лиц в обществе. Использование корпусов дает множество удобств, экономит время. Вот поэтому, создание корпусов особенно полезно филологам и ученым разных научных направлений. Корпусная лингвистика является относительно новой сферой компьютерной лингвистики.

Компьютерная лингвистика, которая является частью прикладной лингвистики, появилась в США в 1960 году. Первый языковой корпус возник в Америке в 1961-1964 годах. Полным названием корпуса является: Brown University Standard Corpus of Present-Day American English. Он состоит из одного миллиона словоупотреблений. Авторы данного Корпуса профессор Генри Франсис и лингвист Хэнри Кучера составили корпус из 500 текстов, которые отвечали требованиям и были составлены по определенной структуре. Осуществление проекта этого языкового корпуса впервые в XX веке стало революцией лингвистики. Идея появления этого корпуса породила необходимость к разным исследованиям. Труды Нелсона Франциса, Генри Кучера оправдали себя: созданный корпус открыл путь для проведения больших реформ. В этом числе на основание этого корпуса в 1969 году ученые лингвисты из Америки создали словарь огромного объема и высокого уровня называемый American Heritage Dictionary. В последствие во многих странах несколько групп ученых разработали корпусы национальных языков. В 1970-1978 годах был создан корпус Lancaster – Osto/Bergen. Он был составлен из миллиона словоупотреблений. После создания этого корпуса ученые убедились в том, что для всевозможных языковых анализов нужно создать корпусы, в которых количество слов превышает миллион. В 1975 году Корпус London – Lund был первым корпусом, в составе которого были устные тексты. Он был составлен программистами в электронном виде, обогащен аудио материалами и был первым корпусом, помещенным в компьютер. Разнообразные виды корпуса стали создаваться вслед за высокими компьютерными технологиями. Корпус языка – это не сборник разных, обычных текстов. Это огромный источник специально собранных текстов захватывающих почти весь лексикон и грамматическую структуру языка. Эти тексты

облегчают выполнение различных языковых анализов, таких как морфологический, синтаксический, фонетический анализ. Так как у каждого слова находящегося в тексте корпуса, есть индекс, благодаря которому становятся известны часть речи (самостоятельные ч.р., вспомогательные ч.р.), синтаксические функции слова (главные ч.предл., второстепенные ч.предл.), а так же другие языковые свойства, которые показываются автоматически благодаря новой функции современных корпусов. Кроме этого в корпусе есть конкорданс слов (словосочетания, но в основном слова, часто употребляющиеся рядом). В последних современных корпусах добавлена детальная информация к словам, которая показывает актуальность и неактуальность слова (историзм, архаизм или неологизм), а так же другие статические индикаторы.

В нынешнее время сфера Корпусной лингвистики сосредоточена на повышении возможностей корпуса и на создание всевозможных видов корпуса для того, чтобы привлечь больше пользователей. В наше время есть следующие виды корпуса: устный и письменный, статичный и динамичный, одноязычный и многоязычный, синхронический и диахронный. Кроме них есть специальные корпусы, в которые включены отрывки книг одного определенного автора. Так же есть корпусы историко-лингвистические, в которые включены тексты, всяческие виды редакции одного периода, длинного или короткого промежутка времени.

Структура корпусов за последнее время улучшилась. Современные корпусы охватывают больше 1 миллиарда словоупотреблений и множество письменных и устных текстов. Самые последние корпусы считаются открытыми корпусами, в отличие от старых – закрытых корпусов – они постоянно дополняются необходимой информацией по появляющимся требованиям.

Использование корпусов дает возможность многим в нашей стране получить более глубокие знания и работать более продуктивно. Применение корпусов в образовательной сфере, особенно в процессе обучения, поможет будущему поколению стать высококвалифицированными кадрами, компетентными специалистами своего дела.

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THE IMPORTANCE OF TEACHING VOCABULARY

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Abstract. This article analyzes the importance of teaching vocabulary in the learning process.

Key words: effort, receptive, acquisition, expression, memorize, communicative approach, vocabulary, meaning.

Teaching English vocabulary is an important area worthy of effort and investigation. Recently methodologists and linguists emphasize and recommend teaching vocabulary because of its importance in language teaching. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh” [2]. Talking about the importance of vocabulary, the linguist David Wilkins argued that: “without grammar little can be conveyed, without vocabulary nothing can be conveyed.” Indeed, people need to use words in order to express themselves in any language. Most learners, too, acknowledge the importance of vocabulary acquisition. In my experience as a teacher, I noticed the fact that students usually find it difficult to speak English fluently. They usually consider speaking and writing activities exhausting because they keep on using the same expressions and words and very soon, their conversation is abruptly interrupted due to missing words. In addition, the main reason for such communication problems is the lack of vocabulary. Other students are confronted with the problem of forgetting the words immediately after the teacher has elicited their meaning or after they have looked them in the dictionary, and this a cause of the lack of vocabulary. The more words students learn, the easier they memorize them.

The teacher has an essential role in helping students to improve their vocabulary. Unfortunately, vocabulary teaching has not been enough responsive to such problems, and teachers have not recognized the tremendous importance of helping their students to develop an extensive vocabulary. If we look back in the past, we discover that for a long time, English used teaching approaches such as Direct Method and Audiolingualism, which emphasized the primary importance of teaching grammatical structures. Since the accent was on grammar, few words were introduced in such courses and most often, they were limited and related to the grammar structures taught. By the beginning of 1970s, there was a major change in teaching English. The focus turned from the Direct Method and Audiolingualism to the Communicative Approach, which emphasized the importance of teaching vocabulary. Students were exposed to diverse vocabulary and speaking activities. Many words began being introduced during such courses and students were encouraged to express themselves as much as possible. Nowadays, there is more freedom in choosing the methods to be used during English classes. The English syllabus is organized around both vocabulary and grammar structures. Since there is a certain number of classes allotted for each item in the syllabus, teachers usually have the necessary time to insist on teaching and practicing vocabulary. Vocabulary is no longer treated as an add-on and teachers become more aware of the importance of vocabulary and attention is paid to the grammar of words, to collocations and to word frequency. Nevertheless, students still have difficulties in expressing themselves fluently and still consider speaking tasks exhausting.

Vocabulary is not a syllabus, i.e., a list of words that teachers prepare for their learners to

memorize and learn by heart. Memorizing may be good and useful as a temporary technique for tests, but not for learning a foreign language. Language students need to learn vocabulary of the target language in another way. If we are really to teach students what words mean and how they are used, we need to show them being used together in context. Words do not just exist on their own; they live together and they depend upon each other [1]. Therefore, teaching vocabulary correctly is a very important element in language learning. Correct vocabulary instruction involves vocabulary selection, word knowledge and techniques. In the past, teachers used to select and present vocabulary from concrete to abstract. Words like 'door', 'window', 'desk', etc., which are concrete, used to be taught at beginning levels. However, words like 'honesty', 'beauty' etc., which are abstract words, used to be taught at advanced levels because they are not "physically represented" in the learning/teaching environment and are very difficult to explain.

In English, like in any other foreign language, some words are easier to learn than others are. Easiest of all are the words identical to the students' native language, like, for instance, the word "vocabulary." However, students might be trapped in their confidence with which they memorize such identical words, since English has a list of some problematic words, called "false friends". These false friends are words identical in form to certain Romanian words, but completely different in meaning. An example of this would be "sensible." While many students might confidently translate this word simply "sensible," they will be astonished to find out that, the Romanian equivalent for "sensible" is in fact "rational," while the English equivalent for "sensible" is "sensitive." This demonstrates the crucial importance of allotting a special lesson for these false friends and of encouraging students to practice them as often as possible. Another aspect that makes English vocabulary difficult is the pronunciation of certain words. Research shows that words that are difficult to pronounce are more difficult to learn. Many learners find that words with clusters of consonants such as "health" or "crisps" are problematic [2]. Length or complexity of the words is another characteristic of the difficulty of English vocabulary. A long word will be more difficult to memorize than a short one. In addition, variable stress of words such as "necessary" and "necessity" can add to their difficulty. The meaning of the words is another controversial feature of the English vocabulary. When two words overlap in meaning, students are likely to confuse them. An example in this case would be the difference between "make" and "do." These words have the same meaning, but are used in different expressions. You "make a decision", but you "do homework." Students might find the use of these two words confusing.

Concluding this article, we came to decision that teaching vocabulary is a very important field, and it is more than just presenting and introducing new vocabulary to the learners. Knowing words is not filling papers with new words and memorizing them. The article suggests that what students need to understand is the word meaning in context and how words are used. This can be achieved, according to the article, through correct vocabulary instruction, which should involve vocabulary selection, word knowledge and techniques. The article presents and describes these concepts and provides examples and techniques that illustrate how teachers can handle vocabulary teaching in an effective way.

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СОВЕРШЕНСТВОВАНИЕ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА В НАЧАЛЬНЫХ КЛАССАХ

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Аннотация: В статье представлен краткое обзор совершенствования преподавания русского языка в начальной школе в образовательном процессе.

Ключевые слова: учебный процесс, русский язык, грамматика

Русский язык относится к числу важнейших учебных предметов, составляющих вместе с другими кольными дисциплинами основу общего образования учащихся и является, во-первых, предметом изучения и обучения ему и, во-вторых, средством межнационального и международного общения. От уровня его преподавания в начальных классах, следовательно, во многом зависят успехи учащихся в овладении самим русским языком в качестве средства общения во всех формах его применения в соответствии с целями его изучения на последующих этапах непрерывного образования.

Цели обучения - одна из основных категорий методики, которая характеризует учебный предмет с точки зрения причины его включения в учебный план. Эта категория исторически изменчива. В разные периоды развития образования ставились разные цели обучения русскому языку в национальной (узбекской) школе. В Государственных образовательных стандартах общего среднего образования цель изучения русского языка в общеобразовательной школе Узбекистана определена следующим образом: по окончании девятого класса учащиеся должны овладеть базовыми фонетико-орфоэпическими, лексико-фразеологическими, грамматическими, орфографическими, коммуникативно-речевыми, этнокультуроведческими знаниями, навыками и умениями; активно усвоить 2500 лексических единиц и определенный потенциальный словарь; овладеть коммуникативно-речевыми действиями в соответствии с основными сферами общения (обиходно-бытовая, учебная, общественно-политическая, социально-культурная) и типовыми ситуациями; освоить средства выражения обобщенных типов семантики высказывания, а также формулы речевого этикета. В начальных классах учащихся готовят к пониманию и воспроизведению элементарной русской речи; у них формируют минимальную словарную и артикуляционную базу, вырабатывают первичные умения читать и писать по-русски, элементарные навыки диалогической и монологической речи, а также навыки общения на русском языке. Поэтому, представление лексико-грамматического материала в учебниках для национальной (узбекской) начальной школы осуществлено на функционально-семантической основе. Возможности функционально-семантического подхода впервые были использованы в методике преподавания иностранных языков, а в области преподавания русского языка как иностранного- в 80-годы XX века, и сегодня функционально-коммуникативный подход стал одним из ведущих принципов описания языка в практических целях, презентации учебно-дидактического материала, организации учебного процесса. К сожалению, в методике преподавания русского языка в национальной школе (мы преднамеренно использовали традиционный термин) до сих пор недостаточно эффективно реализуются возможности этого подхода. Дело в том, что функционально-коммуникативный подход к изучению языка до сих пор не имеет однозначного толкования в самой лингвистике, и естественно, реализуется на практике по - разному. Опыт применения на

практике данного подхода показывает, что в практическом изучении любого языка для эффективного общения целесообразно использовать сочетание системно-структурного и функционального аспектов языковой системы.

Следовательно, описание русского языка в учебниках должно быть системно-функциональным. При этом на начальном этапе обучения русскому языку (например, в начальных классах узбекской общеобразовательной школы) представление и презентация лексико-грамматического материала должно осуществляться по формуле «форма – значение – функция» в их единстве, а в старших классах, в академических лицеях и колледжах – по формуле «функция – значение – форма». Это означает, что для формирования коммуникативной компетенции учащиеся сначала должны освоить фонетические, лексические, грамматические и стилистические основы русского языка в неразрывном единстве их назначения в речевом общении. Следует отметить, что функционально-семантическое описание системы языка в практических целях направлено, прежде всего, на удовлетворение коммуникативных потребностей обучаемых, на достижение целей изучения неродного языка. Исходя из практической цели изучения русского языка в начальных классах, описание системы русского языка должно учитывать элементарные основы современного русского языка, представив их на практическом материале без сложных теоретических правил. Наиболее этому требованию отвечает представление лексико-грамматического материала на тематически-ситуационной основе. Темы и ситуации должны быть взяты из окружающей действительности младшего школьника. Речевой материал, обслуживающий темы и ситуации, должны быть представлены в виде готовых простых образцов. Именно в начальных классах закладываются лексико-грамматические основы системы современного русского языка, на которых обеспечивается его дальнейшее успешное овладение. Другими словами, функционально-семантическое описание не должно быть только коммуникативным («функция – значение –форма»), как это мы наблюдаем в учебниках для начальных классов, оно должно обеспечить и формирование у учащегося системного представления о русском языке. При функционально-семантическом подходе к изучению русского языка в начальных классах узбекской общеобразовательной школы не менее важной задачей учителя является систематическое обогащение словарного запаса учащихся. Под обогащением словарного запаса учащихся подразумеваем как количественное увеличение слов и качественное совершенствование имеющегося запаса слов, так и обучение умению пользоваться известными и вновь усвоенными словами. В национальной (узбекской) школе важное значение приобретают показ сфер употребления слов, раскрытие их сочетаемости с другими словами. Реализация данной цели обогащения словарного запаса учащихся составляет функциональное направление в методике обогащения их словарного запаса, т.е. работу над контекстным употреблением слов – над точностью и целесообразностью употребления слов в зависимости от цели, темы, ситуации и стиля создаваемого текста. Положение о том, что овладение русским языком учащимися узбекской национальности будет эффективнее, если учитываются результаты сопоставительного описания систем русского и узбекского языков, не вызывает сегодня никаких сомнений. Однако, в лингвистической науке до сих пор не проведено функционально-сопоставительное описание систем русского и узбекского языков, что в значительной степени тормозит развитие методики преподавания русского языка в узбекской аудитории.

Не менее значимой задачей является совершенствование методической и технологической компетентности будущих учителей русского языка для начальных классов. Считаем целесообразной постановку вопроса о специальной подготовке учителей русского языка для начальных классов, методическая и технологическая подготовка

которых требует специфических подходов.

Развитие и совершенствование коммуникативной компетентности будущих учителей русского языка для начальных классов – важная лингводидактическая задача в педагогическом вузе. Коммуникативная компетентность является одним из ведущих факторов подготовки будущих специалистов к эффективному межличностному, педагогико-профессиональному общению. Эффективное общение мы понимаем в контексте определения коммуникативной компетенции в методике преподавания русского языка как «способность и реальная готовность к общению адекватно целям, сферам и ситуациям общения, готовность к речевому взаимодействию и взаимопониманию». Тогда становится очевидна цель практического овладения языком для эффективного общения. Практическое овладение русским языком для эффективного общения означает знание его фонетики, лексики, грамматики, стилистики, культуры речи, владение этими средствами языка и технологиями их употребления в речи – говорении, чтении, письме – в пределах социальных, профессиональных, межкультурных потребностей студентов, будущих специалистов в современных условиях.

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ПРОБЛЕМЫ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

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Аннотация: В статье рассматриваются основные трудности, которые возникают при обучении школьников, для которых родной язык - узбекский. Знание отличительных особенностей фонетической системы и морфологии узбекского языка позволяет выбрать нужные упражнения и правильно организовать учебную деятельность на занятиях по русскому языку как иностранному. Работа может быть полезна учителям средней школы.

Ключевые слова: категория рода, орфографическая грамотность, культура речевой деятельности, коммуникативная компетенция. Можно выделить ряд факторов, объясняющих недостаточное владение узбекскими школьниками и студентами русским языком.

Как известно, в 1990-е в Узбекистане началось проведение политики дерусификации, в результате чего из этих стран стало уезжать русскоязычное население. Русский язык стал единственным из иностранных языков, изучаемых в школах и вузах республики, количество часов которого, отводимых на его изучение, значительно сократилось. Причём количество средних общеобразовательных школ, колледжей, вузов с преподаванием русского языка также резко уменьшилось, равно как и количество русскоязычных. Именно поэтому некоторые узбекские школьники и студенты недостаточно хорошо владеют русским языком. Но даже те же учащиеся, которые родились и выросли в крупных городах (или, например, в махаллях), где всё же осталось русскоязычное население, и которые часто слышали русскую речь и хорошо владеют ею, но даже у них, несмотря на их самостоятельность, ответственность, трудолюбие и высокий уровень мотивации к учебной деятельности, сталкиваются с проблемами при изучении русского языка, трудностями при продуцировании письменного текста. Другой причиной появления проблем при обучении русскому языку школьников и студентов являются особенности узбекского алфавита. Так, например, букву и русского алфавита учащиеся воспринимают как букву и узбекского алфавита и произносят как [у]. Так как на первых этапах обучения русскому языку как иностранному у многих появляется большое количество ошибок, объясняемых интерференцией, недостаточными навыками письма, аудирования и т.д., то первоначально необходимо уделить особое внимание фонетике и морфологии русского языка. Также важно дать представление о моделях предложениях, о субъектно-предикатных отношениях, разновидностях синтаксической связи в словосочетании. При обучении фонетике русского языка, безусловно, важно учитывать ряд фонетических особенностей узбекского языка. Наконец, одной из основных причин появления ошибок в письменной речи у школьников и студентов является отсутствие мягкого знака или его написание в тех словах, где он не требуется. Дело в том, что этот знак отсутствует в узбекском языке, поэтому необходимо объяснение, в каких случаях употребляется мягкий знак в словах, принадлежащих той или иной части речи. Особенное внимание нужно сосредоточить на написании мягкого знака в суффиксах и окончаниях глаголов. Таким образом, фонетические упражнения по русскому языку должны учитывать особенности фонетической системы узбекского языка и быть направлены на тренировку навыков произношения,

конечно же, всех звуков. Знание фонетической системы русского языка и хорошие навыки произношения слов для школьников и студентов являются фундаментом для дальнейшего изучения грамматики и успешного освоения курса. Одновременно с занятиями по фонетике на первом этапе обучения языку большое значение имеет изучение морфологии. В узбекском языке слова «классифицируются прежде всего на основе лексико-семантических признаков» , а не в зависимости от лексического значения, морфологических признаков и синтаксической функции, как в русском языке. Следует учитывать, что узбекский язык обладает агглютинативным строем, поэтому при обучении русскому языку важная роль отводится изучению таких разновидностей синтаксической связи слов, как согласование и управление. Так как категория рода в узбекском языке отсутствует, то при изучении имени существительного как части речи ученикам порой очень трудно различать слова мужского, женского и среднего рода. Особенное внимание учащихся обращается на существительные мужского и женского рода, в конце которых стоит мягкий знак (эти слова запоминаются). Также ученикам нужно помнить некоторые отличительные особенности слов женского рода, оканчивающихся на -есть, -ость, -знь, -вь, -пь и т.д. При изучении падежей важно учитывать, что в узбекском языке нет предлогов, поэтому учащимся важно запомнить те русские предлоги, которые, как правило, употребляются с существительными в определённом падеже. Отдельное место при обучении русскому языку на данном этапе отводится изучению официально-делового и научного стилей речи. Многие старшеклассники владеют разговорным стилем речи, имеют достаточный объём грамматических знаний, обладают определённым лексическим запасом, но с трудом продуцируют монологическое высказывание в условиях естественного общения , не знают структуру и принципы создания текстов официально-делового и научного стилей речи, испытывают трудности при устном ответе. Необходимо обучение терминологии конкретной специальности, абстрактной лексике, грамотному общению в профессиональной сфере. Изучение научного стиля речи должно идти поэтапно. Основная же работа по развитию навыков написания сочинений, рефератов и изложений, а также чтения текстов, знакомящих с историей и культурой страны, начинается в 9-11 классе. Знание ряда особенностей фонетики и морфологии узбекского языка помогает правильным образом формировать языковую и коммуникативную компетенции учащихся, учитывать трудности, которые могут возникнуть у школьников и студентов в процессе обучения русскому языку.

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"КОНВЕРСИЯ" ТУШУНЧАСИ ҲАҚИДА

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Аннотация: мазкур мақола тилшуносликда конверсия тушунчасини ёритишга бағишланган. Конверсия турли хил дунё тилларида кенг тарқалган, бунда мазкур ҳодиса а) қайси сўз туркумларини ўзаро боғлаши ва деривацияни қайси турига таяниши, б) конверсия натижасида қандай морфологик парадигмалар ҳосил бўлиши билан боғлиқ бўлади. Конверсия натижасида ҳосил бўлган сўзлар ўхшаш негизларга эга, аммо шакллари билан фарқ қилади. Турли тилларда конверсиянинг семантик моделлари тўғрисидаги савол ҳали етарлича ўрганилмаган ва тилшунослар олдидаги ечими кутилаётган вазифалардан бири бўлиб ҳисобланади.

Калит сўзлар: конверсия, парадигма, адъектив морфема, микротизим, периферия, транспозиция.

Аннотация: данная статья посвящена изучению явлении конверсии в лингвистике. Конверсия является широко распространённым явлением в лингвистике, данное явление находится в прямой зависимости от того, 1) какие части речи связывает данное явление и на какой вид деривации он опирается, 2) какие морфологические парадигмы образуются в следствии конверсии. Образуемые в результате конверсии слова имеют одинаковые корни, однако отличаются формой. Во многих языках вопрос, связанный с семантическими моделями конверсии достаточно не изучен и актуален в изучении со стороны языковедов.

Ключевые слова: конверсия, парадигма, адъективная морфема, микросистема, периферия, транспозиция.

Resume: This article is devoted to the study of the phenomenon of conversion in linguistics. Conversion is a widespread phenomenon in linguistics, this phenomenon is directly dependent on 1) what parts of speech this phenomenon connects and what kind of derivation it relies on, 2) which morphological paradigms are formed as a result of conversion. The words formed as a result of the conversion have the same roots, but differ in form. In many languages, the issue related to semantic conversion models has not been sufficiently studied and is relevant in the study of linguists.

Key words: conversion, paradigm, adjective morpheme, microsystem, periphery, transposition.

Инсоннинг лингвокреатив фаолиятида (яъни, янги сўзларнинг вужудга келишида) кузатиладиган сўз туркумларининг ўзаро алоқаси ички ва атрофдаги ташқи дунёни номинациялаш, таснифлаш ва концептуаллашда иштирок этаётган турли сўз туркумлари ва уларнинг ҳосил бўлиши усулларини боғлаб турувчи муносабатлардан бири бўлиб ҳисобланади. Ушбу ўзаро алоқанинг асосий мезонлари қаторига қуйидагилар киритилади: тил бирликлари ўртасида ўхшаш ва фарқли алоқаларнинг мавжудлиги, универсал интеграл ва алоҳида белгиларнинг умумийлиги; ясалган сўзларнинг синтагматик ва парадигматик, эксплицит ва имплицит, тўғри ва тескари, билвосита ва бевосита алоқаларнинг мавжудлиги; сўз туркумларининг комплексли сўз ясалиш майдонидаги элементлари ўртасидаги алоқаларнинг тизимли хусусияти мавжудлиги; сўз

ясалишида ясама сўзлар ва ясовчи асосларнинг тегишли маънони ифодалашда биргаликдаги иштироки; янги сўзларнинг ҳосил бўлишида сўзларнинг лексик-грамматик маъноси ва уларнинг боғланишининг ўзгариши; сўз туркумларининг кесишиши.

Тушунчанинг семантик имконияти ҳеч қачон тўлиқ амалга ошмайди. Тушунчанинг янги белгисининг акс этиши сўзнинг янги маъносини ҳосил қилади ва у тушунча каби доимо ривожланишда бўлади. Бунда узлуксиз ўзгаришларнинг диалектик жараёнида ҳар бир янги тушунча, кўп ҳолларда, эскисининг асосида шаклланиб, бунда сўз ясалиш асоси бўлиб турли сўз туркумларига оид бўлган сўзларнинг асоси, сўз шакли, шунингдек сўз бирикмаси ва фразеологик бирикманинг асоси хизмат қиладиган ясама сўзларнинг семантикасида ўз аксини топади. Тил бирликларининг турли семантик даражадаги ва тузилиши мураккаб бўлган бошқа сўз бирликлари ҳосилаларининг ясалиши учун асос бўлиб хизмат қилишининг олдиндан бундай белгиланганлиги, ҳақиқатни тушунишнинг турли усуллари тил бирликларида қай тарзда бирлашишини тушунишга имкон берувчи деривацион механизмлар ва сўз ясалиши тизимлигининг унумдорлигини белгиловчи ўзаро алоқа қонунининг рўёбга чиқиш натижаси ҳисобланади.

Сўз туркумларининг турли тилларда ўзаро алоқасининг чегараси турлича ифодаланади. Масалан, замонавий инглиз тилида бошқа сўз туркумлари, шунингдек иборали феъллар, феълли ва субстантив сўз бирикмалари билан барқарор алоқаларга эга бўлган от ўзаро алоқанинг энг кенг диапазонига эга. Ундан сўнг от, сифат, феъл, равиш, сон, ундов, олд кўмакчи, боғловчи ва адъектив сўз бирикмаларининг асослари билан ўзаро алоқага киришадиган феъллар келади. Худди феъллар каби сифат ҳам ўзаро алоқанинг кенг диапазонига эга бўлади. Сифат субстантив, адъектив ва феъл асослари, уларнинг сўз шакллари билан билан ўзаро алоқага киришади, аммо ушбу алоқа субстантив сўз бирикмалари, иборали феъллар, равишлар, сон ва олмошлар билан камроқ бўлади. Ушбу сўз туркумининг сўз ясовчи асослари бўлиб адъектив, субстантив асослар, кам ҳолларда феъл, олд кўмакчи, сон, олмош ва равиш асослари хизмат қилади. Кўриб чиқилаётган сўз туркумларининг асосий лексик-грамматик турлари ва лексик-семантик гуруҳларини таърифлашда, замонавий инглиз тилида мавҳум (абстракт) аниқ отларнинг лексик-грамматик турлари, бошқа сўз туркумлари билан кўпроқ алоқага киришадиган ҳаракат феъллари, антропонимик, параметрли ва ижтимоий сифатларнинг лексик-семантик гуруҳлари ажратиб кўрсатилади.

Сўз ҳосил бўлиш майдони ўзидан тилнинг универсал микротизимини намоён қилиб, унинг тилдаги конкрет репрезентантлари, кўп ҳолларда, нафақат сўз ясовчи воситалар таркибида, уларнинг унумдорлигида, ўзак ва периферияннинг қарама-қарши қўйилишида ифодаланадиган алоҳида белгилари билан, балки сўз ясалиш усулларининг ўзаро алоқаси билан белгиланган умумий белгиларнинг мавжудлиги билан ҳам ажралиб туради. Конституентлар, ҳосилаларнинг таркиби ва конфигурациясида фарқларнинг мавжудлиги, тил тузилишининг ўзидаги фарқлар билан боғлиқдир. Сўз ясовчи воситаларнинг бирлашиши, сўз туркумларининг комплексли сўз ҳосил бўлиш майдонидаги алоҳида ҳосилалар ўзаро алоқасининг ифодаланишини англатади. “Сўз ясалиш (ҳосил) бўлиш майдони тилда алоҳида ажралган ҳолда бўлмасдан, балки ҳам сўз туркумининг алоҳида микромайдонлари билан, ҳам турли сўз туркмларига тегишли бўлган майдон таркиблари билан ҳам ўзароқ алоқада бўлади”□. Замонавий инглиз тилида сўз туркумлари сўзларининг ҳосил бўлиш усуллари ўртасидаги ўзаро алоқа даражаси турлича бўлади. Отларнинг комплекс сўз ясалиш майдонининг ўзагини аффиксация ва сўз қўшилишининг сўз ясалиш майдони ташкил қилади. Яқин периферияда конверсиянинг сўз ясаш майдони, узоқ периферияда эса турли қисқартмалар, аббревиация, реверсия, товушга тақлид қилишнинг сўз ясалиш майдонлари жойлаш-

ган. Сифатларнинг комплексли сўз ясалиш майдони ядроси (ўзаги)га аффиксациянинг сўз ясовчи майдони киради. Яқин периферияга конверсия ва сўз қўшилишининг сўз ясовчи майдонлари киради, узоқ периферияга эса турли қисқартмаларнинг сўз ясовчи майдонлари киради. Феъларнинг комплекс сўз ясовчи майдони қуйидаги ўзаро алоқадаги сўз ясовчи майдонлардан ташкил топган: аффиксация ва конверсиянинг периферик майдонларининг ўзак майдони, сўз қўшилиши ва турли қисқартмалар. Ҳар бир сўз ҳосил қилувчи майдон бир қатор майдончалардан ташкил топган.

Сўз туркумлари ва уларнинг ҳосил бўлиш усуллари ўртасидаги ўзаро алоқа жараёни, сўз ясовчи асосларнинг сўз ясовчи формантлар билан алоқасини чеклайди, шунингдек сўз ясалиш усулларининг унумдорлиги ва уларнинг белгиланган сўз туркумлари билан ўзаро алоқасига таъсир кўрсатади. Уларга ҳам сўз туркумлари соҳасидаги ўзаро алоқага ёрдам берувчи умумий омил, ҳам алоҳида олинган тилнинг хусусиятларига боғлиқ бўлган ўзига хос омиллар киради. Сўз туркумлари ва уларнинг ҳосил бўлиш усуллари ўртасидаги ўзаро алоқанинг асосий омили атроф дунёнинг онтологияси (борлиқ), ҳақиқий борлиқда мавжуд бўлган ҳодисалар, ясалган сўзлардаги объективация, уларнинг ташқи ва ички дунёнинг бошқа предмет ва ҳодисалари билан алоқаси ва муносабатлари билан боғлиқ бўлади. Сўз ясалиш усулларининг таъсир доирасининг бўлиниши, биринчи навбатда, уларни ясовчи асосларнинг таркибий, семантик ва этимологик хусусиятлари бўйича рўй беради.

Сўз туркумлари ва уларнинг ҳосил бўлиш усулларининг ўзаро алоқасини белгиловчи алоҳида омилларга сўз туркумларининг сўз ясовчи асосининг шахсий хусусиятлари ва лексик-грамматик хусусиятлар, ясалган сўзларнинг функционал белгилари ва уларнинг табиий моҳияти киради. Ушбу ўзаро алоқанинг хусусияти ясовчи сўзлар, уларнинг у ёки бу соҳада, бирор-бир функционал йўналишда қўлланилишига боғлиқ бўлади. Асосларнинг ҳар бир этимологик турига ўзининг сўз ясовчи моделларининг тўплами бириктирилади. Бунда сўз ясалиши усуллари ўртасидаги энг кенг доирадаги ўзаро алоқа тил сўз ясовчи асосларда намоён бўлади.

Сўз ясалишининг усули сифатида конверсиянинг асосий фарқи шундан иборатки, унда сўзлар сўз ясовчи суффиксларсиз ҳосил бўлади. Конверсияда сўз ҳосил қилувчи восита бўлиб сўзнинг грамматик шаклланганлиги ҳисобланади. Аммо грамматик шаклланганлик нафақат сўзнинг парадигмасидан, балки бошқа сўзлар билан грамматик бирикишидан ҳам иборат бўлади. Сўз ясалиш омили – бу ўз ичига семантик сурилиш, морфологик парадигма ва синтактик парадигмани олган мураккаб тузилмадир. Сўз ясалишининг тури сифатидаги конверсияни унинг барча хусусиятларининг умумийлиги деб қараш лозим. Ушбу муаммони ечишга нисбатан фақат шундай ёндашувгина бизга сўз ясалишининг мазкур тури хусусиятини аниқлашга имкон берувчи зарур бўлган мезонни беради. Фикримизча, фақат парадигма ёки грамматик шаклланганлик, ёки ҳаттоки уларнинг конверсияда сўз ясовчи воситанинг умумийлиги деб тан олишнинг ўзи етарли эмас, чунки ҳам парадигма, ҳам грамматик шаклланганлик – бу борйўғи ядро (ўзак)да рўй берган ўзгаришларнинг аксидир. Янги сўзнинг пайдо бўлиш жараёни мазмунни қайта тушунишдан бошланади. Парадигма ва синтактик боғлана олиши – бу рўй берган ўзгаришларни қайд қилиш воситаси холос.

Сўз ҳосил бўлиш усулларининг ўзаро алоқаси сўз туркумлари сўз ҳосил бўлиш тизими ва унинг микротизимларининг мавжуд бўлиши, ишлаши ва ривожланишини таъминлайди, турли сўз туркумларининг янги сўзларини ҳосил қилишда амал қилувчи маълум бир қоида ва қонуниятларни ифодалайди. Расмий ифодаланиш воситаларининг боғланувчанлик хусусиятига эга бўлган сўз ҳосил қилувчи асосларнинг тоифали (субтоифали) хусусияти, белгиланган сўз туркуми доирасида сўз ҳосил бўлиш усуллари ўзаро алоқасининг хусусиятига маълум бир таъсир кўрсатади.

Конверсия моҳиятини тўғри тушуниш учун семантик, морфологик ва синтактик омилларни эътиборга олиш лозим. Янги сўзнинг ҳосил бўлиши айнан бошланғич сўзнинг семантик ўзгариши туфайли рўй беради, сўнгра эса қайта тушуниш ёки асос мазмунининг ўзгариши парадигмада ва ўзак сўзнинг грамматик шаклланганлигида қайд қилинади.

Конверсия битта сўзнинг турли сўз бирикмалари функцияларида истеъмоли сифатида Прага лингвистика тўгарагининг "Тезислари"да биринчи марта баён қилинган турли даражали тил тизимларининг изоморфизм тушунчаси, тадқиқот объекти сифатида семантик ўхшаш тил бирликларидан фойдаланган ҳолда битта вазиятни тасвирлаш усулларини танлаган янги илмий йўналишни шакллантириш учун асос бўлиб хизмат қилди. Кўп тилларда (шу қатори инглиз, рус, хитой) бир қатор сўз ҳосил қилувчи фаол жараёнлар билан ифодаланиб, улар орасида сўз ҳосил қилувчи аффикснинг маъно ҳосил қилувчи сўз асосига қўшмасдан амалга ошириладиган деривация муҳим ўринлардан бирини эгаллайди. Бундай сўз ҳосил бўлишнинг энг унумли усуларидан бири бўлиб конверсия – сўзнинг бир сўз туркумидан ташқи шаклини ўзгартирмасдан бошқа сўз туркумига ўтиши ҳисобланади. Мазкур сўз ҳосил бўлиш жараёни ўзакли ёки қўшимчасиз ҳосил бўлиш усули сифатида ҳам маълум. Айрим тилшуносларнинг фикрига кўра "конверсия" атамаси ушбу ҳодисанинг моҳиятини тўлиқ акс эттирмасада, у жуда кенг қўлланилади ва шунинг учун, фикримизга кўра, бошқа атамаларга нисбатан муваффақиятлироқ бўлиб кўринади.

Биринчи марта "конверсия" атамаси, ушбу ҳодисанинг ўзи Мэтзнер томонидан анча илгари қайд қилинган бўлса-да, инглиз тилида 1892 йилда Г.Свит томонидан қўлланилган эди [1]. Герман тилларида конверсия ҳодисасини ўрганишга бағишланган махсус адабиётда ушбу ҳодисанинг моҳиятига нисбатан 3 та асосий нуқтаи-назар мавжуд.

Конверсия турли сўз туркумларининг функцияларида битта сўзнинг истеъмоли сифатида кўриб чиқилади.

Бир томондан, конверсия битта сўзнинг турли сўз туркумлари функцияларида истеъмоли сифатида талқин қилинса, бошқа тарафда у сўз ҳосил бўлиши билан таққосланади.

Конверсия сўз ҳосил бўлиш усули деб тан олинади.

Биринчи нуқтаи-назар тарафдорлари битта сўзнинг ўзининг тилдаги муносабатларнинг "тескари" (қайта) ифодаланиши, ўзаро йўналтирилганлар, демакки, вазифанинг икки иштирокчисининг қарама-қарши ҳаракатларининг таърифланиши сифатида қаралади. Бошқа тарафдан, воқеликнинг битта вазиятини баён қилаётган синтактик тузилмалар, қарийб синонимли ҳисобланади, яъни ушбу ҳолатда гап синтактик даражадаги кенг маънодаги синонимия ҳақида кетмоқда. Ўрганилаётган лексик-семантик тушунчанинг фалсафий моҳияти қуйидагидан иборат: конверсия актантларнинг қарама-қаршиликлари ва денотат ягоналигига асосланган (гап маъноси ўзгармас бўлиб қолади). Бу ерда диалектик фалсафанинг асосий постулатларидан бирининг ифодаланиши яққол кўриниб турибди. "...Расмий тарафдан қарама-қарши тушунчалар ўзаро номувофиқ, бир-бирини истисно қилсада, уларнинг диалектик табиати шундайки, улар бир-бирини инкор қила олмайди, ўзаро боғлиқ ва бири иккинчисиз мавжуд бўла

[1] Гулетская О.Г. Конверсивность предлогов в русском и английском языках (сопоставительный анализ) // Проблемы развития научной и учебно-методической базы высшей школы в Сочинском регионе: Материалы научно-практической конференции. - Сочи: СИБиП, 2001. – С.42–48.

олмайди”[1].

Конверсивларнинг тилнинг лексик-семантик тизимининг бош синфлари бирликлари билан таққосланиши (синонимлар ва антонимлар), уларнинг семантик ва функционал хусусиятларини ўрганишнинг унумли усули бўлиб ҳисобланади. Лексик-семантик тизимининг санаб ўтилган учта синфи бирликларининг яқин функционал алоқаси, айрим ҳолларда эса ўзаро айланиши, афтидан, ушбу бирликлар маъносининг бир хил ономасиологик хусусиятига асосланади. Конверсия ва антонимия турли жиҳатли ҳодисаларни ифодаласа-да, шунга қарамасдан уларнинг “кесишиши” ушбу ҳодисаларнинг ўзаро алоқаси соҳасини ҳосил қилади ва умумий сўзларнинг бутун бир гуруҳи – турли сўз туркумлари орасидан антоним-конверсивларни ажратиб чиқаради: рус тилида покупать - продавать, победа - поражение, старше - моложе, над - под; инг. to buy - to sell, victory - defeat, older - younger, over - under.

Иккита илмий парадигма – антропоцентрик ва лингвистик парадигма чегарасида бўлган замонавий когнитив лингвистиканинг мураккаб коммуникатив вазифаларини ҳал қилишнинг усулларидан бири сифатида белгилаш мумкин. Конверсив гаплар маълум бир муносабатлар билан ўзаро боғланган воқеликнинг бир неча субстанцияларидан исталганига нисбатан қурилиши мумкин. Фикрларини оғзаки баён қилишда инсон доимо танлов олдида туради: гап лексик, грамматик ва синтактик жиҳатдан тўғри тузилиши учун фикрни имкон қадар аниқ баён қилишда қайси тил воситаларидан фойдаланиш; гапда қайси урғуларни қаерга қўйиш; танланган тил воситаларининг гапнинг умумий фони стилистик мувофиқлигига қандай эришиш мумкин ва шу кабилар. Конверсиянинг ўзига хослиги шундаки, у гапнинг семантик инвариантлигини сақлаган ҳолда, тил ташувчиси коммуникатив вазифалар ва ўзининг хоҳишидан келиб чиққан ҳолда турли синтактик тузилмалар ва ифодалаш усулларини танлаши мумкин. Бу маънода, тилдаги тескари муносабатларни ифодаловчи ва ўз ичида чуқур даражадаги қарама-қаршилик тушунчасини олган конверсия, бошқа воситалар билан бир қаторда инсоннинг оғзаки (вербал) фаолиятида муҳим ўрин тутади.

Воқелик вазиятини турли тил воситалари орқали баён қилиш имконияти, шахс ўзига воқеликни қандай тасаввур қилиши, унинг онгида қандай манзара шаклланиши ва оғзаки нутқни бошлаганда у қайси тил воситаларидан фойдаланиши билан белгиланади. Атроф воқеликни сезги органлари ва онг фаолияти орқали акс эттириш қобилияти инсон руҳиятига қўйилган. Объектив воқеликнинг у ёки бу ҳодисасини тасвирловчи лексиканинг хилма-хиллиги, ҳар бир алоҳида олинган тил учун ўзига хос хусусият бўлиб ҳисобланади. Аммо турли маданиятларда тушуниш, англаш механизми инсон фикрлаш фаолиятининг бир неча асосий қоидаларига асосланади, шунинг учун ҳозирда дунёнинг тил манзарасининг антропоморфизми ва “инсониятнинг руҳий бирлиги” ҳақида кўп гапирилмоқда. Охирги вақтларда, дунёнинг тил маназараси, яъни инсонларнинг онгида бўлган ва ҳар бир тилда акс этган атроф борлиқнинг тузилиши ҳақида умумий тасаввур кўриб чиқилган ишлар пайдо бўлди ва айнан шу ишларда[2] когнитив лингвистика назарияси нуқтаи-назаридан икки тилда конверсия ҳодисасини ўрганишда, турли тил воситалари ёрдамида дунёдаги турли тил ташувчилари тил манзарасининг ўхшашликлари ва фарқлари кўринади.

Сўз ясовчи асоснинг семантик тузилиши унинг семантик ривожланиши имкониятларини ва ясалган сўзнинг семантик тўлиқлигини белгилайди. Таъкидлаш лозимки, ҳосил бўлган сўз ва ясовчи асоснинг семантик тузилишлари улар томонидан узатилаётган маъноларнинг ҳажми бўйича ҳеч қачон мос келмайди. У ёки бу сўз туркумининг

[1] Дж. Лайонз. Введение в теоретическую лингвистику. – М., 1978.
[2] Новиков Л.А. Основы лингвистической теории значения -- СПб.: 1988. – С.56.

сўзлари турли тушунчаларни номлаган ҳолда, бошқа сўз туркумининг ҳосил бўлган сўзлари учун сўз ясовчи асос бўлиб ҳисобланган битта сўз туркуми доирасидаги бир қатор лексик-грамматик турларга бўлнади. Бу у ёки бу сўз ҳосил қилувчи маъно турининг танланишини белгилайди. Сўз ясовчи маънонинг асосий турларига у ёки бу лексик-семантик гуруҳнинг кўпчилик сўзлари учун хос бўлган турлар киради.

Ясама сўзларда алоҳида семаларнинг мавжудлигини айрим ҳолларда улар ҳосил бўлган асосларнинг лексик-грамматик турлари билан таққослаш, ёки бошқа хилма-хил даражали воситалардан фойдаланган ҳолда контекст ёрдамида аниқлаш мумкин бўлиб, бу тилдаги сўз ясовчи маъноларнинг янада аниқроқ ва экспрессив ифодаланишига имкон беради. Аммо функционал ғоя ёки унинг бошқача номи - полифункционализм назарияси тарафдорлари ҳам, сўзга ҳаттоки контекстдан ташқарида ҳам қандайдир ўзига хослик мансуб бўлишига муқаррар дуч келишади. Айнан шунинг учун сўзнинг асосий ва оказионал функцияси ҳақида гапиришга мажбурмиз. Масалан, “round” сўзининг асосий функцияси бўлиб сифат функцияси ҳисобланади, қолганлари эса – от, феъл, равиш ва олд кўмакчи функциялари – унинг окказионал функциялари сифатида қаралади. Конверсияни соф синтактик ҳодиса деб ҳисоблаган тадқиқотчилар, хитой тили сўзлари сўз туркумлари бўйича қатъий тарзда тақсимланиш ҳолатини инкор қилишмоқда[3]. Агар плифункционализм назариясининг тарафдорлари сўзнинг у ёки бу сўз туркумиги мансублигини аниқлашда ягона сифатида синтактик мезон деб ҳисоблашса, иккинчи нуқтаи-назарни ёқлаган олимлар бундай мезон деб морфологик мезонни ҳисоблашади. Фақатгина шу мезонни эътиборга олиб, улар, фикримизча, конверсия – бу бир сўз туркумига мансуб бўлган сўзнинг тегишли парадигма ёрдамида бошқа сўз туркумига айланиши деган хато хулосага келишмоқда. Олимлар конверсия бўйича янги сўзнинг ҳосил бўлишини инкор қилишмоқда ва ўзгарган сўзларнинг маъноларидаги фарқлар битта сўзнинг ўзининг турли сўз туркумлари функцияларида узоқ вақт давомида қўлланилиши натижасида вужудга келади деб ҳисобламоқда.[4] Морфология ва семантикани мутлақо эътиборга олмаслик натижасида ўз шахсий шакл тизимига эга бўлган янги сўзлар, функциялар ва маъноларнинг ҳосил бўлиши, битта сўзнинг ўзининг амалда бўлиши каби турли ҳодисаларнинг аралашиб кетади. Фикримизча, ушбу ғоя умуман мақбул эмас, чунки конверсия бўйича ўзаро алоқада бўлган сўзлар, бир-бирига нисбатан турли сўзлар бўлиб ҳисобланади.

Конверсия – сўз ясашнинг тури бўлиб, бунда сўз ясовчи восита бўлиб сўз парадигмаси хизмат қилади. Сўз ясалишида конверсия бу – махсус сўз ясаш аффиксларсиз сўз ясаш усулидир; транспозияни бир тури бўлиб, бир сўз туркумига оид бўлган сўз бошқа сўз туркумига ўтиши тушунилади, бунда сўз шакли ўзгармайди. Масалан, немис тилидаги “leben” “яшамоқ” ва “das Leben” “ҳаёт”, инглиз тилдаги “salt” “туз” ва “to salt” “тузламоқ” каби сўзлар шулар жумласидандир. Конверсия аффиксиз сўз ясалиши сифатида аффиксацияга қарама-қарши қўйилади. Конверсияда сўз ясалиш воситаси сифатида морфологик парадигма иштирок этади[5]. Сўзнинг янги синтактик функцияда иштирок этиши уни нафақат тегишли синтактик позицияда қўлланиши билан, балки тегишли сўз туркумига оид бўлган сўзларга хос функцияларни, янги морфологик кўрсаткични қабул қила олиши билан ҳам бирга ифодаланади. Шу сабабдан ҳам конверсия сўз ясалишнинг морфологик-синтактик усули сифатида ҳам намоён

[3] Кузнецов А.М. Структурно-семантические параметры в лексике. – М.: 1989; Щур Г.С. Теория поля в лингвистике. – Москва: «Наука», 1974; Апресян Т.Я., Апресян Ю.Д. Об изучении смысловых связей слов. // ИЯШ, 1970, №2.

[4] 卢福波。对外汉语教学使用语法. –北京：北京语言大学出版社，2011年。

[5] Колосова О.А. Тил тушунчаларининг когнитив асослари // Автореферат, М.: 1996.

этади. Баъзи асарларда олимлар томонидан "конверсия натижасида тегишли омоним шакллари ҳосил қилади"[1] деб берилади, чунки сўз асоси турли хил сўз туркумларига оид бўлади, масалан, инглиз тилидаги "round" сўзини кўриб чиқсак: "round the table" "стол атрофида" сўз бирикмасида "round" кўмакчи вазифасида, "a round table" "юмалоқ стол" сўз бирикмасида сифат вазифасида, "a round" "раунд" от бўлиб, "to round with" "қуршаб олмоқ" сўз бирикмасида "round" феъл вазифасида қўлланади. Аслида бунда омонимия ҳосил бўлмайди, чунки тегишли бирликлар семантик жиҳатдан ўҳшаш ва бир-бири билан фақат илдиз асоси билан боғланган[2].

Конверсия (лот. "conversion"– "айланиш", "ўзгариш") сўзидан олинган бўлиб, сўзнинг фонетик ва морфологик жиҳатдан ўзгармай, бир сўз туркумидан бошқа бир сўз туркумига ўтиши, шу йўл билан янги сўз ҳосил бўлиши тушунилади[3]. Н.Коротков бундай сўзларни поливалентли деб атайди[4]. В.Солнцев бундай бирликларни битта сўз эмас, балки иккита сўз – омонимлар[5] деб ҳисоблашни таклиф қилди. В.Горелов сўзнинг турли позицияларда қўлланишини транспозиция деб атайди[6]. Е.Кубрякова сўз ясовчи характерга эга бўлган транспозицияни конверсия деб атайди: "Конверсия негизнинг морфологик транспозицияси сифатида, бинобарин, бошланғич бирлик парадигмасининг тўлиқ ўзгариш жараёни ёки ундаги морфологик атрофнинг тўлиқ ўзгариши натижаси сифатида белгиланиши мумкин"[7].В.Гакнинг француз тили, М.Степанованинг немис тили, А.Уфимцеванинг инглиз тили материаллари асосидаги ишларида семантик моделларни ажратишга уринишлар қилинган.

Конверсия тилнинг ифода этиш усулларини кенгайтиришда муҳим аҳамиятга эга: "Ўз тоифалари доирасида чегараланиб, белгилар нутқнинг кўп сонли эҳтиёжларини қондириш учун анча чекланган восита манбаи бўлиб хизмат қилар эди. Аммо тоифалараро алмашинишлар туфайли фикр эркин бўлади, ифода эса бойитилади ва турли тусларга эга бўлади"[8].

Конверсия турли хил дунё тилларида кенг тарқалган, бунда мазкур ҳодиса а) қайси сўз туркумларини ўзаро боғлаши ва деривацияни қайси турига таяниши, б) конверсия натижасида қандай морфологик парадигмалар ҳосил бўлиши билан боғлиқ бўлади. Конверсия натижасида ҳосил бўлган сўзлар ўхшаш негизларга эга, аммо шакллари билан фарқ қилади. Турли тилларда конверсиянинг семантик моделлари тўғрисидаги савол ҳали етарлича ўрганилмаган ва тилшунослар олдидаги ечими кутилаётган вазифалардан бири бўлиб ҳисобланади.

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[2] 陈光磊。汉语词法论。– 北京，2001。– 页88–89。

[3] В.Н.Ярцева. Большой энциклопедический словарь. – М., 1990 г. – Стр. 235.

[4] А.Ҳожиев. Тилшунослик терминларнинг изоҳли луғати. – Т., 2002. – Б. 51.

[5] Коротков Н. Основные особенности морфологического строя китайского языка. – М., 1968. – С. 301.

[6] Солнцева Н. К вопросу о приложимости общеграмматических терминов к анализу китайского слова // Морфологическая структура слова в языках различных типов. – М., 1963. – С.75.

[7] Горелов В. Лексикология китайского языка. – М.: Просвещение, 1984. – С. 90.

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МЕТОДЫ ИЗУЧЕНИЯ ФОНЕТИКА РУССКОГО ЯЗЫКА

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Аннотация: Мы поговорим о том, какие буквы русского алфавита вызывают сложности у иностранцев, дадим рекомендации для преподавателей, как обучать фонетике русского языка, какие фонетические упражнения для иностранцев нужно выполнять и какие сложности могут возникнуть при их выполнении, отдельно поговорим о том, как поставить произношение русских звуков, которые вызывают наибольшие сложности у иностранцев.

Ключевые слова: интерференции, интонемами, произношение, фонетический диктант

Основная сложность в обучении произношению заключается в межъязыковой интерференции. Приступая к изучению иностранного языка, учащиеся обладают устойчивыми навыками аудирования и произнесения звуков родного языка, они владеют также основными интонемами. Интерференция возникает за счет того, что слухопроизносительные навыки родного языка переносятся на иностранный, т.е. звуки иностранного языка уподобляются звукам родного. Преподаватель обязан прогнозировать появление таких ошибок и по возможности предупреждать их. В центре внимания должны находиться при этом те явления, которые составляют специфику артикуляционной базы изучаемого языка. Произношение — базовая характеристика речи, основа для развития и совершенствования всех остальных навыков иноязычного говорения, фонетические навыки предполагают корректное произношение, сформированность навыков артикулирования звуков и звукосочетаний, владение интонацией, а также умение расставить ударение, соответствующее нормам изучаемого языка.

Для начинающих изучать русский язык иностранцев сложность при изучении русского алфавита и русской фонетики заключается в том, что почти все буквы русского алфавита могут обозначать несколько разных звуков, например: буква Е может обозначать звуки [Э], [ЙЭ], [И], а иногда даже буква Е может обозначать звук [Ы] (после согласных букв Ж, Ш, Ц без ударения: цена, жена).

Постановка произношения – это еще одна сложность для преподавателей русского языка как иностранного при обучении русскому языку как начинающих, так и продолжающих изучать русский язык иностранцев. Ниже приведем рекомендации, как поставить произношение русских звуков на уроках русского языка как иностранного.

Правила постановки русских звуков. Обучение фонетике русского языка

Фонетика русского языка для иностранцев: работу над постановкой любого звука русского языка надо начинать с постановки фонематического слуха, т.е. сначала нужно добиться, чтобы иностранец различал звуки на слух. Это важно, потому что для иностранцев многие русские звуки звучат одинаково. Например, если Ваш ученик говорит «деДушка» вместо «деВушка», а когда Вы его поправляете, он отвечает, что так и сказал, то это значит, что Ваш ученик не различает на слух звуки [Д] и [В], они для него звучат одинаково.

Для того чтобы иностранцы научились различать звуки на слух, мы рекомендуем делать следующие упражнения:

Упражнение «Игра с карточками»:

1. Возьмите два листа бумаги, напишите на них звуки, которые Вы будете отрабатывать. Например, на одном листе пишем Д, а на другом – В. Отдадим эти карточки иностранцу. Преподаватель произносит звуки [Д] и [В] в случайном порядке, а иностранец должен поднять соответствующую карточку. Разумеется, преподаватель должен говорить иностранцу, если он делает ошибку.

2. Затем преподаватель произносит слоги, например: ва – да, ду – ву, ава – ада и т.д., а иностранец должен поднять карточку «Д» или карточку «В». пражнение «Фонетический диктант»:

Преподаватель диктует ученику звуки, слоги, слова, а иностранец записывает то, что слышит. Обратите внимание, что в упражнении «Игра с карточками» и «Фонетический диктант» при отработке согласных звуков не нужно диктовать слова, которые заканчиваются на звонкие парные согласные буквы (Б, В, Г, Д, Ж, З), т.к. при произношении на конце слова звонкие парные согласные оглушаются. Например, если Вы будете диктовать иностранцу «лук», «луг», то иностранец запишет «лук», «лук», потому что «луг» произносится как «лу[К]», при этом Ваш ученик-иностранец не сделает ошибку, т.к. это фонетический, а не орфографический диктант. Когда иностранец начал различать русские звуки на слух, то преподаватель уже может поменяться с иностранцем местами, т.е. преподаватель показывает карточку, а иностранец произносит то, что написано. На этом этапе возникает другая проблема: иностранец слышит и понимает, как должен звучать русский звук, но не может его корректно произнести. Наибольшие сложности у иностранцев возникают при произношении следующих звуков:[Ы], [Й], [Р], [Ж], [Ц], [Ш], [Щ]. Ниже мы рассмотрим правила постановки этих звуков и дадим рекомендации, как объяснить русскую фонетику иностранцам, как проводить фонетические упражнения для иностранцев. **Произношение русского гласного звука [Ы]** вызывает сложности практически у всех иностранцев. Например, иностранцы произносят «ми» вместо «мы», а «бить» вместо «быть».

Произношение гласного звука [И] вызывает гораздо меньше трудностей у иностранцев. Русский звук [И] похож на английский звук [i:]. Чтобы произнести звук [И] нужно направить язык вперед и коснуться кончиком языка нижних зубов. При произношении [И] Вашим ученикам нужно чуть-чуть улыбнуться :).

Вернемся к постановке проблемного русского звука [Ы]. При его произношении весь язык нужно отодвинуть назад и напрячь заднюю часть языка. Теперь кончик языка уже не касается нижних зубов, а отодвинут назад. Когда мы произносим [Ы], мы уже не улыбаемся (конечно, такой сложный звук!)

Для того чтобы помочь иностранцам напрячь заднюю часть языка при произношении звука [Ы], существует следующий прием: мы будем использовать звуки-помощники [К] и [Г]. Произношение самих звуков [К] и [Г] обычно не вызывает сложности у иностранцев, но при их произношении задняя часть языка автоматически напрягается, это мы и используем в нашем фонетическом упражнении для иностранцев:

ык – ыг – ык – ыг – ык – ыг – ык – ыг

кы – гы – кы – гы – кы – гы – кы – гы

ыкы – ыгы – ыкы – ыгы – ыкы – ыгы – ыкы – ыгы

ы – ы – ы – ы – ы – ы – ы – ы

кы – кмы – мы – мыл

гы – гмы – мы – мыл

кы – квы – вы – выл

гы – гвы – вы – выл

кы – кбы – бы – был

гы – гбы – бы – был

мыло, было, выход, выставка, был, сын, сыр, буквы, умный.

Следует обратить внимание начинающих изучать фонетику русского языка иностранцев на букву русского алфавита Й**. Звук [Й]** встречается в русской речи гораздо чаще, чем буква Й, потому что гласные буквы Е, Ё, Ю, Я в начале слова, после гласных и после букв Ъ и Ь обозначают два звука: [ЙЭ], [ЙО], [ЙУ], [ЙА], например: [ЙО]лка, при[ЙЭ]хать, каль[ЙА]н.

Сложность при произношении звука [Й] (часто этот звук в транскрипции обозначают как [j]) обычно возникает у иностранцев, если буква Й стоит в конце слова, например: иностранцы произносят «санатории» вместо «санаторий» или «мои» вместо «мой». Очень часто иностранцы не различают на слух звуки [Й] и [И], тогда целесообразно делать с иностранцами упражнение «Игра с карточками».

Как объяснить иностранцу разницу между звуками [Й], [И] и как научить иностранца произносить звук [Й]?

Нужно объяснить иностранцу, что звук [Й] произносится ОЧЕНЬ кратко. Звук [И] можно петь: и-и-и-и-и-и-и-и-и-и…, а звук [Й] нужно произносить очень кратко, будто кто-то уколол булавкой: ОЙ! Звук [Й] произносится гораздо с большим напряжением, чем звук [И], при произношении звука [Й] средняя часть языка поднимается больше, поэтому создается более узкая щель между нёбом и языком и струя воздуха вырывается с большим давлением, более мощно.

Преподаватель должен обратить внимание иностранца на то, что при написании буквы Й всегда нужно ставить галочку над буквой, т.к. отсутствие галочки над буквой Й является орфографической и грамматической ошибкой. Сравните: «мой любимый ковбой» и «мои любимыи ковбои». Другая буква русского алфавита – буква Ж – необычна для иностранцев и своим написанием (некоторые иностранцы называют её бабочкой), и произношением.

При произношении звука [Ж] кончик языка поднят к альвеолам (к бугоркам за верхними зубами) и язык оттянут назад.

Для постановки жужжащего звука [Ж] мы опять обратимся к звукам-помощникам: согласному [Г] и гласным [О], [У]. Звук [Г] поможет оттянуть язык назад, а звуки [О] и [У] помогут вытянуть вперед и округлить губы.

Фонетические упражнения для иностранцев:

гжу – гжу – гжу – жу – журнал, жук, жужжу, расскажу

гжо – гжо – гжо – жо – жёлтый, чужой, ножом, кружок

Произношение звука [Ш] похоже на произношение звука [Ж], но отличие заключается в том, что звук [Ш] произносится без участия голосовых связок (без голоса, только шум). Ниже мы отдельно поговорим о буквах русского алфавита Ш и Щ. Русский звук [Ц] является единым и нечленимым звуком, хотя и похож на сочетание звуков [Т+С], именно поэтому некоторые иностранцы произносят на месте буквы Ц два звука [ТС]. В таком случае иностранцу надо объяснить, что звук [Т] нужно произносить максимальнократко!

Отрабатывать произношение звука [Ц] лучше в словах, где буква Ц стоит после букв Т или Д, например: отцы, к отцу, с отцом, тринадцать, тридцать, двадцать, двенадцать, молодцы...

Звук [Щ] вызывает гораздо больше трудностей у иностранцев. Нужно добиться, чтобы иностранцы произносили звук [Щ] мягко. Поэтому в фонетическом упражнении мы используем гласный звук [И]:

Ищи – ищи – щи – щит

Ищи – ище – ще – щека

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ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОЕ ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ В НЕЯЗЫКОВОМ ВУЗЕ

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Аннотация: в статье рассматриваются вопросы вузовского курса обучения иностранным языкам, имеющего коммуникативно-ориентированной и профессионально-направленный характер, дается характеристика умений для профессионально-ориентированного общения, таких как коммуникативные, стратегические, профессионально-экономические, а также уделяется внимание основным моментам изучения иностранного языка в вузе.

Ключевые слова: коммуникативно-ориентированный, профессионально-направленный характер, иностранный язык, мотивация

Обучение иностранному языку в неязыковом вузе традиционно было ориентировано на чтение, понимание и перевод специальных текстов. Сейчас необходимо думать о перемещении акцента в обучении на развитие навыков речевого общения на профессиональные темы и ведение научных дискуссий, тем более что работа над ними не мешает развитию навыков, умений и знаний, так как на них базируется.

Гораздо меньше внимания уделяется вопросу о том, что надо изучать и преподавать, т. е. содержанию соответствующего процесса, а не форме его осуществления. Вузовский курс обучения иностранным языкам носит коммуникативно-ориентированный и профессионально-направленный характер. Он способствует формированию коммуникативной профессиональной компетенции. Содержание профессиональной компетентности в целом и ее структурных компонентов определяется особенностями профессиональной деятельности.

Интеграция знаний, полученных при изучении профилирующих предметов, помогает сформировать систему знаний, умений и навыков, необходимых для успешного изучения специального иностранного подъязыка экономики.

Для профессионально-ориентированного общения должны быть развиты следующие умения:

1) коммуникативные: раскрывать в общении обсуждаемую профессиональную тему средствами языка; порождать высказывания разных типов профессиональной речи; владеть разными формами профессионально-ориентированного общения (монологом, диалогом, полилогом);

2) стратегические: активно участвовать в профессиональном общении, используя разнообразные речевые стратегии (совещание, переговоры и т. д.); проводить свою стратегическую линию; выделять для себя наиболее ценную информацию профессионального характера;

3) профессионально-экономические: извлекать конкретную информацию профессионального характера и интерпретировать ее в соответствии с поставленной задачей общения; использовать знания, умения и навыки для получения новых знаний;

Характеризуя курс иностранного языка в нашем учебном заведении, можно выделить следующие основные моменты:

- учебно-методические комплексы разрабатываются специально для обучения студентов конкретной специальности и фокусируется на обучении языковым средствам (грамматике, лексике, фонетике) и коммуникативным функциям, характерным для конкретной сферы использования языка, связанной с той или иной специальностью;

- основные приемы обучения иностранному языку направлены на развитие мыслительных способностей студентов; это проблемные задания, задания на развитие стратегий осмысленного чтения (понимания коммуникативного смысла иноязычного текста) с последующим использованием информации, извлеченной из текста, для решения коммуникативной задачи и т. д.;

- обязательно учитываются профессиональные потребности и личностные интересы обучающихся (профессионально значимая тема и ситуации, используемые при обучении языку, аутентичные задания, проблемные тексты, поднимающие актуальные вопросы, связанные с будущей профессиональной деятельностью, и т. д.) способствует повышению мотивации при изучении иностранного языка.

Таким образом, профессионально-языковую компетентность можно рассматривать как уровень языковой подготовки специалиста, обеспечивающий успешность коммуникаций, позволяющий оперировать специальной терминологией и формирующий культуру речевого поведения в предстоящих ситуациях профессиональной деятельности. Профессионально-языковая подготовка понимается как процесс овладения языками и формирование умений и навыков их применения в разнообразных ситуациях.

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ИСКУССТВО И ИНСТРУМЕНТЫ ЭФФЕКТИВНОГО ПРЕПОДОВАНИЯ

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Аннотация: Данная работа поможет каждому преподавателю повысить педагогическое мастерство, потому что описанные в ней методы, применяемые самыми успешными учителями, способен освоить каждый, а опробовать их можно сразу после прочтения. Работа помогут вдумчиво проанализировать материалы и перспективы его использования на практике. Работа может быть полезна учителям средней школы, а также преподавателям лицеев и колледжей.

Ключевые слова: искусство, стратегия, методика, эффективность, фокусировка, оценочный стандарт.

Эффективное преподавание - это искусство. В любом виде искусства - будь то живопись, скульптура, литература — великие мастера, превращая сырье в бесценные достояния человечества, используют, помимо знаний и навыков, базовые инструменты. Великое искусство всегда опирается на овладение и применение основополагающих навыков, которым каждый художник обучается индивидуально во время усердной учебы. Сначала вы учитесь просто бить молотком по долоту, а со временем совершенствуете этот навык, поняв, под каким углом следует наносить удар и насколько сильным он должен быть. Многие люди способны создавать в своем воображении поистине уникальные шедевры, но только те, кто освоил и развил нужные ремесленные навыки, могут воплотить свое видение в жизнь. Эта работа посвящена базовым, рабочим инструментам педагогики, без которых не достичь успеха в самой важной части этой деятельности. Я говорю о преподавании в средних школах, в первую очередь расположенных в центральных частях крупных городов. Когда я был начинающим учителем, я записывался на всевозможные тренинги и семинары, после которых у меня в ушах еще долго звучали высокие слова. И эти слова вдохновляли меня на то, чтобы стать хорошим педагогом: «Всегда возлагайте на учащихся большие надежды», «Каждый день ожидайте от учеников как можно большего», «Учите детей, а не излагайте учебный материал». И каждый раз я испытывал прилив вдохновения, чувствовал себя готовым на новые свершения — до тех пор, пока на следующее утро не приходил в школу. Тут я обычно спрашивал себя: «Ну и как именно это осуществить? Что мне надо сделать, как многого я от них жду?». В итоге научиться преподавать мне помогли предельно конкретные советы более опытных коллег, например: «Если хочешь, чтобы твои распоряжения выполнялись беспрекословно, отдавая их, стой на месте. Если ты при этом будешь, скажем, раздавать тетради, у класса создастся впечатление, что твои указания не важнее, чем все другие твои действия. Покажи, что твои распоряжения действительно важны. Отдавая их, стой на месте. И дети отреагируют на это должным образом». Со временем именно такие конкретные, четкие и практичные советы помогли мне намного больше, чем постоянные напоминания о том, что так должен поступать каждый учитель, я стал ожидать многого от своих учеников. Заметьте, я называю описанные инструменты методиками, а не стратегиями, хотя в педагогике обычно используется второй термин. По-моему, стратегия представляет собой обобщенный подход к решению проблем, путь к обоснованным решениям. А методика- это то, что вы говорите или определенным образом делаете. А техника (или методика) мо-

жет быть, скажем, такой: наклонить торс вперед на пять градусов и работать ногами.

Одна из проблем преподавания заключается в том, что у нас всегда есть соблазн оценивать то, что мы делаем в классе, исходя из того, насколько это профессионально и в какой мере сочетается с общей философией, а то и на основе того, насколько это приятно и интересно нам самим. При этом мы часто забываем об эффективности своих методик и о том, действительно ли они способствуют повышению уровня успеваемости учащихся. Доказательством эффективности этих инструментов служит их потрясающий успех не только в классах, где преподают учителя, благодаря которым я узнал об этих методиках, но и почти во всех городских школах. Практически в любой школе найдется пара классов, ученики которых, еще минуту назад непослушные и грубые, вдруг садятся на свои места, вытаскивают тетради и, как по мановению волшебной палочки, начинают рассуждать и работать, словно настоящие маленькие ученые. В каждом таком классе преподает учитель — мастер своего дела, чье повышенное внимание к методикам и их применению отличает его от большинства коллег. Вот хороший тест. Если в требованиях, написанных вами на доске перед классом, сохраняется специфический язык департаментов государственного образования (например, «Ученики третьего класса должны уметь читать, распознавать и понимать разные жанры»), вы, скорее всего, накладываете стандарты на свои уроки, что называется, задним числом. Если же на доске они сформулированы в виде конкретных целей («Ученики должны уметь описать главного героя с помощью двух отличительных характеристик и найти подтверждение своих слов в только что прочитанных главах»), это, вероятно, указывает на то, что вы первым делом идентифицировали и применили тот или иной стандарт. А значит, вы гораздо больше можете рассчитывать на успех своей методики преподавания. Многим из вас все это покажется само собой разумеющимся, тем не менее следует отметить, что подобная практика отнюдь не универсальная. Еще один ключ к эффективному использованию стандартов заключается в фокусировке на том, как оценивается тот или иной стандарт: какие именно навыки оцениваются, на каком уровне сложности и в каком формате. Это называется *оценочным стандартом*. И наконец, очень важно правильно подбирать материал — этой теме тоже уделяется недостаточно внимания. Я пришел к осознанию данного постулата в результате личного, причем не слишком удачного опыта. В свое время, начав преподавать русский язык в шестом и седьмом классах в школе, я решил, что мне следует выбирать материал, «привлекательный» для учеников.

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МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ В ПРОЦЕССЕ ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА В ВУЗЕ

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Аннотация: В статье рассматриваются вопросы изучения иностранного языка в вузе, который является средством общения; подчёркивается задача обучения вузовских специалистов, решается проблема культурных общностей, кроющаяся в расхождении культур; раскрывается тесная взаимосвязь преподавания иностранных языков

Ключевые слова: иностранный язык, культура, межкультурная коммуникация

Изучение иностранных языков, в частности, английского, дает уникальную возможность выйти за те привычные пределы обыденного способа человеческого мышления, которые зачастую устраивают большую часть социума; помогает под совершенно другим углом взглянуть на повседневные, привычные вещи; развивает способность решать проблемы, а также делает нас более находчивыми и изобретательными.

В высшем учебном заведении обучение иностранному языку как средству общения между специалистами разных стран не рассматривается как прикладная и узкоспециальная задача, например, задача обучения экономистов - языку экономических текстов, геологов - геологических текстов и т. п. Вузовский специалист - это широко образованный человек, имеющий фундаментальную подготовку. Иностранный язык такого специалиста - это и орудие производства, и часть культуры.

Владея языком, представители разных культурных общностей не всегда могут адекватно понять друг друга. Проблема нередко кроется в расхождении культур. Как отмечается, «даже носители одного и того же языка могут выступать представителями разных культур или субкультур. Они также могут не до конца понимать друг друга».

Главное препятствие, мешающее успешному решению этой проблемы, состоит в том, что мы воспринимаем другие культуры через призму своей народной культуры, наши наблюдения и заключения ограничены ее рамками. Наш этноцентризм не только мешает межкультурной коммуникации, он еще и труднораспознаваем, поскольку является бессознательным.

К основным компонентам подобной иностранной культуры можно отнести следующие элементы, несущие на себе национально – специфическую окраску:

- традиции, а также обряды, которые можно воспринимать как традиции;
- традиционно – бытовую культуру;
- повседневное поведение;
- национальные картины мира, которые отражают специфику восприятия окружающего мира.

Тесная связь и взаимозависимость преподавания иностранных языков и межкультурной коммуникации настолько очевидны, что вряд ли нуждаются в пространных разъяснениях.

Основные принципы этого направления можно сформулировать так:

1) изучать языки функционально, в плане использования их в разных сферах жизни

общества: в науке, технике, экономике, культуре и т. п.;

2) обобщить огромный практический и теоретический опыт преподавания иностранных языков специалистам;

3) научно обосновать и разработать методы обучения языку как средству общения между профессионалами, как орудию производства в сочетании с культурой, экономикой, правом, прикладной математикой, разными отраслями науки — с теми сферами, которые требуют применения иностранных языков;

4) изучать языки в синхронном срезе, на широком фоне социальной, культурной, политической жизни народов, говорящих на этих языках, то есть в тесной связи с миром изучаемого языка;

5) разработать модель подготовки преподавателей иностранных языков, специалистов по международному и межкультурному общению, специалистов по связям с общественностью.

Различные приемы и методы для знакомства обучающихся с культурой других стран, использование иностранного языка в реальной ситуации общения мотивируют обучающихся на успешное изучение предмета. В процессе преподавания в центре внимания стоит необходимость практиковать использование иностранного языка как средства межкультурной коммуникации.

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ҚАРАҚАЛПАҚ ТИЛИНДЕГИ «КӨК» КОМПОНЕНТЛИ ФРАЗЕОЛОГИЗМЛЕР

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Аннотация. Мақалада қарақалпақ тилиндеги рең билдириўши көк келбетлиги менен келетуғын фразеологизмлердиң өзгешеликлери сөз етиледи.

Таяныш сөзлер: фразеологизм, рең билдириўши сөзлер, рең билдириўши сөзлер менен келетуғын фразеологизмлер, көк келбетлиги.

Рең билдириўши сөзлер ҳәр бир халықтың түсинигинде белгили орын тутады. Олардың бири – көк келбетлиги түркий халықлар түсинигинде үлкен айрықша әҳмийетке ийе. Қарақалпақ тилинде де рең билдириўши сөзлер ҳәм оларға байланыслы көз-қараслар, түсиниклер, ырымлар, үрп-әдет, дәстүрлер қәлиплескен. Халықлық тилде ҳәр қыйлы реңлер ҳәм олар менен келетуғын фразеологизмлер өнимли ушырасады.Олар ҳәр қыйлы мәнилерди аңлатып келеди. Мысалы, көк талақ фразеологизми урыў, сабаў, биреўден таяқ жеў, таяқ жеў ақыбетинде денеде пайда болған дақлар мәнилеринде келеди: Негедур, Назарбайға «буның ҳаялының *тек жүзи шығар жылтырап жүрген*, ... жерлери ***көк талақ*** шығар қамшыдан…» деген күлкили ой келе берди. (Ш.С.) Барр көк-көңбек, Мамар ***көк талақ болған.*** (Ҳ.Ө.)

Фразеологизм қурамында көк сөзи басқа – аралас рең билдириўши сөзлер менен келеди. Мысалы: Ат шаршағаны ушын гезеклесип минип, ***көк алай көк*** теңизди жағалап жүре берди.(Т.Қ.) Ала рең билдириўши сөзи менен келеди. Мысалы: Бул жуўадай солғыр, жалғызымды тақымына басып, көкпар ойнағаны аздай, өзин ***көк ала қойдай*** етип сабаған, қайнаға! (Ж.С.)

Көк сөзи фразеологизм қурамында келгенде, фразеологизм жарлы, сықмар, ақша, ҳақы деген мәнилерди билдиреди. Мысалы: Өйткени, биринширден: қалтасында ***көк тийини*** жоқ,... (Ә.Ә.) Басқа саған беретин ***көк тийиним*** де жоқ,... (Ә.Ә.) Басында панасы жоқ, жазы менен мал баққан менен адамлар ***көк тийин*** бермейди. (К.С) ***Көк тийини*** түссе болардай гәда. (И.Ю.)

Адам мүше атамасы менен келеди: Оның жабадай бармақлары ***көк желкемди*** бүрип, тикке турғызды (Ж.С.) Көк бет фразеологизми: «Көк бет – өжет, қайсар, бийҳая, жалмаўыз, урысқақ» деген мәнилерди билдиреди.[1: 102]

Фразеологизм қурамында аспан сөзиниң мәнисин билдирип келеди: ...ол мақтағанды ***көкке шығарып*** сөйлегиш, өзиниң тоқтамына ийелик ете алмас, ерме болғанлықтан, оларға жағымпазланып, өзи танымас патша шешейди ғәреметлеп сала берди. (Ҳ.Ө.)

Көк сөзиниң мәниси оған уқсатылған, салыстырылған басқа сөз бенен билдиреди: Қолында сизиң арзаңыз, обылыстан кешеден бери **көзи дуздай** бир орыс келип, бизди қаматайын деп атыр! (Ш.С.)

Көркем шығармалар тили халық тарийхында жүз берген ўақыяларды, халықтың жақсы, жаман күнлериниң сәўлесин, үрп-әдет, дәстүрлерин, ырым, түсиниклерин сақлап киятырған әжайып сөз ғәзийнеси болып табылады. Мысалы, көк ешекке терис мингизиў фразеологизми дәслеп еркин сөз дизбеги болып, фразеологизмниң усы ҳәрекет нәтийжесинде қәлиплескенин түсиниўге болады. Бул ҳәрекет (жаза) Т.Қайыпбергеновтың шығармаларында ушырасады:

1.– Бизлер көшип киятырып оны ***көк ешекке терис миндирип,*** ерге таңып жи-

бергенде, шешкен ким? Дәўлетбай бийдиң жесири. 2.Маман ҳаққындағы гәпке тағы оралып, Бегдулла оны жолда ***көк ешекке терис мингизгенине*** пушайманлық билдирип еди. 3.Посып киятырғанда Бегдулла қарасақал услап алып, ***көк ешекке терис мингизип***, сазайын берген екен дағы, сениң анаңның реҳими оянып, **оңына мингизип жиберген.**(Т.Қ.) Демек, бул фразеологизм халықтың тарийхындағы әмелде болған дәстүрлер, үрп-әдетлер менен байланыслы түсиниклерди билдиреди. Кейин фразеологиялық мәниге көшкен. Мысалы: Бул халық бир ўақытта Маман бийди де ***көк ешекке терис мингизген,*** Алланазардың орнында өзиң болғанда не қылар едиң, иним, Базарба-ай, Қудайбергенниң орнында сен не қылар едиң Жаңабай иним? (Ш.С.) Енди бул фразеологизм насақ етиў, сыртынан сайып сөз айтыў, жаманлаў, өсек қылыў, ғәремет жабыў, жаманатлы қылыў мәнилерин билдирип келеди.

«Рең билдириўши лексемалар сөйлеўде аўыспалы мәниде келип, тәсиршеңликке ҳәм образлылыққа хызмет етеди».[2:20]

Қарақалпақ тилиндеги көк рең билдириўши сөзи менен келетуғын буннан басқа да фразеологизмлер бар болып, олар рәңбе-рең мәнилик өзгешеликлери, образлылығы, өткирлиги ҳәм көркемлиги менен ажыралып турады. Бундай фразеологизмлерди ҳәр қыйлы усыллар тийкарында илимий көз-қарастан изертлеў қарақалпақ тил билими ушын да, басқа илим тараўлары ушын да үлкен әҳмийетке ийе.

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ХОРИЖИЙ ТИЛЛАРНИ ЎРГАТИШДА КИТОБ МУТОАЛАСИ ВА ЭРТАКЛАРНИНГ ЎРНИ

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Фарзандларимизнинг жаҳон цивилизицасияси ютуқларини эгаллаб олишлари учун биз, катталар, уларга биринчи навбатда она тилини эгаллаб олишларида ёрдам беришимиз ва унинг негизида жаҳон тилларини, шу жумладан, инглиз тилини ўрганишга қизиқиш ва хоҳиш уйғотишимиз зарурлиги бугунги куннинг долзарб муаммоларидан эканлиги ҳаммамизга маълум.

Ўзбек тилида таълим олиб бориладиган мактаб ва болалар боғчаларида инглиз тилини ўргатиш даражасини ошириш ва ривожлантиришда асосий эътиборни ўқувчиларнинг нутқига аҳамият беришимиз лозим.

Барчага маълумки, яхши ривожланган нутқ кўп жиҳатдан бутун билим олиш жараёнини белгилаб беради. Нутқ –бу ақлни ривожлантириш каналидир. “Нутқ қанчалик илгари ўзлаштириб олинса, билимларни ўзлаштириш шунчалик осон кечади. Бунинг учун эса китоб мутоаласи билан шуғулланиш анча кўмак беради.

Юртимизда фаолият олиб бораётган умумий ўрта таълим мактаблари ва мактабгача таълим муассасаларида ўқувчилар ва болаларга инглизча сўзлашиш нутқини ўқитишда ўрганилаётган тилда фаол нутққа ундовчи китоб мутоаласига катта аҳамият берилади. Ёш авлодни тарбиялаш, уларга маънавий озуқани бериш учун оналаримиз, тарбиячи ва мураббийлардан халқимизнинг севимли эртакларидан кўплаб фойдаланиш холатлари кузатилмоқда. Бугунги замонавий она фарзандини ўз она тилидан ташқари бошқа чет тилларда ҳам сўзлаша олишини хоҳлайди. Аммо фарзанд учун энг катта устоз ОНА ҳисобланади. Бугунги кунда яратилаётган ҳар хил эртак китобларни турли хил билим ва салоҳиятга эга бўлган оналарни ҳисобга олган ҳолда яратилмоқда. Ўзбек халқ эртаклари ўзбек тилидан инглиз тилига содда йўналиш бўйича таржима қилинмоқда, зотан бугунги замонавий она фарзандининг тилга бўлган қизиқишларини уйғотувчи мактаб сифатида ҳаракат қилишлари лозим. Бугунги кун оналарига фарзандининг тилга бўлган қизиқишларини кучайтиришга қаратилган бир қанча тавсиялар беришга ҳаракат қиламиз :

- фарзандингизнинг қизиқишлари фақат сизга маълум, у нимани ёқтириши-ю, ёқтирмаслиги барча-барчаси, шуларни ҳисобга олган ҳолда (масалан ҳайвонлар, сеҳрли буюмлар ҳақида) бирор бир инглизча эртак китоб сотиб олинг;
- албатта сиз сотиб олган китоб қизиқарли ва ранг-баранг расмларга тўла бўлсин, акс ҳолда у болага ёқмаслиги мумкин;
- сиз китобни олганингизда албатта ундаги сўзларга аҳамият беринг, сиз деярли тушунган сўзларингиз бўлиши шарт;
- кейин фарзандингизга шошилмасдан, оҳанг билан ўқишга киришинг ва нотаниш сўзлар таржимасига изоҳ беринг;
- эртак қисқа бўлиши шарт, узун эртаклар инглиз тилида эшитаётган болага зерикарли туюлиши мумкин;
- эртак сўнгида энг мухим сўзларни расмлардан фойдаланиб ўргатинг, айттиринг ва қайта-қайта сўраб туриш ўринлидир. Жажжи кичкинтойларимиз умумжаҳон цивилизациясининг ютуқларини эгаллашлари, тарихимизни, маданиятимизни, бизнинг буюк авлодларимиз қолдирган меросни чуқурроқ билишлари лозим. Китоб мутоаласи жажжи кичкинтойларимизга умумжаҳон цивилизациясининг ютуқларини эгаллашла-

ри, тарихимизни, маданиятимизни, бизнинг буюк аждодларимиз қолдирган меросни чуқурроқ ўрганишларига катта ёрдам кўрсатади. Бугунги кунда яратилаётган ҳар хил эртак китобларни турли хил билим ва салоҳиятга эга бўлган оналарни ҳисобга олган ҳолда яратилмоқда. Ўзбек халқ эртаклари ўзбек тилидан инглиз тилига содда йўналиш бўйича таржима қилинмоқда, зотан бугунги замонавий она фарзандининг тилга бўлган қизиқишларини уйғотувчи мактаб сифатида ҳаракат қилишлари лозим.

