



Tadqiqot.uz



ЗАМОНАВИЙ ТАЪЛИМДА РАҶАМПИ ТЕХНОЛОГИЯЛАР: ФИЛОЛОГИЯ ВА ПЕДАГОГИКА СОҲАСИДА ЗАМОНАВИЙ ТЕНДЕНЦИЯЛАР ВА РИВОЖЛаниш ОМИПЛАРИ



ИЮЛЬ
2020
ТОШКЕНТ
УЗБЕКИСТОН

МАТЕРИАЛЛАР ТЎПЛАМИ
ХАЛҚАРО
ИЛМИЙ-АМАЛИЙ
МАСОФАВИЙ
КОНФЕРЕНЦИЯ

CONFERENCES.UZ

**"ЗАМОНАВИЙ ТАЪЛИМДА РАҖАМЛИ
ТИЗИМЛАРНИ ҚҰЛЛАШ: ФИЛОЛОГИЯ ВА
ПЕДАГОГИКА СОҲАСИДА ЗАМОНАВИЙ
ТЕНДЕНЦИЯЛАР ВА РИВОЖЛАНИШ
ОМИЛЛАРИ"**

**"ЦИФРОВЫЕ ТЕХНОЛОГИИ В
СОВРЕМЕННОМ ОБРАЗОВАНИИ:
СОВРЕМЕННЫЕ ТЕНДЕНЦИИ И ФАКТОРЫ
РАЗВИТИЯ В ФИЛОЛОГИИ И ПЕДАГОГИКЕ"**

**"DIGITAL TECHNOLOGIES IN MODERN
EDUCATION: CURRENT TRENDS AND
DEVELOPMENT FACTORS IN PHILOLOGY AND
PEDAGOGY"**

Замонавий таълимда рақамли тизимларни қўллаш: Филология ва педагогика соҳасида замонавий тенденциялар ва ривожланиш омиллари [Тошкент; 2020] 1 июль 2020 йил. -Тошкент: Tadqiqot, 2020. -2326

Ушбу тўплам замонавий таълимда рақамли тизимларни қўллаш: Филология ва педагогика соҳасида замонавий тенденциялар ва ривожланиш омилларига бағишлиланган тезисларни қамраб олган.

УЎҚ 37.018.43:004(062)

DOI 10.26739/conf_08/07/2020

Ушбу тўпламнинг электрон шакли бизнинг сайтимизда
<https://tadqiqot.uz/conf/>

Таҳририят кенгаси

- 1.Абдуллаева Барно Сайфутдиновна** Низомий номидаги Тошкент давлат педагогика университети проректори, п.ф.д., профессор
- 2.Шахобиддин Сайдович Ашурев** Самарқанд давлат чет тиллари институти проректори, ф.ф.н., доцент
- 3.Джураев Рисбой Хайдарович** Низомий номидаги Тошкент давлат педагогика университети академиги, п.ф.д.
- 4.Асқаров Ахмадали** Низомий номидаги Тошкент давлат педагогика университети академиги, т.ф.д.
- 5.Ли Ю Ми (Жанубий Корея)** Низомий номидаги Тошкент давлат педагогика университети РНД
- 6.Лутфуллаев Махмуд Ҳасанович** Самарқанд давлат чет тиллари институти профессори, п.ф.д.
- 7.Мирсанов Файбулло Кулмурович** Самарқанд давлат чет тиллари институти доценти, ф.ф.д.
- 8.Насруллаева Нафиса Зафаровна** Самарқанд давлат чет тиллари институти доценти, ф.ф.д.
- 9.Кисилев Дмитрий Анатолевич** Самарқанд давлат чет тиллари институти доценти, ф.ф.д.
- 10.Сувонова Нигорабону Низамиддиновна** Самарқанд давлат чет тиллари институти доценти, ф.ф.н.
- 11.Файбуллаев Отабек Мухаммадиевич** Самарқанд давлат чет тиллари институти профессори, фалс.ф.д.
- 12. Муслимов Нарзулла Алиханович.** Низомий номидаги Тошкент давлат педагогика университети профессори, п.ф.д.
- 13.Халиков Аъзам Абдусаломович** педагогика Низомий номидаги Тошкент давлат педагогика университети профессори, п.ф.д.
- 14.Уразова Марина Батировна** Низомий номидаги Тошкент давлат педагогика университети профессори, п.ф.д.
- 15.Мирсолисева Мухаббат Тухтасиновна** Низомий номидаги Тошкент давлат педагогика университети доценти, п.ф.д.
- 16.Мамадалиев Абдумажид** Низомий номидаги Тошкент давлат педагогика университети доценти, п.ф.н.
- 17.Садикова Альбина Венеровна** Низомий номидаги Тошкент давлат педагогика университети доценти, п.ф.н.
- 18.Авазов Шериммат** Низомий номидаги Тошкент давлат педагогика университети профессори, п.ф.н.
- 19.Мамаражабова Зулфия Нарбаевна** Низомий номидаги Тошкент давлат педагогика университети профессори, п.ф.н.
- 20.Адилова Саодат Ҳусановна** Низомий номидаги Тошкент давлат педагогика университети доценти, п.ф.н.
- 21.Расулов Анвар Баходирович** Низомий номидаги Тошкент давлат педагогика университети бўлим бошлиги, РНД
- 22.Абдазимов Азиз Абдусобирович** Низомий номидаги Тошкент давлат педагогика университети бўлим бошлиги,
- 23.Рахимова Гулсанам Аширбековна** Ўзбекистон Миллий Университети Хорижий Филология факультети Табиий йуналишлар бўйича чет тиллар кафедраси мудири

Тўпламга киритилган тезислардаги таълумотларнинг хаққонийлиги ва иқтибосларнинг тўғрилигига муаллифлар масъулдир

©Муаллифлар жамоаси

©Tadqiqot.uz

Page Maker\Верстка\Саҳифаловчи: Шахрам Файзиев

Контакт редакций журналов: www.tadqiqot.uz

ООО Tadqiqot город Ташкент,

улица Амир Темур пр.1, дом-2.

web: <http://www.tadqiqot.uz/>; Email: info@tadqiqot.uz

Тел:(+998-94) 404-00-00

Editorial staff of the journals of tadqiqot.uz

Tadqiqot LLC The city of Tashkent,

Amir Temur Street pr.1, House 2.

Web: <http://www.tadqiqot.uz/>; Email:info@tadqiqot.uz

Phone: (+998-94) 404-00-00

ФИЛОЛОГИЯ ЙЎНАЛИШИ

1.Xasanova Xikmatoy

"CHIN MUHABBAT"DAN MAKTUBLAR

LETTERS FROM "TRUE LOVE"

ПИСЬМА ОТ " НАСТОЯЩАЯ ЛЮБОВЬ ".....9

2.Kushbakova Maftuna Yusupovna

PROBLEMS AND SOLUTIONS TO SUPPORT YOUNG WOMEN'S ENTREPRENEURSHIP.....13

3.Nishonova Mokhira Yusubovna

Role of English language teacher in the digital age.....16

4.Kenjayeva M.A.

5- SINF O`QUVCHILARDA LINGVISTIK KOMPETENSIYANI SHAKLLANTIRISHDA TAQQOSLASHNING AHAMIYATI.....19

5.Холмурадова Лейла

Проблемы обучения лексическому оформлению иноязычного речевого высказывания.....24

6.Abdurakhimova Madina Nurullayevna

THE FORMATION OF READING SKILLS IN YOUNGER SCHOOLCHILDREN.....26

7.Giyasova Dilafruz

The importance of listening skills in teaching English in ESL classes.....28

8.Г.Ф.Болтакулова

ДЕЙКСИС ҲОДИСАСИНинг ЛИНГВИСТИК ТАЛҚИНИ.....30

9.Rabbimov O.A.

COMPARATIVE ANALYSIS OF PHRASEOLOGICAL UNITS IN COGNITIVE ASPECT.....33

10. Allayarova Noila Yaxshinorova. Artikova Nargiza Malikovna

Аспекты обучения иностранным языкам в техническом вузе.....35

11.Ashurova Shoira Shodiyevna

ONA TILI VA ADABIYOT DARSLARI SAMARADORLIGINI OSHIRISHDA INTERFAOL METODLARDAN FOYDALANISH.....38

12.Isxakova Dilbar Akbarovna

Badiiy matn tarjimasida internet resurslaridan foydalanish imkoniyatlari.....41

13.Rahmonova Feruzahon Mamajonovna

Chet tili darslarida interfaol o'qitish uslublaridan foydananish.....44

14.Daminova Gulnorakhon

Enacting the stories.....47

15.Karomatxon Turdiyeva G'ulomjon qizi. Mohinur Halilova Dilshodbek qizi

DIFFICULTIES TO TEACH MIXED -LEVEL CLASSES AND ITS SOLUTIONS.....49

16.Gaybullayeva Shaxnoza Shojalilxodjayevna. Soataliyeva Gulmira Sobirjonovna

Project work in English classroom: The e-magazine.....52

17.Ҳасанова Сора Набиевна

Чингиз Айтматовнинг "Кассандра тамғаси" асари бадий таҳлили.....54

18.Asqarova Hurriyatxon

BOSHLANG`ICH SINF ONA TILI DARSLARIDA INTERFAOL METODLARDAN

FOYDALANISH IMKONIYATLARI.....	56
19.Ibragimova Xapizakhon	
LISTENING: THE MOST DIFFICULT SKILL TO TEACH.....	58
20.Yunusova Muhabbat Aminbayevna	
IBROYIM YUSUPOV SHE'RLARINING TARBIYAVIY AHAMIYATI.....	60
21.Nurullayeva Shohida Torabayevna	
INGLIZ TILIDAGI IBORALAR TARJIMASI QIYINCHILIKLARI.....	62
22.S.Ismailova, S. Gazibekova	
TA'LIM JARAYONIDA BARQAROR BIRIKMALARNI BADIY MATN ASOSIDA O'RGANISH.....	64
23.Ismoilova Nurkhon Adhamjonovna	
THE EFFECTIVE TEACHING METHODS TO BOOST STUDENTS' SPEAKING SKILLS.....	66
24.Karimova FeruzaNarzullayevna	
USING METHODS OF GAMES IN MAKING SENTENCES.....	69
25.Karimova Mashhura Abdulhamidovna	
BOSHLANG'ICH SINFDA O'QUVCHILARINING OG'ZAKI NUTQINI O'STIRISH.....	71
26.Liliya Dauletmuratova. Mirzabaeva Gulchexra. Dauran Dauletmuratov	
Comparative study of the principal part of the sentence; The Subject - with native language.....	73
27.Mamutova Yu. Maulenbergenova B	
THE ROLE OF AUTHENTIC MATERIALS IN DEVELOPING ENGLISH-LANGUAGE LEARNERS' LISTENING SKILLS.....	75
28.Rajabova Zaynab Xajimatovna	
NUTQ FAOLIYATINI OSHIRISH USULLARI.....	78
29.Nargiza Karimova Mamatkadirovna, Aziza Karimova Mamatkadirovna	
READING PROBLEMS AMONG ENGLISH LANGUAGE LEARNERS AS A SECOND LANGUAGE.....	81
30.Nargiza Karimova Mamatkadirovna. Zulkumor Zayniddinova Isomiddinovna	
IMPROVEMENT ABILITY OF READING AMONG THE ENGLISH LANGUAGE LEARNERS AS A SECOND LANGUAGE.....	84
31.ШОҲСАНАМ БОБОЖОНОВА ШАРИФБОЕВНА	
ЎЗБЕК ТИЛИДА "АХЛОҚ" УМУМИЙ СЕМАЛИ АТОВ БИРЛИКЛАРИНИНГ СЕМАНТИК СТРУКТУРАСИ.....	87
32.Abduqodirova Yulduz Safaraliyevna	
PREPOSITIONS AND THE IMPORTANCE OF THEIR USAGE IN THE PROCESS OF ELT.....	90
33.Madrahimova Muattar Yusupovna	
"Umumiy o'rta ta'lif maktablarida matematika fanini o'qitish metodikasi".....	92
34.Mirzakulov Ilhom Normuminovich	
Образовательные возможности новых медиа.....	94
35.RUZMETOV KHURSAND RAVSHANBEKOVICH	
"Classes with mixed abilities: problems and solutions".....	97
36. Mohigul Jumayeva	
BOSHLANG'ICH SINF ONA TILI DARSLARIDA IJODIY TOPSHIRIQLARDAN FOYDALANISHNING AHAMIYATI.....	101
37.Muhammedova Nargiza Kamiljanovna, Nazirova Ozoda Zoxid qizi	
MULTIMEDIA AND ITS ROLE IN THE MODERN LANGUAGE.....	103
38.Abdukarimova Mo'tabar Tajidinovna	

Ingliz tili o'qitishda zamon bilan hamnafas.....	107
39. Raxmankulova Nargiza Ibodullayevna. Oqnazarova Gulgora Raxmatovna	
NAVOIY HIKMATLARI - DAVR XITOBNOMASI, YOKI	
NAVOIY TAFAKKURIDA SHAXS TARBIYASI.....	109
40.Nurmuratova Feruza Donabayevna	
BOSHLANG'ICH SINFLARDA O'QITISHNING ZAMONAVIY AXBOROT	
TEXNOLOGIYALARIDAN FOYDALANISH AFZALLIKLARI.....	112
41.SHARIFBOY BOBOJONOV XUDOSHUKIROVICH	
ONA TILINI O'QITISHDA IZOHLI VA O'QUV LUG'ATLARINING	
O'RNI.....	115
42.Usimanova Gulmira	
ONA TILI DARSLARIDA O'QUVCHILARNING SO'Z BOYLIGINI	
OSHIRISH.....	118
43.Dilshoda Rahimjonova Abubakir qizi	
INGLIZ TILDAGI PREDLOGLARNI O'ZBEK TILIGA TARJIMA QILISHDA	
DUCH KELINADIGAN MUAMMOLAR.....	120
44.Aminbayeva Bayansulu Maxsetbay qizi, Aminova Kundiz Maxsetbay qizi	
PHRASEOLOGICAL UNITS ON BODY PARTS AND THEIR EQUIVALENTS	
IN THE UZBEK LANGUAGE.....	123
45. Raupov Mexroj Xukum o'g'li	
The learning historiy of affix - ma.....	126
46.Nasibaliyeva Sevara Ravshanovna	
Helpful methods of teaching foreign language.....	129
47.Sh.Abdirazakova	
THE COMPARISON OF ESP COURSE BETWEEN TWO UNIVERSITIES IN	
UZBEKISTAN.....	131
48.Shokirova Marg'uba Isakjanovna	
Didactic game as a means of increasing cognitive activity in primary school.....	135
49.Shamsutdinova Lyutsiya Rafailovna	
The Role of Assessment in Language Teaching.....	138
50.Tursunnazarov Nilufar Takhirovna	
TEACHING ENGLISH VOCABULARY	
THROUGH CONVERSATIONAL GAMES.....	141
51.Kadirova Dilfuza Xusenaliyevna	
MULTIMEDIA AND ITS ROLE IN THE MODERN WORLD.....	144
52.Жўрабоева Умида	
МАЊНАВИЯТ ВА АНЃАНАЛАРГА ЭЎТИБОР - ФАРОВОН	
КЕЛАЖАГИМИЗГА ПОЙДЕВОРДИР.....	148
53.Pardayeva Dildora Farxod qizi , Turdiyeva Umida Istamovna	
Use of interactive teaching methods in English lessons	150
54.Nabiyeva Muyassar Abdurahimjon qizi	
USING INTERACTIVE METHODS IN INCREASING EFFICIENCY OF THE	
LESSON.....	152
55.Vorisova Zamira Anvarovna	
Language portfolio as a technique in the foreign languages classroom.....	155
56.Xamroeva Nilufar Xamidullaevna	
THE INTERACTIVE METHODS AND PRINCIPLES OF FOREIGN LANGUAGE	
TEACHING.....	158
57.Xolmaxmadova Nilufar	
USEFUL STRATEGIES FOR IMPROVING LEARNERS' FLUENCY IN	

READING.....	161
58.Xonkeldiyeva O'g'loy Xoshimjanovna	
YOSHLARDA KITO BXONLIK MADANIYATINI SHAKLLANTIRISH.....	163
59.Ro'zimurotova Nazira To'xtayevna, Halimova Marhabo Akramovna	
ZAMONAVIY TA'LIM TIZIMIDA CHET TILLARIDAN UNUMLI FOYDALANISHNI SHAKLLANTIRISH.....	165
60.Raxmatullayeva Dilshoda Boltaboyevna	
YOZGI TA'TIL DAVRIDA TASVIRIY SAN'AT TO'GARAKLARINI ONLAYN OLIB BORISH.....	167
61.Абдиразакова	
ОСОБЕННОСТИ АМЕРИКАНСКОЙ ФАНТАСТИКИ ПЕРИОДА СТАНОВЛЕНИЯ РОМАНТИЗМА.....	169
62.Холмурадова Лейла	
Актуальность изучения роли языка в построении языковой картины мира.....	171
63.Аткамова С.А.	
ЭКСПРЕССИВНОСТЬ ФРАЗЕОЛОГИЗМОВ В МЕДИАТЕКСТЕ.....	174
64.Аткамова С.А.	
ЛИНГВИСТИЧЕСКИЕ ОСОБЕННОСТИ СОВРЕМЕННОЙ ГАЗЕТЫ.....	178
65.Аширов Баҳодир, Суюнова Гулчехра	
ОНА ТИЛИ ФАНИНИ ЎҚИТИШДА ТАЪЛИМИЙ ЎЙИНЛАРДАН ФОЙДАЛАНИШ.....	180
66.Дадажанова Мухаё Каймжоновна	
Дифференцированное обучение на уроках русского языка и литература в средней школе.....	182
67. Нарходжаева Дариха Рахматуллаевна	
"Внеклассная работа по русскому языку в начальных классах национальной школы ".....	185
68.Ҳасанова Зарифа Раҳмоналиевна	
ОНА ТИЛИ - ОЛИЙ ҚАДРИЯТ ВА МАҶНАВИЯТ КАЛИТИ.....	189
69.Имамова Зулайхо тўхтахўжаевна	
СОВРЕМЕННЫЕ МЕТОДЫ И ПРИЕМЫ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ.....	193
70.Исмаилова Саодат Рихсибаевна, Бедилова Азиза Мэлсовна	
Культура речи и языковая компетенция.....	196
71.Комилова Нафиса Амоновна	
Планирование профессионального развития преподавателей в неопределенном будущем.....	199
72.To'rayeva Gulbahor Halimovna. Mamaramova Zahro	
MASHINA TARJIMASINING O'ZBEK TILIDAGI MUAMMOLARI.....	202
73.Қундузова Муножот Эргашевна	
Сила коротких письменных заданий.....	205
74.Niyazova Gulnoza Abdullayevna	
I.A. BUNIN IJODIDAGI "SHARQ" TUSHUNCHASI.....	208
75.Насиба Джуманиёзова, Мастура Матчанова	
Зебо Мирзо шеъриятида ишқ оҳанглари.....	210
76.Мелькумова Снежана Викторовна	
Методы построения навыков чтения.....	213
77.Турдикулова Барно Тоиркуловна	

ИНГЛИЗ ГЕОЛОГИК АТАМАЛАРИНИ ТАРЖИМА ҚИЛИШ УСУЛЛАРИ ВА КОМПЬЮТЕР ЛЕКСИКОГРАФИЯСИ МУАММОСИ.....	216
78. Фазилова Клара Байбуриевна	
АБАЙ ҚҮНОНБОЕВ ТИЛИНИНГ ЧАСТОТАЛИ ЖАДВАЛИ.....	222
79. Абдулбориева Гулчехра Одиловна	
"Интеграционные методы и приемы словарной работы на уроках русского языка".....	225
80. Maxkamova Shoxistaxon Xoshimovna	
Fe'1 zamonlarining Tohir Malik asarlarida ifodalanishi.....	228
81. UMARALIYEVA MUHAYYOHON TOHIRJONOVNA	
CHET TILINI O'QITISHDA O'QUVCHILARGA MASOFADAN O'RGATISH TEXNOLOGIYASINI SAMARALI FOYDALANISHNINIG AHAMIYATI.....	230



ФИЛОЛОГИЯ ЙЎНАЛИШИ

"CHIN MUHABBAT"DAN MAKTUBLAR LETTERS FROM "TRUE LOVE" ПИСЬМА ОТ " НАСТОЯЩАЯ ЛЮБОВЬ "

Xasanova Xikmatoy - Farg'ona Davlat Uiverstiteti adabiyotshunoslik kafedrasi
o'qituvchisi. hikmatoyxasanova@mail.ru

Xasanova Xikmatoy-Lecturer at the Department of Literature at Fergana State
University.

Хасанова Хикматой - преподаватель кафедры литературоведения
филологического факультета Ферганского государственного университета

Annotatsiya: Maqolada Ibrohim Rahimning "Chin muhabbat" romanida keltirilgan maktublarning asar kompozitsiyasidagi o'rni tahlil etilgan. Asardagi xarakterlarni tip darajasiga ko'tarilishida maktublarning ahamiyati ko'rsatilgan.

Annotation: This article analyzes the role of Ibrahim Rahim in the composition of the letters in the novel "True Love". The importances of the letters are shown in elevating the characters to the main level in the work.

Аннотация: В статье проанализирована роль писем в композиции , приведенных в романе "Настоящая любовь " Ибрахим Рахим. Было показано значение писем при повышении характеров в произведении до типового уровня.

Kalit so'zlar: maktub, makon, zamon, detal, syujet, ishqiy maktub, qahramon ruhiyati, konflikt, yechim, xotima.

Keys words: letter, place, tense, syujet, loving letter, detal, solution, hero portrait, konflikt, solution, conclusion.

Ключ слова: писмо, жилище, время, сюжет, любевное писмо, детал, герой психики, конфликт, решение, конец.

Yozma adabiyotda uchraydigan maktublarning alohida, o'ziga xos badiiy estetik xususiyati mavjud. Ular yozuvchining muayyan g'oyaviy badiiy niyatini ko'zlagan holatda asar kompozitsiyasiga maktuni jalg qilishida ko'rindi. Demak maktublar asarda keyingi voqelikni yuzaga kelishi uchun kalit vazifasini bajarishi mumkin, tugun vazifasini bajarishi mumkin yoki xarakter ruxiy dunyosini ochib berish vazifasini bajarishi mumkin. Maktublar A.Qodiriy, Ch.Aytmatov, I.Rahim O'.Umarbekov, A.Ibrohimov, X.Do'stmuhammad kabi ijodkorlarning ijodiy namunalarida uchraydi.

Yozma adabiyotda uchraydigan maktublarning alohida, o'ziga xos badiiy estetik xususiyati mavjud. Ular yozuvchining muayyan g'oyaviy badiiy niyatini ko'zlagan holatda asar kompozitsiyasiga maktuni jalg qilishida ko'rindi. Demak maktublar asarda keyingi voqelikni yuzaga kelishi uchun kalit vazifasini bajarishi mumkin, tugun vazifasini bajarishi mumkin yoki xarakter ruxiy dunyosini ochib berish vazifasini bajarishi mumkin.

1) matn ko'rinishida uchraydigan xatlar (bu ko'rinishda aniq maktub matni beriladi);

2) mazmun ko'rinishida uchraydigan xatlar deb aytish mumkin.(Maktub matni keltirilmaydi aksincha maktubning mazmuni asar voqealari rivojiga tasir ko'rsatib turadi).

Ibrohim Rahimning "Chin muhabbat" romani o'z tadqiqini kutayotgan asarlar qatoriga kiradi. Romanda "urush, hayot va muhabbatni" birlashtira olgan. Ularni asar kompozitsiyasida



bir birigaji psashtiraoladigan vositasifatida maktublardan foydalangan. Asardagi maktub detali syujetni harakatlantiruvchi asosiy vosita hisoblanadi. Shuningdek, asar qahramonlari xarakteri va ruhiy dunyosini ochishda ham ahamiyatli detal vazifasini bajaradi. Asarning ayrim o'rinalarda davr mafkurasi ta'siri se'zilib turadi. Lekin bu o'rinalar asarning umumiy poetikasiga ta'sir ko'rsatmaydi. Biz uchun tadqiqot manbasi bo'lgan maktublarga va qahramonlarning ichki ruhiy dunyosi tasviriga ta'sir ko'rsatmaydi Xususan, dadasining taziqidan, Bozorovning nazaridan charchagan Adolat Normatga xat yozadi

Kirish - "Normat aka, xat kutib ko'zlarim nigoron bo'ldi. Ikki enlik maktubingizga intizorman. Vaqt topolmadingizmi, xat yozmadingiz, yoki xatingizni bu yerdagilar tutib olib yashirib qo'yishyaptimi, har holda xat yo'q.

Holat bayoni - Xayolim o'zimda emas, qulog'im eshikda, ko'zim yo'lida. Yonimda bo'lganingizda, dardimni o'zingizga aytardim, zor ko'nglimga tasalli berar edingiz. Hamma balo sizning bu yerda yo'qligingizda. O'zi yo'qning ko'zi yo'q deganlari rost ekan, Normat aka! Siz meni bu so'zlarimning naqadar ochiq va achchiq ekanidan koyimang.

Maktub yuborilish sababi - Mening boshim musibatda qotib qoldi. Sizni katta vadalar bilan kuzatgan kishilar hiyonat yo'liga o'tdilar. Selpodagi Bozorovni yaxshi bilasiz. O'sha surbet otamni qo'lga olgan. Otam meni unga sotmoqchi. Bozorovning kimligini bilar edim, ammo, otamning bu qadar pastkashligini bilmas ekanman... bu yerdan bosh olib ketgim kelyapdi, lekin qayoqqa borishimni bilmayman.

Ruhiyat tasviri - Sizni o'ylagan chog'imda ko'zimga hech narsa ko'rinnmaydi. Bu og'ir holatdan meni qutqaruvchi birgina siz. Ergash akam Uralda, Olimjon akam frontda... Urush hammani o'z i pigao'rab qo'ydi. Maslahatgo'yim yo'q.

So'ngi so'z - Ammo siz shunga ishoningki stansiyadagi so'zim so'z. Sizga bo'lgan pok sevgimni asrashga o'zimda kuch topolaman. Kuting kutaman!

Maktub muallifi - Sizni sog'ingan Adolat!"