Қуйида сизларга қисқа бир эртак асосида юқоридаги тавсияларга тушунчалар, сўз ва сўз бирикмаларидан намуналар келтирамиз :

THE BOASTER TIGER [?i: ‘bəustə ‘taigə]
МАҚТАНЧОҚ ЙЎЛБАРС

There was a tigerin the forest. He was the only there. He was young and very proud. But he did not have any friends. He did not want to make a friend. Being the only, he considered “the king” that forest.

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ЧЕТ ТИЛИНИ ЎҚИТИШДА ИННОВАЦИОН ТЕХНОЛОГИЯЛАРДАН ФОЙДАЛАНИШ

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Аннотация: Статья посвящена об использование инновационных технологии на обучения английского языка. Приведены некоторые методические рекомендации об использование инновационных технологии на обучения английского языка.

Annotation: The article is devoted using of innovation technologies in teaching English There given some methodical recommendations in using of innovation technologies in teaching English

Ключевые слова: Английский язык, обучение, интернет,мултимедиа

Key words: English, teaching, vocabulary, internet,multimedia

Бугунги тезкор ривожланаётган замонда илм-фан, техника ҳам шиддат билан ўсиб бормоқда. Ҳар бир соҳада тараққиёт илгари қадам ташламоқда. Хусусан, илм-фанда ҳам катта ўзгаришлар, сезиларли ютуқларга эришилмоқда. Ҳар бир фанни янги инновацион педагогик технологиялардан фойдаланиб ўқувчиларга етказиб бериш бугунги кундаги таълимнинг асосий талабларидан бири ҳисобланади.

Чет тили фани тўрт аспестга (ўқиш, ёзиш, тинглаб тушуниш ва гапириш) бўлиниб, уларнинг ҳар бири бўйича алоҳида тушунча ва кўникмалар берилмоқда. Таълим технологиялари, бу таълим жараёнида замонавий ахборот технологияларидан унумли фойдаланишдир. Шунингдек, таълим жараёнига замонавий инновацион технологияларини олиб кириш орқали таълим сифати ва самарадорлигини оширишни назарда тутади. Хусусан, чет тилини ўрганишда бундай ахборот-коммуникацион технологиялардан фойдаланишнинг бир қанча афзалликлари мавжуддир. Тил ўрганиш ва ўқитишда замонавий технологиянинг роли беқиёсдир.

Чет тилини замонавий технологиялардан фойдаланиб ўргатиш ва ўрганиш энг самарадор усуллардан биридир. Бу жараёнда, жумладан: - компьютерлардан фойдаланганда ўқувчи чет тилидаги видео роликларни, намойишларни, диалогларни кино ёки мультфильмларни ҳам кўриши, ҳам эшитиши мумкин; - чет тилидаги радио эшиттиришлар ва телевидениедаги дастурларни эшитиш ва томоша қилиш мумкин; - анча анъанавий усул ҳисобланадиган магнитофон ва кассеталардан фойдаланиш; - CD плеерлардан фойдаланиш мумкин. Бу техник воситалардан фойдаланиш ўқувчиларнинг чет тилини ўрганишлари жараёнини қизиқарлироқ ва самаралироқ бўлишини таъминлайди. Яна бир омил - Интернет.

Интернет орқали чет тилида сўзлашувчилар билан мулоқот қилиш имконияти пайдо бўлади. E-mail орқали хат ёзишиш билан ёзиш машқини такомиллаштириш мумкин. Таълим жараёнига замонавий - коммуникацион технологияларни олиб кириш, улардан мақсадли ва тўғри, унумли фойдаланиш, улар орқали ўқувчида чет тилига бўлган қизиқишни орттириш, ўқитиш самарадорлигини ошириш энг муҳим масала ҳисобланади. Бу орқали таълимнинг инновацион технологияларидан фойдаланишга имконият туғилади ва талаб ортади. [2]

Чет тилини ўқитиш жараёнида турли хил жадваллардан фойдаланишнинг ҳам самараси юқоридир. Таълим жараёнида жадваллардан фойдаланиб, ўқувчилар маълум бир грамматик қоидани, масалан, замонлардан фойдаланиб гаплар тузиш, янги сўзларни

жойлаштириб чиқиши мумкин. Чет тилини ўрганишга эҳтиёж юқори бўлган бир даврда, таълим жараёнида замонавий ахборот технологияларидан, инновацион таълим технологияларидан унумли фойдаланиш бу жараённи самарали бўлишига олиб келади. Интерфаол компьютер дастурлари ва имконияти катта бўлган мультимедиа тизимлари буларга яққол мисол бўла олади.

Ўқув жараёнини компьютер технологиялари асосида ташкиллаштириш муаммолари методиканинг махсус бўлимида ўрганилади. Бу йўналишда 1991 йилда К.Р. Пиотровска томонидан "Компьютерная лингводидактика" атамаси киритилган бўлиб унда ахборот технологиялари, амалий ва математик лингвистика, суъний интелект ишланмалари, дизайн ҳамда компьютер технологияларидан хорижий тилни ўқитишда фойдаланишнинг методик муаммолари билан ўзаро боғлиқ ҳолда ривожланиши асосланган.

Мультимедиа бу компьютер ва бошқа ахборот технологиялари: видео, аудио, тасвир, кинофильм, имитацион модел, телекоммуникация (телефон, телевидение раидоалоқа) каби воситаларнинг бирлашмасидан иборат. Мультимедиа дастурлари матн, график, статик ва имитацион моделларни ўз ичига мужассам этган бўлиши мумкин. Мультимедиа воситалари ёрдамида матн, график, аудио ва видео маълумотларни худди кинофильмлардаги овоз ҳамда ҳаракатлар каби ягона маълумотлар майдонига бирлаштириш мумкин. Кинофильмлардан мультимедиа дастурларининг фарқи шуки бу ерда интерфаол муҳит ташкил қилинади, яъни фойдаланувчи ҳар хил воситалар ёрдамида мультимедиа дастурларини бошқариб бориши мумкин [3].

Хорижий тилларни ўқитишда компьютер технологияларидан фойдаланишнинг назарий ва амалий асосларида М.А.Ботвенко (1996 й), А.Д.Герцова (1997 й), А.Д.Горцова (1995 й), А.В.Конышева (1997 й), Е.С.Полат (2002 й), Н.В.Раздорска (1997 й), Г.К.Селевко (1998 й) сингари рус олимларнинг тадқиқотларида атрофлича ўрганилган[3].

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Annotatsiya: maqolada ta’lim sifati, boshlang‘ich ta’lim samaradorligini oshirishning maqsad va vazifalari, ta’lim sifatini yaxshilash usul va shakllari, yo‘nalishlari haqida so‘z boradi.

Kalit so‘zlar: ta’lim sifati, maqsad, vazifa, usul, yo‘nalish, o‘yin, texnologiya.

Ta’lim samaradorligini oshirish yo‘llari dunyoning barcha mamlakatlarida izlanmoqda. Yurtimizda ta’lim samaradorligi muammolari psixologiya, pedagogik texnologiya, informatika va boshqaruv nazariyasining so‘nggi yutuqlaridan foydalanish asosida faol rivojlanmoqda.

Ta’lim sifati deganda o‘quvchilar, jamiyat va ta’lim buyurtmachilarining ehtiyojlarini qondira oladigan ta’lim natijalarining asosiy xususiyatlari yig‘indisi tushuniladi. U o‘qituvchilarning yuqori kasbiy mahorati, o‘quvchilarga dars berishda qulaylik yaratishdan, o‘quvchilar bilimining mustahkamligi, sanitariya me’yorlariga rioya qilish, to‘g‘ri boshqaruvdan iborat.

Boshlang‘ich sinflarda o‘qitishning asosiy maqsadi har bir bolaga qisqa vaqt ichida juda ko‘p miqdordagi ma’lumotlarni o‘zlashtirish, o‘zgartirish va amalda qo‘llashni o‘rgatishdir. Darsni o‘rganishning asosiy shakli sifatida tan olgan holda, biz uni yanada takomillashtirish yo‘llarini doimo izlaymiz.

Konfutsiy: “Uch yo‘l ilmga olib boradi: fikr yuritish eng ezgu; mag‘lubiyat yo‘li eng oson yo‘ldir; va tajriba yo‘li eng qiyin yo‘ldir”. Biz bir vaqtning o‘zida uchta yo‘lni bosib o‘tishimiz kerak, chunki kasbimizning qat’iy talabidir. Pedagogik faoliyatimizning o‘ziga xos xususiyati o‘qitishdan iborat bo‘lgan o‘quv jarayonining ajralmas qismi ekanligidadir.

Ta’lim sifatini yaxshilash uchun o‘quv faoliyati nimani anglatishini tushungan holda o‘qituvchi o‘quvchilarni maqsadga yo‘naltiradi, ularning faoliyati uchun motivatsiya beradi, hayotiy ko‘nikmalarni shakllantiradi, “o‘qituvchi - o‘quvchi” xulosalarini yaratadi, muammoli vaziyatlarni ishlab chiqadi, o‘quv jarayoni ishtirokchilarining salomatligiga javob beradi. Bularning barchasi o‘qituvchining boshqaruvi ostida bo‘ladi.

Boshlang‘ich ta’limda an’analarga rioya qilish va innovatsiyalarni joriy etish, o‘qituvchining malakasini oshirish, eng yangi axborot texnologiyalarini ishlab chiqish va joriy etish, maktab o‘quvchilari uchun odatiy qiyinchiliklarning sabablarini aniqlash va ularni tuzatish, o‘quvchilarning bilim sifati tizimining shakllanish darajasini aniqlash, portfel tuzish orqali maktab o‘quvchilarining individual yutuqlarini to‘plash va aniqlash, o‘quvchilarning ijodiy qobiliyatlarini rivojlantirishga imkon beradigan loyiha faoliyatini tashkil etish kabi uslubiy ishlar ta’lim samaradorligini oshishiga xizmat qiladi.

Shu maqsadda o‘quv jarayonini tashkil qilishni takomillashtirish va o‘quv natijalarini yaxshilash, qaror qabul qilishda o‘qishga bo‘lgan qiziqishni, o‘z-o‘zini rivojlantirish, o‘quv jarayonini zamonaviy darajada ta’minlash, bolaning ta’lim ehtiyojlarini qondirish va mustaqillikni oshirish uchun sharoit yaratish, tarbiyaviy ishlar tizimini takomillashtirish, o‘quvchilarning

jismoniy rivojlanishini ta'minlash, sog'liqni saqlash texnologiyalaridan foydalanish, maktabning moddiy-texnik bazasini yaxshilash mumkin.

Zamonaviy boshlang'ich ta'lim o'qituvchisining vazifasi ilg'or pedagogik tajribalarni umumlashtirish va amaliyotga joriy etish, pedagogik va axborot texnologiyalarni, shuningdek, sifat jihatidan zamonaviy boshlang'ich sinf o'quvchisini tayyorlashni ta'minlaydigan yondashuvlarni shakllantirish, o'quv jarayonini har tomonlama rivojlantirishga qaratilgan o'quvchilarning dars va darsdan tashqari mashg'ulotlarni yaratish, o'quvchilarning individual qobiliyatlarini o'rganish va rivojlantirish uchun psixolog va ota-onalarning o'zaro munosabatlarini tashkil qilishdan iborat.

Dars samaradorligini oshirishning muhim vositasi darsdagi xilma-xillikdir. K.D.Ushinskiyning ta'kidlashicha, bola tinimsiz faollikni talab qiladi va faoliyatdan charchamaydi, biroq uning bir xilligi, bir tomonliligidan qochish kerak. Kichik maktab yoshidagi o'quvchilar dars turli xil va qisqa ish turlaridan iborat bo'lib, o'zgarib tursa, yaxshiroq o'rganadilar. Ammo shuni yodda tutish kerakki, o'quvchilar faoliyatining xilma-xilligi ularning faolligini ta'minlamaydi.

Boshlang'ich sinf o'quvchilarining boshlang'ich faoliyati o'qish bo'lib, u ta'limning muhim tarkibiy qismi hisoblanadi. Shunday bo'lsada, o'qish o'yin bilan birgalikda olib boriladi. O'yin elementlari o'quvchilarning o'quv faoliyatini faollashtiradi, ishda mustaqillik va tashabbuskorlik, sheriklik va o'zaro yordamni rivojlantirishga hissa qo'shadi. O'yin o'quvchilarning bilim olishga qiziqishini oshirishning muhim vositasidir.

Boshlang'ich ta'limda didaktik yoki ta'limiy o'yinlar keng tarqalgan. Ular kognitiv tarkibga ega va o'quvchilarning aqliy rivojlanishiga qaratilgan. O'yin davomida bolalar diqqatni jalb qilish, mustaqil fikrlash, e'tiborni, bilimga bo'lgan qiziqishni rivojlantiradilar.

Boshlang'ich maktabda allaqachon o'quvchilarning aksariyati o'quv jarayonida passiv harakat qiladi va o'rganishga qiziqishni yo'qotishni boshlaydi. Shuning uchun qobiliyatlarni rivojlantirish va intilishini qo'llab-quvvatlash juda muhim. Ularga o'rgatish emas, balki o'rganish va rivojlantirishga yordam berish darkor.

Boshlang'ich ta'limda axborot-kommunikatsiya texnologiyalaridan faol foydalanish, ta'lim sifatini oshirishda muhim rol o'ynaydi. U orqali ma'lumotlarni to'plash va taqqoslash, tushuntirish-tasvirlash usulidan faol usulga o'tishga imkon beradi, mantiqiy fikrlash, og'zaki va yozma nutqni tinglash, tushunish qobiliyatini rivojlantiradi, bilimlarni ongli ravishda o'zlashtirishga yordam beradi.

Shunday qilib, ta'lim sifatini oshirish uchun zamonaviy innovatsion texnikadan, o'quv mashg'ulotlarini tashkil etishning yangi shakllaridan dars va darsdan keyin foydalanish, o'qituvchilarning kasbiy mahoratini oshirish uchun uslubiy jihatdan takomillashtirishni davom ettirish, darslarda zamonaviy pedagogik va axborot texnologiyalaridan keng foydalanish zarur ekan.

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ONA TILI DARSLARIDA MUMTOZ MATN VA LUG‘ATLAR BILAN ISHLASHNI O‘RGANISH

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Annotatsiya: maqolada ona tili darslarida mumtoz matn va lug‘atlar bilan ishlashni o‘quvchilar ongiga singdirish uchun turli xil ta'limiy o‘yin metodlaridan foydalanish jarayoni, mumtoz matn namunalarining o‘quvchilar tafakkurini oshirishga,lug‘at boyligini o‘stirishga xizmat qilishi yoritilgan.

Kalit so‘zlar: xotira mashqi o‘yini,mumtoz matn,talab vodiysi,mosini tanlang o‘yini,ma'nodosh so‘zlar

Ona tili ta'limining asosiy maqsadi erkin fikrlaydigan mustaqil shaxsni tarbiyalashdir. Har bir inson til vositasida o‘z fikrlarini bayon qiladi.Biz faqat fikrimizni bayon qilibgina qolmasdan,uning to‘g‘ri va aniqligi ,uslubiy jihatdan ravonligiga ham e'tibor qaratishimiz kerak.Ona tili darslarida har bir so‘z ma'nosini va oldin bu so‘z qaysi shaklda ishlatilganini bilish juda muhim.Shuning uchun maktab darsliklarining 8-9-sinf ona tili kitoblarida mumtoz matn va lug‘atlar bilan ishlash mavzulari berilgan.Lug‘at bilan ishlashda shu so‘zning ma'nosi,talaffuzi, imlosiga alohida e'tibor qilish lozim va bu so‘z mumtoz matnda qanday ma'noda kelganligiga ahamiyat berish kerak.Bundan ko‘zlangan asosiy maqsad o‘quvchilarimizga hozirgi adabiy jarayonnigina emas,balki mumtoz adabiyotimiz xazinalarini ham to‘g‘ri tushunishni o‘rgatishdir.

Mumtoz matn va lug‘atlar bilan ishlashda pedogogik texnologiyalardan,turli ona tili ta'limiy o‘yinlaridan foydalanish yaxshi samara beradi.O‘quvchi lug‘atlar bilan ishlaganda dunyoqarashi kengayadi,mustaqil fikrlashni o‘rganadi.

8-sinf ona tili darsligida berilgan “Talab vodiysi”mumtoz matnini o‘rganishda ham bir qancha ta'limiy o‘yinlardan foydalanish mumkin.Masalan,”Xotira mashqi”,”Ma'nodoshlarini toping”,”Mosini tanlang”, “Namunali ifodali o‘qish”,”Eng yaxshi nasriy matn” kabilarni qo‘llash o‘quvchilarning shu mavzuni yaxshi o‘zlashtirishlariga yordam beradi.

Talab vodiysi

Chun talab vo/diysig‘a qo‘y/sang qadam,
Ollinga har/ dam kelur yuz/ ming alam.
Har dam anda/ yuz **malolat**/yuzlanur,
Har nafas ming/ **sa'b** holat/ yuzlanur
Istamak ran/ji ko‘ngulni /zor etar,
Topmomog‘liq/ ruhni **af/gor** etar.
Jonni kuydur/mak bo‘lub mah/rumliq,
Vaslining **mi'/odi** noma'/lumliq.
Ranj-u **ko‘shish**/ sanchibon jis/mingg‘a **nesh,**
Dardi noyob/ aylabon jo/ningni **resh.**
Istabon top/may duri no/yobni,

Mundadurur tar/k aylamak as/bobni.
Mol-u mulk-u/ har nedur **so/lik**ka band,
To‘rt **takbi/ri fano** ur/moq baland.
Alisher Navoiy ”Lison ut-tayr”
Talab vodiysi (nasriy bayoni)
Talab vodiysiga gar qadam qo‘ysang,
Oldingga har dam yuz ming dard-u alam duch keladi.
Har dam unda yuz malollik yuzlanadi,
Har nafas ming o‘zga holat yuzlanadi.
Istamoqlik azobi ko‘ngulni zor etadi,
Lekin topa olmaslik ruhni abgor etadi.
Jonni kuydirish mahrumlik bo‘ladi,
Vaslga erishish noma’lumlik bo‘ladi.
Mashaqqat va kulfatlar jismingga nish sanchadi,
Behad ulkan dard jismingni pora-pora qiladi.
Sen noyob durni qo‘lga kiritishni xohlaysan,
Ammo uni topa olmaysan,buning uchun dunyo asboblarini tark etmoq zarurdir.

Solik o‘z yo‘lida g‘ov bo‘ladigan mol-u mulk’va boshqa narsalardan voz kechib, Foniylikning to‘rt yo‘lini baland ovozda ulug‘lamog‘i kerak.

Avallo, mumtoz matn ruknlarga ahamiyat berilgan holda ifodali o‘qiladi.Nima uchun Talab vodiysi deb nomlanishiga alohida to‘xtalish lozim. Bilamizki,Alisher Navoiyning “Lison ut-tayr”dostoni falsafiy-tasavvufiy asar hisoblanadi.Undagi qushlar ham majoziy ma’noda bo‘lib,ular yetti vodiydan o‘tib Ollohga yetishmoqchi bo‘lishadi.Alisher Navoiy asarda Xudo inson ko‘nglida ,unga ishonish kerak degan fikrni ilgari suradi. Asardagi 7 vodiydan biri Talab vodiysi hisoblanadi.Mumtoz matndagi lug‘at so‘zlarga e’tibor qarataylik.

Malolat-malol kelish,og‘rinish,**sa’b**-qiyin,og‘ir,**afgor**-xor bo‘lish,ezg‘in holatga tushish,**mi’odi**-muddat,ijro vaqti,**ko‘shish**-sa’y-harakat,**nesh**- nish,tig‘,**resh**-yara,jarohat,**solik**-komillik sari harakat qilayotgan kishi,**takbiri fano**- o‘tkinchi dunyo uchun haqni ulug‘lash.

“Xotira mashqi” ta’limiy o‘yini

O‘quvchilarga mumtoz matndagi lug‘atlarning ma’nosi tushuntirilgandan so‘ng eng ko‘p so‘zni esda saqlagan o‘quvchini aniqlash maqsadida o‘tkaziladi.Sinfdagi har bir o‘quvchi o‘zining xotirasida qolgan so‘zni va uning ma’nosini aytadi.Eng ko‘p lug‘at va ma’nosini aytgan o‘quvchi g‘olib bo‘ladi.

“Ma’nodoshlarini toping” ta’limiy o‘yini

O‘quvchilar mumtoz matn ichidan ma’nosi bir-biriga yaqin bo‘lgan so‘zlarni topadilar. Ma’nodosh so‘zlar:dard,alam;har dam,har nafas;malolat,alam,ranj kabi davom ettiriladi. Ma’nodoshlarni topishda matndagi ma’nosi inobatga olinadi.

“Mosini tanlang” ta’limiy o‘yini

1-ustunda lug‘atlar,2-ustunda ularning ma’nolari beriladi, O‘quvchilar 1-ustundagi so‘zlarning ma’nosini 2-ustundagi izohlar orasidan aniqlab oladilar.

Takbiri fano	Malol kelish,og‘rinish
Solik	Xor bo‘lish,ezg‘in holatga tushish
Resh	Muddat,ijro vaqti
Nesh	Sa’y-harakat
Ko‘shish	Nish,tig‘
Mi’odi	Yara,jarohat
Afgor	O‘tkinchi dunyo uchun haqni ulug‘lash

Sa’b	Komillik sari harakat qilayotgan kishi
Malolat	Qiyin,og‘ir

Endi lug‘atlarning mos ma’nolarini topib olamiz

Malolat	Malol kelish,og‘rinish
Afgor	Xor bo‘lish,ezg‘in holatga tushish
Mi’odi	Muddat,ijro vaqti
Ko‘shish	Sa’y-harakat
Nesh	Nish,tig‘
Resh	Yara,jarohat
Takbiri fano	O‘tkinchi dunyo uchun haqni ulug‘lash
Solik	Komillik sari harakat qilayotgan kishi
Sa’b	Qiyin,og‘ir

Xulosa qilib aytganda,mumtoz matn va lug‘atlar bilan ishlash o‘quvchilarning tafakkurini o‘stiririb,bilimlarini boyitibgina qolmay, adabiyotimiz durdonalarini o‘rganishga ,ularning ma’nolarini tushunishga ,o‘zbek tilining tarixiy taraqqiyoti jarayonini,boy va jozibador til ekanligini chuqur anglashga ham yordam beradi.

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USING ACT IN ENGLISH CLASSES AT ACADEMIC LYCEUM

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Annotation: The use of technology has become an important part of the learning process in and out of the class. Every language class usually uses some form of technology. Technology has been used to both help and improve language learning. Technology enables teachers to adapt classroom activities, thus enhancing the language learning process. Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners. This study focuses on the role of using new technologies in learning English as a second/foreign language. It discussed different attitudes which support English language learners to increase their learning skills through using technologies. In this paper, the researcher defined the term technology and technology integration, explained the use of technology in language classroom, reviewed previous studies on using technologies in improving language learning skills, and stated certain recommendations for the better use of these technologies, which assist learners in improving their learning skills. The literature review indicated that the effective use of new technologies improves learners' language learning skills.

Keywords: technology, language learning, use.

Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning. When we talk about technology in teaching and learning, the word 'integration' is used. With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process. That is to say, technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to teaching and learning process (Eady & Lockyer, 2013).

Use of Technology in English Language Class Technology is an effective tool for learners. Learners must use technology as a significant part of their learning process. Teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills (Costley, 2014; Murphy, DePasquale, & McNamara, 2003). Learners' cooperation can be increased through technology. Cooperation is one of the important tools for learning. Learners cooperatively work together to create tasks and learn from each other through reading their peers' work (Keser, Huseyin, & Ozdamli, 2011).

Some studies have been done on the advantages of using technology in English language teaching and learning. Hennessy (2005) stated the use of ICT acts as a catalyst in motivating teachers and learners to work in new ways. The researcher understood that as learners become more autonomous, teachers feel that they should urge and support their learners to act and think independently. The application of Computer Assisted Language Learning (CALL) changes learners' learning attitudes and enhances their self-confidence (Lee, 2001). Information and communication technologies (ICTs) have some benefits for teaching and learning. First, learners play an active role, which can help them retain more information. Next, follow-up discussions involve more information where learners can become more

independent. Finally, learners can process new learner-based educational materials and their language learning skills can increase (Costley, 2014; Tutkun, 2011). The use of technology has changed the methods from teacher-centered to learner-centered ones. Teachers should be facilitators and guide their learners' learning and this change is very useful for learners to increase their learning (Riasati, Allahyar, & Tan, 2012). Gillespie (2006) said that the use of technology increases learners' cooperation in learning tasks. It assists them in gathering information and interacting with resources such as videos.

In the following section, the researcher presents some recommendations for learners to improve their language skills through using technology: 1. Teachers should implement a technology plan that considers integration strategies along with purchasing decisions (Pourhossein Gilakjani, Leong, & Hairul, 2013). 2. Professional development should be specifically considered in order to assure learners' learning and to change the attitudes of teachers unfamiliar with the advantages that technology provides 3. The technology plan must be closely aligned with the curriculum standards. 4. The computer technology is an integral part of the learning activity through which skills are transferred to learners. 5. Language teachers should urge their learners to use technology in developing their language skills. 6. Universities should regard technology as a significant part of teaching and learning programs. 7. Technology experts should provide extra assistance for teachers who use it in teaching their English courses. 8. Teachers should be a pattern for their learners in using computer technology.

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METACOGNITIVE READING STRATEGIES OF TEACHING ENGLISH AT UNIVERSITIES

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Reading is to the mind, what exercise to the body.
(Richard Steele, 1672-1729)

Annotation: this article includes brief information about metacognitive reading strategies of teaching English at universities as well as the role of utilizing this strategy and its benefits.

Key words: metacognitive (metacognition), cognitive (cognition) reading strategies, educational institutes, advanced levels of proficiency, reading comprehension, English is the most commonly spoken native and second language in the world.

It is also one of the official languages in almost 60 sovereign states. Today the role of teaching and learning English as a foreign language is developing quickly not only in European countries but also in Uzbekistan. We highly prefer the English language, considering it as the key to successful and prosperous life. The main factors for the phenomenon of the great role and impact of English include expanding communication with the world after gaining the independence and increasing exchange in the global world. The dominance in the Internet space by the language of the published content is firmly held in English, which is a strong motivation to learn English for those who wish to promote their competence. On 10 December, 2012, The First President of the Republic of Uzbekistan issued Decree "On further enhancement of measures on foreign language learning system". It is indicated in the Decree, that:

– "throughout the Republic, learning foreign languages, particularly English, shall be started as games and verbal communication in the first year classes of secondary schools, and step by step alphabet, reading and grammar from should be taught from second year;

– some special subjects, particularly technical and international specialties are taught in foreign languages in higher educational institutions;

– students and teachers of general secondary, secondary special, vocational education institutions shall be provided with textbooks and teaching materials in foreign languages;

-- these materials shall be published according to determined periods and funded by Republic targeted book Fund under the Ministry of Finance of the Republic of Uzbekistan".[1]

The President of the Republic of Uzbekistan Shavkat Mirziyoyev pays special attention to this sphere, which has an important place in ensuring the future of the country and its development. In the Decree of President of Uzbekistan Shavkat Mirziyoyev "On Uzbekistan's Development Strategy" is mentioned about achieving major improvement of in quality of general secondary education, facilitating in-depth study of foreign languages, computer science and other important and popular disciplines.[2]

[1] O'zbekiston Respublikasi Birinchi Prezidenti I.A.Karimovning "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi Qarori, 11.12.2012, 240 (5660)-son

[2] Decree of President of Uzbekistan Shavkat Mirziyoyev "On Uzbekistan's Development Strategy", February 7, 2017

Reading has always been the most important skill in any language teaching system. The significance of "learning to read and understanding the context" has stimulated considerable debates —theoretical and practical ones— about which teaching methods and materials are the most successful and effective.

In second language teaching/learning situations for academic purposes, especially in higher education in English-medium universities or other programs that make extensive use of academic materials written in English, reading is paramount. Quite simply, without solid reading proficiency, second language readers can not perform at levels they must in order to succeed. Thus, for at least three groups of students (those in EFL contexts, those at advanced levels of proficiency, and those with a need for English for academic purposes), effective reading in a second language is critical. Professional in second language education should be concerned with approaches that can improve the reading skills of learners. Interactive approaches to reading hold much promise for our understanding the complex nature of reading, especially as it occurs in a second or foreign language and culture.

Reading is a receptive language process. It is a psycholinguistic process which starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought

Metacognition is "cognition about cognition", "thinking about thinking", "knowing about knowing", becoming "aware of one's awareness" and higher-order thinking skills. The term comes from the root word meta, meaning "beyond", or "on top of". Metacognition can take many forms; it includes knowledge about when and how to use particular strategies for learning or problem-solving. Metacognition is a concept of cognitive psychology that "focuses on the active participation of the individual in his or her thinking process"[1]

Learning strategies are designed plans and activities that students do in the process of learning. The learning strategies are used by the students to improve their own learning comprehension and to determine the successes of learning process. Metacognition is critical for the learning process. It's teaching the why, not just the how. It helps students to be active readers and critical thinkers. What's more, it increases confidence and empowers students to transfer the concepts they learn in the classroom to other disciplines and to real life. Let's take a look at four skills to incorporate metacognition in the secondary classroom:

The importance of the reading skill in academic contexts has made it imperative for researchers to find out how students can be helped to deal with academic reading and writing tasks. Researchers have explored reading strategies that first and second language (L1 and L2) readers used to compensate for their lack of reading proficiency and what they did to increase reading comprehension. Research also shows that there is a positive relationship between students' metacognitive awareness of reading processes and their ability to read and excel academically.

Metacognitive reading strategies encourage readers to get comprehensively the information of the text. It knowingly leads the readers to be aware about another aspect of the reading itself. For instance, while reading the text, the readers are acquired to get the information within the reading text. But, if the readers only read the passage without any knowledge of relevant strategies, then they will get doubtful about what have to do, what have to ignore, what need to skip etc. Another example can be as a student has known numerous reading strategies, but he does not know what time is appropriate to execute those strategies. Then, he employs extensive reading strategy to get the whole information while the time is not

[1] Anderson, N. (2008). Metacognition and good language learners. In C. Griffiths (Ed.), Lessons from good language learners. Cambridge, UK: Cambridge University Press

long enough. Consequently, the student does not get complete information because of a misapplication of reading strategies. Furthermore, the occurrence of misapplication can be rectified by understanding the regulation of cognitive strategies. By means of regulation of metacognitive strategies, hence, the student is able to employ the appropriate strategies, as he needs. This occurrence is in line with previous findings found that metacognitive reading strategies instruction can be effective for adult learners with limited English and literacy skills. Metacognitive reading strategies and reading motivation play a significant role in enhancing reading comprehension.

Reading comprehension can be one of the most important parts for a language learner to master and one of the least favorite topics for teachers to address in the classroom. But most of the students have difficulty with constructing meaning from the written texts. So, as researchers conducted studies in the field of metacognitive reading strategy awareness, they found that metacognitive reading strategy is one of the main important factors to facilitate students' reading comprehension. It can be concluded that universities and schools need to be actively improve metacognitive reading strategies among all students. Research indicates that metacognitive reading strategy awareness promotes both performance and understanding of one's reading comprehension. Research further supports the claim that metacognitive strategies facilitate students' reading comprehension.

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EVFEMIZM VA TIBBIY ETIKA

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Annotatsiya.Ushbu maqolada shifokor va bemor o'rtasidagi muloqotda lingvokulturologiyaning o'rni,ahamiyati haqida fikrlar bildirilgan.Tibbiy etika,shifokordagi nutq madaniyati, ayrim terminlarning ishlatilish sabablari izohlangan.

Kalit so 'zlar: tibbiy deontologiya, lingvokulturologiya, evfemizm, tabu, shifokor nutqi

O'zbek tilshunosligida til madaniyatiga alohida e'tibor qaratilmoqda va lingvistikaning lingvokulturologiya sathi taraqqiy etmoqda. Mazkur yo'nalishning asosiy obyekti madaniyat va til aloqadorligini, ularning o'zaro bog'lanishi, o'zaro ta'sirini bir butun yaxlit tizim sifatida o'rganishdan iborat.Kasbiy sohalar bilan bog'liq nutq ham uslubshunoslik, ham lingvokulturologiya aspektida ishlanishi zarur bo'lgan muammo sanaladi.So'z shifokor bilan bemor aloqasini o'rnatishda muhim ahamiyat kasb etadigan, muvaffaqqiyatli davolashga yordam beradigan vositadir.Nutq madaniyati shifokorning umumkasbiy mahorati uchun zaruriy shartlardan biridir.Shuning uchun tibbiy jarayonning doimiy ishtrokchilari, tadqiqodchilar (psixolog, tilshunoslar) doimo tibbiy faoliyatning lingvomadaniy aspektiga qiziqib kelishgan.Tibbiyot sohasining lingvomadaniy aspekti tibbiyot deontologiyasi, psixoterapiya, tibbiy etika masalalari bilan chambarchas bog'liq.

Tibbiyot deontologiyasi – tibbiyot xodimlarining kasbga aloqador etikasi, dori-darmon, umuman, davoning ta'sirini oshirishga qaratilgan xulq- atvor taomillari. Deontologiya, ya'ni kishining xulqi, odobi haqidagi tushuncha 16-asrning boshlarida ingliz faylasufi va iqtisodchisi L.Bentam tomonidan taomilga kiritilgan.Tibbiyot deontologiyasiga oid ma'lumotlar uzoq tarixga ega.Tibbiyot deontologiyasi shifokor bilan bemor o'rtasidagi, shifokor va uning kasbdoshi o'rtasidagi hamda shifokor va bemorning yaqinlari o'rtasidagi munosabatlarni o'z ichiga oladi.Tibbiyot nutqi va unda ishlatiladigan evfemizmlar, ibora va ifodalar o'rganilishi zarur bo'lgan jabhalardan biridir.(1.73)

Shu o'rinda aytish mumkinki, shifokorlar bemorga tashxis qo'yishda uning sog'lig'iga ta'sir etmaydigan tilda yumshatib, muloyimlik bilan kasallikni o'zgacha ifodada aytadilarki, bu tibbiyot ta'limida lingvokulturologiyaning o'z ta'siri borligidan dalolat beradi.Jumladan, shifokor nutqida ayrim evfemizmlarga to'xtalib o'tish lozim, deb topdik.Evfemizm – ifodaga ijobiy yondashuv keltirish maqsadi bilan amalga oshiriladi.

"Evfemizm"- (yunoncha "euphemismos"- yaxshi gapirmoq) narsa –hodisaning ancha yumshoq shakldagi ifodasi; qo'pol, beadab so'z, ibora va tabu o'rnida qo'pol botmaydigan so'zni qo 'llash (2.33).Tabuga uchragan so'z yoki ibora o'rnida to'g'ridan to'g'ri evfemizm qo'llanadi, ya'ni ma'lum so'zga tabuga uchragan lug'aviy birlikning ma'nosi yuklanadi, u evfemistik ma'no bo'lib qoladi.Tabu so'zi birinchi marta ingliz kapitani J.Kok 1777-yilda Poleneziyadagi Tonga orolida aniqlagan.Tonga tilidagi "ta" belgilamoq, ajratmoq, "pu" butunlay so'zlaridan kelib chiqqan bo'lib, "butunlay ajratilgan", "man etmoq", "taqiqlamoq" ma'nosini anglatadi(3.122).

Tibbiyot amaliyotida qo'rquv, uyat, noqulaylik, nafrat kabi salbiy his uyg'otadigan kasallik nomi va u bilan bog'liq voqea-hodisalar ham uchrab turadi.Mana shunday birliklar shifokor nutqida o'z evfemizmiga almashadi.Masalan, *tutqanoq* o'rnida *epilepsiya* so'zini qo'llash uchraydi.Epilepsiya – vaqti-vaqti bilan qisqa muddat, hushdan ketish, tirishish,

g‘ayritabiiy harakatlar qilish bilan kechadigan hurujli kasallik.(1.258)

Siydik tutolmaslik so‘zi o ‘rnida *enurez* so ‘zi ham mutaxassislar tomonidan qo‘llanadi. *Enurez*- kechasi o‘rniga siyib qo‘yish.Ko‘pincha go‘daklar, o‘quvchilar, o ‘smirlarda uchraydi.Aksariyat o‘g‘il bolalarda kuzatiladi.(1.257)

Xuddi shuningdek *qo ‘tir* o‘rnida “*chesotka”,* xalq tilidagi “*pes*” so‘zi o‘rnida mutaxasislar yoki kasalning yaqinlargina tushuna oladigan *vitiligo* “ichketar” o‘rnida *diareya; qisir* so‘zi o‘rnida *bepusht;*, *chot sohasi* o ‘rnida *oraliq yoki chov sohasi; bitlash* o‘rnida *pedikulyoz; aqldan ozish* birikmasi o‘rnida *shizofreniya; xavfli xol* o‘rnida *melanoma* so‘zlarini ishlatish tibbiyot sohasida tez-tez uchraydigan holat.Ushbu o‘rinlarda so‘zlovchi uyat va noqulaylik,qo‘rquv hissini keltirib chiqarmaslik maqsadida nutqida evfemik birliklardan foydalanadi.

Shifokor ayrim kasallik bilan bog‘liq axborotni bemor va uning yaqinlariga yetkazayotganida nihoyatda ehtiyot bo‘lishi lozim, aks holda bu bemorning ruhiyati va salomatligiga salbiy ta’sir ko‘rsatadi.Lingvistik nuqtayi nazardan nutq qaratilayotgan shaxsning holati, dunyoqarashi, vaziyati, e’tiborga olinishi kerak.Demak, shifokorda lingvomadaniy muloqot tibbiy ta’lim olishni boshlagan paytida shakllantirilib borilishi lozim.

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CHET TILLARNI O‘QITISHDAGI CEFR TALABLARI - BILIM KO‘NIKMALARNI SHAKLLANTIRISH

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Annotatsiya: Maqolada chet tili,xususan, nemis, ingliz, fransuz tillariga qo‘yilgan umumyevropa kompetensiyalari: o‘rganish, o‘rgatish va baholash tartiblarini o‘quvchilar dars davomidagi amaliy jarayon sifatida e’tiborga olingan.

Kalit so‘zlar: Chet tilida nutqiy malakalar: tinglab tushunish, gapirish, o‘qish, yozuvni egallash ko‘mnikmalari, leksik, grammatik, fonetik mashqlarning o‘rni, lingvodidaktika, integrastiya, kommunikativ va kommunikant, tushunchalariga izoh beriladi.

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Chet tilida nutqiy malakalar: tinglab tushunish, gapirish, o‘qish, yozuvni egallash ko‘mnikmalari: uzluksiz ta’lim tizimida tillarni o‘rgatish-o‘rganishga alohida e’tibor beriladi. Ko‘nikma tarkibiga kiradigan amaliy qoida ona tili va chet tilda farqlanadigan yoki til ichki interferensiyasini keltirib chiqaradigan chet til hodisalari bo‘yicha beriladi (masalan: artikl, ona tilida yo‘q, otning ko‘plik shakli (birlik shakli leksik birlik hisoblanadi) yoki ingliz tilidagi otning ko‘plik shakli, qaratqish kelishigi, fe’lning sodda hozirgi zamondagi uchinchi shaxs birlik shakli, har uchalasi [z], [s], [iz] qabilida talaffuz etiladi va til ichki interferensiyasiga sabab bo‘ladi. Nemis tilida ham shunga o‘xshagan xolat [z] va [s] tovushlarini ikkala holatda ham s harfi yozilishini talab qiladi, z harfi esa [ts] tovushini beradi. Bundan ko‘rinib turibdiki o‘quvchi tilning leksik va fonetik birliklarni bir vaqtda o‘rganishni egallashi kerak. Har bir tilning o‘rganish grammatik strukturasi mavjud va barcha holatda ham bu struktura barcha yerda tan olinganligi va mukammal qonun qoidalariga egaligi bilan o‘quvchini chalg‘itmaydi va talab doirasida o‘rganishiga imkon yaratadi.

Integrativ yondashuv: Tinglab tushunish, gapirish, o‘qish, yozuv jarayonida o‘quvchi avval egallagan ijtimoiy, madaniy, lisoniy, emotsional tajribasini boyitadi. **Kommunikant - muloqotdosh**larning bir-birini tushunishlari chet til bilishning asosiy mezoni hisoblanadi. Kommunikativ faoliyat ko‘rsatish, shaxsga yo‘naltirilgan, kompetensiyani egallashga mo‘ljallangan **integrativ yondashuv** asosida chet tilini o‘rgatilishidir.

Chet til ta’limida **kommunikativ-kumulyativ** metod tatbiq etiladi. Xorijiy G‘arb lingvodidaktikasi istilohida bu madaniyatlararo muloqot yo‘nalishi nomi bilan yuritiladi. Chet til va madaniyat **yaxlit integrastiyalashgan** holda o‘rgatiladi.

Umumta’lim maktablarida o‘quvchilarga chet til:

1. **amaliy maqsad;**

2. **umumta'limiy maqsad;**
3. **tarbiyaviy maqsad;**
4. **rivojlantiruvchi maqsadda** o'rgatiladi.

Chet til o'qitishning amaliy maqsadi erishish yo'lida umumta'lim maktab kursida chet til o'rgatishning yakuniy amaliy maqsadi – tinglab tushunish va o'qish, ya'ni chet tilda tinglab va o'qib axborot olishdir. **Chet til o'qitish umumta'limiy** maqsadining ro'yobga chiqishida o'rganilayotgan til vositasi orqali foydali hayotiy axborot va til haqidagi yangi sodda ma'lumotlarni o'zlashtirish ko'zda tutiladi. **Chet til o'qitish tarbiyaviy maqsadi o'quvchi**larga g'oyaviy tarbiya berish, aqliy mehnat malakalarini singdirish, ularning bilish faolligini oshirish mazkur maqsadning mohiyatini tashkil etadi. **Chet til o'qitishning rivojlantiruvchi maqsadi** didaktikadagi rivojlantiruvchi ta'lim ma'nosi bilan hamohang bo'lib, o'quvchi shaxsining aqliy, hissiy va motivastion jihatlarini rivojlantirishni ifodalaydi. Chet tillardan o'quvchilar egallashi lozim bo'lgan leksik birliklar miqdori. I-IV sinflarda o'rganiladigan leksik birliklar aktiv (produktiv) o'zlashtirish uchun mo'ljallanadi. V-VI sinflarda qo'shimsha passiv (resteptiv) leksika ham o'rgatila boshlanadi. VII-IX sinflarda o'qish amaliy maqsad maqomini olishi munosabati bilan passiv leksikani o'rgatishga e'tibor kuchayadi.

Sinflar / Leksik birliklar	I	II	III	IV	V	VI	VII	VIII	IX
Aktiv (A1, A2)	150	150	100	100	100	100	100	100	100
Aktiv (A1+, A2+)	150	200	150	150	150	150	150	150	150
Passiv	-	-	-	-	100	100	100	100	100
Potenstial	-	-	+	+	+	+	+	+	+
Jami (A1, A2)	150	300	400	500	700	900	1100	1300	1500
Jami (A1+, A2+)	150	350	500	650	900	1050	1300	1550	1800

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TEACHING ENGLISH TO YOUNG LEARNS

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Annotation: To explain effective ways of Teaching English to Young Learners
Key words: realia, flexibility of young minds, gestures, follow-up activities

It is the fact that Teaching English to Young Learners plays very significant role in our life. Teaching English to Young learners requires special attention to the study. Critical period 12 or 13 years old will build more proficient speakers of English. It is widely believed that proficiency does not seem only to be dependent on learning English but also it is more dependent on types of program, teaching techniques, curriculum, number of hours spent in English class. It is a fact that early start is not the real solution, teachers of young learners should take advantage of the flexibility of young minds and seeking effective ways of teaching.

I would like to share with you some helpful ideas and ways of teaching which can make a great contribution to the learners development ranging from approximately 5 to 12 years old.

1. Supplement activities with visuals, realia, and movement.

Young learners tend to have short attention spans and a lot of physical energy. As Scott and Ytreberg (1990, 2) describe, "Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times. "One way to capture their attention and keep them engaged in activities is to supplement the activities with lots of brightly colored visuals, toys, puppets, or objects to match the ones used in the stories that you tell or songs that you sing. These can also help make the language input comprehensible and can be used for follow-up activities, such as re-telling stories or guessing games. Included with the concept of visuals are gestures, which are effective for pupils to gain understanding of language. In addition, tapping into children's physical energy is always recommendable, so any time movement around the classroom or even outside can be used with a song, story, game, or activity, do it!

2. Move from activity to activity.

As stated before, young learners have short attention spans. For young pupils, from ages 5 to10 especially, it is a good idea to move quickly from activity to activity. Do not spend more than 10 or 15 minutes on any one activity because children tend to become bored easily. As children get older, their ability to concentrate for longer periods of time increases. So for pupils ages 5–7, you should try to keep activities between 5 and 10 minutes long. It is always possible to revisit an activity later in class or in the next class.

3. Teach in themes.

When you plan a variety of activities, it is important to have them connect to each other in order to support the language learning process. Moving from one activity to others that are related in content and language helps to recycle the language and reinforce students' understanding and use of it. However, moving from activity to activity when the activities are not related to each other can make it easy to lose the focus of the class. If students are presented with a larger context in which to use English to learn and communicate, then attainment of language objectives should come more naturally. Thematic units, which are a series of lessons revolving around the same topic or subject, can create a broader context and allow students to focus more on content and communication than on language structure.

It is a good idea to use thematic unit planning because it builds a larger context within which students can learn language. When teaching English to young learners this way you can incorporate many activities, songs, and stories that build on students' knowledge and recycle language throughout the unit. This gives students plenty of practice using the language learned and helps them scaffold their learning of new language. Common themes for very young learners are animals, friends, and family, or units revolving around a storybook, such as *The Very Hungry Caterpillar* by Eric Carle, which includes food and the days of the week.

4. Use stories and contexts familiar to students.

When choosing materials or themes to use,it is important that you find ones that are appropriate for your students based on their language proficiency and what is of interest to them. Because young learners, especially VYLs, are just beginning to learn content and stories in their native language in school and are still developing cognitively, they may have limited knowledge and experience in the world. This means that the contexts that you use when teaching English, which may be a completely new and foreign language, should be contexts that are familiar to them. Use of stories and contexts that they have experience with in their L1 could help these young learners connect a completely new language with the background knowledge they already have. Teachers could take a favorite story in the L1 and translate it into English for students or even teach the language based on situations that are found in the native country, especially if the materials the teachers have depict English-speaking environments that are unfamiliar to students. This is not to suggest that stories and contexts from the target culture should not be used. Certainly one goal of foreign language instruction is to expose students to new languages and new cultures in order to prepare them to become global citizens in the future..

5. Establish classroom routines in English.

Young learners function well within a structured environment and enjoy repetition of certain routines and activities. Having basic routines in the classroom can help to manage young learners. For example, to get students' attention before reading a story or to get them to quiet down before an activity, the teacher can clap short rhythms for students to repeat. Once the students are settled down, the teacher can start the lesson by singing a short song that students are familiar with, such as the alphabet song or a chant they particularly enjoy. As Cameron(2001, 10) points out, "…we can see how classroom routines, which happen every day may provide opportunities for language development."

Finally, one of the most important ideas to take from this article is the importance of community for learning. Learning a language is never an individual endeavor, and neither is teaching. Although teachers can feel quite isolated in their classrooms, it is important to remember that openness, collaboration, and sharing are the keys to enrich your teaching and your students' learning.

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5. Fanlarni o'qitishning dolzarb masalalari

CHET TILLARINI O‘QITISH JARAYONIDA ZAMONAVIY AXBOROT TEXNOLOGIYALARIDAN FOYDALANISHNING AHAMIYATI

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Annontatsiya: Maqolada chet tillarini o‘qitishda zamonaviy axborot texnologiyalaridan foydalanish jarayonida o‘quvchilar yoki mustaqil o‘rganuvchilarni bilim olish, ularning bilish qobiliyatini rivojlantirish, turli xil dasturlar va ilovalar oraqli ularning o‘rganayotgan tillarini keng ko‘lamda o‘rganishni o‘z ichiga olgan . Ushbu masalalarni hal qilishda olib borilgan tadqiqotlarga va olingan tajribalar natijalariga binoan, ularni o‘quv jarayoniga tadbiq etish tajribalari keltirilgan va uchraydigan muaommolarni yechimi ifodalangan.

Tayanch so‘zlar: zamonaviy axborot texnologiyalari(ZAT), audio-video, kompyuter, multimedia, EHM dasturlari, eksperiment, analiz, sintez, funksiya, duolingo .

Ilmiy texnika taraqqiyotining hozirgi bosqichida zamonaviy axborot vositalarining ko‘payishi va ta’im tizimlariga kirib borishi, ulardan amalda foydalanish dars samaradorligini oshirishi shubhasizdir. Afsuski, ta’lim tizimida ishlayotgan barcha o‘qituvchilar jumladan mustaqil o‘rganuvchilar o‘rtasida zamonaviy axborot texnologiyalari vositalaridan foydalanmoqda deb bo‘lmaydi. Bunga sabab dars jarayonida zamonaviy axborot texnologiyasi metodikasi barcha fan yo‘nalishlari bo‘yicha ishlab chiqilmaganligidadir. Ayni vaqtda O‘zbekistonda mobil smartfonlarning barcha funksiyalaridan to‘liq foydalanish mustaqil o‘rganuchilar o‘rtasida ommalashmagan deb o‘ylayman.Demak, ta’lim mussasalarida chet tilida qo‘shimcha matnlar o‘qitish texnologiyasini ishlab chiqish va shu maqsadda kasbiy dasturlarni tuzish tamoyillarini amalga oshirishda, chet tillarni chuqur o‘rganishga qaratilgan har bir ilmiy izlanishlarga alohida e’tibor zarur bo‘ladi. Bu modellashtirilayotgan dasturda konseptual asosni oldindan belgilab olish demakdir. Oliy va o‘rta maxsus ta’limi tizimiga chet tilida kasbiy qo‘shimcha matnlar o‘qitish texnologiyasiga ham yuqorida qayd etilgan vazifalarni hayotga tatbiq etish masalalarining bir qirrasi deb qarash mumkin. Mutaxassislar tayyorlash jarayonlarida ta’lim tizimi ustuvorligini, jumladan, chet tillar o‘qitish yangi-yangi texnologiya-mexanizmlarini joriy qilishni ta’minlash muhim ahamiyat kasb etadi. Ma’lumki, tafakkurning ifodasi, xalqlar o‘rtasidagi aloqa, ma’naviy va boshqa muloqotlar til orqali namoyon bo‘ladi.

O‘quv jarayonining sifati faqatgina axborot texnologiyalarini o‘quv jarayoniga tadbiq etishning o‘zida ko‘rinmaydi, balki, pedagog zamonaviy axborot texnologiyalarini amalda to‘g‘ri qo‘llaganda, masalalar yechish darsi davomida tushunarli va unumli foydalangandagina ko‘rinadi.

Bunday texnologiyalar ta’lim tizimida o‘z aksini topishi chet tili o‘qitish saviyasini o‘stiradi. Chet tilida, jumladan, ingliz tilida mutoala qilish malakalarini shakllantirishga yordam beradi. Oliy va o‘rta maxsus ta’limi tizimida mavjud bo‘lgan kasbiy yo‘nalishlari bo‘yicha, shuningdek, ingliz tilini mukammal o‘zlashtirganlarga istiqboldagi ehtiyojlarni belgilash bo‘yicha tarmoqlar metodikasini yaratishimiz (bular Klassifikator, malakali tavsiflar va Davlat ta’lim standartiga muvofiq amalga oshiriladi) lozim.

Ta’lim va tarbiyani kelishish va ularning o‘zaro bog‘liqligi, uzluksiz ta’lim tizimida ingliz tilini o‘zlashtirgan mutaxassislar tayyorlashda izchillikni ta’minlash bunda samarali shakllar

va usullarni, yangi qo‘shimcha matnlar o‘qitish texnologiyasi metodikasini joriy etish va shu kabi boshqa ilg‘or ta’lim uslublaridan keng foydalanish ijobiy natijalar garovidir.

Chet tilida munosabatlar shartlari,nutq, qo‘shimcha kasbiy matnlar o‘rganishning ko‘plab turlarini bilish davr talabi ekanligini ko‘rsatib beradi. Boshqa tillar mohiyatini kamsitmagan holda, ayniqsa, chet tilida muloqot qilishda, nutqini tushunish mutolaa qilish va yozish, nutqiy faoliyat amaliyotida, ixtisoslik, mutaxassisligi bo‘yicha keng tarmoqli va kasbiy adabiyotlarni o‘qishda ularga tushuntirish annotatsiyalar, tezislar, shuningdek, yozma axborot almashish jarayonlarida axborot-kommunikatsiya texnologiyalarining ahamiyati yaqqol namoyon bo‘ladi va aniqlanadi.

Metodist olimlarimiz, ta’kidlaganlaridek, talabalar matn mazmunini obrazga kirib ifodalash, matnda aks etgan voqelikni, unda ishtirok etayotgan personajlar fikrini bayonidan boshqa, o‘z fikr-mulohazalarini ham suhbat mavzusiga qo‘shimcha tariqasida bayon etishi, o‘quvchini lug‘at boyligini ortishiga chet tilida to‘g‘ri fikrlashga yordam beradi. Bunday uslubdan o‘quv jarayonida to‘g‘ri foydalanilsa, o‘zlashtirishi bo‘yicha ham, o‘qitish muddatlari bo‘yicha ham, chet tilini mukammal o‘rganishda ham ijobiy natijalarga erishishga imkon yaratiladi.

O‘quv jarayoniga yo‘naltirilgan qo‘shimcha matn dasturlari qo‘llanilishi ingliz tili o‘qitish masalasini munosib ravishda hal etishga yaxshi imkon beruvchi metodik yondashuvlarning biridir. Bunday metodika asosida o‘qitishga yondashuvlar hozirgi kunda milliy uslubiyatda keng tarqalib bormoqda.

Mana shu barcha yondashuvlar sof ko‘rinishda emas, turli kombinatsiyalarda foydalanilgan holda namoyon bo‘ladi. Chet tilini o‘qitishda bunday yondashuv e’tibordan chetda qolib ketmasligi zarurligini aytib o‘tish muhim, chunki bu kabi yondashuv texnologiyasi hisobiga boshqa texnologiyalarga qaraganda, qator o‘quv masalalarini ancha muvaffaqiyatli hal etish mumkindir. Kasb-hunar kollejlarida ingliz tili darslarida nutqni rivojlantirish uchun kompyuter texnika vositalari, magnit disklaridan foydalangan holda, turli dasturlar asosida axborotni, matn mazmunini qabul qilish osonlashadi.

Qo‘shimcha matn mohiyatidan kelib chiqib, kompyuter vositasida ta’limiy til o‘rganish bo‘yicha turli o‘yin shaklida yaratilgan dasturlar vositasida tuzilgan kompozitsiyani yozib ko‘rsatish yoki so‘zlab berish taklif etilishi, yoki oldindan ajratib olingan rasmlar yordamida ma’lum vaziyatni yaratish so‘ngra o‘sha kompozitsiyani so‘zlab berish kabilardan foydalanish muhim ahamiyat kasb etadi.

Shuningdek, matnning qismlari yoki matndagi mazmun bo‘yicha suhbat o‘tkazish nutqni rivojlantirish uchun foydalidir. Bunda o‘quvchilarda olgan bilimlarini amalda qo‘llashlari uchun so‘z boyliklarini kengaytirish, izlanish faoliyatida ishtirok etish imkoniyatlari yaratiladi.

Matbuot, davriy nashrlar, ommaviy axborot vositalari materiallaridan foydalanib qo‘shimcha matn mavzularini tayyorlash mumkin. Qiziqarli izlanishlar va ilmiy kashfiyotlar haqidagi matnlarni o‘quvchilar qiziqish bilan o‘rganadilar. Matnda tushunishga qiyin bo‘lgan qandaydir so‘z birligi yoki iboralar bo‘lsa, ularni o‘quvchilar tushunib olishlariga yordam beradigan va bir muncha soddalashtirilgan sharkllarini ko‘zda tutish lozim. Bunday ishlar natijasida o‘quvchilar olgan bilimlarini amalda qo‘llash, o‘z bilim doiralarini kengaytirish hamda izlanish jarayonida qatnashish uchun ularda imkoniyat paydo bo‘ladi. Eng quvonarli tomoni til o‘rganish bilan bir qatorda, talabalarda zamonaviy axborot-kommunikatsiya texnologiyalari, Internetning beqiyos imkoniyatlaridan keng foydalanishga qiziqishlari ortadi.

Chet tilini o‘qitishda yangi g‘oyalar, texnologiyalardan foydalanilgandagina rivojlanishga, taraqqiyotga erishish mumkin bo‘ladi. Mashg‘ulotlar jarayonida ularga amal qilinsa, yaxshi samara berishi shubhasizdir. Qo‘shimcha matn o‘qitish texnologiyasidan foydalanishdan

maqsad, ta'lim olishda eng umumiy g'oyalar bilan o'quvchilarni tanishtirishdan iboratdir. Bu texnologiya shaxsga yo'naltirilgan yondashuvni aks ettiradi, har bir o'quvchining bilim, malaka va ko'nikmalarni egallashlarigina emas, balki uning rivojlanish individual xususiyatlarini hisobga olgandagina unumli, ijobiy natijalarga erishish mumkindir.

Oliy va o'rta maxsus ta'limi tizimida mutaxassislar tayyorlanayotgan soha yo'nalishlaridan kelib chiqqan holda, chet tili o'qitish jarayonida qo'shimcha matnlar texnologiyasini qo'llash bo'lajak mutaxassislarni til o'rganish imkoniyatlarini oshiradi. Bunda muqobillik usullaridan ham foydalanish mumkin, ya'ni boshqa davlatlarning ta'lim tizimidagi muqobil uslublarini qabul qilish yo'li bilan o'quvchi, talabalarga bo'lgan talabni qondirish, bashoratlashga yuqorida qayd etilgan barcha yondashuvlardan turli kombinatsiyalarda foydalanish maqsadga muvofiqdir.

Qo'shimcha matn o'qitishda maxsus xonalarda dars olib borish, haqiqatda samarali bo'lishi uchun darsda lingofon qurilmasidan foydalanib, o'quvchilarning mustaqil ishlashlariga sharoit yaratish kerak bo'ladi. So'nggi paytlarda darsda bunday uslubdan foydalanishga e'tibor kuchaymoqda. So'nggi ilg'or metodikalarga tayanib, chet tili darslarida o'quvchilarning mustaqil ishlari deb ularning nutqiy ko'nikmalarini shakllantirish va takomillashtirish, berilgan topshiriq bilan o'quv jarayoni uslublari ma'lum tartibda nutqiy malakalarini rivojlantirishga oid mustaqil ishlarni tushunamiz.

Shunday qilib, chet tilini o'rganish hozirgi davr talabi ekan, o'sib kelayotgan yosh avlodga til o'rganishning yangi uslublarini, «Kadrlar tayyorlash milliy dasturi»ga asoslangan holda ishlab chiqib, o'qish jarayoniga tavsiya etish olimlar, mutaxassislar oldida turgan dolzarb masalalardan hisoblanadi. Iste'dodli yoshlarimizning o'z qiziqqan sohalarida yetuk mutaxassislar bo'lishlari uchun, avvalambor chet tilini jumladan, ingliz tilini mukammal bilishlari zarur.

Demak, texnologiyalarni joriy qilish, o'qitish uslublarini davr talabiga javob berishini ta'minlash pedagog-olimlarning kechiktirib bo'lmas asosiy vazifalaridir. Mutaxassislar tayyorlash va malakasini oshirish ham dolzarb ijtimoiy muammolardan biri hisoblanadi.

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ПРИМЕНЕНИЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА.

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Анотация: В данной статье рассматриваются вопросы применения современных информационных технологий в образовательном процессе и технологии создания простых кроссвордов для занятий иностранного языка.

Ключевые слова: ИКТ, HotPotatoes, HotPotatoes Jcross, Поля “Имя”, “Управление сеткой” , “Автоматическое создание”, Кнопка “Создать сетку”

Информационные коммуникационные технологии (ИКТ) являются как средством подачи материала, так и контролирующим средством. Они обеспечивают высокое качество подачи материала и используют различные коммуникативные каналы (текстовый, звуковой, графический, сенсорный и т.д.). Новые технологии позволяют индивидуализировать процесс обучения по темпу и глубине прохождения курса. Такой дифференцированный подход дает большой положительный результат, т. к. создает условия для успешной деятельности каждого ученика, вызывая у учащихся положительные эмоции, и, таким образом, влияет на их учебную мотивацию.

В отличие от традиционных методике при использовании интерактивных форм обучения ученик сам становится главной действующей фигурой и сам открывает путь к усвоению знаний. Учитель выступает в этой ситуации активным помощником, и его главная функция – организация и стимулирование учебного процесса.

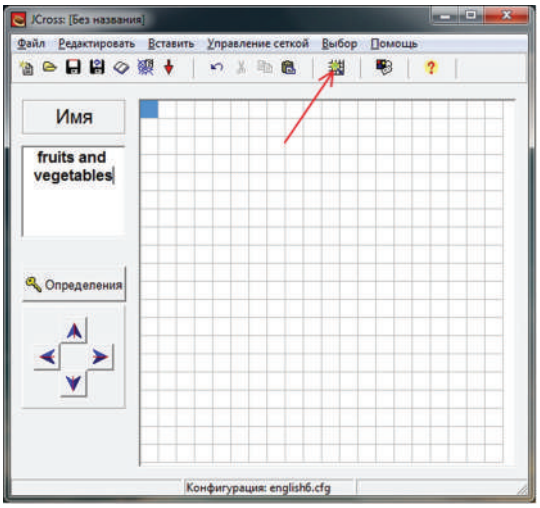
Прекрасные возможности для составления интерактивных кроссвордов дает совсем несложная в обращении программа HotPotatoes («Горячая картошка»).

Новейшие ИКТ занимают все большее и большее место в нашей жизни. Их использование на уроках иностранного языка (ИЯ) повышает мотивацию и познавательную активность учащихся, расширяет их кругозор и позволяет применить личностно-ориентированную технологию интерактивного обучения ИЯ, т. е. обучение во взаимодействии.

Использование информационно – коммуникационных технологий в учебно-воспитательном процессе помогает интенсифицировать и индивидуализировать обучение, способствует повышению интереса к предмету, дают возможность избежать субъективной оценки. Использование компьютера и цифровых образовательных ресурсов в обучении английскому языку помогает учащимся преодолеть психологический барьер на пути использования иностранного языка как средства общения.

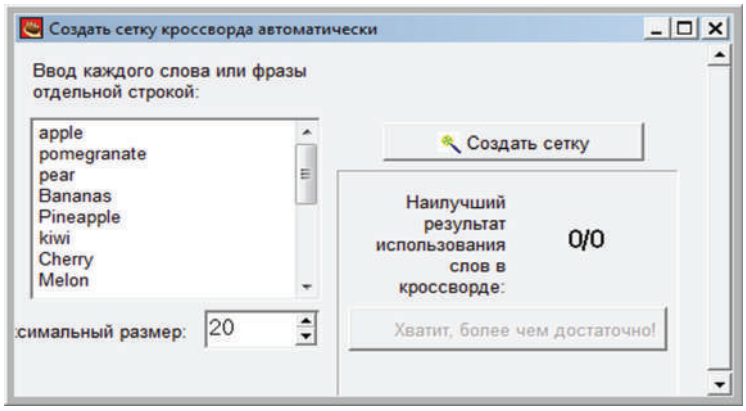
Для создания кроссворда запускаем программу Hot Potatoes, загружаем раздел программы HotPotatoes JCross. В поле “Имя” надо ввести имя кроссворда.

Для автоматического создания кроссворда надо щелкнуть на кнопке “Автоматическое создание” в панели инструментов или выбрать пункт меню “Управление сеткой” – “Автоматическое создание”.



При автоматическом размещении слов все слова вводятся списком в поле ввода слов в открывшемся диалоге, при этом все слова вводятся в отдельные строки, а затем программа подбирает варианты их размещения.

В поле “Максимальный размер” указывается максимальное число ячеек в кроссворде. Щелчок на кнопке “Создать сетку” приведет к созданию кроссворда.



Теперь надо ввести определения к словам. Для ввода определений надо нажать кнопку “Определения”. Появится диалог определения: в верхней части экрана расположены слова, которые в кроссворде размещены по горизонтали, в нижней - по вертикали. Для ввода определения надо выделить нужное слово в списке, в поле под списком ввести определение и нажать кнопку OK.

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CHET TILI DARSLARI UCHUN SODDA ELEKTRON QO‘LLANMA YARATISHNING SAMARALI USULI

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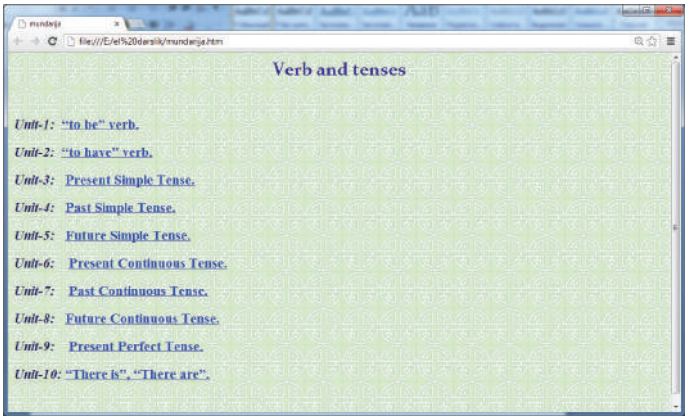
Annotatsiya: Ushbu maqolada ta’lim jarayonida zamonaviy axborot texnologiyalaridan foydalanishning ahamiyati, hamda, chet tili darslari uchuz sodda electron qo‘llanma yaratish texnologiyasi yoritilgan.

Kalit so‘zlar: Kibernetika, Zamonaviy dasturiy ta’minot, HTML tili, Web brauzer, Web sahifa.

Bugungi kunda o‘quvchilar tomonidan turli fanlardan bilim olishi ham ularning axborotga bo‘lgan talabini qondirshning bir shakli hisoblanadi. Axbortolarning kun sayin ortib borishi, ularni jamiyatimiz taraqqiyotida qo‘llanish sohasining kengayishi turli fanlarni paydo bo‘lishiga olib keldi. Jumladan, kibernetika, informatika va axborot texnologiyalari fanlarini shular qatoriga kiritsa bo‘ladi. Hozirgi paytda o‘quv jarayoniga kompyuter va axborot texnologiyalarini joriy etish va zamonaviy dasturiy ta’minotlar yaratish masalasi dolzarb masalalardan biri hisoblanadi. Jumladan ta’lim muassasalarida o‘quv mashg‘ulotlarini yangi pedagogik texnologiyalar asosida o‘tishda yangi zamonaviy elektron o‘quv qo‘llanmadan foydalanib, multimedia asosida dars o‘tish noan’anviy dars turlaridan biri hisoblanadi.

Chet tili darslarida axborot texnologiyalaridan foydalanish o‘quvchilarda chizma, diagramma, jadval ko‘rinishidagi ma’lumotlarni o‘qish qobiliyatini rivojlantiradi, mustaqil o‘qish va o‘rganishga imkoniyat yaratadi.

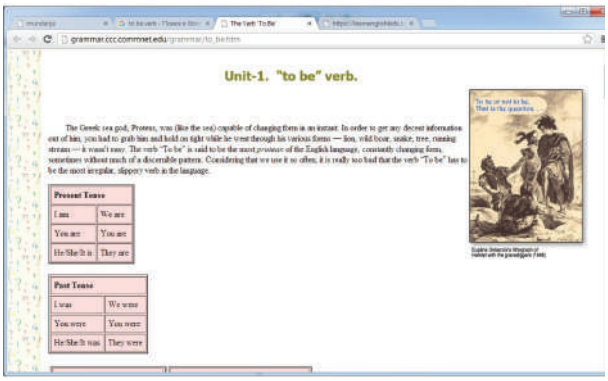
Yuqoridagi fikrlarga asoslanib quyida matematika darslari uchun oddiy elektron oquv qo‘llanma tayyorlashning samarali usulini ko‘rib chiqamiz.



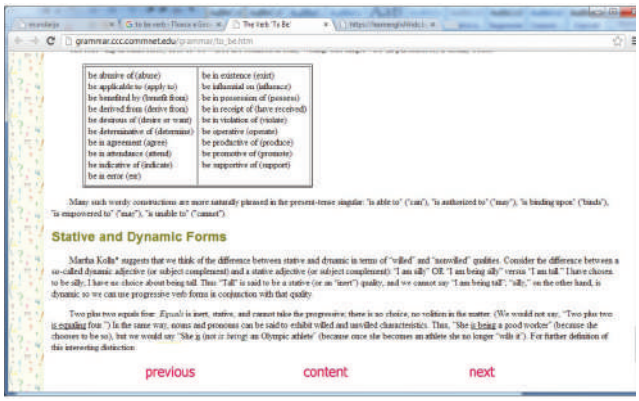
Misol uchun ingliz tili fanining “Verb and tenses” bo‘limini olaylik. Dastlab bo‘limda o‘qitiladigan asosiy va qo‘shimcha ma’ruzalar tanlab olinadi. Barcha ma’lumotlar yig‘ilgandan so‘ng, HTML tlida har bir mavzu uchun alohidadan sahifalar yaratiladi. Har bir sahifa tegishli mavzuga oid nom bilan nomlanadi. Asosiy sahifada esa tegishli mavzular aks ettirilgan mundarijadan iborat bo‘ladi. Rasmlar, grafiklar va jadvallar matn rangiga mos qilib tayyorlanadi. Tayyorlangan sahifalar va sahifaga o‘rnatiladigan ob’ektlar tegishli papkalarga joylashtiriladi. Sahifalar tayyor bo‘lgandan so‘ng ularni bir-biriga bog‘lash uchun giperssilkalar qo‘yilib chiqiladi. Natijada oddiy web brauzerda ochiluvchi elektron

qo‘llanma hosil bo‘ladi. Bu qo‘llanmani ishga tushirish uchun asosiy sahifa “Mundarija. htm” fayli ishga tushiriladi va brauzerda quyidagi ma’ruzalar mundarijasi hosil bo‘ladi.

Ma’ruzalarga o‘tish uchun keraki mazuning ustiga bosiladi, natijada kerali sahifa ochilib, unda belglangan ma’ruza ekranda paydo bo‘ladi. Misol uchun unit-1 sahifasining ko‘rinishi:



Shu tarzda qolgan sahifalar ham ochiladi. Har bir sahifa ostiga qo‘yilgan giperssilkalar orqali oldingi, keyingi sahifalarga, bosh sahifa bo‘lmish mavzular mundarijasiga o‘tish mumkin.



Ushbu turdagi elektron qo‘llarmalardan kompyuter yoki mobil qurilmalar orqali foydalanib ko‘rsatilgan mavzulardan qo‘shimcha adabiyotlarsiz to‘liq ma’lumotga ega bo‘lishlari mumkin. Bu esa oqituvchi va o‘quvchilarga vaqtdan yutish va qo‘shimcha mablag‘larni tejash imkonini beradi.

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KOREYS TILIDA 참 DISKURS MARKERINING IFODALANISH FUNKTSIYALARI

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Annotatsiya: maqolada koreys tilidagi 참 diskurs markerining funktsional xususiyatlari o'rganilgan. 참 diskurs markeri ishtirok etgan dialoglardagi anglash, salbiy holatga bo'lgan munosabat hamda yangi mavzuga o'tish kabi bir qancha ma'no xususiyatlari batafsil yoritilgan. Tahlillar shuni ko'rsatadiki, koreys tilidagi 참 diskurs markeriga ega bo'lgan jumlalar auditoriyaning e'tiborini qaratishni nazarda tutadi, muloqotda kirishilganda tinglovchining diqqatini jalb qilishga yordam beradi.

Kalit so'zlar: koreys tili, kommunikativ strategiyalar, diskurs marker, anglash, xorijiy til, muloqot, diskurs, til

Koreys tilini xorijiy til sifatida o'rganuvchilar koreys tilini o'rganishdagi asosiy maqsadi koreys tili egasi sifatida erkin hamda tabiiy koreys tili muloqot qobiliyatiga ega bo'lib, shu tilda hamsuhbatdosh bilan bemalol muloqot qilishdan iboratdir. Muvaffaqiyatli muloqot deganda grammatik jihatdan aniq gap tuzilmalarini shakllantirish muhim lekin, gap mazmuniga mos bo'lgan aniq kommunikativ strategiyalardan ham foydalanish muhim ahamiyat kasb etadi. Lekin koreys tilini xorijiy til sifatida o'rganuvchilar haqiqiy muloqotga kirishganida koreys tili ona tili sifatida ishlatuvchilarga nisbatan muloqot vositalarini xilma-xil doirasini pastligini aytib o'tish joiz. Bu narsa xorijiy til o'rganuvchilari til egalariga nisbatan har xil kommunikativ strategiyalardan foydalana olmasligi bilan bog'liqdir.

Ushbu maqolamda koreys tili o'g'zaki nutqda keng qo'llaniladigan , ammo koreys tili yozma adabiyotlarda kam uchraydigan kommunikativ diskurs "참"(cham) to'g'risida batafsil yoritmoqchiman.

Ilmiy tadqiqot ishlariga nazar tashlaydigan bo'lsak, ko'pgina olimlar "참" kommunikativ diskursi to'g'risida har xil fikrlarga ega bo'lishgan. Kang U Von(강우원)2000 "참" diskursi funktsiyasi haqida "anglash holatini shakllantiradigan funktsiya", "suhbatdoshga yumshoqroq qiladigan funktsiya" , "gapiruvchining ichki kechinmalarini ifodalovchi funktsiya" sifatida ko'rib chiqdi. Kim Hyang Hva(김 향화)2001 esa ushbu diskurs funktsiyasini "ogoh, diqqat funktsiya"si sifatida ko'rib chiqdi. Yuqoridagilardan kelib chiqqan holda diskurs marker " 참"ni "yangi muloqot temasiga o'tish", "ma'lumot yetkazish", "anglash", "diqqat, ogoh bo'lish" funktsiyasi sifatida ko'rib chiqmoqchiman.

1.yangi muloqot mavzusiga o'tish ma'nosini ifodalash funktsiyasi.

"참" diskurs marker ma'lum bir mavzuni boshlash funktsiyasini bajaradi.

A: 참, 아저씨, 서울에 "남산타우" 란 거 있어?

(A: aytgancha, amaki, Seulda Namsanthau degan joy bormi?)

B: 남산타우는 없고 남산타워는 있어, 왜?

(B: Namsanthau emas-u Namsanthavo degan joy bor, nima qildi?)

Yuqoridagi misolga nazar tashlaydigan bo'lsak, A so'zlovchi muloqot boshida "□" diskurs markeridan foydalanib, "남산타우란 있어?"(Namsanthau bormi?)deb muloqotni boshlab berdi. Bu yerda "참" muloqotda yangi mavzu boshlash funktsiyasini ifodalaydi.

2. Anglash ma'nosini ifodalanish funktsiyasi.

"참" diskurs markeri ma'lum bir narsa bo'yicha unutib qo'ygan narsa to'satdan esga

tushganda, anglaganda ishlatilib, anglash funktsiyasini bajaradi.

A:빨리 일어나, 늦었어.(A: Tez turgin, kechikding.)

B:왜…나 오늘 학교 안 가. 주말이잖아.(B: nimaga? Men bugun maktab bormayman. Dam olish kuni-ku.)

A:아. 참, 오늘 토요일이지.(A: A, aytgancha, bugun shanba kuni-ku.)

Yuqoridagi misolda qaraydigan bo‘lsak, diskurs marker “참” his-hayajonni ifodalab turgan “아”(a) bilan birlashib, “to‘satdan esga tushib ketgan holat” haqidagi funktsiyani bajarmoqda. Ushbu misolda A so‘zlovchisi bugun shanba kunligini unutib turganida B tinglovchiga bugun dam olish kunligini aytib, A shu zahoti bugun shanba ya’ni dam olish kunligini angladi.

3.Salbiy holat ma’nosini ifodalash funktsiyasi.

“참” diskurs marker suhbatdosh o‘z hissiyotlarini ifodalaydigan funktsiyasi bajarib, asosan salbiy holatda funktsiyani bajaradi.

A: 아, 참… 이게 뭡니까? 이걸 미리 신고하는 게 잊으셨어요?

(A: A, aytgancha, bu nima? Buni oldindan shikoyat arizasi berishni unutdizmi?)

B: 정말 죄성합니다. 안 그래도 바쁘실텐데요.

(B: Judayam uzrli. O‘zi shundoq ham band ediz.)

Ushbu misolda “참” diskurs markeridan foydalangan holda, suhbatdosh o‘zining salbiy hissiyotlarini ifoda qilayotgani yaqqol namoyon bo‘lib turibdi.

Hozirgacha diskurs marker “참” ni har xil finktsiyalarini ko‘rib chiqdik. Yuqorida ko‘rib chiqqanimizdek uning yangi muloqot temasiga o‘tish, anglash hamda salbiy holatni ifodalash funktsiyasi sifatida ko‘rib chiqildi.

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ILG‘OR O‘QITUVCHIDA NUTQ MADANIYATI

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2- maktab ona tili va adabiyot o‘qituvchisi

Annotatsiya: ushbu maqolada nutq madaniyati, o‘qituvchida nutq madaniyati qanday bo‘lishi kerakligi, nuqt madaniyati shakllari haqida fikr yuritish.

Kalit so‘zlar: nutq, nutq madaniyati, tafakkur, notiqlik, o‘qituvchi, til.

Nutq inson aqliy faoliyatining eng oliy va asosiy vositasidir. Chunki insonni boshqa jonzotlardan ajratib turadigan ham nutq emasmi? Shunday ekan, inson aqliy faoliyatining eng oily mahsullari tafakkur mevalari til va nutq orqali ro‘yobga chiqadi. Til tafakkur mahsullarining hayotga tatbiq etilishiga vosita bo‘luvchi qudratli quroldir.

Qadimgi Sharq pedagogikasining ajoyib asarlaridan biri “Qobusnoma” da ham til va nutqqa alohida etibor berilganki, ular hozir ham o‘z ahamiyatini yo‘qotmaganini ko‘ramiz. Kaykovus hamma hunarlar ichida so‘z hunali-notiqlikni a’lo deb biladi: Bilginki, hamma hunardan so‘z hunari yaxshi” shuning uchun ham kishi suhandon va notiq bo‘lishini ta’kidlaydi. Muallif notiqlikni egallashning yo‘lini tinimsiz mehnat va o‘rganish deb uqtiradi.

Navoiy til va nutq munosabatlarini shunday izohlaydi: « Til shuncha sharafi bilan nutqning qurolidir ». Demak, til har qancha qudrati zo‘r bo‘lmasin, u nutq uchun qurol sifatida xizmat qilarkan. Uning kuch-qudrati nutq jarayonida namoyon bo‘lar ekan.

Agar til o‘q bo‘lsa, nutq kamondir. O‘qning qudrati kamonning qobiliyatiga ham bog‘liq.

Nutq madaniyati o‘qituvchilarda ijodiylik, mustaqil fikrlash, ijodiy fikr mahsulini nutq sharoitiga mos ravishda og‘zaki, yozma shakllarda to‘g‘ri, ravon ifodalash ko‘ninikmalarini shakllantirish va rivojlantirish, til sezgilarini tarbiyalashga xizmat qilmog‘i lozim.

O‘qituvchining nutq texnikasi

Nutq madaniyati juda katta va keng soha bo‘lib, u insonning kundalik oddiy salomaligidan tortib kimga nimani, qachon, qayerda va qanday so‘zlashigacha bo‘lgan barcha nutqiy jarayonlarni o‘z ichiga oladi. Nutq madaniyati faqat nutqni egallash yo‘llarini emas, balki undan foydalanish madaniyatini ham tarbiyalaydi.

Sharoitga qarb nutq turli xilda namoyon bo‘ladi. U ba’zan istak-tilak, ba’zan chaqiriq-murojaat, ba’zan esa inson quvonchi yoki ruhiy iztirobi shaklida ifodalanadi.Nutq ichki va tashqi ko‘rinishlarga ega. Ichki nutq odamning o‘z ichida gapiradigan passiv nutqi bo‘lib, u ikkinchi kishining ishtirokini talab etmaydi. Shuning uchun ham bu nutq o‘z-o‘ziga qaratilgan nutq sanaladi va uni nazorat qilib bo‘lmaydi.

Pedagogik muloqot turlari. O‘qituvchining notiqlik mahorati

O‘qituvchi ovozining xususiyatlari nimadan iborat : 1. Bu ovozning kuchi. Ovoz kuchi tovush organlarini ishiga, ularning faoliyatiga hamda nafas chiqarishiga bog‘liqdir.

Tovushning qancha masofaga yetkazilishi. Bu bilan mutahissislar o‘qituvchi ovozini qay masofaga yetkaza olish va uni qay yo‘l bilan sozlashini aniqlab oladilar.

O‘qituvchi nutqida ovozning harakati va o‘zgaruvchanligi muhim ahamiyatga ega.

O‘qituvchi ovozi ravon, jarangdor, aniq va o‘ziga jalb etadigan bo‘lishi kerak. O‘quv materialini qiyin joylarini o‘qtuvchi ovozini sekinlatgan holda tushuntirib , qolgan vaqtda tezroq vaqtda gapirishi kerak.

O‘qituvchini ma’ruzaga tayyorgarlik ko‘rishi

O‘qituvchi materiallarni aniq, to‘g‘ri, tushunarli ifodali bayon qilishda ovozi ritmi ham muhim ahamiyat kashf etadi.Ilmiy tadqiqot ishlari shunday dalolat bermoqdaki, ruslar 1 minutda 120, inglizlar 120 dan 150tagacha, fransuzlar 110 so‘zni talaffuz qilar ekanlar.

O‘rtacha hammaga tushunarli bo‘lishi uchun o‘qituvchi 60 -80 so‘zni talaffus etsa, talabga muvofiq bo‘ladi. O‘qituvchi nutqini lo‘nda, aniq, puxta, chiroyli bayon etsa, u tinglovchilarga shuncha tushunarli bo‘ladi va ular qalbida uzoq saqlanadi.

Notiqlik mahorati quyidagi tuzilmaga ega:

Ma’ruza mazminiga kerakli axborotlar, materiallarni tanlash;

Rejani tuzish , yig‘ilgan materiallarni ma’lum mantiqiy ketma-ketlikda ajratish;

Nutqqa adabiy ishlov berish, mazmunini boyitish;

Ma’ruza matnini yodlash, eslab qolish;

Ma’lum ovozning balandligida mimika, hatti-harakatlar bilan nutqni so‘zlash.

Ma’ruzaning sifati uning mantiqliliga va taqdimiga, nutqning boyligi va aniqliligiga va axborotni boyligiga bog‘liqdir. Ma’ruzaning sifati uning mantiqliliga va taqdimiga, nutqning boyligi va aniqliligiga va axborotni boyligiga bog‘liqdir.

Notiq yo‘l qo‘yadigan ba’zi xatolar:

Nutqdagi turg‘unlik – ko‘p qo‘llanadigan, hech kim eshitmaydigan so‘z va so‘z iboralari;

Konselyarezm-muloqotning byurakratik uslubida qo‘llaniladigan so‘z va so‘z iboralari;

Bachkanalik- adabiy bo‘lmagan yoki mazmuni, harflar buzilgan so‘z va so‘z iboralari;

Jarg‘on – jinoyat dunyosidan olingan so‘z va so‘z iboralari;

Ko‘pso‘zlik- o‘zining fikrini mantiqan aniq va lo‘nda ifoda eta olmaslik;

Parazit so‘zlar «mana shu», «masalan», «aytaylik», «shunday qilib» va hokazo

Og‘zaki nutqning o‘ziga xos xususiyatlari:

Donolik- fikrlarning donoligi, o‘tkir yoki kulguli so‘z iboralarini tanlash va joyida qo‘llash;

Yaxshi notiq diqqatini quyidagi amallarga qaratishi kerak :

Tinglash va eslab qolish qobilyati;

Mustaqil o‘qish;

O‘rganish;

Tadqiqotlarni olib borish;

Yig‘ilgan materiallarni tahlil qilish va ajratish;

Suhbatni olib borish;

Savollarga javob berish;

O‘zining fikrlarini yozma ravishda bayon qilish;

Nutq rejasini tuzganda quyidagilarga e’tibor berish kerak:

Nutq rejasini tuzganda quyidagilarga e’tibor berish kerak:

Tinglovchi uchun bu mavzu nega kerakligini aniqlash, maqsadni belgilash;

Mavzuni tinglash, agar berilgan bo‘lsa, uni tahlil qilish;

Mazmuni uchun foydali ma’lumotlar tanlash;

Asosiy nuqtalarni, mavzularni aniqlash;

Tanlangan materialni ajratish asosiylarni qoldirish;

Qiziqarli kirishni topish;

Xulosani tayyorlash;

Takrorlash va nutqni ko‘rib chiqish;

Notiq savollarga javob berishi lozim bo‘lgan vaqtda:

Berilgan savol nima maqsadda berildi;

Insonni to‘gri tushunishga tayyorlash;

Hurmat bilan to‘g‘ri tushuntirib javob berish;

O‘ziga ishonch va mehri bilan so‘zlashish darkor.

So‘zlarni aniq gapirish uchun quyidagilardan unumli foydalansa bo‘ladi :

Tabiat bergan nutq organlaridan to‘g‘ri foydalanish;

So‘zlar qanday tashkil topganligini bilish;

Har bir so‘zni baland ovozda tezlikni saqlab aniq gapirish;

Harflarni tushurib qoldirmasdan gapirish;

Boshni pastda tushurmasdan og‘izni katta ochib gapirish;

Bo‘yin, yuz va boshqa bo‘g‘inlarni bo‘sh holatda ushlash.

Nutq so‘zlaganda, ma’ruza o‘qilayotganda ortiqcha so‘zlar kirish gaplar, nopisadnoma iboralar, shuningdek, gumonsirash ishonchsizlik, hadeksirash, esankirash, asabiylashish, g‘azablanishga aslo yo‘l qo‘ymaslik zarur.

Pedagogning nutqi ifodali bo‘lishi lozim. Bunda nutq intonatsiyasi muhim o‘rin tutadi. U oxang (melodika) tinim(paiza), mantiqiy urg‘u nutq sur’ati kabi tarkibiy qismlaridan iborat.

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ARAB VA O‘ZBEK TILIDA SANOQ SONLAR VA ULARNING SANALMISH BILAN SINTAKTIK MUNOSABATI

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Annotatsiya. Mazkur maqolada arab tilida “son”, o‘zbek tili grammatikasiga o‘xshab alohida so‘z turkumi sifatida o‘rganilmasada, arab grammatikasida uning o‘ziga xos xususiyatlari ko‘rsatib berilgan. Bunda o‘rganilgan mavzu o‘zbek tili bilan chog‘ishtirilib, o‘xshash va farqli tomonlari ko‘rsatib beriladi.

Kalit so‘zlar: “adad”-son, “ma’dud”,“tamyiz”-sanalmish, “adad mufrad”-sodda son, “adad murakkab”, “adad uqud”, “adad ma’tuf”.

O‘zbek tilidan farqli ravishda, arab tilida so‘z turkumi uch qismga ya’ni, ism(اِسْمٌ), fe’l(فِعْلٌ) va harf(حَرْفٌ)ga bo‘lib o‘rganiladi. Arab tilida ism(اِسْمٌ) so‘z turkumiga, o‘zbek tilidagi ot, sifat, olmosh, son, ravish, fe’lning harakat nomi(masadar), sifatdosh kabi funktsional formalari, ayrim ko‘makchilar, modal so‘zlar kiradi. Shunday qilib, o‘zbek tilidagi son so‘z turkumi arab tilida ism(اِسْمٌ) so‘z turkumida alohida o‘rganiluvchi bo‘limdir. Son deb, predmetning miqdori, sanog‘i, tartibini va sonning nomini ifodalaydigan so‘zlarga aytiladi. Son-sanog‘ini bildiruvchi sonlar sanoq sonlar deyiladi. Masalan: ikki, uch, besh, yigirma kabi. Sonning bunday ta’rifi arab tiliga ham bevosita taaluqlidir.

O‘zbek tilida son boshqa so‘z turkumlaridan yasalmaydi, mustaqil so‘zlardan tarkib topgan. Ularning fe’liy o‘zaklari mavjud emas. O‘zbek tilida sonlar ko‘pincha arab (1, 2, 3, 9) va rim (I, IV, IX, X) raqamlari bilan yoziladi.

Arab tilida esa son fe’l o‘zaklaridan yasaladi. Masalan: وَاحِدٌ، أَحَدٌ (وَحَدَ) (اِثْنَانِ (ثَنَى) عَشْرٌ (عَشَرَ). Arab tilida sonlar hind raqamlari (٠١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩) bilan yoziladi.

Arab tilida sonlar tuzilishiga ko‘ra turlari quyidagicha:

اَلْعَدَدُ الْمُفْرَدُ (sodda son) **(اَحَدٌ، وَاحِدٌ، اِثْنَانِ، ثَلَاثَةٌ، أَرْبَعَةٌ، خَمْسَةٌ، سِتَّةٌ، سَبْعَةٌ، ثَمَانِيَةٌ، تِسْعَةٌ، عَشَرَةٌ)**

Sodda sonlarga 1,2,3,4,5,6,7,8,9,10,100,1000 sonlari kiradi.

اَلْعَدَدُ الْمُرَكَّبُ (murakkab son) **(أَحَدَ عَشَرَ، اِثْنَا عَشَرَ، ثَلَاثَةَ عَشَرَ، أَرْبَعَةَ عَشَرَ، خَمْسَةَ عَشَرَ، سِتَّةَ عَشَرَ)**

Murakkab sonlar 11,12,13,14,15,16,17,18,19 sonlardan iborat.

اَلْعَدَدُ الْعُقُودُ (yaxlit o‘nlik son) **(عِشْرُونَ، ثَلَاثُونَ، أَرْبَعُونَ، خَمْسُونَ، سِتُّونَ، سَبْعُونَ)**

Yaxlit o‘nlik sonlar 20,30,40,50,60,70,80,90 sonlardan iborat.

اَلْعَدَدُ الْمَعْطُوفُ (bog‘langan son) **(وَاحِدٌ وَعِشْرُونَ، اِثْنَانِ وَثَلَاثُونَ، ثَلَاثَةٌ وَأَرْبَعُونَ)**

Bog‘langan sonlarga 21,22,23,24,25,26,27,28,29,31…39…99 sonlari kiradi.

Sanoq sonlar noaniq so‘zlar turiga kiradi. Masalan, “5 ta sotib oldim” deyilsa, sotib olingan 5 ta narsani nima ekanligi noma’lum bo‘lib turibdi. Mana shu noma’lumlikni ketkazish uchun, sanalayotgan narsa(sanalmish) eslatib o‘tilsa, 5 raqamidagi noaniqlik ketadi. Masalan, “5 ta kitob sotib oldim”. Arab tilida son-“adad”(عَدَدٌ), sanalmish esa “ma’dud”(مَعْدُودٌ)(3 dan 10 gacha hamda yuzlik, minglik va shu kabi sonlar uchun) va “tamyiz”(تَمْيِيزٌ)(11dan 99gacha bo‘lgan sonlar uchun) deb ataladi.

Yana arab tilida o‘zbek tilida mavjud bo‘lmagan jins kategoriyasi, yani muzakkar(مُذَكَّرٌ) (erkaklarga xos) va muannas(مُؤَنَّثٌ) (ayollarga xos) jinslar mavjud. Jins kategoriyasi

sonlarga ham xosdir. Masalan: muzakkar jinsda (عَشَرَ، وَاحِدٌ), muannas jinsda (عَشْرَةَ، وَاحِدَةٌ).

Arab tilida sanoq son va sanalmish alohida qoidalar asosida birikadi.

اَلْعَدَدُ الْمُفْرَدُ – وَاحِدٌ، وَاحِدَةٌ – bir va **اثْنَانِ، اثْنَتَانِ** – ikki sanoq sonlari adabiy tilda faqat ta'kidlash uchun ishlatiladi. 1- **وَاحِدٌ** va 2- **اثْنَانِ** sonlari ishlatilganida sanalmishning moslashgan aniqlovchisi vazifasida bo'lib, sanalmishdan keyin keladi va u bilan to'rt holatda moslashadi ya'ni, jinsda, sonda, kelishikda va holatda.

اَلْعَدَدُ الْمُفْرَدُ – 3 dan 10 gacha bo'lgan sanoq son(اَلْعَدَدُ)lar doim sanalmish(اَلْمَعْدُودُ)ning birlik sondagi jinsiga teskari jinsda bo'ladi, sanalmishning o'zi ko'plik(اَلْجَمْعُ))da bo'ladi. Son bilan sanalmish odatda izofa(اَلْإِضَافَةُ) birikmasini hosil qiladi. 3 dan 10 gacha bo'lgan sanoq sonlar gapdagi vazifasiga ko'ra kelishikda o'zgaradi.

اَلْعَدَدُ الْمُرَكَّبُ- 11 dan 19 gacha bo'lgan murakkab sanoq sonlar qoidasi:

11 va 12 sanoq son(اَلْعَدَدُ)larining ikkala qismi sanalmish(اَلتَّمْيِيزُ) bilan jinsda to'liq moslashadi;

13 dan 19 gacha bo'lgan sanoq son(اَلْعَدَدُ)larda faqat "عَشَرَ" o'nlik soni sanalmish(اَلتَّمْيِيزُ) bilan moslashadi, birliklar esa sanalmishning jinsiga teskari jinsda bo'ladi;

11 dan 19 gacha bo'lgan sanoq son(اَلْعَدَدُ)larining sanalmish(اَلتَّمْيِيزُ)i har doim sondan keyin kelib, birlik holatda tushum kelishigida bo'ladi(tamyizlikka ko'ra);

11 va 19 gacha (12 mustasno) bo'lgan sanoq son(اَلْعَدَدُ)larning ikkala(o'nlik va birlik) bo'lagi uch kelishikda ham o'zgarmasdan "fatha"da keladi.

اَلْعَدَدُ الْعُقُودُ – 20,30,40,50,60,70,80,90 sanoq sonlarining sanalmish(اَلتَّمْيِيزُ)i har doim uqud sondan keyin kelib, birlik holatda tushum kelishigida bo'ladi(tamyizlikka ko'ra). Sanalmish(اَلتَّمْيِيزُ) xoh muzakkar(اَلْمُذَكَّرُ) xoh muannas(اَلْمُؤَنَّثُ) jinsda bo'lsin, uqud(اَلْعُقُودُ) sanoq sonlari bir xil ko'rinishda ya'ni, muzakkar(اَلْمُذَكَّرُ)da bo'lib, uch kelishikda turlanadi.

اَلْعَدَدُ الْمَعْطُوفُ – 21 dan 99 gacha bo'lgan sanoq son(اَلْعَدَدُ)lar (و) bog'lovchisi orqali uyushib, avvalgi birlik qismi – ma'tuf alayhi(اَلْمَعْطُوفُ عَلَيْهِ) va ikkinchi o'nlik qismi – ma'tuf(اَلْمَعْطُوفُ) deb ataladi. Qoidasi quyidagicha:

21dan 99 gacha bo'lgan sanoq son(اَلْعَدَدُ)lar tarkibidagi 1 va 2 birlik sonlari sanalmish(اَلتَّمْيِيزُ) bilan jinsda moslashadi;

21dan 99 gacha bo'lgan sanoq son(اَلْعَدَدُ)larida 3 dan 9 gacha bo'lgan birlik sonlari esa sanalmish(اَلتَّمْيِيزُ) bilan jinsiga teskari bo'ladi;

21dan 99 gacha bo'lgan sanoq son(اَلْعَدَدُ)lardan keyin kelgan sanalmish(اَلتَّمْيِيزُ)i har doim birlik son, noaniq holat, tushum kelishigida bo'ladi(tamyizlikka ko'ra);

21dan 99 gacha bo'lgan sanoq son(اَلْعَدَدُ)larda birlik soni gapdagi vazifasiga ko'ra kelishikda turlanadi, o'nlik soni esa birlik songa uyushish orqali harakatlanadi.

اَلْعَدَدُ الْمُفْرَدُ – yuz(مِائَةٌ، مِائَةٌ), ming(أَلْفٌ) kabi yaxlit sanoq sonlar. Yuz(مِائَةٌ، مِائَةٌ) soni muannas(اَلْمُؤَنَّثُ) jinsda bo'lsada, lekin u ham muzakkar(اَلْمُذَكَّرُ) ham muannas(اَلْمُؤَنَّثُ) ga ishlatiladi. Ming(أَلْفٌ) soni muzakkar(اَلْمُذَكَّرُ) jinsda, lekin muzakkar(اَلْمُذَكَّرُ) va muannas(اَلْمُؤَنَّثُ)ga ham ishlatiladi. Yuz(مِائَةٌ، مِائَةٌ) va ming(أَلْفٌ) yaxlit sanoq sonlar gapdagi vazifasiga ko'ra kelishikda turlanadi, lekin ularning sanalmishi esa birlik(اَلْمُفْرَدُ) sonda va izofalik(اَلْإِضَافَةُ)ka ko'ra qaratqich kelishigida - "majrur"(اَلْمَجْرُورُ) bo'lib keladi.

Xulosa o'rnida shuni ta'kidlashimiz mumkinki, o'zbek tilidan farqli o'laroq, arab tilidagi sanoq son mavzusi, son(اَلْعَدَدُ) va sanalmish((اَلتَّمْيِيزُ،اَلْمَعْدُودُ)ning o'zaro birikishida murakkab qoidalarni o'z ichiga qamrab oladi. Arab tilida sanoq son mavzusi eng muhim mavzulardan biridir. Arab tili o'rganuvchilari, birgina shu sanoq son mavzusini nazariy qoidalarini yaxshilab o'rganib, uni amaliyotda tatbiq etishganda, bir necha mavzuni o'rganib olishganiga o'zlari guvoh bo'lishadi. Chunki arab tilida sanoq son mavzusi, ismlarning jins kategoriyasi – muzakkar (اَلْمُذَكَّرُ) va muannas(اَلْمُؤَنَّثُ), son kategoriyasi – birlik(اَلْمُفْرَدُ), ikkilik(اَلْمُثَنَّى) va ko'plik(اَلْجَمْعُ)), holat kategoriyasi – aniq holat(اَلنَّكِرَةُ) va noaniq holat(اَلْمَعْرِفَةُ), kelishik kategoriyasi – bosh kelishik(اَلْفَاعِلُ), tushum kelishigi(اَلْمَنْصُوبُ), qaratqich kelishigi(اَلْجَرُّ) kat-

egoriyalarini, moslashgan va moslashmaqan aniqlovchi(izofa) (الإضافة), tamyiz(التمييز) kabi mavzular bilan uzviy bog‘liqdir. Qolaversa, o‘rganilayotgan mamlakat tilining grammatik tizimini chuqur o‘rganish tilni mukammal egallashda muhim ahamiyatga ega.

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CHET TILINI O‘RGANISHDA O‘RTA BOSQICH O‘QUVCHILARNING PSIXOLOGIK XUSUSIYATLARI

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Annotatsiya: Ushbu maqolada maktab ta'lim tizimida chet tili o‘rganishning o‘rta bosqichida (7-8-sinf) o‘quvchi va o‘qituvchilarda yuzaga keladigan psixologik jarayonlar haqida aytib o‘yilgan.

Kalit so‘zlar: chet tili, 4-5-sinf, 6-7-sinf, 7-8-sinf, takrorlash, til materiali, xoxish.

Ma'lumki chet tiliga o‘qitishda o‘quv jarayonini o‘quvchilarning yosh hususiyatlarini hisobga olingan holda tashkil qilish muvaffaqiyat garovidir. Bu yerda eng muhimi o‘quvchi oldiga qo‘yilgan vazifa ularning qobiliyatlariga yarasha bo‘lishi kerak, ya'ni u o‘quvchiga xaddan ortiq qiyinchilik tug‘dirmaslik kerak. Psixologiya kursidan ma'lumki o‘quvchilar (chet tili o‘rganishning o‘rtanchi bosqichida) bu yoshda tez o‘sadilar, natijada ular tez charchaydigan, tez jahli chiqadigan, o‘jar bo‘lib qoladilar. Shuning uchun 4-5-sinflarda til o‘rganishdagi aktiv faoliyatini unchalik aktivlikni talab qilmaydigan ish turlari bilan almashtirishi maqsadga muvofiq. Bu ayniqsa dars oxirida juda zarur. 7-8-sinf chet tili darsi til materialini o‘rganishning tematik va intensivligi bilan ajralib turadi. Bu bosqichda o‘quvchilar harakat qilib, harakatsiz (biror topshiriqsiz) turib qolishini yoqtirmaydilar. Shuning uchun 6-7-sinfda chet tili darsining mavzusini aslo susaytirmasligi kerak.Ilmiy izlanishlarga ko‘ra 8-sinfga kelib o‘quvchilarda chet tili materialini (turli mazmundagi) eslab qolish qobiliyati o‘sadi, (so‘zma-so‘z eslab qolish emas, balki mushoxadaviy xotira) bilib olishga bo‘lgan qiziqishi so‘nadi. Ko‘p o‘quvchilar darsda zerikib o‘tirishadi va aktivlik ko‘rsatmaydilar, vazifani bajarishga befarq qaraydilar. Bu yoshdagi o‘quvchilarda o‘zini-o‘zi boshqarishdagi irodalilik xoli yetarli darajada shakllanmasa va ulardan ichki norozilik, tez jaxli chiqish, qarshilik bildirish kabi hususiyatlar kuchli bo‘lib, bu chet tiliga bo‘lgan qiziqishni keskin kamayishiga olib keladi. Ularda o‘z kuchiga va o‘z qobiliyatlariga bo‘lgan ishonch susayadi. Bu esa o‘quv jarayoniga ta'sir ko‘rsatmasdan qolmaydi, o‘qishga bo‘lgan qiziqishning pasayish sabablaridan biri bu o‘quvchilarning umumiy aktivligi va serharakatliligining o‘quvchilik talablariga nomutanosibligidandir. Masalan: 4-5-sinfda ishonuvchanlik til o‘rganishga bo‘lgan tabiiy istak, baho, norma va kattalarni aytganini bajarish va x. k.

Agar biz 4-5-sinf o‘quvchilari bilan 6-7-sinf o‘quvchilarini yosh hususiyatlarini o‘lchab ko‘rsak, u xolda shu ma'lum bo‘ladiki 4-5-sinf o‘quvchilari uchun muhimi o‘qishdir. 6-7-sinf o‘quvchilari uchun esa chet tilini gapirish. Bu yoshdagi o‘quvchilarda mustaqillilikga intilish o‘z-o‘zini boshqarish kabi masalalar kuchli. Ba'zan bir o‘zini butun sinfga qarshi qo‘yib, boshqalar oldida o‘zini, o‘zligini ko‘rsatish, ba'zi bolalarda boshqa bolalar oldida o‘zining qobiliyatliligini ko‘rsatish istagi kuchli bo‘ladi. Ayni shu yerda bolalarning kelajagi haqida o‘ylab ko‘rish kerak, ularning bu jarayonda biror kasbga qiziqishi shakllana boradi. Yuqorida bayon qilinganlarning barchasi chet tiliga o‘qitishni va o‘quvchilar faoliyatini nazorat qilishni qiyinlashtiradi. Buning oldini olish uchun maxsus ish olib borish zarur, ya'ni ularni mustaqillikka intilish istagini qondirilishiga g‘amxo‘rlik qilish, uni to‘g‘ri yo‘lga solish kerak. Ayniqsa, 7-8-sinf o‘quvchilarida agressivlik kuchli bo‘ladi. Ularga nisbatan qattiq qo‘llik qilish, nazoratni kuchaytirish, ulardagi agressivlikni kuchaytirib yuborish natijasida o‘quvchi bilan o‘qituvchi o‘rtasida turli xil nizolarning kelib chiqishiga sabab bo‘lishi mumkin. Bu yoshda eng muhimi o‘z faoliyatiga (ishda, uyida, o‘qishda) muvaffaqiyatga erishish-

dir. Shuning uchun ham chet tili o‘qituvchisi o‘quvchilardagi chet tili o‘rganishga bo‘lgan ozgina yutuqlarni ham ko‘rsatish lozim. O‘quvchini qilgan xatosi uchun boshqa o‘rtoqlari oldida uyaltirish, ularda o‘qituvchiga nisbatan xurmatsizlikni agressivlikni qasos olishga bo‘gan xissini keltirib chiqaradi. 7-8-sinf o‘quvchilari faoliyatining turida bo‘lmasin, o‘zini boshqalarga solishtirib ko‘rishga harakat qiladilar va bunda ustunlikga erishishni xoxlashadi. Ulardagi bu istak o‘zlarini turli qiyinchiliklarga bardosh berishda, o‘zlarini irodaliliklarini ko‘rsatishga urinishadi va qo‘rqinch ustidan g‘alaba qozonishga intilishlarida namoyon bo‘ladi. Ularda «o‘zligini» namoyon qilish istagi kuchli, chet tili o‘qitishning o‘rta bosqichida biz yoqorida korib o‘tilgan psixologik, fiziologik xissiyotlarni o‘ziga xosligini hisobga olgan holda o‘quv jarayonini tashkil qilishimiz kerak. O‘quvchilarga doimo o‘rganilayotgan til materiali avval to‘la tushunilgandek bo‘ladi, lekin material ma’lum vaqtdan song takrorlanmasa xotirada saqlab qolinmaydi. Material takrorlanib turilsagina u o‘zlashtirilgan deyiladi.

O‘rta bosqichdagi o‘quvchilar uchun ichki motivdan tashqi motiv kuchliroq shuning uchun bu har ikkala motivdan oqilona foydalanish zarur. Bajarilayotgan mashqlar o‘quvchilar oldiga qo‘yilgan vazifalar muammoli harakatga ega bo‘lishi kerak, ular intellektual emotsiyani keltirib chiqarishga undovchi stimul bo‘lishi kerak. Dars kommunikativlik prinsipi asosida olib borilmog‘i zarur unda har bir nutq faoliyatini motiv-real vaziyatdan kelib chiqishi muhim ahamiyatga ega. O‘quvchilar chet tili nutqidagi o‘z muvaffaqiyatlarini his qilsinlar. 7-8-sinf o‘quvchilari o‘zlarini chet tili nutqi juda ham soda bo‘lganligi uchun kulgiga qolmaylik deb, chet tilida gapirishga harakat qilmaydilar ham. Chet tili o‘qitishning bu o‘rtancha bosqichdagi muvaffaqiyatsizligi o‘quv prosessining psixologik jihatdan soxta situatsiyaga moslashganligidandir. Ma’lumki ularning ona-tilidagi nutqi informatsiyaga boyligi bilan ajralib turadi. Ularning chet tili nutqi esa primetiv, bo‘lib o‘quvchilarning istak xoxishlarini ifodalashga xozir emas. Shuning uchun darsda real voqealikdan kelib chiqadigan situatsiyalardan foydalanish, darsda turli xil o‘yinlarni o‘tkazish kerak. Lekin bunda 4-5-sinfga hos bo‘lgan o‘yinlardan foydalanish mumkin emas, chunki 7-8-sinf o‘quvchisi o‘zga sinfdoshlari oldida kulgi bo‘lib qolishdan qo‘rqishadi. Bunday vaqtda eng muhimi turli ro‘llarga ijobiy yondashgan holda bajariladigan o‘yin turlaridan foydalanish kerak. Bu yoshdagi bolalarni sinfdan tashqari ishlarga ham keng jalb qilish kerak.

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O‘QUVCHILARGA BILIM BERISHDA O‘QITUVCHI NUTQINING AHAMIYATI

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Anatatsiya: Ushbu maqola o‘quvchilarga bilim berish jarayonida o‘qituvchi nutqidagi kamchiliklar, ularni bartaraf etish haqida bo‘lib, 11- sinflarda ona tili fanida ,,Nutq texnikasida urg‘u va to‘xtam” mavzusini o‘tishda qo‘llanma sifatida ko‘mak beradi.

Kalit so‘zlar: O‘qituvchi nutqining sofligi, o‘qituvchi nutqining komminikativ sifatlari.

Nutq ma’lum bir so‘zlovchi yoki yozuvchi tomonidan tinglovchi yoki o‘quvchiga qaratilgan matnning tashqi ko‘rinish hisoblanib har bir soha vakillarining ma’daniyati va savodxonligini anglatib turadi.

So‘zlovch hamisha nutqning talab darajalarini hisobga olib, uning sofligi, aniqligi, tushunarliligi, to‘g‘riligi, mantiqan uzviyligi, ta’sirchanligi, tozaligiga e’tibor berishi zarur. Ayniqsa barcha soha vakillariga ta’lim- tarbiya beruvchi kasb egalari – o‘qituvchilar nutqining sofligi, ravonligi, mantiqan uzviyilligi juda ahamiyatlidir.

Dars jarayonida bilim va ma’lumotlarni o‘quvchiga tushunarli, aniq va ravon yetkazishda o‘qituvchidan har jumlani grammatik qoidalarga asoslangan holda tuzish, tinish belgilarning joylashuvi hamda gap ohangiga e’tibor berish talab etiladi. Ba’zan, hatto ona tili va adabiyot o‘qituvchilari nutqida ham yuqorida aytib o‘tilgan talablarga yetarlicha e’tibor berilmaganligi sababli g‘alizlik paydo bo‘ladi. Bu esa matnning o‘quvchi uchun tushunilishini qiyinlashtiradi va bunday holatlar turli noaniqliklarni keltirib chiqishiga sabab bo‘lmoqda. Chunki grammatik jihatdan to‘g‘ri tuzilmagan, tinish belgilar va ohangga e’tibor berilmasdan tuzilgan gaplar orqali fikr ifodalanganda o‘quvchi turli chalkashliklarga uchraydi. O‘qituvchi nutqining kommunikativ sifatlari: nutqning aniqligi, nutqning mantiqiyligi, nutqning ifodaliyligi talab darajasida bo‘lgandagina notiqning qay darajada madaniyati va savodxonligi ma‘lum bo‘ladi. Nutq sofligi- jamiyat ko‘rki. Ayniqsa, bugun yurtboshimiz jamiyatdagi eng hurmatli zot deya e’tirof va e’zoz etib turgan muallimlar bu soflikning targ‘ibotchilari bo‘lishlari zarur. O‘quvchilarga nutq texnikasi, nutq madaniyati va nutqning kommunikativ sifatlarini tushuntirishda eng avvalo nimalarga e’tibor berish kerak ?

1.Avvalo o‘qituvchining o‘zi adabiy til me‘yorlariga to‘la rioya qilgan holda madaniyat bilan so‘zlashi kerak.

2.O‘qituvch nutqida muloyimlik sezilib turish zarur.

3.O‘qituvchi nutqi jarayonida fonetik xatolarga yo‘l qo‘yilmasligi shart. Chunki birgina unli yoki undosh tovushning o‘rin almashilishidan gapdagi mazmun tubdan o‘zgarib ketadi. Masalan: Mana endi sen to ‘l, ey daryo. (gapdagi to‘l so‘zi bitta unli tovush almashishidan tul so‘ziga aylanib, nutqda g‘aliz xatoni yuzaga keltiradi) 4.Og‘zaki nutqda ohang katta ahamiyat kasb etishini, nafaqat ona tili va adabiyot balki har bir fan o‘qituvchisi to‘la anglab yetmog‘i g‘oyatda ahamiyatlidir. O‘qituvchi dars jarayonida nutqidagi ohangga katta e‘tibor berishi zarur.Noto‘g‘ri yoki o‘rinsiz to‘xtam sabab o‘quvchida fikrning yanglish anglashilishiga olib keladi. Bu anglashilmovchiliklarga yo‘l qo‘ymaslik uchun so‘z va gap urg‘ulariga e’tibor berib, intonatsiya bilan so‘zlash kerak. Masalan: Sobir qora qozonni o‘choqqa ildi.Ushbu gapni intonatsiya orqali mazmunan farqlab ko‘ramiz.

1.Sobir/ qora qozonni o‘choqqa ildi. O‘qituvchi gapdagi bu to‘xtam orqali Sobir ismli shaxs qora qozonni ilganini aytib o‘tmoqda.

2.Sobir qora/ qozonni o‘choqqa ildi. Bu to‘htam orqali esa birgina pauza sabab Sobirning qora tanli yoki qora laqabli ekanligini anglash mumkin.

3.Yana bir tahlil esa birgina tinish belgi bilan gapda undalma mavjudligini anglatadi. Sobir, (gapning egasi yashiringan) qora qozonni o‘choqqa ildi. Bu kabi bir qarashda arzimas ko‘ringan xatoliklar o‘quvchi bilimida bo‘shliq hosil qilishini ham unutmadlik lozim. Demak, intonatsiya va to‘xtam gapning mazmuniy va hissiy yo‘nalishini ham belgilab berar ekan. Nutqda ba’zan so‘zlarning ketma- ketligi almashganda ham ma’nolar tubdan o‘zgarib ketadi. Masalan: Men keldim. Ushbu gap xabar ma’nosidagi gap bo‘lsa, so‘zlarning o‘rni almashinishi natijasida gapga ta’kid ma’nosi yuklanadi. Keldim men. Demak, inversiya hodisasi ham (gap bo‘laklarining o‘rin almashishi) nutqda e’tiborli bo‘lishini talab etar ekan. Nutqning yuzaga chiqishida aniq bir maqsad tinglovchi yoki o‘quvchi ongiga ta’sir etishi vazifa qilib qo‘yilishi kerak. O‘qituvchi bu borada hamisha sinchkov, savodxon, e’tiborli bo‘lishi shart. Bu o‘qituvchilar zimmasiga burch, vazifa, ishonch hamda mas’uliyat yuklaydi. Biz o‘qituvchilar ushbu vazifalarni sidqidildan bajarsakgina ona tilimizni sofligi, farzandlar nutqining ravonligiga erishamiz. Zero, nutq sofligi til jozibasini ko‘z-ko‘z qiladi va jamiyatning husniga husn qo‘shadi.

Asrlar mobaynida o‘zbek tili bugungi ko‘rinishga kelgunga qadar ko‘plab tilshunos bobokalonlarimizning xizmat va mehnatlari katta bo‘ldi.

Umri mobaynida 16 yil el-u-elatlar, ovul va qishloqlar kezib avlodlarga turk tilining sof namunalarini yaratib, yig‘ib meros qoldirgan olim Mahmud Qoshg‘ariyning ,,Devoni lug‘ati turk” asari tilimizning serjilo chiroyi, ohangrabo kabi mazmun hamda mohiyatini namoyon eta olgan bo‘lsa, g‘azal mulkining sultoni Alisher Navoiy,

Turk nazmida chu men tortib alam,
Ayladim ul mamlakatni yak qalam.

Deya tilimizning naqadar boyligini bu tilda ijod etib, alam tortib, qarshiliklarga uchrasa ham, mehnati va mashaqqatlari evaziga tilni shuhrat va shonlarga burkab avlodlarga qoldirdim deganday, go‘yo.

Til-millatning boyligi. Uni avaylab, har bir so‘zdan oqilona foydalansakgina, nafaqat o‘qituvchilar, balki barcha o‘zbek xalqi nutqimizni buzmasdan, unga hurmat bilan qarasakgina qahramon shoirimiz Abdulla Oripov aytgan to‘ti holiga tushib qolmaymiz.

Foydalanilgan adabiyotlar:

1. “O‘qituvchi nutqi: jarayonga innavatsion yondashuv” ilmiy-metodik qo‘llanma.
2. Muallif: Gulshan Karimova Qashqadaryo viloyati xalq ta’limi xodimlarini qayta tayyorlash va malakasini oshirish hududiy markazi ,,Til va adabiyot ta’limi” kafedrasi o‘qituvchisi.

ADABIYOT DARSLARIDA O‘QUVCHILARNI KITOB O‘QISHGA QIZIQTIRISH

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Annotatsiya: Ushbu maqolada o‘quvchilarni kitob o‘qishga qiziqtirish uchun adabiyot fani o‘qituvchilari nimalarga e’tibor qaratishlari kerakligi haqida fikrlar bildirilgan.

Kalit so‘z va iboralar: odob, ma’naviyat, ma’naviy ozuqa, insoniy fazilat, qiziqtirish,savol-javob,bilimdon,yutuq.

Аннотация: В данной статье учителя литературы излагают мысли о том, к чему надо обращать внимание для того, чтобы заинтресовать учащихся к чтению книг.

Ключевые слова и термины: этикет, духовность, духовная пища,человеческое достоинство, заинтресовать, вопрос – ответ(вопросо- ответный), знаток, достижение.

Annotation: In this article many statements have been given about how to increase pupils’ interest in reading books and what should do the teachers of literature to achieve this purpose.

Key words and expressions: moral,discipline,spiritual,food,personal qualities,encourag ement,quizzes,intelligent,success.

Biz bilamizki,adabiyot darsi odob va ma’naviyat darsidir. Bu fan orqali o‘quvchilar nafaqat tarbiyalanadilar,balki ma’naviy ozuqa oladilar hamda insoniy fazilatlarga ega bo‘ladilar.

Adabiyot fani va bu fan o‘qituvchilarining zimmasida turgan katta bir mas’uliyatli yumush ham borki, bu vazifani ular also esdan chiqarmaydilar.Bu mas’uliyatli vazifa – o‘quvchilarni kitob o‘qishga qiziqtirishdir.

Bunga erishish, o‘quvchilarni kitob o‘qishga qiziqtirish uchun adabiyot fani o‘qituvchisi nimalarga e’tibor berishi kerak?

Avvalo, o‘quvchilarni birdaniga kitob o‘qishga qiziqtirib bo‘lmaydi. To‘g‘ri o‘quvchilarning ichida kitobni juda-juda sevadigan o‘quvchilar ham ko‘p, lekin kitob o‘qishga erinadigan erinchoq o‘quvchilarimiz ham yo‘q emas.

Eng muhimi ,o‘quvchini kitobni sevishga o‘rgatish va kitob eng sodiq do‘st va dardkash ekanligini ularga uqtirish kerak.

Ayrim o‘quvchilarning miyasida ko‘proq boshlang‘ich sinflarda o‘qigan asarlari va she’rlari muhrlanib qoladi. Ular o‘sha davrda yod olganlarini aytsa, also kamsitmang.Diqqat bilan tinglang va qolgan o‘quvchilarni ham hurmat bilan tinglashga o‘rgating . Sababi bu kabi o‘quvchilarga bu endi yoshiga to‘g‘ri kelmasligini aytib kamsitsangiz, u qaytib so‘zlashdan va kitob o‘qishdan bosh tortadi. Shuning uchun dastlab boshlang‘ich sinflarda yod olgan she’r va asarlarini dars orasida so‘rash ,shu orqali ularning xotirasini tiklash va yaxshi so‘zlar bilan rag‘batlantirish, so‘ngra endi ular biroz katta bo‘lib qolganliklarini eslatib o‘tish lozim . Endi ular faqat ertak kitoblar yoki bolalarcha she’rlarnigina emas, yoshlariga mos bo‘lgan boshqa asarlarni ham o‘qishlari kerakligini, ko‘p kitob o‘qigan o‘quvchi so‘zga chechan , zukko, bilimdon, mushohadali va hurmatga sazovor bo‘lishini darslar jarayonida uqtirib borish kerak.

Ayrim kitobni suymas o‘quvchilarni qiziqtirish uchun yana adabiyot darslarida asta-sekinlik bilan ularga topshiriqlar berib borish mumkin. Mustaqil o‘qish uchun yoshlariga mos bo‘lgan badiiy asarlarni tavsiya etish , agar shu asarlarni o‘qisa, baholari ortishini ham

uqtirish kerak. Albatta, ularni qiziqtirish uchun asarning boshidan yoki eng qiziqarli joyidan parcha aytib to‘xtatib qo‘yish ham yaxshi samara beradi. Sababi bu usul o‘quvchining shu asar yoki kitobga bo‘lgan qiziqishini orttiradi. Ana endi o‘quvchi o‘sha asarni topishga va uni tezroq o‘qishga intiladi.

Darsda yana savol-javoblar orqali ham o‘quvchilarni kitob o‘qishga qiziqtirish mumkin. Masalan, bironta asardan savol berib shu savolga javob topib kelgan o‘quvchi a’lo baho bilan rag‘batlanishini aytish kerak. Shu savolga javob topish uchun o‘quvchi kitobni qo‘liga oladi, kerakli javobni izlaydi va asta-sekinlik bilan kitobga yaqinlashib boradi. Agar shu tartibda ketsa o‘quvchi kitobsiz turolmaydigan ham bo‘lib qoladi.

Badiiy asar qaysi tur va janrga mansubligidan qat’iy nazar , uning mohiyatida inson shaxsini kamol toptirish, mustaqil fikrlash qobiliyatini o‘stirish, odamiylik sifatlarini tarbiyalashga yo‘naltirilgan bir qator didaktik xususiyatlar, estetik tamoyillar mujassamlashgan bo‘ladi. [1]

Bolani o‘z qiziqishiga qarab ham kitobga yo‘naltirish kerak . Masalan, kimgadir sarguzasht asar yoqsa, kimgadir tarixiy asar yoqadi . Kimdir faqat she’riy kitoblarni o‘qishni xush ko‘radi. Mayli,u qanday kitob bo‘lsa ham, eng muhimi, u bolaning ma’naviyatini shakllantiruvchi, unga ma’naviy ozuqa beruvchi kitob bo‘lsin .

Shu o‘rinda taniqli yozuvchimiz O‘tkir Hoshimovning kitob haqidagi ushbu so‘zlarini o‘quvchilarga aytish va eslatib o‘tishni ham joiz deb bilardim.

U kishi kitob haqida shunday degan edilar: “ E’tibor beganmisiz – yo‘qmi, bilmadim-ku, sizning sadoqatda tengsiz do‘stingiz bor. Qachon xohlasangiz siz bilan hamsuhbat bo‘ladi. Shod paytingizda quvonchingizga quvonch qo‘shadi. G‘amgin pallada dardingizni oladi. Bilmaganingizni o‘rgatadi. Adashsangiz, to‘g‘ri yo‘l ko‘rsatadi. Yaqin kishilaringiz burilib ketganida ham u sizni tark etmaydi. Xizmati uchun hech narsa talab qilmaydi. Yillar o‘tib, tashlab qo‘ysangiz indamaydi. Hatto uloqtirib yuborsangiz ham arazlamaydi. Tag‘in chorlasangiz, yetib kelib xizmatingizni qilaveradi…

…Bu do‘stning nomi-Kitob!”[2]

Shu kabi buyuk adiblarimizning chiroyli, haqiqat nafasi ufurib turgan ta’sirli so‘zlari orqali ham o‘quvchilarni kitobni sevishga o‘rgatish va kitob eng sodiq do‘st va dardkash ekanligini ularga uqtirib borish, ulardek bilimdon bo‘lishga undash va chaqirib turish kerak.

Kitob,avvalo, hayotiy maktab, ma’naviyat manbai. U kitobxonni hayot bilan tanishtiradi, unda hayotni sevish, yashash mohiyatini anglash hislarini tarbiyalaydi.[3]

Sizning bunday tadbir va usullaringiz orqali o‘quvchi bugun yo erta kitobni qo‘lidan tushirmasa va uni o‘ziga chin do‘st deb bilsa, bilingki, bu sizning eng katta yutug‘ingizdir.

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TIL BEBAHO BOYLIK, MILLIY O‘ZLIGIMIZ VA MUSTAQIL DAVLATCHILIK TIMSOLI

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Annotatsiya: Til har bir millatning benazir qadriyati va bebaho mulki hisoblanadi. Har bir xalq, har bir elat, o‘zi hurmat va ehtirom qiladigan tilga ega. Tilda xalqning, elatning tarixi va madaniyati aks etadi. Shuningdek, til ijtimoiy taraqqiyotda ulug‘vor ahamiyat kasb etadi. Til – har bir millat o‘zligining ajralmas belgisidir.

Kalit so‘zlar: O‘zbek tili, Davlat tili, ma’naviy boylik, mustaqil davlatchilik timsoli.

O‘zbek tili turkiy tillar oilasiga mansub eng yirik tillardan biri bo‘lib, dunyo miqyosida bu tilda 50 millionga yaqin odam so‘zlashadi. Ajdodlarimiz buyuk madaniyat namunalarini, ulkan ilmiy kashfiyotlar, badiiy durdonalarni aynan shu tilda yaratganlar. O‘zbek tilimiz o‘zining jozibadorligi, boyligi bilan dunyo ma’naviyati xazinasiga bebaho ulush qo‘shib kelmoqda. Bu borada jahon ma’naviyati xazinasiga ulkan hissa qo‘shgan buyuk ajdodlarimizning xizmatlari beqiyos. So‘z mulkining sultoni Hazrat Navoiy ,,Muhokamat-ul lug‘atayn’’ asari orqali turkiy (o‘zbek) tilining beqiyos imkoniyatlarini namoyish etadi. Mir Alisher Navoiy forscha muqobil bo‘lmagan so‘zlar turkiyda mavjudligi, forsiylar ularni ishlatishini ta’kidlab, o‘zbek tilining har jihatdan boyligini isbotlab beradi. Jumladan, Prezident Sh.M.Mirziyoyev aytganlaridek “Dunyodagi qadimiy va boy tillardan biri bo‘lgan o‘zbek tili xaiqimiz uchun milliy o‘zligimiz va mustaqil davlatchilik timsoli, bebaho ma’naviy boylik, buyuk qadriyatdir. Kimda-kim o‘zbek tilining bor latofatini, josibasi va ta’sir kuchini, cheksiz imkoniyatlarini his qilmoqchi bo‘lsa, munis onajonlarimizning allalarini, ming yillik dostonlarimizni, o‘lmas maqomlarimizni eshitsin, baxshi va hofizlarimizning sehrli qo‘shiqlariga quloq tutsin.”

1989 yil 21oktabr kuni qabul qilingan qonunga asosan, o‘zbek tili mamlakatimizda davlat tili maqomiga ega bo‘ldi. Istiqlol sharofati bilan tilimizga bo‘lgan e’tibor kuchaydi.O‘zbek tiliga yot bo‘lgan so‘zlar o‘rniga o‘zbekchasini ishlatish urf bo‘la boshladi. O‘zbek tili o‘tgan yillar mobaynida mamlakatimizdagi yuzdan ortiq millat va elat vakillarini o‘zaro bog‘laydigan mehr-oqibat tiliga aylandi. Hozirgidek o‘ta murakkab va sinovli kunlarda, O‘zbek tili bayrami kunini beigilash to‘g‘risida’’gi qonunning imzolanishi har qanday sharoitda ham til, ma’naviyat masalalari davlatimizning doimiy diqqat markazida ekanini yana bir bor isbotlamoqda. Mamlakatimiz rahbarining badiiy kitob o‘qishga, ma’rifatga, teran bilimga, o‘qib- izlanishga chorlovida ham hikmat ko‘p aslida. ,,O‘zbek tili bayrami kunini belgilash to‘g‘risida’’gi qonunning qabul qilinishi esa har birimizning ona tiliga bo‘lgan munosabatimiz haqida jiddiyroq o‘ylab ko‘rish, unga tashqaridan nazar tashlash, tahlil etish imkonini bergani bilan ham qadrlidir. ,,Davlat tili haqidagi qonunni hayotga tadbiq etish va uning nufuzini mustahkamlash millati, dini, tili, ijtimoiy kelib chiqishidan qat’iy nazar, barcha fuqarolarning burchidir. Amaldagi qonun normalari bizni ana shunga undaydi. Ming taassuflar bo‘lsinki, hali ham oramizda o‘zbek bo‘la turib, o‘z tilida ikki gapni qovushtirib gapira olmaydiganlar bor. Qolaversa, ba’zi yigit-qizlarimiz o‘z tilida fikr-mulohazalarini to‘liq bayon etib berolmaydilar. Hatto o‘zbek so‘zlarini buzib ruscha yoki tojikcha talaffuz qilayotgan ,, u’’ bilan ,,o‘’ning hamda ,,x’’bilan ,,h’’ning farqiga

bormaydigan ayrim yoshlarimizdagi so‘z bisoti kambag‘alligining asosiy sababi, badiiy asarlar-u, kitoblar, gazeta, jurnallar o‘qib so‘z boyligini boyitmasligidadir. Kitob xoh y badiiy, xoh texnika sohasida bo‘lsin, u ma’naviy xazina. Unga oshno bo‘lgan kishi ma’nan o‘sib ilm egasi bo‘lib boraveradi. Ongi, saviyasi, tafakkuri kengayadi. Xususan, jamoat joylarida, do‘konlar, xizmat ko‘rsatish shaxobchalari, binolar peshtoqida turli lavha va reklamalarning xorijiy tillarda ma’naviyatimizga yot mazmun va shakllarda g‘ij-g‘ij xatolar bilan yozilishi odatiy tusga aylanib bormoqda. Bu davlat tili talablariga, milliy madaniyat va qadriyatlarimizga bepisandlikdan, umumiy savodxonlik darajasi tushib ketayotganidan dalolat beradi.

Ma’lumki, yozuv tufayli kishilik jamiyati qo‘lga kiritgan (yozuvlar) yutuqlar yetib keladi. Tilsimotlar eshigini ochuvchi ilm ummoni yozuv tufayli yuzaga keladi. Yozuv insoniyat uchun birdek qadrli. Bugunda lotin yozuvidan jahon aholisining o‘ttiz foizi foydalanadi. Eng rivojlangan davlatlar aholisi shular jumlasidandir. Lotin alifbosi tilimizni o‘ziga xos xususiyatlarini o‘zida aks ettira oladi. Xulosa qilib aytganda,ona tilimizni sevish, tilimizning rivoji ustida mehnat qilish, bisotini boyitish, go‘zal va qudratli qilish demakdir. Shunday ekan, har bir fuqaro ajdodlardan meros bo‘lib kelayotgan tilimiz rivojiga mas’uldir. Ushbu mas’ullik hissi farzandlarimiz ongida yoshlikdan tarbiyalangan taqdirda kelajakda ular tilimizni dunyo tillari qatoridan o‘rin olishida o‘zlarining vatanparvarlik tuyg‘ularini namoyon eta oladilar. Shuni alohida ta’kidlash kerak, ona tilimiz bizning yuz-ko‘zimiz. Ana shu yuz-ko‘zimizni chiroyli, nafis bo‘lishi har birimizga bog‘liq.

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СОПОСТАВЛЕНИЕ КАТЕГОРИИ ЧИСЛА В УЗБЕКСКОМ, РУССКОМ И АНГЛИЙСКОМ ЯЗЫКАХ

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В данной статье рассматривается сопоставление категории чисел на базе трёх языков, их сходства и различия в правилах языка. Использование категории чисел в грамматическом строе данных языков.

Ключевые слова: лингвистический, сравнительное, разносистемный, категория числа, наращение, супплетивный, множественность, чередование

Важное значение приобретает изучение иностранных языков в нашей республике. Иностранный язык, в частности, английский, наряду с русским языком, изучается во всех учебных заведениях нашего государства. Но нужно заметить, что лингвистической базой разработки методики преподавания русского и иностранных языков является глубокое их исследование в сопоставительном плане. Поэтому сопоставительное изучение русского, иностранного и национальных языков стало одной из важнейших задач современного языкознания. Академик В.В.Виноградов ещё в 1951 году, говоря о задачах языкознания, писал: «Наряду со сравнительно-историческим изучением родственных языков возможно и даже необходимо сравнительное и сопоставительное изучение разносистемных языков…» [1]

Сопоставительное исследование разносистемных языков требует глубоких знаний их строя, раскрытия особенностей своеобразных, индивидуальных языковых явлений, присущих каждому из сопоставляемых языков. Поэтому исследователям, преподавателям русского и иностранных языков в ВУЗе и школе необходимо знание грамматического строя как родного языка, так и исследуемого и преподаваемого языков. Раскрытие моментов сходства и различия могут послужить базой правильной разработки методики преподавания этих языков [2].

При сопоставлении способов выражения категории числа в русском, английском и узбекском языках видны их различия.

В русском языке категория числа имён существительных выражается четырьмя способами:

1. фонетическим: *окнО - Окна, волнА - вОлны, стеклО - стЁкла* и т. д.

здесь мы наблюдаем перемещение ударения.

2. морфолого-фонетическим: *нЕбо - небесА, чУдо - чудесА*

наращение основы и перемещение ударения; *друг - друзья, ухо - уши, сук - сучья* – чередование согласных в основе и т.п.

3. супплетивным: *человек - люди, ребёнок - дети*;
4. синтаксическим: *молодёжное кафе - молодёжные кафе, новое пальто - новые пальто, бежала кенгуру - бежали кенгуру.*

В английском языке категория числа, а точнее значение множественности, выражается тремя способами. [3]

1. морфологический способ: *dress – dresses, baby – babies, knife – knives;*

- чередование гласных в корне слова: *man – men, goose – geese, foot –feet;*
- чередование гласного звука и суффикс – **ren**, *child –children*.

2. синтаксический способ. У существительных с омонимичными формами для

единственного и множественного числа и некоторых других существительных число выражается синтаксическим способом:

On our trip in the mountainous countryside we saw two deer. - ***В нашем путешествии по горному посёлку мы увидели двух оленей.***

There was a beautiful deer in the zoo. - ***В зоопарке был красивый олень. -***

Physics is my favorite subject. - ***Физика – мой любимый предмет***.

3. Лексико - морфологический способ выражения множественности:

a bag – many bags an apple – many apples

a room – many rooms money – much money

В узбекском языке основным способом выражения категории числа является морфологический:

Дарахт – дарахтлар, одам – одамлар, мактаб – мактаблар.

Кроме того, есть ещё лексический способ:

Кинога кўп одам борган. – ***В кино было много народу.***

Мен қутубхонадан кўп китоб олдим. – ***Я взяла из библиотеки много книг.***

В этих предложениях значение множественности передаётся посредством слова *кўп* (много), в то время как само существительное *одам* (человек) заменяется множественным *(кўп одам – **много людей***). В этом и состоит характерная черта выражения значения множественности в узбекском языке, в отличии от русского и английского языков, т.е. в русском языке категория числа имён существительных может быть выражена четырьмя способами, в английском – тремя, в узбекском же только двумя способами. [4]

Таким образом, в грамматическом строе русского, узбекского и английского языков есть много общего (например, сходные части речи: существительное, глагол, числительное, местоимение: сходные грамматические категории и значения; категория времени, лица в глаголе, категория множественного числа в имени существительном и т.д.). Однако, между грамматическим строем исследуемых нами языков имеются немало различий, которые необходимо учитывать при преподавании русского, узбекского и английского языков учащимся, студентам и изучающим иностранные языки.

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ПАРАНТЕЗ БИРЛИКЛАРНИНГ ГРАММАТИК ЎЗИГА ХОСЛИГИ

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Аннотация:Мақола доирасида парантез бирликларнинг асосий гап билан муносабати ва алоқаланиш хусусиятлари хусусида фикр юритилган.

Калит сўзлар: Парантез бирлик, алоқаланиш, тобеланиш, гап, содда гап, микроматн.

Парантезалар деярли барча гап бўлаклари билан бевосита алоқаланиши мумкин. Фақат улар кесим билан алоқаланган ҳолатларда кесим гапнинг маркази, асоси бўлганлиги учун парантезалар муайян бир бўлак билан эмас, балки яхлит гап билан алоқаланган деб ҳисобланади. Гап шаклидаги парантеза асосий гапнинг синтактик мақомини ўзгартиради, яъни улар ўртасида интродуктив муносабат воқеланади. Натижада парантезали қўшма гап юзага келади. Табиийки парантезанинг содда ёйиқ ёки содда йиғиқ гап шаклида бўлиши мазкур қўшма гапнинг мақомига таъсир этмайди.

Шуни ҳам айтиб ўтиш керакки, эга билан алоқаланган содда гап шаклидаги парантезанинг мазкур эга билан контакт муносабатда бўлиши шарт эмас, бундай парантеза асосий гапдаги нафақат эга билан, балки асосий гапнинг ўзи билан дистант позицияда бўлиши мумкин. Содда гап шаклидаги парантеза ўзидан бир қанча олдинги гапдаги эга билан ҳам алоқаланаверади. Қуйидаги микроматнда буни кўриш мумкин: *Муйилишдаги супачада бир мўйсафид деворга суяниб, мудрагандек бир қуйда ўтирибди. Ёз кунида бошида ярғоқ телпак. Кўзи кўрмайди – ожиз. Ўзича минғирлаб хиргойи қилади. Ўзича маст. ...(Дарвоқе, бу кўҳна зотни биз "Эркак" фильмида ҳам учратганмиз)* (Эркин Аъзам, "Сув ёқалаб" киноқиссаси). Кўриниб турганидай, содда гап шаклидаги парантеза (унинг ичида ҳам *дарвоқе* тарзидаги кириш парантезаси бор) микроматннинг бошидаги гапдаги *мўйсафид* сўзи билан ифодаланган эга билан бевосита алоқаланган.

4. Қўшма гап шаклидаги парантеза эга билан бевосита алоқаланади: *Тошев Ҳиндистон Республикаси тузилган йили олдинга сурган бу фикрига оппонентлари (уларнинг кимлигини отаси очиқ айтмас, лекин Ҳакимовлар эканини Гавҳар сезиб турарди) сиёсий хато деб баҳо бердилар* (П.Қодиров, "Уч илдиз" романи). Гапдаги *уларнинг кимлигини отаси очиқ айтмас, лекин Ҳакимовлар эканини Гавҳар сезиб турарди* боғланган қўшма гапи шаклидаги парантеза асосий гапдаги *оппонентлари* сўзи билан ифодаланган эга билан алоқаланган ва уни мазмунан тўлдирган. Парантезасиз мазкур асосий гап, тайинки, содда гап, аммо айни қўшма гап шаклидаги парантезанинг у гап таркибига киритилиши билан мураккаб қўшма гапга айланган, яъни яхлит гап учта содда гапнинг тенгланиш ва интродуктив муносабатлари асосида яхлитланган.

Қуйидаги мисолда ҳам қўшма гап шаклидаги парантеза иштироки билан мураккаб қўшма гап юзага келган: *Лекин шундай қилса ҳам, ўзига бино қўйган бу олифта бўш келмади (у прокуратурадан эмас, ҳаммани назорат қилувчи нозик ташкилотдан келган, акс ҳолда, Шарановский уни аллақачон ҳайдаб юборган бўларди), Шарановский нутқини тугатар-тугатмасданоқ зиёфатни намойишкорона тарк этди* (О.Ёқубов,

“Адолат манзили” романи).

Хулоса сифатида таъкидлаш жоизки, парантез бирликлар гап билан грамматик жиҳатдан эмас, балки мазмуний яқинлик хосил қила олиши билан ҳам характерланади.

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"ДЕВОНУ ЛУҒОТИТ ТУРК" МАТЕРИАЛЛАРИ ВА ЛИНГВОПОЭТИК ТАҲЛИЛ МАСАЛАСИГА ДОИР
(тажнис санъати мисолида)

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Аннотация. Ушбу илмий мақолада бадиий санъатлардан бири тажниснинг (шаклдош сўзларнинг келтирилиши) туркий адабиётда қўлланиши лингвистик поэтика масалалари аспектида ёритиб берилган. "Девону луғотит турк" асарининг лингвопоэтика тарихини ўрганишдаги муҳим ўрни далиллар асосида кўрсатиб берилишига ҳаракат қилинган. Асар материалларининг тилшунослик ва адабиётшунослик учун аҳамиятли томонлари қайд этилган.

Калит сўзлар: лингвопоэтика, бадиий санъат, тилшунослик, адабиётшунослик, "Девону луғотит турк".

Ҳамжинс, ҳамшакл маъносидаги *жинс* тушунчаси тажнисга нисбатан олинганда сўзнинг структур белгисига кўра хусусиятни англатади. Унинг поэтик вазифаси асосида ҳосил бўлган *туюқ – туй-уг – туй-уг = тугук*да шакл негизида маъноларни мужассам этиш ётади. Луғатлардаги изоҳларга кўра, "тажнис- 1) адабиётда-омонимларни (шакли бир, маъноси бошқа-бошқа сўзларни) келтириш, ҳамжинс қилиш, ҳамшакл қилиш; туюқ…". 2) музикада энг оғир ва мураккаб куйлардан бири [5, 322]. Айрим манбаларда эса, нафақат омоним, балки паронимлар ҳам тажнис ҳосил қилиши таъкидланган [Қаранг: 4, 108]. «Тажнис (ёки жинос) шеър байтида маъно жиҳатидан ҳар хил, аммо шакли бир хил ёки шаклан бир-бирига яқин икки сўзни келтириб, улар воситасида муайян фикр, лавҳа ёки тимсолни таъсирчан ифодалаш санъатидир» - дейиладики, бу муайян маънода умумлаштирувчи таърифдир. Шунингдек, А.Ҳожиаҳмедов тажнис ҳосил қилувчи сўз фонетик ва грамматик белгиларига кўра турларга бўлиниши ва ўзига хос терминлар билан аталиши хусусида сўз юритади, тажниси томм, мураккаб тажнис, мумосил, муставфий тажнис, тажниси ноқис, тажниси зойид кабиларга тўхталиб ўтади, мисоллар келтиради [6, 67-69] .

Таъриф ва мисоллардан маълум бўладики, тажнис бадиий санъат сифатида фонетик, лексик-семантик ҳамда грамматик белгиларга эга ва шу жиҳати билан у санъат ҳисобланади.

«Муҳокамат ул-луғатайн»да шундай шарҳ мавжуд: «... Яна шеърда табъ аҳли қошида равшан ва мажмуъ, фусаҳо оллида мубарҳандурки, *тажнис* ва *ийҳом* бағоят куллийдур… ҳам турк шуароси хоссасидурки, сортда йўқтур ва муни *туюғ* дерлар» [1, 7]. Навоий таъкидида, «алфоз ва ишоратда» туркий тилдаги сўзлар имконияти кенг бўлиб, улар туфайли энг қийин санъатлар кашф этилганлиги, худди шу лингвистик хусусият «боиси такаллуф ва санъат» эканлигига урғу берилиши бежиз эмас.

"Ибн ал Муътазз "мужанаса"ни "тажнис" деб номлаб, шундай таърифлайди: "Бир нарсанинг иккинчиси билан яқинлашиши унда ҳарф ва мазмуннинг мослашишида ифодаланади… " [2, 33].

Шундай қилиб, «Девону луғотит турк»даги қуйидаги шеърни тажнисга мисол келтириш мумкин:

Қојғашуб јатса анің јузіңа,

Алсіқар окін анің созіңа,

Мің кіші јолуғі боліб озіңа,

Бэргаlар озін анің козіңа.

Мазмуни: Унинг қўйнида унга қараб ётган киши унинг майни ва ёқимли сўзларига ўзини йўқотади. Бир жонни эмас, минг жонни унинг ҳуснига фидо қиладилар... (I т., 245-б.).

Шеърдаги *озіңа, озін* сўзлари тажнис белгисидир. Чунки у биринчи ўринда ўзлик олмоши, кейингисида жон маъносидадир. Энди шеърнинг морфологик хусусияти ҳақидаги фикрга қайтадиган бўлсак, шуни айтиш мумкинки, дастлабки 2 мисрада феъл иштироки етакчи, кейинги мисраларда унинг ўрнини от ва унинг вазифадоши олмош ҳамда сон эгаллаган. Ёки қуйидаги мисолда "*куlа*" сўзи шаклдош ҳисобланади:

Кэlса кіші этма аңар ортар куlа,

Бақкіл аңар эзгуlугун ағзін куlа.

«Сенга кулар юзли бир киши келса, сен унинг юзига иссиқ – қайноқ кул чочма, яхшилик қил, ёқимли қилиқ билан ҳурматла» (I т., 149-б.).

Айрим хулосалар:

- тажнисниг туркий адабиётдаги дастлабки намуналари «Девону луғотит турк»да ҳам учрайди. Мазкур санъат, Алишер Навоийнинг илмий тадқиқига кўра, туркий-ўзбек тилидаги сўзлар имконияти кенглигига таянади;
- тажнис фонетик, лексик-семантик ҳамда грамматик белгиларга эга бўлган, аниқроғи, лингвистик белгилар тизимига асосланувчи бадиий санъат.

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МАҲМУД ЗАМАХШАРИЙ ВА ОДОБ-АХЛОҚ МАСАЛАЛАРИ

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Аннотация. Маълумки, бизнинг диёримиз илм ва илм зиёсини таратувчи олимларга тўла. Биз ҳозирда босиб турган қадамимиз остини бир пайтлар не-не олиму уламолар босмаган дейсиз. Зеро ҳар бир мамлакатнинг обрўйи, унинг мавқеи ўша юртнинг олимларини жаҳон тамаддуни ривожига қўшган ҳиссалари билан ўлчанади. Хусусан, Хоразм воҳасидан азалдан жаҳон фани ва маданияти ривожига улкан ҳисса қўшган кўплаб алломалар етишиб чиққан. Айниқса, ўрта асрларда бу диёрда илм-фаннинг турли соҳалари бўйича самарали ижод қилган олимлар донғи бутун мағрибу машриққа тарқалган. Хоразм заминида таваллуд топган буюк алломалардан яна бири - Абу-л-Қосим Маҳмуд Замахшарийдир. Мақолада мазкур алломанинг бир неча асарлари таҳлил этилиб, уларнинг хусусиятлари ўрганилган. Асарларда олимнинг ижтимоий-ахлоқий қарашлари таҳлил доирасига киритилган. Мазкур мақола ўрта асрларда алломалар ижтимоий-ахлоқий қарашларини, унинг тарихий тараққиётини ўрганаётган тадқиқотчилар учун қизиқарли маълумотлар беради.

Калит сўзлар: Маҳмуд Замаҳшарий, аллома, ахлоқ, одоб, «Навобиғ ал-калим», «Атвоқ аз-захаб», «Мақомот аз-Замахшарий», илм, олим.

Абу-л-Қосим Маҳмуд аз-Замахшарий XI асрнинг охири ва XII асрнинг бошларида яшаб ижод қилган буюк тилшунос бўлибгина қолмай, балки фаннинг бошқа соҳаларини ҳам чуқур эгаллаган энциклопедист олим эди. У диний илмлар мажмуаси - ҳадис, тафсир, фиқҳ ва қироат илми бўйича ҳам катта шуҳрат қозонган. Бунга унинг «Жоруллоҳ», «Раис- ул-афозил», «Фахру Хваразм», «Устоз ал-араб вал-ажам» номларини олиши ҳам далолат беради.

Аз-Замахшарийнинг араб тили, адабиёти ва услуби соҳасидаги илмий билимлари, фалсафий қарашлари унинг бадиий асарларида ўзининг амалий аксини намоён этган. Олимнинг «Навобиғ ал-калим», «Атвоқ аз-захаб», «Мақомот аз-Замахшарий» асарлари ва бошқа китобларининг айрим қисмлари бадиий насрнинг юксак намуналари бўлиши билан бир қаторда Замахшарийнинг чуқур фалсафасини ҳам намоён этган. Аллома Маҳмуд аз-Замахшарий «Навобиғу-л-калим» («Нозик иборалар») асарини Маккада яшаган вақтида ёзган. Бу асар ҳам насрий сажъ услубида ёзилган бўлиб, асосан, ҳикматлар, насиҳат ва ўгитлар мажмуаси бўлиб, хилма-хил мавзуларни қамраб олган. Бу асар араб мамлакатларида бир неча марта нашр қилинган. «Навобиғу-л-калим»га бир қанча шарҳлар ҳам ёзилган бўлиб, улардан Самарқандда Амир Темур саройида хизматда бўлган йирик аллома Саъдуддин ат-Тафтозонийнинг «Ан-Ниъам ас-савобиғ фи шарҳ ан-навобиғ» («Ан-Навобиғнинг шарҳида улкан неъматлар») шарҳи эътиборга моликдир.

Алломанинг мазкур асаридан бир неча ҳикматларни келтириб ўтсак:

-Ёки илмли бўл, ёки илмга таяниб иш тутадиган бўл, лоақал илмни тинглаб эшитадиган бўл, бироқ тўртинчиси бўлма, чунки касодга учраб ҳалок бўласан.

-Агар бирор қайғу-алам юз бергани ёки таъзияли жойни эшитсанг, дарҳол у ерга боргин, агар зиёфату меҳмондорчиликка чақирилсанг, унда ўзинг ўйлаб иш тут.

-Мол-мулкни беҳуда исроф қилишлик куфрона неъматдир, ўйламасдан бойлигини сарфлаш тўлиқ таназзулга олиб келади.

-Тоғнинг тепасига чиққан киши ундан йиқилишдан ғоят огоҳ бўлмоғи лозим.

-Пасткаш кимсанинг ўз насл-насабини мақтаб, у билан фахрланиши, чанқоқ киши-

нинг сув шуъласини кўриб алдангани кабидир.

-Бошингизга мушкул иш тушганида мунис бўлиб, одамларга меҳр-муҳаббатлироқ бўласиз, аммо давлату неъматларга эришганингизда бағритошликка мойил бўласиз.

-Аҳмоқ киши ҳикмат лаззатини билмайди, бамисоли тумов киши гулнинг ҳидини сезмаганидек.

Агар тилингнинг ортиқча сўзлашига эга бўла олмасанг, унда тизгининг жиловини шайтонга топширган бўласан.

-Мен рўзадорман дейсану, аммо ўзинг биродаринг гўштини ейсан.

-Ўтган умрингни мулоҳаза этиб тавба қилишга шошилгин, чунки ажал етса, уни кечиктириш ҳеч кимнинг қўлидан келмас.

-Ҳайвонга яхшилик қилсанг севинади, ҳайвон севинса эгасини тепади, одам боласи ҳам шунга ўхшаш. Агар у ташвишу машаққатдан холи қолиб, ўзини эркин сезса, Фисқу фужурга ружуъ қўйиб, яқинларини қийнаб, азоб беради.

- Кўпинча тил билан етказилган жароҳат, қилич билан етказилган жароҳатдан оғирроқдир.

Жоруллоҳ Маҳмуд аз-Замахшарийнинг ижтимоий-ахлоқий қарашларини намоён этган асарларидан яна бири «Атвоқу-з-заҳаб фи-л-мавоиз ва-л-хутаб» («Ваъз ва хутбаларда олтин шодалар») асаридир. Бу асарни аз-Замахшарий Маккадалик пайтида, ўзининг илмий фаолияти барқ урган даврда яратган. Асарнинг дастлабки номи «Насоиҳ ас-сиғар» («Кичик насиҳатлар») деб аталиб, юз мақоладан иборат ибратомуз ҳикматлар, фойдали насиҳат ва гўзал ахлоқий ўгитларни ўз ичига олган. «Атвоқу-з-заҳаб» асари мазмуни билан танишар эканмиз, муаллиф унда ўз даврининг ижтимоий-иқтисодий ва маънавий ҳаётига доир кўп масалаларни қамраб олганини кўрамиз. У мақолаларда золим ҳукмдорларни ҳам, фалсафа ва илм ал-фалак тарафдорларини ҳам кескин танқид қилади. Порахўр қозиларни, адиблар, илм аҳллари ўртасида бўлган ашаддий кўчирмачиликни, мол-дунёга хирс қўйган уламоларни койиб, ижтимоий иллат ҳақида очиқ-ойдин ёзади. Қуйида биз бир неча мақоладаги ижтимоий қарашларини кўриб чиқамиз.

Биринчи мақола

Кишининг қадрини дину диёнати ва илму маърифати ошириб қўйгандан кейин унинг фақирлиги ва етимлиги тушириб қўя олмайди. Шунингдек, ёмон сифатлари ва нодонлиги туфайли ўз қадрини ўзи тушириб қўйган бўлса, ҳеч вақт бойлик ёки кўп авлодлик билан уни тиклай олмайди.

Инсоннинг асл отаси-бу унинг адабидир. Балки адаб бебош фарзанд учун отадан ҳам яхши тарбиячидир. Парҳезкорлик эса инсоннинг асл онасидир. Балки у онадан ҳам дилкашроқдир.

Ўзингни шу икки меҳрибон мураббийлар бағрига топшир ва улардан зинҳор айрилма. Шундагина сени Тангри Таоло ўзининг неъматлари билан сероб қилур ҳамда ҳаётингни файзу баракотли этур.

Иккинчи мақола

Эй одамзод, аслинг лой-сополдан бўлишига қарамай гоҳ ота-боболаринг, гоҳида бойлигу иқболинг билан фахрланиб такаббурланасан-а?! Аждодларингга қувониб ўзгаларни менсимай юришинг сенга лойиқ сифатлардан эмас.

Дўстим, ўзинг фикр қил. Охирги уловинг ёғоч от (тобут) ва вужудинг тупроққа айланадиган бўлгандан кейин ҳовурингдан сал тушгин ва кибру ҳаводан узоқроқ юргинда!

Алломанинг яна бир асари бўлмиш «Мақомот аз-Замахшарий» асари 50та мақомадан ташкил топган. Бу элликта мақома турли хил мавзуларни ўз ичига қамраб олган бўлиб, турли мажлисларда, ўтиришларда панд-насиҳат, ўгит тариқасида сўзлаш

учун керак бўладиган ҳикматли сўзлар, бадиий санъатлар, шеърий парчалар, масаллар, ҳикоятлардан иборатдир.

Маҳмуд аз-Замахшарийнинг «Мақомат аз-Замахшарий» асари юқорида айтилганидек, дидактик асар ҳисобланади. Мисол тариқасида «Мақомат ал-марошид»ни оламиз. Бу мақомада аз-Замахшарий: яхшилик ва ёмонликни бир-бирига таққослайди. Унинг фикрича, яхшилик қанча бўлса ҳам кам. Яхшилик ўзига инсонни жалб қилаверади. Лекин ёмонлик эса, озгина унга тегиб кетса ҳам, ўзидан инсонни итариб юборади. Агар инсон иззат-икром, обрў-эътиборга эришишни хоҳласа, фақат яхшилик қилиш керак, дейди. У залолатга кетган инсонларни худди заҳарли илонга ўхшатади. Уларнинг заҳаридан ҳеч нарса қутқара олмайди. Фақат инсондан Аллоҳга бўлган тақво бўлсагина, уларнинг заҳри таъсири ўз кучини йўқотади. Нафсларига қул бўлган инсонлар ҳақида фикр юритиб, шундай дейди: «Улар нафслари деб залолатга кетадилар. Аллоҳ ҳар бир инсоннинг ноласини эшитади. Ва уларга яна имконият беради. Лекин улар ўз нафсларига эргашган ҳолда тўғри йўлдан адашадилар»[1]. У ўзига ўзи шундай дейди: «Сен ҳам ўзингни уларнинг ичига урмагин. Агар сен ҳам уларга аралашсанг, ҳолингга вой. Сен уларнинг ичидан чиқиб кетсанг, балким Аллоҳнинг фазли билан нажот топиб ўз ниятингга эришарсан»[2].

Тақво мақомаси эса умрнинг қанчалик қисқалигини, у бизнинг қўлимизда эмаслигини, дунёнинг зебу зийнатларига берилиб, уни янада қисқартирмасликка чақиради. Бу дунёнинг зебу зийнатлари инсонни йўлдан адаштиришини айтиб, ўзига ўзи, агар сен фозил инсон бўлсанг, тўғри йўлни танлаб олгин ва шу йўл сени ҳидоятга олиб борсин, дейди. Унинг фикрича, дунё зебу зийнатларидан сақлайдиган устун - бу тақво устунидир. Дунёдан фақат унинг ортидагина яшириниш мумкин.

Ризвон мақомасида, ажал ҳақиқат, орзу ҳаваслар ўткинчи нарсалардир, дейди. Сен икки иш ўртасида турибсан, биринчиси бир соатлик лаззат, лекин ундан кейин афсуснадомат ва бахтсизлик бўлади. Иккинчиси эса бир соатлик машаққат ва лекин ундан кейин абадий бахт-саодат, фаровонлик бўлади. Жаннатдан, Аллоҳнинг розилигидан қочиб, бахтсизлик сари шошилиб, Аллоҳнинг ғазабини келтириб, дўзахга чопиб кетишига ҳеч қандай баҳона, сабаб бўлиши мумкин эмас. Нафсу-ҳаво, обрў-эътиборга бўлган муҳаббат сени шаҳватнинг асирига айлантириб қўяди ва сенга дунёни бир тип-тиниқ сувдек кўрсатади. Лекин мана шу тиниқ сув остида балчиқ лойқа бор. Сен кўрган гўзаллик, жим-жимадорлик ортида, албатта, бало бўлади. Фақат инсон ақли-дрокигина уни шу балолардан сақлаб қолиши, бундай ишлардан қайтариши мумкин. Аз-Замахшарий инсон ақлига мана шундай юксак баҳо беради.

Пушаймонлик мақомасида эса «ёшликнинг қадрига етиб, уни ғанимат билиш керак. Қомати эгилиб, сочига оқ оралагунча инсон ҳаракат қилиши керак. Инсонни кучқувват тарк этган вақтда эссиз ёшлигим ўтиб кетди деб пушаймон бўлишлик ярамайди. Нега инсоннинг нафси шайтоннинг макру-хийлаларига тушишдан лаззатланади. Ундан қутулишни истамайди», деб ёзади.

Асарнинг қолган мақомалари ҳам мана шу тарзда насиҳат, маслаҳат ва ўгитлар бериш билан давом этади. Фақат асар сўнггидаги мақомалар қолганларидан мазмун жиҳатидан ажралиб туради.

Замахшарий ҳурфикрлиликни, дунёга кенг қамровли фикр юргазиш билан қарашни, ўзгалар фикри билан ҳам ҳисоблашиб, баҳс ва мунозаралар ўтказишни тарғиб қилади.

Маҳмуд Замахшарий ўз асарлари билан бизни нафс одоби, зеҳн ва ҳиссиётлар латофатига ўргатмоқчи бўлади. Шунингдек, бизга Аллоҳнинг неъматларини айтиб, биз-

[1] Мақомот аз-Замахшарий, Қоҳира, 1896, 14-бет
[2] ўша асар, 15-бет

ни ўткинч нарсалар талабидан озод бўлишликка чақиради. Шу билан бирга, хайрли ишлар ва Фиску-фасод оқибатлари, улардан кейин келадиган неъмат ва азобдан бизни огоҳлантирмоқчи бўлади.

Мазкур асарларни кўриб чиқиб биз унинг ўта маданиятли, дунеқараши кенг инсон бўлганлиги ҳақида ҳукм чиқара оламиз. Бу нарса Замахшарийнинг ўз сўзларини пайғамбар ҳадислари билан тасдиқлашида, тарихий воқеа ва ҳодисаларни яхши билганлигида, адабий илмлар ва воизлик санъатини чуқур эгаллаганлигида кўринади.

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НАУЧНЫЕ ОСНОВЫ ИЗУЧЕНИЯ СИНТАКСИСА.

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Аннотация:В статье говорится об особенностях обучения учеников синтаксису грамматики русского языка

Ключавая слова:Синтаксис**,** морфологии, лексики, фонетики, орфографии, предложение, словосочетания.

Одной из важнейших задач уроков родного языка в начальных классах является формирование у детей умения сознательно пользоваться предложением для выражения своих мыслей. Значимость работы над предложением обусловлена прежде всего его социальной функцией. Научить учащихся сознательно пользоваться предложением означает развить у них умение делить поток речи на законченные структурно-смысловые единицы, вычленять предмет мысли, структурно и интонационно оформлять мысль, соединяя слова в предложения. Необходимо отметить также, что усвоение морфологии, лексики, фонетики, орфографии осуществляется на синтаксической основе. Программа по родному языку предполагает развитие речи учащихся, повышение их речевой культуры. Осознанные знания о предложении и его составных частях, о словах и словосочетаниях помогают детям в правильном образовании предложений, в грамматически точном их использовании.

Синтаксис – это правила соединения слов: это законы выражения объективной и субъективной информации при помощи слова, это основа нашего речевого поведения и нашего взаимопонимания. Основная единица синтаксиса – предложение. От того, как построено предложение, зависит точность передачи и адекватность восприятия информации. Минимальной единицей синтаксиса является синтаксическая форма слова (или синтаксема). Из синтаксических форм образуются словосочетания и предложения. Предложения соединяются в сложные предложения, а также образуют максимальную синтаксическую единицу – текст. Текст и предложение называют коммуникативным уровнем синтаксиса. Термином «синтаксис» обозначают не только определенную сторону языка, но и раздел лингвистики, занимающийся изучением этой стороны. Методика работы над словосочетанием. Понятие «словосочетание» показывает, что речь идет о сочетании двух или нескольких слов, связанных между собой по смыслу и грамматически. Связь между словами устанавливается с помощью вопроса. В словосочетании одно из слов является главным (от него ставится вопрос), а другое зависимым.

Работа над словосочетанием в начальной школе решает задачи:

- развитие мышления и речи;
- формирование орфографического навыка;
- осознание словосочетаний как особой единицы языка, служащей для образования предложений.

Формами и приемами работы над словосочетанием являются:

1. Составление словосочетаний из данных слов.
2. Постановка вопросов от слова к слову.
3. Составление словосочетаний и определение рода, числа, падежа.

4. Склонение словосочетаний, состоящих из прилагательного и существительного.

5. Составление глагольных словосочетаний и распознавание падежей существительных.

6. Составление словосочетаний с использованием глаголов и предлогов.

7. Замена словосочетаний, противоположных по смыслу.

8. Подбор словосочетаний, близких по смыслу.

Для формирования навыка правописания падежных окончаний имен существительных рекомендуются виды упражнений в составлении словосочетаний:

1. Поставить существительные в нужном падеже, выделить падежные окончания существительных.

2. Выписать словосочетания из предложения.

3. Подобрать к данному слову зависимые слова.

4. Составить словосочетания, используя данные слова, определить падеж существительных.

Работа над словосочетанием способствует развитию речи и мышления, обогащению словаря учащихся, формированию орфографического навыка, повышению культуры речи. Формирование у учащихся умения устанавливать связь слов в предложении относится к числу важнейших синтаксических и речевых умений. Умение выделять словосочетание в составе предложения формируется постепенно и требует длительной тренировки.

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ЛУТФИЙ ШЕЪРИЯТИДА "ГЎЗАЛЛИК" КОНЦЕПТИНИНГ ВЕРБАЛЛАШУВИ

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Аннотация: Мақолада шарқ адабиётида "Гўзаллик" концептини воқелантирувчи воситалар Лутфий шеърияти мисолида таҳлил қилинган. Келтирилган шеърий мисраларда когнитив механизмларнинг ўрни, лингвопоэтик хусусиятлари хусусида мулоҳаза юритилган.

Калит сўзлар: "Гўзаллик" концепти, коцептуал метафора, концептуал метонимия, тимсол, ёр, концептуал майдон.

Асрлар мобайнида ҳар бир миллатнинг ўзига хос миллий-эстетик диди, дунёқарашлари, гўзалликка бўлган муносабатлари, тасаввурлари ва талаблари шаклланиб боради. Тасаввуфий руҳ билан йўғрилган шарқ адабиётида ҳам илоҳий ва мажозий гўзалликка субъектив баҳо ифодалаш воситаси ўлароқ кўплаб лингвопоэтик конструкциялар, лисоний бирликлар,тимсоллар мажмуи яратилган. Чунки "гўзаллик" концептига оид маънони англаш учун фақат "гўзаллик" лексик-семантик майдонига тегишли сўзларнигина эмас, балки уларда мужассам миллий руҳ, эстетик қарашлардан ҳам хабардор бўлиш муҳимдир.

"Шоир шеърий мисраларни яратар экан, онгида мавжуд севги, эътиқод, гўзаллик сингари фундаментал ҳаётий қадриятларни ўзининг хусусий такрорланмас интерпретациялари билан янада бойитиб, янгича маънолар яратишга мойил бўлади",-деб таъкидлайди К.В.Сборошенко[1]. Лутфий шеърияти ўзининг поэтик бўёқдорлиги, услубининг нисбатан соддалиги билан ажралиб туради.Шоир гўзал образни ифодалаш учун белги билдирувчи сўзлардан унумли фойдаланади.