Bu xatda o'zbek qizlariga xos shartakilik, ahdga sodiqlik sezilib turadi. Ushbu matn ko'rinishidagi maktub bilan birga kelgan To'xta xolaning mazmun ko'rinishidagi maktubi, uni eshitib turgan xoladagi faxr tuyg'usini uyg'otib, o'g'lim qahramon bo'libdi deyishi, xatning yakuniga borib esa o'g'lining bedarak yo'qolganligi habarini eshitib ona ruhiy holatida bezovtalik paydo bo'ladi. Buning ta'sirida bo'lgan qahramonning ruhiy holati yozuvchi tomonidan "haqiqiy kartinadek" tasvirlanadi.

"Daraksiz degan so'zni eshitdi-yu onaning xushi boshidan uchdi. Adolat ham ko'zini bir nuqtadan uzolmay qoldi. Harflar uning ko'ziga daraxtdek yirik ko'rindi, keyin chumoliday o'rmalay boshladi uydan chiqib xatning oxirini eshitgan Holida ham barmog'ini tishlaganicha qotib qoldi. Keyin to'xta xolaga taskin bermoqchi bo'ldi:

- Hafa bo'l mang, opa ... topilib qolar. "Qidiryapmiz" dedi-ku topiladi. Sabr qiling umidsizlanmang.

To'xta xola ayvon oldida o'tirib qoldi. U ustunga suyanib, kuyib yig'ladi. Adolat o'zi iztirob chekayotgan bo'lsa ham noumid shayton xolajon. O'zingizni tuting. Normat akam topiladi!..."

Aynan mana shu mazmun ko'rinishidagi xat Adolatni o'z hayotida hal qiluvchi qarorni qabul qilishga (hatto dadasi oq qilsa ham)undadi. uguliston voqealaridan chiqib qushdek uchib Normatning oldiga ketgisi keladi va voyonkamatga ariza berib frontga ketishigacha ham o'z tasirini ko'rsatdi. Keyinchalik esa Adolatni qahramon bo'lishiga sabab bo'ladi. Asardagi keyingi uchraydigan xatga oid epizod "To'xta xolani urushdan gapirib bergin? Deganida... xat yozmaganligining sababi uyaldim . urushga kirmay nogiron bo'lganimga xafaman" deydi. Bu o'rinda bir qarashda e'tib tortmaydigan oddiy holdek tuyiladi. Lekin maktub yozish frontdagilar uchun yoruq yuz edi, Olimjon yuzining shuvutligi, urush ko'rmay nogironga aylanganini oilasidagilarga ayon qilmasligi yoki qo'li yo'qligi uchun qilolmasligi orqali ham sezishimiz mumkin. Urush yillarida jangchilarning frontdagi



ruhiy holatini, kayfiyatini va psixologiyasini ham ularga kelgan xatlarni olishda undan ko'ngli yaxshi xabar kutib pochtaliona o'yinga tushib berib keyin olishi ham kuzatiladi. Shunday bo'lsada chin muhabbat qahramonlaridan biri Kryupenyaga urushga kelgandan beri xat kelmas u ham yozmasdi. Uning yurti nemislar qo'lida qolgan edi, oila a'zolaridan umidini uzgan edi. Lastochkani unga keltirganda Kryupenyan otamni nemislar o'ldirib yuborgan meni xaqoratlama deydi. Xat yuzasiga "Frontdagi o'glimga" deb yozilgan edi. noma'lum otaning megribonligidan ta'sirlangan Krupenyan ko'zлari yoshga to'ladi. Quroldoshlari qistovi bilan xatni o'qishga kirishadi.

"Salom o'g'lim! - extimol sen jangohdan shu soatda kelgandirsan, extimol jangga borayotgandirsan, extimol okopda ota-onangni sog'inib o'tirgandirsan, mening shu arzimas sovg'amni qabul qil!.. nemisning yo'lini to's! Uni moskvaga o'tkazma!.. Men 72 yoshdaman, pensionerman. Lekin 3 oy bo'ldi yana zavoga ishga qaytdim. Gitlerning tezroq yanchilishini istayman.

Otang Ivan Petrovich Ivanov, Moskva "Serp i Molot"zavodining masteri"

Kurpenya tilidan "otam" degan qichqirig'ni eshitmaguncha har qanday o'quvchi biror bir farzandi urushga ketgan otalar tilidan yuborilgan, yoki otasining biror do'sti degan fikrda turadi. Maktubni o'qigandan keyingi ruhiy holatda esa o'quvchiga yuqadi. uning dadasidan olgan maktubi ham frontdagilarga aytgandan chaqirig'i jangchilarning shuningdek Kryupenyaning ham vatanparvarlik qiyofasini olib berishga xizmat qiladi. Bugungi kunda o'zbek adabiyotshunosligida o'ziga xos o'ringa ega bo'lgan adabiy tanqidchi, olim Dilmurod Quronov bu haqida fikr yuritar ekan, shunday deydi: ? " Badiiy asar haqida gap ketganda, avvalo, uning badiiy kommunikatsiya (badiiy muloqot) vositasi ekanligiga to'xtalish joiz. Ma'lumki, muloqot paytidagina til hodisasi nutq hodisasiga aylanadi. Adabiy-badiiy asar til vositalaridan tarkib topuvchi matn ekan, demak, u ham mohiyat e'tibori bilan nutq hodisasisidir. Zero, adabiy badiiy asar muloqot asosida dunyoga keladi, ya'ni, ijod jarayoni mohiyatan muloqotdir. Tasavvur qilingki, siz kimadir maktub yozayapsiz. Siz maktubingiz kimga yozilayotganini, uning qanday odamligi, u bilan qay yo'sinda muomala qilish kerakligini, ... har vaqt nazarda tutasiz, boshqacha aysak, maktubni yozish davomida adresat har vaqt xayolingizda turadi: siz yetkazmoqchi bo'lgan xabarni u tushuna oladigan, unga ta'sir qiladigan tarzda yozishga intilasiz. Demak, aslida xat yozish jarayonida siz adresat bilan muloqotga kirishasiz - tasavvuringizdagи suhbatdosh bilan "xayolan gaplashasiz" va ayni shu suhbat (muloqot jarayoni) qog'ozda muhrlanadi. Qog'ozda muhrlangan "suhbat-muloqot", maktub adaresat qo'liga yetib borgach, yana jonlanadi. Endi siz adresat tasavvuridagi suhbatdoshsiz: real suhbatdoshga aylangan adresat sizning gaplaringizni "eshitadi". Ma'lum bo'ladiki, maktub, umuman, yozma nutq muddati kechiktirilgan muloqot, matn esa muloqotning amalga oshish vositasi ekan. Shunga o'xshash, yozuvchi ham ijod onlarida tasavvuridagi o'quvchi bilan muloqotda bo'ladi: unga muayyan badiiy informatsiyani yetkazadi, o'zining o'y-hislari bilan o'rtoqlashadi, u bilan bahslashadi, uni nimalargadir ishontirishga intiladi... Ayni shu muloqot - ijodiy jarayon asar matnida muhrlanadi. Xuddi maktubga o'xshash, asarni o'qish jarayonida muloqot qaytadan jonlanadi, endi yozuvchi tasavvurdagi "suhbatdosh" mavqeida tursa, o'quvchi real suhbatdoshga aylanadi. Ko'ramizki, badiiy matn muddati kechiktirilgan badiiy muloqot, badiiy asar esa shu muloqotning amalga oshishini ta'minlovchi vosita ekan." - tarzida baholaydi

Asardagi Isroil Azimovga kelgan xatlar ham ahamiyatli, unga shogirdlaridan yozilgan habarlar - xatlar. Davr mafkurasini, shogirdlarini mehr-muhabbatini va uning jamiyatdagi o'rnini-pozitsiyasini belgilaydi. Boshqa xatlardan farqli ravishda jangchilarga chaqiriq mazmunidan barcha o'quvchilarning chaqirig'idir. Asarda Begimxon ruhiy dunyosini Eralidan kelgan 3 ta xat keltirilgan. Urush mavzusida yaratilgan asarlarda makonlar aro bog'liqlik gazetalar va pochtachilar olib kelgan xatlar orqali amalga oshiriladi. Maktublarning



namunalarida ko'riniб turibdiki asarda va uning badiiy ahamiyatida maktub detali judda kata vazifani bajargan, tasviriy yaqinlikni, ishonarlilikni ta'minlaydi.

Asarda 2 ta pochtalion obrazi va 2 ta pochtachi vazifasini bajaruvchi obraz qatnashgan. Ular harakteridagi, vazifasidagi o'xshash xat keltirib o'yinga tushib berishni so'raydilar. 1-pochtachi - frontda xat tashib yurib chayka bo'yidagi 144-tepalik janglaridan birida xalok bo'lgani aytilsa, 2-pochtachidan "Guliston"ning xat tashuvchisi edi. Lekin bu pochtachidan ko'ra Ergash - pochtachi vazifasini bajaruvchi qahramon. Qishloq hayotida muhim xatlarni ularning egasiga yatkazdi. Frontda esa tepalikdagi jangchilardan birida xalok bo'lgan pochtachi o'rnida Vladimir Lastochkin - "Qaldirg'och"ni pochtachilik vazifasini bajarayotganini ko'rishimiz mumkin. Aynan yo'qolgan Jabborov Normatga sevgani va onasidan kelgan xatni shu Lastochkin topshiradi. U asarda uchraydigan barcha xatlarga xos bir xususiyat da'vatning borligidir. - "Frontda va Uraldagilarda vatan uchun, front ortidagilar tinchligi uchun dushmanqa qarshi turish davatidir." Qishloqdagilarda esa front va front ortidagilarning yo'qligini bildirmay, ularni barcha ishlarini davom ettirishni o'zlariga burch sifatida qabul qiladilar. Bu orqali chin vatan muhabbatiga ega ekanliklarini isbotlaydilar. Asarning nomi ham asardagi g'oyalarni qamrab olgan. Bir qarashda "chin muhabbat" Normat va Adolatni bir-biriga bo'lgan muhabbatidek tuyuladi ularning muhabbatini chinligi yaqqolroq namoyon bo'lishi uchun Erali va Begimxon muhabbati yonma-yon qo'yiladi va ikki yor ham bir-biriga sadoqatli bo'sagina muhabbat chin bo'lishi ko'rsatiladi. Shunday bo'lsada bu yerda yana bir muhabbat bor. Bu asar qahramonlari qalbidagi vatanga bo'lgan, xalqqa bo'lgan, oilaga bo'lgan chin muhabbatdir. Bu muhabbat xar bir qahramonda bor. Hatto Begimxonda ham agar u bo'limganida edi. Eralining urushdan kelishini kutib, hech kimdan uyalmay, u bilan yashayverardi. Tog'ri Begimxonning yoriga muhabbati chin bo'lmasada yoriga muhabbati chin ekan buni asar davomida isbotladi. Bu kabi qahramonlarning ruhiy-psixologik holatini ochib berish uchun asarda ishtirok etgan 30ga yaqin maktub - 10ga yaqini matn ko'rinishida, qolgani esa mazmun ko'rinishida uchraydigan har xil mavzudagi maktublari asarga haqiqiy vatanparvarlik, jangovorlik, mehr-oqibatilik ruhlarini bera oladi. Bejizga asarni epistolyar asarlar qatoridagi ajoyib namuna sifatida keltirilmaganligini, undagi maktublarning badiiy estetik vazifasi beqiyosligini ko'rsatadi. Asardagi maktublar turli makonlardagi syujet chizig'lari orasidagi masofani bog'lagan, shuningdek ularda olisdagi muxit koloriti sezilib turadi. Asar chin ma'noda maktub "yarim diydor" ekanligining isbotlay olgan. Asrdagi Normat, Adolat, Erali obrazlari tip darajasiga ko'tarilgan bo'lsa, Begimxon, Shakarxon, To'xta xola, Ergash, Vladimir Lastochkin, Isroil Azimov, Kryupenyan kabi obrazlar xarakter darajasiga ko'tarilgan.

Foydalilanigan adabiyotlar

- 1.D. Quronov. Adabiyotshunoslikka kirish. -Toshkent: "Fan", 2007.
- 2.I.Sulton. Adabiyot nazariyasi.-Toshkent:O'qituvchi: , 1980.
- 3.Иброҳим Раҳим. Чин муҳаббат. Тошкент - 1958.
- 4.Иброҳим Раҳим. Ихлос. Чин муҳаббат. Тошкент: "Adabiyot va san'at" - 1976.



PROBLEMS AND SOLUTIONS TO SUPPORT YOUNG WOMEN'S ENTREPRENEURSHIP.

Kushbakova Maftuna Yusupovna
UzSWLU 2nd year student
maftunakushbakova98@gmail.com

Annotation: This article discusses issues of supporting women's entrepreneurship, creating the necessary conditions for them and protecting their rights and interests.

Keywords: Businesswoman, Association of Business Women of Uzbekistan, "Every family is an entrepreneur" program, decisions and decrees to support entrepreneurship.

After gaining independence, we set out to build a free and prosperous democratic society based on the rule of law. Our common goal is the development of the homeland, peace and prosperity of the people. One of the main features of a democratic society is the equal rights of every citizen in this society, including men and women. In Uzbekistan, special attention is paid to gender equality. In other words, sufficient conditions have been created for women to have a small place in all spheres of society in all spheres. In particular, a wide range of opportunities has been created for women entrepreneurs.

The main goal of large-scale reforms in Uzbekistan is to create a strong competitive national economy and thereby increase the welfare of the population. Of course, entrepreneurs play an important role in this.

A number of measures have been taken to support women's entrepreneurship. This can be seen in the two-day seminar-training on August 15, 2017 in Tashkent for representatives of 28 commercial banks on the gender aspects of small business lending. The joint project of the Chamber of Commerce and Industry of Uzbekistan and the UNDP Uzbekistan Business Forum (Phase 3) in cooperation with the Women's Committee of the Republic of Uzbekistan, with the support of the Central Bank of the Republic of Uzbekistan, organized the seminar. The seminar discussed issues aimed at expanding legal and economic opportunities for women entrepreneurs in Uzbekistan, and identified long-term plans to address the problems and shortcomings and create the necessary opportunities.

The organization of international experience has shown that the development of gender lending is one of the ways to create opportunities for women to start small businesses. For example, as a result of the Royal Bank of Scotland's business program to support women's entrepreneurship, for three years now, 40 percent of all small and medium-sized enterprises have been owned by women (2011 data).

Ensuring the employment of women and college graduates, their involvement in entrepreneurial activities, support for women entrepreneurs is provided in the State Program approved by the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 № PD-4947.

According to the analysis of the Chamber of Commerce and Industry of Uzbekistan, the total number of women entrepreneurs in the country is about 10% of the total number of all business entities. Women are relatively inactive in the business environment due to the lack of start-up capital and the lack of knowledge and skills needed to do business.

Moreover, women's entrepreneurship is an untapped but promising market for this financial sector. According to research, cooperation with women entrepreneurs is beneficial for banks, as they allow relatively less default on small loans, are distinguished by their discipline in payments, and tend to form savings. Their benevolence to banks is reflected



in their tendency to buy more credit products and bring new customers to the bank.

One of the main objectives of the seminar was to raise awareness of bank employees on the specifics of gender lending. During the seminar, 60 participants learned about international experience in introducing a comprehensive approach to lending and the experience of foreign countries in developing and implementing gender-sensitive microcredit policy.

As a result of the seminar, participants are expected to develop an action plan to improve the system of services to women entrepreneurs in terms of gender lending and its further use in the development of credit products that were in demand in the women's segment.

The Uzbekistan Business Forum (Phase 3) project is oriented a joint initiative of the Chamber of Commerce and Industry of Uzbekistan and UNDP to improve the business environment through the introduction of online services, improvement of the regulatory framework, as well as the development and promotion of inclusive business models.

According to the normative documents adopted by the President and the Government, the Public Fund for Women and Family Support and the management of Microcreditbank signed a general agreement in 2018. 184 billion 592 million sums, and in 2019, 352 billion 411 million sums for 18,139 people and a total of 537 billion sums for 21,258 women.

As a result of the work carried out in the field of beekeeping for 445 projects 10045.1 mln. sums, 2126.9 mln. sums for 81 projects in the field of fisheries, 3178.1 mln. sums for 206 projects in the field of horticulture, 50236.5 million sums for 2482 greenhouse projects, 7369.5 mln. sums for 126 projects in the manufacturing sector, 5469.2 million sums for 237 projects in the field of rabbit breeding, 26401.7 million sums for 1804 projects in the field of sheep breeding, 13756 million sums for 1826 projects in the field of bread and confectionery, 19517.9 mln. sums for 1500 projects in the poultry sector, 59347.2 mln. sums for 6512 projects in the field of sewing, 11702.3 mln. sums for 303 projects in the field of services, 1312.1 mln. sums for 44 projects in the field of handicrafts, 46865.8 mln. sums for 2139 projects in the livestock sector were transferred by banks.

It should be noted that in our country, special attention is paid to the development of entrepreneurship, including family business, and the provision of favorable business conditions and a number of benefits to the population is highly effective.

The Resolution of the President of the Republic of Uzbekistan dated June 7, 2018 "On the implementation of the program" Every family is an entrepreneur "serves as an important legal basis for the accelerated development of family business.

In accordance with this resolution, systematic work is being carried out in all districts and cities, especially in remote villages, to increase the knowledge and skills of the population in entrepreneurship, to provide full support to their entrepreneurial initiatives.

In order to develop family business and attract women to entrepreneurship, on the basis of the recommendations of the Women's Committee, 100 billion sums of soft loans were allocated from the Public Fund for Women and Family Support.

In order to radically improve the activities in the field of support of women and strengthening the family, as well as taking into account the tasks set out in the Action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021, the following are identified as priorities: firstly, to ensure the effective implementation of state policy to support women, to protect their rights and legitimate interests, and to increase their role and activity in the socio-political life of the country; secondly, to identify women's problems in a timely manner, to compile address lists of women in need and in difficult social situations, including women with disabilities, to



provide them with socio-legal, psychological and financial assistance; thirdly, comprehensive targeted support for women's employment, improvement of working conditions, wide involvement of women, especially young girls in rural areas in family and private entrepreneurship, handicrafts; fourthly, with government agencies and civil society institutions in the early prevention of delinquency among women, in particular, in individual work with those prone to delinquency and in the implementation of measures for the social rehabilitation and adaptation of women released from penitentiary institutions ensuring close cooperation.

In our country, a large-scale work is being carried out to ensure the unconditional observance of women's rights and legitimate interests, to guarantee the right to work and to support women's entrepreneurship.

In particular, the tasks of the Women's Committee of Uzbekistan were reconsidered, the position of a specialist in working with women and strengthening spiritual and moral values in families was introduced in the structure of district (city) women's committees, the scientific-practical "Family" under the Cabinet of Ministers. The research center and its regional branches, the Public Fund for Women and Family Support, the Badge of Honor, and a new support system for the Zulfia State Prize winners have been established.

At the same time, there are a number of systemic problems and shortcomings that hinder the protection of women's rights and the creation of effective mechanisms for entrepreneurship.

Nevertheless, a number of resolutions and decrees have been signed to protect women's entrepreneurship and their rights and interests, and the interests of women are being protected.

In short, if we take into account the current processes of globalization and integration, women have little place and voice in all spheres of society, and are doing little for the development of our country. Women entrepreneurs are making a small contribution to the development of our state and society, as well as providing employment to a small number of family members and a number of unemployed people through entrepreneurship, small business, private entrepreneurship, home crafts and other fields.

References:

1. Decree of the President of the Republic of Uzbekistan dated February 7, 2017 PD-49-47 "On the Action Strategy for further development of the Republic of Uzbekistan" .// Collection of Legislation of the Republic of Uzbekistan, 2017, №6.
- 2.<http://uza.uz/uz/society/xotin-qizlar-tadbirkorligi-rivojlanmoqda--24-02-2019>
- 3.<https://www.uz.undp.org/content/uzbekistan/uz/home/presscenter/articles/2018/11/15/promoting-women-participation-in-public-administration-in-uzbeki.html>
- 4.<https://mikrokreditbank.uz/about/statistika/women.html>



ROLE OF ENGLISH LANGUAGE TEACHER IN THE DIGITAL AGE.

Nishonova Mokhira Yusubovna- English language teacher, secondary school #3,
Chust, Namangan, Uzbekistan.
e-mail: article.20@mail.ru

Abstract. The article is about the current problem of nowadays trends in digital teaching and their application in the educational process. One of these approach is the development and application of electronic education. The term "e-learning" is used modern time along with the term "distance learning".

Keywords: e-education, online education, distance education, digital technologies, ICT, digitalization of education, mobile devices.

With the proliferation of cloud technology and mobile applications, the concept of a paperless digital class has become much more relevant than ever before. In Uzbekistan, this beginning was laid by the refusal in a number of regions of paper magazines in favor of electronic ones. In several regions, in particular in Tashkent, several versions of the e-school are being tested.

On the part of the teacher community, healthy conservatism is widespread. Many teachers see the introduction of information and educational technologies as a new burden.

There are more than enough reasons for skepticism:

- " The bad speed of Internet connection in a number of regions.
- " Lack of intelligible digital educational strategies and tactics at the federal and regional levels.
- " Problems of safe Internet and content filtering, when a number of online educational resources fall into the category of "unauthorized".
- " An insufficient, to put it mildly, level of digital competence of educational leaders, teachers and students.

Meanwhile, the concept of the digital school is based on the robust idea of integrating educational technologies with digital in such a way as to raise educational tasks to a more transformative (transforming) and creative level, where the teacher can use the new capabilities of digital technology to redistribute teaching methods.

The purpose of digital learning is not to use information technology as a fashion statement, but to create and discover new unexplored educational territories and help students get acquainted with various facts, phenomena, processes from different points of view.

For this, the teacher needs to familiarize himself with the theoretical basis underlying the concept of a paperless digital class, and also arm himself with the appropriate tools and applications in order to achieve the educational goals that he sets for himself and what the environment in the person of the state and parents aims at.

It is very important to navigate well in the modern educational information space. When choosing certain digital tools and applications, it is necessary to consider that they include:

- " Creation of training tasks, their distribution and obtaining results
- " Organization and provision of timely feedback with students and their parents
- " Creating and sharing digital learning products
- " Initiating formative assessment through tests, quizzes, and surveys
- " Creating a virtual classroom, tracking the activities of the class as a whole and each student personally.



"Publication of documents in electronic form and organization of exchange with selected users.

Teachers can initiate the organization of formative assessment using special online applications. They get the opportunity to instantly evaluate the results, get their visual presentation, analyze in order to coordinate their actions in further training.

The teacher saves time and contributes to the student's visual thinking.

Many online services make teacher's everyday life easier by providing a safe and easy way for teachers and students to participate and collaborate anytime, anywhere.

The teacher can use specialized services for:

- " safe class discussion
- " publication of tasks
- " publishing student projects,
- " organization of a record book,
- " file sharing and more.

In my opinion, the teacher should build an individual strategy for digital adaptation for himself, despite the shyness of ministries, departments and, in fact, educational institutions. The main thing is to decide on priorities, choose your own path so that our "creative throwing" does not affect the quality of training.

The diverse content of social networks, which stimulates the development of the personality of students on the Internet, represents a new type of education that changes all its components, namely: content, curriculum, educational environment . Some philologists briefly consider the upcoming changes in the information environment, where It analyzes the features of new trends, new models of informational behavior and competence, their impact on education and training, as well as the ratio of theory and practice. Given these conditions, we believe that the educational information system has great prospects. Many children in teaching a foreign language use digital devices such as mobile phones and tablets. Since we are talking about digital learning, accordingly, mobile devices, as well as various digital media, are simply necessary. Mobile learning is becoming more and more relevant, a wide range of its application in the field of teaching a foreign language. A new trend is the digital narrative, which in itself, namely the narrative as one of the types of work in the lesson of the English language, is not new. With the help of mobile devices, the story becomes digital and provides new opportunities for creativity and learning, as students feel complete freedom expressing themselves through combinations of digital media using mobile devices.

Broadly speaking, intellectual enrichment occurs every time when humanity receives new cognitive tools, such as writing or along with other tools that have become available thanks to digital technologies. The use of digital technologies entails new trends in the development of a specific set of students' competencies. One of the representatives of foreign science, identifies the following eight components for the development of digital competence: cultural, cognitive, structural, communicative, confident, creative, critical and cooperative. In accordance with the new standards for the development of education in Uzbekistan and the gradual transition of educational programs from university 3.0 to educational programs 4.0, some postulates of the educational system as a whole are changing, where it is easy to determine the very components put forward by scientists for the successful development and application of digital technologies in education. At the fourth-generation university, a feature of the activity of the cognitive era is that new knowledge begins to play the main role in the creation of anything, and collective and hybrid (human-machine) intelligence becomes the producer of knowledge.

Thus, the relationship of the use of information and communication technologies with the process of teaching a foreign language is obvious. Since the main goal of learning



a foreign language is the formation of communicative competence, and the output is the ability, above all, to speak, the approach that is used to achieve this goal involves the teaching of intercultural communication. By introducing students to the Internet, the teacher

The teacher creates situations of real verbal communication, where students learn to respond spontaneously and adequately to the flow of information, which stimulates the creation of original statements, rather than the use of language patterns. In addition to widespread communication on the Internet, students are given the opportunity to use the creative potential of mobile devices in the development of role-playing games using the tools and resources of the Internet, create books using the functions of a mobile device, use ICT technology in the application of podcasting, animation and green screening in projects, as well as a popular digital narrative today - the practice of using digital tools to create video projects. In all the variety of applications of information and communication technologies, special importance is given to understanding and conveying the content of speech, that is, students' attention is concentrated on the use of word forms, and grammar training is carried out not directly, but indirectly, without an emphasis on grammatical structures.

Since the development of education, like all other industries, is connected, first of all, with the development and implementation of digital technologies in the educational process, for the most successful orientation in the information space it is necessary for students to master the information culture.