Дудоғинг маъдани жондур»,—дедим, айтур: «Сенга не?!» «Қоматинг сарви равондур»,— дедим, айтур:«Сенга не?!»

Келтирилган байтида ёр лабини таърифлаш учун "маъдани жон" бирикмаси қўлланилган. "Маъдан" сўзининг луғавий маъносига эътибор қаратамиз:

Маъдан(араб.; кўплиги маодин) — 1) ўрта аср Шарқ муаллифлари, жумладан, Беруний, Ибн Сино ва б. асарларида кон, металл, руда, минерал ва умуман ер ости фойдали қазилма бойликлари маъносида қўлланилган; 2) ҳар бир нарсанинг асли жойи[2].

Маълумки, мумтоз шеъриятимизда ёр лабини лаълга, ёқутга қиёслаш анъаналари мавжуд. *Маъдан* сўзининг 1-маъносига кўра: дудоқ – "гўзал", "қимматли" семалари ёрдамида ошиқ "ҳаётининг бор-йўғи, хазинаси" сифатида; 2-маъносига кўра: "макон" семаси орқали "тириклигининг манбаи, жони турадиган макон" сифатида Гўзаллик концептини майдонига қамраб олиняпти. Иккинчи мисрада субъектнинг *сарв дарахти* ва инсон қомати ҳақидаги мавжуд билимлари тафаккурида қайта ишланиб, "тик", "текис" семалари етакчилигида янги метафорик тасвир яратилган. *Дарахт* ва *қомат* ҳақидаги тасаввурлар когнитив тарзда бирлаштирилишидан тик ва гўзал қоматли аёл сиймоси кўз ўнгимизда гавдаланади.

А.Г.Юлдашевнинг таъкидлашича, ҳар қандай кўчма маънога эга бўлган тил бирли-

клари, аввалам бор, инсон тафаккурида босқичма босқич амалга оширилган жараёнлар самарасидир[3]. Лутфий шеъриятида когнитив механизмлар воситасида хилма-хил янги тасвирлар яратилганини кўриш мумкин.

Жону кўнгул кишварининг хонисиз,

Ҳусну латофат танининг жонисиз.

Ушбу байтда бирикмали концептуал метафора механизмининг икки босқичда вербаллашувини кузатамиз:

Биринчи мисрадаги *жону кўнгил+кишвар (мамлакат)* сўзларининг бирламчи маънолари субъект онгида *"ҳаёт","одам", "яшаш"* семалари воситасида ўзаро туташади. Бунда бирикманинг синтактик қурилиши тартибига кўра *кишвар* бош сўз бўлгани ҳолда, "макон" маъноси устунлик қилади.

Кейинги босқичда **"кўнгил (жон) кишварининг+***хонисиз"* бирикмасида мослашув йўли билан бирикаётган *кишвар (мамлакат)* ва *хон* сўзлари ўзаро *бошқариш, ҳукмронлик* умумий семалари ёрдамида туташиб, *хон* бирлиги етакчи ўринга чиқади. Ж. Лакофф ва М. Жонсон метафорик ҳосила маънонинг пайдо бўлишида икки когнитив майдон, яъни *манба майдони* ҳамда *мақсад майдони* иштирок этишини кўрсатишади. *"Кўнгил (жон) мамлакатининг хони"* бирикмаси **манба майдонига** айланади ва ёрнинг ошиқ ҳаётидаги мавқеини белгиловчи **мақсад майдони**нинг юзага келишига ёрдам беради. Шоирнинг мақсади-ошиқнинг кўнгли ва тириклиги ёрнинг ихтиёрида эканлигини таъкидлаш. Бу жараённи қуйидаги схемада тасвирлаш мумкин:

Макон концепти+Одам концепти=**Гўзаллик** концепти

Байтнинг 2-мисрасида *(Ҳусну латофат танининг жонисиз)* ҳам худди шу метафорик модел орқали субъектив баҳо позицияси ифода этиляпти.

Лутфий ижодида метонимия воситасида вербаллашган кўплаб "гўзаллик" концептосфераси элементларини учратиш мумкин.

Ўқдайин қоматимизни *қора қошлиғлар* учун,

Муттасил ё қиладурғон бу кўнгулдур,бу кўнгул,-

Байтининг 1-мисрасида *(қора қошлиғлар)* концептуал метонимия механизми воситасида субъектив баҳо позицияси намоён бўлади. Н.Н. Болдырев концептуал метонимиянинг бир концептнинг бошқа концептни тавсифлаш учун ишлатилиши, ўзи билан боғлиқ бўлган концепт билан бир концептуал майдон атрофида бирлашувини қайд этади[4]. Сўз ясалишида концептуал метонимия типидаги маъно кўчишининг юз бериши хусусида В. Крофт ва Д. Крузлар икки когнитив майдонни, яъни *восита майдони* ва *мақсад майдонини* ўз ичига олишини таъкидлайдилар. Уларнинг фикрича, метонимияда *восита майдони*нинг вазифаси фақат *мақсад майдони* тузилишини аниқлашдан иборат[5]. *Қора қошлиқ* бирикмаси шарқ мумтоз шеъриятидаги анъанавий ифода усулларидан бири бўлиб, қош орқали инсонни аташ, яъни қисм орқали бутун ифодалаш ҳодисаси мавжуд.Метонимик маъно кўчишининг восита майдони бўлган *қош* мақсад майдони бўлган *гўзал ёр* тасвирини юзага чиқаришга ёрдам беради. О.В.Ваховская ва бошқа тилшуносларнинг таъкидлашича, концептуал метонимия лингвокогнитив жараён бўлиб, метафорадан фарқли ўлароқ, бир концепт доирасида сўзлар қайта номланади[6]. Кўрилган мисолда восита майдони бўлган *қош* бирлиги ҳам, манба майдони *ёр* бирлиги ҳам "*одам*" концепти доирасига кирувчи сўзлардир. Ҳар қандай эстетик баҳонинг миллий-этник хусусиятдан келиб чиқишини назарда тутадиган бўлсак, *қора қошлиқ* бирикмаси шарқона гўзаллик концептини вербаллаштиряпти.

Лутфий ўзидан олдинги ва кейинги шорларнинг анъаналарига содиқ қолган ҳолда ёр юзини гулга, лолага, анорга; тишларини дурга, садафга, инжуга қиёслаш оқали

субъектив ҳайрат ва эстетик қарашларини ифода этган.

Гулчеҳраларнинг жавридин қат-қат бу бағрим қон эрур

Дур тишлиларнинг норидин икки кўзум уммон эрур[8].

Гул ва чеҳра лексемалари учун умумий бўлган *чиройли,ёқимли,хушбўй,завқ берувчи* каби семалар шоир тафаккурида ассоциациялашиб,ўзаро когнитив-семантик алоқага киришади. Концептуал метафора механизмига кирувчи манба майдони-*гул* мақсад майдони-*чеҳра*нинг сифатини юзага чиқаришга хизмат қилган. Ўсимлик концепти ва Одам концепти элементларининг ўзаро когнитив мослашувидан янги ҳосила маъно –"гўзал юз" маъноси шаклланмоқда.Тана аъзоси (*чеҳра)* орқали бир бутун одам ифодаланиши эса концептуал метонимия воситасида амалга ошяпти. *Гулчеҳралар* бирлигининг семантик доирасида метафора ва метонимиянинг хусусиятларини ўзида мужассам этган комплекс механизм – **метафтонимия** механизми юзага чиққан. Л. Гуссенс тилшуносликда биринчи бўлиб метонимия ва метафоранинг ўзаро туташув жараёнига эътибор қаратди ва бу ҳодисани *метафтонимия* термини билан атади. Л. Гуссенс метафтонимиянинг икки асосий турини фарқлаган. Булар: 1) метонимиядан келиб чиқадиган метафора (metonymy within a metaphor); 2) метафорада мужассам бўлган метонимия (metaphor from metonymy) [7]. Биз таҳлил қилган метафтонимия 2-турга мисол бўла олади.

Байтнинг иккинчи мисрасидаги "дур тишлилар" метафтонимияси ҳам шу усулда ҳосил қилинган. Тош(дур)+тана аъзоси(тиш)-метафора; дур тишлилар-(метонимия) гўзал аёллар. Биринчи когнитив жараёнда *дур* ва *тиш*нинг мос келувчи семалари (*оппоқ,текис*) орқали гўзаллик белгиси ҳосил қилингач, иккинчи жараёнда одам сиймоси намоён бўляпти.

Лутфий ғазалларидаги когнитив механизмлар воситасида яратилган кўплаб образ ва тасвирлар, ўзбекча миллий, маданий- эстетик қарашлар *ёр,севги-муҳаббат,аёл* тушунчаларига шарқона ёндашувга асосланган Гўзаллик концепти элементларини воқелантиришга хизмат қилган.

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MILLIY TIL VA LINGVISTIK XARITALAR

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Annotatsiya: Shevalar milliy tilni boyituvchi manba, uni oziqlantiruvchi ildizdir. Areal lingvistika qardosh bo‘lmagan hamda qardosh tillarni, shuningdek, bir til belgilarini xaritalashtirish bilan shug‘ullanadigan yo‘nalishdir. Lingvistik xaritalar til hodisalarining mavjudlik maydoni va tarqalish arealini yorituvchi manba sifatida xizmat qiladi. Ushbu maqolada areal lingvistikaning tadqiqot yo‘nalishlaridan biri hisoblangan lingvistik xaritalarning milliy til rivojidagi o‘rni haqida mulohaza yuritilgan.

Kalit so‘zlar: departament, atamalar komissiyasi, milliy til, davlat tili, adabiy til, sheva, areal lingvistika, lingvistik xarita, xaritalashtirish., lingvistik atlas.

Ma’lumki, milliy til har bir millatning ma’naviyati, ruhiyati, qadri va g‘ururini ko‘rsatadigan bebaho mulkdir. Milliy til milliy urf-odat, qadriyatlar, milliy- ma’naviy merosni bilish, shuningdek, ularni avlodlarga yetkazib, targ‘ib etish vositasi sifatida ham qiymatlidir. Milliy tilda shu til ijodkori bo‘lgan xalq, millat va elatning tarixi hamda madaniyati yorqin aks etadi. Milliy tilga e’tibor millatsevarlik, vatanparvarlik va milliy g‘ururning o‘ziga xos ifodasidir.

Mamlakatimizda milliy tilimizning nufuzini oshirish va rivojlantirish masalalariga alohida e’tibor qaratilib, davlatimiz rahbari tomonidan 2019-yil 21-oktabr kuni “O‘zbek tilining davlat tili sifatidagi nufuzi va mavqeyini tubdan oshirish chora - tadbirlari to‘g‘risida” farmon qabul qilindi va 21-oktabr sanasi yurtimizda “O‘zbek tili bayrami kuni” deb belgilandi. Ushbu farmon asosida O‘zbekiston Respublikasi Vazirlar Mahkamasi tomonidan “Davlat tilini rivojlantirish departamenti to‘g‘risida”gi Nizomning tasdiqlanganligi, o‘zbek tiliga kirib kelayotgan atamalarni qonunchilikka joriy etish va amalda qo‘llashning huquqiy muammolarini o‘rganish va tartibga solish maqsadida department huzurida “Atamalar komissiyasi”ning ish boshlaganligi hamda Alisher Navoiy nomidagi Toshkent davlat O‘zbek tili va adabiyoti universiteti qoshida keyingi yillarda e’tibor susaytirilgan, o‘zbek xalqining tub qadriyati bo‘lgan o‘zbek shevalari va shevashunosligini jonlantirish, o‘zbek tilshunosligida yangi yo‘nalish hisoblangan areal lingvistikani takomillashtirish maqsadida “O‘zbek shevalari tadqiqoti va ta’limini muvofiqlashtirish markazi” tashkil etilganligi qadimiy va boy tilimizning jamiyatdagi o‘rni va qadr-qimmatini tubdan oshirishga qaratilgan me’yoriy-huquqiy asos sifatida namoyon bo‘ladi. “Markaz” o‘z oldiga hozirga qadar o‘rganilmagan shevalar va muqaddam (ellik yildan oshgan) o‘rganilgan shevalarni an’anaviy qiyosiy- tarixiy metodda o‘rganish, tarixiy dialektologiyani yaratish, shu bilan birgalikda o‘zbek areal lingvistikasini shakllantirib, lingvistik xarita va atlaslar yaratishni maqsad qilib qo‘ydi. Shevashunoslarimiz oldida turgan dolzarb masalalarni belgilab berdi.

O‘zbek shevashunosligi shu kunga qadar ma’lum yutuqlarga erishgan. Ammo shuni ham aytish lozimki, keyingi yillarda dunyo tilshunosligiga qiyoslaganda o‘zbek shevashunosligining ancha ortda qolgani ma’lum bo‘lib qoldi. Asosiysi, shevalarning adabiy tilni oziqlantiruvchi manba sifatidagi asosiy jihatiga kam e’tibor qaratildi. Ko‘pgina o‘z qatlam so‘zlarimiz dialektlar tarkibida yashab kelmoqda. Shevalarda adabiy tilda mavjud bo‘lmagan so‘zlar

(lakunalar) uchraydi. Ularni aniqlash va keng yoyish milliy til sohiblarining mas'uliyat bilan yondashish lozim bo'lgan burchidir. O'zbekiston Respublikasi Prezedentining yuqorida ta'kidlangan farmoni o'zbek tilidagi bir qator chet so'zlarning, terminlarning o'zbekcha muqobilini topish va ommalashtirish vazifasini qo'ydi. Bunday yondashuv jahon tajribasida ko'p kuzatilgan va milliy til taraqqiyoti uchun ijobiy ahamiyat kasb etgan. Xususan, Koreya o'z ona tilini rivojlantirish maqsadida chet so'zlarning aksariyatini milliylashtirish yo'lidan bordi va hozirga qadar bir qator muvaffaqiyatlarga erishdi.

Ma'lumki, dialektlar nisbatan qadimiy bo'lib, adabiy til bilan mustahkam aloqada yashaydi, o'z navbatida, unga material beradi va boyitadi. Adabiy til esa bir yoki bir bir necha dialekt zaminida vujudga keladi. O'zbek adabiy tili o'zbek xalqining – milliy tili, milliy tilda esa millatning mafkurasi,tarixi, qadriyatlari aks etadi. Shunday ekan, uni asrab-avaylab sofligicha kelajak avlodga qoldirish eng muhim vazifalardandir.

O'zbek dialektologiyasining yutuqlaridan biri sifatida keyingi yillarda shakllangan areal lingvsitika sohasini qayd etish mumkin. Areal lingvistikaga doir ma'lumotlar bir qator dialektologik manbalarda qayd etilgan bo'lsa-da, bu soha tizimli ravishda so'ngi yillarda shakllanmoqda. Davlat tili mavqeyi va nufuzini tubdan oshirish masalasining kun tartibiga qo'yilishi areal lingvistika taraqqiyotiga zamin yaratdi.

Areal lingvistika zamonaviy-qiyosiy tilshunoslikning asosiy yo'nalishlaridan biri sifatida har bir tilning ham madaniy, ham ijtimoiy holatini tadqiq etib, til hodisalarining tarqalish chegarasini lingvistik xaritalarda aks ettiradi. Areal lingvistika lingvistik geografiya tadqiqot metodlari asosida ish ko'radi. Lingvogeografik tadqiqotning asosiy nuqtasi esa lingvistik xaritalardir. Davrlar o'tishi bilan ma'lum bir tilda so'zlashuvchi etnik guruhlar turli joylarga tarqalib o'troqlashadilar. Demak, tillarning ham tarqalish o'rni bor, ularni ham kartalashtirish mumkin.

Ilmda ko'rsatilishicha, lingvistik xarita – til hodisalarining tarqalish territoriyasi tushirilgan karta sanaladi. Lingvistik xarita tuzishda dastlab xaritalashtiriladigan til hodisasining tarqalish chegarasi – izoliniyasi aniqlashtirilib, so'ngra, har xil sheva va dialektlarda mavjud bo'lgan bir xil til hodisalari izoglossa orqali kartalashtiriladi.

Lingvistik xaritalar milliy til taraqqiyotida alohida ahamiyatga ega. Jahon tilshunosligida dastlabki lingvistik xaritalar XIX asrning oxiri – XX asr boshlarida paydo bo'lgan. Aslida 1821-yil K.de Monbre tomonidan tuzilgan fransuz shevalari chegaralarini belgilovchi karta Fransiya qirollik jamiyatiga taqdim qilinadi. 1823-yilda D.Monye o'zining lingvistik karta tuzish g'oyasini ilgari suradi. Shundan so'ng 1876-yilda Germaniyada maktab o'qituvchisi G.Venker o'zi yashab turgan tuman o'qituvchilariga nemis shevalarining chegaralarini aniqlash uchun 339 so'zdan iborat so'rovnoma yuboradi va ularga barcha so'zlarni mahalliy shevaga tarjima qilish kerakligini aytadi. Natija qiziqarli materiallarni taqdim etganligi sababli G.Venker kuzatuv doirasini kengaytirdi. Germaniya bo'ylab 40.736 aholi punktidan olingan javoblarga ko'ra, til hodisalariga asoslangan 557 ta xaritani to'plab, G.Venker va F.Fred "Germaniya lingvistik atlasi" ("Deutscher Sprach atlas")ni yaratdilar (1876 – 1926-yillar). Shundan so'ng fransuz dialektologi J.Jilyeron o'z oldiga boshqacha maqsad qo'yib, ya'ni til hodisalarining alohida, fonetik va grammatik xususiyatiga e'tibor qaratib, E.Edmon bilan birgalikda 1897 – 1901-yillarda fransuz tilida so'zlashadigan 639 ta aholi punktidan alohida so'zlarga bag'ishlangan savollar bo'yicha kuzatishlar asosida materiallar yig'di va 1920 ta xaritani birlashtirib "Fransiya lingvistik atlasi" ("Atlas linguistique de la France")ni tuzdi. Ushbu atlaslar turli mamlakatlarda lingvistik va dialektologik atlaslar yaratishda, areal lingvistika rivojlanishida muhim ahamiyat kasb etdi.

XX asrning 60-yillaridan boshlab turkiyshunos olimlar ham lingvistik atlas tuzish muammolariga diqqat qaratdilar. Turkiy tillarni areal nuqtayi nazardan o'rganishda N.Z.Gadjiyeva, A.B.Jo'rayev kabi olimlarning xizmati katta. Ayniqsa, A.B.Jo'rayevning

o‘zbek tilini areal o‘rganishning nazariy asoslarini belgilab berishdagi xizmatlarini alohida ta’kidlash o‘rinlidir.

O‘zbek tilshunosligida professor V.V.Reshetov o‘zbek shevalari dialektologik atlasi tuzish tamoyillarini belgilab, qurama o‘zbek shevalarining 49 ta xaritasini tuzdi, ammo bu tuzilgan atlas hali hanuz nashrdan chiqqanicha yo‘q. Shuningdek, boshqa tilshunos olimlarimiz tomonidan ham O‘zbekistonning ma’lum hududi (Namangan viloyati, Buxoro viloyati, Navoiy viloyati, Toshkent viloyativa b.) sheva va lahjalarining leksik, fonetik, grammatik xususiyatlari o‘rganildi va o‘rganilmoqda. Shu asosda tilning muayyan hodisasini qamrab olgan dialektal atlaslar yaratilmoqda. Umuman olganda, dunyo tilshunosligida dialektal atlaslar son jihatdan nihoyatda ko‘p. Lingvistik xarita va atlaslar hajmining katta va miqdorining ko‘pligi tilshunoslardan uzoq yillik mehnat va mashaqqatni talab qiladi.

Muhimi, har qanday holatda ham milliy tilimiz ildizlarini, uning qadimiy ko‘rinishini saqlab qolish uchun xaritalarimiz “ko‘zgu” vazifasini o‘taydi.

Fransuz dialektologi J.Jilyeronning fikricha, adabiy tilning mahalliy shevalarga ta’siri kuchli bo‘lib, natijada shevalarning yo‘qolishiga olib kelishi mumkin, “shuning uchun ularni (shevalarni) gerbariydagi gullar kabi xarita va atlaslarda saqlash lozim”.

Xulosa o‘rnida shuni aytish lozimki, lingvistik xaritalarning milliy til rivojidagi o‘rni beqiyos. Birinchidan, lingvistik xaritalar til hodisalarining innovatsiya markazi qaysi ekanligi va uning tarqalishi tarixan qay tomondan qay tomonga yo‘nalganligini izoglossalar yordamida aniqlaydi, bu esa tilimizning ildizi qaysi shevaga borib taqalganini aniqlashda ko‘mak beradi. Ikkinchidan, ularda til tarixining hamma davri o‘z aksini topishi mumkin. Uchinchidan,adabiy tilning ta’sir doirasi kengayib borishi natijasida yo‘qolib borayotgan sheva so‘zlari asrab qolinadi. Xullas, areal lingvistika o‘zbek tili, o‘zbek xalqi tarixi va o‘zbek millatining shakllanishini o‘rganish uchun qimmatli material beradi.

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TEACHING ENGLISH PRONUNCIATION: COMMON TECHNIQUES AND DRILLS

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Annotation: English is the most useful language in today's world which gives special status to the individual in the present globalized world. It is the aptness in pronunciation that makes our language comprehensible to others. Particularly in English, where there is no one to one correspondence between word and sound, and which follows the time stress rhythmic pattern demands more attention on pronunciation. Though pronunciation has an important place in English as a foreign language (EFL) teaching and learning, it is evident that EFL teachers experience some problems in pronunciation classes. Thus, this article aims to review some studies on teaching pronunciation to present essential information and solutions to the problems encountered in pronunciation classes. It was concluded that techniques, materials, and approaches used to teach pronunciation have significant influences on learners' achievement. This paper mainly focuses on basic approaches to teach pronunciation and methods that are useful in teaching pronunciation in the communication based class room environment**.**

Key words: English as foreign language learning; pronunciation; learners; current approaches, teaching techniques, teaching pronunciation.

English is the lingua franca and second official language of many countries. The knowledge of English language has become an essential asset that facilitates us to attain a special status in the modern world. Because of some historical factors, English had spread all over the world. Even though it is spread, each country developed its own variety of English.

Language is basically a systematic means of communication which uses sounds and symbols. Pronunciation refers to the way in which we sound or speak a particular language. If the main purpose of language is communication, it can be achieved mainly through proper pronunciation. Linguists demonstrated the importance of pronunciation and developed a unique code i.e. IPA (International Phonetic Alphabet) to standardize pronunciation. Proper pronunciation increases the intelligibility of our speech as well as its effectiveness. But unfortunately, this pronunciation hasn't received due importance in the language teaching context.

Particularly in countries, where English is taught as the second language, more importance is given to written skills and grammar rather than pronunciation. Pronunciation deserves strong attention in the English class, especially in classes which focuses on communication. Poor pronunciation can cause problems in oral communication, no matter, how good a speaker has control on English grammar and vocabulary. So, what affects Pronunciation Learning?

Age is a strong determining factor influencing foreign language pronunciation. It is closely connected to the theory of Critical Period Hypothesis (Lenneberg, 1967) which states that children between 2 and 13 can achieve native-like proficiency in acquiring a foreign

language, especially pronunciation (Loewen, Raiders, 2011). According to this theory, older learners of a foreign language can rarely achieve native-like fluency and pronunciation.

According to Avery and Ehrlich (1992) sound patterns of the mother tongue are transferred into the foreign language. When the sound is absent in the native sound inventory, the learners might not be able to pronounce the sounds. Combining sounds rules in native language might be different to the target language. Stress, rhythm and intonation patterns of the native language might be transferred to the target language. All these factors might cause problems for learners because the rules are language specific and can vary from one language to another.

Common Techniques and drills in Teaching Pronunciation.The Common European Framework for Languages (2001) recommends teaching pronunciation right from the beginning of foreign language learning. According to the CEFR, pronunciation should be developed via contact with authentic spoken language. The recommended techniques are listening and *repeating, drilling, minimal pair drills, ear training, phonetic training, reading aloud, imitation, tongue twisters, sound-color charts, phonics, songs/rhymes, recording learners' pronunciation,* etc. Also *clapping, clicking, tapping, gestures, mirrors, visual aids*, etc. can be used for teaching pronunciation. It is advised to combine different teaching techniques. Most popular and common pronunciation teaching techniques recommended by AMEP (2002), Celce-Murcia, Brinton, Goodwin (2002), Reid (2014), Morley (1991), O'Connor (1993), Baker (2006), Hancock (1995), Hudson (2012) with the focus on age suitability are analyzed below.

*Minimal pair drills.*Words which have the same pronunciation except one phoneme are called minimal pairs (man/men, bright/bride, tin/thin, sin/sing, etc.). This technique helps learners to recognize differences between sounds and it helps them to articulate individual sounds. In practicing minimal pair drills, learners should first differentiate, then recognize the sounds and finally to imitate the minimal pairs with correct sounds. This technique should be also used with all age groups, but probably more suitable for young learners who have the elasticity of the brain to recognize and imitate sounds they hear. Adult learners might struggle with such activities without explicit explanation.

*Tongue twisters.*Tongue twisters are purposefully created sentences or rhymes aiming at certain sounds which are difficult to pronounce. Tongue twisters are in all languages and are created for pronunciation training of the mother tongue. However, they are very useful in foreign language learning too. They are useful for all age groups, can bring a lot of fun to the class and learners usually enjoy saying them. To avoid frustration, they should be practiced once the required sound has been learnt.

*Songs and rhymes.*Using songs and rhymes is considered to be a very effective way of teaching English. They are rhythmical, learners can dance, move or do TPR while singing. By singing or saying rhymes, learners practice pronunciation drills, rhythm or intonation. Songs and rhymes are especially useful and loved by young learners who love singing and do not like static exercises. They are very motivational too. Songs and rhymes can be used for all age groups, but older learners and adults can be more shy and reluctant to sing.

*Recording learners' pronunciation.*This technique involves audio-recordings of learners' speech, free conversations, role plays, tongue twisters, reading, etc. It is a very useful technique, which is time consuming, as the follow up listening takes a lot of time. It is valuable though to get a feedback on own pronunciation. However, it is suitable for older learners who can hear and analyze their own mistakes.

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ҚАРАҚАЛПАҚ ТИЛИНДЕГИ АЙЫРЫМ ТИЛЛИК ҚУБЫЛЫСЛАР ҲАҚҚЫНДА

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Аннотация. Мақалада тилдиң морфологиялық қурылысындағы формаларда ушырасатуғын үнемлеў ҳәм плеоназм қубылыслары, олардың қарақалпақ тилиндеги көринислери ҳаққында айтылған.

Таяныш сөзлер: экономия, үнемлеў қубылысы, аффикслик үнемлеў, плеоназм, аффикслик плеоназм, линвопоэтика.

Ҳәр бир тилдеги бирликлердеги өзгерислер тилдиң раўажланыўы, оның жәмийетлик хызметиниң өсиўи, сондай-ақ әдебий тил нормаларының жетилисиўи нәтийжесинде әмелге асып барады. Мәселен, тилден пайдаланыў процесинде айырым сөзлер үнемленип қолланылса, ал айырымларында белгили бир мәнили бөлеклердиң тәкирарланып қолланылыўынан көриниўи мүмкин. Биз қарақалпақ тилиндеги тиллик қубылыслар болған экономия менен оның қарама-қарсысы плеоназм қубылыслары ҳаққында тоқтаймыз.

Экономия қубылысы (үнемлеў қубылысы) сөйлеўшиниң қуўатын тил бирликлерин қысқартыў, түсирип қалдырыў арқалы үнемлеў, қарым-қатнасқа кететуғын ўақытты азайтыў, тилдеги артықшалықты сапластырыў ушын керекли. Қарақалпақ тилинде үнемлеў қубылысы теориясында оның жазыўда ҳәм сөйлеўдеги ҳалаты үйрениледи. Тилдеги бирликлерди жазыўда айырым сөзлер қысқартылып жазылыўы, бир бөлеклериниң түсирилип қалдырылыўы ҳәм т.б. мүмкин. Бул қарақалпақ тилиндеги қысқарған қоспа сөзлерде жүз береди. Онда бир мәнини билдириўши сөзлер дизбегиниң ҚР (Қарақалпақстан Республикасы), ШБ (Ширкетлер бирлеспеси) сөзлеринде тек бас ҳәриплериниң алыныўы, ӨзИА (Өзбекстан Илимлер Академиясы), ӨзЛиДеП (Өзбекстан либераль демократиялық партиясы) сөзлеринде басқа бөлеклериниң түсирилип қалдырылыўы, телекөрсетиў (телевизиялық көрсетиў), юрфак (юридикалық факультет) сөзлеринде бир буўыны алынып та қолланылыўы мүмкин. Демек, бул арқалы ўақытты ҳәм жазылатуғын қуралды үнемлеў мақсетинде қолланылады, лекин бул бирликлер сөйлеўде қысқартылған формада қолланылмайды, оның қурамындағы сөзлер айтылғанда ҳеш бир бөлеги түсирилип қалдырылмастан толық айтылады. Ал сөйлеў ўақтында айырым бирликлерди айтқанда ўақытты азайтыў мақсетинде үнемлениўи мүмкин. Ол көбинесе фейиллерде ап кетиң – алып кетиң, көретин болды – көретуғын болды ҳәм т.б. Бунда дизбеклесип келген фейил сөзлердиң биринши ҳәм екинши бөлегиндеги формалары түсирип қалдырылған, ал гейпара меншикли атлықларда адам атларының қысқартып қолланылыў жағдайлары (*Әжеке* – Әжинияз, *Қутеке* - Қутлымурат) ушырасады, олар ҳәтте ўақыттың өтиўи менен меншикли ат сыпатында турақласқан. Буны илимде аффикслик экономия деп те атайды.

Қарақалпақ тилинде үнемлеў қубылысының бир көринислери бириккен сөзлерде (*бармекен* – бар ма екен, *әпер* – алып бер, *бүгин* – бул күн, *билезик* – билек жүзик) ушырасады. Олар жазыўда да, сөйлеўде де усы корининсинде қолланылады. Үнемлеў қубылысы тилдеги сөзлердиң морфемалық қурылысындағы сиңисиў, жылысыў қубылысы, фузия қубылысы, морфонологиялық қубылыслар ҳәм т.б. менен байла-

нысылы болады.

Тилде ықшамлылықты пайда етиўде, ўақытты ҳәм жазыўды үнемлеўде экономия қубылыс жүз берсе, ал усы экономияның кериси плеоназм да қолланылады. Плеоназм арқалы бирдей түбир сөздиң (*тықтық*, *сақсақ*, *дүлдүл*), белгили бир сөздиң қурамындағы бирдей аффикстиң (қай*сысы*) тәкирарланып екинши бир функциональ хызметте қолланылады, сондай-ақ бирдей хызметтеги аффикслердиң (уқып-*лы-лық*, китап-*хана-шы-лық*, балалық-*ым-нан*, устаз-*лар-ымыз-дан-сыз*) бир жерде қатар қолланылыўы да оның көриниси саналады. Бул плеоназм қубылысы да сиңисиў қубылысы менен тығыз байланыслы болады. Буны илимде аффикслик плеоназм деп атайды. Аффикслик плеоназм түбир менен аффикстиң сиңисип кетип, бир мәнили бөлекке айланады ҳәм ондағы түбир өз ғәрезсизлигин жойтады. Плеоназм тилде тек аффикслерде емес, сондай-ақ басқа да тил бирликлеринде ушырасып, олар ҳәр қыйлы стильлик хызметте қолланылады. Мәселен, айырым ўақытларда еки синоним сөз бир гәпте қатар келип, синонимлердиң мәнилери бирге қосылып, толықтырылған ҳәм жетилискен бир пикирди билдиреди. Бундай плеоназм дурыс қолланылса, айтылажақ пикир көркем, толық ҳәм өткир болып шығады. Мысалы: Ер жигитке намыс пенен ар керек (Бердақ). Бундай плеоназмлар линвопоэтикада жүдә өнимли қолланылады.

Жуўмақлап айтқанда, қарақалпақ тилиндеги үнемлеў қубылысын, оның қарама-қарсысы плеоназм қубылысын кеңирек изертлеў қарақалпақ тилиниң теориялық грамматикасын ислеп шығыўда жәрдемши қурал болады, сонлықтан оларды еледе изертлеў мақсетке муўапық.

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МУЛЬТФИЛМ ВА ҚИСҚА ҲИКОЯЛАР ОРҚАЛИ ЧЕТ ТИЛЛАРНИ ЎРГАТИШ

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Аннотация: Чет тилини билиш мақсадларига эришишнинг бир қанча усуллари мавжуд ва ўрганувчиларнинг эҳтиёжларига ва шароитларига қараб буни танлай бошлайсиз.Шундай самарали усуллардан бири мультфилмлар орқали инглиз тилини ўрганиш.

Калит сўзлар: Чет тили, компютер саводхонлиги, карикатура, мультфилм, комик, субтитрли, чизиқли, видео.

Ҳозирги кунда болаларни замон билан ҳам нафас, дунё ўзгаришларининг олд қадамида бўлиб, ўсиши учун бирор чет тилини ва компютер саводхонлигини ёшлигидан бошлаб ўрганмоғи лозим.Доно халқимизда бир нақил бор “Тил билган эл билади” деган шу сабабли бу мақола орқали болалар чет тилини ўрганишнинг энг самарали усуллари ҳақида суҳбат юргизамиз.Писихологик нуқтаи назардан бола етти ёшгача бўлган даврида кўрганини тезда ёдида сақлаб қолар экан. Шундай экан болажонларга ана шу усулдан фойдаланиб ўзга тилни ўргатиш учун мультфилм ва қисақа ҳикоялар орқали амалга ошириш ҳақида суҳбатлашсак.

Мультфилм қисқа ёки узоқ ҳикоядир. Ҳикояда бўлгани каби, бу воқеа ёки вазият ҳақида гапиради. Учрашувдан сўнг мультфилмда болажон билан қуйидаги жараёнлар содир бўлади: Болажон расмларга эътибор қаратганда «кириш» бўлими китобхонларнинг тушунадиган ва таржимонларини тушунганида, «ривожланиш» бўлими сирини очишга ҳаракат қилади, юқори даражадаги карикатурага қарши танқидлар пайдо бўлади, «натижалар» бўлимида жилмайиш ёки жаҳл билан якунланади. Комик материалга асосланган карикатура фикрлар, ҳиссиётлар, тасаввурлар, ҳазил ва танқид элементларига эга. Мультфилм болажонларни чуқур ўйловга ҳам тортиши мумкин, чунки у камроқ маълумот билан кўп гапириш мажбурияти бор. Қизиқ, бу қизиқ энг машҳур санъат турлари кўпинча бир хил ёки бошқа карикатуралар; Масалан, ҳайвонларни тасвирлайдиган преҳисторик ғор санъатидир.Мультфилмларнинг маъноси баъзан бевосита ҳис этилмайди, бу юзаки эмас. Шу нуқтаи назардан, у шу каби атамалар ва иборалар, айниқса, оғзаки бўлмаган карикатураларнинг маъносини тушуниш учун болаларнинг ҳаракати зарур.Мультфилм ёки оғзаки сўзлашувлар оғзаки равишда қўллаб-қувватланадими йўқми, у фикрлар ва ҳис-туйғуларни ҳазил йўл билан ифодалайди. Кар икатурист, бола билан махфий ва оғзаки равишда мулоқот қилади. Фикр ишлаб чиқарадиган киши карикатураларда, карикатуристнинг «очиқ осмон шисаси»нинг махфий сўзларини вужудга келтиради, у сеҳрли эшикни очади. Ушбу ҳолат болаларга қизиқарли, қизиқиш ва қувонч келтиради.Мультфилмлар-бу ижтимоий алоқалар билан боғлиқ бўлган ҳар қандай ҳодиса ёки ҳолатни кулгили фикрлаш тарзи билан намоён қиладиган санъат туридир[1].Улар ақлбовар қилмайдиган нарсаларга ўхшаш, улар ақлбовар қилмайдиган нарсага эга бўлишади ва улар камроқ материаллар билан кўп гапиришади.

Мактабгача бўлган даврда мультфилм болаларнинг она тилини ривожлантириш учун восита сифатида ишлатилиши ҳаммамизга маълум. Уйда, кичкинтой ёки болалар боғчасида боланинг жисмоний ва руҳий ривожланиши учун мультифилмларни тақдим этиш орқали улар ушбу карикатуралар ҳақида гапиришни мукаммал турларини ўрагнишлари мумкин. Турли саволларга жавоб берадиган карикатураларни

ўқувчиларга бериш мумкин. Шундай қилиб, асосий материаллар тилга айланган адабиётга мос келадиган карикатуралардан чиққан йўл учун биринчи қадамлар қўйилди. Ёзишдан ташқари расм, фотосурат ва мультфилм каби барча тасвирлар ёзишни билмаган болага ёқади.Мактабгача тарбия даврида юқори даражадаги ҳайратлантирувчи ҳиссиёт билан бирлаштирилиши мумкин бўлган турли хил мультфилмлар боланинг ўқиш қобилиятлари ва нутқ қобилиятларини ривожлантиришда муҳим рол ўйнайди. Мультифилмлар ижодкорликни оширади.

Бундан ташқари чет тилини билиш мақсадларига эришишнинг бир қанча усуллари мавжуд ва ўрганувчиларнинг эҳтиёжларига ва шароитларига қараб буни танлай бошлайсиз.Бу ўрганувчининг турли хил санъат соҳаларига қизиқишини ҳис этишига ёрдам беради. Юқорида она тилини тез ва осон мультфилмлар орқали ўрганади дедик, мультфилмлар она тилини ўрганиш эмас, четтилиларни ўраганишда самарали восита ҳисобланишига тўхталсак. У ерда бир мультфилмнинг тили. Ушбу тилни биладиган бола ўз-ўзини ишонч ҳисси билан ривожланиши мумкин, ва бу ҳаётга янги нуқтаи назар ҳисобланади.Сўнгги йилларда таълим технологиялари хилма-хиллиги, тилни болажонларга мактабгача таълим муассасаларида мақсадли тил ўргатадиган мультимедиа ёки электрон сифатида материалларни танлашда кўпроқ имконият яратади. Субтитрли, чизиқли видеолар -иккинчи тилни ўргатишда ўрганишда фойдали ва муҳим аудиовизуал материаллар. Бундан ташқари, мультфилмлар таълимида бўлган қимматли ҳисса бўлиши мумкин ва улар барча ўқувчилар, ёши ва орқа режасини камситмасдан дарҳол таъсир қилган ва таълим нуқтасига бир тарзда жавоб беришга қодир.Болалар мультфилм қаҳрамонларининг нутқидаги жумлаларни ёдлаб бошлайди ва ўзи билмаган ҳолда луғатида сўз бойлиги ортиб бораверади. Хулоса қилиб айтадиган бўлсак, мультфилм ва қисқа ҳикоялар тинглаб тушуниш қобилятини ривожлантиришда муҳим рол ўйнайди, чунки улар орқали оқувчиларнинг яратувчанлик тасаввур қобилятлари кенгаяди ва ўсади.Умуман олганда чет тилларини ўрганиш болалар учун келажак пойдеворининг мустаҳкам бўлиши учун заминдир.Буюк аллома ва шоир Аваз Отар шундай таъкидлайди.

Ғайри тилни саъй қилинг билгани, ёшлар,
Ким илм-у ҳунарлар билонки ондин аёндур.[2]

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ТЕОРИЯ КОНЦЕПТУАЛЬНОЙ МЕТАФОРЫ В СОВРЕМЕННОЙ ЛИНГВИСТИКЕ

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Аннотация: Цель статьи - изучить теорию концептуальной метафоры. В связи с этим, метафора рассмотрена с позиции когнитивной лингвистики как когнитивный механизм репрезентации знаний и формирования новых смыслов.

Ключевые слова: ментальные пространства, пространство-источник, пространство-мишень, концептуальные признаки.

В традиционном ракурсе метафора представляет собой «троп, состоящий в употреблении слова, которое обозначает некоторый класс объектов, явлений, действий или признаков, для обозначения другого, сходного с данным, класса объектов или индивида» (Н. Д. Арутюнова: Большая Российская Энциклопедия). Иными слова, метафора представляет собой уподобление одного предмета другому. Например: *Laughter is the best medicine; Words are daggers when spoken in anger; His words are pearls of wisdom.*

С развитием когнитивной лингвистики понятие метафоры было переосмыслено. Основное различие когнитивной метафоры от традиционной заключатся в когнитивном подходе, применяемом к изучению природы данного явления. Основателями теории когнитивной метафоры являются Джордж Лакофф и Марк Джонсон. Также изучению когнитивной метафоре посвятили свои исследования следующие ученые: Блэк М. В., Чудинов А.П., Ашурова Д.У., Кубрякова Е.С., Демьянков В.З. и другие. Основатели данной теории утверждают, что мы познаем и воспринимаем окружающий нас мир с помощью когнитивных метафор даже сами того не догадываясь. Мы воспринимаем метафорически практически всё вокруг: людей, ситуации, время, место и т.п. Особо велика роль когнитивной метафоры в анализе художественного теста и межкультурной коммуникации.

Согласно Кубряковой Е.С., когнитивная метафора определяется как «одна из форм концептуализации, когнитивный процесс, который выражает и формирует новые понятия и без которого невозможно получение нового знания» [1996:55]. Арутюнова Н.Д. отмечает, что когнитивная метафора - это способность человека улавливать и создавать сходство между разными индивидами и классами объектов. При наиболее общем подходе когнитивная метафора представляет собой видение одного объекта через другой и в этом смысле является одним из способов репрезентации знания в языковой форме. Кубрякова Е.С. в своей работе отмечает, что метафора обычно относится не к отдельным изолированным объектам, а к сложным мыслительным пространствам (областям чувственного или социального опыта).

Необходимо подчеркнуть, что особо велика роль когнитивной метафоры в интерпретации художественного текста, так как она помогает читателю проникнуть в глубинную семантику текста и понять авторский замысел. Суть теории концептуальной метафоры состоит в том, что концептуальную метафору можно рассмотреть как когнитивный механизм, состоящий из двух ментальных пространств: пространства-источника (source-domain) и пространства-мишени (target domain). В процессе взаимодействия двух ментальных пространств концептуальные признаки пространства-источника про-

ецируются на пространство-мишень, в результате чего, пространство-мишень приобретает новый смысл. Общеизвестным примером в теории концептуальной метафоры является метафора *«Love is death”*. В данном примере к пространству-источнику относится концепт *«death”*, а к пространству-мишени относится концепт «love”. В результате взаимодействия двух пространств понятие *“love”* приобретает новый смысл, представляющий собой *“a strong feeling of admiration that makes a person mad and cruel, so as he/she can kill another person”*. Следует подчеркнуть, что в большинстве анализируемых примеров концептуальной метафоры к пространству-источнику относятся более абстрактные понятия, а к пространству-мишени - объекты реальной действительности.

Из всего выше сказанного следует подчеркнуть, что одной из основных функций когнитивной метафоры является не только создание нового значения, но и объяснение уже имеющегося значения. Когнитивная метафора используется, чтобы образовать пример неизвестной концептуальной области с помощью более знакомого концепта или явления. Как утверждают Лакофф и Джонсон, метафора - это один из важных инструментов для частичного объяснения того, что невозможно либо трудно объяснить полностью.

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MOBILE TECHNOLOGY IN THE CLASSROOM

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Annotation. Research has shown that though mobile technology is a great tool in our teaching and learning experience, many who use it only use it to increase efficiency and not necessarily effectiveness. This article provides 5 suggestions of how to effectively use mobile technology in the classroom.

Key words: mobile phone, smartphone, technology, telegram, teaching, learning

Mobile gadgets such as cell phone and smart phone which are equipped with programs like computer, which enable it to perform as mini personal computer. By using this gadget and its internet connection, everybody could enjoy chatting, browsing, and discuss each other with the wider range. The advancement of science and technology makes the size and price of those gadgets are getting cheaper and reachable.

Mobile device ownership is increasing in Uzbekistan. Research shows that there are about 20 million smartphone users in Uzbekistan and students account for a large number in this. There have been increasing discussions about the benefits of going mobile in education. Students, as well as education institutions, are beginning to discover the many benefits of using mobile technology in the classroom.

Efficiency: The Present Use of Mobile Technology In The Classroom

Students speak of the benefits of technology as making things easier, faster, better... easier communication, faster access to information, better and more comfortable studying etc. All these speak about doing work ***efficiently***. But is this all technology should and can achieve? Shouldn't technology be helping students to be more ***effective*** in their work?

Efficiency VS Effectiveness

Efficiency in the workplace is the time it takes to do something, while effectiveness is the level of results from the actions of employees and managers. Efficiency deals with achieving something with the least possible resources, in the least possible time, and surely over the years technology has helped us to achieve this. Mobile technology in particular gives us the privilege of sending out emails rather than typing out letters and posting them, even replying to emails on commute rather than having to wait till you get to the office, getting feedback from managers via a company chat service rather than having to wait to return to work before receiving it. All these only make the individual efficient and not necessarily effective.

In education, teachers can prepare PowerPoint presentations with audio and upload to a Telegram (Learning Management System) rather than have to print a copy for each student. Students can read or listen their course materials on their smartphones even while in bed, rather than have to go to the computer labs on the campus before having access to the materials. As explained previously, all these only speak of an efficient use of technology! This means that whereas technology use in education is increasing, several students and teachers only use technology to make them efficient and not necessarily effective. Technology provides a whole new opportunity for doing things in a different way. The powerful features of the mobile technology should be creatively used to make our work effective and to achieve high results.

Teachers must not simply add technology to make learning efficient; they must plan for the creative use of these technologies in the classroom.

5 Ways to Use Mobile Technology in the Classroom

Technology is powerful and it can be used in several great ways to make teaching and learning powerful. What can be done and what cannot be done is limited, basically by the creativity of the user. So, the more creative and innovative we get, the more results we'll see with using technology in class. However, I will provide a few examples just to help you get an idea of what an effective use will look like.

1. Use of Audio Recording Feature

Students often require personal and quality feedback on the work they turn in. Teachers can make use of the audio recording feature built into most smartphones to provide these personal and yet quality feedback to all students. Research has proven that students not just liked feedback given this way, but even preferred it.

2. Live Polling Tools

Live digital polling/quizzing tools can be used both as welcome and exit tickets in the classroom for formative assessment. Teachers can use these tools (many of which are free) to determine what students already know and what should be concentrated upon. This can also provide insight into individual student strength and weakness and help give personalized instruction when needed.

3. Creating of Videos

Rather than have students write a 200 word essay after researching on a topic, where several of them would simply copy and paste paragraphs without necessarily understanding the content, teachers could ask students to research and create a 5 minutes or less video or audio recording of what they had researched about.

4. Chat and Online Discussion Forums

Teachers can exploit the group chat features of mobile devices to create an online discussion forum to encourage class participation on content topics, even outside the classroom. Students can chat and discuss (with or without the lecturer) while at home or over the weekend on a subject in class to increase understanding of concepts.

5. Use of QR Codes

Quick response (QR) codes are another great way to use mobile technology in the classroom. Links to further resources, complex diagrams and images, solutions to tasks could be coded and made available to students.

There are several more ways by which both students and teachers can creatively use mobile technology in the classroom. Again, technology is powerful and its benefits go beyond just making our work efficient. It can increase productivity and help us achieve greater results in our work, thereby making us effective.

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ЎЗБЕК ТИЛШУНОСЛИГИДА МЕТАФОРАЛАРНИНГ ЎРГАНИЛИШИ

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Аннотация. Ушбу мақолада сўз ҳосила маъносини ҳосил қиладиган воситалардан бири метафораларнинг ўзбек тилшунослигида ўрганилиши қисқача таҳлил этилган.

Калит сўзлар: сўз маъносининг кўчиш усуллари, метафора, ўхшатиш, образлилик.

Ўзбек тилшунослигида метафора нутққа образлилик, ҳиссиёт бериш мақсадида нарса ва ҳодисалар ўртасидаги ўхшашликка асосланиб, сўзлар ва ибораларнинг кўчма маънода ишлатиладиган тури тарзида эътироф этилган. Бу борадаги дастлабки маълумотлар Р.Қўнғуров, М.Миртожиев, М.Мукаррамов, Э.Қиличев, М.Йўлдошев каби олимларнинг илмий рисолаларида учрайди [14, 2, 4, 11]. Бундан ташқари, метафоранинг юзага келиш сабаблари, лисоний хусусиятларига бағишланган мақолалар чоп қилинган [7, 3, 6, 13].

Метафора нутқнинг образлилигини, таъсирчанлигини таъминлаш мақсадида ишлатиладиган икки нарса ёки ҳодиса ўртасидаги ўхшашликка асосланган кўчимдир. Тилшунос олим Р.Қўнғуров метафорани шундай изоҳлайди: «Метафорани яширин ўхшатиш дейиш ҳам мумкин. Аммо у оддий қиёсдан фарқ қилади. Агар оддий қиёс ҳар доим асосий икки аъзодан ташкил топса (яъни нима қиёс қилинади, нима билан қиёс қилинади - қиёс қилинувчи ва қиёс қилинадиган предмет), метафорада фақат иккинчи аъзо - ўхшатилган нарса қолади, ўхшаган нарса туширилади, лекин у контекстдан очиқ сезилиб туради, демак, метафорада тасвирланаётган предмет ана шу иккинчи аъзо орқали идрок қилинади» [14.15]

М.Миртожиев: «Метафора ҳосила маъно юзага келиши ҳодисаларининг энг фаоли ҳисобланади. У, тилшуносликда қайд этилишича, ҳосила маъно юзага келишининг ҳосил қилувчи ва ҳосила маъно референтлари ўзаро ўхшаш келишига асосланади» [2.94] деб ҳисоблайди. Дарҳақиқат, муайян тилдаги сўзларнинг кўчма маънолар ҳосил қилиши ва бу сўзлар семантик мундарижасига кирувчи коннотатив-ифода семалар ҳисобланувчи метафора, метонимия, синекдоха каби тасвирий воситаларнинг юзага келиши мазкур тилнинг имкониятларини кўрсатади.

Ўзбек тилшунослигида сўз маъноси кўчиши ҳодисаларининг энг сермаҳсули бўлган метафора бўйича диссертациялар ёқланган. Шундай тадқиқотлардан бири С.Ҳажиев томонидан бажарилган. Диссертант метафора ҳақида жаҳон тилшунослигидаги таърифларни умумлаштириб, шундай хулосалайди: «Метафора» - грекча сўз, маъноси «кўчиш, кўчириш ва кўчим»дир. Метафора нутқ механизми бўлиб, муайян бир предмет ёки воқеа-ҳодисалар гуруҳини билдирувчи сўзнинг бошқа синфга ёки гуруҳга мансуб, аммо қайсидир томондан биринчи предметга ўхшаш бўлган объектни номлаш учун ишлатилишини билдиради. Мазкур истилоҳ кенгроқ маънода ишлатилганда, сўзнинг ҳар қандай кўчма маънода ишлатилиши тушунилади» [8.8]. Мазкур диссертацияда тилшунослик фани тараққиётининг ҳозирги босқичидаги когнитив-семантик, социолингвистик ва культурологик йўналишларда метафорик кўчиш ҳодисасининг асосий назарий масалалари тадқиқ қилинган.

Тадқиқотчи М.Яқуббекова бадиий матнда юзага келадиган метафоранинг поэтик моҳияти шахс, нарса, воқеа-ҳодиса, ҳаракат ва ҳолатни ўзига хос белги билан ном-

лашдан иборат эканлигини айтиб, «янги метафорик ном «гапирувчи» бўлиши керак ва бадиий моҳият касб этиши учун: 1) одатдаги аталишлардан мақсадлилиги билан фарқланиши; 2) бу фарқ қабул қилиниши ва маъқулланиши; 3) метафоризация ҳодисаси завқ уйғотиши керак» [10] деб ҳисоблайди.

Тилимиздаги метафораларнинг замонавий тилшунослик нуқтаи назаридан баҳолашга бағишланган тадқиқот Г.Қобулжонованинг «Метафоранинг системавий лингвистик талқини» мавзусидаги номзодлик диссертациясидир [12]. Ушбу тадқиқотда метафоранинг лингвистик моҳияти, систем табиати ва ёндош ҳодисалар тизимидаги ўрни кенг ёритилган. Ўзбек тилшунослигида метафоралар кенг тадқиқ этилган ишлардан яна бири А.Ҳасановнинг «Абдулла Қаҳҳор ҳикоялари тилининг бадииятини таъминловчи лексик-стилистик воситалар» мавзусидаги номзодлик диссертациясидир [9]. Диссертацияда Абдулла Қаҳҳор ҳикоялари тилининг бадииятини таъминловчи лексик-стилистик воситалар, хусусан ёзувчининг метафоралардан фойдаланиш маҳорати кенг таҳлил қилинган.

Таъкидлаш жоизки, метафоралар бадиий матнда асар бадииятини таъминловчи муҳим лисоний восита ҳисобланади. «Шунинг учун ҳам бадиий услубда поэтик метафора фақатгина муҳим тасвирий восита бўлиб қолмасдан, балки бадиий тафаккур элементига, эстетик ҳодисага айланиб кетади. У нутқни безаш доирасидан чиқиб, ҳис-туйғуни, фикрни образли ифодалаш воситаси даражасига кўтарилади. Метафора кўмагида энди биз тасвир объектини фақатгина «кўриб қолмасдан», балки ҳис қиламиз, уни гўё ўз бошимиздан кечирамиз. У бизнинг ҳиссиётимизга, онгимизга таъсир этиш билан бирга ёзувчини ҳам узундан-узоқ баёндан қутқаради» [1.18]. Бинобарин, метафоралар ҳар бир ижодкорнинг индивидуал услуби ва маҳоратини, асар бадииятини таъминловчи муҳим тасвирий воситадир. «Ҳар бир ёзувчининг ўз ижодий мулки бўлган индивидуал метафоралар тасвирий воситаларнинг энг яхши намуналари бўлиб, у бадиий услубнинг ҳам ўзига хос хусусияти саналади. Ёзувчи ижодида ҳатто битта метафорик қўлланган сўз бутун бир матнни ўз атрофида жипслаштириши, таянч нуқта ҳисобланиб, метафорик контекст ҳосил қилиши мумкин» [5.6].

Умуман, маъно кўчиш усулларидан бири ҳисобланган метафораларнинг юзага келиши инсон когнитив фаолиятига боғлиқ бўлиб, даставвал инсон тафаккурида шаклланади, у кўрган нарсасини ифодалаш учун тасаввуридаги муайян нарсага ўхшатиши натижасида метафора юзага келади. Шунинг учун тилимизда нодир метафораларнинг яратилиши сўз санъаткорларидан улкан маҳорат талаб қилади.

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BOSHLANG'ICH SINF O'QUVCHILARINI MEHNAT DARSLARIDA APPLIKATSIYA ISHLARI ORQALI IJODIY FAOLIYATINI RIVOJLANTIRISH

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Annotatsiya: Ushbu maqolada boshlang'ich sinf o'quvchilarini mehnat darslarida applikatsiya ishlari orqali ijodiy faoliyatini rivojlantirishning dolzarb masalalari bayon qilingan bo'lib o'quvchilarni ilk yoshligidan boshlab ona tabiatga qiziqish va muhabbatini, undagi go'zalliklarni ko'ra bilishni turli tabiiy materiallar bilan ishlash, turlicha ishlov berish,turl

Kalit so'zlar: Gerbariy, kuzatishlar, press quritish, materiallar, gazeta, yelvizak, variant, qobiliyatlarni strukturalash, perseptiv qobiliyatlar, komponentli tarkib, suggestive qobiliyatlar, motivatsiya. iasboblardan foydalanish orqali bilim, ko'nikma, malakalarini rivojlantirishning tashkiliy pedagogik shartlari xususida so'z yuritilgan.

O'quvchilarni ilk yoshligidan boshlab ona tabiatga qiziqish va muhabbatni, undagi go'zalliklarni ko'ra bilishni tarbiyalash kerak. Tabiiy materiallar bilan ishlash ularni tabiatni kuzatishga majbur qiladi. Kuzatishlar esa badiiy ijodiy qobiliyatlarni, konstruktorlik g'oyasini, tushunchalarning aniqligini uyg'otadi. Turli tabiiy materiallar bilan ishlash, turlicha ishlov berilishini, turli asboblardan foydalanishni talab qiladi va ularni ishlatish bilim, ko'nikma, malakalarini beradi. Turli tabiiy materiallarni to'plash o'qituvchi qo'ygan maqsadga bog'liq bo'ladi. O'quvchilar ko'rib chiqilgan va batafsil muhokama qilingan yoki o'zlari o'ylab topgan tasvir uchun material to'playdilar.Va aksincha, avval qandaydir materialni to'plab, keyin qanday ish bajarishni aniqlashlari kerak. Tabiiy materiallarni o'quvchilar dastlab o'qituvchi rahbarligida sayr vaqtida to'playdilar. Tabiiy materillarni to'plash jarayonida o'quvchilar atrofdagi o'simliklar dunyosi, hashoratlar bilan tanishadilar, daraxtlar, gullar navlarini, nomlarini, shakllarini, tabiiy materiallni qachon va qanday to'plash va qanday saqlash lozimligini bilib oladilar. Tabiatni qo'riqlash va unga ehtiyotkorona munosabatda bo'lish, uni asrash masalalariga alohida e'tibor berishhar bir o'quvchining burchidir. Mehnat darslarida tabiiy materiallardan: quritilgan barglar, gullar, poliz ekinlari- qovun, tarvuz, qovoq urug'lari, mevalar – olcha, o'rik, shaftoli danaklari va shu kabilar: baliq tangalari va qanotlari, jo'xori va makkajo'xori so'talari, paxta chanog'i, yong'oq po'sti va shu kabilardan keng foydalaniladi. Tabiiy materillarni to'playotgan har bir o'quvchi tabiiy materiallarni tartibli yig'ish va tayyorlash lozimligini bilishi, barg to'plash jarayonida daraxtlar, butalar shoxini qo'pollik bilan sindirish, gul va shu kabilarni o'ylamasdan to'plash tabiatga nisbatan vahshiylik ekanligini yodda tutishi lozim. Gullarni qo'l bilan sindirib bo'lmaydi, aks holda poyasi zararlanishi mumkin. O'simliklarni to'plashda gazeta, gerbariy papkasi, qaychi, paxta bo'lishi kerak. Gazeta daftarsimon taxlanib, orasiga materiallar tartib bilan joylanadi. Quritib olishga mo'ljallangan o'simliklar har qanday namlikdan holi bo'lishi kerak, aks holda o'simlik quritilganda unda dog'larning izi qoladi. Quritilayotgan o'simlikning tabiiy rangini asrab qolishning eng muhim sharti, ularni shamol o'tib turadigan joyda, yel vizakda, quyosh nurida tez quritib olishdir. O'simliklarni quritish 3 sutkadan oshmasligi kerak. Gerbariy ramkalarida quritish. Gerbariy ramkalarida quritilgan o'simliklarning ko'pchiligi o'zining tabiiy rangini saqlab qoladi. Bunda o'simlik yumshoq qog'oz yoki gazeta orasiga solib qo'yiladi. Har bir varaq qog'oz va o'simlik o'rtasiga yana bir necha qavat qog'oz yoki gazeta qo'yiladi, chunki quritilayotgan o'simlik o'zidan namlik chiqa-

radi. Shundan so‘ng papka ikkita tursimon ramka o‘rtasiga qo‘yilib, ochiq havoga qo‘yiladi. Agarda havo harorati kechqurun va kechasi juda pasayadigan bo‘lsa, quritilayotgan o‘simlik issiq va quruq joyga olib qirqiladi. Pressda quritish. Orasiga o‘simlik solingan qog‘ozlar gerbariy papkasi o‘rniga ikkita faner listlar o‘rtasiga joylanib, og‘ir narsa bostirib qo‘yiladi. Og‘irlik pressga qancha o‘simlik joylashtirilganiga 265 bog‘lik bo‘ladi. Mayda nozik o‘simliklar kam og‘irlikni va quritish uchun kamroq vaqtni talab qiladi. 2-3 soatdan so‘ng qog‘oz almashtiriladi. Quritish shu usulda davom ettiriladi. Issiq dazmol bilan quritish. Issiq dazmol bilan odatda barglar, poyalar, maysalar quritiladi. Qavat-qavat gazeta yoki yumshoq qog‘oz orasiga o‘simlikni qo‘yib, ustidan dazmol yurgiziladi. So‘ngra ustki qavatidagi gazetani olib, quritilayotgan o‘simlik shamollatiladi va quruq joyga suriladi, so‘ngra gazeta yopib yana dazmollandi. O‘simlik 2-3 minutda quriydi va u o‘zining tabiiy rangini yo‘qotmaydi. Agarda quritilgan o‘simlik ko‘tarilganda o‘zining tanasini ushlab tursa, u yaxshi quritilgan hisoblanadi. Agar u sinib maydalanib ketsa, demak, u ortiqcha quritib yuborilgan hisoblanadi. Loy narsalar yasashdagi asosiy material hisoblanadi, chunki u istalgan joyda topiladi, arzon va qayishqoqdir. Narsalar yasaladigan loyda boshqa narsalar tosh, qum va shu kabilar bo‘lmasligi kerak. Chunki ish qo‘lda bajariladi. Shuning uchun ish boshlashdan oldin loyni tekshirib ko‘rish kerak. Loy shirali va shirasiz bo‘ladi. Shirasiz loyning tarkibida ko‘p qum bo‘lib, unda yopishqoqlik xususiyati yomon bo‘ladi. Loyni aralashmalardan tozalab, ustiga suv qo‘yib, 5-6 soat saqlanadi. So‘ngra suvi to‘kib, qo‘lga yopishmaydigan quyuqroq xamir holatiga kelguncha yaxshilab ishlanadi. Plastilin–narsalar yasashda qo‘llaniladigan materialdir. U sun’iy plastik massa bo‘lib, loydan hech qachon qurimasligi va doimo ishlatishga tayyorligi bilan farqlanadi. Plastilinning har xil – oddiy va murakkab turlari bo‘lib uni tayyorlashni bir nechta usullari bor. Birinchi variant – toza quyuq loyga glitserin qo‘shib bir turli massa hosil bo‘lguncha aralashtiriladi. Glitserin tayyorlanadigan massa qo‘lga yopishmaydigan holatga kelguncha qo‘shiladi. Ikkinchi variant– quritilgan toza loy mayda qilib tuyuladi va unga vazelin qo‘shib, qo‘lga yopishmaydigan quyuq massa hosil bo‘lgancha aralashtiriladi. Plastilinga kerakli rangdagi quruq bo‘yoq massasini qo‘shib va puxta aralashtirib bo‘yashmumkin. Uchinchi variant -1 qism to‘prog‘iga 1/5 qism ilitilgan mum hamda plastilin qo‘lga yopishmaydigan darajaga yetguncha glitserin qo‘shib aralashtiriladi. Barglar o‘yinchoqlarni yasashda qiziqarli va kerakli qo‘shimcha material hisoblanadi. Ular turli shakl varanglarda bo‘lishi mumkin. Eman daraxtlarning yirik barglarini bolalar kemalarga yelkan sifatida ishlatishadi. Barglardan kapalak qanoatlari, baliq suzgichlarini (bu o‘yinchoqlar g‘udda va bargdan yasaladi) yasashda qo‘llash mumkin. Barglarni kuzda, ular chiroyli bo‘lganida terish yaxshi. Darsda foydalaniladigan tabiiy materiallar o‘qituvchi rahbarligida ekskursiya jarayonida to‘planadi. Ekskursiyani uyushtirishdan oldin bolalarga bo‘lajak ish namunasi ko‘rsatiladi. Bolalar uni diqqat bilan ko‘rib, mashg‘ulot jarayonida foydalaniladigan tabiiy materiallar ya’ni, bargning shaklini, daraxt navlarini aniqlaydilar. Shundan so‘ng uyushtiriladigan ekskursiya rejasi tuziladi. Ekskursiya yo‘nalishi, tabiiy materiallarni to‘plash uchun mo‘ljallangan joylar aniqlanadi. O‘quvchilar e’tiborini va aqliy faoliyatlarini kuzatilayotgan ob’ektdan mehnat darslarida ishlarni bajarish uchun zarur bo‘lgan asosiy muhim belgilari, elementlari va xususiyatlarini ajratishga, to‘planayotgan materialni to‘g‘ri baholashga yo‘llaydigan savollar ro‘yxati tuziladi. Daraxtzorga kelganda bolalar kayfiyati ko‘tarilib, ular har narsaga qiziqish bilan qaraydilar, barglar, ularning ranglari, shakllari bolalarni ajablantiradi. Ular tabiatning butun go‘zalligini, uning ranglarini, to‘kilgan barglar hidi va ular o‘zining elastiklik xususiyatini yo‘qotganligini, qattiqlashib, sinuvchan bo‘lib qolganligini ko‘radilar. Bolalarning atrof-tabiat bilan zavqlanishlari kamayib borishiga qarab, ularning e’tibori barglarning shakli, daraxtlar navlariga qaratiladi. Ana shu vaqtda o‘simliklarda sodir bo‘layotgan ichki jarayonlar qisqa va tushunarli bayon etibberiladi: o‘simlik yangi sharoitlarga moslashib, qish fasliga tayyorgarlik

ko‘rayotganligi bilan tanishadilar. Bolalarning e’tibori atrofda uchib yurgan qushlar, kapalak, ninachilarga, ularning asosiy belgilariga jalb qilinadi, Uchib yurgan qushlar ularning tuzilish formalarini mehnat darslarida qushlar applikatsiyasini tayyorlash uchun to‘plangan barglar material xizmatini o‘tashi to‘g‘risida suhbat o‘tkaziladi. O‘quvchilar barglarni to‘plar ekanlar ularning ranglarini, shakllarini qiyoslashni o‘rganadilar, bu ularning kuzatuvchanligi va diqqat qilish qobiliyatlarini o‘stirishga yordam beradi. To‘plangan 266 barglar oldindan tayyorlab qo‘yilgan daftar varaqlari orasiga qo‘yiladi. Shundan keyin bolalarga barglarning mehnat mashg‘ulotlari gacha rangini yo‘qotmasligi, buralib ketmasligi uchun qanday ishlov berish kerakligi tushuntiriladi. Har bir ekskursiyada bolalarning e’tiborini insonning yaratuvchilik mehnatiga albatta jalb etish kerak. Ekskursiya oxirida suhbatga yakun yasaladi, ekskursiyada egallangan bilimlar umumlashtiriladi. Bundan tashqari, bolalarga uylarida qushlar tasviri tushirilgan rasmlarni, su’ratlarni ko‘rishni, ularning tanasi va qanotlarining shakliga, rangiga alohida e’tibor berish topshiriladi. Bunday uyushtirilgan ekskursiyadan keyingi mashg‘ulotda bolalar quritilgan barglardan qush applikatsiyasini zo‘r ishtiyoq bilan bajaradilar, agarda applikatsiyani o‘z istaklariga ko‘ra, o‘zlari to‘plagan materiallardan mustaqil yasash topshirilsa, qiziqishlari yanada ortadi. Bunday dars, mashg‘ulot quyidagi sxemaga ega bo‘ladi: Ishni bajarilish tartibini aniqlash 1. Predmetning qismlarining joylashishini grafik tasvirlash. 2. Predmetning qismlari uchun shakli hamda o‘lchamlari bir xil bo‘lgan barglarni topish. 3. Ularni qog‘ozga joylashtirish. 4. Ishni bajarilish texnologiyasi haqida tushuntirib berish. 5. Ish niamaliy bajarish. Applikatsiyasini bajarish bo‘yicha mustaqil ish 1. Shaklni, o‘lcham va buyoqlarni to‘g‘ri tanlash; 2. Elimlash ishlarini tartibli bajarish; 3. Detallarning joylashishini to‘g‘ri tasvirlash; 4. Ish bajarilgan qog‘ozning orqasiga barglaridan foydalanilgan daraxt yoki o‘simliklarininomlarini yozish. Bajarilgan ishni tahlili va baholash 1. Ishni bajarilishda yo‘l qo‘yilgan xato va kamchiliklarni aniqlash; 2. Xato va kamchiliklarni o‘z vaqtida to‘g‘irlash; 3. Namunali, sifatli va chiroyli bajarilgan ishlarni rag‘barlantirish. Turli barglarni to‘plash o‘qituvchiquygan maqsadga bog‘liq bo‘ladi. O‘quvchilar ko‘rib chiqilgan va batafsil tahlil qilingan yoki o‘zlari o‘ylab topgan tasvir uchun barglarini to‘playdilar. Yoki aksincha, avval turli burglarni to‘plab, keyin ishni bajarish tartibini aniqlashlari mumkin. Bargning xususiyatlari va shakllari shunday xilma-xilki, applikatsiyalar yasashda ulardan asosiy material sifatida ham, yasalgan narsalarga bezak berish materiali sifatida ham foydalanish mumkin. Bu ishlarni bajarish o‘quvchilarni estetik didini, tasavvurini oshiradi va ijodiy izlashnish va ijodiy fikrlash qobiliyatlarini o‘stirishga yordamberadi. Xulosa o‘rnida aytish mumkinki, o‘quvchilarni barkamol shaxs sifatida tarbiyalash, ijodkorlik qobiliyatlari, ko‘nikma va shaxs xislatlarini shakllanishida muhim bosqich bo‘lib, o‘quv fanlari va darsdan tashqari mashg‘ulotlarda ijodiy yondashish, ta’lim jarayonini integratsiyalash asosida tashkil etishga zamin bo‘ladi.

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ОСОБЕННОСТИ СОЦИОКУЛЬТУРНОГО ФАКТОРА ПРИ ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

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В данной статье рассматривается влияние социума на язык и культуру разных наций и народностей на примере двух языков: английского и русского. Важность сохранения культурных ценностей при переводе с иностранного языка.

Ключевые слова: язык, культура, лингво-культура, культур-коммуникация, этнос, межкультурная коммуникация.

Новое время, новые условия потребовали немедленного и коренного пересмотра как общей методологии, так и конкретных методов, и приемов преподавания иностранных языков. Неожиданно для себя преподаватели иностранных языков оказались в центре общественного внимания: нетерпеливые легионы специалистов в разных областях науки, культуры, бизнеса, техники и всех других областей человеческой деятельности потребовали немедленного обучения иностранным языкам как орудию производства.

Преодоление языкового барьера недостаточно для обеспечения эффективности общения между представителями разных культур. Для этого нужно преодолеть барьер культурный.

Язык хранит культурные ценности – в лексике, в грамматике, в пословицах, поговорках, в фольклоре, в художественной и научной литературе, в формах письменной и устной речи.

Если же рассматривать язык с точки зрения его структуры, функционирования и способов овладения им (как родным, так и иностранным), то социокультурный слой, или компонент культуры, оказывается частью языка. В то же время компонент культуры – не просто некая культурная информация, сообщаемая языком, а неотъемлемое свойство языка, присущее всем его уровням и всем отраслям.

Язык – мощное общественное орудие, формирующее людской поток в этнос, образующий нацию через хранение и передачу культуры, традиций, общественного самосознания данного речевого коллектива.

В последние годы социальные, политические и экономические потрясения привели к небывалой миграции народов, их переселению, столкновению, смешению, что, разумеется, приводит к конфликту культур. В то же время усилия разумной и миролюбивой части человечества открывают все новые возможности и формы общения, главным условием эффективности которых является взаимопонимание, диалог культур, терпимость и уважение к культуре партнеров по коммуникации. [1]

В качестве доказательства вспомним одну пословицу. Пословицы считают сгустками народной мудрости, то есть тем самым народным культурным опытом, который хранится в языке, передаваясь из поколения в поколение.

Русская пословица, употребительная т.е. не утратившая, в отличие от многих других, своей актуальности, учит: *В чужой монастырь со своим уставом не ходят.* Ее аналогичное значение в английском языке выражает ту же мысль другими словами: *When in Rome, do as Romans do* [Приехав в Рим, делай, как римляне].

Так в каждом из этих языков народная мудрость старается предостеречь от того, что теперь принято называть термином конфликт культур.

Чтобы понять суть термина конфликт культур, вдумайтесь в русское слово иностран-

ный. Его внутренняя, буквальная форма абсолютно прозрачна: из иных стран. Родная, не из иных стран, культура объединяет людей и одновременно отделяет их от других, чужих культур. Иначе говоря, родная культура – охраняет национальное своеобразие народа, и является глухим забором, отгораживающим от других народов и культур.

Весь мир делится таким образом на своих, объединенных языком и культурой людей и на чужих, не знающих языка и культуры. (Кстати, тот неоспоримый факт, что по различным социально-историческим причинам именно английский язык стал главным международным средством общения)

При национальной любви англичан к закрытости – «мой дом – моя крепость» – это представляется неким парадоксом и иронией судьбы. Их национальный дом открылся всем на свете через английский язык.

Каждый урок иностранного языка – это перекресток культур, это практика межкультурной коммуникации, потому что каждое иностранное слово отражает иностранный мир и иностранную культуру: за каждым словом стоит обусловленное национальным сознанием (опять же ***иностранным***) представление о мире. [2]

В приводимом ниже отрывке из интересного исследования И. Ю. Марковиной и Ю. А. Сорокина представлены национально-специфические компоненты культур, то есть как раз то, что и создает проблемы межкультурной коммуникации: «В ситуации контакта представителей различных культур (лингво-культурных общностей) языковой барьер – не единственное препятствие на пути к взаимопониманию. Национально-специфические особенности самых разных компонентов культур-коммуникантов (особенности, которые делают возможной реализацию этими компонентами этнодифференцирующей функции) могут затруднить процесс межкультурного общения. [3]

К компонентам культуры, несущим национально-специфическую окраску, можно отнести как минимум следующие:

а) традиции, а также обычаи и обряды;

б) бытовую культуру, тесно связанную с традициями, вследствие чего ее нередко называют традиционно-бытовой культурой;

в) повседневное поведение, свойственное носителям некоторой лингво-культурной общности;

г) «национальные картины мира», отражающие специфику восприятия окружающего мира, национальные особенности мышления представителей той или иной культуры;

д) художественную культуру, отражающую культурные традиции того или иного этноса.

Язык – сокровищница, кладовая, копилка культуры орудие, инструмент культуры. Он формирует личность человека, носителя языка, через навязанные ему языком и заложенные в языке видение мира, менталитет, отношение к людям и т. п., то есть через культуру народа, пользующегося данным языком как средством общения.

Итак, язык не существует вне культуры как «социально унаследованной совокупности практических навыков и идей, характеризующих наш образ жизни».

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ИСПОЛЬЗОВАНИЕ МЕЖДУНАРОДНОГО ОПЫТА В ПОВЫШЕНИИ КАЧЕСТВА ОБРАЗОВАНИЯ

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Аннотация: В данной статье рассматриваются основные методы и способы, используемые при обучении русскому языку и литературе. Использование эффективных методов направлено на повышение качества образования.

Тема статьи актуальна тем, что реформы в системе образования Узбекистана требуют эффективных методов достижения результатов и улучшения качества обучения.

Ключевые слова: Качество образования, методы, PISA, TIMSS,PIRLS

Сегодня в нашей стране происходят значительные изменения в сфере образования. Современная школа нуждается не только в учителе, который знает свой предмет и может объяснить детям доступно материал и организовать свою деятельность, но и в умении правильно управлять учебной деятельностью учащихся. Стремление к поиску наиболее оптимальных, эффективных форм работы с детьми, созданию авторитетного образовательного учреждения, способного стать конкурентоспособным на рынке образовательных услуг, послужит основой для повышения качества обучения и воспитания детей в школе.

Учитель является основной движущей силой качественного образования. Качество образования - это процесс постоянного совершенствования. Качество образования - это потребность в знаниях, полученных в определенных условиях и местах их применения для достижения определенной цели и улучшения качества жизни выпускника.

Требования к качеству знаний были обоснованы учеными-педагогами И. Я. Лернером [3, с. 13], М. Н. Скаткиным и В. В. Краевским [4, с. 25]:

- полнота и глубина;
- системность и систематичность;
- быстрота и гибкость;
- конкретизация и обобщение;
-прочность и осознанность.

Знания о конкретном объекте характеризуется, в первую очередь, их размером, количеством. В идеале, молодому поколению должны быть предоставлены все имеющиеся знания, но это невозможно, особенно по отношению к каждому ученику, так как школьная программа предоставляет определенный минимум необходимой информации об изучаемых предметах. По мнению вышеупомянутых учителей, этот объем характеризует полноту знаний.

Одним из способов повышения качества образования является контроль знаний учащихся. Знание того, как ученики «продвигаются» в учебных материалах, как изучают различные элементы контента, позволяет учителю разумно организовать весь учебный процесс и получить качественные знания. Контроль знаний может осуществляться с помощью различных тестов, самостоятельных, контрольных работ, индивидуальных и домашних заданий, устных опросов и т. д. На уроках проверки знаний очень широко используется тестовая работа. Тесты обычно позволяют выявить ошибки и пробелы

в знаниях, но для этого необходимо тщательно и правильно подбирать вопросы в зависимости от цели проверочного тестирования.

В последние годы наша страна приняла решение об участии в международных сравнительных исследований, оценивающих знания и навыки школьников. Наиболее известными из них являются PISA, TIMSS и PIRLS, которые оценивают навыки чтения и уровень знаний в математике и естественных науках. В отличие от TIMSS и PIRLS, которые тестирует качество овладения теоретическими знаниями, полученными в рамках школьной программы, PISA проверяет практические навыки школьников, их способность использовать теоретические знания для решения определенных проблем.

В настоящее время на уроках русского языка и литературы я использую:

- различные, нестандартные формы, элементы урока (включая использование ИКТ): обращение к презентации, дискуссия, видеоуроки, интегрированные уроки.
- подготовка презентаций, исследовательская и проектная деятельность учащихся.
- Использование интерактивной доски, Интернет-ресурсов: дистанционное обучение (работа с программами, учебниками по теме, словарями и т. д.)
- Индивидуальные занятия со слабоуспевающими детьми.
- Участие в предметных конкурсах и подготовка к ним (работа с одаренными детьми) - школьные и областные олимпиады, конкурс чтецов.
- Проведение внеклассных мероприятий: неделя русского языка и литературы (кроссворды, загадки, викторины), брейн-ринг.

Таким образом, применение нестандартных форм проведения уроков повышает интерес учащихся к предмету.

Из всего этого можно сделать следующий вывод.

Для улучшения качества образования необходимо:

* совершенствование процессов обучения;
* использование различных методов и технологий;
* применение информационно-коммуникационного подхода в учебном процессе.

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ФУНКЦИОНАЛЬНЫЙ СТАТУС ВСТАВНЫХ КОНСТРУКЦИЙ В РОМАНЕ В.НАБОКОВА «ОТЧАЯНИЕ» (НА ФОНЕ КОНКРЕТНОГО МИКРОКОНТЕКСТА)

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Аннотация: Исследование показало, что вставки могут выражаться различными конструкциями и могут внести в основное предложение, помимо первичного добавочного сообщения, попутного замечания, и другие второстепенные функции: апеллятивную, фатическую, метаязыковую, поэтическую и живописно-изобразительную и становятся бифункциональными. Кроме того, выяснили, что сами ВК могут быть осложнены вводными словами, указать на развитие событий, не называя сообщение.

Столь огромное употребление вставных конструкций в романе “ Отчаяние “ указывает на характер и поведение главного героя романа. Это даёт возможность читателю ближе узнать внутренние переживания героя.

Ключевые слова: вставные конструкции, апеллятивная, фатическая, метаязыковая, поэтическая, микроконтекст, бифункциональност, полифункциональност.

В романе В.Набокова «Отчаяние» вставные конструкции (ВК) выполняют одну или несколько языковых функций, обнаруживающихся на фоне конкретного микроконтекста. Микроконтекст может быть фрагментом текста, ССП, но чаще отдельным предложением, включающим вставные конструкции. Вставки дополняют, уточняют, поясняют включающее предложение добавочными сведениями, попутными замечаниями, различного рода поправками. Эта функция типична для всех вставок, независимо от способа их выражения, типа формальной связи и характера смысловых отношений с основным предложением, а также от способа их включения в текст. Для вставок, выраженных словами, эта функция является основной и единственной.

Вставки, выраженные простым предложением, сложным предложением минимальной и усложненной конструкции, сложным синтаксическим целым, номинативным рядом, диалогическим единством и отдельными репликами диалога, кроме добавочного сообщения, могут нести еще одну второстепенную, но весьма существенную для смысловой организации конкретного текста функцию. Они могут выполнить эмотивную, конативную, фанатическую, поэтическую или метатекстовую функции и становиться бифункциональными.

Первичная функция может быть совмещена во вставках с несколькими вторичными функциями. Вследствие этого вставки оказываются полифункциональными. Рассмотрим такие случаи осложнения функциональной нагрузкой вставок в тексте романа «Отчаяние».

Наиболее простой случай осложнения функционального статуса ВК возникает благодаря включению во вставку вводной конструкции, например: “Помню, кстати, как однажды Лида, по моему требованию, все с себя сняла, и очень мило смеясь и краснея, позировала Ардалиона, который вдруг обиделся на что-то, - вероятно, на собственную бездарность, - и бросил рисовать, пошел на поиски боровиков ”.

Основная функция данной вставки – добавочное сообщение с уточняющим, пояснительным характером. Но благодаря осложнению с помощью вводной конструкции, ВК приобретает функцию указания на степень достоверности добавочного сообщения.

Наиболее часто вставки выполняют, помимо первичной функции, апеллятивную (или конативную) функцию, ориетированную на адресата. Её разновидностью выступает фатичекая (контактоустанавливающая) функция, назначение которой – привлечь внимание читателя. При наличии конативной функции дополнительное сообщение, заключенное во вставке, может быть адресовано главным героем другому персонажу. Например: “Я давно не спал в постели, - проговорил он с улыбкой (не показывай десен, дурак), - в настоящей постели”.

В романе “Отчаяние” встречаются вставки, в которых герой апеллирует к самому себе. Чаще всего автоадресация осуществляется с помощью вопроса. Вопросительные предложения, представленные во вставках, можно разделить на две группы: безответные и вопросо-ответные структуры. Безответные – это такие вопросительные предложения, которые лишены прямого ответа по той причине, что он или известен, или не нужен. Например: “На предпоследней, спиной к стене, держа перед собой шляпу (кто был первый нищий, применивший шляпу к своей профессии?), нарочно сутулился пожилой оборванец”.