References:

- 1.Belshaw D. What is 'digital literacy'? A Pragmatic investigation. Education in the Russian Federation. Durham University. 2012; № 273
- 2.Digtyar O.Y. The problems of distance learning education while teaching foreign languages at the non-linguistic higher school. Palma, Mallorka, (Spain), 2019.
- 3.Teichert L. To Digital or not to Digital: How Mothers are Navigating the Digital World with their Young Children. Language and Literacy. 2017: 19 (1)
- 4.Belshaw D. What is 'digital literacy'? A Pragmatic investigation. Education in the Russian Federation. Durham University. 2012; № 273



5- SINF O'QUVCHILARDA LINGVISTIK KOMPETENSIYANI SHAKLLANTIRISHDA TAQQOSLASHNING AHAMIYATI

Kenjayeva M.A.

Surxondaryo viloyati Angor tumani 3-sonli ayrim fanlar chuqur o`rganiladigan
ixtisoslashtirilgan maktabning ona tili va adabiyot fani o`qituvchisi

*Annotatsiya. Ushbu maqolada 5- sinf o'quvchilarida lingvistik kompetensiyanı
shakllantirishda tilshunoslik fanining bo'limlari hamda mavzularni taqqoslash orqali
tushuntirishning ahamiyati, o'quvchilarning mustaqil fikrlashi va xulosa chiqarish to'g'risida
fikr yuritilgan.*

*Kalit so'zlar: Lingvistik kompetensiya, taqqoslash, qiziqarli suratlar va mediamanbalar,
mustaqil fikrlash, o'quvchilarning erkin munosabati.*

ВАЖНОСТЬ СРАВНЕНИЯ В ФОРМИРОВАНИИ ЯЗЫКОВОЙ КОМПЕТЕНЦИИ У УЧЕНИКОВ 5- КЛАССОВ

Кенжаева М.А.

Преподавание специальных предметов № 3 Ангорского района
Сурхандарьинской области и преподавание родного языка и литературы.

*Аннотация. Были рассмотрены объяснения по изучению и объяснению всех аспектов
формирования языковой компетенции у учащихся 5-классов, идеи самостоятельного
мышления и умозаключения учащихся.*

*Ключевые слова: лингвистическая компетентность, сравнение, интересные
картинки и медиа, самостоятельное мышление, свободное отношение к чтению.*

THE IMPORTANCE OF COMPARISON IN THE FORMATION OF LINGUISTIC COMPETENCE 5-CLASS IN PUPILS

Kenjayeva M.A.

Teaching of special subjects No. 3 of Angor district of Surkhandarya region and
teaching of native language and literature

*Annotation. Explanations on the study and explanation of all aspects of the formation
of linguistic competence in students in grades 5, ideas on independent thinking and
inference by students were considered.*

*Keywords: Linguistic competence, comparison, interesting pictures and media, independent
thinking, free attitude to reading*

Ta'lism-tarbiya tizimining bugungi kundagi asosiy vazifasi bilim, ko'nikma va malakalarini
o'zlashtirgan hamda jamiyatda munosib o'rnni egallashga qodir bo'lgan barkamol avlodni
voyaga yetkazishdir.

Ilm-fan, texnika va ishlab chiqarish sohalarining jadallik bilan rivojlanishi barcha ta'lism
muassasalarida ta'lism-tarbiya sifatini mazmun jihatidan yangi bosqichga ko'tarishni talab
etmoqda. Bu esa o'z o'rniда o'qituvchilar zimmasisiga mas'uliyatli vazifalarni yuklaydi.

O'zbekiston Respublikasi Vazirlar Mahkamasining 2017 йил 6 apreldagi

"Umumiy o'rta va o'rta maxsus, kasb-hunar ta'limgan davlat ta'lism standartlarini
tasdiqlash to'g'risida"gi 187-sonli qarori ta'lism-tarbiya sohasini zamon talablariga mos
ravishda takomillashtirish, o'qitish sifati va samaradorligini oshirishda muhim ahamiyat



kasb etadi. Shunga ko`ra ta`lim jarayonida o`quvchilar egallagan bilim, ko`nikma va malakalarni bevosita kundalik hayotda qo`llashga o`rgatadigan kompetensiyaviy yondashuvga asoslangan DTSni yaratish va ta`lim jarayoniga qo`llash zaruriyati yuzaga keldi. Kompetensiyaviy ta`lim o`quvchilarning ma`lum bilimlar yig`indisini egallahsnigina emas, balki shaxsni rivojlantirish, anglash va yaratish qobiliyatlarini shakllantiradi. Shu sababli barcha fanlarga tegishli bo`lgan tayanch kompetensiya va har bir fanga doir kompetensiyalar berilgan. Jumladan, ona tili faniga oid nutqiy va lingvistik kompetnsiyalar mavjud bo`lib, ular alohida ahamiyatga ega.

Ona tili fanini o'qitishning asosiy vazifasi - o`quvchilarni fikrashga, o'zgalar fikrini anglashga, o'z fikrini og'zaki hamda yozma shaklda savodli bayon qila olishga qaratilgan nutqiy kompetensiyani rivojlantirish, o`quvchilarda grammatikaga oid o`zlashtiriladigan bilimlarni (fonetika, leksikologiya, so'zning tarkibi, so'z yasalishi, morfologiya, sintaksis, yozuv va imlo, tinish belgilari, nutq uslublari, stilistikaga oid tushunchalarni) rivojlantirish va ona tilining keng imkoniyatlaridan unumli foydalangan holda lingvistik kompetensiyalarini shakllantirishdan iborat.

Nutqiy kompetensiyada tinglab tushunish, o'qish, so'zlash, yozish rivojlantirilsa, lingvistik kompetensiyada tilshunoslik fanining bo`limlari: fonetika, sintaksis, leksikologiya, morfologiya, punktuatsiyaga oid tushunchalar rivojlantiriladi.

5- sinf ona tili darsligida berilgan tilshunoslik fanining sintaksis va punktuatsiya bo`limlarini o`rganishda nutqiy va lingvistik kompetensiyalarini rivojlantirish quyidagi tartibda bo`ladi. Nutqiy kompetensiyada o`quvchilar:

- tinglangan matn, mashq va topshiriqlardagi yoki diktant matnnini tushuna oladi;
- mavzuga oid mashq va topshiriqlarni orfoepiya qoidalariga rioya qilgan holda o'qiy oladi;
- fikrini to'g'ri bayon qila oladi, urg'uni to'g'ri qo'ya oladi;
- o'rganilgan mavzular doirasida lug'at, saylanma, ta'kidiy diktantlarni hamda 85-95 ta so'zdan iborat bo`lgan nazorat diktantini yoza oladi;
- Husnixat va imlo qoidalarga amal qiladi;
- 8-10 ta gapli ijodiy matn yarata oladi;
- mustaqil va ijodiy fikrlay oladi.

Lingvistik kompetensiyada o`quvchilar :

- yangi so'z va iboralarni o`zlashtiradi.

- gapda so'zlarning bog'lanishi, so'z birikmasi, gapning ifoda maqsadiga ko'ra turlari, gap bo'laklari, undalma, kirish so'z, sodda va qo'shma gaplar, ko'chirma gaplar va dialoglarni farqlaydi, izohlay oladi;

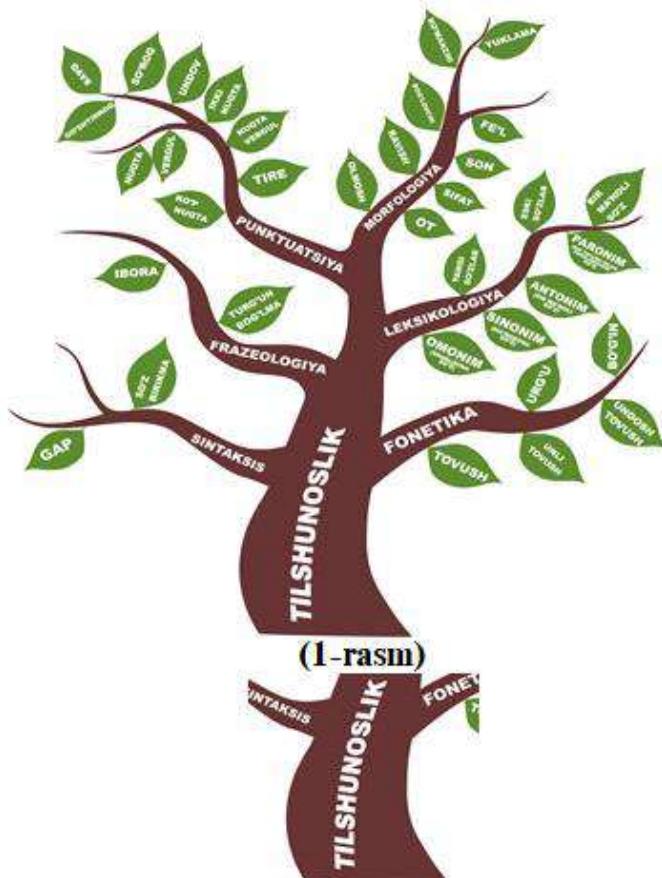
- so'zlarni morfologik tahlil qila oladi;
- o'rganilgan ifoda vositalarini og'zaki va yozma nutqda to'g'ri qo'llaydi.

Ona tili mashg'ulotlari bosqichli ketma-ketlik, shakl bilan mazmun aloqadorligi, tilshunoslik bo`limlarining o'zaro zinch bogliqligidagi asoslarida ko'rildi. Shuning uchun 5- sinfning birinchi choragi sintaksis bo'yicha zarur tushunchalarni - sodda va qo'shma gap, gapning markazi, gap bo'laklari, undalma va uyushiq bo'laklar, ko'chirma gap, ulardagi tinish belgilari o`zlashtirish berilgan. Ikkinci chorakning boshida o`quvchilarga leksikologiya va morfologiyaning muhim tushunchalari: so'zning ma'nosi, o'z ma'no va ko'chma ma'no, ma'nodosh so'zlar, uyadosh so'zlar, zid ma'noli so'zlar, qo'shimchadosh so'zlar, o'zakdosh so'zlar, mustaqil va yordamchi so'z turkumlari, o'zak, qo'shimcha, shakl yasovchi va so'z yasovchi qo'shimchalar haqida dastlabki zaruriy ma'lumotlar berilgan. Aynan 5- sinf o`quvchilarida tilshunoslik fanining bo`limlarini o`rganilishini yanada soddalashtirib, mavzularni tushuntirishda taqqoslashning ahamiyatini havola etmoqdamiz.

Bizga ma'lumki, mavzuni tushuntirish va fikrni ifodalash uchun ona tilida bir qancha



imkoniyatlar bor. Ularni xilma-xil shakl va ko'rinishlarga ega bo'lgan suratlar, mediamanbalar orqali ma'lumotlarni o'quvchiga yetkazish mumkin. O'quvchilarga lingvistik kompetensiyani rivojlantirishda, tilshunoslik fanining bo'limlarini soddaroq tushuntirishda daraxt, uning shoxlari va barglariga taqqoslab, "Shajara daraxtiga" qiyoslagan holda izohlasak, yanada esda qolarli hamda tushunarli bo'ladi.



Daraxtning asosiy тана қисми бу – **tilshunoslik** (2-rasm)

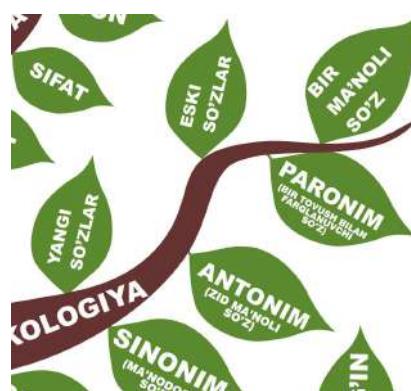
(1-rasm)



Daraxtning asosiy тана қисми бу - **tilshunoslik** (2-rasm)



Daraxt shoxlari - tilshunoslik fanining bo`limlari: fonetika, leksikologiya, morfologiya, sintaksis, punktuatsiya... (3-rasm)



Daraxt shoxlaridagi barglar - tilshunoslik fani bo`limlaridagi **mavzular**: ot, sifat, son, olmosh, ravish, fe'l ; so'z birikma, gap; shakldosh so'zlar, ma'nodosh so'zlar, zid ma'noli so'zlar□□
(4-rasm)



T I L S H U N O S L I K	
Bo`limlar	Mavzular
Fonetika – grekcha so`z bo`lib, “tovush” ma`nosini anglatadi. Tovushlar haqida ma`lumot beruvchi bo`lim	Unli tovushlar, undosh tovushlar, jarangli va jarangsiz undoshlar, urg`u, bo`g`in
Leksikologiya - grekcha so`z bo`lib, “lug`at” ma`nosini anglatadi. Leksikologiyada so`zlarning lug`aviy boyligi o`rganiladi.	Ma`nodosh so`zlar (sinonim), shakldosh so`zlar (omonim), zid ma`noli so`z (antonim), paronim (bir tovush bilan farq qiluvchi so`zlar), ko`p ma`noli va bir ma`noli so`zlar
Sintaksis – grekcha so`z bo`lib, “so`z tuzilishi, qurilishi” ma`nolarini anglatadi.	So`z birikma va gap
Morfologiya – grekcha so`z bo`lib, “so`z shakli” ma`nosini anglatadi. Morfologiyada so`z turkumlari o`rganiladi	Mutaqil so`z turkumi : ot,sifat,son,olmosh,ravish,fe'l Yordamchi so`z turkumi: bog'lovchi, ko`makchi, yuklama Alovida olingan so`zlar : undov, modal va taqlid so`zlar
Punktuatsiya - grekcha so`z bo`lib, “nuqta,belgi” ma`nosini anglatadi. Punktuatsiyada barcha tinish belgilar o`rganiladi.	Tinish belgilari – nuqta,vergul,ikki nuqta, qavs, so`roq, undov, nuqtali vergul.chiziqcha, ko`p nuqta,qo`shtirnoq
Frazeologiya - grekcha so`z bo`lib, “frazes” ibora ma`nosini anglatadi.	Ibora va turg`un bog`lanmalar

Tilshunoslik fanining bo`limlari va mavzularini o`quvchilarga tushuntirishda daraxt va uning shoxlari, barglariga taqqoslashning ahamiyati shundaki,bularning barchasi bir butunlik va bir biriga bog`liq bo`ladi.Ya`ni daraxt tanasiga uning shoxlari, barglari bog`langanidek, bo`lim va mavzular ham o`zaro birikmoqda.

Xulosa o`rnida shuni aytish mumkinki, 5-sinf o`quvchilarida lingistik kompetensiyaning shakllanishida yuqorida ko`rsatilganidek taqqoslashning yangicha "Shajara daraxti" ko`rinishida ta`lim jarayonida qo`llash orqali ijobiy natijaga erishish mumkin. Bunday taqqoslash orqali yosh o`quvchilar tilshunoslikka oid mavzularni yengil o`zlashtira oladilar. Ayniqsa, ona tili fanida berilgan mashqlarni bajarish , matnlar ustida ishslash, ularni fonetik, leksik, morfologik tahlil qilish hamda bo`limlarning bog`liqlik jihatlari keng o`rganiladi.

Foydalanilgan adabiyotlar:

1.O`zbekiston Respublikasi Vazirlar Mahkamasining 2017 yil 6 apreldagi 187-sod "Umumiy o`rta ta`lim va o`rta maxsus, kasb-hunar ta`limning davlat ta`lim standartlarini tasdiqlash to`g`risida"gi qarori

2."Ta`lim texnologiyalari" R.Ishmuhammedov -2014

3.R.Ishmuhammedov, A.Abduqodirov, A.Pardayev "Tarbiyada innovatsion texnologiyalar" (ta`lim muassasalari tarbiyachi-o`qituvchilari va guruh rahbarlari uchun amaliy tavsiyalar). -T. Iste'dod, 2010-yil.

4.Ona tili darslik 5- sinf N.Mahmudov, A.Nurmonov, Z.Jo`raboyeva , A.Sobirov. Toshkent - 2015 йил



ПРОБЛЕМЫ ОБУЧЕНИЯ ЛЕКСИЧЕСКОМУ ОФОРМЛЕНИЮ ИНОЯЗЫЧНОГО РЕЧЕВОГО ВЫСКАЗЫВАНИЯ

Холмурадова Лейла, доктор философии (PhD)
Самаркандский Институт Иностранных Языков

Аннотация. Усвоение отдельных лексических единиц не решает в целом проблемы обучения лексическому оформлению иноязычного речевого высказывания и на первый план выступает проблема обучения сочетаемости слов. Методические разработки в данной области будут способствовать решению этой проблемы и обучению иностранному языку более доступными способами.

Ключевые слова: обучение, лексическая единица, сочетаемость слов, речевое высказывание

Проблема обучения нормативному лексическому оформлению иноязычного речевого высказывания в языковом вузе приобретает в последнее время все большее значение в связи с задачей овладения иностранным языком как средством общения. При этом совершенно очевидно, что усвоение отдельных лексических единиц не решает в целом проблемы обучения лексическому оформлению иноязычного речевого высказывания и на первый план выступает проблема обучения сочетаемости слов. Сегодня во многих филологических вузах данная проблема присутствует на всех уровнях обучения иностранному языку.

Важность этой проблемы подчеркивается практически всеми методистами обучения иностранным языкам. Большинство авторов отмечает необходимость целенаправленной специальной работы над словосочетаниями иностранного языка (В.Д. Аракин, Н.И. Гез, Г.В. Рогова и др.).

Однако при решении этой проблемы исследователи, как правило, прежде всего, недостаточно четко разграничивают сами явления собственно свободного и устойчивого словосочетания. Тогда как очевидно, что собственно свободные словосочетания в отличие от устойчивых должны иметь свою специфику, проявляющуюся в процессе обучения. Специфика собственно свободных словосочетаний объясняется самой природой свободных словосочетаний, а точнее, тех лингвистических и психологических особенностей, которые, образуя основу свободной сочетаемости слов, выступают в качестве предпосылок обучения свободным словосочетаниям. К сожалению, хотя важность обучения именно свободным словосочетаниям подчеркивается многими лингвистами и методистами, работы, освещдающие методику обучения свободным словосочетаниям, практически отсутствуют.

При обучении сочетаемости иностранного языка представляется целесообразным создать такую ориентированную основу действий, которая бы включала в качестве необходимого условия разъяснение, толкование понятий, выражаемых словами иностранного языка. Поскольку слова, сочетаясь друг с другом, вступают в определенные отношения и появляется смысловая связь, отражающая предметные отношения объективной реальности необходимо рассмотреть тесно связанное с понятием явление, а именно смысл.

Именно установление смысловых связей и лежит, на наш взгляд, в основе сочетаемости слов. Можно полагать, что отработка механизма смысловой связи на самом нижнем уровне является в то же время отработкой смысловых связей на более высоком уровне. Сочетаемость на более высоких уровнях рассматривается нами как результат предлагаемого пути обучения.



Сегодня существует много различных теорий обучения, основанных на различных подходах к мышлению, его формированию и к процессу познания действительности, к процессу восприятия данной действительности тем или иным индивидом. При выработке у учащихся собственной программы действий наибольшее значение имеет личностно - ориентированный подход, способный прояснить те или иные понятия студентам с разным уровнем восприятия. Преподаватель должен создать и спроектировать ориентированную основу своих действий, систему ориентиров, опираясь на которую учащиеся сами выполняют определенные действия. Применительно к задачам данного исследования выработка собственной программы действий заключается в формировании умственных действий по раскрытию признаков понятий и по раскрытию и установлению смысловых связей между сочетаемыми понятиями. В процессе такого обучения сочетаемости слов выделяют три этапа:

Первый этап - это выработка ориентированной основы действий, т.е. учащегося на начальном этапе действий "вводят в предмет". Обучающему педагогу необходимо дать основную исчерпывающую информацию о предмете, объяснить цели и задачи, стоящие перед учениками. Эта часть действий происходит в виде беседы между преподавателем и студентами.

Второй этап - это самостоятельные действия обучаемого с опорой на образец, представленный преподавателем.

Третий этап - это самостоятельные действия обучаемого, согласно, предложенной преподавателем структуре. По мере того как учащиеся познают новые понятия в процессе обучения формируются необходимые навыки, умения и знания, которые и позволяют умело пользоваться теми или иными понятиями при изучении иностранному языку. Но стоит подчеркнуть, что преподаватель должен учитывать уровень знаний учащихся, так как не все обучаемые могут воспринимать одно и тоже понятие одинаково и с одинаковой скоростью. В каждом конкретном случае порядок действий педагога остается прежним, но могут меняться методы обучения в зависимости от уровня знаний учащихся, поэтому процесс обучения сочетаемости слов любого иностранного языка - это очень длительный и трудоемкий процесс, который требует от преподавателя большой отдачи и профессионализма.

Список использованной литературы

- 1.Шмелев. Д.И.Функциональная стилистика и моральные концепты // Язык. Культура. Гуманитарное знание: Научное наследие Е.О. Винокура и современность. - М.: Научный мир, 1999. С.217-230.
- 2.Щерба Л.В. Языковая система и речевая деятельность. - Л.:Наука 1974. С. 69.
- 3.Lindgren L. On metaphoric communication as the original protolanguage // Studies in language origins. V. 2. - Amsterdam; Philadelphia, 1991.
- 4.Gowerst E. The Complete Plain Words. Lnd.,1973
- 5.Makkai A. Idiom Structure in English. The Hague - Paris.:1972.



THE FORMATION OF READING SKILLS IN YOUNGER SCHOOL CHILDREN

Abdurakhimova Madina Nurullayevna,

Teacher of primary classes of the secondary school №4, Navoiy

Annotation: The article discusses the teaching of reading to younger schoolchildren, perception and understanding of the text, which is one of the most important problems of school education.

Keywords: education, junior high school students, perception, understanding, text, training.

Reading in every person's life takes an important place. Every primary school student must have a solid and complete reading skill. The ability of children to read fluently, expressively, to understand the content of the read, to analyze the actions of the characters, to draw appropriate conclusions depends on their success in teaching throughout the school years.

Teaching reading as a perception and understanding of the text is one of the most important problems of school education. The social conditions, which have changed in recent years, impose quantitative and qualitative requirements to the volume and method of information perception. The question of how to teach children to read quickly, efficiently and effectively, interests every teacher, because it is in the process of reading improved memory and develops stability of attention.

These indicators determine the mental performance of the student, the ability to save information for a long time and use it productively. But how to teach a child to read consciously and correctly, how to form a skill of working with a large volume of text, how to determine the level of understanding of the read? Finally, how to make reading lessons a joy for learners? Each teacher thinks about these questions and tries to answer them in his own way. Therefore, systematic, purposeful work on development and improvement of skills of fluent, conscious reading from class to class is necessary.

There are four qualities of reading skills: correctness, fluency, consciousness, expressiveness. The main task of teaching reading is to develop these skills in children.

First, the child should learn the technique of reading, then there will be understanding. If we do not form a reading technique, the process of understanding goes away, there is a so-called mechanical reading.

Reading is and then teach the younger students, through which they foster; it is a matter with which children learn most academic subjects. In other words, reading skills are formed not only as the most important type of speech and mental activity, as a means of self-education and self-development, but also as a complex set of skills, having a General medical nature and, therefore, used by the student in the study of almost all subjects, in all cases of extracurricular and extracurricular life, when he has to deal with printed or handwritten materials, sources of any information.

During the years of study in primary school students learn to study reading, ie. E. evenly-attentive. It exists in two forms: reading aloud and reading silently (Pro themselves). Learners read aloud designed for students. It should be clear, distinct; whole words, without undue pauses; unmistakable; carried out at a normal pace for perception and sufficiently expressive. Reading silently (to myself) is reading "eyes". The mechanism of reading aloud more sophisticated. This process involves thinking, memory, speech, perception, fantasy, auditory and visual analyzers, the apparatus of semantic processing of information received by the reader actively operates.

The speed of reading is influenced by many factors: the level of speech development,



the reading field, respiratory formulation, the nature of the text, the image of the word (font, print clarity), the development of anti-perception (the ability to anticipate the next part of the word or a subsequent word). If we pay attention to all these factors, then, according to scientists, the reading rate increases by 50-100 %..

These two forms of learning reading complement each other and enrich each other, so children should be taught both to read aloud and to read for themselves. The phrase "reading skill" is firmly in school use, which contributed to the brevity, simplicity and ease of use. It covers a range of skills and abilities.

References:

- [1] At school and at home. - M., 1886.- p. 3
- [2] V. G. Gorecki and L. I. Tikunova test papers in elementary school reading M. Drofa, 2001.



THE IMPORTANCE OF LISTENING SKILLS IN TEACHING ENGLISH IN ESL CLASSES.

Giyasova Dilafruz Samarkand State Institute of Foreign languages

Abstract. The article investigates the importance of listening skills and its role in teaching English in ESL classes. The article provides the pros and cons of different teaching approaches used by teachers and investigate how important is teaching listening from other perspectives, like awareness of high and low context culture, mindful and mindless listening barriers.

Keywords: skill, communication, language, teaching approaches, comprehension

Listening is the important component of interpersonal communication. Effective listening skills are very important on different stages of our life, like family, work, friendship, relatives. Through the listening skills, we understand perspectives of other people, their thoughts and beliefs, feelings, attitudes. As far as communication between co-workers are crucial, listening take first place at work, because proper understanding of perspectives and goals of company will bring to adequate behavior and which is very important to success. Not less important the listening in the family, friendship and between relatives whereas the thoughts, feelings of communicator should be understood appropriately. Systematic investigation of listening comprehension as a skill was not of a great concern until the 1970s. There is an increasing conviction among ESL teachers that listening comprehension is pivotal in the acquisition of a second language and listening skills ought, therefore, to be taught [2, p.15]. As language teachers, we need to think of how we can incorporate listening into our teaching and provide opportunities both inside and outside the classroom for our students to be exposed to significant listening input [3]. In the article I would like to discuss the pros and cons of different teaching approaches used by teachers and bring some my investigations about how important is teaching listening from other perspectives, like awareness of high and low context culture, mindful and mindless listening barriers.

In recent years, teaching methodology has been developed toward student-centered approach. As it is mentioned in "Interplay: The process of Interpersonal communication" hearing is the process in which sound waves strike the eardrum and cause vibrations that are transmitted to brain [1, p.155]. In daily routine we hear different sounds coming from outside which we cannot influence. At home air conditioner, children playing outside, highway sounds and variety of sounds around us. We usually do not pay much attention to such kind of sounds, as it is mentioned above, it is just sound waves strike the eardrums and cause vibration. Or another example when I am really tired after long day coming home, trying to relax, my daughter starts telling me about her day I do unconsciously not listen or miss some sentences. I know she is speaking, words are striking my eardrums, but there is no meaning at all. On contrast to hearing, listening occurs when the brain reconstructs the electronic impulses into a representation of the original sound and then gives them meaning [1, p.201]. Listening is more than a strike of waves to eardrums, it is the understanding of one's idea, perspective, outlining priorities. Listening is very important at home, workplace, in creating friendship. While listening it is very crucial to take into consideration the culture and background of person as well. For example, American people are a low context people when they say "NO" it means no, while Uzbek belong to a high context culture, when we say "NO" it means maybe or we want it but just because of shame, we say no. When an American friend of mine offered me food, I said no thanks, but wanted to eat, she just didn't give



it to me.

Moreover, there are different listening styles which are important in all stages of our life. "Task oriented listening is most concerned with efficiency and accomplishing the job at hand. When deadlines and other pressures demand immediate action, task orientation can be beneficial" [1, p.201]. As for me I am impatient with people who doesn't go straight to the point during the conversation. I like getting to the point with my family, friends, at school and work. The question I always have is What is the problem/issue or What do you want.

Relational listening is most concerned with building emotional closeness with others. People primarily use this style are typically extroverted, attentive, and friendly. It is difficult for me to understand the emotions and the mood of the speaker. When I talk with my daughter, I try to understand her feelings from her point of view and be with her no matter what. She is in her teenage, so I want to make sure that she feels support from me in dealing with her concerns. Analytical listening emphasizes to the full message before coming to judgement. People who default to this style want to hear details and analyze an issue from a variety of perspectives [1, p.205]. I always hurry to make decisions and form opinions about people, but don't have enough patience to listen up to the end. This is the weakest point in my listening skills which needs more attention. People whose default mode is critical listening have a strong desire to evaluate messages. They are concerned not just with understanding messages but with assessing their quality, focusing on accuracy and consistency. At school and at work I always listen to what was said, what is the agenda for their talk, and unconsciously start noticing errors, misleading speech. As I told before I am impatient with what should be improved.

Another challenge of listening is that there are common barriers of listening like information overload, personal concerns, rapid thoughts and noise. Recognizing all these barriers would possibly help to avoid the poor listening. The information overload which occurs in our daily routine, we are bombarded with information, which makes our attention low. The flow of information we get through the internet, TV, face-to-face makes us listen mindlessly rather than mindfully. On top of all these we have our personal concerns and rapid thoughts like family and work issues, feelings, health and so on. According to the article of Yang Liu, Xue Bai, Lei Han and Zihan Gao, North China Electric Power University (Baoding), "A Study of English Listening Barrier and Effective Solutions" provided to 2016 International Conference on Education, Management and Applied Social Science Listening barriers are divided into two factors: linguistic and nonlinguistic. Voice disturbance, grammar problem, shortage of vocabulary is determined as a linguistic factor, while lack of cultural background, mental barrier, weak listening skills are nonlinguistic factors. All of these factors play great role in listening skills, because the lack of one of them can insult good listening skills, while being aware of when you engaged in them can help to improve listening skills.

There are five elements of mindful listening: hearing, attending, understanding, remembering, and responding. Hearing is the most important element of listening, because it gives way to listening. This is the physiological process when sound strikes the eardrums. As mentioned above, the daily information is overloading and the attending is a psychological one, when we decide what information to listen to and which one to skip. The third element of mindful listening is understanding which is no less important. Understanding requires the knowledge of vocabulary, grammar, culture, slang and etc. in order correctly encode the message which has been decoded. The next component is remembering, the ability to recall the information once we have understood it. Early researches showed that people forget the half of what they have heard immediately after hearing it. The last element of listening is responding, which is crucial in mindful



listening, because people who listen usually ask questions, give their opinion about what was said [2, p.35].

References:

1. Adler, Rosenfeld, and Proctor, "Interplay: The process of Interpersonal communication" 14 Edition, Oxford University press, 2018.
2. Cindy L. Invitation to Public Speaking Handbook, Griffin, Colorado State University, Wadsworth printed in USA 2011.
3. <https://coerll.utexas.edu/methods/modules/listening/01/>.

ДЕЙКСИС ҲОДИСАСИНинг ЛИНГВИСТИК ТАЛҚИНИ

Самдчи, Инглиз тили назарияси
ва адабиёти кафедраси в.б.доценти,
PhD. Г.Ф.Болтакурова

Аннотация. Мазкур мақолада дейксис ҳодисаси лингвистик талқин қилиниб, бунда дейктик бирликларнинг турлари ҳамда лексик-семантик хусусиятлари таҳлил қилинган.

Калим сўзлар: дейксис, замон, анафора, контекст, мулоқот, нутқ маркази, сўзловчи, тингловчи.

Сўнги йилларда жаҳон тилшунослигига дейксис ҳодисаси турли ёндошувлар асосида талқин қилинмоқда ва бу ушбу мураккаб ҳодисанинг турли жиҳатларини тасвирлашга имкон яратмоқда. Умуман, дейксис ҳодисаси билан фалсафа, мантиқ, психология тилшунослик, адабиётшунослик каби турли фанларнинг диққат марказида турганлигини эътироф этмоқ керак. Тилшуносликда дейксис бир нечта йўналишларда ўрганилиб келинмоқда ва булардан энг кенг тарқалгани систем-структур йўналиш бўлиб, унда дейктик бирликларнинг турлари ҳамда лексик-семантик хусусиятларга эътибор қаратилиб, мазкур бирликларнинг алоҳида тиллар тизимида тутган ўрни ўрганилади. Кейинги даврларда кенг кўламда тарқалаётган функционал-семантик йўналишнинг истиқболи яққол кўзга ташланиб турибди, унинг доирасида темпорал дейксис категориясининг туб моҳиятини англаш осон кечмоқда. Чунки функционал-семантик ёндошув системавийлик тамойилига қаътий амал қилишни ҳамда шу аснода тил элементларини ўзаро боғлиқликда қарашни талаб қиласди.

Дейксис категориясини типологик кўринишда ўрганишнинг яна бир муҳим томони дунё тилларини ушбу категориялардан фойдаланиш меъёри нуқтаи назаридан таснифлаш имкони туғилишида намоён бўлади. Бинобарин, С.Левинсон ёзма коммуникация шароитида замоннинг қайси дақиқаси (нутқнинг шаклланиш ҳолатини ёки унинг қабул қилинишими) асос сифатида олинишига нисбатан тилларни икки гурӯҳга ажаратади [5],[4]. Бизнинг фикримизча, дейксис тил тизимининг морфологик ёки лексик сатҳларига ҳос ҳодиса бўлмасдан, балки унинг вазифавий қатламидан ўрин олган ва нутқий мулоқот муҳитида фаоллашадиган ҳодисадир.

Анъанага биноан дейксис нутқий акт кечишининг замон ва макон кўрсаткичлари билан боғлиқ ҳолда таърифланади. В. А. Виноградовнинг "Лингвистик лугат"да берган таърифига биноан "дейксис матннинг ички тузилишига қарам бўлиб, кўрсатиш ёки ишоранинг контекстуал майдонида воқеланади" [3]. Бундай вазифани



бажарувчи лисоний бирликларни "дейксис иборалар" деб аташ анъанаси мавжуд.

Америкалик тилшунос Ч. Филлмор дексиснинг шахс, макон, темпорал, социал ва дискурсив турларини фарқлади. Дискурсив дейксис бевосита матн билан боғлиқ бўлмасдан, лексик ва грамматик элементлар танлови билан боғлиқ ҳолда юзага келади. Унинг фикрича, дейктик иборалар оғзаки ва ёзма нутқда турлича фаоллашади [2]. Дейксисни турларга ажратиш анъанаси давом этмоқда. Масалан, Д.А. Акеельруд, И. Холлидей кабилар вазият дейксисини матн дейксисидан фарқлаш тарафдоридирлар [3]. Биринчи турдагиларга шахс, макон ва замон дейксислари кирса, матн дейксиси сифатида эса гаплар ўртасидаги муносабатларни акс эттирувчи воситалар қоралади.

Келтирилган таснифлардан маълум бўладики, дейксис доирасига турли кўринишдаги ишоралар киритилади. Бу, биринчи навбатда, мулоқот иштирокчилари, яъни сўзловчи ва тингловчига ишора бўлиб, у шахс олмошлари воситасида ифодаланади. Бошқа турдаги дейксис нутқ предмети, яъни объект ёки одамга ишора бўлиб, унинг ифода воситаси учинчи шахс олмошидир. Дейксиснинг энг кўп тарқалган кўринишида воқеа- ҳодисаларнинг замон ва макондаги ўринга ишора фаоллашиб, равиши от ва бошқа категориал бирликлар иштирокини талаб қиласди. Санаб ўтилган барча ҳолатларда нутқий тузилма мазмунда акс топадиган ташқи дунёда кечаётган воқеа-ҳодисалар мўлжалини олади. Бундан ташқари, дейксис матннинг ички тузилишида намоён бўладиган муносабатларини ҳам акс эттириши мумкин ва бунда дискурс қисмларининг семантик боғланиши таъминланади.

Нутқий фаолият кечишини дейктик иборалар иштирокисиз тасаввур қилиб бўлмайди, чунки нутқий акт замон ва маконга ишорасиз ўз вазифасини бажара олмайди. Субъект, замон, макон каби тушунчаларнинг моҳияти инсон ҳақидаги тасаввурда, унинг иштирокида намоён бўлади. Аммо ҳануз дейксиснинг уч асосий тури, яъни шахс, замон ва макон дейксислари тадқиқи ўз долзарблигини йўқотганча йўқ. Ушбу дейксис турларини ифодаловчи лисоний бирликлар биринчи ва иккинчи шахс олмошлари (I-мен; you-сиз), локатив (here-there; шу ерда-у ерда) ва темпорал (now, then, before, etc; ҳозир-олдин-кейин) иборалари жадал ўрганиб келинмоқда.

Шахс дейксисини ифодаловчи бирликлар гуруҳларда барча тиллар тизимида мавжуд ва улар қаторига кўрсатиш олмошлари ҳамда учинчи шахс олмошлари киради. Иккинчи ва учинчи шахс олмошлари қўлланилганида эса сўзловчи ва адресатнинг коммуникатив жараённинг бевосита иштирокчиси эканлигига ишора қилинади. Макон дейксиси отли сўз бирикмалари ва бошқа иборалар иштирокида воқеланади: *in this room*-бу хонада, *шунингдек*, қарийб барча тилларда бу вазифани кўмакчилар (предлог, послелог ва ҳоказо) ёрдамида ҳосил бўладиган бирикмалар бажаради.

Тил тизимида дейксисни ифодаловчи бирликлар мажмуаси мавжуд бўлиб, бу мажмуудан шахс, замон, маконга ишора маъносига эга бўлган луғавий бирликлар билан бир қаторда, морфологик воситалар, жумладан, шахс, замон, даражা каби грамматик категориялар қўламидаги қўшимчалар, "функционал" сўзлар ҳам ўрин эгаллайди. Шунинг билан биргалиқда, моҳиятан дейктик бўлмаган бальзи бирликлар ҳам шу вазифада келиши кузатилиб турлади. Бундай бирликлар қандай бўлишидан қаътий назар контекстга мос келиши керак. Ҳатто, морфологик унсурлар, қўшимчалар ҳам бу хусусиятга эга бўлиши шарт. Морфологик элементлар гаплар дейктик мазмун олишга хизмат қиласди. Масалан, *The inflation rate in the UK is 2,5 %* "Буюк Британия инфляция даражаси 2,5 фойизни ташкил қиласди" гапини талаффуз қилаётган сўзловчи воқеа кечаётган вақтга ишора қиласди.



Прагматикага оид ишларда кўпчилик ибораларнинг маъноси уларнинг қўлланишида аниқ кўриниш олиши таъкидланади ва шунга биноан қарийб барча лугавий бирликларни маълум даражада дейктик, деб қараш мумкин. Масалан, Everyone had a good time - "Ҳамма вақтини яхши ўтказди" туридаги гапларни эшитганимизда everyone- "ҳамма" маросимга қатнашган шахсларни англатишини тушунамиз. Албатта, таъсирчанликнинг қайси кўринишлари сўзлар маъносига тегишли эканини аниқлаш қийин. Лекин, миқдорий қўрсаткичлар дейктик хусусиятига эгалигига гумон қилмаса ҳам бўлади ва улар доимо конекстуал изоҳга муҳтождирлар.

Муҳими дейктик бирликлар маълум вазиятларда дейктик маънодан холос бўлишлари мумкин ва бунда ушбу бирликлар анафорик мазмунга эга бўладилар. Анафорик мазмунни оладиган бирликлар дейктик вазифани бажарилаётганларида гап таркибида бошқа бир бирликтин дейктик маъносини қабул қилиб оладилар. Бинобарин, Have you read the American Tragedy? That is a good book. Are we there yet? тузилмасини эшитиб, уни тўғри тушуниш учун контекстга мурожаат қилишга мажбурмиз. Чунки ўзининг ҳозир эгаллаб турган жойи, ҳақида гапираётган киши here равишини қўллаши лозим. Бу ерда there элементи масофага ишора қилувчи бирлик сифатида қўлланмоқда.

Хулоса қилиб айтганда, жаҳон тилшунослигида дейксис тушунчасига турлича ёндашувлар мавжуд, дейктик ибораларнинг қўлланилиши айрим коммуникация фаолиятининг аспектларида, экстралингвистик контекстнинг хоссаларида ёки фикр контексти ёки нутқ фаолиятининг хусусиятларида намоён бўлади. Дейксис ҳолатнинг марказида сўзловчи ёки китобхон турори ва унинг макон ва замонда ўрин олиши бошланғич нуқта бўлиб қолади. Дейксис сўзловчининг нутқ фаолияти жараёнида маълум маконда жойлашганлигини ҳамда шу ҳаракатининг аниқ бир замонда бажарилишини ёки бажарилмаслигини белгилайди. Шу нуқтаи назардан қаралганда, дейксис микроматнда дискурс даражасида ўрганилиши лозим.

Адабиётлар

1. Виноградов В.А. Дейксис // Лингвистический энциклопедический словарь. - М.: Советская энциклопедия, 1990. - 128 с.
2. Сидорова. М.Ю. Временной порядок и темпоральность. [www.URL:http://www.book - ua.old](http://www.book - ua.old)
3. Halliday M. An Introduction to Functional Grammar. - L.: Oxford University Press, 2004. - 421 p.
4. Huddleston R. Introduction to the Grammar of English. - Cambridge University Press, 1995. - 483 p.
5. Levinson Stephan G. Pragmatics. Cambridge: Cambridge University Press, 1983.- 419p.



COMPARATIVE ANALYSIS OF PHRASEOLOGICAL UNITS IN COGNITIVE ASPECT

Rabbimov O.A. - SamSIFL

Abstract. The article investigates the semantic structures of English phraseological units with proper names and explain their grammatical, lexical and semantic-syntactical features and reason of using them paying attention to the national and cultural matters.

Keywords: language, phraseological units, expressions, lexemes, linguistics, idioms, vocabulary.

Uzbek language has developed along history of the Republic of Uzbekistan. During this time, it collected a great number of phraseological units, which people found successful, interesting and still have used them. So, there was a special section of linguistics- phraseology, a set of stable expressions of independent importance. Learning English is widespread worldwide and nowadays English knowledge and speaking skills is a need of reality. Knowledge of English phraseology makes reading both publicist and fiction more understandable and extremely easier. The reasonable use of idioms makes speech more expressive. The English phraseological units, which are not translated verbatim, but have same meaning as in Uzbek ones as rethought, strengthens motivation and have greater effect in learning English language. "By idioms, as with the help of various shades of colours, the information aspect of language is supplemented by a sensual-intuitive description of our world, our life" V.A.Kabulianskiy suggested in his book "Concise dictionary of modern English idioms" By learning a foreign language, a person simultaneously interconnects two national cultures: native and foreign one. Good knowledge of the foreign language is impossible without knowledge of its idioms [1, p.53].

Phraseology is an integral and richest part of any language. In idioms we see historical signs of language formation, find unique features of culture and education, which significantly influenced the development of language. Idioms have an original character, it is very difficult to find analogues in the language of translation. For example, along with purely national idioms in English and Uzbek phraseology, there are many international idioms that help to find appropriate meaning in translation. Phraseological translation involves the use in the translation text of stable units of varying degrees of proximity between a unit of English language and the corresponding unit of Uzbek - from full and absolute equivalent to approximate phraseological correspondence. In order to talk further about this method of translation, we will give a definition of the phraseological equivalent. Phraseological equivalent - it is phraseologism on translation language, by all indicators equal to the translated unit. The mere affiliation of idiom with internationalism is not enough to ensure its correct translation. First, not all "international units" included in English are available in Uzbek. Secondly, despite the same path of translation - calculus, there are still minor formal differences between equivalents (phrase - complex word, sentence - non-sentence construction, different suffixation, etc.), and this sometimes makes the translator very difficult to find out analogues [3, p.89]. For example, the Uzbek equivalent of "qo 'yniga qo 'l solmoq" in English "to have a finger in every pie" - a translation of the sentence design (which is much more common in the Uzbek language). Third, although comparatively rare, equivalents may be greater than one and then the translator cannot automatically replace his unit with an equivalent.

The word formed in the meaning of a phraseological unit comes from the use of the



word in whole or in part. For example, trying to understand someone's thoughts is like figuring out what it is. As a result, free combinations are combined to express other content that is similar to what is understood, and the device becomes an idiom [2, p.65]. Or "having a finger in pie" as idiom phrase can see the same attitude. The same phraseological unit can be both composite and expressive. This phenomenon is quite common and occurs mainly by changing the proportion of the structure in phraseology. For example, "ko'nglini ko'tarmoq" in English "cheer" is a phraseology with a built-in compound; but this does not happen in English because its meaning has changed radically: She took great care of everything - took care of children. From the above-mentioned examples, it is clear that the expression of a phraseological unit should take into account not only the lexemes contained therein, but also the morphemes of their presence as a permanent component of the phraseological unit. Because morphemes, along with lexemes, are the internal grammatical structure of idiom. Only parts that are added in connection with speech are not part of the plan of expression of the idiom. For example, "shumliging o'zingning boshingga yetsin" - "let your ideas be in your head" when you say that a phrase should be understood as a structure to express idiom, stylistic expression, lexems and morphemes; In the scientific study of idioms, a general method of distribution in linguistics can be used. Structural and semantic features of idioms have been studied in more detail using the method of distribution. In addition, when studying idioms, it is necessary to take into account their semantic and structural peculiarities with regard to the structure of the content of the language and the structure of its expression. When considering the composition of phraseological units, it is necessary to take into account the types of connections between their components, the nature of the connecting words, using the method of similarities.

In this article, we consider idioms as nominative unit of both languages related to the word in semantic and grammatical way with specific formability, stability and reproducibility. It is a combination of two or more words expressing a single meaningful concept. In any language, phraseological units are distinguished, having one type of semantics - a value of work. The category of paper is one of the basic cultural universals, which reflects the picture of each nation as a whole, and the linguistic picture of the national language in particulars. Comparison of language tools reflecting the universals of different languages, will allow comparing language structures, discovering similarities and differences.

References:

- 1.Kunin A.V. Phraseology of modern English. - Moscow: Mejdunarodniye otnosheniya, 1972. P. 288.
- 2.Mamatov A.E. Issues of the formation of the phrazeologisms of the Uzbek language. Abstract for Doc. of Philol. sciences. - Tashkent, 1999. P. 316.
- 3.Rakhmatullaev Sh. Explanatory dictionary of Uzbek language. Tashkent, 1978. P. 406.



АСПЕКТЫ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ В ТЕХНИЧЕСКОМ ВУЗЕ

Named after Islam Karimov
Tashkent State Technical University
Teacher of the Foreign Languages Department:
Allayarova Noila Yaxshinorova
Artikova Nargiza Malikovna

В данной статье мы попытаемся рассмотреть некоторые методологические принципы и особенности преподавания иностранного языка в техническом вузе, основываясь на критериях развития профессиональной компетентности.

Возникновение понятия компетентностного подхода - "competence-based approach" в европейском высшем образовании повлекло за собой переоценку методологии преподавания, в том числе обучения иностранному языку. Основные цели и задачи нового методологического подхода в образовании были определены Комиссией "Общеевропейский Формат Владения Иностранным языком: обучение, преподавание, оценка уровня" (Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR, 2001).

На педагогическом уровне такой подход означает изменение парадигмы процесса преподавания, так как основной упор делается не на передачу знаний учителем ученику, а на активизацию роли и мотивацию к поиску информации и обучающих ключей обучаемыми.

На методологическом уровне конкретные цели обучающих программ в рамках "competence-based approach" определяются в зависимости от приобретаемых компетенций будущих выпускников. Такая постановка задачи абсолютно соответствует структуре многопрофильного образования, или, поскольку существует практика английского обозначения, - системе "Liberal Arts".

Под комплексом образовательных дисциплин "Liberal Arts" понимаются "предметы и навыки, которые в классической античности считались основополагающими для компетентности свободного человека, принимающего активное участие в общественной и созидательной жизни, то, что в Древней Греции включало в себя участие в политических, общественных, философских дискуссиях, защиту в суде, участие в строительстве, военную службу". Грамматика, риторика, геометрия, арифметика, логика, астрономия составляли основу "Liberal Arts".

В современном мире в эпоху глобализации экономики и коммуникаций, развития сотрудничества по всем направлениям общественной, политической и культурной жизни не может быть сомнения, что английский язык - язык международного общения, Интернета, науки и техники - является неотъемлемой частью многопрофильного образования.

Одним из принципов компетентностного подхода в преподавании иностранного языка в техническом вузе является "формулирование целей обучения, основываясь на конечном результате, т. е. приобретение знаний, навыков, отношения, ценностей и/или компетенций для усвоения студентами с последующим применением на практике после завершения академического периода" (CEFR Methodology).

В этой связи, по нашему мнению, процесс преподавания иностранного языка в нефилологическом вузе, включая инженерные специальности, должен быть, структурирован в зависимости и в соответствии с профильными образовательными



программами. В рамках бакалавриата по инженерным специальностям обучение иностранному языку продолжается 3 года. Технология "competence-based approach" подразумевает планирование учебного материала, ориентируясь на три стадии обучения в зависимости от поставленных задач: общую подготовку, основы фонетики, грамматики, разговорную практику; специализированное обучение - навыки отбора, сканирования, чтения текстов по специальности, аннотирование, подготовка сообщений по специальности; социо-профессиональная подготовка - продвинутый уровень владения языком, включающий в себя умение слушать и понимать лекции на иностранном языке, участвовать в семинарах и дискуссиях на профессиональные темы, проводить презентации по специальности.

На первой стадии лингвистического тренинга основной задачей является развитие общих коммуникационных умений - т.е. общей компетенции (навыков устной речи и понимания прочитанного).

Второй этап - стадия специализированного тренинга включает в себя инициацию в специализированное общение: усвоение профессиональных словарных единиц и структур технического дискурса, прагматическое понимание текстов, аннотирование и обсуждение прочитанного.

Третий этап - стадия социо-профессиональной подготовки подразумевает дальнейшее совершенствование и развитие полученных навыков, а именно развитие умений устного и письменного дискурса, заданного предлагаемыми обстоятельствами. В этом и заключается социолингвистическая компетенция в области языкового обучения; полноценное владение ею позволит студентам быть вовлеченными в процесс академической мобильности, а также сделает возможным для будущих специалистов участие в международных проектах и научной деятельности.

Наиболее актуальными технологиями, отвечающими перечисленным задачам в процессе обучения иностранному языку в высшей технической школе, являются следующие:

Метод Проектов. Данный метод, основанный на "competence-based approach" в обучении разговорному и профессиональному языку, подразумевает мотивированность, интерес и самостоятельность студентов. Здесь воплощается идея развивающего, творческого обучения. Метод проектов в обучении иностранному языку используется на всех этапах обучения, по методике "competence-based approach": различными будут предлагаемые темы проектов в зависимости от подготовленности студентов. Внедрение этого метода не только обеспечивает разговорную практику, но и позволяет раскрыть индивидуальность студентов; они учатся предлагать решения, брать на себя ответственность. Студенты работают в команде, вместе с преподавателем не только ищут неординарные решения, но и анализируют каждый шаг своего обучения, определяют недостатки и ошибки, ищут причины возникших трудностей и находят пути исправления ошибок. Преподаватель, грамотно направляя дискуссию, подсказывая необходимую лексику и воздерживаясь от коррекции грамматических ошибок в ходе обсуждения (они будут взяты на карандаш и обговорены в конце занятия), может вывести студентов не только на новый уровень владения языком, но внести новое видение самой проблемы.

Технология "Кейс стади". Данный метод - метод анализа конкретной учебно-деловой ситуации на иностранном языке, также основан на методе "competence-based approach". В рамках данной методики обучения учащимся вместо ответов на конкретные вопросы по текстам, необходимо целиком осмысливать предложенную ситуацию. Эта методика обеспечивает развитие самостоятельности и



инициативности, снимает барьеры в использовании иностранного языка (желание высказаться превалирует). Разработка и преподавание методом анализа конкретной учебно-деловой ситуации в основном применяется на третьей стадии обучения по технологии "competence-based approach". Данный метод является сложной задачей для преподавателя, требующей высокого профессионализма в практике свободного владения иностранной речью, педагогического мастерства и широкой эрудиции.

Технология "Дебаты". Данная технология может быть использована на втором и третьем этапах обучения по методике "competence-based approach". Это может быть занятие, направленное на повторение, актуализацию пройденного модуля; организация самостоятельной работы студентов в подборе материала; а также форма аттестации и тестирования студентов. Дидактические функции использования технологии "Дебаты" связаны с задачами содержательного плана - освоения лексики изученной темы и ее использования, а также знания предмета споров и умения аргументировать на иностранном языке. Используя эту технологию, преподаватель иностранного языка может достичь следующих результатов: умение излагать свою точку зрения на иностранном языке, защищать ее; умение задавать вопросы; умение критически осмыслить устное высказывание; умение работать в команде.

Однако, несмотря на то, что при обучении студентов инженерных специальностей все больше и больше внимания уделяется обучению устной речи, одним из важнейших умений будущих специалистов является чтение и адекватное восприятие текстов по специальности, что предполагает использование классического грамматико-переводного метода обучения иностранному языку. Даже при хороших разговорных навыках и обширном словарном запасе, но без знания грамматических особенностей письменной речи, понять и перевести технический текст будет практически невозможно.