Здесь вставка представлена вопросительным предложением, осложненным причастным оборотом. Она относится к слову “шляпа” из основного предложения. Связь основного предложения и ВК осуществляется с помощью словесного повтора. Данная ВК – вопросительное предложение – не требует ответа. Этот вопрос – сообщение адресуется самому герою-рассказчику и заключает не столько поиск информации, сколько эмоциональную реакцию героя-рассказчика на факт действительности.

Вопросо-ответные структуры возникают во внутренней речи или в автодиалоге героя тогда, когда он сам выступает адресатом.

Отдельную группу составляют вставки, выполняющие контактоустанавливающую функцию с читателем. Они содержат в своем составе речевые формы диалога, в частности прямое обращение к адресату-читателю. Например: “Ты в миллион раз умнее меня, - тихо сказала Лида, ломая руки (да читатель, дикси, ломая руки), но все это так страшно, так ново, мне казалось, что это только в книгах”.

В романе Набокова встретились и такие ВК, которые несут не дополнительную информацию, а как бы заключают все содержание предложения. Например: “Предлагаю вашему вниманию третий вариант: Между тем... (пригласительный жест многоточия)”. В приведенном примере вставка представлена номинативным распространенным предложением, заключающим субъективную оценку содержания предшествующего пунктуационного знака. Она подключается не к самостоятельному предложению, а к служебному слову, символизирующему возможный и существующий в воображении субъекта речи прием парадоксального настроения начала главы романа.

Помимо таких структур, в романе можно всретить вставки, которые не несут добавочную информацию, а только дают обобщенное указание на неё. Например: “... Так нельзя. Спокойствие. Шоколад, как известно (представьте себе, что следует описание его производства)”.

Вставные конструкции, используемые в романе “Отчаяние”, могут совмещать функцию попутного замечания с метаязыковой функцией, т.е. функцией толкования. Во вставке могут истолковываться, оцениваться разные стороны включающего высказывания: его форма и его глубинный внутренний смысл.

Первичная функция вставок может осложняться поэтической функцией. Она проявляется особенно ярко в тех случаях, когда содержанием ВК оказываются индивидуальные ассоциации, поэтические образы, воплощенные с помощью необычных сравнений, метафор и других образных средств, когда во вставке представлена реализация метафорой, олицетворение или есть звуковые сближения, порождающие смысловые

соответствия. Рассмотрим такой пример: “Немцам попадает запломбированный поезд (большевичный консерв, импорт Ленина)”.

Приведенное предложение осложнено вставкой, выраженной номинативным рядом. Кроме функции добавочной референции, она выполняет поэтическую функцию, так как заключает индивидуальную метафору.

Таким образом, мы выяснили наиболее характерные для романа “Отчаяние” языковые функции вставок на уровне конкретного микроконтекста и пришли к выводу, что ВК , помимо первичного добавочного сообщения, имеют и второстепенные функции.

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УЗУН СОЧИНГНИ ЧАЙДИНГМУ НАМАНГОН СОЙИДА , ДИЛБАР... “ҲАБИБ САЪДУЛЛА ЛИРИКАСИДА СОЧ ТАСВИРИ”

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Аннотация: Ушбу мақолада етук истеъдод эгаси, моҳир сўз санъаткори, Ўзбекистон халқ шоири Ҳабиб Саъдулла ижодидаги инсон характерини очиш усул ва воситалари масалалари хусусида мулоҳазалар юритилган.

Калит сўзлар: соч, лирик қаҳрамон, бадиий воситалар, таҳлил ва таққос.

Наманган замини азал-азалдан улуғ шоирлар ва мутафаккирлар юрти бўлиб, Заҳриддин Муҳаммад Бобур, Машраб,Фазлий, Нодим Намангоний ва Исҳоқхон Ибрат, Сўфизода, Усмон Носир, Набихон Чустий каби улуғ шоирларни улғайтирди, камолотга етказди. Етук истеъдод эгаси, моҳир сўз санъаткори, Ўзбекистон халқ шоири Ҳабиб Саъдулла бу буюк ижодкорларнинг муносиб давомчиси бўла олди. Унинг номи эл орасида машҳур бўлиб, у ўзбек шеърияти, насри ва драматургиясини бадиий баркамол асарлари билан янада бойитган ижодкордир. Адиб асарлари адабиёт ихлосмандлари юрагидан чуқур жой олган.

Мумтоз адабиётимизнинг юксак намуналарида ёрнинг ўрим сочларини кўриб ошиқнинг фиғон чекиши анъана сифатида кўплаб шоирлар ижодида учрамоқда. Навоий лирикасида шундай байт бор:

Кўнгиллар ноласи, зулфинг камондин ногаҳон кўргач,

Эрур андоққи, қушлар қичқиришқайлар йилон кўргач.

Бу мисраларни адабиётшунос олим А.Ҳайитметов шундай таҳлил қилади. “Бу ўринда ёрнинг соч ўримларини кўриб ошиқнинг афғон чекиши ҳамма шоирлар ижодида учрайди. Лекин бу байтнинг оригиналлиги шундаки, Навоий тасвирида ошиқнинг фарёд ва нолалари кучли, тоқат қилиб бўлмайдиган, бутун маҳалланинг диққатини тортадиган ноладир. Улар инига илон бош суқа бошлаганда жон талвасасида қичқиришга бошлаган нола ва фарёдига ўхшаб кетади. Ошиқ кўнглидан кўтарилган нолани бу хилда ҳаётий манзара орқали гавдалантириш натижасида Навоий лирик тасвири ички руҳий характер касб этган. Шарқ шериятида ёрнинг қадди ҳақида гап борганда албатта сарв дарахти эслатиб ўтилганидек, унинг сочи таърифланганда илон билан боғлиқ бир гап бўлади. Навоийнинг ушбу байтида ҳам шу анъана сақланган”.

Навоий бу ўринда кўнгилни қушга, ёр сочини эса илонга қиёслайди. Ошиқ ёр сочини ногаҳон кўриб қолганидан кейинги кўнгилнинг ҳолати худди илонни кўриб чуғурчуғур қилиб, саросимага тушган қушларга қиёсланади. Дарҳақиқат, инсон қалби бирор нарсадан, ҳодисадан ўта ҳайратланганда саросимага тушган қуш каби ўйноқи, тезкор ва исёнкор бўлади. Илон гарчи ёқимтой махлуқ бўлмаса-да, мумтоз анъаналаримизда уни шаклий жиҳатларга асосланган ҳолда сочга қиёслайдилар. Лекин Навоий илон образининг ташқи кўринишига асосланибгина қолмай, унинг характер хусусиятлари орқали ҳам инсон қалбининг нозик кечинмаларини очиб беради. Бу, албатта, Навоийнинг ўзига хос услуби эди.

Ана шу анъанавий образ шоир Ҳабиб Саъдулла ижодида ҳам алоҳида аҳамият касб этиб, шоирнинг лирик қаҳрамонини сочнинг узунлигидан кўра унинг атри, ҳиди маф-

тун этади. Ушбу мисраларда ошиқ ёр сочининг ҳидини жаннат ифорига қиёслайди:

Сочинг жаннат ҳидин сочгай
Келиб кўксимга бош қўйсанг,
Қолиб дўзах ўти ичра
Вужуд сўзон бўлур кетсанг.

Шоир ғазалдаги ғоявий кетма-кетликни, маъноларни "жаннат" ва "дўзах" сўзларини ёнма-ён келтириш орқали ифодалаб, қалб кечинмаларини янада ёрқинроқ намоён этмоқда. "Ичра", "сўзон", "бўлур" каби анъанавий сўзлардан фойдаланади. Бу Ҳабиб Саъдулланинг анъана этикасидан хабардорлиги ва қалби мумтоз оҳанглар билан яқинлигини ифодалайди.

Яна бир ғазалда ҳам ёр сочининг ранги ёрқин намоён бўлади:

Қаро зулфинг бўйи бир бор
Димоғимга урилганда.
Йўқолгуси ғами ҳижрон,
Ғубор ёнимда сен бўлсанг.

дея ошиқ маъшуқа зулфининг бўйини туйгандан кейинги руҳий ҳолати очиб берилади.

"Этмиш" ғазалида ёр сочининг узунлиги эътирофи билан бир қаторда моҳиятан яна сочнинг ҳиди алоҳида таъкид билан келтирилган. Ғазалда маҳаллий колорит мавжуддир. Чунки унда шоир ўзи туғилиб ўсган юртидаги ҳаммага маълум бўлган ошёнлари тилга олади. Бу, албатта, юртга бўлган муҳаббатнинг, ифтихорнинг натижасидир. Навоий терминологиясида "хос ҳол" ва "хос маъно" ўз инъикосини топади. Шоир ижодидаги туйғулар ҳам ҳар инсон учун бегона эмас. Лекин Ҳабиб Саъдулла ўша туйғуларни ўз мисраларига жо этар экан, "хос маъно" ифодаси ила юксак даражага кўтаради. Дилдор узун сочини ювганида унинг атри бутун Наманган сойини шароб этади, дея муболаға қилади шоир. Бундай гўзал топилмалар лирикамиз жилвасини янада оширади, жилолантиради:

Узун сочингни чайдингму
Намангон сойида, дилдор,
Унинг атри Намангонсой
Сувин мисли шароб этмиш.

Шоир "Хушбўйгинам" ғазалида ҳам сочни, унинг маст қилувчи бўйини эътироф этади ва лирик қаҳрамоннинг қалб кечинмаларини янада юксак чўққиларга олиб чиқади:

Хуш бўйингдан маст бўлиб,
Қолди изингдан термулиб,
Кетти сочингга эргашиб
Ақлу-ҳушим ҳам ўйгинам.

Ёрнинг хуш бўйидан маст бўлган лирик қаҳрамон унинг ортидан боқиб турар экан, узун сочларига ақли ҳуши ҳам эргашиб кетади. Ёқимли ифори ошиқни маст қилган бўлса, сочлари ақлу ҳушидан айиради.

Шоирнинг бошқа туркум ғазалларида ҳам гарчанд айнан сочнинг ифори хусусида фикр юритилмаса-да, ғоявий мазмун яна ўшандай қолаверади:

Гул билан кўрк талашиб
Боғда хиромон айласа,
Сочининг ҳар толасин
Минг ўргилиб ўпди шамол.

Ёр гул билан кўрк талашади. Биламизки, дунёда энг ҳушбўй нарса ҳам гул. Демак сочларнинг ифоридан шамол минг ўргилиб, ҳар толасини ўпади. Бу ўринда қўлланилган жонлантириш санъати ҳам мумтоз анъанамизнинг ажиб намунаси сифа-

тида намоён бўлади.

Навоий қуйидаги байтда ошиқнинг ишқини шундай таърифлайди:

Ашк ичинда ғарқамен зулфингни тутқайманму деб,
Ўйлаким тожир тенгиз ранжин чекар савдо учун.

А.Ҳайитметов мазкур байтни қуйидагича таҳлил қилади: “Денгиз тўлқинлари ва унинг бошқа азобларини чекиб савдо аҳллари охири ўз мақсадларига эришганлари каби мен ҳам кўз ёши тўка-тўка, оҳ-воҳ билан охири сенинг висолингга эришсам, гўзал сочларингни ўз қўлим билан ушласам, силасам ажаб эмас” , - демоқчи севгилисига.

Бу хил сатрларда Навоийнинг асосий мақсади ўз лирик қаҳрамонининг ички дард, ҳаяжон ва изтиробларини, қалб интилишларини, кўзга кўринмас қайғу ва ҳасратларини кўринарли, сезиларли қилиб тасвирлашдир”.

Навоий лирикасида соч образи кўпроқ ошиқнинг маъшуқага эришиши орзусида келтирилади. Бу анъанани давом эттирган Ҳабиб Саъдулла ошиқнинг маъшуқага эришгандан кейинги ҳолатини ифодалайди.

Ҳабиб Саъдулла соч тимсолини сарлавҳа даражасигача кўтаради. “Сочинг атри” деб номланган бу ғазал беш байтдан иборат бўлиб, мисралар кетма-кетлигида соч ҳақидаги фикрлар силсиласи давом этади. Навбатдаги байтда эса муболағанинг иғроқ туридан фойдаланилган:

Агар бир тола сочингдан
Ширин кўрсам бу жонимни,
Умр сочдай сиёҳ бўлгай
Ва бахт ҳаргиз топилмайдир.

Умрнинг “сочдай сиёҳ” бўлиши шоирона тахайюл маҳсули. Сочнинг халқ орасида умр тимсоли сифатида кўрилиши ҳам маълум. Лекин унинг сочдай сиёҳ бўлиши, яъни кўчма маънода “бахтсиз” бўлиши шоирнинг ўзига хос кашфиётидир.

Чиройли сўзлар, мувофиқ ифодалар мисраларга жон ва тароват беради. Лирик қаҳрамон ёрининг бир кокилига жон беришга тайёр. Валекин ёрининг сочи қирқ кокил. Ҳар бирига қирқ жон йўқ. Бу билан ошиқнинг ёр ҳажридаги дош бериб бўлмас азоб-уқубатларига ишора қилинади:

Ажаб бир жонни боғлашга
Этибсан сочни қирқ кокил,
Берардим қирқта жон, найлай,
Бу жон ёлғиз, топилмайдир.

Лирик қаҳрамон ўз севгисини, меҳру муҳаббатини олам ошиқларидан, ёрга маҳлиёлар ичра ягона деб билади ва ўз садоқатини изҳор қилади. Бунда Ҳабиб Саъдулланинг лирик қаҳрамони ёрнинг ҳажри, унга етишмоқлик олдидаги машаққатларининг чеки йўқлигини ифодаламоқчи. Қолаверса, жононанинг сочи шу қадар қимматбаҳоки, унинг биттаси учун жон фидо қилса арзийди. Шу боисдан қирқ жон топишга кўзи етмаган ошиқ энди ёрга бутун жаҳонни тасаддуқ этган бўлса ажаб эмас:

Бўйларингга жон тасаддуқ,
Икки зулфингга жаҳон.

Бу ўринда “соч” сўзи мумтоз шеъриятимиздаги каби “зулф” сўзи орқали ифодаланади. Бу ҳам шоирнинг ғазалга анъанавий ёндашуви маҳсулидир.

Ҳабиб Саъдулла соч тимсоли ва у орқали инсон қалбидаги нозик туйғуларнинг тасвири масаласига ўз услуби билан ёндашиб, бугунги кунгача мерос бўлиб келаётган гўзал анъанани давом эттирди. Нодир топилмалари билан уни бойитди ва гўзал наъмуналар яратди. Ҳар қандай ҳолда Ҳабиб Саъдулла шеъриятида инсон қалбининг

нозик туйғулари ифодаси сезилиб туради. Шу сабабли ундан баҳраманд бўлган мухлислар шоир ижодиёти билан ўз қалблари ўртасида яқинлик сезадилар.

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ҚАРАҚАЛПАҚ ТИЛИ ФРАЗЕОЛОГИЯСЫ ҲӘМ ФРАЗЕОГРАФИЯСЫНЫҢ РАЎАЖЛАНЫЎ БАҒДАРЛАРЫ

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Аннотация. Мақалада қарақалпақ тил билиминдеги фразеология ҳәм фразеография тараўлары бойынша жарық көрген мийнетлерге шолыў берилип, олардың тийкарғы раўажланыў бағдарлары көрсетиледи.

Таяныш сөзлер: фразеология, фразеография, көркем шығарма тили

Қарақалпақ тилиниң фразеологиясы – қарақалпақ тил билиминде оғада аз изертленген тараўлардың бири. Басқа түркий тиллерде, атап айтқанда, қазақ тил билиминде Г.Смағулова [1:44-47], өзбек тил билиминде Б.Йўлдашев [2:23,72] тәрепинен бул тараўда исленген жумысларға шолыў берилген кейинги дәўирде де фразеологизмлерди ҳәр тәреплеме – салыстырмалы, этимологиялық, лингвокультурологиялық ҳәм т.б. бағдарларда үйрениў бойынша исленген жумыслар оғада көп. Рус тил билиминде фразеология тәреплеме ҳәм терең изертленген болып, Т.Н. Федуленкова ҳәм И.В. Бечина фразеология тараўының раўажланыўы менен онда пайда болған 20 изертлеў бағдарын және оннан басқа да салыстырмалы изертлеў көлеминдеги бағдарлар бойынша салмақлы илимий жумыслар жүргизилгенин көрсетеди»[1:203-206] Ал,қарақалпақ тилиниң фразеологиясы ҳәм фразеографиясы бойынша жәми 20ға шамалас мийнет жарық көрди. Оларды төмендеги бағдарлар бойынша бөлип көрсетиўге болады:

Фразеология бойынша:

1. Қурамалы структуралық фразеологиялық конструкция – теңлес еки компонентли фразеологизмлер (Г.Айназарова – *теңлес еки компонентли фразеологизмлер термини усы автор тәрепинен енгизилген – Ю.Б.*);

2. Аўдарма шығармаларда фразеологизмлер семантикасы (Ш.Абдуллаев)

3. Жеке жазыўшы шығармалары тилиниң фразеологиясы (Г.Алламбергенова)

4. Жәмәәтлик авторлықтағы (Әжинияз атындағы НМПИ профессор оқытыўшылары) және жеке авторлықтағы (Б.Юсупова) топламлар. Бул топламлардағы мақалаларда қарақалпақ тилиндеги фразеологизмлердиң бир қанша өзгешеликлери, олардың лексика-грамматикалық, стильлик, диалектлик айрықшалықлары, окытыў мәселелери ҳәм т.б. ҳаққында пикир жүритиледи.

5. ЖОО арналған оқыў қолланбалар. Қарақалпақ тили ҳәм әдебияты (Б.Юсупова) ҳәм ана тили ҳәм әдебияты, шет тили ҳәм әдебияты тәлим бағдарлары (Г.Қдырбаева) бойынша оқыў жобасына сәйкес баспадан шығарылған оқыў қолланбалар бар.

2.Фразеография бойынша:

1.Сөзликлерде фразеологизмлердиң берилиўи (С.Т.Наурызбаева);

2.Бир тиллик фразеологиялық сөзликлер (Ж.Ешбаев, Қ.Пахратдинов, Қ.Бекниязов);

3.Еки тиллик фразеологиялық сөзликлер: **рус-қарақалпақ тиллери** (Т.Джумамуратов, Қ.Қощанов); **инглис-қарақалпақ тиллери** (М.Қалабаева (ҚМУ), М.Қаллибекова (ҚМУ), Г.Қойшыбаева (НМПИ), Г.Жуманиязова (ҚМУ Тил үйрениў орайы), С.Ескараева (ҚМУ), Ф.Төребаева (ҚМУ);

4.Үш тиллик фразеологиялық ҳәм нақыл-мақаллар сөзликлери (*сәйкесликлер – термин сөзлик авторларына тийисли – Ю.Б.*): **қарақалпақ-рус-инглис тиллери**

(Г.Бекбергенова, Б.Шаниязов);

5.Төрт тиллик фразеологиялық ҳәм нақыл-мақаллар вариантлары топламлары: **қарақалпақ-өзбек-рус-инглис тиллери** (С.Есемуратова);

6. Жеке жазыўшы шығармаларының фразеологиялық сөзлиги (А.Пирниязова, Қ.Сәрсенбаев);

Қарақалпақ тилинде, қарақалпақ әдебияты көркем шығармаларында, классик әдебият ҳәм 100 томлық фольклорлық шығармалар тилинде, аўызеки сөйлеўде ушырасатуғын оғада көп, мәнилик жақтан бай, қурылыслық жақтан да ҳәр қыйлы және басқа да өзгешеликлерге ийе болған фразеологизмлерди илимий көз-қарастан изертлеў үлкен теориялық ҳәм әмелий әҳмийетке ийе.

Бүгинги глобалласыў дәўиринде ана тилди, оның миллий өзгешеликлерин жойтпастан сақлаў, пайдаланыў, оқытыў, изертлеў үлкен теориялық ҳәм әмелий әҳмийетке ийе. Усы көз-қарастан, қарақалпақ тилиниң фразеологиясы ҳәм фразеографиясы бойынша үлкен, көлемли, терең және түрли аспектлерде, дүнья тил билиминде пайда болған жаңа бағдарлар, усыллар тийкарында ҳәр тәреплеме изертлеўлер жүргизиў халық тилиниң жүдә тереңде жатырған бай фразеологиялық мүмкиншиликлерин жүзеге шығарыўға тийкар болады.

Әдебиятлар

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ХИТОЙ ТИЛИДА СЎЗ ЯСАЛИШИ (КОМПОЗИЦИЯ УСУЛИ МИСОЛИДА)

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Анотация Хитой тилида сўз ясалиш усуллари ва сўз ясаш воситалари ҳақида тушунча ҳосил қилиш, от сўз туркумига оид сўзларнинг композиция усули орқали ясалишини таҳлил қилиш.

Калит сўзлар : Хитой тили, композиция, сўз ясалиши, от, мураккаб сўзлар.

Сўз ясалиши (构词法 ***goucifa)*** сўзларнинг ясалиш усулларини ўрганувчи бўлим ҳисобланади. Сўз ясалишини ўзига хос номинатив бирликларини вужудга келтирувчи механизм.

Сўзларнинг ясалиш жараёнида асосан икки ҳолатда келади. Биринчиси, бевосита сўз ясалиши, иккинчиси билвосита сўз ясалиши ҳисобланади. *Бевосита сўз* ясалиши бу инсоннинг онгли равишда сўз ижод қилиш фаолиятидан ташқари ҳосил бўлган сўзларнинг ясалиши бўлса, *билвосита сўз ясалиши* эса сўзнинг вужудга келиши инсоннинг муаян фаолияти билан боғлиқ ҳолда содир бўлади.

Сўз ясалиши тизимида мураккаб сўзлар ва ясама сўзлар лексик бирлик бўлиб ҳисобланади. Хитой тили сўзлари шу тилда мавжуд бўлган аффикс , сўз ва ўзаклардан тузилади. Лексик маънонинг десемантизация (маъно ёқолиши) даражасига қараб сўз тузилиш усуллари қуйидагича бўлиниши мумкин[1]:

1. Сўз ёки ўзак статусига эга бўлган тўлиқ маъноли морфема;
2. Муаян лексик қатор сўзларининг ўхшаш компонентига эга бўлган ьўлиқ маҳноли морфема ;
3. Ярим-аффикс;
4. Аффикс.

Юқорида келтирилган классификация шартли ва нисбийдир. Шунга қарамай, сўз ясовчи воситаларнинг муаян тизимини яратиш уларнинг ҳозирги вақтдаги ҳолатини ва ривожини кўрсатиб бериш учун хизмат қилади.

Хитой тилида сўзлар маълум моделлар асосида ясалади. Чжоу Цзумо: “Хитой тили нафақат луғат бойлиги, балки сўз ясалиш усулларининг кўплиги ьилан ҳам ажралиб туради”- деб ёзади.

Хитой тилининг сўз ясалиши тизимида, асосий сўз ясалиши усули бўлиб сўз қўшиш (композиция) усули ҳисобланади.

Хитой тилида сўз қўшиш усули билан ясаладиган сўзлар сўз бойлигининг асосий қисмини эгаллайди. *Сўз қўшилиши* （词的复合 *cide fuhe)* натижасида вужудга келадиган лексик бирлик- мураккаб сўз (复合词 fuheci) деб аталади. Мураккаб сўзларнинг асосий қисми икки морфемадан иборат бўлган лексик бирликлар ташкил этади[2].

Мураккаб сўзларнинг таркибий қисмлари, кўп ҳолларда ҳозирги замон хитой тилида мустақил ҳолда ишлатиладиган лексик бирликлардир. Баъзида ушбу таркибий қисмлар ўз мустақил маъноларини ёқотган морфемалардан иборат бўлиб, мустақил ҳолда қўлланилмайди.

Мураккаб сўз маъноси шу сўзни ҳосил қилувчи морфемалар маъносига боғлиқ.

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[1] Султанова Л.А. Хитой тили лексикологияси. – Т., 2019. –Б.17

[2] Горелов В.И. Лексикология современного китайского языка. –М., 1984. –С.20.

Лекин, айрим ҳолларда, мураккаб сўзларнинг аниқ маъноси таркибий қисмларнинг бирлашуви, уларнинг бошланғич маъносини ўзгаришига ҳам олиб келиши мумкин.

Одатда сўз қўшилиши, сўз ясалишининг бир усули сифатида, бир компонентнинг бошқа компонентга қўшилиши орқали амалга оширилади. Мураккаб сўз –морфемаларнинг оддий қўшилиши бўлмайди ва аксарият ҳолларда, бу қўшилишлар натижасида сўзларда нейтрал оҳанг пайдо бўлади. Қуйидаги сўзлар айнан композиция усулига мисол бўлиб келади:

月亮 yueliang – ой
姑娘 guniang – қиз
丈人 zhangren – қайнота
狐狸 huli – тулки
头发 toufa – соч
眉毛 meimao – қош
脾气 piqi – характер
窗户 chuanghu – ойна
时候 shihou – вақт
分寸 fencun - ўлчов, такт
程度 chengdu - даража

Мисоллардан кўриб турибмизки бундай сўзалрнинг биринчи бўғинига урғу тушиб, иккинчи бўғини урғусиз талаффуз қилинади.

Хитой тилида композиция усули одатда сўз ясалишининг лексик – синтактик усули бўлиб, хитой тили сўзлар луғатининг асосий қисмини эгаллайди.

Фойдаланилган адабиётлар рўйхати*:*

1. Султанова Л.А. Хитой тили лексикологияси. – Т., 2019. –Б.17
2. Горелов В.И. Лексикология современного китайского языка. –М., 1984. –С.20.

USING COLOURFUL FLASHCARDS IN THE LESSONS ,ITS ADVANTAGES

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Annotation: Using colourful flashcard is very important in the lessons. Pupils can learn easily the lesson by Flashcards. Colourful flashcards will help the pupils keep their interest to follow the lesson.Here you can find explanations using different flashcards to improve and the advantages of using flashcard for teaching and explain how to teaching using flashcards.

Key words: flashcards, teaching, cards, support,role play, advantage.

The students from the first grade have the characteristic of processing a short span of very short attention. Young learners can only give their attention to the teacher's explanation for 5 up to 10 minutes. If they think the activities are boring, they will not pay attention to the lesson anymore. It is the teacher's responsibility to make the lesson activities fun for the young learners that the teacher can attract their attention. Using colourful flashcard is an effective way that can be used in the teaching and learning process. Meanwhile, the students from the fifth grade have shown the characteristic that they sometimes have difficulty in understanding what is fact and what is fiction. Based on my experience during teaching practice,, they showed their fondness towards fictional things. Therefore, the teacher uses a video about something when the children interest is such as animals, traveling, transportation, etc. There is a difference between the first graders and the fifth graders. The children are more mature when they are on the fifth grade. In first grade, the children are more childish, thus the teacher should be active when she teaches in the classroom.

The Advantages of Using flashcards in Teaching of Learners

There are several advantages of teaching using flashcard that I found when I did my Teaching Practice to young learners Teaching by using flashcard was a fun activity for young learners. They can enjoy the lesson and did not feel bored when listening to the teacher's explanation. Young learners showed enthusiasm when the teachers explained the lesson using the flashcard. The flashcard helped the students to understand more about the new vocabulary that have been taught by the teachers. Young learners can directly know the meaning of the new vocabulary although they cannot read it correctly when they looked at the flashcard.

Using media or flashcard in teaching vocabulary can help young learners memorize the words easily. Young learners can learn to remember the meaning of the word by looking at the flashcard

How to Teach Vocabulary Using flashcards

When a teacher wants to use flashcard in teaching vocabulary to young learners, they need to have some preparations to make the teaching learning activities successful. Here are several steps to teach vocabulary using flashcard for young learners or elementary school: First the teacher decides the topic. The teacher prepares the interesting picture or flashcard for the teaching learning materials related to the topic. The teacher uses his/her creativities to choose the flashcard that make young learners pay more attention when listen to the teacher's explanation. The example of the topic is Animals, thus the teacher should make a flashcard appropriate from the topic. I believed flashcards are enjoyable, interesting, and motivating for both teachers and students; however there are points that need to be

considered in order to use them in productive and successful way:

a. Teacher should understand the good topic for the children interesting in. The teacher should use a real object or flashcard when the teacher teach a new vocabulary in young learners.

b. When the teachers use a flashcard in classroom, they should always be able to point out of the purpose. The children should understand or get point of the teacher teaches in the classroom

c. The length and timing of the flashcard are very important. The teacher should focus of the length and timing in the classroom. How many times teacher should repeat the flashcard and others. Thus, the teacher should carefully about the timing.

d. Not only from the flashcard can be helpful for the learning activity. But also the teacher and the students are more helpful. The teacher should have a question for the students answer. It makes the students be more interested in learning activity. If the teacher is quiet enough in the classroom, classroom activity cannot be interesting for the students.

Conclusion: Flashcard is one of best media to be used teaching pupils; as a result flashcard is good way for the teacher when they teach . Colourful flashcards are a simple, versatile, yet often underexploited resource. I would like to offer some reasons for using flashcards and a selection of activities for use in the young learner classroom, although some of the activities could also be used with fun-loving, lower level adult classes. In my experience, my students are more active and exciting when I used flashcard in my learning activity.

When the teacher uses flashcards for teaching , the students get some point of learning vocabulary using flashcard. They should understand about the object of the topic, the color of the topic, and pronounce of the words.

МАСОФАВИЙ ТАЪЛИМДА АКТНИНГ ЎРНИ

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Аннотация: Ушбу мақолада масофавий талимда ахборот технологияларнинг ўқувчиларга билим беришда интеграцияси масалалари хусусида мулоҳазалар юритилган.

Калит сўзлар: . FotoShow PRO – дастури, Camtasia Studio 7 – дастури, Bandicam Setup File – датури, PowerPoint – дастури

Бутунжаҳон глобал офатлардан бири бўлган COVID-19 бизнинг мамлакатимизни ҳам четлаб ўтгани йўқ. Бу оламшумул бўҳрон бутун дунёни қамраб олиб, таъсир кўрсатмаган жабҳаси қолмади, бутун дунё таълим тизимига таъсир қилди. Инсоният бугунги кундаги ривожланишларга бундан бир нечта аср олдин ҳам эришиши мумкин эди. Фақат жаҳолат ва урушлар, улар келтириб чиқарадиган қаҳатчиликлар ва юқумли касалликлар нафақат илм олишга, шу билан бирга муносиб ҳаёт тарзига эга бўлишга тўсқинлик қилиб келган.

Бугунги кунда таълим тизими яна бир бор синовни бошдан кечираяпти. Ўқувчиларни ўқитишда янгича ёндашиш талаб этилаётган бу даврда биз ўқитувчилар ҳам коронавирус билан курашмоқдамиз, фақат бу кураш ақлий кураш. Масофадан таълим беришда турли инновацион усулларни қўллаган ҳолда дарс бериш давр талаби бўлиб қолди. Бунда ўқитувчи ўз билимларини фақат синфга эмас, кенг жамоатчиликка тақдим қилиши керак бўлиб қолади. Мактабда 45 дақиқа болаларга дарс бериш билан ўқувчининг ота-онаси иштирокида дарс ўтиш фарқи жуда катта.

Конфуций айтганидек: “Ўзгаришлардан қўрқманг, улар ўз вақтида келади”. Бугунги онлайн дарслар аслида бор, лекин улар зарурати иккинчи даражада эди. Бугунги кўринаётган камчиликлар бизга бир сабоқ бўлиб, тажриба орттиришимизга замин яратмоқда. Бундай дарсларни яратишда ўқитувчининг асосан ишлатиб турган дастурларини мисол тариқасида келтириб ўтаман.

FotoShow PRO – бу расмлар ва аудиоёзув орқали мавзуни ёритишда қўл келади. **Camtasiya Stidio 7** – бу дастур тайёр PowerPoint, видеолавҳалар, суратлар ва бир нечта аудиоёзувларни бирлаштириб жуда қизиқарли видеодарс ташкил қилишга замин яратади. **Bandicam** – дастури бу компьютер мониторидан ёздириб олинган ва бир вақтда ўқитувчи кўриниб туришини таъминлайдиган дастурдир. Бунда ўқувчида ўз ўқитувчисини бевосита кузатиш имкони туғилади. **PowerPoint** – дастурининг ҳам имкониятилари кенг, бунда ҳар ҳил анимацион ҳарактлар, слайдлар алмашинувидаги ўзига ҳос ўтишлар, видео ва аудио ёзувлар қўшиш имкониятлари мавжуд.

Ўқитувчи дарсларининг veb-sayt, facebook, twitter, youtube да жойлаштирилиши ўқитувчини 30 эмас чекланмаган миқдордаги ўқувчиларга дарс ўтиш имконини яратади.

Видеодарслар иштирокида дарсларни коронавирусни батамом енгганимиздан кейин ҳам давом эттиришимиз керак, чунки ўқувчи борган сайин ахборот технологиялар

оламига чуқур кириб бораяпти. “Илм-маърифат ва рақамли иқтисодиёт йили”да биз ўқитувчилар Ватанимиз равнақига муносиб ҳисса қўшмоғимиз даркор.

Фойдаланилган интернет ресурслар рўйхати

1. FotoShow PRO – дастури ҳақида маълумот fotoshow-pro.ru
2. Camtasia Studio 7 – дастури ҳақида маълумот https://ru.m.wikipedia.org
3. Bandicam Setup File – датури ҳақида маълумот https://bandicam.ru.uptodown.om
4. PowerPoint – дастури ҳақида маълумот https://powerpoint-load.com

FILOLOGIYA FANLARINI RIVOJLANTIRISH YO‘LIDAGI TADQIQOTLAR.

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Annotatsiya: Filologiya fanlarini rivojlantirish yo‘lidagi tadqiqotlar, filologik fanlarni interfaol usullar yordamida va zamonaviy tehnologiyalar bilan ishlash, dunyo axborot resurslaridan foydalana bilish to‘g‘risida fikr mulohazalar yuritilgan.

Kalit so‘zlar: Filologiya fanlarini o‘qitishning komplex tizimi va ilg‘or usullari, zamonaviy texnalogiyalar, interfaol metod, o‘qituvchi, zamonaviy darslar, kelajak bunyodkori, tafakkur.

Filologiya – fanlari rivojlantirish masalasi bugungi kunning eng muhim dolzarb masalalaridan biri bo‘lib, til o‘rganishga astoyidil e’tibor qaratilgan.

Ta’lim tizimidagi har qanday yuksalish ta’lim tizimining rivojidir. Zamonaviy o‘qituvchi kelajak bunyodkori, ilg‘or g‘oyalarning muallifi bo‘lsagina ta’lim tizimi rivojlanadi va yuksalish bo‘ladi. Ta’lim tizimida til o‘rganish muhim masalaga aylanib bormoqda. Tobora yildan yilga O‘zbekistonimizda barcha sohalariga aynan til o‘rganishga juda kuchli e’tibor qaratilmoqda. Turli hil turda o‘qitish usullari yo‘lga qo‘yilgan bo‘lib, masofaviy o‘qish va o‘qitish imkoniyatlari berilgan va amal qilinmoqda. Bu yo‘nalishda maqsadli ishlar amalga oshirilmoqda.

O‘zbekiston Respublikasi Prezidenti 2020-yilni “Ilm, ma’rifat va raqamli iqtisodiyotni rivojlantirish yili” deb nomlagan. Shu jumladan Ta’lim tizimida ma’lumki so‘ngi davrlarda tilni rivojlantirish eng muhim masalasi bolib, bog‘cha yoshidagi bolalar uchun ham mo‘ljallangan kitoblar tarqatilgan va bunday imkoniyatlar o‘z o‘rnida ta’lim rivojiga albatta zarurdir.

Shundan kelib chiqib dasturlarimizda xalq ta’lim tizimida olib borilayotgan islohotlar, yani o‘quv ta’lim tizimiga o‘zgarishlar kiritilgani ko‘pgina yoshlarni bilimga fikrlashga keng tafakkurli bo‘lishiga undadi. 1- 11- sinflarda ingliz tillarini o‘qitishni takomillashtirish shular jumlasidandir. Bundan tashqari bugungi kunda PISA, PIRLS, TIMSS, TALIS Xalqaro baholash dasturlari yo‘lga qo‘yilgan. Shu jumladan yuqoridagi o‘quv dasturlari bo‘yicha testlar ishlab chiqilgan. Xalqaro baholash dasturlari qisman alratilgan .Har bir davrning o‘z yuksalish omillari, ehtiyojlari, talablari va hayotiy tamoyillari bo‘ladi. Shu nuqtai nazardan yildan yilga O‘zbekistonnong ta’lim tizimi butuhlay bosqichma bosqich rivojlana boshladi.

O‘zbekiston Respublikasi Prezidentining 2012- yil 10 dekabrdagi “chet- tilini o‘rganish tizimini yanada takomillashtirish chora tadbirlari to‘grisidagi qarorlarida ta’lim tizimining barcha bosqichlarida chet tillarini uzluksiz o‘rganish va shuningdek barcha sohadagi ta’lim tizimini mukammal o‘rganish uchun zamonaviy o‘quv uslub materiallari bilan taminlash zarurligini alohida takidladi.

O‘zbekiston Respublikasi Prezidentining qarorida “Zamonaviy tehnologiyalardan foydalangan holda o‘qitishning ilgor uslublarini joriy etish yo‘li bilan, o‘sib kelayotgan yosh avlodni chet tillarda o‘qitish shu tillarda so‘zlasha oladigan mutahassislarni tayyorlash tizimini tubdan takomillashtirish, dunyo axborot resurslaridan keng ko‘lamda foydalanishlari, xalqaro xamkorlik va muloqotni rivojlantirishlari uchun shart sharoit va imkoniyatlar yaratish takidlangan. Filologik fanlarni o‘qitishda axborot kommunikatsiya texnologiyalarining tez til o‘rganish, tez gapirish globol axborot tizimining rivojlanishini samaradorligi, Xalq ta’lim

rivoji va muhim masalasi desak mubolaga bo‘lmaydi. Ma’lumki chet tilini o‘rganayotgan shaxs o‘z tilini mukammal egallagan bo‘lishi lozim. Chunki nemis tili fani o‘qituvchisi sifatida shuni aytib o‘tamanki dars jarayonimda zamonaviy texnologiyalardan elektron doska, projektor va komputerdan foydalanib dars o‘tish jarayonimda o‘quvchilarning chet tiliga bo‘lgan qiziqishi undagi murakkab so‘zlarni ko‘z o‘ngida yaqqol ko‘rib anglab tushunishlari bu albatta bugungi kundagi shart sharoitlardan to‘gri foydalanganimiz samarasi va ta’lim tizimining talab darajasidagi muhim masalasidir deb o‘ylayman.

Shu nuqtai nazardan O‘zbekistonimizda ta’lim tizimini yanada rivojlantirish istiqbollariga nazar tashlab, til o‘rganishda zamonaviy ahborot komunikatsiyasi tehnologiyalaridan oqilona foydalanish va ta’lim sifatini yanada rivojlantirish filologiya fanlarining eng muhim vositasidir Jumladan chet tili fanlarini o‘qitish uchun yaratilgan darsliklar asosan an’anaviy usulda yaratilgan bo‘lib , ular grammatika tarjima metodikaga asoslangan. Bugungi kunda yoshlarni ta’lab darajasiga ko‘ra, asosiy maqsad yoshlarni chet tillarida gapirishga, oddiy muloqot qilishga, o‘rgatishdir. Umumevropa standarti bugungi kunda xorijiy tillarni o‘qitishda interfaol kommunikativ metodlardan keng foydalanishni taqozo etmoqda. Haqiqatdan ham, darsga qo‘yilgan ta’lim talablarini bajarish va o‘quv materiallarini mustahkamlashda oqituvchi uchun darslik eng yahshi yordamchi vosita hisoblanadi. Sifatli darslikning har bir mavzusi o‘ziga hos yahlit va to‘liq o‘quv materialini o‘zida qamrab oladi. Ta’lim tizimida o‘qitishning yana bir asosiy usuli o‘rganuvchilararning komunikativ integrativ yondashuv orqali shakllantirish bugungi kunning dolzarb masalasidir. Ushbu maqsadga erishish uchun til o‘rganayotgan kishi albatta o‘zining qobiliyatini rivojlanishiga albatta ahamiyat beradi.

Ta’lim tizimida ta’lim berishda maktab dasturida filologiyani rivojlantirish usullari tubdan o‘zgarib, yurtimizda axborotlashuv vositalari chuqurlashib, keng ko‘lamda ommolashtiriib, ilmiy faoliyatimizni yanada mustahkamlashtiib, komunikativ tehnalogiyalar yordamida yuritish, ta’lim sifatini oshirish, bugungi kunning eng dolzarb masalalaridan biriga aylandi. Jumladan shuni aytish boizki, ta’lim berish, ta’lim olish jarayonlari, egallagan sohamizni chuqur o‘rganib, bugungi kunning ahborotlashuv vositalaridan muntazam ravishda foydalanib, yonalishimizni mukammal bilish, barcha ta’lim sohasidagi pedogog qadrlarning burchidir. Avlodlarimiz kelajagi va yetuk inson bo‘lishiga qo‘shgan hissamizdir.

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ASPECTS OF TEACHING LATIN LANGUAGE AND MEDICAL TERMINOLOGY TO FOREIGN STUDENTS

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Abstract. This article looks at some aspects of teaching Latin language and medical terminology to the students who come from overseas.

Key words. Latin, medical terminology, phonetics, grammar, vocabulary

Historically, for many centuries, Latin language, which absorbed the lexical and derivational wealth of the ancient Greek language, has played an essential role in the professional activities of doctors, pharmacists, biologists. The alphabet, phonetics, morphological, word-building, syntactic and lexical resources of Latin language continue to function actively as a supranational sign system in the languages of different sciences and areas of scientific knowledge. AsLatin, expression says “Inviaest in medicina via sine lingua Latina” which means “WithoutLatin the way for medicine is impassible “.

Teachers of Latin language at the higher medical school have extensive experience working with students who studied Latin through Russian or Uzbek language as an intermediary. However, teaching Latin without an intermediary language in an English-speaking audience is another thing. In countries with English and Roman languages, doctors write terms in Latin language, neglecting only the norm of Latin grammar. Since we know that English is rooted in Latin and that Latin has had a significant influence on English through French, because of the conquest of England in the 11th century by French Normans. Many words have been taken by English language during the Renaissance and directly from Latin, so foreign students easily learn lexical material with virtually no translation and mechanical memorization.

The task of the teacher is to develop such techniques in the learning process so that English language is used as an assistant, and not an interfering enemy. Studying Latin language at a medical university involves the study of phonetics, grammar, vocabulary, and terminology. The main point of theoretical and practical studies of the intensification of teaching foreign languages in general, and Latin language in particular, is the so-called comparative method (consciously-comparative method), which has become widespread.

The essence of this method is that the comparison of English and Latin in methodological and linguistic terms at certain stages in the development of methodological and linguistic thoughts of students not only effectively correlate, but stimulate each other. [4] It should be emphasized that English language is the basis of comparative method of teaching Latin language. In the teaching Latin language with the help of comparative method, one should pay attention to the following sections:

1. Phonetics Phonetics in the language system is one of the areas of linguistics, the subject of which is the study of sounds. L. V. Shcherba formulated the concepts of phoneme: “In living speech, there is a significantly greater number of different sounds than we usually think, which in each given language are combined into a relatively small number of sound types able to differentiate words and their forms, that is, serve the purposes of human communication.” Undoubtedly, the mastery of Latin language must begin with the study of the phonetic system of this language. The important thing in mastering the sounds of Latin

language is the comparison of the sounds of the native and foreign languages, since the content of phonetics training contains sounds that are most difficult to master based on the similarity of sounds with the native one.

For students from India and Pakistan, English is considered as a native language along with Hindi and Urdu, and fluency in English is a factor that must be used to intensify and optimize the educational process, given the fact that in the process of learning Latin language difficulties inherent in interfering influence of English language.

The main task of the phonetic section is to develop students' reading skills. This problem can be solved in a short period only through massive reading. Therefore, one should go through the entire alphabet of Latin in more detail. In the educational process, where students begin to learn Latin from the beginning, one must first introduce sounds that have no analogues in English language, and learn sounds that have a correspondence in their native or other language passively.

Among the phonetic exercises, one can deserve special attention: exercises for the development of phonemic hearing, exercises in learning the correct way of stress; complex exercises for reading anatomical terms, written exercises in Latin letters. The following exercise system for the development of speech hearing has proven effective:

1. Read aloud.
2. Read the following words, paying particular attention to vowels
3. Read the following words, paying particular attention to the vowels [i], [j]
4. Read the following words, paying particular attention to digraphs and diphthongs
5. Read the following words, with particular attention to consonants [s], [s], [l], [x], [z]
6. Read the following words, paying particular attention to the letter combination [ch], [ph], [qu], [rh], [th], [ngu], [ti]:
7. Read the following words, paying particular attention to the consonants [qu] and [ngu]

After phonemic hearing training, exercises are used to develop the ability to correctly pronounce Latin sounds.

1. Exercises for the correct reading of specialist terms.
2. The repetition of anatomical terms in front of teacher.
3. Demonstration of cards with sounds and the correct logical stress. [2, p.14]

The proposed exercises or their elements for the development of phonetic skills can be used both in comprehensive pronunciation training, and to maintain the pronunciation skills of students in Latin language.

2. Grammar of Latin language.

Difficulties may arisewhen studying the grammar of Latin language. Latin, like Russian, is predominantly synthetic. This means that grammatical categories are expressed by inflection (declension, conjugation), and not functional words. In Latin, there are six cases:
- Nominative (nominatives);

Genitive (genitivus);
Dative (dativus);
Accusative (accusativus);
Ablative(ablativus);
Vocative (vocativus).

There are threegenders in Latin language, like in Russian:
Masculine (genusmasculinum),
Feminine (genus femininum),
Neuter (genus neutrum). [2,p.28]

When teaching Latin, unlike English, it is important to know the vocabulary forms of

nouns and adjectives, since translation from English into Latin depends on knowledge of the vocabulary form and non-matching of two nouns or matching of adjectives and nouns. Anatomical terms can consist of one, two, three, four or more words. For example:

costa (rib), costae (ribs)

corpusvertĕbrae (body of vertebra)- two nouns, singular

corpŏravertebrārum (bodies of vertebrae)- two nouns, plural

vertĕbrathoracĭca (thoracic vertebra)- nouns and adjectives

ligamentumtubercŭli costae (ligament of tubercle of rib) – three nouns, singular. [2, p.27]

Students may have difficulty translating verbose anatomical terms. In this case, one should pay attention to learning the word order, gender, declensions and cases. Also, unlike Latin language (except III declension), the gender of English nouns cannot be determined by the end of the word. In English, only lexical meaning or context can often identify it. This means that for a foreign student, the task is to correctly identify nouns by gender for proper coordination with adjectives in the future.

3. Vocabulary of the Latin language.

When studying vocabulary in anatomical terminology, students see how much Latin has firmly entered English language.So already at the first obligatory lexical minimum, foreign students do not experience difficulty with following words:

Table 1.

Latin: English:	Latin: English:
patella, ae f patella	vertebra, ae f vertebra
sutura, ae f suture	arteria, ae f artery
tuba, ae f tube	crus, cruris n crus
angulus, i m angle	cavum, i n cavity
aorta, ae f aorta	concha, ae f concha
vena, ae f vein	cornu, us n corn
arcus, us m arch	crista, ae f crest

However, recognitionof common root words duringlistening is not as simple as when reading due to differences in pronunciation in English and Latin. Therefore, in the formation of a mechanism for recognizing common root words in speech, special exercises are necessary, first with visual support, then without it. The names of adjectives in languages also appeared because of the subjective perception of the world by native speakers. This is especially true for adjectives. In addition, there are adjectives, the meaning of which is clear to students who speak English:

Latin: English:

pterygoideus, a, um pterygoid

cervicalis, e cervical

frontalis, e frontal

From all of the above it follows that in terms of perception and understanding of the lexical material of Latin language, students who speak English at the level of their native language have practically no problems.

When studying medical terminology, foreign students also do not experience great difficulties. The vocabulary of English contains a huge amount of borrowings from Latin and Greek languages. English medical terms are identical in sound and almost coincide graphically:

Latin: English:

Hypertonia hypertonia

Oliguria oliguria
heimatoma hematoma
microsplenia microsplenia

Particular attention should be paid to the pronunciation of the **–um** ending, which is very common in pharmaceutical terminology: foreign students often ignore it when pronouncing medicinal plants, dosage forms, drugs, medicines:

Latin: English:
Extractum,i,nan extract
aerosolum, i,nan aerosol
granulum, i,na granule
Adrenalinum, i,n adrenaline
Amidopyrinum, i,n amidopyrine
Dibazolum, i,n dibazol

From the above-mentioned, we can conclude that with a comparative method in the process of studying Latin language based on English as a native, mechanics with a high level of students' analytical activity and ease of transfer of mastered analytical operations to new language material occurs. Such a method in mastering Latin language fully complies with the requirements of modern linguistics, namely, the transition from language learning as a set of forms and means to an integral, conscious, logically justified learning of a new language.

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THE ROLE OF ICT IN TEACHING ENGLISH

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Annotation: The use of ICT increases the scope of teaching. It provides quality learning materials and creating autonomy of learning. Curriculums must be made easy by including technological aids.

Keywords: ICT, tool, communication, help, motivation, increasing, the quality

ICT helps teachers to interact with students. It helps them in preparation for their teaching, provide feedback. It also helps in the effective use of ICT software and hardware for the teaching-learning process. It helps in improve Teaching skill, helps in innovative Teaching. ICT refers to activities or studies involving computers and other electronic technology. ICT is an abbreviation for 'Information and Communications Technology'. ICTs can enhance the quality of education in several ways: by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner-centred environment. ICT tools are devices or objects used in information and communication technology ex;- computer, cell phones, cell phone towers, video conferencing, software, radio, television, laptop etc. Various numbers of people considered ICT as a powerful tool for educational change and reform and also several previous studies have shown that appropriate use of ICT can raise educational quality and connect learning to real life. It is the tool for learning for the 21st century. It provides wider knowledge and can help in gaining and accessing information. The use of new information technologies requires improving the communicative competence, especially of the younger generation, so that they can correctly use language norms in situations of speech communication. In my work, I use various technologies that help me increase the motivation of children to learn a foreign language, since the motivation is not always sufficient, and sometimes may not be at all, especially for older students, since they face significant difficulties in learning a language. Games such as "Snowball " or" Hot chair" contribute to the development of attention, memory and activation of the lexical stock of students, as it goes constant repetition of a large number of lexical units on the studied or previously passed topic. For the development of the cognitive activity, I use various forms of lessons (as an element): lesson travel; lesson game; lesson - competition; lesson quiz; video lesson; lesson-project defence. These lessons are usually conducted at the final stage of the work on the topic. I use methods of activating mental activity: project research, problem-based, pair-group, multi-level, as well as technologies for constructing a modern lesson.

In my article, I would like to share my experience in developing students' communicative competence using the capabilities of information technologies as a means of increasing motivation for learning a foreign language and activating the creative potential of students. Therefore, a modern lesson should be progressive, interesting, informative and creative. To interest children in learning a foreign language, you need to organize a learning process that would cause high motivation and ensure their activity in the classroom. I believe that interest in a foreign language depends on what technology is used, how the teacher teaches and how the students learn from him. Most a highly effective method, in my opinion, is the use of computer technology in English lessons. This way of organizing educational activities

allows you to learn about the solve the problems of the lesson, carry out the educational communicative cognitive activity. The use of information technologies, for example, in combination with the project method allows students to apply their knowledge in practice. The possibilities of using ICTs are determined by the type of lesson: lesson presentation of new material, lesson consolidation of knowledge, lesson systematization and generalization of knowledge, lesson developing control. The main component of the content of foreign language teaching is teaching various types of speech activity: speaking, reading, listening and writing. I will focus on techniques for working with videos that are a set of stories that do not duplicate but complement and activate the textbook material. Using authentic materials in listening training is based on their functionality.

I believe that the use of ICT in English lessons just increases the motivation of students; expands the scope of the educational process and contributes to its practical orientation; it provides conditions for successful self-realization in the future. Computer technologies provide the educational process with materials that help students show their creative abilities and activate cognitive activity. ICT helps Teacher to identify a creative child in an educational institute. ICT helps Teacher to motivate students and growing interest in learning. It also helps Teacher for their personnel support (knowledge, attitude, skills). The use of ICT increases the scope of teaching. It provides quality learning materials and creating autonomy of learning. Along with academic excellence students must have English communicative skills for their prosperous future. Curriculums must be made easy by including technological aids. Learners can share their work which can promote cultural diversity, have positive motivational effects and raise self-esteem.

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BOSHLANG'ICH BOSQICHDA O'QUVCHILARGA XITOY TILINI O'RGATISHDA O'ZIGA XOS METODLARDAN FOYDALANISH

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Annotatsiya: Ushbu maqolada xitoy tilini o'rganayotgan o'quvchilar uchun qanday metodlardan foydalanish mumkinligi yoritilgan. Xitoy tili o'qitish metodlarida uchraydigan muammolar va ularning qanday yechish usuli yoritilib ko'rib chiqilgan. Ya'ni xitoy tili iyeroglifikasi hamda grammatikasini qanday o'tish usullari ko'rib chiqilgan.

Boshlang'ich bosqichda xitoy tilini o'rganayotgan o'quvchi fonetikaga doir tushunchalarni o'rganib olishi kerak. Ya'ni so'zlarni to'g'ri talaffuz qilishi, tonlarni to'g'ri qo'llashi, matn o'qish jarayonida so'zlarni to'gri ajratib o'qiy olishi lozimdir. Undan keyin esa iyeroglifiarni o'rganish bosqichiga o'tishi mumkin.[1]

O'quvchi xitoy tilini o'rgatilayotgan vaqtda ayrim muammolar kuzatiladi. Bularga misol qilsak, iyeroglif yozish qoidasidagi xatoliklar, og'zaki nutqda ton muammolari, iyeroglif yodlashda ularni eslab qolishi qiyin bo'lishi mumkinligi.

Iyeroglif xitoy tilining muhim qismi demakdir. Uni faqatgina o'qiy olish emas balki to'g'ri yoza olish ham lozimdir. Bunda o'qituvchi o'quvchilarga turli xil metodlarni qo'llab o'rgatishi mumkin.

Kalligrafiyani Xitoyning milliy boyligi deb aytishimiz mumkindir.Xitoy o'ziga hos betakrorlikka ega iyerogliflar, ko'pgina til o'rganuvchilarni o'ziga jalb qilib, yosh bolalar ham bunga befarq emaslar, ular mo'yqalam bilan iyeoglif yozishga katta qiziqish bildiradilar. Bizlar muhit sharoitidan kelib chiqqan holda, ularga o'zlari egallagan ayrim iyeroglif yozish uslubida yozishga ruxsat beramiz. Shu bilan birga o'z aql- zakovatlarini ishga solsalar ham bo'ladi , o'quvchilarga ham imkoniyat berilsa o'zi o'qiy oladigan so'zlaridan tashqari boshqa yutuqlarga ham erishadilar. [2]

O'yinga tayyorlik:

1. Bir nechta mo'y qalam.
2. Kalligrafiya uchun bir nechta qog'oz
3. Bir nechta siyohlar
4. Siyoh uchun idishlar

O'yin shartlari:

- O'quvchilar bir necha guruhga bo'linadilar.
- Har bir guruhga mo'y qalam , siyoh,qog'oz va siyohdon beriladi.
- O'rganilgan matn ichidan kalit gap tanlanadi.
- Har guruhdagi har bir o'quvchi bittadan so'z yozib , birgalikda gapni tugatadilar.
- Ballar hisoblanadi.

Bunda quyidagilarga e'tibor berish lozim:

1. Tajriba jarayonida xitoy iyerogliflarining yozish qoidalari muhim, tezlik emas.
2. O'quvchilarni chiroyli va qoida boyicha iyeigliflarni yozishga yo'naltirish.

Iyeroglif yozish o'yining maqsadi, o'quvchilarga iyeroglif yozish tajribasi imkonini

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yaratish va kalligrafiya bilan tanishtirish.

Xitoy tilini o‘rganayotgan talaba o‘zi ham mustaqil tarzda mavzularni , ma’lumotlarni o‘zlashtirishi lozim. Shundagina u o‘zi hohlagan darajga yetisha oladi.

Xitoy tilini o‘rganish metodikasida yana tilning madaniyati ham alohida o‘ringa ega. Xitoy tilini o‘qitayotgan paytda, juda ko‘p o‘quvchilar o‘zlarining ismlarini xitoy tilida qanday aytilishini so‘raydilar,shu bilan birga ko‘p o‘quvchilar o‘qituvchi unga xitoy ismini topib berishini hohlaydilar.Ba’zida ortiqcha ovora bo‘lmaslik uchun, o‘quvchilarga faqatgina aytilishi bo‘yicha ism tanlaydilar. Aslida bunday qilish noto‘g‘ridir, o‘qituvchi xitoy tilidagi ismlar va ingliz tilidagi ismlar orasidagi farqliklarni aytmog‘i lozimdir, shu bilan birga xitoyliklar farzandlariga ism tanlayotganlarida qanday asoslarga tayanishi va xitoy madaniyati bilan bog‘liqliklarini tanishtirishlari lozim.[1] O‘quvchiga tanishtirgandan so‘ng , bolaning harakteri va ismining aytilish talaffuzi bilan birga, yaxshi ism tanlashlari mumkindir, undan tashqari ularga har bir iyeroglifning ma’nosini tushuntirib beradilar. Bolalarga bir nechta o‘yin o‘ynash imkonini berish mumkin, avval ular o‘zlarining xitoy tilidagi ismlari bilan tanishib o‘rganib oladilar va ismlarini yozadilar, dars berayotgan paytda, oddiy hayotda ularga xitoy ismlari bilan murojaat qilinsa,bolalarga xitoy tilini o‘rganishga bo‘lgan qiziqishlarini yanada ortishiga yordam beradi.

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TEACHING CHILDREN ABOUT MONTHS AND SEASONS

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Annotation: Games and other classroom activities help students memorize and be able to use months from January to December. This article covers how to teach the point in a fun and effective way that brings in lots of other useful language, after some explanation of the trickier parts of teaching this point.

Keywords: months, children, year, seasons, activities, remember, learn, help

It is usually not difficult for students to remember the names of months in English, since the English months are consonant with the Uzbek equivalents. But still, sometimes English language learners doubt how to pronounce January or August correctly in English, what preposition to put before the months, and how to correctly write the English months abbreviated. If you read the article “The origin of the names of months in English“, we noticed that Proverbs and sayings, different songs, crosswords, interesting interactive activities, computer games help to remember the months in English. Today we will talk about how to learn the month in English with the help of phonetic drills, different activities, poems and songs, as well as talk about the English seasons. There are four seasons of the year - winter, spring, summer, and autumn – each of which has three months. Today, most countries in the world use a calendar with twelve months. New Year in the UK begins in January, respectively, January is the first month, and December is the last. Since the English names of the months are quite similar to the Uzbek ones, you can easily remember them. When learning English words, first of all pay special attention to the pronunciation in order to learn new words correctly right away.

January	[‘dʒ?nju(ə)ri]	February	[‘febru (ə)ri]
March	[mɑ:tʃ] April	[‘eipr (ə)l]	
May	[m ei] June	[dʒ u:n]	
July [dʒ u’lai] August	[ɔ:’g Λst]		
September [sep’ tembə]	October	[ɔk’ təubə]	
November [nəu’ vembə]	December	[di’s embə]	

The seasons are four different times during the year with different types of weather. The four seasons are called spring, summer, autumn, and winter. Seasons change throughout the year because of the way the earth moves. The earth orbits, or travels around, the sun.

winter	[‘wɪntə]	December, January, February
spring	[sprɪŋ]	March, April, May
summer	[‘sʌmə]	June, July, August
autumn(BE) [‘ɔ:təm]		
fall(AE)	[fɔ:l]	September, October, November

Activity 1.Phonetic drill. Let’s pronounce after me!

[e] - yellow, September, December
[ei] – rainy, April, May
[ɔ:] – autumn, August, warm
[əu] – cold, snowy, October
[dʒ] – January, June, July
[s] – snow, sunny, spring, season, summer

[w] – weather, windy, warm, winter, white

[i] – sunny, rainy, cloudy, windy, snowy

If children have difficulty remembering the seasons and months, we offer them a song memorizing the seasons, which is suitable for children. In order for students to speak well and correctly, they need to do exercises for the language. Let's repeat the verse and the song about the seasons:

Spring is green, Winter is white, Autumn is yellow,
Summer is bright

Activity 2. We will use Round Table. I give you a task you take turns thinking, write down your answer and pass the task to your partner on the shoulder.

Spring come after…….. Summer comes after…..

Autumn comes after…… Winter comes after…..

Keys: winter, spring, summer, autumn.

Activity 3. Odd one out:

Sunday February July September April

Monday Sunday Wednesday Thursday Tuesday Friday

Saturday spring autumn winter summer

In conclusion we can say that, games and fun activities are a vital part of teaching English as a foreign language. Whether you're teaching adults or children, games will liven up your lesson and ensure that your students will leave the classroom wanting more.

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INGLIZ TILIDAGI SINONIM SO‘ZLARNING XUSUSIYATLARI

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Annotatsiya: ushbu maqolada ingliz tilidagi sinonimlar va ularning ma’noviy turlari haqidagi fikrlar berilgan. Bundan tashqari ma’nodosh so‘zlarning o‘ziga xos xususiyatlari aks etgan.

Kalit so‘zlar: sinonim, sinonimiya, ma’no, kontekst, so‘z.

O‘zbek tilida o‘zaro ma’nodosh so‘zlar bo‘lgani kabi Ingliz tilida ham sinonim so‘zlar mavjuddir. Shakli har xil bo‘lsa ham ma’nosi bir- biriga yaqin bo‘lgan so‘zlar o‘zaro sinonimlar hisoblanadi. Masalan, high- tall- lofty so‘zlarini olsak, ularning barchasi baland, ya’ni ulkan ma’nolarini ifodalaydi.

So‘zlarning o‘zaro sinonim munosabatda bo‘lishi sinonimiya hodisasi deyiladi. Sinonomiyada bir so‘z bosh so‘z, ya’ni dominanta- asosiy so‘z vazifasini bajaradi. Misol uchun, face- visage- countenance so‘zlari o‘zaro sinonimlar qatoridagi asosiy so‘z **face** so‘zi hisoblanib, u eng ko‘p qo‘llanadigan asosiy so‘z hisoblanadi.

Wonderful- marvellous- brilliant- great -so‘zlari ham o‘zaro sinonimik qator bo‘lib, ular orasidagi **wonderful-** ajoyib ma’nosida bosh ya’ni asosiy so‘z hisoblanadi.

Ingliz tilidagi sinonimlar belgi va xususiyatiga ko‘ra ikki turli bo‘ladi:

1. Ideografik sinonimlar;
2. Stilistik sinonimlar.

Ideografik sinonimlar o‘zaro darajalanish xususiyatiga ega bo‘lganligi bilan stilistik sinonimlardan farq qiladi. Ular bir- biriga juda yaqin ma’noli bo‘lsa ham, kontekstda turli xil ma’nolarni anglatadi. Masalan, beautifil- fine- handsome- pretty- go‘zal ma’nosida. Bu yerdagi sinonimlar qatoridagi beautiful so‘zi boshqa so‘zlar uchun to‘liq ma’noga ega bo‘lgan so‘z hisoblanadi. Ammo, undagi qolgan sinonimlar ishlatilish o‘rinlarida o‘zgarib ketadi. Misol uchun, handsome so‘zi erkaklarni ta’riflashda kelishgan ma’nosini ifodalaydi.

Stilistik sinonimlar esa matn ichida asosiy ahamiyatga ega ekanligi va emotsional bo‘yoqqa ega ekanligi bilan ajralib turadi. Ushbu ma’nodosh so‘zlar she’rlarda, qadimda boshqa ma’noda, hozir boshqa ma’noda qo‘llanilgan holatlarda, asarlar tarkibida o‘zaro sinonim holatida uchraydi. Misol uchun, steed so‘zi horse so‘ziga, quit so‘zi leave so‘ziga sinonim bo‘la oladi. [1]

Bundan tashqari, sinonimlarni to‘liq va nisbiy sinonimlar turlariga ajratishimiz mumkin.

• **To‘liq sinonimlar** – sinonimik qatordagi ma’nodoshlar bo‘lib, ular kontekstda, denotativ ma’nosini o‘zgarmasdan saqlab qoladi. Ular kam uchraydigan sinonimlardir. To‘liq sinonimlarni maxsus adabiyotlarda terminlar bilan uchratishimiz mumkin.

Misol uchun, fatherland- motherland, suslik- gapher, noun- substantive, functional affix-flection kabi.

• **Nisbiy sinonimlar** esa bir xil tushunchaning turli darajalarini yoki ma’nolar birligini ifodalaydi. Ularni faqatgina kontekstda almashtirish mumkin.

Masalan, like- love- adore- yoqtirmoq- sevmoq- qattiq suymoq ma’nolarida.

Famous- celebrated- eminent- shonli- mashhur- dong‘I ketgan ma’nolarida.

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РУССКАЯ ЛИТЕРАТУРА - ИСТОЧНИК ДУХОВНОСТИ И НРАВСТВЕННОСТИ

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Аннотация: В данной статье рассматривается роль русский литературы.
Ключевые слова: духовность, нравственность, русская литература

Литература, созданная русским народом, - это не только его богатство, но и нравственная сила, которая помогает народу во всех тяжелых обстоятельствах, в которых русский народ оказывался. К этому нравственному началу мы всегда можем обращаться за духовной помощью. Д. С. Лихачев [3, с. 62] Воспитательная роль литературы - вопрос достаточно сложный. То, что литература формирует систему нравственных ценностей читателя, ни у кого не вызывает сомнений. Однако мера, с которой нужно подчеркивать воспитательные особенности литературы при изучении того или иного произведения, - по-прежнему остается актуальной. Русская литература по своей внутренней устремленности всегда была нравственной. В произведениях одних авторов мы встречаем православные образы; тексты других писателей вроде бы не касаются церковных тем, «но их произведения пронизаны духом нравственности, их мировоззрение, их понимание добра и зла совпадают с христианской картиной мира. Это объединяло и воспитывало юношество, удерживало жизнь в традиции православной культуры» [5, 192]. Д. С. Лихачев говорит об огромном влиянии литературы на духовность и нравственность русского человека. Безусловно, в настоящее время литература помогает пополнять и расширять духовный мир человека. Она обращается к читателям с нравственно-общественными проблемами, но не дает на них конкретные ответы, а ищет их вместе с читателем. Как писал Д. С. Лихачев: «Русская классическая литература - это грандиозный диалог с народом, с его интеллигенцией в первую очередь. Это обращение к совести читателей» [3, 377]. Люди всегда могли обратиться к литературе. Иногда она была «единственным голосом совести, единственной силой, определявшей национальное самосознание русского народа…» [3, 377].

Духовно-нравственное развитие и воспитание предполагают мировоззренческое развитие личности, обязательно включающее освоение духовных ценностей и выработку соответствующих нравственных качеств. В контексте нашей темы мы предлагаем рассмотреть идеи нравственности на примере рассказа А. П. Чехова «На страстной неделе» (1887). Он не может не поразить глубоким чувством духовного. Об Антоне Павловиче Чехове написано немало: воспитан в церковной семье, мальчиком пел на клиросе, далее утратил религиозность и посвятил свое творчество изображению вечных вопросов бытия. И все-таки не покидает ощущение, что писатель вряд ли был безразличен к вопросам православной веры, нравственности, т. к. достаточно часто обсуждал их с современниками. Интерес к детской душе, чистой и наивной, анализ психологических особенностей ребенка является отличительной чертой творчества А. П. Чехова. Мир взрослых погряз в ссорах, баталиях, лукавстве, нечистоплотности по отношению к себе и окружающим. Как далеки мы от наивности, беззаботности, чистоты и кротости! Поэтому нужно быть очень внимательным к душе ребенка, чтобы

разглядеть в ней истинное исповедание православной религии. Чеховский ребенок доверчив, дети усердно молятся и с благоговейной радостью ходят в церковь, где живет Бог. Если в храме их все-таки не покидают шаловливые и грешные мысли, то они искупают свою вину самым искренним раскаянием. В рассказе «На страстной неделе» А. П. Чехов обращается к Таинству исповеди. Именно в этом и заключена попытка писателя разглядеть религиозное действие глазами ребенка, восьмилетнего мальчика Феди. С первых строк произведения мы узнаем, что Федя отправляется в Храм на исповедь: «Иди, уже звонят. Да смотри не шали в церкви, а то Бог накажет…» [7]. Исповедь - это одно из Таинств Святой Православной Церкви. Как правило, Покаяние предшествует Таинству Причащения. Каждый православный христианин твердо знает, что к Причастию нельзя приступать без предварительного очищения себя покаянием в исповеди священнику. Апостол Павел сказал: «Кто будет есть хлеб сей или пить чашу Господню недостойно, виновен будет против Тела и Крови Господней… Ибо, кто ест и пьет недостойно, тот ест и пьет осуждение себе, не рассуждая о Теле Господнем. Оттого многие из вас немощны и больны и немало умирает» (1 Кор. 11, 27, 29–30) [1, с. 1254]. Это значит, что после того как человек очистит душу от грехов, он не должен осквернять себя пищей до совершения Таинства Причащения. Федя как истинный христианин знает об этом: «Я отлично знаю, что после исповеди мне не дадут ни есть, ни пить, а потому, прежде чем выйти из дому, насильно съедаю краюху белого хлеба, выпиваю два стакана воды» [7]. В данном контексте ощутимо чеховское положительное отношение к православию, к нравственности. По мнению писателя, православное воспитание ведет, в первую очередь, к подавлению вспыхнувших желание и страстей. Мы можем проследить по тексту, как мальчик Федя желает присоединиться к мальчишкам, которые уцепились сзади за извозчичью пролетку, но вспоминает о грехе и доброделании, рае и аде и решает, что «лучше слушаться родителей и подавать нищим по копейке или по бублику»: «На Страшном суде их спросят: зачем вы шалили и обманывали бедного извозчика - думаю я. - Они начнут оправдываться, но нечистые духи схватят их и потащат в огонь вечный…» [7]. Думается, что главная мысль первой части рассказа сводится к осознанию главным героем именно собственной греховности, тому чувству отчаяния, когда невозможно изменить себя 34 и других. Таким образом, первая часть рассказа - это описание тревоги, которая будоражит чувства мальчика, и греховности окружающих. Автор передает читателям смутные, мрачные ощущения ребенка от начала произведения до Таинства Покаяния. А это значит, что исповедь предстает перед нами как свобода, очищение от греховной сущности человека. Вторая часть рассказа - непосредственно сама исповедь и душевное спокойствие после нее - окрашена в теплые и светлые тона. Эта часть как раз соответствует тому взгляду ребенка на мир, к которому он стремится. Непосредственно текст исповеди в произведении отсутствует. Однако читатель видит, что после исповеди у мальчика возникает чувство легкости, душевной теплоты и чистоты, и мир уже становится противоположен тому, чем он был прежде: «В церкви все дышит радостью, счастьем и весной; лица Богородицы и Иоанна Богослова не так печальны, как вчера, лица причастников озарены надеждой, и, кажется, все прошлое предано забвению, все прощено» [7]. Знаком свершившегося покаяния является чувство освобождения, чистоты и неизъяснимой легкости, когда грех кажется так же труден и невозможен, как только что далека была радость. Таким образом, мы постарались доказать, что русская литература играет важную роль в духовно-нравственном развитии ученика. Но должна

ли литература воспитывать? Данный вопрос можно принять за риторический. Будучи школьным предметом, литература неизбежно включается в осуществление воспитательного воздействия общества на подрастающее поколение.

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GAMES FOR THE DEVELOPMENT OF THE LISTENING SKILLS

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Annotation: Learning to listen is very good to do in the course of an exciting game. In this situation, every student can express themselves and show their creative abilities, master teamwork. Many textbooks offer special exercises for teaching listening, but each of them, like any text, a good teacher will be able to turn into a game.

Keywords: listening skill, games, understand, meaning, develop, memory

Today, listening takes a significant place in the teaching of English, because without it, speech communication is impossible. English language training, along with reading, writing, and speaking, also includes listening. Listening has the following goals: teach students to understand the meaning of a single statement; teach students to highlight the main thing in the flow of information; develop students' auditory memory. For such classes not to get bored, it is important to create an atmosphere of competition, come up with a variety of tasks for the texts being studied, which at the same time should remain accessible to students and interesting. Listening develops at the level of singing songs that corresponds to the age characteristics of student's steps. The presence of a variety of song material allows you to conduct the learning process playfully. For example, a song that helps you learn all the colours:

Hello purple, hello blue

Red for me and green for you...»

The difficulty of listening is that the student must not only hear but also perceive English language speech. To achieve a successful perception of listening, I use game forms, because the game activates mental activity, which makes the learning process more attractive and interesting. For example, these are games for memory development. The teacher reads the text at a normal pace, and the students listen. After listening to the text, the teacher suggests writing down the words that each participant in the game has memorized. Then the teacher reads the text again and gives the task to write out groups of words and remembered phrases. After that, the participants of the game restore the text from memory, using their records. The winner is the one who most accurately conveys the content of the text. Of particular interest are games in which, after listening to the text, you need to play a scene on the content of the text. In these games, children demonstrate not only their listening abilities but also their artistic abilities. There are no universal games for learning to listen, but you can transform any exercise, any text into a game. To do this, you need to prepare the necessary handouts, create an atmosphere of competition, and make the task for the texts diverse, but at the same time accessible and interesting. When working with audio texts, you should follow its steps to overcome possible obstacles. The steps include the following algorithm: you must immediately determine the purpose of listening. For example, call the numbers you hear in the text. This will teach students to listen to the texts from beginning to end focus on an unfamiliar lexical set in the text. Words or phrases that are difficult to understand must be written on the Board and must be spoken several times.- give time to read the text and be sure to check whether the students understood the task (Did you understand the task – - Yes, I did/ No, I didn't).- listen to the text several times, because the degree of understanding of the information from the first listening is low. This is especially true for texts that last more than one minute.- statement of what you heard. This is the final

stage and the most difficult because students have different auditory memory, so different students remember different information.

Activity 1. "Riddles about animals". The teacher reads riddles to the students, and the students have to guess them. For example:

1. It is very big and grey. (An elephant).
2. This animal likes grass. It is a domestic animal. It gives us milk. (A cow). For each correct answer, the team gets 1 point.

Summing up, I emphasize that listening is a difficult type of speech activity, but it plays a significant role in learning since most of the information the student receives through the auditory channel. Thus, it is necessary to start learning listening at the initial stage, using special techniques.

Activity 2. Sit for sounds (If you hear – sit down). The game starts standing up. The teacher asks the players to sit down if they hear words beginning with a certain sound. For example: 'I am going to say 4 words. Sit down when you hear one that begins with the sound [t] as in TEN. Ready? DISh, VERY, THAT, TIDY ..... ' When students stop making mistakes, you can do the same, but still turn your back on them. They can't see the lips and guess what sound was uttered.

Songs can be used for practising listening skills. Most often, they are given exercises to insert missing words and expressions, to arrange the lines in the right order. Here I mostly use short children's songs like "ABC song"," Happy Birthday" "Old McDonald had a farm", "Clap your hands", "What is your name?", "You put your right hand in", "Hello", "Hello, how are you?" and others.

Thus, it is safe to say that games contribute to the development of listening skills. The educational process becomes more attractive and diverse. Games take into account the psychological characteristics of children of primary school age, which is especially important when teaching listening at the initial stage.

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THE ROLE OF EDUCATIONAL TECHNOLOGIES IN THE FORMATION OF AMMATICAL SKILLS IN ENGLISH CLASSES

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Annotation: the article deals with the issues related to analyzing the role of educational technologies in the formation of grammatical skills in English classes.

Key words: teacher, knowledge, communicative competence, social communication, organizer.

International education plays a large role in modern society, therefore, "foreign language", as a subject, has great potential compared to other subjects in the school cycle. In this regard, the need to use a foreign language, as a means of communication and synthesis of spiritual heritage, has increased. The task of forming the communicative competence of schoolchildren comes to the fore. That is what foreign language education is directed at in high school. Therefore, the most important component of communicative competence rightly recognizes language competence, providing on the basis of a decent amount of knowledge of grammatical and lexical material. However, the assimilation of the grammatical system of the language occurs only on the basis of familiar vocabulary. Thus, grammatical and lexical skills and abilities constitute a center of language competence, on which speech skills and abilities are based.

The relevance of the work lies in the fact that grammatical skill is an integral part of all types of speech activity, the formation, improvement and development of which is the main task of teaching foreign languages. Teaching a foreign language grammar means forming grammatical mechanisms specific to a given language, and so that students have certain grammatical knowledge and skills at the same time. Grammar is of paramount practical importance, since it helps to form oral and written skills. This process is especially important at the middle stage, when students have sufficient lexical material and they have an algorithm for learning foreign language material. The aim of the work is to determine the effectiveness of the use of pedagogical technologies in teaching foreign language grammar at the middle stage of teaching English in a secondary school.

Due to the fact that the priority of new educational standards is the realization of the developing potential of general secondary education, it becomes an urgent task to ensure the development of universal educational activities as a psychological component of the fundamental core of educational content.

Learning in cooperation - this is one of the technologies of student-centered learning, provides all levels of communication and relies on them. Practically, it is learning in the process of communication, communication of students with each other, students with a teacher, as a result of which there is a much needed contact. This is social communication, because in the course of communication, students alternately perform different social roles.

The teacher acquires a new, no less important for the educational process role - the role of the organizer of the independent cognitive, research, creative activity of students. His task is no longer limited to transferring the sum of knowledge and experience accumulated by mankind. It should help students independently acquire the necessary knowledge, critically interpret the information they receive, be able to draw conclusions, argue them, having the necessary facts, and solve problems that arise.

It is certainly possible to teach aspects of grammar - indeed that is what language teachers have been doing for centuries - but language is a difficult business and it is often used very inventively by its speakers, In other words real language use is often very untidy and cannot be automatically reduced to simple grammar patterns. Students need to be aware of this, just as they need to be aware of all language possibilities. Such awareness does not mean that they have to be taught each variation and linguistic twist, however. It just means that they have to be aware of language and how it is used. That is why reading and listening are so important, and that is why discovery activities are so valuable since by asking students to discover ways in which language is used we help to raise their awareness about the creative use of grammar - amongst other things.

We should use a variety of techniques to help our students learn and acquire grammar. Sometimes this involves teaching grammar rules; sometimes it means allowing students to discover the rules for themselves. What do we introduce? Our job at this stage of the lesson is to present the pupils with clear information about the language they are learning. We must also show them what the language means and how it is used; we must also show them what the grammatical form of the new language is, and how it is said and/or written. What we are suggesting here is that students need to get an idea of how his new language is used by native speakers and the best way of doing this is to present language in context.The context for introducing new language should have a number of characteristics. It should show what the new language means and how it is used, for example. That is why many useful contexts have the new language being used in a written text or dialogue.

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ЗАМОНАВИЙ ЎҚИТУВЧИНИНГ ИННОВАЦИОН ПЕДАГОГИК ТЕХНОЛОГИЯЛАРДАН ФОЙДАЛАНА БИЛИШ МАСАЛАЛАРИ.

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Аннотация: Ушбу мақолада баркамол авлодни шакллантиришда замонавий ўқитувчининг инновацион технологиялардан фойдалана билиши ва ушбу технологияларни ўқувчилар билим олишида тутган ўрни ҳақида маълумот берилган.

Калит сўзлар : Замонавий ўқитувчи,педагогик технологиялар,замонавий инновацион технологиялар.

Замонавий бинолар қуриш мумкин, уларни асбоб-ускуна ва техника билан жиҳозлаш мумкин,лекин юқори малакали педагогларсиз баркамол авлодни тарбиялаб бўлмайди.
Ислом Каримов.

Айни вақтда, жадал сурьатлар билан ривожланиб бораётган жамиятимизда комил инсонни тарбиялаш,уларни илмли,касб-хунарли бўлишларига эътибор қаратиш ўта долзарб вазифадир. Бундан 15-20 йил илгариги ўқувчи билан ҳозирги сиз-у биздан анча илгарилаб, дунёқарашлари тез ривожланиб бораётган ёшлар ўртасида бирмунча фарқ бор.Ҳозирги замон ёшларини тўғри йўлга солиш,Ватанга садоқатли,фидойи,ўз мустақил фикрига эга бўлган ҳақиқий баркамол авлод қилиб тарбиялаш учун биз ўқитувчилардан ҳам замон билан ҳамнафас бўлиш, ўз устимизда тинимсиз ишлаш,таълим -тарбия жараёнида инновацион педагогик технологияларни жорий эта билиш талаб қилинмоқда.Хар бир замонавий педагог ўқувчидан талаб қилишдан олдин, авваламбор, ўзи одоб-ахлоқ қоидаларига мунтазам равишда риоя қилиши,кийиниш маданиятига эътиборли бўлиши,дид-фаросатли,ўз фани бўйича яхши касбий маҳоратга эга бўлиши, устоз сифатида ўқувчилар ҳавас қиладиган даражада намуна бўла олиши, дарс ўтиш жараёнида педагогик ахборот-коммуникация технологияларидан унумли фойдалана олиши,ўтаётган дарсига қўйилган мақсадларга эриша олиши,ҳар бир дарсга доимий равишда масъулият билан ёндашиб,пухта тайёргарлик кўрган ҳолда вақтдан унумли фойдаланиб ўз дарсини ўтиши,замон талаби бўлган техника воситасидан фойдалана билиши керак. Бундан ташқари, ҳозирги кундаги ҳар бир замонавий ўқитувчи ўз фанини мукаммал билиши билан бир қаторда ҳар бир ўқувчини чин қалбдан сева олиши,болаларнинг жуда тезлик билан ўзгариб бораётган психологиясини яхши билиши,шунингдек,давлатимиз сиёсатининг асосий йўналишларидан хабардор бўлиши ,уни таълим жараёнига тадбиқ эта олиши ва ўқувчилар қалбига миллий мафкурани сингдира билиши шарт деб ўйлайман.