Изучение и освоение иностранного языка требуют осознания его грамматической системы и правильного использования лексических и грамматических конструкций. В процессе работы, неизбежно сравнение грамматических систем родного и изучаемого языков: "...грамматическая система иностранного языка не может быть самостоятельно выстроена учащимся рядом с грамматической системой родного - они непременно вступают в контакт. Известный успех прямого метода связан как раз с тем, что такое соотнесение все равно происходит".

При преподавании иностранного языка в техническом вузе следует также принимать во внимание особенности профильной подготовки учащихся. Студенты учатся по принципу поступательной обработки информации, поэтому они хорошо воспринимают стандартные языковые программы, заключающие в себе вопросы на усвоение, работу со словарем, анализ лексики и др. Они охотно занимаются грамматикой, им сначала необходимо объяснить правило, затем предложить способ выполнения задания. Им нужны графики, модели, таблицы.

Список использованной литературы:

- 1.Денисова Л.Г. Место интенсивной методики в системе обучения иностранному языку в средней школе. - Иностранные языки в школе, 1995, № 4.
- 2.Китайгородская Г.А. Интенсивное обучения иностранным языкам. - Иностранные языки в школе, 1980, №2.
- 3.Китайгородская Г.А., Леонтьев А.А. Содержание и границы понятия интенсивное обучение. В сб.: Методика и психология интенсивного обучения иностранным языкам. Изд. АПН СССР, М., 1981.
- 4.Комков И.Ф. Методика преподавания иностранного языка. - Минск., 1979.



5. Конышева А.В. Современные методы обучения // ТетраСистемс, 2005.
**ONA TILI VA ADABIYOT DARSLARI SAMARADORLIGINI OSHIRISHDA
INTERFAOL METODLARDAN FOYDALANISH**

Ashurova Shoira Shodiyevna
TTYESI Akademik litseyi ona tili va adabiyot o'qituvchisi

Annotatsiya. Interfaol usullarda muammoli, hayotiy vaziyatlardan foydalanish juda yaxshi natijalar beradi. Bahsli, muammoli vaziyatlar insonning faoliyati davridagi fikrlash natijasiga bog'liq bo'lib qoladigan murakkab holatga yoki sharoitga tushib qolishidir. Bunday holatda u hodisa yoki jarayonni qanday izohlashni bilmaydi. Bahsli, muammoli vaziyatlar o'quvchilarning aqliy kuchini o'zgartiradi, vaziyatni oydinlashtirish uchun yo'llar qidira boshlaydi. Qiyinchiliklar bilan to'qnashadi. Odam muammo bilan yuzma-yuz (to'qnash) kelgandagina fikrlay boshlaydi. O'zida mayjud bilimlar bilan fikrlab, amallar bajara boshlab, saviyasiga mos darajadagi xulosalarga kela boshlaydi. Maqolada ona tili va adabiyot darslarida shunday interfaol usullardan foydalanish haqidagi fikrlarim bilan o'rtoqlashaman.

Kalit so'zlar: interfaol usul, adabiyot, muammoli, klaster, an'anaviy usullar, Venn diagrammasi, fikriy hujum

Bugungi kunga kelib butun dunyo miqiyosida ta'lif tizimini tubdan o'zgartirish jarayoni kechmoqda. Yosh avlodni mustaqil izlanadigan, nostandard vaziyatlarda eng maqbul va mustaqil qarorlar qabul eta oladigan qilib tarbiyalash kun tartibiga chiqdi. Interfaol usullar mustaqil fikrlaydigan, izlanuvchano'quvchilarni shakllantirish imkoniga egaligi bilan e'tiborga loyiqdirdi.

Interfaol metodlarni qo'llash natijasida o'quvchilarning vazifa va maqomi bir qadar ozgaradi. Interfaol metodlardaii foydalanayotgan muallim shunchaki dars beruvchi emas, balki o'quvchining tadqiqotchilik faoliyatidagi maslahatchi, taslikilotchi va muvofiqlashtiruvchidir. U o'quvchilarga mustaqil aqliy faoliyat ko'rsatishga sharoit yaratadi va uning tashabbuskorligini har tomonlama qo'llaydi.

Interfaol metodlar orasidagi eng ko'p qo'llaniladigani va samarali usullardan bin bu fikriy hujum usulidir. Bu usul biror sinf yoki o'quvchilar jamoasi oldiga qo'yilgan muammoni yechishning eng qiziqarli va demokratik yo'lidir. Shuni alohida takidlash o'rinlik, hozir fikriy hujum usulidan foydalanish o'qituvchilar tajribasida keng tarqalgan.

Holbuki, fikriy hujumning butun mohiyati, o'quvchilarning o'zları yangi mavzuni o'zlashtirishi yoki qo'yilgan biror didaktik muammoni hal etish uchun fikrlarni zo'riqtirib, tinimsiz "hujum" qilish va shunday qiziq va qizg'in faoliyat natijasida o'quv topslnrig'ini bajarishlaridir. Bu usulnmg diqqatga loyiq tomonishundaki, unda kichik guruhlardagi o'quvchilar o'zaro birgalikda ishlashga yaxshi yoki yomon o'qishidan qat'i nazar har bir bolaning fikrini eshitishga o'rganishadi. Guruh a'zolariga bir xil baho qo'yilishi esa bolalarda jamoatchilik ruhini shakllantiradi.

Mashg'ulotlar so'ngida fikriy hujum jarayoni qanday o'tgani va qaysi guruhga nima sababdan qanday baho qo'yilganligi hususida o'qituvchi bir necha og'iz so'z aytadi. Alohida ta'kidlasli kerakki, baho alohida bolalarga emas, balki kichik guruhlardaigi barcha o'quvchilarga qo'yiladi. Shunday qilinsa, guruh a'zolari bir-birlarini o'qitishadi, didaktik materialning barcha qatnashchilar tomonidan to'la o'zlashtirilishiga erishiladi.

Guruh sharoitida ishlashda, shoir hayoti va ijodini o'rgatishda turli interfaol usullardan foydalanish yaxshi samara beradi. Shunday usullardan ayrimlari bilan tanishib chiqamiz.

Aqliy hujum (Breynshtorming)

Aqliy hujum - g'oyalarni generatsiya qilish usuli. Qatnashcliilar birlashgan holda qiyin



muammoni yechishga harakat qiladilar: uni yechish uchun shaxsiy g'oyalarni ilgari suradilar (generasiya kiladi). U ishtirokchilami o'z tasavvurlari va ijodlaridan foydalanishiga rag'batlantiradi. "Aqliy hujumning vazifasi kichik guruhrular yordamida yangi- yangi g'oyalarni yaratishdir. Bu usul muammoni halqilayotgan kishilarning ko'proq aql bovar qilmaydigan va hatto fantastik g'oyalarni yaratishga undaydi. G'oyalalar qancha ko'p bo'lsa, ularning hech bo'limganda bittasi ayni muddao bo'lishi mumkin.

"Aqliy hujum"ning qoidalari:

Fikr va g'oyalalar hech qanday cheklanmagan holda iloji boricha qattiqroq aytilishi lozim;

Bildirilgan fikr va g'oyalalar takliflar berish to'xtatilmaguncha muhokama qilinmaydi, baholanmaydi;

Bildirilgan har qanday g'oya va fikrlar hisobga olinadi;

Qancha ko'p g'oya va fikrlar bildirilsa shuncha yaxshi;

Bildirilgan g'oya va fikrlami to'ldirish va yanada kengaytirish mumkin;

Barcha aytilgan takliflar yozib boriladi;

Klaster usuli

Klasterlarga ajratish - o'quvchilarga biror-bir mavzu to'g'risida erkin va ocliq tarzda fikr yuritishga yordam beradigan pedagogik strategiyadir. Bu usul ko'p variantli fikrlashni o'r ganilayotgan tushuncha (hodisa, voqeа) lar o'lltasida aloqa o'matish malakalarini rivojlantiradi. "Klaster" so'zi hujum, bog'lam ma'nosini anglatadi. Klasterlarga ajratishni da'vat, anglash va mulohaza qilish bosqichlaridagi fikralashni rag'batlantirish uchun qo'llash mumkin. U, asosan, yangi fikrlarni uyg'otish, mavjud bilimlarga yetib borish strategiyasi bo'lib, muayyan mavzu bo'yiclia yangicha fikr yuritishga chorlaydi.

Biror mavzu bo'yicha klasterlar tuzishdan bu mavzuni mukammal o'rgarmasdan oldin foydalanish maqsadga muvofiqdir.

Klaster tuzish ketma-ketligi:

Katta varoq qog'ozning o'rtasiga yoki sinf doskasiga yoxud yozish uchun foydalanish mumkin bo'lgan sathga "kalit" so'z yoki gap yoziladi; Shu mavzuga tegishli deb hisoblangan va xayolga kelgan so'z va gaplar yoziladi; Fikrlar paydo bo'lganda va ularni yozganda fikrlar o'rtasida mumkin bo'lgan bog'lanishlarni belgilash; Fikrlar tugamaguncha yoki vaqt tamom bo'lguncha xayolga kelgan barcha fikrlar yozilaveradi; Keltirilgan so'z va fikrlar mazmuni va yaqinligiga qarab toifalarga ajratib chiqiladi. Klaster tuzishda guruhdagi barcha o'quvchilarning ishtirok etishi, shu guruuh uchun g'oyalarni o'zagi bo'lib xizmat qiladi.

"Venn diagrammasi texnologiyasi".

Bu metoddan o'r ganilgan, bir-biriga bog'liq mavzulami tahlil qilish, solishtirish, taqqoslash va mustahkamlashda foydalanish yaxshi samara beradi. Undan foydalanish bosqichlari:

- talaba - o'quvchilar ikki guruuhga bolinadi;
- plakatga chizilgan diagramma doskaga osib qo'yiladi;
- har bir to'g'ri fikrga qo'yiladigan ball oldindan kelishib olinadi;
- qo'yilgan topshiriq bo'yicha guruhlarning har qanday to'g'ri yoki noto'g'ri fikrlari bir talaba - o'quvchi tomonidan ikki xil rangdagi flamasterda diagrammaning tegishli joylariga yozib boriladi;
- kichik guruuh ichidan biror talaba- o'quvchi sheriklarining ismi-shariflari to'g'risiga ular aytgan fikrlarni qayd qilib boradi;
- fikr bildirishlar nihoyasiga yetgach o'qituvchi va talaba- o'quvchilar hamkorligida to'g'ri va noto'gri javoblar aniqlanadi;
- to'g'ri javobga uch ball qo'yiladigan bo'lsa, har bir noto'g'ri fikr uchun guruhning umumiy balidan uch ball olib tashlanadi;
- eng ko'p ball to'plagan guruuh g'olib hisoblanib ular rag'batlantiriladi;



- bu jarayonda kichik guruhda qayd etilgan javoblarining noto'g'rilar o'chirib chiqiladi va natijalar e'tiborga olingan holda talaba-o'quvchilarga tabaqlashtirilgan ball yoki baho qo'yiladi.

Xulosa shuki, interfaol metodlardan foydalanish ta'larning samaradorligi uchun muhim ahamiyat kasb etadi. Shu bois o'quvchilarning oldiga qo'yiladigan muammo o'ylab topilgan sun'iy yoki izlanishiga arzimaydigan darajada kichik bo'lmasligi kerak.

Foydalanilgan adabiyotlar:

- 1.G'ulomov A. Qodirov M. Toshkent 2012"Ona tili o'qitish metodikasi"
- 2.Xoliqov A. "Pedagogik mahorat" Toshkent.2011
- 3.Nurmonov A., Sobirov A., Yusupova Sh. Hozirgi o'zbek adabiy tili. - Akademik litseylarning ikkinchi bosqich talabalari uchun darslik. - T.: Sharq, 2005



BADIY MATN TARJIMASIDA INTERNET RESURSLARIDAN FOYDALANISH IMKONIYATLARI

Isxakova Dilbar Akbarovna
Toshkent shahar Uchtepa tumani
106-sonli mакtab
oliy toifali ona tili va adabiyot o'qituvchisi

Annotatsiya. Internet texnologiyalari rivojlanishi adabiyot va tarjimashunoslik sohalariga ham ijobjiy ta'sir qilmoqda. Badiy tarjima sohasida internetda mavjud bo'lgan resurslardan foydalanish tarjima sifatini oshirishda tarjimonga qo'l keladi. Maqolada internet mavjud bo'lgan tarjimon saytlari va grammatik va leksik tahrir sayt-dasturlari haqida so'z boradi. Tarjimon saytlari imkoniyatlari, afzalliklari va qulayliklari batafsil yoritilgan. Grammatik va leksik tahrir sayt-dasturlari ishlash usullari va ularning foydalanuvchiga qulayliklari haqida fikr yuritiladi. Shu sohadagi xorijiy dasturlar ishlash mexanizmlari yoritilgan. Shu bilan bir qatorda vatandoshlarimiz tomonidan tayyorlangan dasturlar ham tanishtirilib o'tilgan.

Kalit so'zlar:

Sayt, sayt-dastur, matn, tarjimon, badiy tarjima, ilova, tahrir, grammatik, leksik

O'zbekiston Respublikasi Prezidenti Sh. Mirziyoyev o'zbek adabiyoti namunalarini xorijiy tillarga tarjima qilish va shu yo'l bilan o'zbek adabiyotini dunyo xalqlariga taqdim etish borasida bir necha bor olimlar va adabiyotchilarga takliflar kiritganlar. Shu jumladan, "Tanqidiy tahlil, qat'iy tartib-intizom va shaxsiy javobgarlik - har bir rahbar faoliyatining kundalik qoidasi bo'lishi kerak" kitobida:

"... darsliklar, maxsus va badiy adabiyotga bo'lgan real ehtiyojni, ularni boshqa tillarga tarjima qilish, ular bilan o'quv yurtlari, kutubxona va axborot-resurs markazlarini ta'minlash" bo'yicha tavsiyalar berdi.

Ushbu ezgu tashabbusni amalga oshirish maqsadida shu sohada yetuk kadrlar tayyorlash uchun yangi tashkil etilgan Alisher Navoiy nomidagi O'zbek tili va adabiyoti universitetida Tarjima nazariyasи va amaliyoti yo'nalishi ochildi. Ushbu yo'nalishda ta'lim oluvchi yoshlар o'zbek adabiyoti durdonalarini xorijiy tillarga va xorijiy adabiyot namunalarini o'zbek tiliga sifatli badiy tarjima qiluvchi yetuk mutaxassislar bo'lib yetishishi kutilmoqda.

Badiy tarjima qilishda zamonaviy elektron va internet dasturlari mavjud bo'lib ulardan samarali foydalanish tarjimon ishini yengilashtiradi va tarjima sifati oshishiga va kitobxonga manzur bo'lishiga xizmat qiladi. Informatsion texnologiyalar rivojanishi tarjimon elektron dasturlar va internet saytlari sohasida ham ulkan siljishlarga sabab bo'ldi. Bu imkoniyatlardan tarjimonlar, tilshunoslar va adabiyotshunoslar foydalanishi o'z ishlarining sifatini oshirishida yordam beradi. Bu kabi zamonaviy imkoniyatlarni bir necha guruhlarga bo'lishimiz mumkin. Bular internet tarjima saytlari, maxsus tarjima dasturlari, grammatika va leksik ma'nolarni tekshirishga ixtisoslashgan internet saytlari hisoblanadi. Har bir guruhga mansub bir necha saytlar va dasturlar mavjud bo'lib, ularning ko'pchiligi asosan internet foydalanuvchilar uchun erkin va tekin foydalanish uchun ochilgan va har bir tarjimon yoki adabiyotshunos olim ushbu dasturlardan bermalol foydalanishi mumkin.

Internet tarjimon saytlardan eng mashhurlari va eng ko'p foydalaniladiganlari translate.google.com va translate.yandex.ru saytlari hisoblanadi. Garchi bu saytlardan ko'pchilik foydalansa-da, ularning imkoniyatlarini hamma ham to'liq bilmaydi. Ko'pchilik foydalanuvchilar, asosan, eng sodda va primitive imkoniyatlaridan nariga o'tmaydi. Google tarjimon misolida bu kabi dasturlar imkoniyatini ko'rib chiqamiz. Saytni ochganda ikkita



oyna ochiladi va chap tarafagi oynada tarjima qilinishi kerak bo'lgan so'z yoziladi. Oyna tepasida bu so'z qaysi tilda ekanligini tanlash imkoniyati bor. Bu joyda dunyo tillaridan 100 dan oshiq tillar berilgan bo'lib, shu tillarda so'zlar tarjima uchun kiritilishi mumkin. O'ng tomondagi oynada esa so'zning qaysi tildagi tarjimasi kerakligi tanlanadi. O'ng oynada ham 100 dan oshiq tillar varianti bor bo'lib foydalanuvchi o'ziga kerakli tilni tanlaydi. Dastur berilgan so'zni tanlangan tildagi tarjimalarini bir necha variantlarda taqdim etadi va har bir tarjimaga ma'nodosh so'zlar ham qo'shimcha qilinadi. Bu eng oddiy imkoniyat hisoblanadi. Badiiy tarjima bilan shug'ullanayotgan mutaxassis uchun, albatta, bu yetarli bo'masligi tabiiy hol. Keyin tarjimada berilgan so'zni chap oynaga olib endi o'ng oynada o'sha tilning o'zini tanlaymiz. Ya'ni, misol uchun, o'zbek tilidagi bir so'zni ingliz tilidagi tarjima variantlari bilmoqchi bo'lsak, birinchi ishimiz inglizcha tarjima variantlarini bilib olib, keyin o'sha variantlarni birin ketin chap oynaga olib, o'sha inglizcha so'zlarni inglizcha izohlarini ko'rishimiz mumkin. Keyingi ishimiz, tarjimamizga ma'nosi yaqin kelgan so'z yoki so'zlarni matnlarda kelgan joylarini qidirishimiz mumkin. Bu tarjimonga tarjimada ishlatmoqchi bo'lgan so'z yoki iborani boshqa adabiy asarlarda qay o'rirlarda va qanday ma'nolarda ishlatilganligini tekshirib ko'rish imkoniyatini beradi. Bu hali hammasi emas, endi ushbu jarayonni teskari holatda yana bir karra ishonch hosil qilish uchun qaytarishimiz mumkin. Ya'ni birinchi o'zbekcha so'zni ingliz tilida chiqqan tarjimasini chap oynaga olib uni o'zbekcha tarjimasini o'ng oynaga chiqarish, bu usul bilan yana tarjima variantlari kelib chiqadi. Badiiy tarjimada so'z jozibadorligi va ta'sirchanligi darajasini oshirish uchun tarjima qilinayotgan badiiy asardagi muhitga aynan mos tushadigan so'zni topish juda muhimdir. Shuning uchun internet tarjimon saytlari imkoniyatlarini iloji boricha to'liqroq ishlatish badiiy tarjima sifatini oshirishga xizmat qiladi.

Badiiy tarjimada internet tarjimon saytlaridan tashqari yana matnni grammatik va leksik tahlil qilib beradigan sayt-dasturlar ham bor. Ulardan eng ko'p ishlatiladigani grammarly.com sayt-dasturidir. Bu dastur tajimon va adabiyotshunos olimlarga foydali jihat shuki, bu sayt-dastur ingliz tilida yozilgan matnni grammatik va leksik xato va kamchiliklarini onlayn tarzda tekshirib beradi va kerakli joylarda tavsiyalar beradi. Sayt-dastur qanday ishlashi haqida to'xtalamiz. grammarly.com saytida bepul online ro'yxatdan o'tib, matn kiritish uchun oyna ochiladi, oynaga tahrir qilmoqchi bo'lgan matnimizni kiritamiz. Matn kiritishi bir necha usullarda amalga oshirilishi mumkin: kompyuter xotirasidan faylni tanlash, e-mail orqali kiritish, bulutli xotiradan chaqirish, kompyuter klaviaturasi orqali kiritish. Matnni kiritishimiz bilan, sayt-dastur tahrirni boshlash belgisini bosishimizmi so'raydi va belgi bosilishi bilan tahrir boshlanadi. Tahrir, avvalo, grammatik xato va kamchiliklarni izlaydi va topilgan taqdirda ularni tagiga ko'k chiqiz chizib ajratib ko'rsatadi. Tagida ko'k chiziq chizilgan gapda yoki jumlada kamchilik borligini bildiradi. Kamchiligi bor qatorni o'ng tomonida kamchilikni to'g'rilash uchun tavsiyalar beradi. Sayt-dastur doimiy ravishda mutaxassislar tomonidan to'ldirilib borilganligi uchun foydalanuvchi sekundlar ichida avtomatik tarzda mazmunli tavsiyalar olish imkoniga ega. Ya'ni foydalanuvchiga aynan biror mutaxassis to'g'ridan to'g'ri tavsiya bermaydi, hamma ma'lumotlar oldindan kiritilgan va sayt-dastur foydalanuvchiga onlayn tarzda dasturlangan tavsiyalarni tanlab beradi. Keyingi tavsiya leksik xususiyatga ega bo'lib, bunda so'zlar matnga mosligi tekshiriladi. Aynan shu joyda tarjimon uchun juda foydali element bor. Tarjimonlar, asosan, lug'at yoki tarjimon dasturlardan tarjima qilinayotgan tilda so'zni bilmaganligi uchun emas, balki matnga mos tushadigan so'z tanlashda qiyinchilikka uchraganligi uchun murojaat qiladi. grammarly.com sayt-dasturi aynan shu masalada tarjimonga yordamga keladi va uni ishini yengillatishga yordam beradi. Qaysidir so'z matnga mos kelmagan holatda o'ng tomonda o'sha matnga mos so'zlar variantlari beriladi.

Badiiy tarjimada tarjimon va adabiyotshunoslarga yordam beradigan elektron dasturlar va saytlar, asosan, xorijiy mutaxassislar mehnati mahsuli hisoblanadi. O'zbekistaonda



raqamli iqtisodiyot va informatsion texnologiyalarni berilayotgan e'tibor samarasi o'laroq, mahalliy mutaxassislar tomonidan ishlangan dastrular va saytlar ham taqdim etilmoqdaki, bu ham keng miqyosli o'zbek internet foydalanuvchilari bilan bir qatorda adabiyotshunoslarga badiiy tarjimada asqotmoqda. Misol tariqasida, elektron va internet tarjimada yordam beradigan tarjimon.uz sayti va dastruni va matn tahririda yordam beradigan matn.uz sayti va Android ilovasini keltirish mumkin. tarjimon.uz saytida va Windows va Android tizimlarida ishlaydigan ilovalarida o'zbek tilidan bir necha tillarga va aksincha, tarjima qilishda foydalanish mumkin. Google va Yandex tarjima xizmatlaridan farqi so'zlar bazasi kamroqligida. Matn tahrir qilishga mo'ljallangan matn.uz Android ilovasi oz'bek tilida lotin va kiril grafikasida imloviy xatolarni tekshirishda va matnni leksik va ma'no jihatdan tekshirishda ishlatsa bo'ladi. Bu elektron xizmat yaqinda yo'lga qo'yilganligi uchun hozirgi paytda ba'zida ayrim texnik xusisiyatga ega kamchiliklar kuzatiladi, lekin dastur ijodkorlari dastur imkoniyatlarini tinmay kengaytirib borishsa, dastur yaqin kelajakda butun dunyoda o'zbek tilini o'rganayotga olimlar va adabiyotshunoslarga eng kerakli va ishonchli manbaga aylanadi.

Davlat rahbari tomonidan adabiyotshunoslari va tarjimonlar oldiga qo'yilgan vazifalar qatorida badiiy tarjima sohasida bajariladigan ishlar qatorida internet va elektron dasturlardan foydalanish va borlarining imkoiniyatlarini kengaytirish har bir adabiyotshunos olim uchun muhimdir.

Foydalanilgan adabiyotlar ro'yxati:

Sh. Mirziyoyev. "Tanqidiy tahlil, qat'iy tartib-intizom va shaxsiy javobgarlik - har bir rahbar faoliyatining kundalik qoidasi bo'lishi kerak" Toshkent. "O'zbekiston" 2017.

O.O.Hoshimov, M.M. Tulyaganov. Kompyuterli va raqamli texnogiyalar (Talabalar uchun darslik). -Toshkent, 2009

Uzluksiz ta'lim tizimi uchun o'quv adabiyotlarining yangi avlodini yaratish konsepsiysi. Toshkent- "Sharq".-2002.

Internet manbalari:
translate.google.com
translate.yandex.ru
academia.com
grammarly.com
tarjimon.uz
matn.uz



CHET TILI DARSLARIDA INTERFAOL O'QITISH USLUBLARIDAN FOYDANANISH

Rahmonova Feruzahon Mamajonovna

Andijon viloyati Izboskan tumani

2-maktab Ingliz tili fani o'qituvchisi

E-mail: Findi.Rakhmonova@mail.ru

Annotatsiya: Ushbu maqolada yosh avlodning og'zaki nutq malakalarini o'stirish uchun chet tillarni o'qitish jarayonida xar hil interfaol o'yinlarni qo'llash, darslarni qiziqarli va sevimli mashg'ulotga aylantirish yo'llari xususida gap boradi.

Kalit so'zlar: ta'lif, texnologiya, didaktika, o'qitish uslubi, individuallik

Mamlakatimizda yoshlarning ta'lif olishi, axborot-kommunikatsiya texnologiyalarini faol o'zlashtirishi, zamonaviy kasb-hunar, horijiy tillarni o'rganishi uchun barcha imkoniyatlardan yaratilgan. Bugun yoshlarimiz ana shunday ulkan imkoniyatlardan samarali foydalanmoqda. Xususan, ta'lif tizimining barcha bosqichlarida amalgam oshirilayotgan keng ko'lamli islohotlar natijasida yuz minglab o'g'il-qizlar muayyan mutaxassislik bo'yicha ta'lif olish bilan birga xorijiy tillarni puxta o'rganmoqda.

Birinchi president Islom Karimovning 2012-yil 10-dekabrda qabul qilingan "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi qarori bunday yigit-qizlar safini yanada kengaytirish, ularning xalqaro ko'lamma ilm olishga bo'lgan qiziqishini kuchaytirish, xorijiy tillarni bilish darajasini yuksaltirishda muhim dasturiyal bo'lmoqda. Ushbu hujjat mamlakatimizda 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 va imkoniyatlardan yaratmoqda.

Har qanday chet tilini o'rganishdan maqsad, o'sha tilda bemalol muloqot qila olishdir. Chet tillarni o'rgatish va o'rganish uzoq va mukammal jarayon. U kishidan muntazam mehnatni va o'z ustida ishlashni talab etadi. Og'zaki nutq malakalarini o'stirish uchun chet tillarni o'qitish jarayonida har xil interfaol o'yinlardan qo'llash chet tilini o'rganishni zerikarli emas, aksincha qiziqarli va sevimli mashg'ulotga aylantirishi aniq. Interfaol o'yinlar tilni o'rganuvchilar o'zlarini ancha erkin tutishlarini, hatto uyatchan o'quvchilarini ham ushbu o'yinlarda qatnashishga undaydi. Interfaol o'yinlarni ayniqsa, grammatika va so'z boyligini orttirish uchun qo'llash samaralidir. Ammo bu o'yinlarni qo'llashdan oldin o'qituvchi o'quvchilarga o'yindan ko'zlangan maqsadni o'zin qoidalarini aniq tushuntirishi va o'tilayotgan mavzu bilan chambarchas bog'lashi kerak. Ushbu uslubiy tavsiyalar to'plamiga kirgan interfaol o'yinlar maktabgacha ta'lif yoki maktab o'quvchilariga o'yinlar orqali dars o'tish og'zaki nutq orqali foydali manba bo'lib xizmat qiladi. Interfaol o'yinlar asosan CEFR asosia o'qitish, ya'ni, o'qitishning Yevropa standartlari darajalari A1-A2 talabiga mo'ljallangan. Maktabgacha yoshdagi bolalarni interfaol o'yinlar hamda rasmlar orqali ulrning tasavvurini kengaytirib o'rgatish mumkin.

Insonning faoliyatida o'qitish har doim juda muhim ahamiyatga ega bo'lgan. Ta'lif tasodifiy, intuitive xususiyatga ega bo'lganda ham va asosan tasodifan axborotlarni berish hamda taqlid qilishdan iborat bo'lganda ham shunday bo'lgan; keyinchalik ham, ta'lif maqsadga muvofiq muntazam va rejalashtirilgan jarayonga aylanganda, maktab paydo bo'lganda ham shunday bo'lgan. Biroq uzoq vaqt davomida ta'lifni nazariy tahlil qilish va o'rganish ishlari olib borilmadi, shuning uchun o'z nazariyasiga ega bo'lmedi. Faqatgina



XVII asr bu sohada muxim o'zgarishlar olib keldi: aynan o'sha paytda ta'lim alohida nom oldi va tarixda birinchi didaktik faoliyatning ilmiy asoslangan tizimiga asos solindi.

Didaktika (ta'lim nazariyasi: yunoncha "didaktikos""o'rgatuvchi", "didasko" esa "o'rganuvchi" ma'nosini bildiradi) ta'limning nazariy jihatlarini o'rganuvchi fandir.

Bu so'z 1613-yili Germaniyada nemis pedagogi Wolfgang Ratke (1571-1635-yillar) tomonidan kiritildi.

Bu tushunchani shunga o'xshash usulda buyuk chek pedagogi Yan Amos Komenskiy (1592-1670-yillar) "Buyuk didaktika" nomli mashxur asarida tilga oladi. Lekin Komenskiy "didaktika" faqat ta'limgina emas, balki, tarbiyalash ham deb ta'kidlaydi.

O'qitish uslubi - bu maqsadga erishish uchun o'qituvchi tanlaydigan yo'l. O'qitishning ikki hil shakli bor: bu o'qituvchiga moslashgan va interaktiv o'qitish shakllaridir. O'qituvchiga moslashgan o'qitish shaklida asosiy e'tibor tayyorlangan o'qituvchiga qaratiladi. Bu vaziyatda asosiy vazifani dars olib borayotgan o'qituvchi bajarishi kerak. Interaktiv o'qitish uslublari qo'llanilgan vaziyatda esa har bir mavzu nafaqat o'qituvchi tomonidan, balki o'quvchi tomonidan, yoki faqatgina o'quvchilarining kuchi bilan (o'qituvchining yordamisiz) tayyorlanishi kerak.

Interfaol o'qitish uslublari - bu o'qitish uslublariga mashg'ulotlar orqali erishish mumkin. Bu treninglar kattalar pedagogikasining eng yangi prinsiplariga asoslangan bo'lib, o'z navbatida o'qitish va shaxs psixologiyasini kerakli qismlarini o'z ichiga olgan. Interfaol o'qitish uslubida ongli ravishda o'quvchi shaxsi o'z xususiyatlari va ko'nikmalari bilan markazga qo'yilgan bo'ladi. Ushbu uslublar yordamida ishtirokchi ongli ravishda chet tilidagi muammolarni yechish va mustaqil qaror qabul qilishga ko'nikma hosil qiladi.

Individuallikni aks ettirish - bu individual uslubning asosiy ishi bo'lib, guruhli treninglarda qo'llaniladi. Aks ettirish ("reflection" - aks ettirish) - intellektual faoliyatning ko'rinishlaridan biri bo'lib, u fikr yuritish va mulohaza qilish yoki avvalgi tajribalarga suyangan holda aloqa qilish va taxlil qilishga qaratilgan. Aks ettirish, qonun bo'yicha aniq maqsadli chegaralarda ro'y beradi. Uning muvaffaqiyatli bo'lishi ko'p jihatlari bilan aniq va lo'nda bo'lishiga bog'liq.

Individual aks ettirishning eng qiyin tomoni va shu uslubni qo'llash davomidagi uning yorqin daqiqalari, aks ettirish uslubining natijasi turib (o'rnashib) qolgan mulohazalar bilan to'g'ri kelmasligi muayyan. Ana shunday vaziyatda o'qituvchining mahorati, uslub natijasining to'g'riligini isbotlab va ko'rsatib berishdir.

Kichik guruhlarda ish olib borish. Guruhli darslarda qo'llaniladigan asosiy uslublardan biri - bu kichik guruhlarda ish tashkil qilishdir. Ushbu uslubning psixologik jixatdan manzurligi, notanish masalarni ko'rib chiqib qaror qabul qilishda har bir ishtirokchi, guruh ishining yaxshi natijasi uchun mas'uliyatni sezgan holda ishga kirishadilar.

Bu uslubning afzalligi nimada?

Kichik guruhlarda ishlaganda kamgap ishtirokchilar o'zlarini yaxshiroq his qiladilar. Aynan shunday odamlar uchun bu guruhlarda ishlash, o'zlariga bo'lgan ishonchni oshirishda juda qo'l keladi va kelajakda boshqa muhokamalarda o'z fikrlarini bildirib, ular faol ishtirok etadilar. Bu uslub yordamida uyatchan va kamgap ishtirokchilar ko'pchilik fikriga qo'shilib qo'ymasdan, o'z fikrlarini o'rta ga tashlashga harakat qiladilar.

Darhaqiqat, o'qish, o'rganish ta'lim jarayonining ajralmas xususiyatidir. Ta'limga psixologiya nuqtai nazaridan yondashilsa, ushbu munosabatning ustuvorligiga shubha qolmaydi. Biroq ta'limga pedagogik, ya'ni, ijtimoiy tajribani berish, o'rgatish nuqtai nazaridan qaralsa faoliyat uchun asosiy sanaluvchi munosabat - ikki shaxs (o'quvchi va o'qituvchi) o'rtasidagi munosabatlar yetakchi o'rinnegallashi lozim ekanligi anglanadi.

Foydalilanilgan adabiyotlar:

1.Karimov I.A. barkamol avlod O'zbekiston taraqqiyotining poydevori. Toshkent:



Sharq, 1998-B8-9

2. Karimov.I.A 2012 yil 10-dekabr "Chet tiliarni o`rganish tizimini yanada takomillashtirish chora tadbirdari to`g`risida"gi qarori.

3. Mahmudova "Pedagogika" o`quv darsligi.

4. Dehkanova Dilnoza "Ingliz tili darslarida interfaol o`yinlar" O`rta maxsus ta`lim bosqichi uchun o`quv-uslubiy qo`llanma. Samarqand SamDCHTI, 2013 yil

5. <http://www.englishclub.com/esl-activities>.

6. <http://www.eslgamesworld.com/ClassroomGames.html>



ENACTING THE STORIES

Namangan district Uchkurgan region
School № 25 , an English teacher
Daminova Gulnorakhon

Abstract: The aim of my thesis is to find out how the project of enacting the stories will influence the pupils to learn a foreign language and whether they will improve their communicative skills and studying results in English lessons. the students generally tend to take up the stories as a chapter rather than looking at it as an interesting read. A story is supposed to appeal to the creative part of the brain. It helps us be more imaginative, by trying to visualize the things that are happening inside the story.

Key words:stories,teaching,generally ,using,language ,evaluation, students , enacting,method ,prepare,language ,atmosphere.

Stories form a very integral part of teaching a language. These stories help teach the students about the formation of sentences and how to express their thoughts and a lot of other things and plus they help in keeping the students interest alive as the story's end is something that every student wants to know. It appeals to the inquisitive nature of the students. Any unfinished story always keeps the mind of the reader agitated. Although this method of using stories has been implemented the procedure of teaching the language through it is generally not right. The evaluation procedure of testing the students in their proficiency over the language is through questions based on the story. This is generally not that effective. Due to this the students generally tend to take up the stories as a chapter rather than looking at it as an interesting read. A story is supposed to appeal to the creative part of the brain. It helps us be more imaginative, by trying to visualize the things that are happening inside the story. It should not only teach them the language but it should also help them in extracting a lesson from the story. Keeping questions for evaluation kills the entire idea of imagination for the students look at the story as something that they need to learn for answers. There is a better way of using the stories to English using stories. The students can enact the stories or the plays. In this way the students are personally engaged with the stories. They can bring their own interpretation of the character to life. It is interesting for the students to understand the characters and put themselves in their positions. It engages their creativity by allowing them to create the entire set, assign the characters and play it out according to what they had imagined. It also helps them understand other people's interpretation of the story and helps them have a healthy conversation about it which again helps them in learning the language. It removes the dull aspects and makes the learning more colourful without jeopardizing the learning of the language. It may not be perfect but it will leave a deep impression on their mind.

The story will help them learn the language as they will be enacting it by dialog which they will themselves extract from the stories and also modifications can be made to the plays to help the students be more interactive and creative. They can add more lines, characters, change the ending, bring in an interesting twist etc. The more creative the modification, more are the points awarded to the team. This also leads to personality development and helps them work as a team player and all the way the student was learning the language. For example if Julius Caesar was taught using the traditional methods of questions and answers the student would never understand the deep emotions of Brutus, the cunningness of Cassius, the loyalty of Antony, the tragedy of war, the



brilliance in Antony's speech and many other such aspects of the story for which the story of Julius Caesar was written by Shakespeare. Similar is the case with all great stories such as Christmas Carol, Harry Potter, and all the epic stories. Emotions help define the story and they form a very important aspect of the language and one's personality. If these emotions are left out then it would be very difficult to express ourselves.

On the other hand if such stories are enacted then every intention of the story becomes clear. The students have to immerse themselves into the atmosphere of the story and they have to put them in their positions. This entire process has many benefits besides being a very effective method of teaching the language; it helps preserve the literature, which is nothing but our culture.

This method brings about the total learning experience that was meant to be provided by the story and in the end the student will definitely be able to answer questions without even preparing for it as an exam, besides the entire process is fun and not at all boring. Hence it ensures the learning process is complete.

References:

- 1.LEGUTKE, M., THOMAS, H.: Process and experience in the language classroom. Longman Group UK Limited, 1991.
- 2 HAINES, S.: Projects for the EFL classroom. Thomas Nelson and Sons Ltd, 1989.
- 3.OXFORD WORDPOWER DICTIONARY, Oxford University Press, 2006.
- CAMBRIDGE ADVANCED LEARNER'S DICTIONARY, Cambridge University Press, 2003.
- 4.THE NEW PENGUIN ENGLISH DICTIONARY, Penguin Group, 2000.
- 5.Internet links:<http://www.etwinning.net>
- 6.<http://magazinefactory.edu.fi/magazines/teenagers>



DIFFICULTIES TO TEACH MIXED -LEVEL CLASSES AND ITS SOLUTIONS

Karomatxon Turdiyeva G'ulomjon qizi,
Andijan region, Oltikul district
school №1 English teacher

Mohinur Halilova Dilshodbek qizi,
Andijan region, Oltinkul district
school №1 English teacher.

Annotation: This article is devoted to difficulties teaching multi level classes that a range of proficiency level, general learning styles, maturity, motivation, and personalities such as these diversities bring challenges for mixed class in order to overcome many problems by the using that useful strategies, teaching methodologies

The key words: mixed-level class, teamwork, higher and lower pupil, strategic interaction methods, opposite level, ,interest center, ability, language teaching.

It's fundamentally essential for children to learn English from a young age in this rapidly globalizing world. English knowledge will help to open many opportunities for them in the future and it will be invaluable in their future careers. While teaching the English teachers use different teaching methods BUT one of the biggest challenges that the most difficult situations for the language teacher is the mixed-level classes which includes students have different level, of varying learning ability, backgrounds, motivation and personalities. All classes can be defined as 'mixed' since no student is the same as the other and this makes it difficult for teachers to meet each student's needs. Imagine walking into a room full of students on your first day teaching a new class. The first student greets you fluently English!! You move the next student and wait the respond your question but there is no reaction! You keep waiting and waiting you realize that this student doesn't speak a single word of English. One student speaks fluently and another doesn't understand a word. And they're in the same class! Why students of different levels in the same class? A school might only have two might only have two classes: beginner and advanced. They won't be distinguished an appropriate level. Instead, they'll place students of the same grade and in the same class. There are many levels of language learning teachers often to cover a wide range of students in one class. Natural students variations even in an advanced class, there are some students who naturally grasp English and others who struggle greatly. Because of these natural variations there will always be some students more advanced than the others. It's important to be able to teach various levels at once so that no student is lost or bored. A multi-level class poses many challenges, not only for the teacher, but also for the pupils! Pupils bored or lost whether you're aiming your lessons more for the beginner or for the advanced student, you're bound to lose someone! If you spend time teaching the beginner basics such as "elementary level" , the advanced pupils will be bored out of their minds! Pupils with higher levels may feel that they don't learn anything and they are wasting their time. On the other hand there may be students who think that they can not understand anything at all. But if you teach the advanced pupil with high level vocabulary or explanation the beginner will be completely lost! It's hard to find a happy medium with vastly different- leveled students. Students not learning being bored or lost eventually defeats the entire purpose of a class: to learn. Teaching the basics means the advanced pupil isn't learning anything new, just hearing what they already know. But teaching



more difficult topics means the beginner isn't learning those basics that will allow them to progress. A conundrum indeed! It is not always possible for teachers to meet each student's needs in these multi-level and crowded classes on their own. What to teach how will you even go about planning a lesson for this multi-level class? You are only one person you can't teach two things at once. The Teacher's role here is very important! But there is no bad thing to worry, you don't have to clone yourself to be able to navigate this difficult situation. Even in a less- than-ideal mix of students, you can still find the ways to engage them to all. Don't worry about planning a "perfect" lesson: just do the best you can. If you are new teacher or if you have years of experience and classes under your belt, teaching a mixed level class can still be challenge. Having students at different skills and proficiencies makes planning activities that engage everyone more difficult. The class has to be organised so that no-one needs to feel they're wasting time waiting for the others or alternatively, that they are "out of the depth" in comparison to other members of the group. But HERE 6 strategies, helpful hints to teach such a class.

1. Group according to ability level: putting your students into groups is very, especially in a mixed level class. The advanced student will learn more too by having explain what they know to the beginner. If you have some students who are at an intermediate level, seat them together. You can't individually help each student throughout the lesson, but your students can help each other so that every one understands the material. Students work in groups of three or more, make your groups according to ability level. This is important for several reasons. Each group consists of four or five members, you can have at least one advanced student and at least one beginner. By mixing the levels in these groups, students will be able to rely upon each other. This is especially effective in a large class. Students can ask members of their group questions and try to solve problems together. You can then divide your time between five or six groups rather than trying to bounce around and help 30+ students. If too many activities are below their proficiency level or they get grouped with too many beginners, advanced students may get bored and even become discipline problems. Remember, your content should be just a little more difficult than what your student are comfortable with, so if you are gearing activities toward your lower level students, your advanced students may feel slighted. Expect different levels of performance from different level students. While your students are in these like level groups, it's okay to expect more from your more advanced students. You should feel free and even encouraged to set them more difficult assignments and tasks to complete. They will be able to handle it. And rather than feeling like they are being punished with more difficult task, they will likely be happy to have the challenge.

2. Pair in Opposition to ability level: In a mixed level class, don't fall into the trap of doing everything different for the different skill levels of you students. If you do that, you'll just be teaching three classes at the same time with three different sets of preparation to do. It's actually to your student's advantage to have them work with students who are not at the same skill level as they are. Whereas a mixed level group can lead to lower level students getting lost in the mix, pairing a lower level student with a more advanced student doesn't give either of them a place to hide. Both the benefits don't stop there. Lower level students will actually improve in their language just by being paired with a more advanced student. And more advanced student will cement concepts and skills in their minds when they act as "teacher" for lower level students they work with.

3. Teach the same concept several ways and also vary tasks between individual, group, and pair work. Every classroom will have a range of personalities and this is especially true when it comes to teenagers. Some students will be more confident while others will be shyer. Unfortunately, quieter students are often labeled as being less able



- which is often not the case. Giving your students the opportunity to do frequent pair or group work can help them feel less nervous as they won't be speaking in front of an entire class. It also gives learners the opportunity to use more conversational language in English and be freer when speaking it, which is key to developing confidence in any new language. What's more, pair and group work allows students to take on roles and responsibilities, be more accountable for their actions, and experience success as a team. Teamwork can also help students develop different 21st century skills- such as collaboration, negotiation and creativity. Depending on the task, learners can be paired with those who are a similar level allow for fluent and comfortable exchanges, or in mixed ability groups to encourage peer teaching e peer teaching. This is important in any class because there are many types of learning styles. But this is especially important in a multi-level class so that no one is left behind.

4. Make time for learning stations: Independent learning stations are great for mixed level classes. Students have the power to choose those activities they most enjoy and that are the greatest investment of their time. Your learning stations don't have to complicated. Something as simple as a reading corner can be useful to students. For more about setting up learning stations, check out these ideas.

5. Give a personal attention. While students are working on an assignment, make sure to go around and interact with your students enjoy , even if it isn't the most challenging for your advanced students. Take a look at their work to make sure the beginners are understanding it, and use the opportunity to challenge more advanced students. Reach out to beginners these students will need the most help !

6. Allow students' first language L1 . Occasionally allowing L1 in monolingual classrooms is becoming more accepted in ELT nowadays, and this can be a great way to help in mixed ability groups. Slower students in your class may benefit from access to dictionaries or online translators. can be used more actively in class, in translation activities .Bringing the L1 into activities can be fun and motivating, and will help save a lot of time in the planning and research stages. However, remember for many students you are their only source of English and the L1 shouldn't overused.

Teaching a class with mixed-levels is not a drawback for teacher who would use these wonderful hints while teaching such a pupils

Bibliography

- 1 Merve Bekiryazici. Procedia-Social and Behavioral Science 2015 p186,913
- 2 Berk and Winsler. Social relations1995 p12
- 3 Richard Felder ,Rebecca Brent. Understanding Student Differences 2013 p56 73
- 4 www.strategies for mixed-level classes



PROJECT WORK IN ENGLISH CLASSROOM: THE E-MAGAZINE

Namangan district Uchkurgan region ,School № 24
Gaybullayeva Shaxnoza Shojalilxodjayevna
and Soataliyeva Gulmira Sobirjonovna

Annotation: The aim of my thesis is to find out how the project of creating an e-magazine will influence the pupils to learn a foreign language and whether they will improve their communicative skills and studying results in English lessons.

I will motivate my pupils to learn a foreign language by giving them the possibility to use the foreign language in a practical life. The pupils will work on the e-magazine together with pupils from a school in a foreign country and they will meet together via videoconferencing.

Key words: project, language, learners, improve, e-magazine, communicate, practice, improve, motivate, integrate, contact, benefit.

Project work in a language classroom : Project work in the language classroom is the opportunity for learners to develop their language skills, it encourages learners to use the foreign language and motivates them. Moreover, it develops the learners' social skills, the ability to cooperate together, because they often work in groups on their project, and their sense for responsibility for their work. The pupils can use and develop all language skills especially in those projects that enable practical usage of the aim language, the exchange of personal letters, emails etc., communication "face to face" and other activities to find the reason why they should learn the foreign language. I think that it is important to persuade the pupils that they can improve their language knowledge not only by travelling abroad, but also at school by making such activities like projects.

According to Legutke and Thomas the projects in foreign language learning are divided into three groups: 1. Encounter projects

2.Text projects

3.Class correspondence projects

The projects are considered by the pupils as more enjoyable way of learning and I think these are common advantages of using project work in the lessons: to motivate the pupils to learning, to be responsible for own learning and the possibility of using taught language in a real life.

a) project work gives the sense of achievement and it enables the pupils to produce the worthwhile product. It also enables to the pupils to work on their own level and achieve their goals. Better pupils can express what they know and slower pupils can be successful by using more photos and pictures.

b) project work helps to integrate the foreign language into the learner's own world, encourages the use of communicative skills and provides the opportunities to write about things which are important for them,

c) it enables to make the language more relevant to the pupils' needs,

d) it enables the relationship between the language and the culture, while the pupils learn a foreing language, they learn about other cultures.

I think that the most important benefit of project work for the pupils is that it enables them the contact with real world in which they use the target language that they have learnt.

Based on my teaching experience, I can mention other benefits of project work to the



pupils:

1. They work on their own level and can achieve a goal regardless how good they are at the target language, which is very motivating for them.
2. They work with a wider range of materials than their textbook offers.
3. They improve their communicative and social skills, such as cooperating in groups and developing their personality, acting with other pupils in a group, listening to others and expressing their own opinions, stating their cases and attitudes, solving the problems and etc.
4. They deal with problems which they are interested in and they learn to solve them.
5. They use new ICT in making projects, such as creating power point presentations as the product of their projects, they can communicate through ICT with the pupils of other school from a foreign country etc.
6. They are taught to be responsible for their work and its results.

The success of project work depends on planning and organization that pupils and a teacher deal with together. If a good timetable of the project is established, it helps to avoid the chaos and similar problems. Generally, I think that every project should have four stages: topic, collecting data, presentation and evaluation of a project. Also Fried-Booth thinks that motivation at the beginning of a project is very important. Her classification of stages of the project is aimed at language learning:

1. Stimulus
2. Definition of the project objective
3. Practice of language skills
4. Design of written materials
5. Group activities
6. Collating information
7. Organization of materials

Literatures:

- 1.Ed)- A Teacher Self-Development and Methodology Guide, 2013. University Of Michigan Press.
- 2.Brown H.D.Teaching by Principles: An Interactive Approach to Language Pedagogy, 2011. NY: Pearson Longman.
- 3.Larsen-Freeman D. Technique and Principles in Language Teaching (2nd Ed), 2000. New York, Oxford University Press.
- 4.Internet resources.



ЧИНГИЗ АЙТМАТОВНИНГ "КАССАНДРА ТАМҒАСИ" АСАРИ БАДИЙ ТАҲЛИЛИ

Ҳасанова Сора Набиевна
Тошкент шаҳар 21-мактаб ўқитувчиси

Аннотация. Машҳур адаб Чингиз Айтматов асарлари, романлари ва қиссалари дунё китобхонларининг севимли асарларига айланиб кетган. Чингиз Айтматов асарлари жаҳоннинг турли тилларига таржима қилинган. Ёзувчи асарларининг шон-шуҳратга бурканишида асосий омили адаб асарларининг халқчилигига ва реал ҳаёт воқеаларининг ҳаққоний акс этиши, ижодкор тафаккури имкониятларининг чексизлигидандир. Адебнинг ҳар бир асарларида бир оҳанг ҳукмрон. "Кассандра тамғаси" асари таҳлилида унинг мазмуни бой эканлигини кўриши мумкин.

Калит сўзлар: роман, охирзамон, башорат, фашист, мафкура, уруш, ёвузлик, космос, ҳомиладорлик, лаборатория.

Чингиз Айтматов асарлари жаҳоннинг турли тилларига таржима қилинган. Шунингдек, бу асарларни ўзбек китобхонлари ҳам ўз она тилида мутолаа қиласидар. Адебнинг асарларининг адабиётшунос олимлардан Асил Рашидов, Иброҳим ўофуров, Суюн Қораевлар маҳорат билан ўзбек тилига ўтиришган. Ёзувчи асарларининг шон-шуҳратга бурканишида асосий омил нимада деган саволнинг туғилиши табиий. Менимча адаб асарларининг халқчилигига реал ҳаёт воқеаларининг ҳаққоний акс этиши ижодкор тафаккури имкониятларининг чексизлигидандир. Адебнинг ҳар бир асарларида бир оҳанг ҳукмрон. Бу оҳанг гоҳида мунгли, ва дардли, гоҳида чексиз изтироб, гоҳида эса дилхушликни ўқувчи қалбига солади. Гё ўқувчи ўзини ана шу оҳанг ичида юргандек сезади. Афсона, ривоятлар, табиатнинг бетакрор манзаралари, Иссиққўл мўъжизалари, Анорхой даштлари, Сариўзак чўл-яйловларининг мислсиз тасвири китобхонни ҳайратга солади.