Ҳозирги кунда баркамол авлод тарбиясида ўқитувчи ниҳоятда катта рол ўйнайди. Қадимги юнон файласуфи Афлотун: “ Агар косиб ёмон уста бўлса,бундан давлат жуда катта нарса йўқотмайди- фақат халқ ёмонроқ кийинади, холос.Аммо ёшлар тарбия-

чилари ўз вазифаларини ёмон бажаришса,у ҳолда мамлакатда нодон,жоҳил,билимсиз ва ахмоқлар тоифаси вужудга келади “, деганда нақадар хақ эди. Дарҳақиқат, ёш авлодни эркин фикрлайдиган,билимли ва комил инсон қилиб тарбиялаш педагогнинг маҳоратига боғлик. Чунки таълим -тарбия тизими орқали замон талабига жавоб берувчи баркамол авлодни вояга етказиш кўп жиҳатдан фан ўқитувчиси ва педагогларнинг ўқув жараёнини педагогик технологиялар ва унинг таркибий қисми бўлган модулли ўқитиш технология тамойиллари асосида дарс ўтиш усуллари ва технологияларидан самарали ва унумли фойдалана олишларига боғлиқдир. Зеро ,Ўзбекистон Республикасининг Биринчи Президенти Ислом Каримов айтганидек:”Муаллим –миллатнинг юзи,Ватан истиқболининг асл бунёдкоридир”. Шундай экан, ҳар биримиз ўзимизга юклатилган вазифани чин дилдан адо этмоғимиз керак деб ўйлайман.

Ҳозирги кунда ёш авлодни тарбиялашда инновацион педагогик технологияларни илмий- назарий асосларини ўрганиш ва уларни таълим –тарбия жараёнларига тадбиқ этиш зарурияти шундай долзарб масалаларга айланмоқдаки, биз педагоглардан ҳар бир дарсимизга пухта тайёргарлик кўриб педагогик технологиялардан унумли фойдаланган ҳолда дарс ўтишимиз талаб этилмоқда.

“Педагогик технология”тушунчаси нимани англатади,Технология тушунчаси юнонча “технос”- “хунар”, “логос”- фан сўзларидан таркиб топган бўлиб, “хунар фани “ деган маънони англатади.

Замонавий ўқитувчиларнинг таълим-тарбия амалиётида педагогик технологияларнинг хилма-хил ва кўплаб туридан фойдаланиш мақсадга мувофиқдир.Айни дамда ёш авлодга таълим беришда самарали технологиялардан баъзиларини келтириш мумкин :

Компютерли – ахборот технологияси,мультимедияли технология,интерфаол усулли технология,педагогик ҳамкорлик ва педагогик уйин технологияси ва бошқалар.

Демак,замонавий ўқитувчи-педагог фаолиятини инновацион таълим технологиялари тизимида оддий кузатувчи сифатида қараши ноўриндир.Замонавий ўқитувчининг ижодий педагогик фаолияти орқали ўқувчининг онги ва хулқини шакллантиришда асосий ўрин эгаллайди.Шундай экан, у педагогик технология ҳақида тушунчага эга булиши,унинг моҳиятини тўлиқ англаб етиши , доимий равишда изланишда бўлиб, ўз устида ишлаб бориши мақсадга мувофиқдир.

Айни дамда ҳар бир ўқитувчи яхши ишлаши учун барча -барча имкониятлар мавжуд ,шундай экан биз ана шу имкониятлардан унумли фойдаланган ҳолда ,зиммамизга юклатилган вазифаларни барчасини чин дилдан адо этмоғимиз зарурдир. Буюк бобокалонимиз Алишер Навоий ёшларга чуқур билим беришда муаллимнинг,мударрислар, ҳамда устоз-мураббийларнинг ўзлари ҳам билимли,тарбияли бўлиши зарурлигини уқтиради. У нодон,мутаассиб,жоҳил домлаларни танқид қилади ва устоз ўқитиш йўлларини билиши зарур дейди.Бундай муаллимлар шогирдлари ёнида юзлари ёруғ бўлиб,доимо иззатда бўладилар деб таъкидлайди.

Шундай экан,биз таълим -тарбия бераётган ўқувчиларимиз келгусида комил инсон бўлиб етишишлари учун,Ватан равнақига ўз ҳиссаларини қўшишлари учун ,билимлар синови,фан олимпиадаларидан юқори натижаларга эришиши учун фақат ва фақат тинимсиз меҳнат қилишимиз керак.

Ўзбекистон Республикасининиг Биринчи Президенти И.А.Каримов таъкидлаганларидек: “ Келажак бугундан бошланади,Ҳозир тарбия масаласига эътибор қилинмаса,келажак бой берилади”.Бу сўзлар барча таълим соҳасида ишлайдиган устоз-мураббийларга тааллуқлидир. Педагог – бу Ўзбекистоннинг қуёши,.келажак ав-

лод тарбиячиси ва халқнинг суюкли фарзандлари камоли учун фидойи инсонлардир. Шундай экан, биз педагоглар бизга берилган ишончдан унумли фойдаланайлик ,келажак авлод бахт-у иқболи учун ёниб яшайлик, замон билан ҳамнафас бўлган ҳолда УСТОЗ деган улуғ номга муносиб бўлайлик!.

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ИСПОЛЬЗОВАНИЕ РОЛЕВЫХ ИГР НА ЗАНЯТИЯХ РУССКОГО ЯЗЫКА

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Аннотация: Автор затрагивает вопросы повышения интереса студентов к изучению русского языка, развития навыков общения и речемыслительной деятельности на примере ролевых игр.

Ключевые слова: развитие речи, монологическая речь, диалог, словарный запас, лексика, грамматика, речевые навыки, речевая деятельность, лексика, грамматика, общение, активность.

Вся жизнь человека связана с языком. Знание языка играет немаловажную роль в становлении личности. Любить и изучать языки нас призывали великие мыслители.

Программой практического русского языка предусмотрено развитие навыков монологической и диалогической речи студентов. Этому способствуют отобранные темы, упражнения и задания, которые обогащают мировоззрение, словарный запас и речевой этикет студентов. В то же время при обучении русскому языку особое место занимает грамматика. Она является необходимой «языковой действительностью, управляющей нашей речью». Для практического овладения языком главное внимание уделяется раскрытию связей между разными сторонами языковой системы, выявлению лексики, морфологии, синтаксиса, функционированию языковой системы в целом.

При обучении русскому языку в национальных группах нашего института в поле зрения преподавателей находятся и лексика и грамматика. В своей педагогической практике, мы часто сталкиваемся с тем, что студенты легко пересказывают учебный текст, отвечают на вопросы, и в то же время могут вступить в свободное общение. Это происходит в результате того, что речевые навыки студентов формируются без знания грамматического материала.

В настоящее время существует достаточное количество методик, которые должны вызвать интерес студентов к занятиям. Все они имеют свои преимущества и недостатки, характерные в преподавании не только разных предметов, но и зависящие от исходного уровня знаний студентов.

На разных этапах обучения следует использовать такие виды работ, которые бы соответствовали бы уровню подготовки студентов.

Одним из эффективных средств, обеспечивающих успешное развитие навыков общения и повышение интереса обучающихся к изучению русского языка является ролевая игра. Учебная роль игры направлена на формирование речевых навыков, необходимых в различных ситуациях общения.

Ролевая игра мотивирует речевую деятельность, так как студенты оказываются в ситуации, когда активизируется потребность что-либо спросить, выяснить, доказать, чем-то поделиться с собеседником. Игра активизирует стремление студентов к контакту друг с другом и преподавателем.

Ниже предлагается ролевая игра «Таинственный незнакомец». В ней участвуют все студенты группы. Один из студентов получает следующее задание и выходит из ау-

дитории.

Задание 1. Вы задержались в институте. Пока Вас не было, к Вам кто-то приходил. Он не назвал себя. Задавая вопросы Вы должны узнать человека, который приходил к Вам: Это был юноша? Это была девушка? Сколько ему (ей) примерно лет? Он (она) полный (ая) или худощавый (ая)? Волосы какие у него (у нее)? Как он одет(а)? Рост у него (у нее) высокий или низкий? и т.д.

Группа выбирает среди студентов посетителя (посетительницу). Вернувшись, студент задает группе вопросы. Студенты используют ответы задания.

Задание 2. Ответьте на вопросы, которые описывают портрет посетителя (посетительницу).

Тебя спрашивал красивый юноша (красивая девушка). Ему (ей) примерно 18 лет. Он (она стройная). Волосы прямые (кудрявые). Он высокий (высокая), низкий (низкая). Одет (а) по-спортивному (нарядно) и т.д. Студент выигрывает в том случае, если он узнает незнакомца.

Студенты активно участвуют, помогают друг другу, внимательно слушают. На наш взгляд, такие игры положительно влияют на формирование познавательного интереса студентов, и способствует усвоению грамматических норм русского языка, составлению правильных оборотов речи.

Использования литература:

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РОЛЬ ИГРЫ НА УРОКАХ РУССКОГО ЯЗЫКА В НАЧАЛЬНЫХ И СТАРШИХ КЛАССАХ

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Аннотатция: В этой статье будут описаны некоторые игры, которые можно использовать на уроках русского языка в начальных и старших классах. Эти игры развивают мышление, воображение, фантазию, тренируют память, делают уроки более яркими и запоминающимися.

Ключевые слова: Загадки, игры, учитель, интерес, мышления, урок

На уроках русского языка, я, как и многие другие учителя, часто использую занимательные стихи, беседы, игры, загадки. Младшим школьникам очень нравится отгадывать загадки. У них вызывает интерес, как сам процесс, так и результат этого своеобразного интеллектуального состязания. Расширяя кругозор детей, знакомя их с окружающим миром, явлениями природы, развивая и обогащая речь, загадки имеют неоценимое значение в формировании интеллектуальных компонентов способности к творчеству, логического мышления, элементов эвристического мышления. Загадка, по словам К. Д. Ушинского, «доставляет уму ребенка полезное упражнение». Процесс отгадывания является своеобразной гимнастикой, мобилизирующей и тренирующей умственные силы ребенка. Отгадывание загадок оттачивает и дисциплинирует ум, приучая ребенка к четкой логике, к рассуждению и доказательству. Отгадывание загадок младшими школьниками можно рассматривать как процесс творческий, а саму загадку – как творческую задачу. Загадки учат детей говорить ярко, образно, просто. Работа над загадками – это упражнение в самостоятельном развитии мышления, сообразительности, воображения. Загадки обогащают память детей подлинными жемчужинами родного языка. Их используют на разных этапах урока. Работа над загадками ведется при объяснении нового и закреплении изученного материала, самостоятельной и выборочной работе, но в любом виде работы загадки оказывают эмоциональное воздействие на развитие познавательных способностей детей, что положительно отражается на их знаниях, умениях, навыках. Занявшись сбором загадок, я увидела, какое огромное поле деятельности таит их применение на самых различных уроках: русского языка, литературного чтения, окружающего мира, а также во внеклассной работе. Причем использовать можно не только отгадку, но и текст самой загадки. В нем можно найти материал и на безударные гласные, парные согласные, падежные окончания имен существительных и прилагательных, личные окончания глаголов и т. д.

Предлагаю вашему вниманию подбор загадок с ответами к урокам русского языка на различную тематику. Данный материал будет полезен учителям школы, может быть использован на уроках русского языка при изучении нового материала, при закреплении изученного, а так же при проведении внеклассных мероприятий.

В данной работе я представляю загадки по теме «Загадки про падежи»

Предлогов с детства не люблю, С собой их рядом не терплю. Мои вопросы – ЧТО? и КТО? – Не перепутает никто. (Именительный)	КОГО же нет? Я очень беспокоюсь. ЧЕГО же нет? Отправляюсь я на поиск. Прошу, друзья, скорее помогите! Какой падеж, скорее подскажите! (Родительный)

Загадки по теме «Правописание сочетаний жи, ши, ча, ща, чу, щу».

Где упрется хвостом, Станет дырка потом. (шило)

Загадки по теме «Правописание разделительного мягкого и твердого знаков». В лесу у пня суетня, беготня: Народ рабочий весь день хлопочет, Себе город строит. (муравьи), Загадки по теме «Состав слова». Не спорю, не белый – я, братцы, попроще, Расту я обычно в березовой роще. (подберезовик)

«Найди слово». На доске написаны слова: уточка, столб, укол, зубр, коса, полк, волк, крот, краны. Учитель говорит, что в каждом из этих слов «спряталось» еще одно слово и предлагает его найти.

«Эхо» Учитель объясняет детям, что такое эхо и предлагает поиграть в игру с таким же названием. Игра заключается в том, что учитель называет слова, а дети хором повторяют их, но не полностью, а только их конец так, чтобы получилось слово. Например: смех-мех, коса-оса, крот-рот и т.д. Очень трудной для всех детей является тема «ударение». Чтобы все дети научились определять ударный слог, можно использовать следующую игру. ***«Замени слово»***, на доске в первом столбике записаны слова, понятные детям, часто используемые в речи, во втором столбике – их «собратья». Дети должны найти пару. Приведу пример:

ветер	разноцветные парашютики
листья	волшебные зеркала
лужи	небесные кораблики
деревья	озорной шалун
трава	седеющие пряди
облака	сказочные красавицы

На уроках русского языка в 5-7 классах можно использовать различные игры. Например: «Сказка наизнанку». Вспоминаем хорошо известную всем сказку и предлагаем поменять характер у ее героев, положительный на отрицательный и наоборот. Предлагаем рассказать, как изменяются герои, их характер, поступки, каким станет сюжет сказки. Например: Красная шапочка – злая, а волк – добрый.

Результат: Развивается воображение, оригинальность мышления, гибкость, анализ, самостоятельность, эмоциональная отзывчивость. Эту игру можно провести на уроке русского языка в 6 классе, когда проходим тему «Антонимы».

Игра «Салат из сказок».

Предлагаем соединить знакомые персонажи из разных сказок и придумать свою. Приключения героев переплетаются, и получается новая сказка.

Игра «Цепочка слов».

Предлагаем составить длинный «поезд» из слов, где каждое слово «вагончик». Вагончики должны быть соединены между собой.

Пример: Слово-вагончик, зима – какая она? – **снежная, холодная**. Эту игру можно использовать при изучении темы «Согласование слов в предложении».

Ценность таких игр заключается в том, что на их материале можно отработать скорость чтения, слоговой состав слова, развивать орфографические навыки и многие другие. Надо, чтобы каждый урок, каждая даже самая трудная тема вызвала интерес у школьников, желание больше узнать, чтобы потом этими знаниями уверенно пользоваться в жизни.

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DEFINITION OF IDIOMS: SOME FEATURES OF ENGLISH AND UZBEK

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Abstract: The questions of direct translation from one language to another, in our case from English to Uzbek, especially fiction, naturally pose the translator with the transmission of the linguistic and lexicological features of one language in the another language. In this article such kind of issues are analyzed.

Key words: adequate transfer, linguistic importance, linguistic principles, phraseological units

One of the difficult translation issues is the translation of English idioms. As you know, the vocabulary of the English language is peculiar. Its structure and lexical composition is very rich, unique, unique and diverse. New idioms are being introduced into widespread circulation to this day. During the years of independence, the art of direct translations from English was revived again. Today, direct translation from English, from the point of view of preserving originality and adequate transfer of content, is valued above translations through other languages, in particular, the Russian language. The poet and translator Fakhriyor, in the light of the tasks and responsibilities of translating from the original world literature, which is very relevant today and faces Uzbek literature, calls translology "difficulties that push backward laziness." According to Fakhriyor: "In order to be in time informed about the latest news, ideas, inventions created by world intellect, a huge school of translation is needed. Here ... the edge is the problem of translation from the original. This is very hard work. Because if we fail to timely translate into Uzbek the works on philosophical, political, social, economic topics created in languages such as English, French, German, Japanese, Chinese, which, with their potential and a certain way of thinking, ensure rapid development global progress, we will keep up with life and progress ... " From this point of view, the scientific study of the idioms of the English language and the creation as a result of this English-Uzbek dictionary of idioms are of great importance. Combining into a single linguistic construction as part of an idiom, words lose their original semantic meaning, therefore, when combined into an idiom, they begin to acquire a new meaning and content. But this new content is not associated with the combined meaning of the meanings of individual words. But it's unusual, and has nothing to do with the primary meanings of words creating an idiom. Words that combine into an idiom acquire a peculiar new, but most importantly common meaning. In many cases, this peculiarity is based on changing the semantics of a word or acquiring a new meaning by it as part of a new phrase that forms an idiom. The semantics of an idiom does not consist of a simple sum of the words included in its structure, since the idiom does not consist of linguistically combined "free" and "independent" words, but combinations of words "giving freedom to create the meaning and the whole structure of an idiom", "not free" words . It can be seen that idioms are a peculiar feature of the English language and the study and study of idioms from a linguistic, semantic and structural point of view is of great importance. In the Uzbek language, the concept of idiom is transformed as the concept of phraseological unit. Translation of idioms is considered a very complex, time-consuming process. There are studies aimed at studying the phraseological units of the Uzbek language, determining their place and significance in

the lexical layer of the Uzbek language. These studies, devoted to the basics and development trends of Uzbek vocabulary and phraseology, are of great practical importance in finding the Uzbek equivalents of English phraseological units, in particular idioms, or when replacing English idioms with the corresponding Uzbek phraseological units, aphorisms, proverbs or sayings. Among the studies carried out to this day, there are no studies devoted to a comparative analysis of the idioms of the English language with the richness of the Uzbek language, who have studied English idioms on the basis of direct literary translations into the Uzbek language. Of great importance for this purpose is the development of linguistic principles for translating English idioms into Uzbek, identifying the means and methods of translating idioms that are available and used in the practical work of translators. Basic terms (automatically generated): Uzbek, English, idioms, idiom composition, word, idiom translation, translation, Uzbek translation school, language, literal translation.

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TECHNOLOGIES FOR TEACHING, LEARNING AND TRAINING

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Annotatsiya: Maqolada o'qitish texnologiyasi borasida fikr yuritilgan.
Kalit so'z: technology, higher education, teaching, learning, training.

Information technology is perhaps causing the most visible changes in the way we live. It includes telephones, television, satellite and cellular communications, computer networks, fax machines and the Internet, which is a complex mix of many technologies. Those of us who are afraid of new technology must not bury our heads in the sand. Rather we must shape the technology to strengthen the role of higher education and we must actively steer the technology into the future we want.

Higher education institutions in the region should support not only the more mature delivery mechanisms such as books and video-tapes, but the more advanced distance learning channels including interactive multimedia, the Internet, the World Wide Web, video-conferencing and satellite television.

Universities should also recognise that information technologies can contribute to their positioning in the marketplace, by enabling them to serve not only traditional students but also businesses, professional associations and other public and semipublic bodies. They can offer distance education, multimedia, resources for self-paced, self-directed learning and Internet access. These create opportunities for networking and for establishing consortia, and eventually for breaking barriers, building bridges, and in the end, consolidating friendship.

If the universities are not able to take up the new role that is offered to them, and do not deploy the new Information technology tools needed for adult training and distant learning, other private or public enterprises will progressively displace the old institutions, leaving them stuck in a limited niche.

Thus, Tempus has made direct and indirect contributions to consolidating the structures go civil society in its partner countries. By stimulating co-operation between universities and businesses it has also generated a major transfer of expertise and has highlighted the qualifications which are essential in the labour market.

As part of EU's pre-accession strategy, Tempus has made an effective contribution to the development of civil and economic society, and it still has a major role to play in building cohesion.

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PIRIMQUL QODIROV ROMANLARIDA TARIXIY SO‘ZLAR TAHLILI

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Annotatsiya: Ushbu maqolada P.Qodirovning “Yulduzli tunlar” va “Avlodlar dovoni” tarixiy romanlaridagi ba’zi tarixiy so‘zlarning tahlili berilgan.

Kalit so‘zlar: Pirimqul Qodirov, roman, tarixiy so‘zlar, arxaizm, istorizm, tarixiy so‘z.

Har qanday tarixiy asarni mutolaa qilar ekanmiz, albatta biz uchun tushunarsiz bo‘lgan tarixiy so‘zlarga ko‘zimiz tushadi. Garchi bunday tarixiy so‘zlar iste’moldan chiqib ketgan bo‘lsa-da, badiiy adabiyotda ma’lum g‘oyaviy-estetik niyatni amalga oshirish, realistik tasvir yaratish maqsadida arxaizm va istorizmlardan foydalaniladi. Bundan asosiy maqsad kitobxon ko‘z o‘ngida tasvirlanayotgan zamonni va tarixiy muhitni shakllantirishdan iboratdir.

Aynan mana shunday tarixiy sharoitni asarlarida shakllantira olgan adib Pirimqul Qodirovdir. U o‘zining “Yulduzli tunlar” va “Avlodlar dovoni” tarixiy romanlari orqali kitobxonlar qalbidan joy olgan. Har ikkala roman Boburiylar sulolasi tarixiga bag‘ishlangan bo‘lib, unda XV asr oxiri XVI asrdagi tarixiy sharoit tasvirlangan. Shunday ekan, adib asarda albatta shu tarixiy davrga oid bo‘lgan so‘zlarni mohirona qo‘llagan. Adib asarda ishlatgan tarixiy so‘zlarni turli sohalarga daxldorigi bo‘yicha guruhlarga ajratamiz: Amal va mansablarni anglatuvchi so‘zlar; oziq- ovqatlarni anglatuvchi so‘zlar; kiyim- kechakni anglatuvchi so‘zlar; o‘lchov birliklari va belgi- xususiyatni anglatgan so‘zlar va boshqalar.

Asarda “mavkab**”** so‘zi ishlatilgan. Mavkab**--**(arabcha) xon, podshoh va sultonlarning harbiy yurish va safar vaqtida kuzatib boruvchi maxsus suvoriy yoki piyoda qism. Mavkabda ishonchli amirlar , din vakillari, xon va podshohlarning alohida xizmatkorlari hamda munshiylari bo‘lgan. [Choriyev J.,2002:131.]. “Yulduzli tunlar” romanida podshohning yaqinlari, amaldorlari va mulozimlari ma’nosida qo‘llangan: “Butun mavkab bugun sizlarni olqishlag‘ay”.[Qodirov P., 1990: 90.] Bu so‘zning ko‘pligi Alisher Navoiy asarlarining izohli lug‘atida “mavokib” deb qayd etilgan.[Navoiy asarlari lug‘ati, 1983:190.].

“Choshnagir” so‘zi. Qadimda xon yoki podshoh saroyidagi amaldor shaxs, shoh oilasi oshxonasining boshlig‘i. Choshnagir hukmdorlarni zaharlanishdan saqlash va taom turini bilish maqsadida shohga tortiladigan taomlarni dastlab o‘zi tatib ko‘rgan. Romanda podshohning dasturxoniga qaraydigan xodima ayol sifatida qo‘llangan: “…choshnagiz ayol ovozini qo‘rqib, pasaytirib javob berdi”. ”. [Qodirov P., 1990: 22.]

“Miroxo‘r”- “amiri oxiri”- oxirlar amiri degani Buxoro amirligida yuqori bosqichdagi 6-darajali mansab bo‘lib, xon otxonasining boshlig‘i bo‘lgan. U saroydagi otxonalar va ot-ulov mahkamasiga javobgar bo‘lib, dasturxonchi va parvonachidan keyingi mansabdor shaxs hisoblangan. Oxurbek, oxursolor deb ham atalgan. [Choriyev J.,2002:150.]. “Bobur miroxo‘rni chaqirtirdi”.

P.Qodirovning tarixiy romanlarida oziq- ovqatni anglatuvchi tarixiy so‘zlar ham mavjud. Masalan: Oshliq- asli bu so‘z umumiy oziq- ovqatni anglatadi. Adib bu so‘zni don, un

ma'nosida qo'llaydi. "Oshliqdan juda qiynalmishlar". [Qodirov P., 1990: 106.]

Ayni bizning Xorazm shevasidagi "barak" so'zi ham "chuchvara" ma'nosida qo'llangan. Demak, bu so'z faqat Xorazm shevasiga xos bo'lmasdan, balki O'zbekistonning boshqa hududlarida ham ishlatilgan tarixiy so'z. "Mirzalar barakni xom sanabdur". [Qodirov P., 1990: 156.]

Yana uning romanlarida meva nomlari ham ifodalangan. "Norinj"- apelsin. "Norinj" arabcha so'z bo'lib, limon, apelsin, mandarin singari daraxtlar jinsidan bo'lgan bir mevali daraxtni anglatadi. Limo- limon, qayla- banan, anba- ananas tarzida berilgan.

Kiyim- kechakni anglatuvchi so'zlarga ham misol keltirish mumkin. Masalan, toqi- bu istorizm bo'lib, arabcha so'z hisoblanadi. Lug'atlarda uch xil ma'noni anglatishi yozilgan:

1. Vassa. 2. Qorovullarning shaqildog'i. 3. Ko'ylakning yelka qismiga ichidan qo'yilgan astar. [Choriyev J.,2002:226.] Lekin asarda cho'qqisimon, zaifona ayollar bosh kiyimi ma'nosida qo'llangan. "Begimning marvarid qadalgan ipak toqisi…"[Qodirov P., 1990: 72.]

Shabpo'sh – "shab" bu sutkaning qorong'i qismi, kecha, tun, kech ma'nosini anglatsa, "shabpo'sh" bu kechasi kiyib yotiladigan do'ppisimon yengil bosh kiyimidir. Bugungi kunda bunday bosh kiyimi maxsus nom bilan atalmaydi. Shuning uchun ham bu so'z istorizmga aylangan so'z hisoblanadi. "Boshidagi oq shabpo'shi bir yonga og'ib ketgan".

Bulardan tashqari o'lchovni, miqdorni, vaqtni anglatuvchi so'z va birikmalar ham mavjud. Masalan, bir pahra- 4 soatni anglatadi, bir dang- oltidan birni anglatgan, guruh- 100 lak, ya'ni 10 mln. Arb- milliard, nil- trillion, padam- kvardlillion. Bir yig'och yo'l deganda taxminan 16 chaqirim yo'l tushunilgan.

Xullas, P.Qodirov qo'llagan tarixiy so'zlar miqyosi keng. Birgina "Yulduzli tunlar" romanining o'zida 100 ga yaqin tarixiy so'z qo'llangan. Albatta, bunda Z.M.Boburning "Boburnoma" asaridan keng foydalangan.

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XORIJIY MAMLAKATLARDA TARIX FANINI O‘QITISHGA DOIR KONTSEPTUAL VA USLUBIY YONDASHUVLAR

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Annotatsiya: Tarix fanini o‘qitishda asosiy e‘tiborli jihat o‘quvchilarni vatanparvarlik tuyg‘usida tarbiyalashga qaratilganligidir.

Kalit so‘zlar: tarix, Rossiya, AQSh, Germaniya.

Dunyoning turli mamlakatlari maktablarida tarix fanini o‘qitilishi masalasini tahlil qiladigan bo‘lsak, turlicha metodologik yondashuvlar ko‘zga tashlanadi. Quyidagi davlatlar misolida buni ko‘rishimiz mumkin.

Jumladan, Rossiya maktablarida tarix darslari 5 sinfdan o‘qitilish boshlanib, quyidagi yo‘nalishda olib boriladi:

5 sinflarda qadimgi dunyo tarixiga oid bilimlar beriladi;

6 sinflarda o‘rta asrlar tarixiga oid bilimlar beriladi;

7-8 sinflarda yangi davr tarixiga oid bilimlar beriladi;

9 sinfda 1-jahon urushidan to hozirgi kungacha bo‘lgan davr tarixi haqida ta‘lim beriladi;

Yuqori sinflarda 5 sinfdan 9 sinfgacha o‘tilgan tarix mavzulari umumiy takrorlanadi.

Rossiya maktablarning tarix darslarida vatan tarixini o‘qitishga alohida e‘tibor beriladi va buning uchun umumiy o‘quv mavzularining 70 foizi ajratilgan. Rossiyada tarix fanini o‘qitishda asosiy e‘tiborli jihat o‘quvchilarni vatanparvarlik tuyg‘usida tarbiyalashga qaratilganligidir. Masalan, Ikkinchi jahon urishining 1941-1945 yillar davri tarixiga alohida e‘tibor qaratilib, fashizmga qarshi kurashlarda ko‘rsatilgan jasoratlar, Rossiyaning qo‘shgan hissasiga ko‘proq urg‘u beriladi.

Amerika Qo‘shma Shtatlari maktablarida ham tarix fanini o‘qitishda o‘ziga xos yondoshuv ko‘zga tashlanadi. Vatan tarixini o‘qitishda AQShning mustaqillikka erishishi, bunga hissa qo‘shgan tarixiy shaxslarning jasoratlariga urg‘u beriladi. Birinchi va Ikkinchi jahon urushlarida AQShning g‘alabaga qo‘shgan hissasiga alohida urg‘u beriladi. Vatan tarixi darslarida AQShdagi kolloniyal davrlar, oltin izlash vasvasasi, hindu qabilariga nisbatan qilingan tajovukorana siyosatlar tarixiga ehtiyotkorona yondoshiladi yoki qarib gapirilmaydi. Jahon tarixini o‘qitishda umumiy tavsilotlarga tayangan holda mamlakatlarning qadimgi va o‘rta asrlar tarix ma‘lumotlar beriladi. Masalan, Afrika haqida gap ketganda asosan piramidalar tarixi, Yevropa davlatlari tarixi, Markaziy va Janubiy-Sharqiy Osiyo mamlakatlarining Britaniya mustamlakachiligi davrigacha bo‘lgan tarixi haqida ma‘lumotlar beriladi. Tarixiy mavzulardan ko‘proq AQShning mustaqillikka erishishi, Prezident boshqaruvining joriy etilishi va o‘tkazilgan ilk saylovlar darslarning diqqat markazida bo‘ladi.

Evropa davlatlarida xam tarixni o‘qitishda o‘ziga xoslik ko‘zga tashlanadi. Jumladan, Buyuk Britaniyada tarixni o‘qitish ham sub‘ektivlikdan xolis emasdir. Kembrij universiteti professori Richard Evans ta‘kidlaganidek «Agar biz yoshlarga fuqorolik tuyg‘usini shakllantirishni xoxlasak, ularni vatanparvarlik afsonalari bilan boyitishimiz kerak» deb yozadi. Buyuk Britaniya maktablari o‘quv dasturlarida mamlakat tarixining g‘alabali oq sahifalari yetakchi o‘rinni egallaydi. Britaniyada o‘tkazilgan surovnomalarga qaraganda ingliz yoshlari oxirgi vaqtlarda kengroq yorituvchi tarixiy tadqiqotlar va tarixiy jarayonlarga turlicha nuqtai nazardan yondashuvchi mashg‘ulotlar qiziqtirishini ta‘kidlashmoqda.

Tarix fanini o‘qitish Germaniyada ham o‘ziga xos yondoshuv kuzatiladi. Germaniya maktablarining tarix darslarida beshinchi sinfidan to‘qqizinchi sinfiga qadar o‘quvchilar tosh asri, Rim imperiyasi, Salib yurishlari, Uyg‘onish va Ma‘rifatparvarlik davrlari haqida ma‘lumotlar beriladi. O‘ninchi sinfdan o‘qituvchilar alohida guruhlarda o‘quvchilarning qiziqishlariga qarab tarixning turli mavzularida chuqurlashtirilgan mashg‘ulotlar olib boriladi. Darslarga qo‘yiladigan mavzularga ko‘ra darslar erkin shaklda va juda chuqurlashmagan ko‘rinishda olib boriladi. Frantsuz tarixchisi Mark Ferro maktablarda tarix darslarini o‘tilishiga doir o‘zining tanqidiy asarlarini yaratib, jumladan XX asrning o‘rtalariga qadar Germaniya maktablarida tarix fani o‘qitishda mavzular yangi davr tarixini o‘qitish bilan boshlanganligi, asosan A.Gitlerning hayoti va faoliyati, hokimyat tepasiga kelishiga oid ma‘lumotlarga asosiy urg‘u berilganligini ta‘kidlaydi.

Fashizm tuzimining ag‘darilganidan so‘ng XX asrning 60-yillariga qadar Ikkinchi Jahon urishi davri tarix darsliklaridan chiqarib tashlangan o‘quvchilarga bu davr haqida gapirilmagan. Hozirgi kunda Germaniya dasturlarida bunday yondoshuvlarga yo‘l qo‘yilmaydi. XX asrnnig 30-yillarida Germaniyada tarixni o‘rganishda maktablarda kino va opera san‘atidan ilk bor keng foydalanilgan. 1936 yil Gitler tuzimi aks ettirilgan 500 dan ortiq filmlar o‘rta maktablarda va 330 ta universitetlarda ko‘rsatilib, fashistik g‘oyalarni singdirishda keng foydalanilgan.

Xorijiy mamlakatlarda tarix fanini o‘qitishga doir uslubiy yondashuvlarda ham turli-tumanlik ko‘zga tashlanadi. Jumladan, Frantsiyada tarix fanini o‘qitishda tarixda yuz bergan voqealarni o‘quvchilar tomonidan tarixiy romanlar, chizilgan tarixiy sur‘atlardagi voqealarni o‘rganish, tasavvur qilish, tahlil qilish orqali o‘rganishga ko‘proq e‘tibor qaratiladi. Fransuz yozuvchilari Dyuma, Gyugo, Jyul Veri asarlaridagi tarixiy sahnalar darslarda keng foydalaniladi. Birgina komediya janrida nashr qilingan Asteriks haqidagi sarguzashtlar kitobi 30 million-nusxada sotilgan. Tarixiy romanlardagi sevgi va muhabbat obrazlari ham ko‘rsatilgan bo‘lsa ham darslarda ikkilanilmasdan o‘qituvchilar tomonidan foydalanishga tavsiya etiladi. E‘tiborli tomoni shundaki, zamonaviy frantsuz darsliklarida tarixiy voqealarning tavsilotining bayon etilishidan ko‘ra illyustratsiyalar ko‘rinishida aks etirishga ko‘proq e‘tibor qaratiladi. Shuningdek, Tarix darslarida vatanparvarlik tuyg‘ularini shaklantirishga alohida e‘tibor qaratiladi. Taqdim etiladigan illyustratsiyalarda o‘rta asrlar qirollar faoliyati, cherkovlarning jamiyatda tutgan o‘rni, Janna Dark kabi tarixiy qahramonlarning jasoratlaridan misolar keltiriladi.

Umuman olganda xorijiy mamlakatlar tarix darslarining o‘qitilish metodikasida o‘quvchilarda tarixni o‘rganish orqali insonparvarlik, vatanni sevish, o‘z ajdodlarining vatanlari rivojiga qo‘shgan hissalariga hurmat tuyg‘usida bo‘lish va o‘zlarida vorisiylik hissini rivojlantirishga e‘tibor qaratish yuqori ekanligini ko‘rishimiz mumkin.

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INFORMATIKA FANINI O‘QITISHDA «FIKRLARNING SHIDDATLI HUJUMI» METODIDAN FOYDALANISH.

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Annotatsiya: O‘quvchilarni mustaqil fikr yuritishga, mushohada qilishga, mutolaa qilishga o‘rgatishda o‘qituvchilar oldida katta mas’uliyat qo‘yiladi.

Kalit so‘z: O‘qituvchi, metod, bilim, muhit, ko‘nikma, malaka, shaxsiy.

O‘qituvchi o‘qitishdan o‘qishni o‘rgatishga, bilim berishdan o‘quvchilarning bilimlarni mustaqil egallashlariga yodam berishi lozim. Ya’ni o‘qituvchi o‘quvchini ehtiyoj tug‘dirishdan, muhit yaratishga va undan mas’uliyatni his qilishni o‘rgatish kerak.

Demak, o‘qituvchidan tashabbuskorlikni, mustaqil fikrlay olishni, o‘z faniga oid bilimni puxta bilishini, kuzatuvchanlikni, ijodiy tasavvurni tarbiyalashga layoqatini faollashtirish zarur. Shunday layoqatga ega bo‘lgan o‘qituvchi o‘z ish faoliyatida ilg‘or texnologiyani qo‘llashi o‘quvchilarda yuqori bilim, ko‘nikma va malakaga ega bo‘lishiga olib keladi.

Mazkur metod Ye.A.Aleksandrov tomonidan asoslangan hamda G.Ya.Bush tomonidan qayta ishlangan. «Fikrlarning shiddatli hujumi» metodining mohiyati jamoa orasida muayyan topshiriqlarni bajarayotgan har bir ta’lim oluvchining shaxsiy imkoniyatlarini ro‘yobga chiqarishga ko‘maklashish hamda ta’lim oluvchilarda ma’lum jamoa (guruh) tomonidan bildirilgan fikrga 2 qarshi g‘oyani ilgari surish layoqatini yuzaga keltirishdan iboratdir.

Ushbu metoddan foydalanishga asoslangan mashg‘ulot bir necha bosqichda tashkil etiladi. Ular quyidagilardir:

1-bosqich. Ruhiy jihatdan bir-biriga yaqin bo‘lgan ta’lim oluvchilarni o‘zida biriktirgan hamda son jihatdan teng bo‘lgan kichik guruhlarni shakllantirish.

2-bosqich. Guruhlarga hal etish uchun topshirilgan vazifa yoki topshiriqlar mohiyatidan kelib chiqadigan maqsadlarni aniqlash.

3-bosqich. Guruhlar tomonidan muayyan g‘oyalarning ishlab chiqilishi (topshiriqlarning hal etilishi).

4-bosqich. Topshiriqlar yechimlarini muhokama etish, ularni to‘g‘ri hal etilganligiga ko‘ra turkumlarga ajratish.

5-bosqich. Topshiriqlar yechimlarini qayta turkumlashtirish, ya’ni ularni to‘g‘rilik darajasi, yechimini topish uchun sarflangan vaqt, yechimlarning aniq va ravshan bayon etilishi kabi mezonlar asosida baholash.

6-bosqich. Dastlabki bosqichlarda topshiriqlar yechimlari yuzasidan bildirilgan muayyan tanqidiy mulohazalarni muhokama etish hamda ular borasida yagona xulosaga kelish.

Yuqorida mohiyati bayon etilgan «Fikrlarning shiddatli hujumi» metodini ijtimoiy, gumanitar va tabiiy yo‘nalishlardagi fanlar yuzasidan tashkil etiladigan mashg‘ulotlar jarayonida birdik muvaffaqiyatli qo‘llash mumkin. Metodni qo‘llash jarayonida quyidagi holatlar yuzaga keladi:

1. O‘quvchilar tomonidan muayyan nazariy bilimlarning puxta o‘zlashtirilishiga erishish;
2. Vaqtni iqtisod qilish;
3. Har bir o‘quvchini faollikka undash;

4. Ularda erkin fikrlash layoqatini shakllantirish.

Ko‘rinib turibdiki ushbu metod ta’lim oluvchilar tomonidan muayyan nazariy bilimlarning puxta o‘zlashtirilishiga erishish, vaqtni iqtisod qilish, har bir ta’lim oluvchini faollikka undash, ularda erkin fikrlash layoqatini shakllantirishga yordam beradi.

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MAKTABGACHA TA‘LIM MUASSASALARIDA CHET TILLARINI O‘RGATISH VA UNING AHAMIYATI

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Annoatsiya: Maqolada maktabgacha ta‘lim muassasalarida chet tillarini o‘rgatish va uning ahamiyati borasida fikr yuritilgan.

Kalit so‘z: MTT, kichik yoshdagi bola, tizimlilik, ko‘rgazmalilik

O‘zbekiston Respublikasi mustaqillikga erishganidan so‘ng talim soxasini isloh qilish maqsadida “Ta’lim to‘grisida”gi qonun , “Kadrlar tayyorlash Milliy dasturi”ni qabul qiladi. Ushbu dasturning yetakchi bo‘lgan tarkibiy qismlaridan biri uzluksiz ta’lim hisoblanadi. Uzluksiz ta’limning birinchi bo‘ginini esa Maktabgacha ta’lim tashkil qiladi. Shundan ko‘rishimiz mumkinki Maktabgacha ta’lim muassasalariga bo‘lgan e’tibor bugun yanada kuchaydi. Mana shu maskanda tarbiyalanayotgan bolalarni har tomonlama yetuk shaxs qilib tarbiyalashda muassasalarda olib borilayotgan mashg‘ulotlarni o‘rni beqiyos.Bugun bolajonlarimizga o‘tilayotgan mashg‘ulotlar ichida chet tillarini o‘rgatish mashg‘ulotlari alohida ahamiyatga ega. Bugungi kunda respublikamizda chet tillarini o‘rganish masalasi dolzarb masalalardan biri bo‘lib kelmoqda. Chet tillarni bilish orqali inson uchun keng imkoniyatlar ochiladi.

Ko‘pincha ota-onalar bolalarga chet tilini o‘rgatishni necha yoshdan boshlasa samaraliroq bo‘ladi, degan savol qiziqtiradi.Tadqiqotchilarning fikriga ko‘ra chet tillarini o‘rgatishning qulay vaqti - 3-7 yoshdir. Chet tilini o‘rganish qancha erta boshlansa, shuncha yaxshi. Maktabgacha davr yoshidagi bolalar axborotlarni tez qabul qiladi.Shuning uchun , mashg‘ulotlar o‘yin shaklida , she’r , ashula topishmoq, ertaklar orqali olib borilsa, yuqori natijalarga erishish mumkin.Hozirgi kunda chet tillarini o‘rganishning imkoniyati katta. Bog‘chada tashkil qilingan qo‘shimcha to‘garaklarga ,maxsus maktabgacha yoshdagi bolalar uchun tayyorlov guruhlariga qatnab, hatto ommaviy axborot vositalari orqali ham chet tilini (ayniqsa ingliz tilini) o‘rganish mumkin. Lekin qaysi bir usulni tanlashdan qat’iy nazar bu yoshdagi bolalarga chet tili o‘rgatishning bir qancha xususiyatlariga ahamiyat berish kerak.

Birinchi o‘rinda bu tizimlilikdir. Mashg‘ulotlar jadvalini bola uchun qulay paytda joylashtirish lozim.

Ikkinchidan - ko‘rgazmalilik. Bolalarga rasmlar, o‘yinchoqlar, jihozlar ko‘rsatib mashg‘ulotlarini jonlantirish.

Uchinchidan, bolani haddan tashqari ko‘p axborot bilan zeriktirib qo‘ymaslik kerak. Berilayotgan savol-topshiriqlar bola yoshiga mos bo‘lishi darkor.

Mashg‘ulotlar davomida bolani albatta rag‘batlantirib borish lozim.Rag‘batlantirish bolada qiziqishni uyg‘otadi.Maktabgacha yoshdagi bolalarga chet tilini o‘rgatishda asosiy faoliyat turi – o‘yindir.Bunday o‘rgatish turli tillarni egallashda ko‘nikma malakalarga ega bo‘lishga qulay sharoit yaratadi. O‘yin faoliyatiga tayanib bola tabiiy holda nutq ko‘nikmalarini egallaydi.

Kichik yoshdagi bolalarni chet tiliga o‘rgatish maxsus metodikani talab qiladi. Bunda bolaning yoshi, qiziqishi, qobilyati inobatga olinishi kerak. Mashg‘ulotlarning natijasida bolada o‘zaro fikr almashish kompentinsiya asoslari shakllantirish:

Tog‘ri talaffuz etish, diqqat, fonetik eshitish qobiliyatini rivojlantirish;

Ma’lum bir grammatik sodda iboralarini ishlatish;

Leksik minimumga ega bo‘lish,uni mustahkamlash va faolashtirish;

Bola chet tilini o‘rganish orqali boshqa mamlakatlar madaniyati va hayoti bilan tanishadi, dunyoqar-ashi kengayadi.Chet tilidagi ashula, she’r, raqs ertaklarni o‘rganib san’atga bo‘lgan qiziqishilarini ortiradi. Sahna o‘yinlari , dialoglar orqali bolada ijtimoiy muloqot ko‘nikmalari shakllanadi.

Bular bolalarimizni ma’naviy yetuk, zamonaviy fikrlovchi, uyg‘un kamoltopgan inson bo‘lib ulg‘ayishiga yordam beradi.

USING PHYSICAL EXERCISES AT THE ENGLISH LESSONS

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Annotation: This article focuses on the need for short exercise at the English lessons to improve students' health.

Keywords: children, movements, body, physical exercises, warm-up, lesson

In TPR, learning is activated through body movements as it is based on coordination of language and physical movement. Teachers give instructions to learners in the target language, and the learners respond with their whole-body actions. Physical education is an integral part of any lesson in elementary school if the teacher does not want the hyperactivity of modern children to interfere with him in conducting the lesson. The English lesson is no exception. Observations show that memorization is more effective if, after working on memorization, younger students relax or engage in a completely different type of activity. The duration of the warm-up should be 1-2 minutes and be carried out after 20-25 minutes after the start of the lesson. For primary school, it is best if children do physical exercises using language. For example, exercise with movements:

- go (walking in place) - run (running in place)
-jump (jump in place) - hands up (raise their hands)

Children's thinking is concrete and relies on visual images and representations, i.e. they need a real object or action to understand something. This is why visual presentation, which arouses children's interest, plays an important role in teaching a foreign language. For example:

One, two-tie your shoe (squat),
Three, four-mop the floor (lean forward with outstretched arms),
Five, six-put up bricks (hands up),
Seven, eight-wash the plate (circular hand movements),
Nine, ten – begin again (start over at a faster pace).

Another type of physical warm-up in elementary school classes is outdoor games. For example, the game "Cats and Mice". All movements of the game are performed with certain phrases in English. Mini-dramatizations of well-known poems, recently learned by heart, performed in the aisles between the desks or even sitting at the desks, depending on what movements you need to perform. For example:

Giraffes are tall with a neck so long. (They stand on their toes)
Elephants trunks are big and strong. (They make a trunk with their hands)
Zebras have stripes and can gallop away, (running in place)
While monkeys in the trees do sway.
Old crocodiles swim in a pool so deep (hand movements seem to float).
Turtles in the sun go to sleep. (hands are placed under the cheek, eyes are closed).

You can also perform movements to songs while sitting. Students like to sing, showing the story of the song with their hands, tapping or swaying from side to side. For example, the song "Alouette, Little Alouette". Numerous repetitions typical of the song contribute to involuntary memorization of vocabulary and grammatical structures. A warm-up can be with a minimum of movements. For example, we repeat pronouns as if we were counting, tell the forms of irregular verbs by clapping our hands at each other, some transcription signs with

certain hand gestures, and some words are spelt out in the air. All these types of physical activity in the classroom help children to relax and better assimilate the lesson material. It is necessary to take into account that primary school children still have insufficient development of voluntary attention and such types of memory as emotional - figurative, associative and kinesthetic (motor). These types of memory are activated using rhythmic techniques or movements to music. A Chinese proverb says: “Tell me and I’ll forget; show me and I’ll remember; let me do it and I’ll understand.” A little physical activity with movements to the music, a pre-learned song, not only raises the mood, but also makes all the channels of perception work, and also fixes new information in the memory of students. For example:

Clap, clap, clap your hands, (clap your hands)
Clap your hands together. (2 times)
Stamp, stamp, stamp your feet, (stamp your feet)
Stamp your feet together. (2 times)
Nod, nod, nod your head, (they nod their heads)
Nod your head together. (2 times), etc.

In conclusion, we can say, that to increase the effectiveness of learning material, it is necessary to take into account the intellectual and physiological characteristics of students of each age.

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KIMYO FANINI O‘QITISHDA “REZYUME” TEXNOLOGIYASIDAN FOYDALANISH.

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Annatotsiya: Har bir jamiyatning kelajagi uning ajralmas qismi va hayotiy zarurati bo‘lgan ta‘lim tizimining qay darajada rivojlanganligi bilan belgilanadi.

Kalit so‘z: Pedagogik, axborot, ta‘lim, fikr, jamoa, siyosati, flomaster,rangli qalam.

Bugungi kunda mustaqil taraqqiyot yo‘lidan borayotgan mamlakatimizning uzluksiz ta‘lim tizimini isloh qilish va takomillashtirish, yangi sifat bosqichiga ko‘tarish, unga ilg‘or pedagogik va axborot texnologiyalarini joriy qilish hamda ta‘lim samaradorligini oshirish davlat siyosati darajasiga ko‘tarildi.

Texnologiyaning tavsifi: Bu texnologiya murakkab,ko‘p tarmoqli,mumkin qadar muammoli mavzularni o‘rganishga qaratilgan. Texnologiyaning mohiyati shundan iboratki, bunda bir yola mavzuning turli tarmoqlari bo‘yicha axborot beriladi. Ayni paytda ularning har biri alohida nuqtalardan muhokama qilinadi. Masalan, ijobiy va salbiy tomonlari, afzallik va kamchiliklari, foyda va zararlari belgilanadi. **Texnolgiyaning maqsadi:** O‘quvchilarni erkin, mustaqi, tanqidiy fikrlashga, jamoa bo‘lib ishlashga, izlanishga,fikrlarni jamlab taqqoslash uslubi yordamida mavzudan kelib chiqqan holda o‘quv muammosini yechimini topishga hamda kerakli xulosa yoki qaror qabul qilishga, jamoaga o‘z fikri bilan ta’sir etishga, uni ma’qullashga, shuningdek, berilgan muammoni yechishga o‘rgatish. **Texnologiyani qo‘llanilishi:** Ma’ruza darslarida(imkoniyat va sharoit bo‘lsa), semenar, amaliy va laboratoriya mashg‘ulotlarida yakka (yoki kichik guruhlar ajratilgan tartibda o‘tkazish, shuningdek uyga vazifa berishda ham qo‘llash mumkin. **Mashg‘ulotda foydalanadigan vositalar:** A-4formatdagi qog‘ozlarida (guruh soniga qarab) tayyorlangan tarqatma materiallar, flomaster yoki rangli qalamlar. **Mashg‘ulotlar o‘tkazish tartibi:** O‘qituvchi o‘quvchilarning soniga qarab 3-5 kishidan iborat kichik guruhlarga ajratadi.

O‘qituvchi o‘quvchilarni mashg‘ulotning maqsadi va o‘tkazilish tartibi bilan tanishtiriladi va har bir kichik guruhga qog‘ozning yuqori qismida yozuvi bo‘lgan, ya’ni asosiy muammo, undan ajratilgan o‘quv muammolari va ularni yechish yo‘llari belgilangan, xulosa yozma bayon qilinadigan varaqlarni tarqatadi.

Har bir guruh a’zolari ularga tushgan varaqlardagi muammolarning afzalligi va kamchiliklarini aniqlab, o‘z fikrlarini flomaster yordamida yozma bayon etadilar. Yozma bayon etilgan fikrlar asosida ushbu muammoni yechimini topib, eng maqbul variant sifatida umumiy xulosa chiqaradilar.

Kichik guruh a’zolaridan biri tayyorlangan materialni jamoa nomidan taqdimot etadi. Guruhning yozma bayon etgan fikrlari o‘qib eshittiriladi, lekin xulosa qismi bilan tanishtirilmaydi.

O‘qituvchi boshqa kichik guruhlardan taqdimot etgan guruhning xulosasini so‘rab, ular fikrini aniqlaydi, guruhlar fikridan so‘ng taqdimot guruhi o‘z xulosasi bilan tanishtiradi;

O‘qituvchi guruhlar tomonidan berilgan fikrlarga yoki xulosalarga izoh berib, ularni baholaydi, so‘ngra mashg‘ulotni yakunlaydi. **Ilova (misol tariqasida)**

O‘quvchilar billimini nazorat qilish							
Neft		Tabiiy gaz		Toshko‘mir		Yangi energiya turlari	
Afzalligi	Kamchiligi	Afzalligi	Kamchiligi	Afzalligi	Kamchiligi	Afzalligi	Kamchiligi
Xulosa:							

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NEMIS TILI DARSLARIDA YANGI O‘YINLAR VA ULARNING O‘RNI

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Annotatsiya: Maqolada nemis tili darslarida o‘yin usullarini qo‘llashning pedagogik-psixologik mohiyati, nemis tilini o‘qitishda o‘yin texnologiyasidan foydalanishning samarali yo‘llari haqida fikrlar bayon etilgan.

Kalit so‘zlar: o‘yin, didaktik, zamonaviy, nemis tili, qiziqtirish, mashqlar, ilg‘or

Mamlakatimzda fuqarolik jamiyatini barpo qilish uchun qo‘yilayotgan asosiy qadamlarning pirovard maqsadi xech kimdan kam bo‘lmagan komil inson shaxsini tarbiyalash masalasidir. Hozirda mamlakatimizda yuqori malakali chet tili o‘qituvchilari tomonidan zamonaviy pedagogik va axborot-kommunikatsiya texnologiyalaridan foydalangan holda o‘qitishning ilg‘or uslublarini joriy etish yo‘li bilan o‘sib kelayotgan yosh avlodni chet tillarga o‘qitish, xorijiy tillarni puxta biladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish, sohada xalqaro hamkorlik va muloqotni rivojlantirish uchun qulay shart-sharoit hamda imkoniyatlar yaratilmoqda. Bu borada albatta yurtimizda olib borilayotgan keng qamrovli islohotlar salmog‘i bugun barchaga kundek ravshan. Xususan 2012 yilning 10- dekabrida Birinchi Prezidentimiz I.Karimovning PQ-1875-sonli “Chet tillarini o‘rganish tizimini yanada takomillashtirish chora tadbirlari to‘g‘risida” gi qarori fikrimizning yaqqol dalilidir. Qarorga muvofiq 2013- o‘quv yilidan boshlab chet tillarini o‘rta maktablarning boshlang‘ich sinflaridanoq o‘rgatish yo‘lga qo‘yildi. Mamlakatimizning ko‘plab o‘quvchi-yoshlari 1-sinfdan boshlab ingliz, frantsuz, nemis va boshqa tillarni o‘rganishmoqda. Ularni chet tillarni o‘rganishlari uchun ta'lim maskanlarida barcha zamonaviy texnik vositalar, ko‘rgazma qurollar, o‘quv darsliklari, o‘quvchi daftarlari kabi shart- sharoitlar yaratilib berilgan. Ushbu imkoniyatlardan unumli foydalanish, o‘quvchi- yoshlarga malakali bilim berish yo‘lida biz o‘qituvchilar ham yanada ko‘proq, samarali faoliyat olib borishga intilayapmiz. Nemis tili darslarida yuqori natijaga erishish, ta'lim sifatini yanada oshirish va o‘quvchilarni til o‘rganishga bo‘lgan qiziqishlarini oshirish maqsadida, bir necha yangi o‘yinlar taklif qilmoqchiman. Nemis tili darslarida esa, o‘yinlar asosan o‘quvchilarni bir-birlari bilan yanada yaqinroq tanishish, guruhlarda birgalikda, do‘stona ishlash, ularni fanga, til o‘rganishga qiziqtirish, mashqlar oralig‘ida charchoqni qoldirish, ishtiyoqlarini oshirish va dars davomida yanada tashabbuskor, harakatchan, faol ishtirok etishlari uchun foydalaniladi. Ushbu o‘yinlar o‘rganilayotgan nemis tili fanidan kelib chiqib istalgan chet tili darslariga joriy qilinishi mumkin. So‘zlar vositasida o‘yinlar nomi:

1.“So‘zni takrorda va qo‘sh” o‘yini. Bu o‘yin ma‘lum bir mavzu asosida o‘tkaziladi. Masalan:”Meine Familie”,”Meine Schule”,”Meine Stadt”. Ushbu mavzuga oid bir so‘zni o‘quvchilardan biri nemis tilida aytadi va boshqa o‘quvchi ushbu so‘zni takrorlaydi va yana bir so‘z qo‘shadi. O‘yinni davom ettira olgan o‘quvchi g‘olib bo‘ladi.

2.“So‘zni yozishni bil” o‘yini. O‘quvchi biror-bir so‘zning o‘zbekcha tarjimasini aytadi va o‘quvchilardan biri uni doskaga nemis tilida yozadi.So‘zni to‘g‘ri yozgan o‘quvchi o‘yinni davom ettiradi.

3.“So‘zni top” o‘yini. O‘quvchilardan biri tashqariga chiqariladi.O‘quvchilar esa biror so‘zni o‘ylashadi. Masalan: Ein Buch. O‘quvchi kirib kelib,o‘quvchilarga savol bilan mu-rojaat qiladi. Ist das ein Buch? Javob to‘g‘ri bo‘lsa,o‘quvchilar Ja,dast ist es,javob noto‘g‘ri bo‘lsa Nein dast is kein Buch, deb javob beradi. O‘yin bola so‘zni topgunga qadar davom

etadi. Bu xil metodlarda “Topshiriq”,”O‘yla, esla ayt”,”Javobni top”,O‘yintopshiriq”,”Sayo hat”kabi mashq,topshiriqlar bajariladi.

4.“Uqalash” o‘yini. Bu o‘yin ta’na a’zolarini o‘rgatish uchun juda qulay bo‘lib, o‘quvchilar 2 kishilik juftlikda ishlaydi va mavzu bo‘yicha o‘rgangan bilim va ko‘nikmalarini yanada mustahkamlash va chuqurroq eslab qolish imkoniyatiga ega bo‘ladilar. O‘qituvchi tomonidan qaysi ta’na a’zosi haqida so‘ralsa, tezda qo‘llari bilan uqalaydi. Bunda o‘quvchilardan eslab qolish, e’tibor, tezkorlik, zukkolik va albatta harakatchanlik talab qilinadi. Yana bir samarali tomoni bu o‘yinni o‘quvchilar nafaqat maktabda, balki oilada ota- onasi, bobo va buvisi yordamida ham o‘ynashi mumkin. Bu esa, o‘z- o‘zidan o‘quvchi bilimini mustahkamlashda katta samara beradi.

O‘zaro musobaqa,fikrlarni bayon etish va tushuntirishga doir usullarga “Anjuman”,”Mus obaqa”,”Tanlov”,”Sinov”,”Yuzma-yuz” kabilarni kiritish mumkin. Masalan,”Sinov” usulini qo‘llashda o‘quvchilarga test kartochkalari tarqatiladi.Ushbu kartochkalar faqat o‘rganilgan mavzuga oid bo‘lib,unda testlar oddiydan murakkabga qarab tuzilishi lozim.

Xulosa qilib aytganda, o‘rganilayotgan tilda o‘yin texnikasidan foydalanish chet tillarni o‘qitishning dastlabki bosqichida ayniqsa muhimdir. O‘yin texnikasi chet tilini o‘rganishda qulay psixologik muhit yaratadi. O‘yin tufayli o‘quvchilarning psixologik yuki o‘chiriladi, ularning nutq faoliyati faollashadi, hissiy ohang kuchayadi, nemis tilini o‘rganishga qiziqish saqlanib qoladi, shu bilan yangi materialni yanada jadal va oson yodlashga yordam beradi.

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LANGUAGE TEACHING GAMES FOR THE 5TH-11TH GRADES

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Annotation: Language teaching games are activities done by a student inside the class as part of applying or doing the practical part of the lesson after listening to the theoretical part which is presented by the teacher.

Keywords: games, teaching, language, listening, educational, memorize

At the beginning of each lesson, the teacher can use games aimed at developing oral speech skills. These games can be used as phonetic exercises, or as a separate part of a foreign language lesson. These educational games are designed to help students remember the past lexical material so that they can apply them in subsequent lessons. For example, the educational game "LISTEN AND DO" helps students overcome their psychological and emotional fears. This game has various goals. But we can single out one main and most important goal of this game, which is that with the help of a teacher, students can overcome psychological barriers. If there is no cohesion in the class, this game helps the teacher to unite the class into a single whole, and the students – to rally. With the help of educational games, students of grades 5-11, due to their age characteristics, memorize all school material as effectively as possible. When using educational games in English lessons, the teacher should take into account not only psychological but also intellectual features students, thanks to which students more effectively remember and use all school material. Educational games should not be used at each lesson, and after passing the next topic, the next school curriculum. This helps students memorize the material and in further use the material obtained not only in school but also in different living conditions.

Activity 1. LISTEN AND DO. Face to face. Every pupil has a partner, and the two stand facing each other at the circumference of a large circle. Somebody in the centre of the circle gives commands, which all the players obey, e. G.: Stand back to back. Run around each other. Shake hands. Touch each other's shoulders, etc. Suddenly the pupil in the centre calls out «All change», and everyone must seize a new partner. The centre pupil tries to do so too. The one left without a partner goes into the centre and gives commands. This can be played wherever there is room enough, and best outdoors. If the total number of pupils is even, have two in the centre giving commands.

Activity 2.WHAT AM I DOING?. There are many goals of this game, but the main goal of this educational game is to help students improve their foreign language vocabulary, remember the material they have passed and consolidate the new one they have received lexical and grammatical material in the English lesson. This game can be played in any class, regardless of age. It helps you remember what you have learned, as well as consolidate the received lexical material in English lessons. **WHAT AM I DOING?:** The teacher acts as some kind and asks the class what he is doing. Answers: You're cleaning the board. You're drawing a man. You're walking around and around your table. You're touching John's hand. You're writing. You're pinning up a picture, etc. The action must, of course, still be in progress when the reply is given. Thus only actions which can be prolonged are suitable here. C. Perhaps. The teacher whispers something I to one of the pupils and sends him out where I cannot be seen. The class must guess what he is doing — or should be doing. Perhaps he's sharpening a pencil, washing his hands, fetching some chalk, running around

the playground, feeding the animals, looking for a box, moving your bicycle out of the sun, etc. The teacher asks for suggestions and a considerable vocabulary is needed if every pupil is to make a different sentence and the answer is not to be guessed too soon. A team point is awarded for the first one to guess exactly. Then someone else goes outside with another secret. If the pupils are inventive enough, they need not depend on the teacher for this, and the teacher will have to guess too.

Activity 3.THE SAME, OR DIFFERENT? The goal of this game is that students should recognize similarities and differences in the sentences that the teacher calls them. Students you must hear and understand the differences by ear, as well as correctly name them and put a logical emphasis. In this educational game, you can use both words and phrases, as well as whole sentences. For example, when conducting this game, the teacher can test the students for listening, make a mistake for the students to memorize the received material as best as possible. **THE SAME, OR DIFFERENT?:** The teacher says two sentences and the pupils have to judge whether they are the same or different. Examples: Teacher: You must leave there You must live there — You must leave there. Are they all the same? I'll say them once more. (Says them.) Peter?

Peter: The second one was different. Teacher: Good. A point for your team. I'd like to look at your back — I'd like to look at your back. John? John; Different.

Teacher: Are you sure? Listen again. (Repeats them.) John: Oh, the same. Teacher: yes how what about this? I like to look at you back – I like to look at your bag. Hands up. And so on.

The same procedure, except that word – pairs and not a sentence – pair are used. Examples: leaf – leave, men- men – man, thin – thing – thing – thin. Again, it is important to pronounce each word of the pair or set in the same way and not, for instance, on with rising intonation and another with a falling intonation.

Activity 4. PICTURES AND SOUNDS. With the help of this game and with the help of visual AIDS and audio files you can enter a new lexical material. The teacher helps students memorize new vocabulary using images and sounds. Thanks to visual and audio files students remember a new one just now the studied vocabulary and recall the passed vocabulary on the previous one's English lessons. For many students, it is easier, more convenient, more effective and productive to memorize new vocabulary and recall the studied vocabulary with the help of visualizations and audio files. Visual and auditory or audio perception of information is the most productive and effective way of teaching and learning English for students at the middle stage of training.

PICTURES AND SOUNDS.

Pictures are useful for a variety of purposes in the foreign-language course, and some pronunciation difficulties lend themselves to pictorial illustration. For instance, it is fairly easy to have simple sketches of a pot and a port, of a sheep and a ship, of a hat and a hut, a cart and a kite, of somebody thinking and somebody sinking.

For example, the educational game «Word Lotto» helps to remember the school curriculum and all any information related to learning English. This educational game helps students to consolidate past grammar material.

Activity 5. WRITE WHAT YOU HEAR. A list of words which have been giving trouble is first studied, with or without teaches help. The teachers call a word, names a pupil from each team, and says "Go". These pupils each write the word on the blackboard. The first to finish correctly and with full legibility wins a point.

So, educational games can develop pronunciation skills and develop the correct logical accent. These games are played at a fast pace. With their help, the author advises practising

individual sounds with an explanation of articulation to practice these sounds in words in a training game. For example, the educational game "WRITE WHAT YOU HEAR" helps students describe themselves using new and previously learned vocabulary, as well as get to know each other and the entire class as closely as possible.

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BOSHLANG'ICH TA'LIM JARAYONIDA FOYDALANILADIGAN DIDAKTIK MATERIALLARGA QUYILADIGAN TALABLAR

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Annotatsiya: O'quvchilarga puxta bilim berish va darsning samaradorligini oshirish uchun unga ijodiy va yangicha yondoshib, zamonaviy darslar tashkil qilmog'i kerak.

Kalit so'zlar: didaktik material, darslik, elektron darsliklar.

Jamiyatimizning barcha jabhalarida qayta qurish bo'lgani kabi ta'limtarbiya sohasida ham qayta qurish, yangilanish zarurligi namoyon bo'lib bormoqda. Mustaqillik va ta'lim sohasidagi islohotlar ta'lim jarayoni uchun tavsiya etiladigan didaktik materillarni zamon talablari asosida tubdan qayta ko'rib chiqish va zamonaviy shakllarini yaratishni taqozo etmoqda. Zamonaviy didaktik materiallar qanday bo'lishi kerak ekanligi borasida qator didakt olimlar izlanishlar olib borishmoqda. Ushbu paragrafda zamonaviy darslik, o'quv qo'llanmalar va ikkilamchi didaktik materiallarga quyiladigan talablarni tahlil qilamiz.

Darslik o'quvchilarning davlat ta'lim standarti va o'quv dasturida belgilab berilgan bilim, ko'nikma va malakalarni faol va ongli suratda o'zlashtirishga yordam beruvchi, o'quv-tarbiya jarayoni samaradorligini oshirishga xizmat qiladigan asosiy vosita hisoblanadi. Maktab darsligi oldiga quyidagi vazifalar qo'yiladi:

- davlat ta'lim standartlariga mos kelish;
- o'quvchilarning bilim olishiga yordam berishi;
- o'quvchilarda mustaqil faoliyat ko'nikmalarini rivojlantirish;
- o'zlashtirilgan bilimlarning kundalik turmush amaliyoti bilan bog'lash;
- o'quvchilarni shu fan bilan bog'liq ravishda kasbga yo'naltirish;
- ta'lim va tarbiyani o'zaro chambarchas bog'lash;
- o'zlashtirilgan bilimlarni mustahkamlash;
- boshqa fanlar bilan uyg'unlashish (integrastiya);
- fanga oid etarli miqdordagi ma'lumotlarni o'zida mujassamlashtirish;
- ta'lim olishning turli uslublarini o'zida mujassamlashtirish;
- o'quvchiga o'z-o'zini yoki o'qituvchiga o'quvchilar bilimini baholash va nazorat qilish imkoniyatini yaratish.

Darslik fan asoslarini hayot bilan, kundalik turmush bilan o'zaro bog'lanishini amalga oshirishi, hozirgi zamonning, tabiat va jamiyatning bosh muammolarini tushunishda o'quvchilarga ko'maklashishi hamda ularning bilish va ijodiy izlanish qobiliyatlarini rivojlantirishi lozim. Shuningdek, o'quvchilarda o'z bilimlarini uzluksiz takomillashtirish va mustaqil bilim olishni davom ettirish imkoniyatlarini ochishga yordam berishi kerak.

Boshlang'ich sinf darsligining mazmuni quyidagi talablar asosida belgilanishi tavsiya etiladi:

- buyuk kelajakni quruvchi,
- yuksak ma'naviyatga ega barkamol avlodni tarbiyalashga qaratilishi;
- umuminsoniy qadriyatlarni,
- yurtimizga xos sharqona voqelikni,
- milliylikni o'zida mujassamlashtirishi;
- mamlakatimiz mustaqilligini mustahkamlash,

milliy istiqlol g'oyalarini singdirish,

- vatanparvarlik hislarini tarbiyalashga qaratilgan bo‘lishi;
- darslik mazmunida milliy g‘oyalarning singdirilganligi;
- ilmiy va amaliy ahamiyatga molik nazariy ma’lumotlar, qonun-qoidalar va tushunchalarning bo‘lishi;
- fanlararo bog‘lanishda takrorlashning oldini oladigan, parallel va mantiqiy, izchil ketma-ketlikka asoslangan uyg‘unlikning bo‘lishi;
- o‘quvchilarning yosh va psixologik xususiyatlarini hisobga olishi;
- o‘quvchilarni kasb-hunarga yo‘naltirish bo‘yicha tushunchalar bo‘lishi;
- darslikda keltirilgan material dasturga mos va o‘quv rejada ajratilgan soatlarda o‘rganishga mo‘ljallanganligi;
- qo‘llaniladigan atamalar, tushunchalarning ta’riflari, qonun-qoidalarning ifodalari, hodisalarning izohlari fan bo‘yicha amalda qabul qilingan va ommalashgan atamalarga mos bo‘lishi;
- respublikamiz tabiati, ijtimoiy-siyosiy sohadagi salohiyati va yutuqlarini yoritishi.

Elektron darsliklar ham darslikka qo‘yilgan talablarga to‘liq javob berishi lozim. Bundan tashqari yana ma’lumotlar chizmalar, rasmlar, suratlar orqali berilishi; darslik qisman animastion tasvirlar orqali ifodalanishi; har bir tasvir tovushlar orqali tahlil qilinishi; ma’lumotlar modulli ta’lim texnologiyasi asosida loyihalashtirilishi; o‘quvchilar mustaqil ishlashlari uchun topshiriqlar tizimi berilishi; o‘quvchilarning savollarga beradigan javoblari yoki bajarilgan topshiriqlar natijalari tegishli baholanishi lozim.

Boshlang‘ich sinf o‘qituvchilariga ta’lim jarayoni tashkil etishga metodik yordam sifatida nashr qilinadigan **qo‘llanmalar** quyidagi talablarga javob berishi lozim:

- qo‘llanma darslik mavzulariga to‘laligicha mos va ishlatishga qulay
- bo‘lishi;
- har bir mavzu bo‘yicha o‘qitish metodlari aniq bayon etilgan bo‘lishi hamda maqsadlar aniq bo‘lishi;
- qo‘llanmada keltirilgan ma’lumotlar ilmiy jihatdan asoslangan bo‘lishi va o‘quvchilarni baholash uchun topshiriqlar tizimi keltirilishi;
- material mazmuni aniq va ravon bayon etilishi;
- qobiliyatli o‘quvchilar uchun etarli darajada qo‘shimcha materiallar
- berilishi; fanga tegishli metodlar, texnologiyalar bilan to‘ldirilishi.

Didaktik materiallarning ikkilamchi loyihalari sirasiga kiradigan **dars loyihalari** quyidagi talablarga javob berishi lozim bo‘ladi: dars maqsadining aniq belgilanishi; maqsadga erishi yo‘llari (vazifalar) to‘g‘ri belgilanishi; o‘quvchilarning yosh xususiyatlari, vaqt va boshqa imkoniyatlarni inobatga olish; o‘quvchilarni faollashtirishga yo‘naltirish.

O‘quvchilarga puxta bilim berish va darsning samaradorligini oshirish uchun unga ijodiy va yangicha yondoshib, zamonaviy darslar tashkil qilmog‘i kerak.

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APPROPRUACY IN TEACHING ENGLISH

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Annotation: When we talk about the appropriacy of something, we mean whether it is suitable or acceptable in that situation. We also use the term appropriacy. This refers to the appropriate use of language in a particular context. As teachers, before we consider how to teach our students, we need to give careful thought to what we teach our students.

Keywords: appropriacy, teaching, context, culture, learners, develop, meaning, formal, common

Appropriacy refers to whether a word is suitable for the context it is being used. It is an important aspect of language but an extremely complex one, as decisions about how to say things depend on understanding exactly what is right for the context and the culture.

Example: It may be appropriate to say ‘hold on a minute, will you?’ in one context and ‘Could you wait a moment, please?’ in another.

In the classroom: Focusing on inappropriate forms of language and delivery first is a good way to raise awareness of this area. For example, learners can identify inappropriate in the language in video material such as comedy programmes, match language to contexts where it can be used, and discuss what is appropriate in their own cultures. In general, it is exposure to a range of authentic material that will help students develop their understanding of appropriacy. There seems to be a widely held belief that English, in common with the British who speak it, is a very formal language. In my experience, English does not seem any more or less formal than other languages. All cultures seem to have concepts of formality, what can be confusing is that these concepts differ from culture to culture.

What is appropriacy and how is it shown in English? Why is appropriacy important?

What problems do learners have with appropriacy? How can we help learners develop a sensitivity to appropriacy?

There are two terms “accuracy” and “appropriacy” which I understood. In language learning, there are four skills to learn a language. (1) Listening (2) Speaking (3) Reading and (4) Writing. Both terms are the most useful in grammar. If we are learning English, we must have the grammar knowledge. We should learn ‘tenses’ and ‘sentence patterns’ of grammar. Holliday’s writing is concerned with exploring a functional approach to the study of language. A functional approach to language means, first of all investigating how language is used trying to find out what are the purposes the language fulfil for us and how we can achieve purpose through (L.S.R.W). Knowledge of systemic grammar is essential for the students of English whose L1 is not English. This is because it helps in understanding and L.S.R.W. (Listening, Speaking, Reading, Writing) makes English better. That is why the students of English languages must understand the way the skills of English are systematically used in the structure of English. Based on this sort of need, I have written this topic ‘accuracy’ and ‘appropriacy’. Accuracy means correctness of the language. Inaccuracy, the speaker had full command of the language. Accuracy is an important skill in language communication with people. Accuracy also means mastery of the language. Accuracy is an exaction of the word. When we building a group of words, only exactness

work will give us accuracy. Accuracy is the most important part of language learning. Accuracy makes us speedy in reading. Learning. Language is the most important part of human nature. Communication requires to do the accuracy of languages. Appropriacy means suitable words of the languages. Appropriacy can help us in spoken and written languages. If all words are suitable as a grammar system and use the correct sentences in appropriate languages, it makes our proper use of languages. In spoken and, appropriacy is a must. In English languages, written long. There are many words which should have appropriate manner. If we will write or speak in the English language, it arises many different meanings of different words. Sometimes once words have also two or three meanings, like the words – right, rite, write, wright – spellings, four pronunciations, and six meanings. If we will use appropriate words in the sentences, it shows our mastery in a language. We have to keep also the mastery in functional English. When we use grammatical words in English, we have to keep in our mind about tenses and sentences structures.

In appropriacy, the words and phrases are important suitable learning. The words should have suitable for sentences. When we speak, the words should put in the right place. If you have good command on grammar, it will be helpful in language learning. Appropriacy depends upon when you say and how you say it. In other words, it depends upon your choice of words and the way you show those words, which in spoken language is largely dependent on pronunciation and body language. What you say and how you say it will, in turn, be controlled by the situation and who you are talking to. By Gate used the term “reciprocity condition” to describe how these features affect language production. An example might be the use of the exclamation “shut up !” Most of us might a friend to “shut up !” in a friendly informal way. We could mean “I don’t believe you” and use high pitched falling intonation. We were not smiling and used rising intonation the message would be very different and inappropriate. We would be less likely to use the same words in a friendly way to the same person at a formal dinner because the other people present might misinterpret our meaning. We would not tell a stranger or someone we are not on very familiar terms with to “shut up !” under any normal circumstance. What is appropriacy and how is it shown in English?. Perhaps the first thing to clarify is that I prefer the word appropriacy to register. This is because the term register is used to describe lexis that is exclusive to a particular area of use, often professional, such as medicine. I will, therefore, to avoid confusion, refer to whether language is appropriate. I also prefer this term since so much depends upon context and whether language is appropriate to that context. So what makes language appropriate for a context? Appropriacy depends upon what you say and how you say it. In other words upon your choice of words and the way you then produce those words, which in spoken language is largely dependent on pronunciation and paralinguistics (body language). How can we help learners develop a sensitivity to appropriacy?

I will suggest a few ideas for helping students become more sensitive to appropriacy in English, both as producers of and receivers of language. When teaching functions be sure to focus on the context in which you would use particular functions and with whom you would use them. Teach neutral exponents first: Most learners will be safe and able to function if they can use neutral language appropriately, so I teach this first. For example, “Can you tell me the time, please?” is more generally applicable than “Would you mind telling me the time, please?” or “What’s the time?”.

In conclusion, we can say, that, being appropriate, of which politeness is an important but not the only aspect, is central to the use of any language. Gaining an understanding of

this feature of language use, both as a receiver of and producer of language, is fundamental to success. However, as I have tried to show, acquiring this understanding is demanding because this aspect of language is extremely complex, partly because it is so culture and context-specific. As teachers, the best we can do is to expose learners to a wide variety of language and contexts within which that language can be used.

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ALLOHNING ZIKRINI QALBIGA NAQSHLAGAN ZOT

Sodiqova Gulruh Berdiyorovna
Navoiy viloyati Xatirchi tumani
15-umum ta'lim maktabi
ona tili va adabiyot o'qituvchisi

Annotatsiya: Ushbu maqolada Muhammad ibn Muhammad Bahouddin Naqshband Buxoriyning hayot yo'li, tasavvuf ilmiga qo'shgan hissasi, bu ta'limotning tarbiyaviy ahamiyati, shogirdlari, axloq-odob masalari haqida fikrlar va namunalar berilgan. Shuningdek, "Naqshbandiya ta'limoti" haqida ham ma'lumot berilgan.

Kalit so'zlar: tasavvuf, alloma, ma'naviyat, mutafakkir, tariqat.

Ma'lumki, O'rta Osiyo, xususan, O'zbekiston buyuk avliyolarni, donishmand-u allomalarni yetishtirib bergan muqaddas zamin hisoblanadi. Xalqaro islom madaniyati hamkorligi tashkiloti AYSESKO tomonidan 2007-yilda Toshkent, 2020-yilda Buxoro shaharlarining "Islom madaniyatining poytaxti",- deb e'lon qilinganligi ham bejiz emas, albatta.

O'zbekiston Respublikasi Prezidenti Sh. M. Mirziyoyevning Oliy Majlisga murojaatnomasida islom olamining eng mashhur avliyolaridan biri, naqshbandiya tariqatining asoschisi, hadis ilmining sultoni Xoja Bahouddin Naqshband tavalludining 700 yilligini keng nishonlash, uning boy adabiy ijodiy merosini o'rganish va targ'ib etishni keng yo'lga qo'yish, o'quvchi yoshlarning qalbi va ongiga ulug' mutafakkirlar asarlarining mazmun-mohiyatini, badiiy xususiyatlarini, tarbiyaviy ahamiyatini chuqur singdirish to'g'risida qaror qabul qildi.

Bahouddin Naqshband (1318-1389) islom tasavvuf ilmi va amaliyotida yuksak mavqega erishgan buyuk mutafakkir. Asli ismi Muhammad ibn Muhammad Bahouddin Naqshband Buxoriy bo'lib, xalq orasida Bahouddin, Xoja Bahouddin, Bahouddin Balogardon yoki Shoh Naqshband nomlari ham keng tarqalgan mashhur avliyo, naqshbandiya tariqatining asoschisi. U tug'ilgan qishloq Qasri Hinduvon – keyinchalik Naqshbandiy sharafiga Qasri Orifon deb atalgan. Otasi to'quvchi hamda o'yma naqsh soluvchi – naqshband bo'lgan. "Naqshband" taxallusi uning otameros kasbidan olingan. "Balogardon" – balolarni qaytaruvchi degan ma'noni anglatadi.

Naqshbandiy hayoti davomida umuman boylikka intilmay yashagan, oddiy hayot kechirgan, faqat o'z mehnati – kimxobga naqsh solish bilan kun ko'rgan edi. Ta'limotining asosida "Dil ba yor-u, dast ba kor" – "Ko'ngil Allohda, qo'l ishda" degan shior mujassam. Ya'ni, bu so'zlar zamirida qo'ling doimo halol mehnat bilan band bo'lsa, qalbingda Alloh zikri bo'lsa, sen ikki dunyo saodatiga musharraf bo'lasan! – degan g'oya yotadi.

Muhammad Boqirning "Maqomoti Shohi Naqshband" asarida yozilishicha, Hazrat Bahouddin qo'llaridan bir necha yil tuproq hidi arimaganligi haqida xabar berilgan. Negaki bu zoti sharif kechalari ko'cha-kuylarni kaftlari bilan siypalab, o'nqir-cho'nqirlarni tekislab, yo'lda yotgan xas-xashak, tikanlarni terib yurar ekanlar. Bundan maqsad yo'ldan o'tayotib, biron namozxon yo so'qir kishi to'qinib yiqilmasin, aziyat chekmasin. Bunday ishlarni yarim kechadan keyin qilganlar. Bunga sabab shuki hech kim ko'rmasin. Zero, Alloh rizoligi yo'lida qilingan xizmatni yolg'iz Alloh bilmog'i kerak. Payg'ambarimiz Muhammad sallohu alayhi vassalamning "Yo'lda yotgan tikanni olib tashlagan kishining oldingi va keyingi gunohlarini Tangri Taolo kechiradi", - degan hadislariga muvofiq Hazrat Bahouddin ushbu ishlarni qilganlar.

Bahouddin Naqshband sohibkaromat avliyo bo'lganlar. U zotning yuzlab karomatlari bor. Bir kishi Hazrat Bahouddindan karomat ko'rsatishini so'raganida, u zot shunday javob qilganlar: "Shuncha gunohlarni qilgan holda, yer yuzida bemalol yurayotganimizning o'zi

karomat emasmi?”

Bahouddin Naqshband taom tayyorlash borasida ham qimmatli fikrlarni aytib o‘tganlar. G‘aflat bilan yoki g‘azab bilan pishirilgan taomni muridlariga tanavvul qilishga qo‘ymaganlar. Agar qozonga kapkir g‘azab bilan urilsa yoki oshpaz “Bismillah” demasdan, shukrona qilmasdan, g‘aftat bilan ovqat tayyorlasa, unday taomni iste’mol qilgan kishidan salbiy holatlar: g‘azab, jahl, g‘aflat paydo bo‘larkan. Ogohlik bilan pishirilgan taom, shukronalik bilan tayyorlangan ne’matni iste’mol qilgan kishi qalbida bunyodkorlik, toat-ibodatga, ezgu ishlarga rag‘bat paydo bo‘lar ekan.

Hazrat Bahouddin shogirdlariga ta’lim-tarbiya berar ekan, shamdan ibrat olishni uqtiradi: “Shamday hayot o‘tkaz: hammaning uyini nurafshon etib, o‘zing qorong‘uda bo‘l”.