Адебнинг сўнгги йилларида ёзган "Кассандра тамғаси" номли романни муаллифга шон-шуҳрат келтирди. Асарда ҳозирги дунёning глобал муаммолари, фожеакулфатлари, одамзотнинг охирзамон сари яқинлашётганлиги ижодкорнинг ҳаётий кузатишлари-ю, фожеаларнинг сўфиёна башоратлари орқали талқин этилиши билан ажralиб туради. Китоб ўзбек тилида "Охирзамон нишоналари" номи билан ҳам нашр этилган. Ёзувчи охирзамоннинг яқинлашишига бирдан-бир сабаб одамзотнинг ўзидан жамиятда содир бўлаётган ахлоқсизлик, худбинлик, тубанлик, қирғинбарот урушлар, ядро полигонларининг авж олиши, ер қатламининг емирилиши, охирзамон нишоналари дея таърифланади. Асарнинг бош етакчи қаҳрамони Андрей Крильцов, у болалар уйида тарбияланган. Урушнинг оғир йиллари. Ўшанда қаҳратон қиши эди. Саҳар чоги, гупиллаб қор ёғмоқда. Фашист солдатининг зўрлаши оқибатида туғилган норасида гўдагини номусига чидолмаган жувон фарзандини болалар уйи эшиги олдида, қор устида ташлаб кетади. Гўдакни Валия исмли ақлли аёл ўз тарбиясига олади. Тащландиқ бола ўта зеҳнли, қобилятли бўлиб вояга етади. У улгайиб тиббиёт олийгоҳида ўқийди. Изланишлар натижасида гинетик олим бўлиб етишади. Кейинчалик академик даражаси унвонига эришади. Олимнинг илмий иши аёл ҳомиладорлиги сир-синоатларини ўрганишдан иборат эди. Ўз лабараториясида ундирилган эмбрионларни маҳкума аёлларга эксперимент қиласиди. Ота-онаси ва қариндош- уругининг кимлигини билмайдиган, фақат давлат топширигини бажарадиган болаларни дунёга келтира бошлайди у. Бу илмий



ишлиарнинг тепасида КПСС Марказий Комитети ва унинг мафкура бўлими турган эди. Крильцовнинг олиб борган эксперементи фақат жамиятда эксзурриётларни ер сайёрасини ағдар-тўнтар қилиб юборадиган манқурт қиёфаларни солиштиришга қаратилган эди. Мустабид тузум учун ана шундай шахслар керак эди.

А.Крильцов ўз илмий ишига қаттиқ ёпишиб олишига унинг ота-онасининг йўқлиги, меҳрсизлик туйфуси ҳам сабаб бўлди. Асар ҳаҳрамони ҳар қандай тўсиқларсиз ўзининг жирканч ишини беписандлик билан давом эттиради. Ўз эрининг бу гайриқонуний ишларидан нафратланган хотини Евгения уни ташлаб кетишига қарор қиласди ва узоқ юртларга кетиб қолади. Сўққабош бўлиб қолган Крильцов лабараториясига келтирилган маҳкума Рунага кўнгил қўяди. Руна профессорнинг айтганларига кўнмайди. Бу даҳшатли изтиробдан қочиб ўзини дарёга ташлайди ва ҳалок бўлади. Крильцов ўзи томондан яратилган эксперементни келажак авлодлар даҳшатли фожеалар олиб келишини энди тушуниб етган эди. Унинг учун ерда қолишининг зарурати қолмаган ва космос стансиясида иш олиб бориш ҳақида юқоридан рухсат сўрайди ва у ерда уч йил давомида илмий изланишларини давом эттиради ҳамда "Кассандра тамғаси" дея ном олган тадқиқотни яратди. Кассандра юнон афсоналарида Троя подшосининг қизи бўлиб, у башоратчи фолбин номи билан машгул эди. Аёллар жисмида ҳомиладорликнинг дастлабки кунларида икки қош ўртасида вужудга келган билинар-билинмас, кассандра тамғаси, яъни қизил доғ пайдо бўлар экан. Олим бу доғнинг сабабини аниқлайди ва уни туғилажак боланинг тақдирида ёмон ҳолатлардан дарак беришини исботлайди. Олим космосдан туриб "Кассандра тамғаси" нурини юборганда билинар-билинмас нур янада равшанлана бошлайди. Ана шу туғилажак болаларнинг аянчли тақдири ва уларнинг кўпайиши натижасида ер юзида ёвузлик қабиҳликнинг кўпайишини аниқлайди. Чингизхон, Гитлер сингари ёвуз шахсларнинг дунёга келишига ҳеч ким кафолат бера олмайди. Бу даҳшатли эксперементдан Крильцовнинг ўзи ҳам қўрқувга тушиб қолади. Эндиликда у ўзига фазовий роҳиб лақабини олиб, Филовей деб таништиради. Ўзининг мудҳиш тақдиридан пушаймон бўлиб, космос орқали ер сайёраси томон охирзамон яқинлашётганидан хабар беради. Филовейнинг хабарномасини турли давлатларларнинг фуқаролари бир хил қабул қилишмайди ва ер юзида турли намойишлар бошланиб кетади.

Чингиз Айтматов бутун дунё ҳалқлари қаршисида турган глобал муаммоларни ва инсониятга даҳлдор гояларни ўз асарларида акс эттириши орқали дунё аҳлини, миллионлаб китобхонларнинг севимли ёзувчисига айланди. Ўзбек ҳалқи Чингиз Айтматов ижодига қардош, қондош эҳтиром билан қарайди. Бугунги кунда бирор ўзбек хонадони йўқки, Чингиз Айтматовнинг гўзал асарлари кириб бормаган бўлса.

Фойдаланилган адабиётлар:

Чингиз Айтматов "Охирзамон нишоналари" Тошкент. 2018

Чингиз Айтматов. В соавторстве с землею и водою... Фрунзе: "Кыргизстан", 1978

А. Эсенов. Психологизм в современной прозе: на материалах творчества Айтматова. Алма-Ата, 1985.

И.ўафуров. Биргалашиб ўйлаймиз. / / Чингиз Айтматов навечно в сердцах узбекистанцев. - Тошкент.: "Ношир". 2008



BOSHLANG'ICH SINF ONA TILI DARSLARIDA INTERFAOL METODLARDAN FOYDALANISH IMKONIYATLARI

Asqarova Hurriyatxon Namangan tumani 5-sonli maktabning boshlang`ich sinf o`qituvchisi

Annotatsiya: Ushbu maqola boshlang`ich sinflarda ona tili darsi va unda interfaol metodlardan foydalanish usullari va ahamiyati haqida. Boshlang`ich sinfdayoq, jippi o`quvchilar qalbida o`z tilimizga nisbatan mehr va hurmat uyg`otish naqadar muhim vazifa ekanini anglashga ko`maklashadi.

Kalit so`zlar: interfaol metod, innovatsion texnologiyalar, metod, uslublar, o`yin texnologiyalari, pedagogik mahorat.

Bugungi davr har doimgidanda ildamlab rivoj topib bormoqda. Fan-texnika taraqqiy etgan, axborot almashinuvi kuchaygan tezkor zamonda mamlakatimizning barcha sohalarida bo`lgani kabi ta'lif tizimida ham qator islohotlar amalga oshirilmoqda. Shundan kelib chiqqan holda zamonaviy talablar inobatga olingan holda bugungi kunning dolzarb vazifalaridan biri hisoblanadi.

O`quvchilarni komil inson, yetuk mutaxassis sifatida tarbiyalab voyaga yetkazishga oid davlat siyosatining mazmuni, ustivor tamoyillari, milliy va jahon pedagogikasining eng ilg`or g`oyalari, yosh avlod ta'lif - tarbiyasini samarali tashkil etishga oid qadriyatlar, didaktik, tarbiya nazaryasi, pedagogik fikrlar tarixiy taraqqiyotining mohiyatini yorituvchi nazari bilimlarni hosil qilish.

Ulug' donishmandlardan biri "...kelajak tashvishi bilan yashasang, farzandlaringga yaxshi bilim ber, o'qit", degan ekan.Yurtimizda ta'lif-tarbiya tizimida amalga oshirilayotgan islohotlar haqiqiy ma'noda bir-ikki yillik yoki qisqa davrda samaraga erishishga qaratilgan ish emas, balki chin ma'noda bir necha yuz yillarga tatiyidigan o`zgarish bo'ldi, desak xato bo'lmaydi. Bu Prezidentimizning kelajagimiz, kelajak avlodimiz haqida qayg'urib, yurtimizning barcha farzandlari - mening farzandlarim, ular bizlardan ko'ra kuchli, bilimli va albatta baxtli bo'lishlari kerak, degan g`oyasi zamirida donishmandlarcha siyosat yotganini ko'rsatadi.

Ma'lumki, har bir dars mavzusini o'rganishda o'ziga xos texnologiya, usul va vositalarni tanlashga to'g'ri keladi. O'qitish jarayonida yuqori natijaga erishish uchun dars jarayonini oldindan ketma- ketligini mo'ljallash kerak bo'ladi. Bunda o`qituvchi fanning o'ziga xos tomonlarini, o'quv jarayonini va sharoitini, o`quvchilarning ehtiyojini va imkoniyatlarini, bilim saviyasini, sharoitga qarab ishlataladigan texnologiyalarni tanlashi lozim.

Innovatsion texnologiyalar inglizchadan "innovaton" yangilik kiritish - pedagogik jarayon, ya'ni o`quvchi va o`qituvchi faoliyati o`zgarish, yangilik kiritish, mashg'ulot jarayonida interaktiv metodlardan to'liq foydalanishni o`z ichiga oladigan vositalar esa o`quvchining birgalikda faoliyat orqali ta'lif mazmuniga ta'sir ko'rsatadigan vositalarnio`z ichiga oladi.

Darsning texnologik xaritasi oldindan loyixalashtirilgan bo'ladi. Darsning turli bosqichlarida har xil interfaol usullardan foydalansa bo'ladi. Masalan:

"AVTOBUSCHA" O`YINI

O'yinni maqollar yoki iboralar va bog'lovchilar mavzularida foydalanish samaralidir. Negaki, 8 nafar o`quvchiga bir xil topshiriq beriladi. Bu topshiriq: masalan, maqol aytish bo'lsa, 8 nafar o`quvchi ketma-ket avtobus bo'lib turib olishadi. Kim maqol aytolmay qolsa, yoki boshqalar aytgan maqolni qaytarib aytsa, aftobusdan tushib qolishadi. Shu tariqa qalghanlar bilan o'yin davom etaveradi oxirigacha yetib kelgan zukko o`quvchi



5 ball bilan, undan oldingisi 4 ball bilan, undan oldingisi 3 ball bilan baholanadi.

"Didaktik o'yinli texnologiyalar"

Didaktik o'yinli texnologiyalar o'quvchilarning bilim olish faoliyatini o'yin faoliyati bilan qo'shib olish borishdani borat. Didaktik o'yinlar musobaqa, raqobat, o'zaro yordam, hamkorlik tarzida olib boriladi. Buning uchun o'qituvchi didaktik o'yindan ko'zda tutilgan maqsad, uni amalga oshirish yo'llari, o'yin mazmuni va ishtirokchilari faoliyatini aniqlab oladi. Didaktik o'yin darslari ta'lim va tarbiya berish, o'quvchilar faoliyatini yo'naltirish, kasbga yo'naltirish, o'quvchilarning muloqat va nutq madaniyatini rivojlantirish, ular bilimlarini chuqurlashtirish va shaxsini rivojlantirish vazifasini bajaradi. Didaktik o'yinli darslarni mazmuniga ko'ra sahnalashtirilgan rolli o'yinlar, ijodiy ishbilarmonlik o'yinlari, konferentsiya va o'yin mashqli darslarga ajratish mumkin.

"Sahnalashtirilgan o'yinlar"

Muammoli vaziyatning bir turi bo'lib, hayotiy vaziyatlarni o'quvchilar tomonidan sahnalashtirilishdan iborat. Ularda didaktik maqsad o'quvchilar oldiga vazifa tariqasida qo'yiladi; o'quvchilarning o'quv faoliyati o'yin qoidasiga bo'ysundiriladi.

Hozirgi zamon ta'lim-tarbiya tizimi faqat insoniyat aniqlagan bilimlarni o'zlashtirishnigina emas, balki jamiyat endi hal qilishi hamda bunda bugungi o'quvchi qatnashishi lozim bo'lgan masalalar bilan tanishishni ham talab qiladi. Bunday masalalar kosmosni o'zlashtirish, atomenergiyasidan tinchlik maqsadlarida foydalanish, cho'llarni hosildor yerlarga va bog'-rog'larga aylantirish, qishloq xo'jaligini intensivlashtirish va hokazolardan iborat bo'lishi mumkin.

Xulosa qilib aytganda, interfaol ta'limdan foydalanib, o'tilgan darsda o'quvchilar o'z qobiliyati va imkoniyatlarini namoyish qilishga erishadilar, jamoa bilan ishlash malakasiga ega bo'ladilar, o'zgalar fikrini hurmat qilishni o'rganadilar. Bu esa, darsning samaradorligini oshirib, ta'lim sifatini kafolatlashga xizmat qiladi.

Foydalanimanligi adabiyotlar ro'yxati.

- 1.Ochilov M. Muallim-qalb me'mori.- T.: O'qituvchi, 2001.-430b.
- 2.Mengliyev B., Suvonov X. Ona tilini emas, ona tilidan o'rnatish kerak. Til va adabiyot ta'limi.
- 3.Noan'anaviy darsturlari / Zamonaviy o'qitish masalalari. 2017.
4. Ishmuhamedov R., Yuldashev M. Ta'lim va tarbiya innovotsion pedagogik texnologiyalar. - T.: Nihol, 2013, 2016.



LISTENING: THE MOST DIFFICULT SKILL TO TEACH .

Namangan region Chust district ,
School № 27 ,an English teacher
Ibragimova Xapizakhon

Annotation: This Study is aimed to form the pupils' listening skills on teaching the upper grades and how to improve it . This article contains a wide range of practical tasks. All the tasks which I have written on my plan are participant-centred as opposed to lecture-based and therefore involve a lot of group and pair work.

Key words: learning, listening, encourage, comprehension, activities, Listen to the story, skills, research, listener, magnify, request, information, expression, difficult.

Let's look at what pupils of English as a foreign language need. First of all, they need to develop the four basic skills of listening, speaking, reading and writing. At the beginning of learning a foreign language, children hear mainly through their ears, that becomes the main source of the language. So, the source of listening input is very important for preschool children since , as they grow up, they need to develop the ability to use speaking and listening for a variety of purposes , such as describing, requesting, commenting, greeting, reasoning, problem solving, seeking new information and predicting. Listening plays a significant role in daily communication and educational purposes. A lot of issues are to be considered including materials evaluation, materials adaption, design, production, exploration and research while making materials for developing speaking and listening abilities of young learners. Shin (2011) points out that " building strategies that help students improve their listening comprehension beyond the classroom is of dominant importance. Listening strategies can be developed by encouraging young learners to guess from context and supporting their listening comprehension by using visuals, mime and facial expressions which are also helpful teaching materials.

With listening skills usually requiring a considerably long period of time to acquire, normally involving the student experiencing a variety of emotions ranging from depression and frustration through to exhilaration and pride, teaching listening skills is one of the most difficult tasks that a teacher faces. The following article evaluates contemporary research with the aim of dissecting and discussing the reasons why the teaching of listening skills seems to be so complex and consequently intends to report upon possible suggestions for improving listening competence in the second language (L2) classroom. Through the consideration of the difficulties encountered when undergoing listening, as well as the evaluation of various strategies and exercises suggested to facilitate the acquisition of listening skills, such as Dictogloss, Listening from the middle and Discovery Learning, this research highlights the important place that the teaching of listening strategies should be ever increasingly assuming in the modern foreign language classroom.

To understand better the difficulties in teaching listening, we should begin by identifying the difficulties the student faces when undergoing listening.

Types of Activities

1 Listen to the story on tape/as read by the teacher without looking at the text.

1 Listen to the story and read along.

1 Listen to the story and put illustrations depicting parts of the story in order.

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may



receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

Listening involves a sender (a person, radio, television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

References:

- 1.(2012) The decree of the President of Uzbekistan I.A.Karimov № 1875 "On measures to further improve of foreign language learning system", December, 10, 2012.
- 2.Learning to Teach Using ICT in the Secondary School Edited by Marilyn Leask and Norbert Pachler. Routledge, London 1999.
- 3.Multimedia Call: Lessons to be learned from research on instructed SLA
- 4.www.ziyonet.uz.
- 5.<http://www.teachingenglish.org.uk>.
- 6.www.mail.ru
- 7.<http://www.edunet.uz> - mактаблар, о'кувчи ва о'қитувчilar sayti



IBROYIM YUSUPOV SHE'RLARINING TARBIYAVIY AHAMIYATI

Yunusova Muhabbat Aminbayevna

51-umumiy o'rta ta'lif maktabi qoraqalpoq tili (davlat tili) fani o'qituvchisi
Qoraqalpog'iston Beruniy tumani

Annotatsiya: Ushbu maqolada siz qoraqalpoq adabiyotining serqirra ijodkori Ibroyim Yusupov ijodi haqida qisqacha ma'lumot va uning qalamiga mansub bo'lgan she'rlaridagi asosiy g'oyalar va ularning tarbiyaviy ahamiyati haqida bilib olasiz.

Kalit so'zlar: Davlat tili, Ibroyim Yusupov, qoraqalpoq adabiyoti, ustoz, shoir, she'r, ijod, tahlil, faxr, badiiy.

O'zbekiston respublikasida 1989-yil 21-oktabrda "O'zbek tili- davlat tili to'g'risida" gi qonun qabul qilingach, O'zbekiston respublikasi tarkibiga kiruvchi Qoraqalpog'iston respublikasida ham 1989-yil 1-dekabrda" Qoraqalpoq tili-davlat tili to'g'risida " gi qonun qabul qilindi. Shu sababli Qoraqalpog'iston respublikasi hudududa yashovchi ta'lif qoraqalpoq tilida olib borilmaydigan maktablarda qoraqalpoq tili (davlat tili) sifatida o'rganila boshladi . Natijada, ta'lif olayotgan o'quvchilar o'z ona tili va adabiyotini o'rganish bilan cheklanib qolmasdan qardosh qoraqalpoq tili va adabiyotini ham o'rganish imkoniyatiga ega bo'ldilar. Dars jarayonida qoraqalpoq tilini o'rganish orqali shu tilda sermahsul ijod qilib kelayotgan mumtoz adabiyot vakillari, zamonaviy ijodkorlar asarlarini qiziqish bilan o'rganib kelmoqdalar. Jumladan , qoraqalpoq adabiyotining serqirra ijodkorlaridan biri sanalgan Ibroyim Yusupov she'riyati o'quvchilarda katta qiziqish uyg'otmoqda. Chunku, shoir she'rlari qoraqalpoq adabiyotining gultoji desak mubolag'a bo'lmaydi. Har bir sinfda uning qalamiga mansub bo'lgan she'rlari o'qitilib, chuqur tahlil qilib boriladi. Shu sababli ,shoir she'rlarini teranroq tahlil qilib o'rganish maqsadga muvofiq bo'ladi.

XX asrning ikkinchi yarmi va XXI asrning dastlabki o'n yilligida qoraqalpoq adabiyotida o'chmas iz qoldirgan ,qoraqalpoq milliy adabiyotining faxri bo'lgan sevimli shoirimizning O'zbekiston Qahramoni ,Ozbekiston va Qoraqalpog'iston xalq shoiri Ibrayim Yusupovning har bir she'rini yurakdan sevmagan qoraqalpog'istonlikni topish qiyin.

Chunki, shoir adabiyot maydoniga kirib kelgan dastlabki kunlardan boshlab, qoraqalpoq adabiyotining sofligi , tabiiyligi va badiiyligini oshirish uchun tinmay mehnat qildi. O'z asarlarining serqirra ,badiiy jihatdan mukammal bo'llib yaratilishi uchun tinmay izlandi, o'z ustida ish olib bordi. Mumtoz adabiyot vakillari ijodini mukammal o'rgandi. Jumladan, o'zbek va qoraqalpoq adabiyotining yirik vakillari bo'lgan Alisher Navoiy, Kunxo'ja, Ajiniyozi va Berdah asarlarini mutolaa qildi. Ularni o'ziga g'oyibona ustoz deb bildi. Tinmay izlanishlar, o'z ustida olib borilgan mashaqqatli mehnatlar besamar ketmadi. XX asr qoraqalpoq adabiyotining eng ko'zga ko'ringan so'z zargarlaridan biri bo'ldi. Qoraqalpoq she'riyatini misli ko'rilmagan darajada buyuk cho'qqiga olib chiqqan haqiqiy xalq shoiri bo'lib yetishdi. Uning ijodi kundan kunga rivojlanib shoirni "So'nmas she'riyat yulduzi " ga aylantira oldi. Ibroyim Yusupovni she'riyat yulduzi qila olgan she'rlari tahlili bilan tanishib,uning ijodiga bir nazar tashlash mumkin.

Shoirning " Ona" she'rda onaning o'z farzandi uchun jonkuyarligi, onaning sabr-toqat timsoli ekanligi, onani mevali daraxtga qiyoslaydi,o'zining olgan har bir nafasi uchun onasidan minnatdorligini badiiy ifodalab bergen.

"Ona tilimga" she'rda esa o'z ona tili bo'lgan qoraqalpoq tili, uning kelib chiqishi, takrorlanmas jozibasi haqida tasvirlab, o'z tiliga bo'lgan mehr- muhabbatini ifodalab, o'z she'rda qoraqalpoq tilida yaratilgan maqollarning qanchalik serma'noligini, bebaholigini



o'z ona tilining nondek aziz ekanligini , har bir insonning tilga bo'lgan muhabbatni ona suti bilan qoniga singishini ajoyib misralar orqali ona tilining ahamiyatini tushuntira olgan.

"Yaxshi odamlar " she'rida hayotdagи yaxshi odamlar inson qalbiga qanchalik halovat baxsh etishini , ular bilan uchrashgan kuning ko'nglingning tog'dek ko'tarilishi , orom olishi ,ishlarning osonlik bilan amalga oshishi, insonga g'am-qayg'u keltirayotgan qiyinchiliklarning tez unutilishini mohirlik bilan badiiy ifodalab bera olgan.

"Tug'ishganlik" she'rida o'zbek, qoraqalpoq , qozoq va turkman xalqi bir-biri bilan o'zaro qarindosh ekanligi ,ularning hamjihatlikda bo'lshi, chunki tili, dini, urf-odatlarining bir-biriga yaqin, ularning bog'liqlik jihatlari ko'p ekanligini badiiy bo'yoqlarda tasvirlay olgan.

Shoirning "Bir odamni bir odam " she'rida insonlar orasidagi totuvlik, hamjihatlik, o'zaro mehr- oqibat tuyg'ularini ,insoniy fazilatlarni quyidagicha tasvirlagan:

*Nafsin tiyib non berar,
Tomiridan qon berar,
Keragida jon berar,
Bir odamga bir odam.*

Darhaqiqat, shoir ushbu she'ri orqali insonlarni hayotda doimo mehr-oqibatli,do'st va ahil bo'lishga chorlaydi. Shoir qalamiga mansub bo'lgan serma'no, takrorlanmas she'rlaridan biri bo'lgan "G'azal mulkining sultonı " bo'lmish Alisher Navoiyga bag'ishlab yozgan "Navoiyga" she'ridir.* She'rda Alisher Navoiyning serqirra ijodkorligi , necha asrlardan buyon ijodining o'rganilishi va o'rganilgan sari u qoldirgan boy merosining yanada sayqallanishi teran ifodalangan. Go'yoki Navoiy siymosi qorong'ulikni yorituvchi shamchiroqqa qiyoslanadi.Navoiyni o'ziga ustoz deb bilib , quyidagi misralari orqali uning ijodiga yanada yuqori baho beradi:

*Sahro gullarini sochay ustingga,
Navoiyni sevgan qoraqalpoq bo'lib,
Ibroyim der, Buyuk ruhing oldida,
Bosh egay shogirding Berdah bo'lib.*

She'rida Navoiy ijodining boy xazina ekanligini, uning ijodi faqat o'z davridagina emas, balki so'nggi besh asr davomida ham turkiy xalqlar uchun qimmatli manba bo'lganligiga alohida ahamiyat bergen.O'zbek va qoraqalpoq xalqining ardoqli shoiri Ibroyim Yusupovning o'z xalqi uchun ishlagan fidokorona xizmati, yurtining faxri va quvonchi bo'lgan she'riyati , pok insoniylik timsoli xalqi qalbida mangu saqlanadi. Uning asarlari barcha davrda ham insoniylik fazilatlarning ko'rinishi, fidoiy mehnatining quvvati bo'lib yashayveradi.Chunki, uning she'rlari o'quvchilarga ta'lim -tarbiya berishda ahamiyatli manba bo'la oladi.

Foydalangan adabiyotlar:

- 1.Ibroyim Yusupov " Tanlangan asarlar" II jild . Nukus. " Bilim" 2018.
- 2.Z.Ayjanova, P. Allashov, K. Palimbetov " Adabiyot" 6-sinf Nukus " Bilim" 2009.
- 3.M. Davletov ,A. Abdiyev, G. Abishev , A. Davletova " Qoraqalpoq tili" 7-sinf Nukus " Bilim" 2019.
- 4.A. Bekbergenov , G. Mambetnazarova , Q. Bekbergenov, A. Reypnazarov, J. Usanova " Qoraqalpoq tili" 9-sinf Nukus " Bilim" 2019.



INGLIZ TILIDAGI IBORALAR TARJIMASI QIYINCHILIKLARI

Nurullayeva Shohida Torabayevna

51-umumi o'rta ta'lim maktabi ingliz tili fan o'qituvchisi
Qoraqalpog'iston Respublikasi Beruniy tumani

Annotatsiya. Ushbu maqolada ingliz tilida ishlataladigan iboralar xaqida ma'lumotlar keltirib o'tilgan. Shuningdek, ba'zi iboralarni o'zbek tiliga tarjima qilishdagi muammolar va ikkala tildagi iboralarning o'xshashlik tomonlari xaqidagi xam ayrim fikrlar berib o'tilgan.

Kalit so'zlar: Idioma, Buyuk Britaniya, kundalik suhbat, so'z birikmalar, tarjima, sohalar, so'z ma'nosi, O'zbek tili, Ingliz tili, so'zlashuv

Ibora yoki frazeologizmlar har bir tilda mavjud. Chet tilini o'rganish yoki o'quvchiga o'rgatishda noqulay vaziyatga tushib qolmaslik uchun shu tildagi mavjud va tez-tez shu til adabiyotida yoki so'zlashuvda qo'llaniladigan iboralarni o'rganish zarur bo'ladi. Ingliz tilida xam inglizlar kundalik hayotda tez-tez ishlataladigan juda ko'p iboralar mavjud bo'lib, ular hayotning turli sohalariga ta'sir qiladi.