Ma’lumki, ulug‘ odamlarning go‘riga sig‘inish, ulardan madad so‘rash – shirk sanalib, og‘ir gunoh sifatida qaraladi. Bu haqda Naqshbandiy shunday yozadi:

Ki to kay go‘ri mardonro parasti,
Va girdi kori mardon gardi rasti.

Ya’ni, ulug‘ odamlarning go‘riga sig‘ingincha, ular qilgan buyuk ishlarni davom ettirgin.

Yoshlar ma’naviyatini yuksaltirishda ularni barkamol avlod qilib tarbiyalashda naqshbandiylik tariqatining, undagi ilgari surilgan halollik, mehnatsevarlik, to‘g‘rilik, sofdillik, o‘zgalarga yordam berish, saxiylik, iymon-e’tiqodli bo‘lish, mehr-shafqat kabi xulq-odob qoidalari, shubhasiz, katta ahamiyatga ega. Katta-yu kichikka birdek tushunarli va foydali hisoblanadi.

NEMIS TILI DARSLARIDA INTERFAOL USULLARDAN FOYDALANISH

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Annotatsiya: Ushbu maqolada nemis tili darslarida interfaol usullardan foydalanish, dars sifat samaradorligini oshirishda hamda nemis tilini chuqur o'rganish uchun katta imkoniyatlar yaratishi haqida fikrlar berilgan.

Kalit so'zlar: nemis tili. interfaol, zamonaviy, faol, o'yin, nutq, bilim, ko'nikma

Xorijiy tillarni o'rganish kishi oldida katta imkoniyatlar eshigini ochadi. Bugungi kunda til bilgan odam nafaqat zamon bilan hamnafas hayot kechirishi, balki eng so'nggi yangiliklardan birinchilardan bo'lib xabar topishi, jahon ilmi va adabiyoti durdonalarining asl holidagi mutolaasidan bahramand bo'lishi, xorijdagi tengdoshlari va hamkasblari bilan muloqotga kirishib, fikr va tajriba almashishi mumkin. Shunday ekan, chet tillarini o'rganish ham o'quvchilar, ham pedagoglar uchun birdek muhim. Zamonaviy ta'limni tashkil etishga qo'yiladigan muhim talablardan biri ortiqcha ruhiy va jismoniy kuch sarf etmay,qisqa vaqt ichida yuksak natijalarga erishishdir.Qisqa vaqt orasida muayyan nazariy bilimlarni o'quvchilarga yetkazib berish,ularda ma'lum faoliyat yuzasidan ko'nikma va malakalarni hosil qilsh,shuningdek,o'quvchilar faoliyatini nazorat qilish,ular tomonidan egallangan bilim,ko'nikma hamda malakalar darajasini baholash o'qituvchidan yuksak pedagogik mahorat hamda ta'lim jarayoniga nisbatan yangicha yondashuvni talab etadi. Jumladan,nemis tili darslarida interfaol usullar ko'pincha o'quvchilarning og'zaki nutqini o'stirishga qaratiladi. Bunda kichik guruhlarga bo'lingan holda o'quvchilar hamkorligining yo'lga qo'yilishi hatto bilimi bo'sh, nutqi sayoz o'quvchilarni ham o'rtoqlari ko' magida nimanidir gapirib berishga intilishiga, o'quvchini o'zi oldida turgan "tushunaman, ammo gapira olmayman" degan nutqiy to'siqni yengib o'tishiga va o'zidagi ichki imkoniyatni yuzaga chiqara olishiga yordam beradi. O'quvchilarning juftliklarga bo'linib ishlashlari jarayonida (savol- javoblar,dialogik suhbatlar,rolli o'yinlarni tashkil etishda)faol o'quvchi bilan nofaol o'quvchining doimiy hamkorligini ta'minlashga, hatto uyga berilgan topshiriqlarni bajarishda ham ham faol o'quvchiga homiylik vazifasini yuklash orqali ularning muntazam hamkorlikda ishlashini tashkil etish orqali faol o'quvchilarni o'qituvchining yordamchisiga aylantirishga erishish mumkin. Hozirda darslarda eng ko'p qo'llaniladigan o'qitishning interfaol usullari quyidagicha:

1. Topshiriq,mashqni bajarishga doir metodlar: Nemis tili grammatikasiga oid biror-biror qoidani o'qituvchi o'quvchilarga tanishtirib bo'lganidan keyin,uni mustahkamlash maqsadida turli xil topshiriqlar beradi.Ular yozma yoki og'zaki shaklda bo'lishi mumkin. Mustaqil ishlash uchun topshiriqlar Og'zaki:Savollarga to'g'ri javobni tanlang.Darak gapni so'roq gap bilan o'zgartiring.Mantiqsiz gapni tuzating va to'g'ri' javobni ayting. Yozma:Berilgan so'zlar ishtirokida grammatik jihatdan to'g'ri gap tuzing.Berilgan gapni to'ldirish uchun grammatik jihatdan mos keluvchi so'zni tanlang.

2. Ijodiy fikrlash,hozirjavoblikni shakllantiruvchi usullar. Nemis tili darsida so'zlar vositasida turli o'yinlar tashki qilinadi.Maqsad o'quvchilarning so'z boyligini boyitish hamda fikrlash doirasini yanada kengaytirish. Bunday o'yinlar qisqa vaqtga mo'ljallangan bo'lib,o'quvchilarni guruh bo'lib mashq qilishga odatlantiradi.Bunday usullarga nemis tiliga oid tashkiliy o'yinlar,"Rasmli test kartochkalari","Mavzuga mos krossvordlar

yechish”,”Quvnoq musobaqa” va boshqalarni kiritish mumkin. Dars jarayonida o‘yinlarning muntazam ravishda qo‘llanilishi nemis tili fanini o‘rgatishni elementlar bosqichdan murakkabiga qadar bo‘lgan yo‘lni sezilarli darajada osonlashtirib,o‘quvchilarni mustaqil fikrlashga chorlaydi.

3. O‘ylash,fikrlash,ijro etishga doir interfaol usullar. Rasmlarga qarab mustaqil hikoya tuzish va so‘zlab berish.Bunda o‘quvchiga hikoya tuzish uchun quyidagi yo‘l-yo‘riqlar beriladi: Mustaqil matn tuzish: Hikoya mavzusiga oid so‘z va iboralarni tanlash,ya’ni so‘zlarni o‘rganish.Hikoyaga mustaqil ravishda reja tuzish va reja asosida hikoya yozish. Dastlab matn ustida ishlashni boshlaganda,uning barcha bosqichlarida o‘quvchilarga amaliy yordam beriladi.Bunda o‘quvchilar diqqatini matnning yoki hikoyaning g‘oyasiga qaratish mumkin.Bu bosqichda,o‘quvchilarni nemis tilida so‘z yasash usullari,so‘zlarni qanday so‘z turkumlariga mansubligi hamda leksiyaga oid bilimlarini ham mustahkamlab borishlari maqsadga muvofiqdir.Keyingi bosqichda esa o‘quvchilar mustaqil reja tuzishadi va shu reja asosida hikoya yoki matn yozishadi.

4.O‘zaro musobaqa,fikrlarni bayon etish va tushuntirishga doir usullar. Bunday usullarga “Anjuman”,”Musobaqa”,”Tanlov”,”Sinov”,”Yuzma-yuz” kabilarni kiritish mumkin. Masalan,”Sinov” usulini qo‘llashda o‘quvchilarga test kartochkalari tarqatiladi.Ushbu kartochkalar faqat o‘rganilgan mavzuga oid bo‘lib,unda testlar oddiydan murakkabga qarab tuzilishi lozim. Bunday testlar orqali o‘quvchilarning erkin fikrlash qobiliyati o‘sib, nemis tiliga bo‘lgan qiziqishlari ortadi.

Xulosa o‘rnida shuni ta’kidlash lozimki,o‘qituvchi mavzuning o‘quvchiga to‘la tushunarli bo‘lishini ta’minlash uchun dars jarayonida interfaol usullar va innovatsion pedagogik texnalogiyalardan foydalanish,ta’lim samaradorligining yanada oshishiga katta hissa qo‘shadi.

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SOME ADVANCED METHODS OF TEACHING READING

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Annotatsiya: maqoada o'qib tushunishni o'rgatish borasida tavsiyalar berilgan.
Kalit so'z: home reading, method, reading, story

It is very important to notice that reading needs not less attention than speaking in the process of teaching English. That's why at all courses of study pupils have such subject as Home reading. This fact only proves the necessity of developing reading skills as well as writing and speaking. The book which the teacher chooses should have an important, interesting content dealing with the problems of nowadays life (especially some life-stories, love, people's relations and smth. relating to the life of pupils). Before giving the material to read the teacher should arrange a kind of debate or discussion to arise the problem which the pupils are going to read about. Thus, they will have a necessary background to begin with reading. And only then they may read the story advised by the teacher. The reading process should be progressive. This means not to enlarge the volume of the material for reading but to make the pupils understand the main idea of the story, the style, actions of the characters as deep as possible. Thus, the pupils will be involved into the reading process and it will be much more interesting and desirable for them.

Another important point is finding out the key words of the story. The key words are usually the base on which the pupils can make their summary and discuss the important problem. For example, one key word can become a ground for the whole story. Hearing key word pupils have associations with it and this helps them to make a report or summary on the story.

The next step in the process of Home reading activity is asking questions as they make clear some misunderstandings and wrong interpretations of the material. Moreover, it is a nice training to speak and give one's point of view on any object discussed. Here the pupils try not only to express their ideas but also prove them. One question sometimes makes a large discussion in which all the learners participate. So, they try to speak and discuss the significant points of the reading material. We can easily understand that speaking comes out of reading because it provides the ground of debates, discussions and expressing ideas. After all, the teacher gives the pupils the task to make a summary of the story. It is an advanced way of finding out the most important events, ideas, facts of the story and expressing them, giving one's conclusion. Usually the summaries of the pupils differ from each other, though they were given one story to read. At the end of the lesson of Home reading the pupils are invited to give their value to the book and its style. They express their ideas, point out whether they liked or disliked any parts, events and characters of the story read by them.

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TEXNOLOGIYA FANINI O‘QITISHDA DIDAKTIK O‘YINLARNING AHAMIYATI

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Annotatsiya: Maqolada exnologiya fanini o‘qitish va fanni o‘rgatish jarayonida qo‘llaniladigan didaktik o‘yinlarning ahamiyati to‘g‘risida fikrlar yoritilgan

Kalit so‘zlar: texnologiya fani, o‘quvchi qiziqishi, o‘qitish usullari, mehnat samarasi

“Bolalarimizni birovlarning qo‘liga berib qo‘ymasdan,
ularni o‘zimiz tarbiyalashimiz lozim”.
Sh.Mirziyoyev
O‘zbekiston Respublikasi Prezidenti

Hozirgi rivojlanayotgan O‘zbekistonimizning qay bir jabhasida ulkan o‘zgarishlar, inshootlar, yangiliklar yaratilmoqdaki, bu o‘z o‘rnida har bir fuqarodan katta ma’suliyat talab qiladi. Ta’lim tarbiya sohasidagi islohotlar ham, o‘qituvchi, o‘quvchi faoliyatiga alohida e’tibor berishga , zamon bilan hamnafas ishlashga jalb qilmoqda. Ta’lim tarbiya berishda o‘qituvchining kasbiy tayyorgarligi, mahorati va bilimdonligi, zamonaviy pedtexnologiyalar , interfaol usullarni darslarda qo‘llay olishi ham juda muhimdir.

Ayniqsa, texnologiya ta’limida o‘quvchilarning yosh xususiyatlari, shaxsiy tabiatiga ko‘ra didaktik o‘yinlar orqali loyihalashtirish asosidagi metodlar keng qo‘llanilmoqda. Didaktik o‘yinli metodlar o‘quvchi faoliyatini faollashtirishva jadallashtirishga asoslangan.Ular o‘quvchi shaxsidagi ijodiy imkoniyatlarni ro‘yobga chiqarish va rivojlantirishning amaliy yechimlarini aniqlash va amalga oshirishda katta ahamiyatga ega. Didaktik o‘yinlarning asosiy turlari : **intelektual** (aqliy) va **harakatli** hamda **aralash** o‘yinlardan iborat. Bular o‘quvchilarda **aqliy, jismoniy, axloqiy, ma’naviy, ma’rifiy, psixologik, estetik, badiiy, tadbirkorlik, bunyodkorlik, mehnat, kasbiy** ko‘nikmalarini rivojlantirishga yordam beradi. Ushbu ko‘nikmalarni texnologiya fanini o‘qitishda singdirish, rivojlantirib borish juda ham zarur. Bu metod o‘quvchini ichki imkoniyatlarini ishga tushirishga, o‘ylashga, erkin fikr yuritishga,

muloqotga kirishishga, ijodkorlikka yetaklaydi. Didaktik o‘yinlar nafaqat o‘qitishning amaliy yo‘nalishi kuchayishiga, balki o‘quvchilarning dars jarayonida o‘zlashtirayotgan nazariy bilimlarini ustahkamlanishiga olib keladi. Ta’kidlash joizki , didaktik o‘yinlarni tashkil etishdan oldin bu jarayonga puxta tayyorgarlik ko‘rishi lozim. Bunda asosiy e’tibor mashg‘ulot jarayonida qo‘llaniladigan didaktik o‘yinlardan mavzuga moslarini tanlash, mashg‘ulotning qaysi bosqichida ularni amalga oshirilishini belgilash, o‘yinning shartini o‘quvchilarga aniq tushuntirish kabilarga qaratiladi. Garchi, interfaol o‘yinlar yangi bilimlarni chuqur bermasada, darsning qiziqarli bo‘lishini ta’minlaydi. Didaktik o‘yinlar o‘zining tashkil etilish shakllariga ko‘ra: individual (yakka),guruhli(kichik va katta guruhlar) va yalpi(butun sinf o‘quvchilari ishtirokida) tarzida bo‘ladi. Pedagog xodimlarni ta’lim jarayonidagi nazariy bilimlarni yanada rivojlantirish, ularda mustaqil fikrlash, muammoga ijodiy yondashish layoqatlarini rivojlantirishda didaktik o‘yinlardan unumli foydalanish ijobiy samara beradi. Masalan ***Evrika*** (o‘ylab top) o‘yini. O‘yinning bu turi o‘quvchilarni

fikr yuritishga, to ‘g‘ri javobni topishga va xulosaga kelishga undaydi. ***Mozaika(***o‘rnini top joylashtirish) o‘yini. Bu o‘yinni texnologiya fanida har bir mavzuga moslashtirib tashkillash mumkin. 5-sinflarning “Fartuk tikish” mavzusida ko‘radigan bo‘lsak, fartuk ko‘rinishi chiziladi hamda fartuk nechta detaldan tashkil topgan bo‘lsa, shuncha bo ‘lakka bo ‘linadi, bo‘laklarning orqa qismiga fartuk mavzusiga doir savollar yoziladi. O‘quvchilar savollarga javobni topib bo‘laklar birlashtiriladi.

Breyn-ring. Bu o‘yin 2-guruhga kirib, har birida 5–6 nafardan o‘quvchi qatnashgan jamoalar soni 2 tadan 5 tagacha bo‘lishi mumkin. Boshlovchi har bir guruhga qisqa javobli savollar beradi. Agar ishtirokchilardan biri birinchi bo‘lib to‘g‘ri javob bersa, qolgan barcha savollar faqat shu ishtirokchiga beriladi va har bir to‘g‘ri javob uchun olingan ball to‘planib boradi. Agar to‘plangan balni vaqtida o‘z jamoasi hisobiga tushirib turmasa va o‘yinni to‘xtatmay, o‘yin davomida noto‘g‘ri javob berib qo‘ysa, o‘sha ishtirokchi to‘playotgan barcha ballar kuyib ketadi. Demak, qatnashuvchi o‘zi istagan paytda o‘yinni to‘xtatishi va to‘plagan balini jamoa hisobiga tushirishi kerak. Qolgan savollarga endi boshqa ishtirokchilar javob berishi lozim va ular ham o‘z jamoalari hisobiga ball to‘plash imkoniga ega bo‘ladilar. Har bir to‘g‘ri javob uchun 1 ball.

Kim chaqqon? Guruh ikkiga bo‘linib, har bir guruhdan bittadan o‘quvchi doska oldiga chiqariladi. Bir o‘quvchi fanga tegishli atamani o‘zining maydoniga yozadi. Keyingi o‘quvchi oldingi o‘quvchi yozmagan qo‘shimcha atamani ishlatadi. O‘yin shu tariqa davom etadi, adashgan o‘quvchi o‘yindan chiqadi. Kimning maydonida eng ko‘p to‘g‘ri, mantiqiy bog‘langan tushunchalar paydo bo‘lsa, shu jamoa g‘olib sanaladi. O‘yin xotirani mustahkamlashda va takrorlashda qo‘llaniladi.

Xulosa qilib aytganda, bugungi kunda biz bolani jismoniy jihatdan o‘stiruvchi oddiy o‘yinlardan tortib, kattalar orasida ham mashhur bo‘lgan intellektual o‘yinlardan ham foydlanishimiz maqsadga muvofiq. Zamonaviy axborot texnologiyasini yaxshi bilgan va undan to‘g‘ri maqsadlarda foydalana olgan o‘qituvchigina kelajakda o‘z qobiliyatlarini takomillashtirishi, kasbiy faoliyatida to‘g‘ri foydalana olishi va albatta o‘quvchilarni komil inson sifatida shakllantira olishi mumkin.

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DISTANCE LEARNING: NEW REVOULITON IN UZBEK LEARNING CONTEXT

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Abstract: This article outlines the main privileges of distance learning and describes the state policy of Uzbekistan in the field of online learning by giving some feedback to its current state.

Key words: distance learning, computer, Internet, cyberspace, IT competence, telecommunication, World Wide Web.

Computers are penetrating all the spheres of human activity; in many of them they have become indispensable. They calculate orbits, guide spaceship and planet, calculate targets of economic development, play chess, teach students, and help housewives to choose a menu in the process of cooking. Nowadays, in the quarantine period it is especially more common using computers for the purpose of teaching and learning, which is called “distance learning”.

Distance learning is an educational system based on new information technologies, telecommunication technologies and techniques. It is a system that requires the learner to engage more independently, providing the student with the learning environment and a teacher, in accordance with the educational standards and standards of the learner. At the same time, the learning process does not depend on spatial parameters that iswhen and where the learner should be [1]which makes it more advantageous over the other types of learning.

Some scientists claim that the 21st century world is impossible without computers. Computers today are running our factories, planning our cities, teaching our children and forecasting our weather. Over time, after inventing computers, a collection of networks called Internet brought to use.

The Internet is a group of thousands of different computer network, all loosely connected through the telephone lines. Access to the Internet means access to all those networks and the information they contain. It also offers communication with all other Internet users. Due to the Internet people’s vocabulary enriched with new technological terms such as cyberspace and World Wide Web (www). Cyberspace refers to the virtual environment or space in which Internet communication takes place. The World Wide Web is the largest part of the Internet, where information is presented graphically, using text and pictures, as well as sound, animation and video.

It is essential to know that, the success and quality of distance learning depends on the importance of the Internet connection, materials used, the organizational and pedagogical quality, the pedagogical leadership and the competence of both students and teachers involved in the process. A number of supplementary materials and resources such as technological facilities, video conferencing, interactive television and other interactive learning processes are equally significant in out-of-class learning. The basis of the distance learning methodology is the creation of a learning environment that includes computer information sources, video and audio libraries, books and manuals [2].

Due to the global pandemic the whole world including Uzbekistan is experimenting

with distance learning. All the universities and schools in the Republic have organised the educational process via distant platform by creating special software and hardware complex. Today distance learning provides students with remote learning without being in regular face-to-face contact with a teacher in the classroom. Distance learning has become an established part of the educational world, with trends pointing to ongoing growth.

Distance learning has a number of advantages both for students and teachers. However, today's distance learning in Uzbekistan has a little bit different form and purpose. It aims to provide students with necessary knowledge and language competences on courses that are in standard curriculum. So it means students of educational institutions are not fully free from course materials. Moreover, they cannot personalise their own approach to get education and cannot get freedom to deal with the study material in distance learning process. Conversely, according to its real nature, distance learning should encourage students to learn the selected and preferred course or materials helping them update skills and enhance their potential in their field of interest. Poor Internet connection and lack of IT competences are the other challenges which slow down students' learning.

Even though today's distance learning in Uzbekistan has many pitfalls such as poor accessibility, lack of competences and freedom still it remains as one of the best ways of learning and teaching during the pandemic which can turn into a new revolution in teaching and learning process.

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USING COMMUNICATIVE GAMES IN IMPROVING STUDENTS SPEAKING SKILLS

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Annotation. The aims of the study are to know whether communicative games have an impact on teaching speaking skill and describe how communicative games give an influence on speaking skills

Key words: communication, content, teaching, games, monologue, dialogue

The process of mastering communicative skills is the repeated execution of foreign-language actions aimed at automating various types of speech activity and communicating in a foreign language. The content of teaching a foreign language in a secondary school realizes the main goals aimed at developing a culture of communication among students in the process of developing communication skills. Interactive forms of teaching foreign languages contribute to: the formation of interest in learning a foreign language and a general interest in learning; gaining communicative experience; the development of creative thinking and skills in working with information; development of group work skills. The discussion contributes to the formation of skills in four main types of speech activity: listening, speaking, reading, writing, which in turn leads to the formation of communicative competence. The main purpose of teaching foreign languages is the formation, improvement and development of a personality capable of achieving the required level of communicative competence.

As stated in the methodological literature, the purpose of teaching speaking in a foreign language lesson is to develop speech skills that would allow the student to use them in speech practice at the level of everyday communication. It is necessary to identify the signs of speaking. One of the goals of a communicative technique is to develop fluency during the speaking. Fluency in speech is a natural condition during important speeches of the speaker. Fluency allows you to make speech understandable and continuous, even despite possible limitations in communicative competence. The purpose of teaching speaking a foreign language lesson is the formation of speech skills that would allow the student to use them in speech practice at the level of everyday communication.

The game is widely used as a means of teaching speaking a foreign language. Speaking is the expression of one's thoughts to solve communication problems. The communicative method is manifested as system of functionally interdependent, particular methodological principles, united by a single strategic idea and aimed at teaching any type of speech activity. This is the principle of novelty, speech-cognitive activity, individualization, functionality, situational. Game exercises allow you to organize focused speech practice of students in a foreign language, training and activating the skills and abilities of monologic and dialogical speech, various types of interaction between communication partners, the formation and formulation of diverse functional types of statements (descriptions, communication of information, expression of opinion, consent)etc.

Since the goal of teaching a foreign language at school is the development of communication skills, a lot of time is devoted to teaching speaking. Speaking comes in two forms: monological and dialogical. The development of monologic and dialogical speech skills is an important task for the teacher. But it is equally important when teaching children

to speak, to control this process, to identify the main difficulties encountered by students, that is, to competently monitor speech skills.

A monologue is the speech of one person who expresses his thoughts and intentions, conveys certain information to the listener.In the process of dialogue, the speech of one of the participants depends on the speech behaviour of the other.

Students need to be able to conduct a conversation in the studied foreign language. To assess the monologue skills of students on the topic "Famous Uzbek people" in an English lesson, the following tasks can be suggested.

1.ou meet an English-speaking journalist who wants to write an article famous Uzbek writer. Give him an outline of his life and work.

2. English-speaking students visited your school. Give a short talk about the famous Uzbek man and explain why he is important for your country. Assignments are offered to students on cards. It is advisable to give 15-20 minutes to prepare. After the student's speech, you can ask questions to supplement the statement and correct lexical and grammatical errors. Exercises of this type allow you to determine how much the student has mastered vocabulary, grammar and, of course, show the level of monologic speech skills. Tasks are given on the cards. Pupils prepare in pairs, discussing the situation and building a conversation

In such exercises, the speed of reaction is checked. Also, in addition to the skill of dialogic speech, the relevance of replicas and their diversity, the correct use of vocabulary, grammar are checked.

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MURAKKAB MAVZULARNI O‘TISHDA USLUBLARNING O‘RNI

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Annatatsiya: Ushbu maqolamda ilg‘or pedagogic texnologiya o‘qituvchining murakkab mavzularni oson tushuintirishga yordam berishi haqida ochib berilgan.

Kalit so‘zlar:O‘qituvchi,o‘quvchi,interfaol usullar.

Globallashuv davrida yashayapmiz. Bugungi kun o‘quvchisiga tilshunoslik fani qoidalarini yodlashdan yoki badiiy adabiyotni o‘qishdan ko‘ra, internet, mobil telefondagi ma‘lumotlar qiziqarli ko‘rinyapti. Demak, o‘qituvchi oldidagi asosiy vazifa bugungi kun o‘quvchisi uchun berilayotgan ma‘lumotlarning qiziqarligi va foydaliligini ta‘minlashdan iborat. O‘quvchi qalbidagi mash‘alani alanga oldirish uchun ijodkorlik talab etiladi.Ijodkor o‘qituvchi faqat darslikka bog‘lanib qolmasdan, darsga o‘zi ham ijodiy yondashishi kerak. Faoliyatim davomida men shuni angladimki, interfaol usullar ona tili va adabiyot darslarida o‘quvchilarning bilim sifati hamda fang abo‘lgan qiziqishi, faoligini oshirish bilan birga, badiiy asarlarni o‘qishga bo‘lgan qiziqishini ham rivojlantiradi.

Masalan, 50sinf adabiyot darsligida O‘tkir Hoshimovning “Dunyoning ishlari” asaridan bir nechta hikoyalar keltirilgan. Ushbu asar har bir o‘quvchining qalbida o‘chmas iz qoldirishi uchun bu mavzuga o‘qituvchi chuqur yondashishi kerak. Dars shunday tashkil etilishi kerakki, eng befaq o‘quvchi ham beixtiyor qiziqib qolsin. Deylik, bir sinfda 30 nafar o‘quvchi bo‘lsa, darsni har birining qiziqishini hisobga olgan holda tashkillashtirish kerak. Masalan, o‘quvchimizning biri tezkor savollarga javob berishni yaxshi ko‘radi, biri she‘r o‘qishni, yana biri qiziqarli yangilik eshitishni xohlaydi. Bunday paytda darsga qanday yondashaman?

Buning uchun “Juftlikda ishlash”, ya‘ni “Asar qahramoni o‘rnida- men” mashqidan foydalanamiz. Bunda o‘qituvchi oldindan tayyorlab qo‘ygan, asar asosida o‘zi tuzib qo‘ygan, asar asosida o‘zi tuzgan diolog matinini convert ichiga juftliklarga tarqatadi. Keyin ularvqahramonlarning siymosini o‘zlari tasavvur qilganidek aytib beradilar. Masalan, 1-konvertda quyidagi matn asosida qahramonlarning siymosi yaratadilar. “ Kechasi osmonga oy chiqqan, ona va bola dam olishga yotishgan ”. Tasavvur qilib davomini aytadilar:

Shunda ona osmonga qarab, ohista pichirlaydi :

-Oymomoxon xilla.Qanotlari tilla.Subhon olloh sizga, Umr bersin bizga…

Deb davom ettiraverishadi.

Keyinchalik, o‘quvchilar o‘z qahramonlarini siymosini yaratib bo‘lishgach, o‘qituvchi o‘z fikrini bayon etadi.

O‘qituvchi: Rahmat, mana, sizlar asar qahramonlarlarining siymosini yaratdingiz, nimani his qildingiz, qanday ibrat oldingiz? Bugungi kunonalari ham bolalariga shunday ibratli hikoyalar aytadimi?Sizga-chi, onangiz qanday ibratli hikoyatlarni aytgan?

O‘quvchilarning fikrlari tinglanadi, umumlashtiriladi va navbatdagi konvertga o‘tiladi. Har bir o‘quvchi o‘zini shu asar qahramoni o‘rnida his qilishi kitob o‘qishga bo‘lgan qiziqishini rivojlantiradi.Bunday diologlarni bir nechta tayyorlash mumkin. Har bir matn

o‘qib bo‘lingach, diolog mavzusidan kelib chiqib, savollar beriladi.

Bugungi kunda o‘quvchilarni fanga qiziqtirib, dunyoqarashiini kengaytirib, o‘zimizdagi bor bilmlarni qanday usul bilan bo‘lsa ham bera olsak,maqsadimizga erishgan bo‘lamiz.

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THE PROBLEM OF THE FORMATION OF COMMUNICATIVE COMPETENCE IN MASTERING THE ENGLISH LANGUAGE IN A MODERN SCHOOL

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Annotation: the article deals with the problem of the formation of communicative competence in mastering the English language in a modern school. The communicative approach to work on the development of speech, which has been established in the methodology of studying foreign languages, involves the introduction of a student into communication tasks.

Key words: Communicative competence, communicative act, interlocutor.

The modern school is faced with tasks related to the conditions of the intellectual, spiritual and moral development of children, and the conditions for the training of an intelligent person who thinks in universal terms and inherits the experience of previous generations.

Communicative competence - communication skills that allow a person to adequately comply with the norms and rules of life in society. The term "competency" (translated from Latin "Conformity", "proportionality") means a range of issues in which this competent person has knowledge and experience.

Communicative competence - the ability to real communication is adequate to the goals, areas, situations of communication, readiness for verbal interaction and mutual understanding; these are skills, taking into account who we are talking to, where we are talking and for what purpose. The following indicators are included in the concept of communicative competence: - awareness of linguistic theory, its awareness as a system of rules and general requirements governing the use of language in speech;

knowledge of speech theory, possession of the main types of speech activity; -proficiency in basic linguistic (identify, classify, etc.) and speech (select, update, etc.) skills;

-ability to analyze the speech situation and, in accordance with it, choose the program (verbal and nonverbal) of speech behavior.

A decisive place in communicative competence is occupied by actually communicative abilities and skills - the ability to choose the desired language form, the way of expression depending on the conditions of the communicative act, i.e. skills of verbal communication in accordance with the communicative situation. The communicative approach to work on the development of speech, which has been established in the methodology of studying foreign languages, involves the introduction of a student into a speech situation and the ability to navigate it, i.e. clearly understand the interlocutor, speech conditions and communication tasks. Therefore, in the development of students' speech, attention is paid both to creating conditions for students to obtain textual knowledge, and to mastering communicative and speech skills for communication.

At present, the goal of teaching communicative competence is more multifaceted; it is aimed not only at transmitting information, but also, first of all, at expressing feelings, thoughts, will, and desires of a person; it requires the choice of not only other language units, but also extralinguistic conditions, under which communication takes place: who speaks, why speaks, with what speech task.

The formation of communicative competence is characterized by the presence of the

following criteria: a desire to make contact with others, be able to assess the situation of communication, the ability to organize the very course of a communicative act.

The development of communicative competence in the study of foreign languages contributes to the versatile development of a linguistic personalityof a student, and also implies, in particular, the need for a harmonious combination of the educational activity itself, in the framework of which basic knowledge and skills are formed, with creative activities related to the development of individual makings of students, their cognitive activity, creative thinking, and the ability to independently solve non-standard communicative tasks. Communicative competence is developing in accordance with the selected for this stage of training topics, problems and situations of communication within the following areas of communication: social o- household, educational and labor, social and cultural.

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АБДУЛЛА ҚАҲҲОР ҲИКОЯЛАРИДА МАЪНАВИЙ-АХЛОҚИЙ МУАММОЛАРНИНГ ҚЎЙИЛИШИ

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Аннотация: Ушбу маколада Абдулла Қаҳҳор ижодида маънавият ва ахлок муаммосига мохирона ёндашиши шунингдек хикояларида ушбу масалалар асар кахрамонлари оркали кандай баён кандай ёритилганлиги хакида тадкик этилади.

Калит сузлар:ижод, “Муҳаббат, “Тўйда аза, “Хотинлар”, “Маҳалла”,

Ҳикоя жанри ўзбек адабиётида азалдан шаклланиб, тараққий этиб келаётган эпик жанрлардан ҳисобланади. Ушбу жанрнинг ривожланиши янгича мазмун билан бойиб боришида улкан ҳисса қўшган адибларимиздан бири Абдулла Қаҳҳор бўлиб, унинг ҳикоялари ўзбек адабиётида мустаҳкам ўрнига эга эканлиги, ўзига хос характерлар талқини билан ажралиб туриши уларни турли масалаларга кўра тадқиқ этиш заруратини юзага келтиради.

“Ижод жараёнида санъаткорнинг диққат марказида турадиган предметлардан бири – инсоннинг шахс сифатидаги конкрет хусусиятларини, индивидуал белгиларини кўрсатишдир. Томчида қуёш акс этганидек, бадиий асарда инсон ҳаётининг конкрет манзаралари, индивидуал белгилари орқали ҳаётдан олинган умумлашмалар ифодаланади”[1]. Шу маънода А.Қаҳҳор ҳикояларида турли тоифа кишиларнинг шахс сифатидаги индивидуал белгилари ёрқин кўзга ташланади. Адиб асарларида алоҳида образларининг турфа хил табиати акс эттирилган. Уларнинг маънавий-ахлоқий муаммолар ифодасидаги ўрни ва ёзувчи маҳорати масаласи атрофлича ўрганилмаганлиги, бу мавзуда фундаментал тадқиқот иши яратилишига эҳтиёж борлигини англатади.

Абдулла Қаҳҳорнинг ҳикоялари мақсаднинг аниқлиги, сюжетнинг сиқиқлиги, композициянинг пухталиги, характерларнинг ёрқинлиги, психологик таҳлилнинг кучлилиги билан катта эстетик аҳамиятга эга. Адиб ҳикояларида қарама-қарши қўйиш усулидан, ҳаётий конфликт ва психологик таҳлилдан, жонли халқ тили бойликларидан маҳорат билан фойдланади.

Унинг, айниқса, “Хотинлар”, “Маҳалла”, “Тўйд аза”, “Майиз емаган хотин”, “Нурли чўққилар” каби ҳикоялари бадиий маҳорат жиҳатидан ибратлидир. Уларда ёзувчи асар ғоясини гавдалантиришда образларнинг хатти-ҳаракатларини асос қилиб олади ва персонажлар характерини уларнинг ўз ҳаракати, феъл-атвори ва тили воситасида очади. Натижада, ҳикоялардаги образларнинг ҳар бири ўзига хос хатти-ҳаракати, хулқ-атвори ва ташқи кўриниши жиҳатидан бир-биридан ажралиб, фарқ қилиб туради. Ёзувчининг маҳорат билан яратган қаҳрамонлари бугунги кунда ҳам ардоқланади.

Абдулла Қаҳҳорнинг “Муҳаббат” қиссасида Анвар ва Муҳайё номли икки ёш юрагнинг оташин муҳаббати, булоқ сувидек тоза, қуёш нуридек пок севгиси ҳаяжон билан ҳикоя қилинган. Унда икки қалбнинг севги саргузашти асосида ҳаётдаги паст-баландликлар, яхши ва ёмонликлар, инсон характерининг мураккаблиги, ёшлар тафаккур дунёсининг кенглиги ва бойлиги очиб берилган. Соф севги ва инсоний бурч тўғрисидаги поклик ва ҳалоллик ҳақидаги чуқур мазмун гўзал шаклда ифодаланиб, ҳақиқий инсонийлик улуғланган.

А.Қаҳҳорнинг юқорида кўриб чиқилган асарлари ибрат бўларли ҳаёт воқеалари

[1] Т.Бобоев. Адабиётшунослик асослари. – Тошкент. Ўзбекистон. 2002. – Б.47.

танлаганлиги билан аҳамиятлидир. Асарларида маънавий-ахлоқий муаммоларни тасвирлашда ёки ҳаётни борлигича акс эттиришда ёзувчи маҳорати хусусида қуйидаги хулосаларга келиш мумкин:

- А.Қаҳҳор танланган асосий муаммони тасвирлашда асарларида ўзига хос услуб қўллайди. Ёзувчи "Тўйда аза" ҳикоясида кекса домланинг маънавий тубанлашуви унинг ўлимига сабаб бўлишини тасвирлаган. Домланинг ўлими енгил юмор билан тасвирланиши ўзига хос усул бўлиб, бу ҳикоянинг муваффақиятли чиқишига сабаб бўлган омиллардан биридир. А.Қаҳҳорнинг юқорида кўриб чиқилган асарлари ибрат бўларли ҳаёт воқеалари танлаганлиги билан аҳамиятлидир. Асарларида маънавий-ахлоқий муаммоларни тасвирлашда ёки ҳаётни борлигича акс эттиришда ёзувчи маҳорати хусусида қуйидаги хулосаларга келиш мумкин:

- А.Қаҳҳор асарларидаги характерлар талқинида алоҳида йўналиш сезилади. Яъни, ҳар бир характер ўз ҳаётий асосига эга ва реал тасвирий кўлам билан йўғрилган. Характерга мос бадиий тасвир воситалари кўплаб келтирилган ва булар ҳам насрий асарлардаги қаҳрамонларнинг ишонарли тавсифланишида етакчи взифасини ўтаган.

- Ёзувчи ёш, шаклланаётган характерларни тавсифлашда шароит ва макон тасвирига алоҳида аҳамият қаратади, уларнинг руҳий ҳолати ифодасида ўзига хос ўрин тутишларига эришади.

Хулоса урнида шуни таъкидлаш лозимки,Абдулла Қаҳҳор асарларининг аксари маънавий-ахлоқий муаммолар талқин этилган асарлар сирасига киради. Уларни атрофлича ўрганиш бугунги адабиётшуносликнинг олдида турган долзарб масалалардандир.

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ANIQ FANLARNI O‘QITISH JARAYONIDA CLIL METODIDAN FOYDALANISH

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Annotatsiya: ushbu maqolada muallif CLIL metodi, uning kelib chiqish tarixi, turlari va dars jarayonida qay tarzda foydalanish haqida batafsil tushuncha berilgan va aynan CLIL usuli til o‘rganishda muvaffaqiyatga erishish imkoniyatini kuchaytirish kerakligi aytib o‘tilgan.

Kalit so‘zlar: CLIL, soft CLIL, hard CLIL, aqliy hujum

CLIL (Content and Language Integrated Learning) – bu mazmunni chet tillar orqali o‘rganishning innovatsion metodi, ya’ni barcha fanlarni chet tili bilan birgalikda o‘rgatish metodidir. Ushbu metoddan ko‘zlangan asosiy maqsad o‘quvchilarni chet tillarini o‘rganishga bo‘lgan qiziqishini oshirishdir. Shu bilan birga o‘z bilimini chet tilida ifodalay olishiga ko‘maklashishdir. Ushbu metod ancha oldindan o‘qituvchilar tomonidan foydalanilgan bo‘lsada fanga CLIL termini bilan 1994 yil Devid Marshem tomonidan kiritilgan. Va u bu metodni ikki turga : Soft CLIL va Hard CLIL ga ajratgan. Soft (ya’ni Oson) CLIL – bu chet tili o‘qituvchisini o‘z darsida boshqa fanlarga oid ma’lumotlardan foydalanishidir. Masalan davlatlar mavzusi o‘tilayotganda ushbu davlatning tarixi, urf-odatlari, geografik joylashuvi va siyosiy tizimi haqidagi ma’lumotlardan foydalanish. Hard (ya’ni Qiyin) CLIL – aksincha boshqa fan o‘qituvchisining o‘z darslarida mavzu yoritishda chet tilidan foydalanishidir. Bu usulda asosan fikrlarni chet tilida ifodalashga ko‘proq ahamiyat beriladi va o‘qituvchi bunda ma’lum bir shablonlardan foydalanishi mumkin. Bu metoddan foydalanilgan darslarda til o‘rganish turli strukturalar, nutq namunalari asosida amalga oshiriladi. Mashqlar ham tilga asoslangan holda til materialini ko‘p marta takrorlashni talab qiluvchi mashqlar bo‘lishini taqozo etadi.

Metodist olimlar Ch.Friz va R.Ladoning o‘quvchilar avval og‘zaki nutqda ishlatiluvchi strukturalarning yig‘indisini eslab qolishlari kerak, keyinchalik esa shu strukturalar asosisda yangi-yangi gaplar tuza olishni o‘rganishlari lozim degan fikrlari Hard Clil metodida tashkillashtirilgan darslarda foydalanishga mosdir. Bu metoddan foydalanish uchun oldindan puxta tayyorgarlik ko‘rish talab etiladi. Masalan geografiya darsida CLIL metodidan foydalanish uchun mavzuga oid so‘zlardan lug‘at tuzilishi, audio matn yoki jurnal, gazeta, internet manbalaridan matn topish va ularga aloqador mashqlarni saralash lozim bo‘ladi. Bunday darslarda o‘quvchilar mavzuni o‘rganish bilan bir qatorda chet tilidan ham o‘z bilimini oshirib mustahkamlab borishadi. Qo‘yida Hard CLIL metodida dars o‘tganda foydalanish uchun bir qancha mashqlar ro‘yxatini keltirib o‘taman. Bunda yana geografiya fanini misol tariqasida olishga harakat qildim. Masalan mavzu “O‘zbekiston Respublikasining geografik joylashuvi” bo‘lsa lug‘at uchun taxminan shunday so‘zlarni tanlash mumkin:

Square, Approximately, Mountains, Rivers, Deserts, South, West, East, North, long, high

Ushbu so‘zlarning hammasi ham o‘quvchilar uchun notanish emas albatta, lekin ularni takrorlab olish maqsadga muvofiqdir. Dars avvalida Speaking (ya’ni nutq) mashqlari bilan boshlash mumkin, bunda “ aqliy hujum” metodidan foydalanib o‘quvchilardan mavzuga oid qanday ma’lumotlarga ega ekanliklarini so‘rab bilish mumkin. Faqat bunda

o‘quvchilarning Grammatik xatolari qattiq tanqid qilinmasligi kerak. O‘quvchilar o‘z fikrlarini ifodalashayotganda o‘zlarini erkin his qilishlari juda muhim. Mavzuga oid lug‘at takrorlanib olingach, shu mavzuga oid chet tilida yozilgan matn o‘quvchilar diqqatiga havola etiladi. Bunda vaqtni tejash maqsadida matnni bir necha qismga ajratib, guruxlarga bo‘linib ko‘rib chiqish ham mumkin. Bu mashq davomida o‘quvchilarda Reading (ya’ni o‘qish) va Listening (ya’ni tinglash) qobiliyatlari mustahkamlanadi.

Writing (ya’ni yozuv) ni rivojlantirish uchun guruxlar boshqa guruxlar o‘qigan matndan eslab qolgan ma’lumotlarini qisqacha yozma bayon etishlari, yoki shu mavzuga oid qo‘shimcha ma’lumotlarni yozishlari, matn asosida tuzilgan savollarga yozma javob qaytarishlari mumkin.

Va nihoyat dars so‘ngida Speaking (ya’ni gapirish) mashqlarini tashkillashtirish mumkin. Bunda gurux a’zolari prizentatsiyalar qilishi, mavzudan olgan bilimlarini og‘zaki qayta ifodalashlari, savol-javob mashqlarini bajarishlari mumkin.

Bu misollardan ko‘rinib turibdiki CLIL usuli nafaqat til o‘rganishda muvaffaqiyatga erishish imkoniyatini kuchaytiradi, balki til o‘rganuvchilarning muloqot yuritish va bahslashish qobiliyatini ham rivojlantiradi. CLIL uslubi bilan tashkillashtirilgan darslarda fanga oid bilimlar chet tilida va chet tili bilan birgalikda o‘zlashtiriladi. Buning natijasida shunday doiraviy jarayon hosil bo‘ladi: “ tilni o‘zlashtirish, kuzatish, sinab ko‘rish, qo‘llash, ishlab chiqish hamda ongli munosabatni yaratish” , bu jarayon uzluksiz katta va kichik miqqiyosda takrorlanadi.

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O‘TKIR HOSHIMOV HIKOYALARIDA BARQAROR BIRIKMALARNING QO‘LLANILISHI

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Anotatsiya: Ushbu maqolada O‘tkir Hoshimov hikoyalarida barqaror birikmalarning qo‘llanilishi, ularning asardagi badiiy-estetik vazifasi va nutqning ta’sirchan, obrazli bo‘lishidagi o‘rni yoritib o‘tilgan va hikoyalardan misollar keltirilgan.

Kalit so‘zlar: frazeologizmlar, leksemalar, leksik-semantik,funksional-uslubiy va sintaktik vazifalar, emotsional-ekspressivlik, ko‘chma ma’no.

Tilshunoslikda frazeologizmlar tuzilishi, leksik-semantik, funksional-uslubiy va sintaktik vazifalari, shuningdek, o‘ziga xos shakllanish xususiyatiga ega bo‘lgan tilning mustaqil birligi sifatida tan olingan. Ular leksikadan yuqori, gapdan quyi sathda turadigan til hodisasi sifatida ham e’tirof etilgan. Biz nutqimizning har tomonlama mukammal va o‘ta ta’sirchan bo‘lishiga, tinglovchi so‘zlayotgan nutqimizning maqsad-muddaosini tezroq anglab olishiga ko‘maklashadigan bir qancha tilning tayyor materiallaridan, ya’ni til birliklaridan juda ko‘p foydalanishga harakat qilamiz. Maqol, matal, iboralarsiz nutq hech qanday estetik ta’sirchanlikka ega bo‘lmay qolishi mumkin. Ayniqsa, iboralarda nutqqa emotsional-ekspressivlik ottenkasini berish vazifasi boshqa til birliklariga nisbatan kuchliroq bo‘ladi. Iboralar barqaror birikmalar sifatida tilda doimiy tayyor materialidir. Shuning uchun ham har bir yozuvchi o‘zining ijod mahsulini yaratish jarayonida ularga murojaat etmasdan qo‘ymaydi.

Ibora ham til birligi, lekin uning ma’nosi tarkibidagi leksemalarga xos ma’nolarning oddiy yig‘indisiga teng bo‘lmaydi. Iboraga xos ma’no tarkibidagi leksemalarning ma’nosiga nisbatan maxraj ma’no, ustama ma’no sifatida gavdalanadi, bu ma’no ibora tarkibidagi leksemalarning ma’nosiga suyanmasligi ham mumkin. Ma’lumki, voqelikni obrazli tasvirlashda, uni kitobxon ko‘z o‘ngida aniq va to‘la gavdalantirishda frazeologik iboralarning o‘rni, ahamiyati beqiyosdir. Iboralar hayotdagi voqea-hodisalarni kuzatish, jamiyatdagi ijobiy va salbiy harakat-holatlarni baholash, turmushda bo‘lib o‘tadigan turli hayotiy tajribalarni umumlashtirish asosida xalq chiqargan xulosalarning o‘ziga xos obrazli ifodalaridir. Frazeologizm til hodisasi sifatida lison va nutqqa daxldor birlikdir. Birdan ortiq leksema ko‘rinishining birikuvidan tashkil topib, obrazli ma’naviy tabiatga ega bo‘lgan lisoniy birlik frazeologizm deyiladi.

El sevgan adib O‘tkir Hoshimov hajviy hikoya yaratish jarayonida iboralarga juda ko‘p o‘rinlarda murojaat etgan. Masalan:

1.Nortoy deng, bir ko‘zida sal aybi bo‘lsayam xo‘p **ishning ko‘zini biladigan** odamda!... (“Osh”) Karnay tagiga o‘tirib qolgan ekan, mikrofonni og‘ziga tiqib baqirayotgan hofizning chiyildoq ovozi **u qulog‘idan kirib, bu qulog‘idan kirib teshib chiqib ketdi-yov!(“Osh”)**

Yozuvchilar , odatda, tasvir maqsadiga muvofiq iboralarni tanlab qo‘llash bilangina kifoyalanib qolmaydilar. Balki, qahramonlar tabiati, ruhiy holati, hayot tarziga moslab o‘zgartiradi va qayta ishlaydi. Darhaqiqat, yozuvchi o‘zi yaratayotgan qahramonning o‘ziga xos xarakter xususiyatlarini ochib berish jarayonida, tabiatan qanday shaxs ekanligini to‘liqroq tasvirlashda iboralardan foydalandi. O‘tkir Hoshimov ham hajviy hikoyalarining

bir qancha o‘rinlarida qahramonlarning oiladagi, jamoadagi va ba’zan ko‘cha-ko‘ydagi yurish-turishini, ijobiy va salbiy tomonlarini bo‘rttiribroq, ayniqsa kulgiga moyilroq qilib aks ettirish maqsadida qo‘llagan. Ayniqsa, yozuvchi insonning tana a’zolari bilan bog‘liq bo‘lgan iboralarni qo‘llab, yuqori saviyadagi hikoyalarni yaratishga muvaffaq bo‘lgan. Masalan:

1. Soat ikkilarga yaqin **ko‘zi ilindi.**
2. U **qoshini chimirdi.**
3. **Yuragim taka-puka bo‘lib kirsam,** direktor tajang bo‘lib turgan ekan(“Osh”).
1. ”Go‘rbannisa”ning navbatchi do‘xtiri yosh bo‘lsa ham **ko‘zi pishib ketgan ekan.**
2. **O‘pkam og‘zimga tiqilgudek** yo‘tal tutdi (“Ko‘kyo‘tal”).
1. **Og‘zingga qarab gapir,** uka.
2. -Yo‘qol-e!-qichqirdi domla **ko‘zini ola-kula qilib** (“Usta ko‘rgan shogird”)

Yuqoridagi misollardan ko‘rinib turibdiki, insonning tana a’zolari bilan bog‘liq bo‘lgan iboralar hayotda juda ko‘p qo‘llaniladi. Bunday birikmalarni badiiy asar tarkibiga qay yo‘sinda kiritish esa yozuvchining so‘z qo‘llash mahoratiga bog‘liq.

Xulosa qilib aytganda, yozuvchi O‘tkir Hoshimov hikoyalarida, ayniqsa, “Usta ko‘rgan shogird”, “Ko‘kyo‘tal”, “Osh” kabi hikoyalarida leksik birliklar yozuvchi uslubining o‘ziga xosligini ta’minlaydi va bu so‘z qo‘llash xususiyatlariga, yangi tasvirlar hosil qilish jihatidan o‘ziga xoslikni tashkil qiladi.

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"БОШЛАНҒИЧ МАКТАБ ЁШИДАГИ БОЛАЛАРНИНГ ИНГЛИЗ ТИЛИДА МАНТИҚИЙ ВА ТАНҚИДИЙ ФИКРЛАШИНИНГ УЛАР ДУНЁҚАРАШИНИ ШАКЛЛАНТИРИШДАГИ АХАМИЯТИ."

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Аннотатция: Ушбу мақола мантиқий ҳамда танқидий фикрлашнинг инсон онги ҳамда тафаккурини ривожлантиришнинг аҳамияти ва муҳимлигини инобатга олган ҳолда ёзилди. Айниқса ёш болаларда уни мактаб даврининг бошланғич йилларида улар билим савиясини чуқурлаштириш ва янги ўзлаштирилаётган тил яъни инглиз тилига тўғри йўналтиришдан иборат.

Калит сўзлар: мантиқ, тафаккур, когнитив фаоллик, танқид, онг фаоллияти.

Бугунги кунда таълим жараёнидаги ижобий ўзгаришлар, янгиланишлар, замонавий ахборот технологияларнинг жорий этилиши барча ўқитувчи ва мураббийлар, таълим сохасида фаолият олиб борувчи шахслар олдига, дарсларни мазмунли ташкил этиш орқали ўқувчи-ёшлар қалбига миллий қадриятларни сингдириш, уларнинг билим даражаси хамда қобилиятини эрта аниқлаб, уларга чуқур билим берган ҳолда келажакда маълум бир касб эгаси бўлишлари учун уларни қуллаб-қувватлашдек долзарб вазифаларни илгари сурмоқда. Ёшларимизнинг ҳозирги кунда кўплаб хорижий тилларни, айниқса жаҳон тили бўлган инглиз тилини ўрганишга бўлган эҳтиёж ва қизиқишлари тобора ортиб бормоқда. Бу албатта ўқитувчилар зиммасига катта масъулият юклайди.

Маълумки бирор киши бирор бир муаммо ёки саволга дуч келганда аввалом бор мия фаолиятини шакллантириб чуқур ўйлашни бошлайди ҳамда унга аник бирон бир ечим излайди. Бунда албатта ўша муаммо ёки саволга мантиқан тўғри бўлган жавобни танлайди. Демак инсон саволга мантиқан ёндашади. Бундай мантиқий фикрлаш ҳамда шу нуқтаи -назардан жавоб излаш кишиларда қачон пайдо бўлади ёки шаклланади. Кўпчилик олимларнинг фикрига кўра бундай фикрлаш инсонда болалигидан пайдо бўлар экан. Мантиқшунос олим П.Я Галперин ўз ғояларида шундай дейди: "Мантиқий фикрлаш инсонда босқичма-босқич шаклланиб ривожланади". Бошқа бир мантиқшунос олим В.А Сухомински шундай дейди: " Боланинг когнитив фаоллиги, у олган билимлари чуқур, изчил ва мазмунли бўлади". Бундан кўриниб турибдики инсонда бундай ақлий фаолият болалигидан шаклланади.

Айниқса болаларда мия фаолиятининг яхши ҳаракатланиши, тез суръатда қабул қилиши ва хотирасига жойлаши мактаб босқичларининг бошланғич даврига тўғри келади. Шу сабабли улар мана шу босқичда қизиқувчан ва интилувчан бўлишади ва уларга нотаниш бўлган "дунёга" кириб қолгандек ҳар бир нарсани билиб олгиси ва нотаниш саволларга жавоб топгиси келаверади. Айниқса буни инглиз тили фани мисолида кўришимиз мумкин. Фикримизни исботлаш учун қуйидагиларни мисол келтирамиз. Масалан 1- синф ўқувчилари луғат бойлигини ошириш мақсадида бир қанча сўзларни ёдлайдилар. Уларнинг энг яхши кўрган мавзуларидан бири бу : « Animals» яъни ҳайвонлар. Улар бу мавзулардан: **wolf, fox, zebra, crocodile, elephant, bear, tiger, lion** каби кўплаб ёввойи ҳайвонларни ўргана бошлайдилар ҳамда уларни катта(**big**), кичик (**small**), ижобий (**good**) ва салбий (**bad**) гуруҳларга ажратишни бошлайдилар. Айнан шу даврдан ёш болаларда мантиқий фикрлаш жараёнлари бошланади. Ўзаро фикрлар қарама-қаршилигининг вужудга келиши мантиқий ҳамда танқидий фик-

рлашнинг асосий усулларидан биридир. Бундай фикрлаш жараёни 2- синф болаларида янада такомиллашади. Масалан улар севиб ўқийдиган эртакларни оладиган бўлсак дарсликнинг "The world of fairy tales" қисмидаги "Little Red Riding Hood" эртагида Wolf (бўри) қаҳрамонига нисбатдан болаларда бошида унга нисбаттан ҳавас ҳисси уйғонади. Улар уни кучли, қўрқмас деб тасаввур қилишади. Аммо кейинчалик мантиқан фикр юритиб унинг салбий қаҳрамон эканлигини англаб олишади. Уларда ўз-ўзидан "Агар мен унинг ўрнида бўлганимда нима қилган бўлар эдим?" деган танқидий фикр пайдо бўлади. Демак мантиқий ҳамда танқидий фикрлашни ривожлантириш болалар дунёқарашини кенгайтиришга ва борлиққа бошқача бир нуқтаи-назар билан қарашга кўмаклашади. Бундай саволларга жавоб қидирганда болалар тасаввур олами янада кенгаяди. Бошида юзаки қаралган саволга ўз-ўзидан жиддий қараш бошланади. Бунда педагог-ўқитувчиларнинг ўрни жуда катта ҳисобланади. Улар болаларга тўғри йўналиш беришлари ҳамда уларнинг бадиий ва мантиқий фикрлашини ривожлантиришлари керак бўлади. Уларни турли хил мотиватцион усуллар орқали қизиқтириш, фикрларини жамлай олишларига кўмаклашиш ва ўз фикрларини дадил ва равон баён этишларига ёрдамлашишлари лозим. Боланинг шахсий фазилатларини шакллантириш, ўзига бўлган ишончни ошириш талаб этилади.

Яна мисол тариқасида оладиган бўлсак инглиз тили фани дарсликларида "Daily Routine" яъни кун тартиби мавзуларида ҳам болаларга педагоглар томонидан тўғри тушунча берилса ва фанга қизиқтирилса уларнинг мантиқий фикрлаш олами кенгаяди. Масалан: "Get up on time" (вақтида турмоқ), " To be late", "To be on time" каби сўз ва сўз бирикмаларини ўргатганда ҳам баъзан болаларда қийинчилин туғилади. Биламизки болалар эрталаб вақтли уйғонишни ёқтиришмайди. Агар уларга болаларча ёндашилиб тушунча берилса улардан қуйидагича мантиқий фикр олиш мумкин. "I must get up on time. I must be on time. I must not be late". Бундан келиб чиқадики бола буларни ижобий мантиқий таҳлил қилади ва ўзига хулоса ясайди. " Мен вақтли уйғонишим ва дарсга кеч қолмаслигим керак. Акс ҳолда баҳоларим дўстларимга нисбатдан пасаяди ва мен улардан орқада қоламан" деган тушунча пайдо бўлади ва бола келиб чиқадиган натижани ўз миясида таҳлил қилади. Бу ҳам уларнинг мантиқий фикрлашининг илк кўринишларидан бири десак адашмаймиз.

Хулоса қилиб айтадиган бўлсак, болаларда мантиқий фикрлашнинг аҳамияти жуда муҳим ҳисобланиб, келажакда комил инсон бўлиб етишишлари учун замин яратади.

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РОЛЬ УЧИТЕЛЯ В ПОДГОТОВКЕ ПОДРАСТАЮЩЕГО ПОКОЛЕНИЯ К ЖИЗНИ

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Аннотация: «Технология» расширила свои рамки и основной акцент делается на технологическую подготовку учащихся, а также проводится активная подготовка учащихся к общественной жизни по окончании школы.

Ключевые слово: воспитание, труд, технология.

Из курса педагогика известно, что в учебном процессе учитель играет руководящую роль. Тот факт, что основное время в трудовом обучении (до 80 %) занимают самостоятельные практические работы учащихся, ещё больше повышает роль учителя, так как самостоятельность учащихся в работе становится возможной тогда, когда учителем всё наперёд хорошо спланировано и продумано.

На фоне бывшего трудового обучения технологию выгодно отличает разнообразие изучаемых школьниками сфер человеческой деятельности. «Технология» расширила свои рамки и основной акцент делается на технологическую подготовку учащихся, а также проводится активная подготовка учащихся к общественной жизни по окончании школы. В силу этого возникает необходимость подготовки учителя - новатора, творца, способного к полноценной реализации содержания технологического образования в школьной практике, что само по себе не представляется возможным без формирования у него системы профессионально - ценностных ориентаций. Таким образом, на формирование ценностных ориентаций, учащихся оказывают влияние не только содержание дисциплин, но и человеческие качества преподавателя, ведущего данный предмет, ведь он является центральной фигурой в трудовом обучении и воспитании учащихся.

Учителю труда должны быть присущи:

любовь к своей профессии;

профессионально - педагогическая культура, включающая в себя духовную, нравственную, этическую культуру общения, поведения, деятельности;

неординарность, самобытность, уникальность его личности (это будет способствовать развитию творчества студентов, привитию интереса к предмету и к самому преподавателю);

сформированность ценностей и ценностных ориентаций;

Осуществляя руководство коллективной работой, учитель должен помнить об индивидуальных особенностях учащихся и на этой основе добиваться развития их положительных качеств, способностей.

В ряде случаев в целях оказания воспитательного воздействия на отдельных учащихся учитель с помощью ученического коллектива проводит индивидуальную работу, направленную на укрепление трудовой дисциплины, развитие профессиональных интересов, трудолюбия, аккуратности, точности, ответственности, волевых и нравственных качеств.

Необходимое условие правильного осуществления индивидуального подхода к учащимся - это систематическое и всестороннее изучение учителем каждого из них путем проведения бесед и наблюдений за их трудовой и учебной работой, за пове-

дением на занятиях и внеклассных мероприятиях, на производственной практике, в ученических бригадах и т. д.

При осуществлении индивидуального подхода к учащимся учителю рекомендуется:

-сочетать фронтальную и индивидуальную формы обучения;

-систематически и всесторонне изучать индивидуальные особенности учащихся;

- осуществлять организацию самостоятельных работ, производительного труда учащихся;

- проводить индивидуальный текущий инструктаж;

- использовать индивидуальные беседы и консультации;

-применять методы программированного обучения;

-дифференцировать по сложности задания учащимся -- любителям техники.

В заключение необходимо отметить, что каждый из рассмотренных выше дидактических принципов одинаково важен, а осуществление их в практике работы учителя возможно лишь в тесном сочетании и взаимодействии. Важно не только понимать сущность и знать о требованиях, предъявляемых к учебно-воспитательному процессу тем или иным дидактическим принципом, но необходимо умело осуществлять эти принципы в практике обучения и воспитания учащихся. Лишь в том случае, когда педагог пропустит ценности через свои чувства - он сможет привить их студенту. Только обладающий определёнными ценностными ориентациями учитель способен воспитать высокообразованную, культурную личность школьника, стремящуюся к самовыражению и самореализации.

Но всегда основной и первостепенной задачей является то, чтобы выпускники средней школы за период учёбы приобрели не только глубокие знания основ наук, но и обще трудовые умения и навыки, необходимые для работы в народном хозяйстве страны, вплотную подошли к овладению определённой профессией.

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USING INTERESTING GAMES IN UPPER GRADES

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Annotation: The main advantage of games is their relevance during the educational process, as a result of which some topics can be learned much faster and easier.

Keywords: games, interesting, adjective, suitable, example, attention, lesson

A pleasant and lively atmosphere plays an important role in learning English. To create such an environment, you need to make a variety in the learning process, play interesting games in the classroom. Moreover, it does not matter for whom the lessons are conducted: for children or adults. After all, everyone will be interested in doing this activity. Games in the English lesson are a good warm-up for children, and adults can have fun while playing and relax from studying monotonous topics. Hundreds of different games are suitable for these tasks. Today we will present only the best and most interesting examples of games for English lessons.

Activity1. Word race. 1. This is a great game for fixing the words that you learned in the last lesson. These grammar games in English lessons help to liven up the atmosphere and make the lesson more fun. Moreover, the game is suitable for students of any age and level. Rules of the game: Students are divided into two teams. The Board is divided into two halves and the competition theme is indicated on top. Then students start writing one word at a time according to the topic. One word — one point. The team that writes the most words on the Board in the allotted time wins.

1.List adjectives on the board. 2. Make columns for “er” and “more”

3. Break students into teams. 4. Students write each adjective under correct column

5.Correct answers when game is finished

-er	Adjectives	-more
	dangerous	
	small	
	expensive	
	tall	
	slow	

2. Get examples to make sure students can use the form correctly

For example: more dangerous, smaller, more expensive, taller

Cars are much **more dangerous** than bicycles.

This room is **smaller than** it should be.

The taxi transportation is much **more expensive** than the bus.

Activity 2.Truth or lie. Students write three sentences about themselves on a piece of paper. One of them is true, the other two are lies. Students are allowed to ask questions about statements. As a result, it is necessary to determine what is true and what is false. The game allows you not only to develop grammar skills, but also to learn more about students. The more complex statements you write, the more interesting you will play. For example, you can come up with the following statements:

I like fried fish. I was at the library with my friend yesterday. I’m going to make a tattoo.

Activity 3.Simon says. A very popular game in the United States among younger

students. These games for children in English lessons are so exciting that students want to spend as much time with them as possible, even at the expense of the main classes. How to play “Simon says»: One person assumes the role of Simon and faces the participants. Then Simon says a sentence in English, and the others complete the tasks. For example: Simon says put your hand on the left shoulder of your classmate. To catch players, sometimes you should omit the phrase “Simon says”. In this case, the person who performs the action is eliminated from the game. The last one left wins.

Activity 4.Puzzles. A great game aimed at teamwork. It is suitable for repeating tenses, phrases, honing reading skills, etc. How to play puzzles? 3-5 sentences are written on paper in different colors, and then the sheet is cut to separate all the phrases. Words are mixed and added to the header. The class is divided into 2-3 teams and each team collects offers in turn. The winning team is the one who quickly puts all the words in the correct order to get the original sentences.

Activity 5.What’s my problem? Educational games in English lessons should be interesting so that students are involved in the process. “What’s my problem” is exactly that. The game helps you expand your vocabulary and consolidate the passed vocabulary. How to play? Various life problems are written on the stickers, and then the leaves are randomly pasted on the backs of students. Then the students communicate and ask each other where to go and what I need to do to get rid of this problem. However, your partner should not name the problem itself. The student needs to guess, based on the tips, exactly what his problem is written on the back. This can be any fictional problem with health, work, family, etc.

So, games in English are an opportunity to get knowledge in a fun and entertaining way, which develops not only the perception of the language, but also memory, thinking, intelligence and attention.

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ИСПОЛЬЗОВАНИЕ ИГРОВЫХ МЕТОДОВ И ПРИЕМОВ НА УРОКАХ РУССКОГО ЯЗЫКА КАК СПОСОБ ПОВЫШЕНИЯ МОТИВАЦИИ К ОБУЧЕНИЮ

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Аннотатция: Статья посвящена вопросам использования игровых методов и приемов в процессе преподавания английского языка в школе.

Ключевые слова: использование, способ, повышения, мотивация, игры

Основываясь на своем опыте работы в школе, можно сделать вывод о том, что игровые моменты являются одной из самых необходимых и актуальных форм в методике преподавания русского языка. В учебной деятельности могут быть использованы игровые моменты, что помогает ребенку не только передохнуть, снять чувство давящей напряженности, но и научиться отличать особенности, разницу игры и учебной деятельности. Тема применения игр на уроках является актуальной в современной педагогической действительности, так как игра – одно из важнейших средств физического, умственного и нравственного воспитания ребенка. Использование игр в учебном процессе помогает активизировать деятельность ребенка, развивает познавательную активность, наблюдательность, внимание, память, мышление, поддерживает интерес к изучаемому, развивает творческое воображение, образное мышление, снимает утомление у детей, так как игра делает процесс обучения занимательным для ребенка. Таким образом, моя цель – продемонстрировать использование игровых технологий в урочной системе в 5–7-х классов, доказать, что их применение важно для учащихся, способствует развитию памяти, воображения, творческого мышления детей, расширяет их словарный запас, прививает интерес к английскому языку и культуре англоязычных стран. Поскольку в общеобразовательной школе классы смешанные, и, как следствие, языковые способности могут быть самыми разными, то при использовании типовых программ у многих учащихся возникают трудности в усвоении учебного материала. Интерес к предмету угасает. Для помощи именно таким ребятам я и использую игровые приёмы. В настоящее время существует множество видов игр, но среди них можно выделить следующие группы:

1) фонетические; 2) лексические; 3) игры с фразами; 4) грамматические игры; 5) игры для обучения чтению; 6) игры для обучения аудированию; 7) игры для обучения говорению; 8) смешанные игры; 9) коммуникативные игры.

В языковых играх основным материалом является сам язык. В различных играх развиваются разные лингвистические навыки: аудирование, чтение, говорение, письмо. Однако я часто модифицирую игру, подстраивая ее под свои нужды. Приведём примеры игр, относящихся к каждой из вышеперечисленных групп. Среди фонетических игр можно выделить, например, игры-загадки, игры-имитации, игры-соревнования, игры с предметами, игры на внимательность. При обучении лексике целесоо-

бразно использовать игры на карточках, загадки, кроссворды, чайнворды, игры типа «Найди слово», «Найди пословицу». Очень распространены игры типа «Аукцион» или «Дуэль», «Лотерея», «Цепочка слов по теме» и т. д. Среди грамматических игр можно использовать следующие: «Узнай, кто говорит», «Где ты был? », «Прятки на картинке», « Я попрошу тебя сделать что- то. Скажи, что ты уже сделал это вчера». При обучении чтению можно использовать игры, которые имитируют реальные жизненные ситуации, например «На приеме у глазного врача», «Конкурс теледикторов», «Компьютерная игра». При обучении аудированию необходимо учитывать, что речь является одним из важнейших средств общения. Общение можно осуществлять устно и письменно. Устная же речь является средством осуществления двух видов деятельности – говорения и аудирования, так как использование устной речи для общения подразумевает и ее порождение, и ее понимание. Механизмы говорения и аудирования между собой тесно связаны, иногда вообще совпадают. Поэтому обучать аудированию невозможно без говорения, а говорению без аудирования. Среди интеллектуально развивающих игр особой популярностью и детей пользуются игры в загадки. Вызывает интерес как сам процесс отгадывания загадок, так и результат этого своеобразного интеллектуального состязания. Загадки расширяют кругозор детей, знакомят их с окружающим миром, явлениями природы, через меж предметные связи развивают и обогащают речь. Приведу примеры использования игр в загадки в своей практике.

Загадки, в которых дается описание предмета или явления путём перечисления различных его признаков, например:

Сам алый, сахарный,

кафтан зеленый, бархатный.

(Арбуз – словарное слово. Отгадка – ключ к его запоминанию). Ребята учатся проводить анализ, выделяя признаки предмета (цвет, вкус, форму), и синтез, объединяя эти признаки в единое целое.

2. Загадки, где описание предполагает краткую характеристику предмета или явления.

Белая скатерть всё поле покрыла. (Снег – парная согласная в конце отгадки требует проверки). Игровая ситуация помогает запомнить правило.

3. Загадки, в которых представлено описание не самого предмета (явления), а буквенного (слогового) состава слова, его обозначающего. Это шарады – слова, загадки, в которых несколько букв, слогов или частей слова выделены и описаны самостоятельно. По ним и нужно разгадать целое слово.

Первое – предлог, второе – летний дом, а целое порой решается с трудом. (За-дача). «Найди пословицу». Отгадай вторую часть пословицы. Учитель называет первую часть пословицы, а ученики всю пословицу и объясняют написание отдельных слов.

Учитель: Труд человека кормит...

Ученик: Труд человека кормит, а лень портит. Учитель: Объясни написание слов труд, лень, человека.

Игра “Найди ошибку”. На аудиокассету записано несколько предложений о профессиях. Например:

Врач лечит больных.

Строитель строит дом.

Учитель учит детей.

Но среди предложений есть одно неверное. Например “Повар доит коров”. Ученики

должны внимательно прослушать запись, найти ошибку и исправить ее. В заключении можно провести беседу о профессиях родителей.

Таким образом, все виды игр, соответствующих данным требованиям, я стараюсь использовать в своей практике, и могу сделать вывод, что они способствуют расширению знаний, умений и навыков, общего кругозора учащихся, развивают внимание, память, мышление, воображение и другие психические процессы ребенка, повышая его мотивацию к обучению.

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СЛОВООБРАЗОВАНИЕ И СООТНОШЕНИЕ ГЛАГОЛОВ И ОТГЛАГОЛЬНЫХ ПРИЛАГАТЕЛЬНЫХ С СУФФИКСАМИ

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Аннотация. В данной статье рассматриваются огромное соотношений глаголов и отглагольных прилагательных с суффиксами –чив-, -лив-. А также, сравниваются объёмы значений производящего глагола и соответствующего значения от глагольного прилагательного.

Ключевые слова: глагол, отглагольные прилагательные, суффикс, соотношение, производящий глагол, семантик.

Наша статья посвящена описанию типов отношений означаемыми языковых знаков при включении их означающих; при этом, в отличие от предыдущих работ, учитывается тождество разности их означающих: суффикс –чив-, -лив-.

При определении объёмного соотношения значений производящих глаголов и отглагольных прилагательных с суффиксами –чив-, -лив- мы опирались на известные в теории множеств типы отношений между двумя множествами: отношение тождества, два отношения включения, отношение пересечения и отношения независимости. Эти типы отношений используются и в логической семантике как отношения между понятиями. Указанные типы отношений выявляются и в языке как отношения между языковыми знаками. Но поскольку языки знаки представляют собой двусторонние сущности (означающее + означаемое), то можно рассматривать отдельно отношения между означаемыми и означающими знаков, но наиболее интересным представляется изучении отношений обоих планов языка в комбинации, т.е. выявление типов отношений между означаемыми знаков при тождестве, при включении, при пересечении, при несовпадении их означающих.

Если подойти отрого научно, то объём значения слова равен полному списку семантических компонентов, составляющих это значение. Мы же объём значения слова устанавливаем на основе толкования «Словаря русского языка» (под ред. А.П. Евгеньевой, тт.I-IV), имея в виду, что словарные определения, как указывает ряд авторов – (Ю.Д. Апресян, О.С.Ахманова, В.М.Москович, Л. Ельмслев и др).-представляют собой разложение смысла на его составляющие. По этому за объём значения словарной единицы мы будем считать сумму тех слов, которые используются в дефинициях названного словаря, а при определении типов отношений означаемых словообразовательно связанных глаголов и прилагательных будем использовать метод наложения их словарных толкований.

Если сравнить объём значения производящего глагола с объёмом значения производного прилагательного с суффиксом –чив-, -лив- , то можно выявить следующие типы соотношения их значений.

Равенство значения базового глагола и отглагольного прилагательного. Прилагательные в данном случае являются «синтаксическими дериватами» (термин Е. Куриловича) образующего глагола, а суффиксы –чив-, -лив- выполняют функцию «синтаксической морфемы». О равенстве их значений можно судить по толкованиям таких прилагательных: они даются по формуле «такой, который + производящий глагол»

(надоедливый – «такой который надоедает»); либо значения таких прилагательных толкуются через причастия, образованные от базового глагола (скучливый – «скучающий»), или от сочетания слов, от которыми толкуются значения базового глагола (шуметь – «издавать шум»; шумливый – «издающий шум»).

Наиболее распространенными являются случай полного включения значения базового глагола в значении производного прилагательного, что чаще всего сопровождает обычное словообразование: значение прилагательного = значение глагола + семантическая надбавка. Семантическая надбавка отражается словарных определениях путём прибавления перечисленным выше формулам обстоятельственных определений. Было выявлено, что семантическая надбавка может быть количественного и качественного характера. Семантическая надбавка количественного характера выражает степень подверженности субъекта действию, названному производящим глаголом, что выражается со словами быстро, легко, часто: забывчивый – «легко и быстро забывающий», влюбчивый – «легко и часто влюбляющийся». К семантическим надбавкам количественного характера можно отнести и надбавку, указывающую на постоянство признака, т.е. с ему временного плана. Это семантическая надбавка выражается словами постоянно, всегда, которые вводятся в выше указанную формулу толкования прилагательных: брюзжать – «выражать недовольство»: брюзгливый – «постоянно выражающий недовольство», торопиться, торопливый – «такой, который всегда торопится». Чаще такие значения толкуются через синонимичные прилагательные (а прилагательные , как известно означает постоянный, вневременный признак признак): егозить – «вести себя суетливо, беспокойно; быть слишком подвижным и непоседливым», егозливый – «суетливый, непоседливый» (постоянно ведущий себя непоседливо, беспокойно, суетливо «или» такой который всегда слишком подвижен и непоседлив).

Семантическая надбавка качественного характера выражает модальное значение, которое сопровождает основное, она фиксирует в значении прилагательного отношение субъекта к действию что отображается толковании с помощью слов способный, могущий, готовый, склонный, уступчивый – «готовый на уступки», дремливый – «склонный к дремоте», выносливый – «способны многое вынести», услужливый – «охотно оказывающий услуги», чванливый – «любящий чваниться, склонный к чванству», драчливый – «склонный к дракам, любящий драться». Семантические надбавка разного рода, выделенные нами в значениях отглагольных прилагательных, находятся между собой в определённой логической связи: то, что совершается «быстро», «легко», совершается «часто», то, что совершается «часто», совершается постоянно, вызывает особое отношение у субъекта: «охотно», «с любовью»; далее таким действием можно охарактеризовать субъект и с точки зрения его способности (способный), склонности (склонный) совершать подобные действия. Именно по этому возможно сочетание различных семантических надбавок в значении отдельного прилагательного.

Наблюдаются случаи пересечения значений производящего глагола и производного прилагательного. Словарные определения соответствующих значений глагола и прилагательного имеют идентифицирующих значений глагола и прилагательного имеют идентифицирующие и дифференцирующие части. Дифференцирующие части (в проводимых примерах их будем подчёркивать) находящие между собой определённых отношениях. Так, эти части могут находятся в ассоциативных отношениях: болтать-вести лёгкий, непринуждённый разговор: болтливый – чрезмерно говорливый (лёгкость, непринуждённость совершения действия ведёт к чрезмерности его совершения – значит, эти признаки находятся в метонимических отношениях, а именно – в причинно- следственных отношениях следственных отношениях); приветить- приветливо, ласково отнестись к кому-н. –приветливый-радушно, благожелательно и приветливо, ласково относящийся к окружающим (где признаки радушно, благожелательно и приветливо, ласково также находятся в метонимических отношениях); гордиться – испы-

тывать гордость – и горделивый исполненный гордости (где «испытывать и» и «исполненный» находятся как бы в результативных отношениях).

Далее встречаются случаи так называемого «касания» значений. О таком типе отношений мы говорим тогда, когда словообразование сопровождается одновременным сдвигом значения, при этом прилагательные сохраняет живую словообразовательную связь с глаголом, но теряет с ним прямую смысловую соотнесенность, здесь появляется переносная (метонимическая или метафорическая) мотивировка значения прилагательного глаголом. Метафорический перенос значения сопровождает, например, образование следующих прилагательных: увертываться – «уклонятся, увиливать от чего-л»- увертливый - «изворотливый, хитрый», запалиться – «разгорячиться от быстрого движения» - запальчивый – «легко раздражающийся, вспыльчивый, горячий», где словообразование сопровождается переносом наименования из области физической деятельности в область психической деятельности по сходству. Метонимический сдвиг значения сопровождает образования таких прилагательных, как гадливый: глагол гадить обозначает действие одного деятеля, а прилагательное гадливый «исполненный отвращения, брезгливости» характеризует другого деятеля с точки зрения реакции его на это действие. Отсутствие прямой смысловой соотнесённости прилагательного значения, близкого к значению причастия настоящего времени, и его окачествление.

Наконец, есть случаи полного семантического разобщения производного прилагательного и производного глагола, хотя формальное соотношение их в этимологическом плане чувствуется; например, смазать «покрыть слоем чего – л. жирного или жидкого, намазать, помазать » - смазливый «миловидный, хорошенький, оборотиться» повернуть голову, туловище в сторону, назад, обернуться, повернуться - оборотливый «ловкий в ведении своих дел, умело пользующийся обстоятельствами»; кропить «падать мелкими каплями; накрапывать (о дожде)» - кропотливый «требующий много внимания, усилий, терпения», где отсутствие семантической мотивировки отражается и при формальной характеристике слова :основа таких прилагательных подверглась опрощению и с точки зрения современного состояния языка представляет непроизводную основу.

Таким образом, при одинаковой формальной надбавке (суффикс – чив -, -лив-) могут наблюдаться различные соотношения между семантической производящего и семантикой производного слова: полное тождество, вложение, пересечение, со прикасание и полное семантическое разобщение значений образующего глагола и производного прилагательного, что отражает историю постепенного семантического (а затем и формального) отрыва производного глагола.

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ХАЛҚАРО БАҲОЛАШНИНГ ТАЪЛИМ СИФАТИНИ ОШИРИШДАГИ ЎРНИ

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Аннотатция: Халқаро баҳолаш дастури давлатларнинг таълим соҳасидаги сиёсатига сезиларли даражада таъсир ўтказади.

Калит сўзлар: PISA, PIRLS, TIMSS, TALIS.

Маълумки, ўзгаришлар даврида таълим тизими ижтимоий жараёнлардан келиб чиққан ҳолда шиддат билан ривожланишни тақозо этади. Таълим орқали жамиятда келажакдаги вазифаларни бажаришга қодир бўлган янги авлод шакллантирилади. Шуни инобатга олган ҳолда умумтаълим мактаблари ва мактабгача таълим муассасаларининг моддий-техник базасини мустаҳкам-лаш, ёш авлоднинг ҳар томонлама пухта билим олиши учун зарур шароит ва имкониятлар яратишга алоҳида эътибор қаратиб келинмоқда.

Мамлакатимизда амалга оширилаётган бундай ислоҳотлар натижасида улкан иқтисодий ўсиш кўрсаткичларига эришилмоқда. Бу ҳолат малакали кадрлар ва етук мутахассиларга бўлган талабнинг янада ошиб боришига асос бўлмоқда. Бундай талаб ва истакларнинг қондирилиши ўз навбатида ёшлар ўртасида китобхонлик ва дарсларга қизиқиш хусусиятини ошириш ва ўқитувчиларнинг ҳар томонлама таълим тарбияга эътиборини янада кучайтиришнинг замонавий ижтимоий инновациялар орқали амалга оширилиши эҳтиёжини вужудга келтирмоқда.

Фуқаролик жамияти шаклланишини мониторинг қилиш мутахассислар айнан мана шундай талабларнинг бугунги кун таълим тизими учун жуда муҳим эканлигини инобатга олган ҳолда аксарият хорижий давлатларда таълим ва фан соҳалари ривожланишини баҳолаш ва мониторинг қилиш орқали таълим сифатини оширишга қаратилган айрим илғор тажрибаларни ўрганиб чиқди. Хусусан, ўқиш ва тушуниш дунёда таълим сифати, савияси ва даражасини аниқлаб берувчи PISA (Ўқувчиларни таълимдаги ютуқларини баҳолаш халқаро дастури), PIRLS (Матнни даражасини аниқловчи халқаро тадқиқот), TIMSS (Мактабда математика ва аниқ фанлар сифатини тадқиқ қилувчи халқаро мониторинг) каби бир қатор халқаро дастурлар ривожланган давлатлардаги таълим сифатини янада оширишдаги мезон сифатида кенг қўлланилиб келинмокда.

Дунё таълим тизимида тан олинган ва жуда кўплаб мамлакатларда жорий этилган халқаро баҳолаш дастурлари қуйидагилар:

The Programme for International Student Assessment (PISA)

15 ёшли ўқувчиларнинг ўқиш, математика ва табиий йўналишдаги фанлардан саводхонлик даражасини баҳолаш;

Progress in International Reading and Literacy Study (PIRLS)

бошланғич 4-синф ўқувчиларининг матнни ўқиш ва тушуниш даражасини баҳолаш;

Trends in International Mathematics and Science Study (TIMSS)

4 ва 8-синф ўқувчиларининг математика ва табиий йўналишдаги фанлардан ўзлаштириш даражасини баҳолаш;

The Teaching and Learning International Survey (TALIS)

раҳбар ва педагог кадрларнинг умумий ўрта таълим муассасаларида ўқитиш ва таъ-

лим олиш муҳитини ҳамда ўқитувчиларнинг иш шароитларини ўрганиш учун.

PISA - ўқувчиларни таълим соҳасидаги ютуқларини баҳолаш бўйича халқаро дастур бўлиб, ундаги тест жаҳон давлатларидаги мактаб ўқувчиларининг билими ва уларни амалиётда қўллай олиш маҳоратини баҳолайди. Дастурнинг асосий мақсади - 15 ёшли ўқувчилар таълим даргоҳида олаётан билим ва тажрибаларини ижтимоий муносабатларда ва инсон фаолиятида учрайдиган турли хил ҳаётий вазифаларни ечишда қанчалик фойдалана олиш қобилиятини баҳолашдир. Ушбу синов ҳар уч йилда бир маротаба ўтказилади. Тестда фақат 15 ёшдаги ўсмирлар иштирок этади. Мактабдаги таълим сифатини мониторинг қилишга қаратилган PISA дастури асосий уч йўналишда: ўқиш, математика ва ижтимоий фанлар саводхонлиги бўйича олиб борилади. Биргина 2015 йилнинг ўзида 70 дан ортиқ давлатлар PISA халқаро дастури синовида иштирок этган. Умуман олганда, PISA дастури давлатларнинг таълим соҳасидаги сиёсатига сезиларли даражада таъсир ўтказади. Ҳар бир давлат ўтказилган тадқиқот натижалари асосида ўзининг таълим соҳасидаги кучли ва кучсиз томонларини холисона аниқлаб, бошқа давлатларга нисбатан мавқеини кўради ҳамда таълим муассасаларида ўқув жараёнини такомиллаштиришда ўз йўналишларини ва стратегиясини белгилаб олади.

PIRLS - тадқиқотида 50 дан ортиқ давлатлар иштрок этиб келмоқда. Мазкур халқаро тадқиқотнинг мақсади турли хил таълим тизимидан иборат бўлган давлатлардаги бошланғич мактаб ўқувчиларининг матнни ўқиш ва қабул қилиш бўйича тайёргарлиги ҳамда ўқувчиларнинг ҳар хил ютуқларга эришишга сабаб бўлувчи таълим тизимидаги ўзига хос хусусиятларни аниқлаш ва баҳолашдан иборат. Албатта бундай тадқиқот халқ таълими соҳасидаги ишчилар, олимлар, методистлар, ўқитувчилар, отаоналар ва жамоат вакиллари учун катта аҳамиятга эгадир.

TIMSS - ҳам жаҳон мамлакатлари таълим тизимида кенг тадбиқ этилмоқда. TIMSS дастури Таълим соҳасидаги ютуқларни баҳолаш халқаро ассоциацияси IEA (International Association for the Evaluation of Educational Achievements) томонидан ташкил этилган бўлиб, ушбу тадқиқот 4 ва 8 синф ўқувчилари орасида математика ва ижтимоий фанлар бўйича таълимнинг сифати, даражаси, фанга бўлган муносабати, қизиқишини аниқлайди. Ҳар 4 йилда бир маротаба олиб борилади. Ушбу тадқиқот PIRLS тадқиқотига ўхшаб, ўқувчилар, мактаб маъмурияти ва ўқитувчилари орасида қўшимча сўровномалар ўтказади ва фан соҳасида тўсқинлик қилаётган асосий омилларни аниқлайди. Бу эса ўша мамлакатда ишлаб чиқилган таълим стандартларини ва таълим самарадорлигини бошқа давлатлар билан солиштириб кўриш имконини беради.

Адабиётлар рўйхати:

1. “Она тили ва адабиёт фанини ўқитишда замонавий ёндашувлар ва инновациялар модули бўйича” ўқув-услубий мажума. – Т.:-2019 й.

ПРЕДМЕТ «ТЕХНОЛОГИЯ» В СОВРЕМЕННОЙ ШКОЛЕ

Учительница по технологии среднеобразовательная школа 48 города Намангана Инаметдинова Махмудахон Мамадалиевна, тел:939410379

Аннотация: Трудовое воспитание - одна из центральных общешкольных задач.
Ключевые слово: воспитание, труд, технология.

Политехническая направленность в трудовом обучении. Роль учителя в подготовке подрастающего поколения к жизни. В современном мире заметно возрастает значение качества образования как важного фактора экономического и социального прогресса общества и развития творческого потенциала человека. Перед отечественной системой образования также стоит задача достижения нового его качества. Несмотря на целый ряд проведённых научно-практических конференций самого разного уровня и значительное число публикаций, понятие «качество образования» до сих пор и не имеет чёткого определения. Хотя многие учёные полагают, что качество образования отражается не только в сформированных у обучающихся знаниях, умениях и навыках, опыте самостоятельной деятельности и личной ответственности, но и их гражданственности, правовом самосознании, духовности и культуре, толерантности, способности адаптироваться в изменяющихся социально-экономических условиях и самосовершенство-ваться в процессе своей жизнедеятельности. К этому можно добавить, что внешние мотивы, не связанные с содержанием учебной работы (долга, обязанности, стремления к успеху, изучения ради отметки, из – за страха, наказания), способствует включению ученика в учебный труд при условии, если у него возникает эмоциональное удовлетворение в результате хорошей оценки - цели его познавательных усилий.

Если ученик не видит смысла в учебной работе, не осознаёт цель, не понимает и не принимает задачи, поставленные учителем, то он учится по принуждению, и знания его становятся формальными, а работа педагога обречена на безнадёжный формализм. В деятельности формируются знания, которые человек умеет применить на практике. Это не заученная, не зазубренная научная информация (обезличенные знания), полученная путём усвоения содержания учебника, а знания, «пропущенные» через субъективный, личностный опыт ученика. Учителю важно создать условия на уроке, когда изучаемый объект, первоначально нейтральный для учащихся, неожиданно начинает переживаться как субъективно значимый. Предлагая учащимся познавательную задачу, учитель отправляет их в увлекательное путешествие за интересными находками. Методы, используемые на таких занятиях, основываются на партнёрских отношениях, диалогическом общении учителя с учащимися, самостоятельном открытии ими знаний, критическом отношении к информации, уважительном отношении к мнению других и т.п.

Итак, в разработанной технологии личностно адаптированного обучения была обоснована такая организация учебной деятельности, при которой осуществляется сотрудничество учителя и учащихся, создающее атмосферу взаимной симпатии, поддержки, саморазвития участников учебного процесса. Изменения в личностном развитии сопровождаются повышением успеваемости, особенно учащихся с низким уровнем мотивации учения.

Введение в программу средней школы образовательной области «Технология» требует аксиологической направленности в подготовке будущих учителей. Трудовое вос-

питание - одна из центральных общешкольных задач. Решением ее должен заниматься весь педагогический коллектив как на уроках по всем предметам, так и во внеклассной и внешкольной работе любого направления. Наиболее благоприятные условия для трудового воспитания складываются на занятиях трудового обучения. Объясняется это не только спецификой самого предмета, но и активным включением учащихся в общественно полезный, производительный труд.

Трудовое обучение имеет целью не только дать учащимся соответствующие знания, умения и навыки, но и воспитать у них сознательное отношение к труду, общественной и личной собственности, к коллективу и отдельным его членам, готовность трудиться для общей пользы. В процессе трудового обучения школьников приучают к самостоятельности и настойчивости в решении трудовых задач, вооружают умением планировать и выполнять общественно полезные дела, работать коллективно, помогать товарищам, в труде у человека расширяется круг восприятий и представлений, совершенствуются познавательные способности, формируются основные процессы умственной деятельности, вырабатывается умение самостоятельно приобретать знания и применять их на практике.

В условиях современного научно - технического прогресса, когда с каждым годом стремительно нарастает объем знаний, процесс обучения приходится строить так, чтобы создавался максимум предпосылок для самостоятельного приобретения выпускниками школ новых знаний, умений, навыков в процессе их практической деятельности. Для этого знания, умения и навыки должны быть не только прочными, но и гибкими в том смысле, что учащиеся должны уметь применять их в новых производственных условиях.

Это достигается благодаря политехническому направлению в обучении, когда учащиеся приобретают знания, умения и навыки на фоне общего представления об основах современного производства. Этому содействует также формирование у учащихся умения анализировать, сопоставлять различные орудия труда, технологические процессы для определения их эффективности.

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НЕМИС ТИЛИНИ ЎҚИТИШДА ГРАММАТИК МАЛАКАНИНГ АҲАМИЯТИ

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Аннотатсия: ушбу макола немис тилини укитишда грамматик малаканинг ахамтяти, унинг дарс жараёнига таьсир курсатиши хакида. Бундан ташкари, феьлларнинг предлогли ва предлогсиз куринишларига хам мисоллар келтирилиб тахлил килинган.

Калит сўзлар: немис тили, феьл, малака, билим, коммуникативлик.

Тил ўрганиш кишилик жамиятида муҳим соҳалардан ҳисобланади. Алоқа воситаси бўлмиш тилни табиий муҳитда оилада, жамоатчилик орасида ёки уюшган ҳолда дарсда амалий эгаллаш мумкин. Тил назарий жиҳатдан ўрганилади. Халқаро муносабатлар авж олган замонамизда тилларни билиш, кўп тиллик (полиглоссия) улкан аҳамиятга касб этмоқда.

Тилларни ўқитиш жараёни турлича кечади. Биринчидан, она тилида тафаккур шаклланади, ўзга тилларни ўрганиш улардаги фонетика, лексика ва грамматикага хос хусусиятларни ҳис этиш билан боғлиқдир. Иккинчидан, ўзганиш тартиби она тилидан бошланиб ундан кейин иккинчи тил ва ниҳоят чет тилига ўтилади. Учинчидан, она тили ва иккинчи тилда нутқни эгаллаш табиий вазиятда, чет тилни ўрганиш эса сунъий муҳитда ўтади.

Кимгадир миннатдорчилик билдириш учун бу билан боғлиқ сўз ва ибораларни, айтилаётган миннатдорчилик билан боғлиқ жавобгарликни, мақсадни тушунтира олиш билан боғлиқ тил воситаларини, яъни сўзлар, урғу, интонация ёки оҳангни, хатосини тузатиш билан боғлиқ тил воситаларини ва хатони такрорламасликка ваъда бериш билан боғлиқ тил воситаларини билиши лозим.

а) Феъларнинг предлогли бошқарув масалалари

Немис тилида феъллар ўзидан кейин маълум келишикни талаб қилади, у билан бошқарилади. Бу қўлланишда улар предлог билан ёки у сиз келган бўлади.

Шуни айтиш керакки, немис тилидаги феъларнинг бошқаруви ҳамма вақт ҳам ўзбек тилидаги феъларнинг бошқарувига тўғри келавермайди.

Ich gratuliere Ihnen zum Fest Navros (Dativ).

Мен сизни наврўз байрами билан табриклайман.

Ўзбек тилида эса тушум келишигида акс этади.

Агар сўзма-сўз таржима қилинса, мен сизга наврўз байрамига табриклайман деган ўзбек тили учун тушунарсиз жумла пайдо бўлади.

Er schamt sich seiner schlechten Tat (Genitiv).

У ўз қилмишидан уяляпти.

Ўзбек тилида эса чиқиш келишигига тўғри келяпти.

Немис тилида қаратқич келишида ифодаланади.

Ўқувчиларнинг тил тажрибаси ўзлари ўрганаётган тилдаги грамматик билим, кўникма ва малакалар мажмуаси, синтези бўлиб, унинг ҳажми қўлланиш кўлами, ўзаро боғлиқлиги масалалари методиканинг тил тажрибасини ҳисобга олиш принципи доирасига киради.

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BADIIY NUTQ USTIDA ISHLASH-DOLZARB VAZIFALARDAN

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Annotatsiya: O'zbek tilshunosligida kirish va kiritmalar, ularning qanday ma'no ifodalashi, ular o'rnida qo'llanilishi mumkin bo'lgan atamalar ushbu maqoladan o'rin olgan. Shuningdek o'zbek, fransuz, turk tilshunoslarining kiritmakar hususida ilmiy tadqiqodlaridan misollar bilan asoslangan va to'ldirilgan.

Kalit so'zlar: nutq, gap, matn, kiritma, sntasktik, paranteza, matn sintaksisi, lingvopoetik.

Annotation: Introduction to Uzbek linguistics and introductory words, how they express meaning, alternative terms of them are presented in this article. Furthermare, it reprensents some examples of scientific research about the introductory terms of Uzbek, French, and Turkish languages.

Key words*:* speech, sentence, introductory word, syntax, parantheses, syntax of text, linguopoetic.

O'zbekiston Respublikasini rivojlantirishning Harakatlar strategiyasida yosh avlodni barkamol etish uchun pedagoglar oldiga aniq va mas'uliyatli vazifalar qo'yilgan.

Nutqiy kommunikatsiya jarayonida til sathlarining barchasiga oid birliklar harakatga keladi, bu harakatlarning eng oily muvofiqlashtiruvchisi esa kommunikativ sintaksisdir. Nutqiy muloqotning asosiy birliklari bo'lmish gap va matn pirovard natija o'laroq ana shu kommunikativ sintaksis qonuniyatlari asosida shakllanadi. Kommunikativ sintaksis hamisha so'zlovchi, tinglovchi va nutq o'rtasidagi aloqalarni hamda bu aloqlalardagi o'ziga hoslikni ham nazarda tutadi. Albatta, bunda semantik-struktur va system sintaksis qonun qoidalarni nazardan soqit qilib bo'lmaydi, chunki kommunikativ sintaksis aynan ana shu qonun-qoidalarning nutqiy realizatsiyasi jarayonlariga asosiy e'tiborni qaratadi, ana shularni o'rganishni o'zining asosiy vazifasi deb biladi.

A.A.Reformatskiy esa nafaqat kirish va kiritmalarni, balki ular bilan birgalikda undalmalarni ham umumlashtirgan holda ularga nisbatan krizma terminini qo'llaydi. Kirish va kiritmalar, shuningdek, pozitsion-struktural jihatdan ularga yaqin boshqa birliklar I.F.Vardul tomonidan ilgari surilgan sintaktik knsepsiyada yorib krizma, suqilib krizma atamasi ostida o'rganilgan. Fransuz tilidagi jumla muammosini tadqiq etgan L.G.Vedenina ham ayni atamani qo'llaydi, bir gapning boshqasi ichiga yorib kirg'azishni "вклинение" deb ataydi va buning matn shakllantiruvchi usul ekanligini takidlaydi.

Turk tilshunosligida kirish va kiritmalar, shuningdek, gap bo'laklari bilan (hususan, gap kesimi bilan) bevosita sintaktik aloqaga ega bo'lmagan, gap tarkibiga tashqaridan kiritilgan sintaktik birikmalarni ifodalash uchun alohida ihcham bir atama yo'q, shuning uchun ham bunday birliklar "gapdan tshqari unsurlar" tarzidagi tavsifiy ifoda bilan nomlanadi.

O'zbek tilshunosligida ham kirish va kiritmalar uchun umumlashtiruvchi muayyan bir atama yo'q. Aslida, umumiy atama sifatida "kiritma" so'zidan foydalanish mumkin, u gapning pozitsion-struktural tarkibi ichiga boshqa birlikni kiritishdan iborat hodisani ifodalay oladi. Ammo bu so'z tilshunosligimizda kirishlarga zid qo'yiladigan sintaktik hodisani ifodalash uchun hoslanib, ilmiy an'anaga kirib bo'lgan. Ana shularni hisobga olib, o'zbek tilida kirish va kiritmalar umumlashtirib ifodalovchi atama sifatida "paranteza", "parantez birliklar" atamalarinmi qo'llashni maqsadga muvofiq deb bilamiz.

Parantez birliklar tilimizda kuni kecha yoki bugun paydo bo'lgan hodisa emas, albatta.

Lekin kiritma konstruktsiyalarni o‘zbek tilshunosligida, umuman, turkiyshunosligida birinchilardan bo‘lib, mufassal tadqiq etgan I.Toshaliyev o‘zining nomzodlik dissertatsiyada ularni tilimizdagi yangi hodisa sifatida talqin qiladi.

Tilning juda murakkab va o‘ziga hos sathlardan biri, shubhasiz, uning sintaksis sathidir. Sintaktik sathdagi birliklarning mohiyati, tabiati, o‘zaro aloqlanish va munosabatga kirishish mehanizmlari til haqidagi fanning, hususan sintaksisning markaziy masalalari sifatida o‘rganib kelinadi. Sintaktik strukturadagi aksariyat birliklar va ularning o‘zaro munosabatini talqin qilishda tilshunoslikda anchayn umumiy, yaqin bir fikrga kelingan bo‘lsa-da mazkur satxda aloxida o‘rin tutadigan parantez birliklar masalasida boshqa tilshunosliklarda xam bo‘lgani kabi o‘zbek tilshunosligida xali tamom bir to‘htamga kelingan emas. Xolbuki, tilining kommunikativ-sintaktik strukturasini, yana xam aniqrog‘i, matn sintaksisini mukammal tavsiflash va tasvirlash uchun parantez hodisasini chetlab o‘tishning aslo imkoni yo‘q.

Xullas, bunday nutqdagi parantez birliklarning semantik-grammatik va lingvopoetik hususiyatlarini tadqiq etish mikrosintaksis (gap) va makrosintaksis (matn) sohalaridagi muayyan muammolarga aniqlik kiritish imkonini beradi.

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АМИР ТЕМУР ДАВРИДА ШАКЛЛАНГАН МОЛИЯ ТИЗИМИ

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Аннотация: Амир Темурнинг ягона марказлашган давлатни мустаҳкам-лаш стратегиясида молия масалалари муҳим ўрин тутади.

Калит сўзлар: Амир Темур, молия-солиқ, иқтисодиёт.

Мамлакатимиз иқтисодиётида таркибий ўзгаришларни янада чуқурлаштириш, молия-солиқ тизимини мустаҳкамлаш, иқтисодиётни модернизациялаш жараёнида молиявий барқарор ривожланишни таъминлаш муҳим илмий-амалий аҳамиятга эга масала ҳисобланади. Молия ва солиқ амалиёти ва фанини такомиллаштиришни таъминлашда замонавий жаҳон тажрибасига таяниш билан бир қаторда тарихимизда мавжуд бўлган мустақил давлатчилик ва мустақил молия-солиқ тизимининг замон талаблари ва давлатчилигимиз моҳиятига мос келадиган тамойиллари ва анъаналаридан фойдаланиш мақсадга мувофиқ.

Маълумки, Амир Темур мамлакатимизни мўғул босқинчиларидан озод қилди ва Марказий Осиёни ҳамда қатор чегарадош ҳудудларни ўз ичига олган қудратли марказлашган давлатни барпо этди. Жаҳондаги 27 та мамлакат босқичма-босқич мазкур давлат таркибига киритилди. Бу мамлакатларнинг табиий шароитлари, иқтисодий тараққиёт даражаси, аҳолининг турмуш даражаси, машғулоти, савдо алоқалари турлича эди. Давлатнинг амалдаги яхлитлиги эса ягона иқтисодий-молиявий тизим яратилишига ва унинг фаолиятига боғлиқ эди. Шунинг учун Амир Темур бу ўлкаларни идора қилишда ҳудудларнинг иқтисодий салоҳияти ва имкониятларини ҳисобга олишга интилди. Ҳудудда йилига қанча ялпи даромад вужудга келиши, у қандай усуллар билан тақсимланиши мақсадга мувофиқлиги, давлат ихтиёрига ўтказиладиган тўловлар ва бошқа масалаларни аниқ ҳал қилиниши мамлакатни ягона иқтисодий организм сифатида бошқариш учун ҳаётий аҳамиятга эга эканлигини тасаввур қила олди. Амир Темурнинг ягона марказлашган давлатни мустаҳкамлаш стратегиясида молия масалалари муҳим ўрин тутади. Бу даврда пул муносабатлари етарли ривожланмагани сабабли натура ҳолидаги давлат ресурсларининг ҳаракати ҳам салмоқли ўрин эгаллаган эди. Лекин ўша даврдаёқ пул ресурсларининг ҳаракати мамлакат миқёсидаги иқтисодий муносабатларда ҳал қилувчи аҳамият касб этган эди. Шу нуқтаи назардан хазина, яъни давлат пул ресурсларининг марказлаштирилган жамғармасини вужудга келтириш, тақсимлаш ва қайта тақсимлаш жамиятдаги иқтисодий муносабатларга бевосита таъсир кўрсатади. Амир Темур барпо этган давлатда дастлабки пайтларданоқ давлатнинг молиявий жиҳатдан мўғул босқинчиларига қарамлигига узил-кесил барҳам берилди ва мамлакатнинг мустақил хазинасини яратилди ҳамда уни муттасил мустаҳкамлаб борилди. Мамлакат ҳаётининг ҳар бир соҳасида барқарорликни таъминлаш, ҳалқни бахт-саодатга келажак авлодларга ўрнак бўларли сабоқлар қолдириш Амир Темур учун биринчи галдаги вазифалар ҳисобланарди.“Темур тузуклари”да шундай қайд этади: “Амр этдимки, раиятдан мол-хирож йиғишда уларни оғир аҳволга солишдан ёки мамлакатни қашшоқликка тушириб қўйишдан сақлансинлар. Негаки, раиятни хонавайрон қилиш (давлат) хазинасининг камбағаллашувига олиб келади”[1]. Амир Темур давлатининг ҳарбий-сиёсий салоҳиятига кўпроқ эътибор қаратган. Шу билан бирга,

[1] Темур Тузуклари. Тошкент “Ўзбекистон” 2011 йил 143 бет

мазкур ютуқлар заминида юрт тараққиёти, бу тараққиётни таъминловчи иқтисодий-молиявий муносабатлар тизимига хам етарлича аҳамият берган. "Амир Темур давлатининг мустақил молия сиёсатини такомиллаштириш учун ўз давлати таркибига кирган барча мамлакатлар молиясини бир тизимга бирлаштирди ва уларни маъмурий бошқариш талаблари асосида идора қилиш усулларини жорий этди"[1]. Амир Темур юритган иқтисодий сиёсати, мустаҳкам давлатни шакллантириш молия-солиқ тизимини ривожлантириши мамлакатнинг молиявий юксалишига кучли таъсир кўрсатган.

Мамлакатимизда шакллантирилган молия-солиқ тизими ижтимоий-иқтисодий ривожланиш Ўзбек моделининг ажралмас қисмидир. Унинг юқори самарадорлиги ва таъсирчанлигини белгилаб бераётган муҳим омиллардан бири унинг шаклланиши ва ривожланишида халқимизнинг тарихий тажрибаси ва миллий қадриятлари ҳам эътиборга олинаётганлигидир. "Амир Темур ўз салтанати таркибига кирган мамлакатлардан олиниши лозим бўлган барча солиқларни марказий девонига тўпламасдан, балки, суюрғол[2] ва танхоҳ[3] қилиб берилган ерлардан тушадиган солиқларни идора қилишни улусларга, туманларга топширди ҳамда уларнинг ихтиёрида қолдириладиган маблағлар ҳисобидан бошқа харажатларни таъминлашни жорий қилди. Бу тадбир молия масалаларини идора қилишни осонлаштирди"[4].

Хулоса қилиб айтганда, буюк давлат асосчиси Амир Темурнинг иқтисодий меъросини ўрганар эканмиз, унинг мамлакатни идора этишда олиб борган молия тизими соҳасида, маош ва улуфа соҳасидаги, аҳолини ижтимоий ҳимоя қилиш борасида ва солиқ ишлари соҳасида, илғор йўналишлар ва усулларни жорий қилди. Амир Темурнинг молия-солиқ стратегияси иқтисодий стратегиянинг таркибий қисми сифатида марказлашган йирик давлатни барпо қилиш ва мустаҳкамлашда муҳим аҳамияти эътиборимизни ўзига жалб этади.

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[2] Суюрғол – инъом, совға (ер, мол – мулк) Темур Тузуклари. Тошкент "Ўзбекистон" 2011 йил 80 бет

[3] Танхоҳ – сарой хизматчилари лашкарбошилар ва бошқалар учун махсус хазинадан бериладиган маош пул, баъзида алоҳида хизмат кўрсатган бекларга танхоҳ сифатида ер – сув берилган. Темур Тузуклари. Тошкент "Ўзбекистон" 2011 йил 100 бет

[4] Амир Темур Жаҳон тарихида (*Тўлдирилган ва қайта ишлаган иккинчи нашри)* "ШАРҚ" НАШРИЁТИ-МАТБАА АКЦИЯДОРЛИК КОМПАНИЯСИ БОШ ТАҲРИРИЯТИ ТОШКЕНТ – 2001 107 бет

ИСПОЛЬЗОВАНИЕ ПОСЛОВИЦ И ПОГОВОРОК НА УРОКАХ РУССКОГО ЯЗЫКА В УЗБЕКСКОЙ ШКОЛЕ

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Аннотация*:* данная статья посвящена вопросам использования пословиц и поговорок на уроках русского языка в узбекской школе для развития речи учащихся.

Ключевые понятия: развитие речи, пословица, поговорка, обогащение словарного запаса, самостоятельная работа.

Человек всю жизнь совершенствует свою речь, овладевая богатствами языка. Каждый возрастной этап вносит что-то новое в его речевое развитие. Наиболее важные ступени в овладении речью приходятся на детский возраст – его дошкольный и школьный периоды.

С самого начала речь возникает как средство общения. Позднее речь становится средством познания окружающего мира. Развиваясь, ребёнок пользуется всё более сложными языковыми единицами. Обогащается словарь, усваивается фразеология, ребёнок овладевает закономерностями словообразования, многообразными синтаксическими конструкциями. Эти средства языка он использует для передачи своих всё более усложняющихся знаний, для общения с окружающими людьми в процессе деятельности.

Общая стратегическая цель обучения русскому языку - создание такой системы обучения, которая бы обеспечивала овладение языком в основных его функциях - как средством общения, познания, планирования и организации деятельности (особенно коллективной), эмоционально-эстетического и нравственного воздействия и воспитания при приоритетности коммуникативной функции.

В богатейшей сокровищнице русского устного поэтического творчества одно из значительных мест занимают пословицы и поговорки.

Пословица – это краткое поэтически образное, ритмически организованное произведение народного творчества, обобщающее исторический и социальный, бытовой опыт поколений, используемое для яркой и углублённой характеристики разных сторон жизни и деятельности человека, а также явлений окружающего его мира.

Поговорка является кратким образным изречением или сравнением, для которого характерна незавершённость умозаключения.

Поговорка – окольное выражение, переносная речь, простое иносказание, обиняк, способ выражения, но без притчи, без суждения, заключения, применения; это одна первая половина пословицы. Поговорка заменяет только прямую речь окольной, недоговаривает иногда и не называет вещи, но условно весьма ясно намекает». Между поговоркой и пословицей остаётся различие: пословица даёт широкое, отвлеченное обобщение, поговорка говорит о чем-то как о частичном явлении. Поговорка – это меткое выражение.

Языковое пространство пословиц и поговорок довольно обширно. Народные изречения - превосходный материал для разных видов работы на уроках по изучению лексики, орфографии, морфологии, синтаксиса и пунктуации. Вот некоторые примеры использования пословиц и поговорок на уроках русского языка.

1. Пословицы о языке.

- Язык мой - враг мой: прежде ума рыщет.
- Язык мой, а речи не свои говорю.
- Языку каши дай.
- Мал язык, да всем телом владеет.
- Без русского языка не сколотишь и сапога
- Всякая сорока от своего языка погибает.
- За твоим языком не поспеешь и босиком.

2. Лексика и фразеология.

А) Прочитайте пословицы и поговорки о пословицах и поговорках, объясните их смысл.

От пословицы не уйдёшь”...

- “Пословица не судима”...
- “Пословицы не обойти, не объехать”...
- “Пословица ведётся, как изба веником метётся”...
- “Старая пословица вовек не сломится”...
- “Поговорка - цветочек, а пословица - ягодка”.

Б) 1. Определите, как соотносятся величины веса *золотник, пуд, фунт*. Узнайте, какое расстояние обозначалось словами *пядь (пядень), аршин, сажень, вершок*. Объясните иносказательный смысл пословиц.

- Фунт пуду уступает.
- Болезнь ходит пудами, а уходит золотниками.
- Жили сажень, доживать пядень.
- От горшка два вершка.
- Для друга семь верст не околица.
- Семи пядей во лбу.

2. Выделите среди приведенных пословиц и поговорок те, в которых есть архаизмы, обозначающие: а) абстрактные понятия, б) старые названия букв кириллицы, в) названия частей тела человека. Объясните значение архаизмов и смысл пословиц.

- Не суйся, буки, наперед аза.
- Всуе законы писать, когда их не исполнять.
- Смирен – смирен, а не сунь перста в рот.
- Не говори обиняком, говори прямиком.
- Руки фертом, ноги прописным азом.
- Видит око далеко, а ум еще дальше.
- Где верхом, где пешком, а где на карачках.
- С молитвою в устах, с работою в руках.
- Жива душа калачика чает.
- Простота, чистота, правота - наилучшая лепота.

Развитие речи всегда являлось фиксатором знаний учащихся в области изучаемого языка и в этой роли оно составляет важную часть учебного процесса, особенно необходимую при обучении младших учащихся, для которых рассказ или пересказ услышанного или прочитанного является привычной опорой запоминания материала.

Обучение развитие речи на материалах и заданиях, близких к реальным коммуникативным потребностям учащихся, - это процесс сближения обучения с процессом реальной коммуникации.

Русский язык является одним из самых богатых языков мира. Пользуясь его богатством, учащиеся должны уметь выбирать точные и нужные слова для пересказа

прочитанного.

Все люди должны владеть техникой живого контакта, как на индивидуальном, так и на коллективном уровне, а также умением обращаться со словом. Каждый человек должен уметь точно, кратко и красочно выражать свои мысли.

Таким образом, мы приходим к выводу о том, что пословицы и поговорки представляют величайшую ценность для обогащения литературного языка, для придания ему выразительности, точности. Знание пословиц и поговорок обогащает детей, делает их более внимательными к слову, к языку, развивает память.

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ЭСТЕТИЧЕСКИЕ ЧУВСТВА И ПЕДАГОГИЧЕСКАЯ СОВМЕСТИМОСТЬ – ОСНОВА ПЕДАГОГИЧЕСКОГО МАСТЕРСТВА

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Аннотация: Тема, к которой обратился автор, на сегодняшний день является весьма актуальной. Новшества, преобразования, происходящие во всех сферах общества, в том числе и в системе образования, предъявляют к современному педагогу повышения в своей деятельности эстетического направления в процессе обучения.

Ключевые слова: чувства, этика, эстетика, единство, инертность, грубость, совместимость, процесс общения, познавательность, ограниченность, разум интуиция.

Общеизвестно, что сухие, бесстрастные занятия и в научном, и в воспитательном плане оказываются малодейственными. Поэтому важную роль играет умение педагога выражать свои чувства, делать их для студентов ощутимыми и притягательными.

Для достижения этого преподаватель использует прежде всего интонационно-фонетические средства языка, также жесты, мимику, выразительную позу.

Преподаватель вызывает у студентов сопереживание (эмпатию), заражая их собственным отношением к поступкам, определенным взглядам, нравственным ценностям, именно, с помощью языка, чувств.

Результатом этого является возможность активно влиять на чувственный мир обучаемых. Следует подчеркнуть, что преподавателю любой дисциплины, любого предмета необходимо знать, что убеждения личности вне чувств не существует. Они, т.е. убеждения тем прочнее, чем более наполнены такими положительными чувствами, как прекрасное и возвышенное, которые реализуются в единстве со знаниями. На этой основе формируется такое личностное образование как совесть.

Для практических учебно-воспитательной работы педагога знать и владеть видами чувств, их особенностями, специфику проявления.

Не секрет, что духовный мир личности – это беспрерывные переживания, океан чувств, связанные с мышлением, волей, нравственностью, знаниями, культурой, мировоззрением. На чувствах, особенно положительных, наиболее продуктивно формируются разные психофизиологические установки, стереотипы поведения личности молодых людей. На гармонии мышления и чувственности головы и сердца основывается педагогическое мастерство. Игнорирование этого единства всегда чревато учебно-воспитательными издержками, которые проявляются в инертности, грубости, жестокости студентов. Сферы, которые вызывают чувства – множество: труд, искусство, религия, человеческие отношения.

Относительно педагогической совместимости с аудиторией студентов, можно отметить, что она формируется на педагогическом процессе и основывается на принципах взаимной доброжелательности, принципиальности и ответственности. Три компонента – познавательный, эстетический и поведенческий – неразрывно связаны между собой.

Чем ярче, многообразнее переживания педагога на занятиях, тем более его самоутверждение в опыте студента. Урок, педагогический процесс – это всегда творчество, а вне переживания оно немыслимо. Поэтому развитие чувственной сферы педагога – один из важнейших элементов его мастерства.

Многолетний опыт и наблюдения за работой талантливого педагога покоряет всегда естественная привлекательность, умение с первого взгляда на аудиторию определять меру общения с ней. В творчестве педагога неоценимы природные человеческие качества, основополагающими которого являются темперамент, воля, интуиция, своеобразие речи. Педагогическому искусству можно научиться, но никого нельзя научить стать педагогом, если он не владеет тремя особенностями: умением уважать и любить людей больше себя, умением набирать жизненный опыт и знания, умением передавать опыт и знания молодому поколению.

Таким образом, плодотворной деятельности в учебно-воспитательном процессе педагогу необходимо в совершенстве владеть техникой межличностного общения на уровне определенной этики и педагогической совместимости. Знания, подаваемые без соблюдения этических норм неприемлемы в педагогике.

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ADVANCED METAPHOR AS ONE OF THE TYPES OF OCCASIONAL USE OF PHRASEOLOGISTS-EUFEMISMS: EXPERIMENTAL STUDY

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Abstract: The article presents the results of an experimental study of one of the most complex types of occasional use of English phraseological units-euphemisms for extended metaphors. A brief history of the experimental study of phraseological units by domestic and foreign linguists is given, the characteristic features of phraseological units-euphemisms are highlighted. The design, hypothesis, and purpose of a comprehensive experiment are described. On the basis of the data obtained during the experiment, the basic requirements for the successful use of the extended metaphor by non-native speakers are determined.

Keywords: phraseological unit-euphemism, occasional use, types of transformations, extended metaphor, metaphorical transfer of meaning.

The end of the sixties of the last century is considered the start date of the study of contextual use of phraseological units. The first Russian scientist who began the study of occasional changes in phraseological units in the context was the outstanding Russian scientist A.V. Kunin. It is thanks to him that the linguistic terms “everyday use” and “occasional use” of phraseological units were first introduced into scientific circulation and three types of phraseological context were defined. The first of them - intra-phrasal - includes phraseological unit and its actualizer, expressed by a word or phrase in a simple or complex sentence. The phrase context includes the phraseological unit and the actualizer expressed by the sentence. The last type of context - superphrasal - is a complex syntactic whole consisting of sentences combined in a semantic and syntactic sense. Despite the fact that there are certain differences in the terminology used by researchers of phraseological material, most scientists identify two main ways of contextual use of phraseological units: the use of contextually untransformed phraseological units and the use of contextually transformed phraseological units. The first method involves the use of phraseological units in a context in their main, vocabulary form. The second method involves the transformation of various types with occasional use of phraseological units. The vast majority of studies on the occasional use of phraseological units are based on various types of texts. Since our study is based on material obtained during the experimental study of the occasional behavior of phraseological units, we present a brief excursion into its history. For the first time, an American researcher R. G. G. addressed the experimental study of phraseological units (in the terminology of American scientists, idioms) in discourse. The purpose of the experiment by American scientists was to prove the so-called “hypothesis of idiom decomposition”, which implied that the “ability” of redefined meaning idioms to syntactic transformations largely depends on their internal semantics and component composition. This hypothesis was convincingly proved as a result of the experiment. It was also determined that idioms with a transparent inner form easily undergo various kinds of transformations, in contrast to opaque idioms, in turn, the type of imagery of rethought phrases does not affect their transformational abilities. Thus, it was experimentally proved that the metaphors that underlie the figurative rethinking of idioms with both the structure of sentences and the

structure of phrases are alive for native speakers and represent a significant part of their conceptual system. The necessary requirements for obtaining successful experiment results are the following: a high level of knowledge of a foreign language (not lower than Upper Intermediate), which implies a sufficient vocabulary and deep knowledge of the "structures" of the language, knowledge of the cognitive mechanisms for creating a phraseological pun, and an expanded metaphor, creative thinking. In order to go directly to the presentation of the results of the study, it is necessary to clarify the concept of the term phraseological unit-euphemism. "In linguistic science, euphemism is defined as the replacement of a word or expression of a rude, unacceptable for one reason or another word or expression of a soft or veiled connotation. In general, scientists are unanimous in determining the extralinguistic nature of euphemisms. They consider euphemia as a complex and multifaceted linguistic phenomenon, which has three interrelated aspects: social, psychological and linguistic proper". Since this article discusses the experimental results obtained using only one type of occasional transformations of English phraseological units-euphemisms - an extended metaphor, we present a brief review of the literature on the subject.

МЕТОДЫ ФУНКЦИОНАЛЬНОЙ ГРАМОТНОСТИ: ЗАРУБЕЖНЫЙ ОПЫТ

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Ключевые слова: интеграция, международное исследование, PIRLS, PISA, компетентностный подход, функциональная грамотность, читательская грамотность, содержание, коммуникация, познание, культура.

Нынешнее общество требует от современных людей обладать умением быстро адаптироваться к изменениям, происходящим в постиндустриальном мире. Обусловленной закономерностью является то, что человеку в современном обществе необходимо быть высокотребовательным специалистом по отношению к себе. Обучение в школе должно соответствовать требованиям общества, и должно быть нацелено на развитие компетентностей. То есть на применение всех полученных знаний на практике, что будет отвечать принципам концепции «образование через всю жизнь». Установлено, что предпосылкой развития компетентности является наличие определённого уровня функциональной грамотности.

Понятие «функциональная грамотность» впервые было введено на Всемирном конгрессе министров просвещения по ликвидации неграмотности в Тегеране в 1965 г. (ЮНЕСКО), вместе с такими терминами как «грамотность» и «минимальная грамотность». Функциональная грамотность рассматривается как этап и аспект непрерывного образования. Существуют несколько форм функциональной грамотности. Одним из её видов является читательская грамотность. Читательская грамотность рассматривается как один из самых важных параметров готовности к жизни.

Впервые понятие «читательская грамотность» было определено в рамках международного исследования PIRLS в 1991 г. Международная ассоциация по оценке учебных достижений (IEA, International Association for the Evaluation of Educational Achievement) изучала различные исследования для определения понятия чтения не только в техническом плане, но и в функциональном контексте - как возможность размышлять о прочитанном и использовать прочитанное для общественных и личных целей.

Сформированность функциональной грамотности у учащихся предполагает способность эффективно функционировать в обществе, способность к самоопределению, самосовершенствованию и самореализации.

Таким образом, читательская грамотность - это умение творческого чтения, умение вступать в диалог «автор- читатель», погружаться в атмосферу произведения, умение понять язык художественного текста.

Уровень овладения читательской грамотностью определяют не только экзамены, а также сравнительные международные исследования PISA и PIRLS. PISA - это международное сравнительное исследование, направленное на оценивание функциональной грамотности по трем группам: грамотность чтения, математическая грамотность и естественнонаучная грамотность среди учащихся в возрасте 15 и лет. PIRLS - это сравнительное международное исследование, в ходе которого оценивается уровень и качество читательской грамотности учащихся 4-го класса.

Обучение чтению закладывается у детей с раннего возраста. Учителя закладывают

желание и умение читать, способствуют развитию читательской грамотности. Умение понимать текст и извлекать нужную информацию позволит, в дальнейшем, учащимся свободно осуществлять коммуникацию с обществом. Поэтому PIRLS является важным инструментарием в развитии читательской грамотности у детей с раннего возраста.

Согласно сравнительному международному исследованию PIRLS, читательская грамотность - это способность ученика к осмыслению письменных текстов и их рефлексии, к использованию их содержания для достижения собственных целей, развития знаний и возможностей, для активного участия в жизни общества. Рассматривая читательскую грамотность в контексте PIRLS, можно выделить две существенные характеристики инструментария, оценивающего читательскую грамотность: 1) цель чтения, при этом выделяются две основные цели - чтение с целью приобретения читательского опыта и чтение с целью получения и использования информации, в связи с этими целями используются литературные и информационные тексты, при этом формат текстов довольно разнообразен, как и в PISA используются сплошные тексты и тексты, содержащие карты, схемы и т. д.; 2) различные процессы читательской деятельности (читательские умения).

Сравнительное международное исследование PIRLS проводится циклично, раз в 5 лет, что позволяет курирующей организации и странам-участникам анализировать результаты исследования, выявлять сильные и слабые стороны системы образования своей страны. В 2020 году в сотрудничестве с Агентством США по международному развитию (USAID) будут проведены исследования по оценке навыков чтения (EGRA) и математики (EGMA) среди учащихся начальных классов (2-х и 4-х классов). Сейчас ведутся подготовительные работы для проведения исследований. В 2021 году знания учащихся школ Узбекистана оценят в рамках исследований PISA и PIRLS. Эти международные исследования позволят сравнить систему образования с другими странами и определить недостатки. Также запланировано проведение аттестации и аккредитации более 2000 школ, чьи выпускники не смогли поступить в вузы. Участие школ в Узбекистане позволит сравнить результаты исследований в разные года и определить насколько эффективно ведется работа по развитию читательской грамотности.

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ДИДАКТИЧЕСКИЕ ИГРЫ НА УРОКАХ РУССКОГО ЯЗЫКА

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Аннотатция: На уроке игра приоткрывает ребёнку незнакомые грани изучаемой науки, помогает по-новому взглянуть на привычный урок, способствует возникновению у школьников интереса к учебному предмету, значит, процесс обучения становится более эффективным.

Ключевые слова: игры, удовольствия, соревнования, память, внимание

Игры предоставляют доступ в другой мир, который обычно защищен от последствий “реального” мира. Они дают игрокам свободу и контроль, чтобы создавать новые личности и взаимодействовать как с окружающей средой, так и с другими людьми новыми и удивительными способами. Они также могут создавать ощущение веселья и удовольствия, снимая некоторые стрессы и давление, которые часто связаны с формальным образованием, и позволяя учащимся участвовать в игровой деятельности в спокойной и беззаботной манере. Более того, с точки зрения игры, совершение ошибок не только рассматривается как неотъемлемый аспект многих игр, но и является частью прогресса от новичка до опытного игрока. Самыми простыми играми на начальном этапе обучения аудированию являются игры типа «Повтори» или «Эхо». Побеждает тот, кто не сделает ни одной ошибки. Дополнительным заданием в этой игре может быть такое: определить, какая из фраз, предложенных для повторения, повествовательная, какая вопросительная, а какая восклицательная. Особый интерес в обучении восприятию на слух вызывают игры, в которых после прослушивания текста (желательно с большим количеством персонажей) необходимо разыграть сценку по содержанию текста. В этих играх дети демонстрируют не только свои способности к аудированию, но и свои артистические способности. В играх при обучении аудированию ребенок может проявить себя как личность, а также как член коллектива. Нет универсальных игр для обучения аудированию, но можно любое упражнение, любой текст превратить в игру. Для этого необходимо подготовить необходимые аксессуары, создать атмосферу соревнования, сделать задания к текстам разнообразными, но в то же время доступными и интересными. Что касается обучения говорению, то очень распространены игры типа «Снежный ком», когда в центре стола разложены карточки с изучаемыми словами и выражениями. Один ученик берет карточку, показывает ее всем и употребляет данное слово или выражение. Другой вариант игры «Снежный ком» – когда вся группа участвует в описании фотографии, рисунка, события или в составлении рассказа. Каждая фраза состоит из определенного количества слов: первая из одного, вторая из двух и т. д. Ведущий записывает все предложения на доске. Выигрывает тот, кто составляет последнюю фразу.

Игра **«Снежный ком».**

Ход игры. Первый играющий произносит нераспространенное предложение, например: Мальчик идет. Каждый следующий должен прибавить к предложению одно слово, правильно повторив все предложение целиком: Мальчик идет в кино; Мальчик

быстро идет в кино. Прибавлять можно в любом месте, служебные слова не учитываются. Игрок, который при повторении пропустил слово или переставил слова местами, выходит из игры. Побеждает тот, кто останется последним.

Развиваются память, внимание, способность сосредоточиться и очень трудно дающееся ребятам умение слушать друг друга. Появляется навык критически оценивать свою и чужую речь с точки зрения правильности, соответствия нормам языка. Естественно, развивается речевая изобретательность, осваиваются сложные конструкции, неожиданные связи между словами.

Во время урока можно также использовать так называемые физкультминутки, когда детям даются задания, позволяющие им отдохнуть и одновременно отработать лексику. При этом ребята либо повторяют за учителем, либо выбирается ведущий из числа самих учеников. Стоит также обратить внимание на использование специальных фраз и выражений, то есть на так называемый игровой словарик, который не только помогает объяснить детям суть игры, но и знакомит их с английской лексикой, облегчает её запоминание. Все мы знаем, что языковые игры делятся на фонетические, лексические, игры с фразами, грамматические, игры для обучения чтению, аудированию, говорению, смешанные, коммуникативные. Остановлюсь кратко на некоторых.

Фонетические игры. Игра- загадка

Тема « Правописание разделительных ь и ъ в словах

Меня пьют, меня льют. Всем нужна я. (ВОДА)

Один льёт. Другой пьёт, третий растёт (ДОЖДЬ, ЗЕМЛЯ, РАСТЕНИЕ)

Я бываю выше дома
И легко одной рукой
Поднимаю груз огромный
Кто, скажите, я такой? (ПОДЪЁМНЫЙ КРАН)

Что дороже денег? (ЗДОРОВЬЕ)

Пример лексических игр.

Игра «Самый внимательный». Кто назовет больше предметов, изображенных на рисунке. Рисунок демонстрируется не более одной минуты.

Игра «Сортировка слов». Предлагается список слов. Их следует рассортировать по тематическим группам.

Игра «Подскажи последнее словечко».

1. Не хотел котенок мыться – убежал он от …
2. Я рубашку сшила Мишке, я сошью ему…
3.Голосок твой так хорош, очень сладко ты…
4.Наша Маша маленька, на ней шубка…
5. Я люблю свою лошадку, причешу ей шерстку …
6.Нет, напрасно мы решили прокатить кота в …
7. Спать пора! Уснул бычок, лег в кроватку на …
8. Целый день поет щегол в клетке на окошке. Третий год ему пошел, а он боится …

Пример грамматических игр.

Игра «Корень и дерево». Придумайте как можно больше слов, производных от…

Игра «Одно слово». Составить предложение из слов, каждое из которых включает один и тот же корень (Ученик учится по учебнику учителя).

Игры на уроках русского языка применяются как средство обучения и отличают-

ся от других средств тем, что вызывают у детей живой интерес и активное участие. Применение таких игр на уроках является методом оправданным, поскольку они выполняют ряд важных учебных и развивающих функций.

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МАКТАБЛАРДА ИНГЛИЗ ТИЛИНИ ЎҚИТИШДА ТАРЖИМА САНЪАТИНИНГ ТУТГАН ЎРНИ

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Аннотация: Мазкур мақолада халқ таълимини ривожлантиришда чет тилларининг,хусусан инглиз тилининг ўрни ҳақида атрофлича тўхталиб ўтилган. Бугунги кундаги инглиз тилидан таржима санъати ҳақида ҳам маълумотларни учратишимиз мумкин.

Калит сўзлар: Ўзбекистон, инглиз-тили, таржима санъати, Одиссея, таълим, муассаса, институт, тизим, тараққиёт, педагог, муассаса, “Ode to a Nightingale”

Мамлакатнинг ижтимоий-иқтисодий ва маданий тараққиётида халқ таълими соҳасининг ўрни катта. Муайян давлатда маданий тараққиётини қай аҳволда эканлигини аниқлашга халқ таълимининг ривожланиш даражаси ҳам ёрдам беради. Ўзбекистонда мустақиллик йилларида янги ижтимоий-иқтисодий шароитга мос бўлган мактаб таълим тизимини яратиш давр талабига айланди. Шу туфайли ўқитувчилар фаолиятини яхшилаш, уларга бўлган эътибор ҳам сўнгги йилларда салмоқли даражада ўсди. Шу ўринда Ўзбекистон Республикаси Президенти Ш.М.Мирзиёевнинг қуйидаги сўзларини келтириш лозим: “Ўқитувчи – жамиятдаги энг обрўли касб эгаси бўлиши даркор. Бунинг учун барча чоралар кўрилади. Зеро, жаҳондаги энг ривожланган давлатлардан ҳисобланган Япония, Сингапурда айнан шундай ёндошув туфайли улар жадал тараққий этган.[1]”

Ҳозирги кун ўқувчиси жадал тараққий этган, замон талабларига мос, ахборот технологияларини яхши билган ва албатта хорижий тилни мукаммал эгаллаган бўлиши давр талабига айланиб бормоқда. Шу туфайли ҳам сўнгги йилларда хорижий тил, хусусан инглиз тилини ривожлантиришга катта эътибор берилаётганлигини ҳам таъкидлаб ўтиш жоиз. Ўзбекистон Республикаси Президентининг “Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисидаги”[2] қарори ҳамда Вазирлар Маҳкамасининг “Таълим муассасаларида чет тилларини ўқитишнинг сифатини янада такомиллаштириш чора-тадбирлари тўғрисидаги[3]” қарори юқоридаги фикрларимизни тасдиқлаб турибди.

Мактабларда инглиз тилини ўрганиш дарсликлар билан бевосита боғлиқдир. Мазкур дарсликларни тузишда инглизча асарларни таржима қилиш жуда долзарб вазифа саналади.

Узоқ тарихга эга бўлган таржимачилик санъати бугунги кунда фаннинг муҳим бир тармоғи бўлиб ривожланди десак муболаға бўлмайди. Таржимашунос олим К.Жўраевнинг таъкидлашича, бундан 2000 йил муқаддам, яъни Гомер “Одиссея”сининг

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[1] Шавкат Мирзиёев: “Ўқитувчини ҳурмат қилмаганни мен ҳам ҳурмат қилмайман”//Халқ сўзи газетаси. 2018-йил 21-июнь.

[2] “Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида (ПҚ-1875-сон.)”//Халқ сўзи газетаси. 2012 йил 12-декабрь

[3] “Таълим муассасаларида чет тилларини ўқитишнинг сифатини янада такомиллаштириш чора-тадбирлари тўғрисидаги 610-сонли қарори”. //Халқ сўзи газетаси. 2017 йил 12 август.

юнон Ливий Андроник томонидан лотин тилига биринчи бор ўгирилиши билан таржимачилик санъати бошланган экан[1].

Ушбу мақоланинг мақсади инглиз тилида яратилган шеърларни ўзбек тилига ўгириш жараёни билан боғлиқ бўлганлиги сабабли,шу соҳада ҳозирги кунга қадар қилинаётган ишлар хусусида озгина тўхталиб ўтиш жоиздир. Таниқли таржимашунос олим, профессор Ғ.Саломов ўзбек таржимашунослик тарихи хусусида шундай ёзади: “Инглиз адабиётидан ўзбек тилига қилинган таржималарни ўрганиш ўзбек адабиётининг умумжаҳон адабиётини ўрнатган алоқасининг умумий занжиридаги бир ҳалқадир. Бу таржималар тарихини ўрганиш эса ўзбек адабиёти тарихининг бутун бир даври, кенг бир соҳасини ўрганиш демакдир[2]”.

Инглиз адабиётининг баъзи тараққийпарвар вакиллари ҳақида дастлабки маълумотлар ўзбек тилида 1886-йилдан бошлаб учрайди. Демак ўзбеклар 1886-йилдан то ҳозирги даргача салкам бир аср давомида инглиз адабиёти билан қизиқиб келмоқдалар. Инглиз-ўзбек ва америка-ўзбек алоқалари мавзуини таржима режасида уч даврга бўлиб ўргааниш мумкин.

1917-йилгача бўлган даврда инглиз адабиётидан қилинган илк таржима намуналари.

1917-йилдан 1945-йилгача бўлган давр орасида қилинган таржималар.

Урушдан кейинги даврда яратилган таржималар.

Энди шеър таржимасига келсак, унинг ўзига хос хусусиятлари ҳақида фикр юритишдан олдин, ушбу санъат тури ҳақида қисқача тўхталиб ўтамиз.

Маълумки, шеър бадиий ижоднинг ҳис-туйғуларга бой энг нафис намунасидир. Шеъриятда халқнинг руҳи, маданий тараққиёти, ўзига хослиги, тилининг қудрати, истеъдоди ва иқтидорининг мавқеи мужассамлашган бўлади. Шеър насрга қараганда дунёни бошқачароқ тасвирлайди. Унда катта умумлаштирувчи куч мавжуд бўлиб, ушбу куч орқали бир банд шеърда биро лам маъно ифодаланиши мумкин. Чунки шеър инсон кечинмалари, кайфияти ва ички дунёсини, ҳис-туйғуларини тўлароқ ва чуқурроқ баён қилади. Кишининг қалбига жуда тез кириб боради. Шунинг учун ҳам шеър беқиёс қудрат ҳамда улкан тарбиявий аҳамиятга молик санъат сифатида эътироф этилади.

“Насрий асарни бир тилдан иккинчи тилга ўгириш қанчалик қийин бўлмасин, шеърни таржима қилиш унданда қийинроқдир”, - деган эди ўзбек фанининг асосчиларидан бири Ғ. Саломов. Чунки шеърий асар таржимасининг ўзига хос хусусиятлари мавжуд бўлиб, таржима қилиниш жараёнида шеър таркибидаги сўзларнинг мазмунигина эмас, шу билан бирга унинг ритми, қофияси ва оҳангдорлиги ҳам қайта тикланиши лозим. Таржима жараёнида бирор бир муҳим зарранинг ўзгариши билан унинг бутун руҳи ўзгача тус олиб кетиши мумкин. Ритм ўзгаришга учрар экан,сўз ва сўзлар мазмуни, шу жумладан,оҳанг ҳам ўзгаради. Демак, асарнинг бутун шеърий моҳияти, мазмуни ўзгариб, лирик қаҳрамоннинг дунёси ўзгача ҳарактер касб этади.

Хорижий тилни ўрганиш, унинг адабиётини ҳам чуқур ўрганишни тақазо этади. Айниқса, инглиз тилида битилган шеърларнинг ўзбек тилида қандай жаранглаши, асл нусхадаги жозибанинг таржима вариантида ҳам ифодалаб бериш мумкинми эканлиги масаласи мени машҳур инглиз шоирлари ижодидан бирор намунани таржима қилишга ундади. Шу мақсадда таниқли инглиз адиби Жон Китснинг ижодига мурожаат қилиб, унинг “Ode to a Nightingale” [“ Bulbulga qasida ”] номли шеърини таржима қилиш жараёнида шунга амин бўлдимки, ижодкор оний лаҳзадаги руҳий кечинмаларини

[1] Жўраев К. “Таржима санъати” Т.1982.“Фан”.

[2] Саломов Ғ. “Адабий анъана ва бадиий таржима” Т.1982. “Фан”.

ёрқинроқ акс эттиришда халқ тили лексикаси ва фразеологияларидан унумли фойдаланишни афзал кўрган. Бунда тирик нарсаларни хусусиятлари орқали жонсиз нарсаларга нисбат берган, яъни жонлантирган. Шоир айтмоқчи бўлган фикр ёки ёритиб бермоқчи бўлган муаммо жонлантирилган нарса ёрдамида кенг тасвирланган.

Шеърда ҳаёт уқубатларидан азият чеккан инсон ва ўзининг гўзал дунёсида, яъни табиат қўйнида беташвиш яшаётган булбул ҳаётидан ҳикоя қилиниб, қушнинг нафис олами ва инсонлар яшайдиган азоб уқубатларга тўла дунё орасидаги катта фарқ қаламга олинади. Қушнинг беғам ҳаётига ҳавас қилган инсон унга қарата шундай дейди:

Away! away for I will fly to be thee

Not charioted by Bacchus and his pards.

But on the viewless wings of Poesy.

Though the dull brain perplexes and retards

Already, with the tender is the night.

And halply the queen-moon is on her throne

Clusters around by all her starry fayz.

But here there is no light

Save what from heaven is with the breezes blown

Through verdurous glooms and winding mossy ways.

Шеърни қуйидагича таржима қилишга ҳаракат қилдим:

Бўлди, бас, мен сен томон парвоз этаман.

Менга кўмак нечун,тасалли нечун?

Шеърнинг кўз илғамас зар қаноти-ла

Онг ҳам хиралашар мисоли тутун.

Оғушига олар, тун бир жанона

Тахтига чиққач ул, қиролича ой.

Юлдуз фаришталар унга парвона,

Лек шундай жойда ҳам очилмас чирой.

Тангри шаббода-ла юзни силайди,

Дардли лаҳзаларда сени қўллайди.

Шеърнинг вазни ва хусусиятларини сақлаган ҳолда шеърий таржиманинг кўнгилдагидек чиқиши учун, ундаги айрим мисраларни сўзма-сўз эмас, балки лексик умумий маъносига кўра келтиришни лозим топдим.

Одатда хорижий тилда яратилган бадиий асарлар бир тилдан иккинчи тилга бевосита эмас, балки билвосита таржима қилинади. Узоқ даврлардан бери бошқа тиллардан ўзбек тилига ўгирилаётган асарларда воситачи тил-рус тили бўлиб келган ва

ҳозир ҳам асосан шундай бўлиб келмоқда. Мен эса бу шеърни воситачи тилнинг кўмагисиз,яъни инглиз тилидан тўғридан тўғри ўзбек тилига таржима қилганим боис, ушбу ҳаваскорлик ишим баъзи камчиликлардан холи бўлмаслиги табиий. Бунинг учун ўзбек ва чет эл таржимачилик мактаби вакилларининг бу соҳада қилган ва ҳозирда ҳам олиб бораётган илмий тадқиқот ишлари билан чуқурроқ танишиб, ҳар томонлама изчил ўрганишим зарур.

Хулоса қилиб шуни айтишимиз мумкинки, инглиз тили ўқитувчиси сифатида ҳар биримиз мактабларда инглиз тилини ривожи учун, уни янада қизиқарлироқ ўтишимиз учун таржима санъатига бемалол мурожаат қилиб кўришимиз мумкин. Ўта катта кутубхонага эга бўлган мазкур тилдаги ҳали таржима қилинмаган асарларнинг кўплиги ҳар биримизга кенг имконият эшикларини очади.

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СПЕЦИФИКА ЯЗЫКА.

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Аннотация: В данном статье «Специфика языка» читатель может познакомится с спецификой языка.

В статье освещены правила грамматики и чем больше отличается грамматический строй изучаемого языка. Кроме того, даны исторические комментарии, объясняющие некоторые особенности современного языка.

Данный материал рекомендуется использовать, как дополнительный материал, так и для обобщения материала специфики языка.

В данном материале анализируются факты из грамматики русского и английского языка.

Ключевые слова и словосочетания: язык, общение, обучение, грамматика, школа, теория, нормализация русского языка, риторика, словарь, литература, норма, русская лексика, фразеология, синонимики, основа для формирования чувства языка, грамотность.

Язык есть зеркало мыслей народа;
умственный склад каждой расы отливается,
как стереотип, в ее язык, выбивается на нем, как медаль.
Сехадор

Язык — прежде всего средство общения. Общение наше, однако, происходит в разных местах, в разное время и с разными собеседниками. Легко заметить, что в зависимости от ситуации мы используем по-разному возможности языка.

«Все знания о мире, и школьные предметы в том числе, постигаются через язык, посредством языка. Язык – не только гимнастика ума и главное средство общения, но и основной инструмент формирования национального самосознания. Обучение русскому языку, традиционно ограниченное изучением правил орфографии и пунктуации, должно быть дополнено обучением навыкам речевого поведения».

Язык — одно из самых загадочных явлений человеческого общества. Разнообразные языковые средства, которые мы постоянно употребляем при общении, образуют стройную и сложную систему. В языке нет хаоса, всё в нём подчиняется языковым закономерностям, изучая которые учёные выводят правила, в том числе правила правописания и произношения. Строение, да и сама «жизнь» языка издавна привлекали внимание лингвистов.

Язык предоставляет нам все возможности, чтобы в любой ситуации полно и точно выразить свои мысли. Нужно только уметь этими возможностями пользоваться. Язык практически неисчерпаем, и даже для частичного овладения неизвестным языком нужны время и терпение. А главное — нужно знать не только чему научиться, но и как этому учиться. В наши дни умение высказать свою мысль, чётко и ясно обосновать своё мнение является обязательным требованием к каждому культурному человеку.

В школе формируются основные речевые умения и навыки. Никто не может за-

помнить все возможные случаи употребления слов, правила их сочетаемости, стилистические характеристики словарного и фразеологического состава и т. д. В школе изучаются не только правила правописания. Задачи изучения русского языка — одного из богатейших мировых языков — сложнее и многограннее.

Правила грамматики часто кажутся сложными и запутанными. Чем больше отличается грамматический строй изучаемого языка от родного, тем труднее понять логику грамматики. Но, как ни парадоксально, есть и обратная связь: чем лучше человек осознаёт принципы устройства своего языка, чем глубже изучил его грамматические правила, тем легче ему разобраться в чужой грамматике. Что такое падеж, гораздо легче понять на примере родного языка, а потом по аналогии разобраться с изменением существительных в иностранном, даже если падежи там другие или вообще отсутствуют. Поэтому в последнее время в школах всё чаще стараются построить программы так, чтобы темы уроков родного и иностранного языков перекликались. Перед тем как изучать грамматику незнакомого языка, всегда стоит пролистать книги по родной грамматике.

По-русски можно сказать о себе так: Я написал письмо (если говорит мальчик) или: Я написала письмо (если девочка). Английские мальчик и девочка скажут одинаково: / wrote a letter, и это не будет выглядеть смешно, как если бы мы по-русски услышали: Петя написала или Маша написал. В русском языке формы некоторых слов {написал/ написала — из их числа) обязательно указывают, какого рода существительное стоит рядом с ними: мужского, женского или среднего. Например, мы должны сказать камень упал — скамейка упала — дерево упало и никак иначе. А если неизвестно, кто (мужчина или женщина) писал письмо? Все равно нам никуда не деться от выбора рода. В таких случаях мы говорим: Какой-то человек написал письмо; Какой-то школьник (ребёнок) написал письмо (м. р.); или: Какая-то растяпа (шляпа) написала письмо с кучей ошибок (ж. р.); или даже: Какое-то удивительное существо написало письмо странными значками (ср. р.). Можно сказать и совсем неопределённо: Кто-то же написал это письмо или: Кто-нибудь, уж конечно, написал — и всё равно указать род (неопределённые местоимения в русском языке всегда мужского рода). Англичанину это вряд ли покажется удобным (зачем, например, указывать род для слова кто-то, которое явно «никакого» рода), но так устроена русская грамматика — ничего не поделаешь.

В отношении рода и пола английский язык оказался более «скрытным», чем русский. Зато в отношении времени русский будет не таким точным, как английский. Например, по-русски мы говорим написал независимо от того, когда именно в прошлом произошло это событие. Нам важно только, что оно уже случилось, так как в русском языке надо обязательно указать, к прошлому, настоящему или будущему относится действие. В зависимости от этого выбирается форма времени: написал, пишу, напишу. В английском эти значения тоже обязательны. Но если действие относится к прошедшему времени, английский язык требует непременно указать, когда именно это случилось: давно, только что или до какого-то другого события в прошлом. Так, в русском языке в предложениях Он только что написал письмо своему лондонскому другу; В прошлом году я написал ему письмо с поздравлениями ко дню рождения; Перед тем как лечь спать, он написал письмо своему дедушке в Манчестер употребляют одну и ту же глагольную форму написал. Англичанин в этих случаях скажет по-разному если только что написал (и даже не успел отправить), то скорее всего has written, если написал в прошлом году — wrote, если написал перед тем, как уехал в Лондон, — had written. И всякое английское предложение с глаголом в прошедшем времени требует обязательного уточнения, которое состоит в выборе правильной формы глагола.

Как видим, грамматические правила предписывают, что говорить и о чём молчать. Язык следит буквально за каждым нашим словом, и стоит нам умолчать о чём-нибудь с его точки зрения обязательном, как нам говорят: «Так нельзя сказать, это не по-русски (не по-английски, не по-фински и т. п.)». При этом, как мы убедились, в разных языках обязательным оказывается разное, и в этом состоит главная трудность изучения чужой грамматики. У каждого языка есть грамматика (греч. «grammatike», от «gramma» — «буква», «написание»), т. е. такие особые правила, которые заставляют говорящих сообщать, что в этом языке считается обязательным — грамматическим. Если мы решим рассказать о каком-то событии помимо того, что мы сами хотим о нём рассказать, мы обязаны (просто чтобы это было правильное предложение на данном языке) сообщить о времени события, числе его участников, о том, были это люди или предметы, мужчины или женщины, наблюдал ли событие сам говорящий или ему об этом кто-то рассказал, и т. д. Что именно из этого списка мы обязаны сообщить, зависит от конкретного языка, на котором мы говорим.

Языки различаются не тем, что на одном языке о чём-то можно сказать, а на другом — нельзя; давно известно — на любом языке в принципе можно выразить любую мысль. Они различаются тем, какие сведения на них нельзя не сообщать, и тем, что на этих языках сообщать обязательно. В XX столетии эту мысль отчётливее всего сформулировал знаменитый русский лингвист Роман Осипович Якобсон. Такие обязательные сведения называют грамматическими значениями. И если в языке обязательно указать, например, число предметов, говорят, что в нём есть грамматическая категория числа.

Работа В. К. Тредиаковского «Разговор между чужестранным человеком и российским об орфографии старинной и новой» (1748 г.) – первая попытка обосновать правила русской орфографии: «Какое в нас справедливое радение о начинающем учиться отрочестве? Не обманываем ли мы их, посадив за азбуку, говоря, что Б есть Б, а не П…, а натвердив им сие с великою трудностию, потом учим писать ХЛЕБ… Не противно ли это к детям любви и попечению о них нашему?»

Теоретическая нормализация русского языка связана с составлением первых грамматик, риторик и словарей, с описанием в учебных целях системы литературного, образцового, языка, его норм и стилей.

Совсем недавно по историческим меркам письмо было тайным знанием избранных, а книги — недоступным сокровищем. Сегодня мир стоит на пороге всеобщей грамотности. Миллионы книг, богатства Интернета — всё в распоряжении человека, готового принять бесценный дар предков — письменность. Письменный язык изучили гораздо лучше, чем разговорный. Разговорную речь лингвисты начали изучать сравнительно недавно. Живая речь оказалась и богаче, чем предполагали, и дальше от речи письменной. Многие её черты были совершенно неожиданными для учёных и породили новые вопросы.

Огромную роль играет совершенствование языкового чутья, которое даётся человеку от рождения, но у разных людей оно развито в разной степени. Стремитесь не утратить это чувство, читайте художественные произведения. Вспомните уже известные вам слова Н. В. Гоголя: «Перед вами громада — русский язык! Наслаждение глубокое зовёт вас, наслаждение погрузиться во всю неизмеримость его и изловить чудные законы его...». Многие писатели признавались, что они изучали русский язык всю жизнь. Воспользуйтесь тем, что даст вам школа в старших классах, но эти знания — лишь база, благодаря которой вы сможете дальше познавать сокровища русской лексики, фразеологии и синонимики, основа для формирования чувства языка и грамотного письма.

«Мы должны изучать языки – это единственная вещь, которую небезполезно знать даже плохо» - писал Като Ломб. Чем больше языков человек знает и чем лучше ими владеет, тем богаче его внутренний мир. Ведь каждая культура, каждый язык содержит что-то своё, уникальное. Многие понятия и смыслы так и останутся навсегда неизвестными, если не откроются через другой язык. Изменился мир, изменилось и наше отношение к языкам других народов. Теперь знание иностранного языка — не просто часть хорошего образования, а насущная потребность. Каждый может поехать в другую страну жить и работать или просто путешествовать, любое предприятие стремится иметь зарубежных партнёров, всё больше возможностей сулят неизмеримые глубины Интернета... Поэтому сегодня без графы «иностранный язык» невозможно представить себе ни школьное расписание, ни анкету поступающего на работу.

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TO THE PROBLEM OF THE AUDIO STRUCTURE OF THE ENGLISH LANGUAGE IN THE PERCEPTIVE ASPECT

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Abstract: The article presents research data proving the combat nature of the main phonetic types of the English word, experimentally identified and probabilistically based on the material of British National Corpus. The set of words and sentences as "psycholinguistic unity" along with the mechanisms of their perception is proposed to be considered as the basis for the description of the perceptual structure of the English language.

In linguistic literature, it is often noted that, along with detailed descriptions of language systems containing complete classifications of structural and functional features, linguistics needs descriptions of the most significant features of a language that characterize the integrity of its system, the unity of the system, and the original appearance of a given language. The combination of such essential features of the language system is usually called the language system. It is even argued that the adequacy of the description of language systems is far from always "equivalent to an increase in their detail, because overloading with details that are not essential for the system inevitably leads to a distortion of the picture." It is interesting to note that such an understanding of the structure of the language is fully consistent with the modern synergetic approach that has been developing in recent decades and changing the scientific worldview as a whole. Obviously, the linguistic system should not be considered only from the point of view of the speaker. So, O. Leshka distinguishes between the analytical and synthetic points of view in describing the structure of the language: if the synthetic characterizes the speaker's approach, then the analytical, that is, "the identification and internal structure of units of the linguistic system ... is, in fact, the point of view of the listener"When describing the speech behavior of an individual, N. Chomsky considers it necessary to distinguish and "equally seriously consider from the philosophical, psychological and linguistic points of view - the position of the speaker, listener and student of the given language" .From the position of the person who perceives speech, the sound system of the language covers units of different levels: not only phonemes and syllables, but also words and other complex signs on the superficial, actually linguistic level of perception of their form. It should be noted that the description of the sound system in a perceptual aspect should also include the characteristic features of the mechanisms of perception of words in the language (in terms of L. R. Zinder and A. S. Stern), primarily among native speakers as the functioning of the "ideal" system of perceptual standards of the mental vocabulary . The study of the perceptual "formulas" of the English word and sentence in addition to the general desire to search for the "typological determinant", that is, the core, key, defining features of the language in its system (G.P. Melnikov, L.G. Zubkova, etc.), dictated by a number of applied problems of linguistics, the priority of which is the construction of an adequate methodology for teaching a foreign language. It is known that penetration into the laws of the process of learning a language is considered as the only way to radically improve the teaching of a foreign language while mastering a foreign language outside the language environment. Ideas about the structure of the language constitute one of the necessary components of the linguistic foundations of mastering a foreign language.

This is due to the fact that the set and properties of the main perceptual types present in the core of the mental vocabulary of native speakers of this language are realized in living speech communication. No less relevant is the study of strategies for the linguistic behavior of a bilingual individual in the process of mastering a foreign language in the aspect of interference. Thus, mastering the sound system of the English language can be considered an important applied task. In terms of methodology, mastering the sound system of a language occurs through the assimilation of perceptual types of words and sentences, as well as through the formation of their perception mechanisms, since the formation of perceptual standards of lower language levels and their functioning mechanisms is the basis of the mechanisms of semantic perception of a higher text level. In addition, as I.M. Rumyantseva notes, the study of speech processes based on training allows us to clarify the essence and significance of the theoretical concepts themselves.

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NATIONAL-CULTURAL FEATURES OF THE PHONETIC SYSTEM OF THE ENGLISH LANGUAGE IN THE TERRITORY OF US

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Abstract: The article shows the formation in the English language of the United States of its territorial norms at the level of phonetics, their national and cultural features are analyzed.

Key words: retro-reflex sonant, medium rise, dialectic phenomena.

The material studied and presented by us shows that the phonetic characteristics of the American national English version have their own territorial national-cultural features: for example, the ubiquitous functioning of the vowel sound of the middle sound of series [a], “retroflex vowel”, retroflex sonant [g], etc. ; Unlike standard English long sound [a:], which is the back vowel, sound [a] in the American national English is characterized as a middle vowel. By the height of the rise, these sounds do not differ from each other: both of them belong to a wide variety of low rise. The second feature of sound [a] in the American national English is its presence in two varieties: long [a:] and short [a]. In most regional types of American pronunciation, short non-labialized [a] is found in words such as ‘not; top ’, dock ’, nod (head) ’, rob ’, that is, where RP uses a short labeled [D]. In some parts of the Midwest, the difference between these sounds is so insignificant that phonetists targeting this pronunciation type will transcribe them the same way as [a]. The most noticeable feature of American pronunciation is that instead of a long tense vowel of medium rise [z:], they use the so-called “retroflex vowel”, which is alien to RP and in England only occurs in local dialects (mainly in the south-west of the country) . First of all, we dwell on its articulation features. In words like bird “bird”, worm “worm”, first “first”, a middle-vowel of middle rise is pronounced positionally corresponding to [s:] or [e], but with a specific r-shaped (r-colou-ring) tint which is obtained by raising up the front edge of the lobe of the tongue and bending the tip of the tongue back. In fact, the language during the articulation of this sound assumes a position very similar to that which it occupies when pronouncing the retro-reflex sonant [g] with the significant difference that this position is held throughout the articulation process, and does not instantly go into the position necessary for articulating the next sound, as is the case with the pronunciation of the pre-vocal [g]. The retroflexion accompanying the articulation of the vowel sound modifies the shape of the resonance chamber and accordingly modifies the timbre of the sound, giving it an r-shaped color. Thus, phonetically, this sound can be represented as an articulation of a retroflex slotted sonant [g] superimposed on an articulation [z:] or [e]. As the well-known North American philologist K. Thomas points out, in front of the velar in the words frog ‘frog‘, log ‘log‘, donkey ‘donkey’ and honk ‘buzz’ it is often pronounced [e], rarely - [D]. However, in fog ‘fog‘, the vowel [D] is more commonplace than [E]. In major US cities, the consonant [w] is heard more often than the sound [hw], for example, in the wheat token “wheat” (where [h] is a muffled sound) and is even more often used in an unstressed position, as, for example, in the word anywhere ‘everywhere’; The distinctive phonetic features of English in the United States include not only dialectic phenomena, but they are also characteristic of the literary language. Indicative in this regard is the assessment of the same linguistic facts from the

point of view of American and British norms. For example, in both England and the USA, there are two pronunciations of the past tense of the verb eat - ate [eit] and [et]. However, in England the normative option is [et], and [eit] is considered as a deviation from the norm, found in the speech of uneducated sections of society. According to English linguists A.Kh. Marquardt and R. Quirka, “Those who pronounce ate as [eit] impress people who have learned to spell this word when they see how it is spelled.” On the other hand, in their opinion, “for Americans the correct form is [eit], while [et] is regarded as a phenomenon inherent in rural, provincial and even uneducated speech”. Thus, in the United States is the formation of its territorial phonetic norms.

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BADIIY MATN TUSHUNILISHIDA FON BILIMLARINING O‘RNI

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Annotatsiya. Badiiy matn mazmuniy idroki kitobxondan o‘ziga xos tayyorgarlik va bilim talab qiladi. Fon bilimlari matn tushunilishida faol ishtirok etuvchi va uni osonlashtiruvchi shunday omillarda biridir. Maqolada fon bilimlari va uning badiiy matn tushunilishidagi ahamiyati haqida so‘z boradi.

Kalit so‘zlar: *badiiy matn, mazmuniy idrok, fon bilimlari, intertekstuallik, presedent matnlar.*

Badiiy matn mazmuniy idrokiga ta’sir ko‘rsatuvchi bir qancha matniy unsurlar mavjud. Shunday omillardan biri bu – fon bilimlaridir. Fon bilimlari bu-yozuvchi, ya’ni matn muallifi va o‘quvchi-kitobxonga ma’lum bo‘lgan realiyalar va madaniy bilimlardir[2,79]. Masalan, O‘zbekiston xalq shoiri Iqbol Mirzoning quyidagi misralariga diqqat qilsak:

Farg‘ona tomonlar tumanli, loyli, Tumani chiroyli, loyi chiroyli, Vo ajab, bugun ham ***Kumush va Layli*** *Sochlari belida dor bo‘lib o‘tar* [3,25].

Bu she’riy matndagi Layli va Kumush so‘zlari shunchaki ism emas, balki kitobxon yaxshi biladigan badiiy asar qahramonlariga ishoradir. Bu ismlar orqali tushunilayotgan ma’no ayni fon bilimlari orqali anglashiladi. Layli obrazi barcha Sharq xalqlari uchun umumiydir. Bu ismni matnda uchratgan kitobxon bevosita uning go‘zallik timsoli ekanligi, “Layli va Majnun” dostonini hamda undagi syujetni yodiga oladi va matnda ayni qaysi xususiyatiga ug‘u berilayotganini tushunadi. Kumush antroponimi ham xuddi shunday. Bu ismni eshitgan o‘zbek kitobxoni ongida darrov “O‘tkan kunlar” romani bilan bog‘liq bilimlari faollashadi va bu bilimlari asosiy matn mazmuniga mos ravishda uning tushunilishida ishtirok etadi.

Har qanday matn muallifning nutqiy-kognitiv faoliyati mahsuli hisoblanadi. Demak, matnni tushunish- bu muallifni ham tushunishdir. Galperin fikricha, matnda turli xil hajm va murakkablikdagi ikonik birliklar to‘plami chiziqli tartibda berilgan[1, 184], ya’ni bu artikulyar nutq elementlaridan tashkil topgan moddiy shakllanishdir. Biroq, bu moddiyat umuman biron bir narsaga, mazmunga (bilim, voqea) ega bo‘ladi. Bundan tashqari, bilim har doim ham og‘zaki ravishda yetkazib berilmaydi. Olimning fikriga ko‘ra, matn bu harflarning ketma-ketligidan iborat og‘zaki yoki yozma belgilar tizimidir. Haqiqatan ham shunday. Bu belgilar o‘zaro birlashib, ma’lum bir mazmunga ishora qiladi. Har qanday matn muallifi muayyan bir belgilar yordamida o‘z maqsadini kitobxonga yetkazishga harakat qiladi. Kitobxon esa matnni o‘qib, undagi mazmuni o‘zidagi avvaldan mavjud bilimlari bilan umumiylashiradi. Bu jarayon matnnni tushunish va qabul qilishda juda muhimdir.

Matn muallifi va uni qabul qiluvchi, ya’ni adresant ma’lum miqdordagi umumiy qo‘shimcha ma’lumotlarga ega bo‘lganligi, ya’ni kitobxonda muallif ishoa qilayotgan fon bilimlari mavjudligi bois matn mazmunini idrok qilish osonlashadi.

Shunday qilib, matnni yetarlicha idrok qilish uchun ma’lumotni adresantlar uchun odatiy bo‘lgan ma’lumot jamg‘armasi sifatida ko‘rib chiqiladigan, matnni (muallifni) yaratish va matnni (o‘quvchini) sharhlash uchun umumiy ma’lumotlar(fon bilimlari)ning mavjudligi talab qilinadi. Fon bilimlari - bu nutqiy aktning muvaffaqiyati uchun zaruriy shartlardan biridir.

Matn mazmunini idrok qilishga yordam beradigan fon bilimlarini olimlar turlicha tasnif

qilishadi[4, 7-11].

1) ijtimoiy, ya'ni nutqning barcha ishtirokchilariga ma'lum bo'lganlar bilimlar; 2) individual, ya'ni muloqotdan oldin faqat dialogning ikki ishtirokchisiga ma'lum bo'lgan bilimlar;

3) umumiy (jamoaviy), ya'ni ma'lum bir guruh a'zolariga ma'lum bo'lgan kasb-hunar, ijtimoiy munosabatlar va boshqalarga oid (masalan, maxsus tibbiy bilimlar, siyosiy va boshqalar) bilimlar.

Shuni aytish mumkinki, bir ma'lumot bir turdan ikkinchisiga o'tishi mumkin. Masalan, ma'lum bir ayolning o'limi - bu shaxsiy ma'lumotlarning biri va malika Diananing o'limi milliy, hatto dunyo miqyosidagi voqea edi va shuning uchun bu aniq fakt ijtimoiy bilimlarga kirdi. Yana bir misol: uyda, oshxonada sichqonlar paydo bo'lishi - bu individual oilaning (yoki bir kishining) hayotiga oid shaxsiy ma'lumot, xabar. Ammo Angliya qirolichasi Yelizaveta qasrining oshxonasida sichqonlar paydo bo'lishi ijtimoiy bilimlar turiga aylanadi.

Fon bilimlari boshqacha nuqtayi nazardan ham quyidagicha tasnif qilish mumkin: kundalik, ilmiy, adabiy va badiiy.

Kundalik fon bilimlari har bir kishining shaxsiy bilimlari. Bu bilimlar orqali u qabul qilayotgan matnini o'z dunyoqarashidan kelib chiqib tushunadi.

Ilmiy bilimlar esa barchaga ma'lum kashfiyotlar, qonuniyatlardir. Masalan, matnda "Nyutonning olmasi" degan jumla kelsa, kitobxon tafakkurida bevosita Nyuton bilan bog'liq mashhur voqea va u kashf qilgan qonun haqidagi fon bilimlari faollashadi.

Adabiy va badiiy bilimlar esa asosiy fon bilimlari hisoblanadi. Ular asosan, og'zaki va yozma matnlarda faol qo'llanadi. Olimlar fon bilimlariga ishora qiluvchi adabiy, badiiy bilimlarni biz avvalgi bobda intertextual birlik sifatida e'tirof etgan presedent matn sifatida baholashadi (lotincha praecedens, genus praecedentis- dan oldingi). Bunda muallif matnida adabiy eslatma sifatida taqdim etilgan "begona" matnlar (yoki alohida badiiy va adabiy tasvirlar) orqali kitobxonning fon bilimlari faollashib, matn mazmunining idroki osonlashadi. Ayni shu o'rinda intertekstuallikning fon bilimlari bilan aloqasi ko'zga tashlanadi.

Demak, fon bilimlari ham badiiy matn, umuman har qanday matnning idrok qilinishida muhim ahamiyatga ega. Matndagi yashirin ma'noni o'z fon bilimlari bilan uyg'unlashtira olgan adresant uning mazmunini yaxshiroq anglaydi, muallif matn orqali nima demoqchi ekanligini teranroq tushunish imkoniga ega bo'ladi.

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