Ibora ingliz tilida Idiom atamasi bilan yuritiladi. Idioma (ibora)- muayyan bir tilga xos bo'lib, boshqa tilga aynan so'zma - so'z tarjima qilib bo'lmaydigan nutq birligi bo'lib hisoblanadi. Idioma so'z birikmalaridan(break sb's heart- kimningdir ko'nglini qoldirmoq, make a fortune - omadi chopmoq), etimologik va tarixiy ma'lumot talab etuvchi so'zlardan (" gap desang qop-qop, ish desang Ko'hi Qofdan top), etimologik isbotlash, asoslash qiyin bo'lgan so'zlardan iborat bo'lishi mumkin. Idiomalar odatda ko'chma ma'noga ega bo'ladi va badiiy adabiyotda kinoya, ma'noli obrazlilikni yaratuvchi vositalardan biri sifatida ishlatalidi.

Darslikdan o'rgangan bilimlar haqiqiy xayotdagi ingliz tilidan biroz farq qiladi. Ingliz tilida kundalik xayotda ishlataladigan idiomalarni o'rganish shaxsni xar qanday hayot sharoitida (kafe,kinoteatr,park) o'zini qulay his qilishga yordam beradi

Buyuk Britaniyada odamlar siyosat,din,oila mavzusida begonalar bilan suhbatlashishmaydi. Suhbat uchun maqul mavzu ob-havo haqida bo'ladi. Shuning uchun ingliz tilida ob-havo bilan bog'liq bo'lgan iboralar ko'proq uchraydi.

To break the ice -muzni sindirish. Tarjimadan ko'rinish turibdiki idioma so'zma so'z tarjima qilinganida ma'no sodda bo'lil qolishi yoki tushunarsiz bo'lil qolishi mumkin. Bu ibora ko'pincha munosabatlarga nisbatan yoki shaxs notanish davrga tushib qolganda vaziyatni yumshatish yoki suhbatga kirishish ma'nosini bildiradi:

Cedric is very shy. If he goes to a party where he doesn't know anyone, he finds it very hard to break the ice.

Sedrik judayam uyalchang. Mobodo notanish davraga ziyofatga borib qolsa suhbatga kirishish u uchun judayam mushkul bo'ladi.

Come rain or shine- yomgir yogsa quyosh chiqsa. Bu ibora xech qanday ob-xavo ish harakatni bajarishga to'siq bo'lmaydi ma'nosida ishlataladi.

Uncle Jeremiah lives two hundred miles away, but he will be at my birthday party come rain or shine.

Chase rainbows- kamalakni ketidan quvmoq. Bu ibora imkonsiz bo'lgan narsaga erishish uchun harakat qilib vaqtini bekorga sarflamoq ma'nosini beradi.

Sarah is trying to take IELTS degree but I think she is chasing rainbows. She is not experienced enough for it.

Snowed under- qor tagida. Bu ibora odatda shaxs ish bilan band bo'lganda ishga ko'milmoq



manosida ishlatiladi. Ishga ko'milmoq iborasi o'zbek tilida ham mavjud.

I have to stay late at the office tonight and finish some things because I'm snowed under with work.

Ingliz tilida nafaqat ob-havo bilan bog'liq iboralalar balki xar xil mavzularga oid iboralarni xam uchratish mumkin. Bunga misol qilib oziq ovqatlar,xayvonot dunyosi, geografik nomlar,tibbiyat,kiyim kechak nomlari bilan ishlatiladigan iboralarni keltirib o'tish mumkin.

A piece of cake - bir bo'lak pirojniy. Bu ibora ko'pincha biron ta ish xarakatni bajarishda qiyinchilik yo'qligini ifodalashda ishlatiladi. O'zbek tilida xamirdan qil sug'urgandek iborasi bilan mos keladi.

Theo and Helen have just taken a test.

Theo: That test was so easy.

Helen: Yes, it was a piece of cake. I'm sure, I passed

Of two minds- ikki fikr. Bu ibora birorta ish harakatni bajarishga bo'lgan ikkilanish manosini beradi.

Betty was of two minds about her future: Should she study to be a teacher or an actress?

A big mouth - kata og'iz. Bu o'zbek tilidagi og'zi bo'sh iborasiga to'g'ri keladi va sir saqlay olmaydigan odamga nisbatan ishlatiladi.

My brother has such a big mouth. He told everything I said to our mother

To shake a leg- oyoqni chayqamoq. O'zbek tiliga oyog'ingni qo'lga ol iborasi bilan ma'nodosh bo'lib ish xarakatni tez bajarishga undashda ishlatiladi.

Shake a leg! We have to be at school in twenty minutes.

To work like a dog- it kabi ishlash. Bu ibora o'zbek tilida xam mavjud bo'lib itday ishlab iborasi juda ko'p mexnat qiladigan odamlarga nisbatan qo'llanadi.

Adam works two jobs and goes to college. He works like a dog because he wants to get a good education.

To make a mountainout of a molehill- pashshadan fil yasamoq. Bu ibora xam o'zbek tilida mavjud bo'lib arzimagan narsani bo'rttirish ma'nosini beradi.

Sally usually gets good grades, but she didn't do well on the last test. Now she is very worried. I think she is making a mountain out of a molehill.

Throw in the towel- sochiqqa irg'itmoq. Bu ibora o'zbek tilidagi alamini ichiga yutmoq iborasiga mos keladi.

At the meeting no one paid attention to my arguments. So I threw in the towel.

Yuqorida ko'rsatib o'tilgan iboralar inglizlarning kundalik suhbatida tez-tez foydalaniladi va siz ulardan ona tilisi ingliz tili bo'lgan shaxslar bilan muloqotda be'malol qo'llashingiz mumkin bo'ladi .

Foydalanilgan adabiyotlar:

- 1.Salomov F. " Maqol va idiomalar tarjimasi", Toshkent 1961.
- 2.National textbook company Idioms for every day use. Milada Broukal. 1994.
- 3.McGraw-Hill's Dictionary of American Idioms and Phrasal verbs. Richard A. Spears, Ph.D.2005.



TA'LIM JARAYONIDA BARQAROR BIRIKMALARNI BADIY MATN ASOSIDA O'RGANISH

S.Ismailova TTYeSI akademik litseyi yetakchi o'qituvchisi. Telefon raqam:
S. Gazibekova TDYU akademik litseyi yetakchi o'qituvchisi.

ANNOTATSIYA

"*Ta'lim jarayonida barqaror birikmalarni badiiy matn asosida o'rganish*" mavzusidagi mazkur malaka ishida o'zbek tili metodikasida mavjud qarashlar asosida ta'lif jarayonida barqaror birikmalarining badiiy matn asosida o'rganishda Abdulla Qahhor asarlaridan foydalanish xususiyatlarining o'rganilishi tadqiq qilinadi.

Kalit so'zlar: barqaror birikmalar, maqol, matal, ibora, badiiy matn, og'zaki nutq, yozma nutq, savodxonlik

Ona tilini o'qitishdan maqsad tilning jamiyat azolari o'rtasida bajaradigan vazifasidan kelib chiqadi. Chunki kishilar o'z faoliyatlarining barcha sohalarida bir-birlari bilan faol munosabatda bo'ladilar. Ular doimo o'zlarini o'rabi turgan moddiy borliqdagi narsa-buyumlar, voqeа-hodisalar to'g'risida fikr yuritadilar va o'z fikrlarini bir-birlariga ma'lum qiladilar. Shunga ko'ra, ona tili ta'liming maqsad va vazifasi o'quvchi shaxsini fikrlashga, o'zgalar fikrini anglashga va shu fikr mahsulini og'zaki hamda yozma shaklda savodli bayon qila olishga, ya'ni kommunikativ savodxonlikni rivojlantirishga yo'naltirilgan. Mukammal shakllangan, mustaqil fikrlay oladigan, nutq va muloqot madaniyati rivojlangan - savodxon, ma'naviy barkamol shaxsni kamol toptirish matabda ona tili ta'liming birlamchi maqsadini tashkil qiladi.

Barqaror birikmalarni badiiy matn asosida o'rganish o'quvchilarning ma'naviy dunyoqarashini kengaytiradi hamda og'zaki nutqini o'stradi. Shu o'rinda Abdulla Qahhor ijodidan foydalanamiz.

"Bemor" hikoyasini olib ko'raylik. Hikoya o'zi bir kaftgina, xolos. Lekin uning g'oyasi, mazmuni ancha keng qamrovli. Tili esa jozibali, jumlalar lo'nda, pishiq. Yozuvchi hikoyada barqaror birikmalardan mahorat bilan o'z o'rnida foydalangan. Barqaror birikmalar xalq tilida ko'p qo'llanilib, tushunarli bo'lganligi sababli hikoyani o'qish oson kechadi va undagi obrazlar, voqealar kishi ko'z o'ngida yaqqol gavdalananadi.

Nutqiy jarayonda fikrimizni bayon qilish uchun so'zlar yordamidagina emas, balki bir necha so'zlarning barqaror bog'lanishidan hosil bo'lgan birikmalardan ham foydalanamiz.

Quyida Abdulla Qahhorning "Bemor" hikoyasida qo'llanilgan barqaror birikmalar haqida so'z yuritamiz: hikoyaga yozuvchi "Osmon yiroq, yer qattiq" maqolini peshlavha qilib qo'ygan. Maqol - barqaror birikma. Grammatik jihatdan gap holida shakllangan, xalq donishmandligining mahsuli. Ushbu maqolda yozuvchi hikoyaning butun g'oya mazmunini ifodalay olgan. Shuningdek, hikoyada "Yo'g'on cho'ziladi, ingichka uziladi" matalini qo'llagan.

Matal to'g'ri ma'no ifodalamaydigan obrazli ifoda, ya'ni hikmatli birikmadir. Hikoyada qo'llangan shu birikma matal orqali yozuvchi Sotiboldi oilasining faqirona hayot kechirishini bor hayot tarzini to'la ochib bergen. Hikoyada iboralar ham keng o'rin tutgan. Iboraning obrazli ma'nosi so'znikidan ko'ra ancha kuchli bo'ladi. Ibora - obrazli, jozibali ifodalilaniladigan til hodisasi. Shu o'rinda bevosita hikoyadagi ayrim iboralarga e'tibor qaratish mumkin: Bemorning ko'zi tinib, boshi aylanadigan bo'lib qoldi gapidagi ko'zi tinib iborasining ma'nosi "holsizlanib" so'zi ifodalagan ma'noni bildirsa, "boshi aylanadigan" - iborasi "esankiraydigan" holat ma'nosini ko'rsatmoqda.

Abdig'aniboy... qo'lidan kelsa hozir uning xotinini oyoqqa bostirib berishga tayyor



ekanini bildiradi. "Oyoqqa bostirib berishga tayyor" iborasi kasalini tuzatib berish ma'nosini xalqona ifodalaydi. Qo'lidan kelsa, bajarar birikmasi ham o'ziga xos qo'llangan. U ertadan kechgacha oftobshuvoqda gavronlar ichida ko'milib savatni to'qiydi. Bu gapdagi "ichida ko'milib" iborasi ko'chma ma'noni ifodalab, shaxsning nihoyatda ish bilan band ekanligini, ishi doim boshidan oshib-toshib yotishini bo'rttirib ifodalagan. Bir kecha bemor juda azob tortdi iborasi orqali bemorning juda qiynalgan holatini obrazli tarzda yoritgan.

Sotiboldining xotini bilan barobar azob tortayotganligi, hatto undan ko'r'a og'ir darajada Sotiboldining qiynalayotgani iztiroblari ko'rsatilgan. Bemor kundan kun battar bo'lib, oxiri o'sal bo'ldi. "Kundan-kun battar bo'lib" iborasi kasali zo'rayganini, o'sal bo'ldi iborasi esa tuzalishiga umid qolmagan holatga kelganligi ma'nosini ifodalaydi. Ko'ngliga armon bo'lmasin deb "chilyosin" qildirishga ham to'g'ri keldi. "Ko'ngliga armon bo'lmasin" iborasi vaqtida qilinmagan ish tufayli ko'nglida qolgan o'kinch, iztirob ma'nosini bildiradi. Saharga borib uzildi. Bu o'rinda xalq tilini yaxshi bilgan A.Qahhor o'ldi so'zi o'rnida uzildi, vafot etdi evfemizmini tanlagan. Bu esa asar xalqchilligini ta'minlagan. Bu tarzdagi barqaror birikmalar orqali ifodalangan jumlalar, albatta, hikoyaning ta'sirchanligini oshirgan. Agar yozuvchi barqaror birikmalar o'rnida jo'ngina so'zlar orqali hikoya qahramonlari hayotining, bor holatini tasvirlaganda edi, hikoya bu qadar tahsirchan chiqmasdi. Hikoyadagi achchiq qismat halokati kitobxonning ruhiy olamiga qattiq tahsir kuchini o'tkaza olmasdi.

Abdulla Qahhor hikoyalari misolida o'quvchilarni badiiy matndan foydalanishda frazeologizm, maqol, matal va hikmatli so'zlarning tahliliga yo'naltirish ularning ham adib asarlarini jiddiy va asosli tarzda o'rganishlariga imkon yaratса, boshqa tomonдан, ularning umuman badiiy asarni o'qishga, o'rganishga bo'lgan mayl va rag'batlarini kuchaytiradi. Bularning natijasida ularning badiiy-estetik didlari takomillashadi, umumiy dunyoqarashlari kengayadi, so'zni, badiiy matnni hisqilishga oid ko'nikma va malakalari barqarorlashadi.

Foydalilanilgan adabiyotlar ro'yxati:

- 1.Nurmonov A., Sobirov A., Yusupova Sh. Hozirgi o'zbek adabiy tili. - Akademik litseylarning ikkinchi bosqich talabalari uchun darslik. - T.: Sharq, 2005.
- 2.To'xliyev B. Va b. O'zbek tilini o'qitish metodikasi. - Toshkent, O'zbekiston milliy kutubxonasi nashriyoti, 2010,



THE EFFECTIVE TEACHING METHODS TO BOOST STUDENTS' SPEAKING SKILLS

Ismoilova Nurkhon Adhamjonovna
teacher of the department of English philology,
the National University of Uzbekistan
named after Mirzo Ulugbek

Abstract: This article is devoted to the general attention of English language communication in EFL classes. It must be highlighted that the English language in modern society plays a vital role, in order to learn it effectively authentic materials and real English - speaking - "atmosphere" must be created and utilized in the teaching process, namely use of specialized educational software aimed at developing the skills of different types of speech activity - oral communication, listening, reading, writing, and skills of detailed analysis of the different styles of the English language. This research seems significant in the aspect of teaching process that actively developed in recent methodological works.

Key words: CLT, methods, brainstorming, EFL, language barrier, authentic materials, Fluency activities;

As it is obviously known, that teaching foreign language methods aimed to help improving learners' ability in the target language. First and foremost, by the help of them students will communicate fluently not only in the classes but they will extend their opinions independently in the spontaneous conversations when they communicate outside the classroom. There are huge numbers of ways to teach English, such as the grammar translation method, the contemporary method, the direct method, blended learning, audio- lingual method etc.

Our understanding of the process of second language learning has changed considerably in the last 30 years and Communicative Language Teaching (CLT) is partly response to these changes in understanding [Richards,3].

These days, the aspect of English- speaking plays most valuable role in the society. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts [Chancey,5]. Speaking is an interactive and comprehensive process which involves producing and receiving and processing information. Properly used talk ensures learners' progress and consequently improves their interest in the subject. CLT is one of the profitable methods in the methodology. In addition to this Richards divided speaking activities in several parts according to its usage and meaning. They are structured as Accuracy Versus Fluency activities, Mechanical, Meaningful and Communicative Practice, Information Gap activities and other types.

Moreover, he points out that Accuracy Versus Fluency activities focusing on developing fluency and seeking to link language use to context and achieving communication in the target language use. This type of activity drives its attention mainly to role playing and discussion strategies.

Role play

Role play is a prominent teaching activity that a group of learners of mixed language levels act in specified roles which was given by their teacher. Furthermore this activity makes up real English atmosphere in the class and teacher should not interrupt students' dialogues, they just should take notes and at the end students will be given positive feedbacks. These kinds of roles can be the chemists, the teachers, the old man, and the customers also. What is more, in this activity students come across new vocabulary,



stress on all types of questions and as well as you can notice the learners check and correcting their language when they have mistakes.

Mechanical, Meaningful and Communicative Practice- contains three different types of practice and put stress on the correct grammar usage, making meaningful choice while carrying out practice. That kind of activities can be divided into some parts also according to Littlewood [2] who groups activities into two kinds: Pre- communicative activities includes itself structural, Quasi-communicative activities; the next one is Communicative activities contains functional communicative activities and social communicative activities. Here we can include the following activities which are promotes learners' speaking and communicative skills, namely, brainstorming, interview, story-telling, picture narrating, find the difference activities.

Brainstorming

This activity encourages the students' problem solving opinions, extend their solutions for more valuable and complicated problems by breaking the language barrier. The one of the advantages of brainstorming is the students' opinions will not be criticized that is why they will be not shy to share their idea.

For instance, the teacher gives a topic which is based on the certain problem and the students should solve it by giving their own solutions, such as "Mrs. Yuldasheva's neighbor always listens to music too loud at nights, she several times talked with him but no results. What must she do?" The students have to solve this kind of problems in a limited time.

Interview

Interview- is a great chance to the learners of English communicates with native speakers of the target language. By this way, learners will begin to imitate the pronunciation of the native speakers and pretend to speak like them, consequently students improve their speech. Conducting interviews with people gives students opportunity to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, every student should present themselves to the class. Moreover, learners can interview each other and introduce his or her partner to the class. In addition to this, teacher should give a certain task, namely, "Take interview with the using of indirect question from the native speaker of English!" and according to this rubric students should complete the task like this:

Student: If it is not to difficult to answer can I ask about your future plans for near five years?

Mr. Watson: Yeah, you are welcome; I'd like to keep in touch with my partners in the Central Asia, due to the fact we have signed profitable projects on providing techniques in a few years.

Student: Do not you mind if I ask about your family, specifically can you tell me how many children do you have?

Mr. Watson: Oh, of course I will tell about my family, because I've never kept it as a secret. I have a daughter and little son□

Story- telling

Story- telling is activated in pair of students, it can be said the most interesting and quite enjoyable oral activity. First of all students will retell the story shortly which they heard it from somebody else beforehand, what is more, they can create their own versions or they can change it slightly, furthermore they can include even jokes and riddles. For instance, Teacher calls one student out of the class and tells the beginning of the story:

"Yesterday when I was walking on the way of my home, I ran into my classmate on a new BMW. I had not seen her for years after the school□"



Then students conclude the story including their options and at the end the teacher tells the truth, real ending of the story.

Picture describing

The another way of using pictures in a speaking activity is to show students only one picture and the students should describe what was illustrated in it. For this activity students can form groups and teacher gives a different picture to each groups. Students discuss the picture with their groups and one person from each group describes the picture to the whole groups. This activity encourages creativity and fantasy of the learners as well their public speaking skills.

Story completion

Story completion is widely used in speaking lessons, for story completion teacher should give a task before this lesson. The learners asked to read newspaper, magazine or internet news and they will report to their classmates this breaking news in class. Students can also talk about whether they have experienced any events which are vivid to telling their friends in their daily lives before the class.

To take everything into account, the methods and activities of the teaching English language have target to help students speaking in the certain language, this will help them increasing their motivation also. Furthermore, these activities make students more active in the learning process and at the same make their speech more meaningful and vivid for them. In my way of thinking these types of strategies will be surely succeeded when teacher can engage the students' interest in learning the subject and can insist them on speaking freely in English.

THE LIST OF USED LITERATURE:

- 1.Rogova G. V. Methods of teaching English. -M.,1975
- 2.Littlewood, W. Communicative Language Teaching.-New York.,1981
- 3.Richards J.C. Teaching Listening and Speaking.- New York.,2008
- 4.Richards J.C. and Theodore Rodgers. Approaches and methods in language teching.- New York.,2001
- 5.Chaney A.L and Tamara L.B. Teaching oral Communication in Grades.-K-8 Allyn&Bacon.,1998



USING METHODS OF GAMES IN MAKING SENTENCES

Karimova FeruzaNarzullayevna

Kashqadarya region Karshi district 17-school English teacher
feruzanarzullayevna@gmail.com

Annotation. Different methods can be used in teaching English: games, brainstorming, dialogues and so on. Methods based in games are effective to any age group. In this article, I am writing about two game-methods, which help pupils to make longer sentences in short time. Using these game-methods, teachers of English can make their lessons more effective and more funny.

Key words: pedagogical problem, sentence, game, method, group, logical, grammatical, pupils.

One of the pedagogical problems in teaching English is how to teach pupils to make longer sentences. In order to overcome this problem I suggest game methods, which will help pupils make sentences easily and with fun. In this article, I am writing about three game-methods. These methods can be used to pupils of pre-intermediate or intermediate levels.

The first game is named as "If I were". The teacher begins this game with explaining the rules and situation. Firstly, about the rules. The class is divided into two groups. Both groups should work as a single team in making sentences. When the teacher explains the situation, one of the groups begins the game by making one part of the sentence. The sentence should be of conditional two (unreal conditional). The second group continues the sentence by making both logically and grammatically correct ending. In turn, the first group should continue making another sentence, which should logically continue the second groups ending. Then, second group makes ending to the second sentence. Thus, game continues until one of the groups can't make sentences correctly or the teacher can stop the game due to time requirements. Before beginning the game, the teacher must explain the situation. For example, a pupil wants to do his or her lessons but doesn't have enough knowledge on the topic. The teacher lets the first group begin the game by making the first sentence. Here an example of the games.

First group's sentences

If I knew the topic very well,
If I did the exercise now,
If I had enough time to go to the gym,
If I were a strong athlete,
If I...

Second group's sentences

I could do the exercise immediately.
I could go the gym.
I would become an athlete.
I would participate in tournaments.

Then, the second group begins the game when the teacher explains another situation. The second group begins If I □..and the first group should continue the sentence. So the game continues. An important point in this game is to make sentences correctly. They should be grammatically correct and make sense. The teacher decides if the sentence is correct or not. Also, the teacher should correct the mistakes. As you can see that this method helps pupils think and make sentences in short time. The longer the sentences, the better for pupils themselves. This method helps pupils think creatively and make correct sentences in any situation.

The next method is called as "fortunately - unfortunately". The rule can be explained in this way. The class is divided into two groups. Both groups should work as a single team



in making sentences. When the teacher explains the situation, one of the groups begins the game by making a sentence beginning with "Unfortunately, The teacher explains the situation. For example, "Yesterday, I planned to go to the bank to have cash". The first group's sentence can be like this: "Unfortunately, father drove my car to work. Then, second group continues the game by making sentence beginning with "Fortunately, An example of game:

- Teacher: - Yesterday, I planned to go to the bank to have cash.
Fist group: - Unfortunately, father drove my car to work.
Second group: - Fortunately, I live near bus-stop.
Fist group: - Unfortunately, there were no bus for ten minutes.
Second group: - Fortunately, a bus came after 12 minutes.
Fist group: - Unfortunately, it was the bus that doesn't go to my bank.
Second group: - Fortunately, I realized that, changed to another bus and reached the bank.
Fist group: - Unfortunately, it was lunch-break in the bank and I had to wait.
Second group: - Fortunately, I had my mobile and played games.
Fist group: - Unfortunately, ,,,
Second group: - Fortunately, ,,,

Then, groups can change their roles, the second group makes negative sentences beginning with "Unfortunely," And the first group positive sentences with "Fortunately,The game continues until one of the groups can't make sentences or the teacher stops. This method help pupils make sentences quickly.

Spoken English teaching techniques stress real-world communication and English conversation versus rote memorization. Because these communicative methods are a student-centered approach, the teacher must work as a facilitator in an effort to help students develop English speaking skills for a range of purposes. Our teaching methods are focused on increasing speaking English in classroom, as well as the pronunciation of words, and utilizing new vocabulary as much as possible. Using these classroom oriented methods maximizes dialogue through a variety of techniques, including class discussions, presentations, small group discussions, pair work, group work, special projects, and other task-oriented assignments. As mentioned above, the modern language teacher doesn't follow one rigid method, but applies the modern ways of different approaches - fitting the method to the learner, not vice versa. This means choosing the techniques and activities that are appropriate for each particular task, context and learner, with a focus on motivation and helping learners become independent and inspired to learn more.

A good teacher always wants that his teaching should be effective. He wants that all the students of the class should properly attend, listen to him and try to grasp what he teaches in the class. The principles evolved help the teacher to carry on his routine of teaching efficiently. They provide him guidelines and keep him on the right track. They check him from going astray. They ensure the achievement of the teacher in the process of teaching.

Used literature:

- 1.John and Liz Soars. New Headway. Pre-Intermediate. Student's Book. Oxford. 2007.
- 2.Jim Scrivener. Learning Teaching 3rd Edition Student's Book. London. Macmillan. 2011
- 4.Harmer Jeremy. How to teach English. London. Pearson. 2007



BOSHLANG'ICH SINFDA O'QUVCHILARINING OG'ZAKI NUTQINI O'STIRISH

Karimova Mashhura Abdulhamidovna

Namangan viloyati Norin tuman
19-maktab boshlang'ich ta'lif fani o'qituvchisi

Annotatsiya: Ushbu maqola orqali boshlang'ich ta'lif bosqichida o'quvchilarning og'zaki nutqini oyinlar asosida o'stirishga yordam beradi.

Kalit so'zlar: og'zaki nutq, o'quvchilar, innavatsion texnologiyalar boshlang'ich sinflar, mashg'ulotlar, o'yinlar, yod oldirish, takrorlash.

Bugungi kunda O'zbekiston Respublikasi Prezidentining 2017 yil 13 sentyabrdagi "Kitob maxsulotlarini nashr e'tish va tarqatish tizimini rivojlantirish, kitob mutolaasi va kitobhonlik madaniyatini oshirish hamda targ'ib qilish bo'yicha kompleks chora-tadbirlar dasturi to'grisida" gi Qarori doirasida tashkil e'tilgan

"Infolib - 2017" VI Milliy ahborot-kutubhona haftaligidagi "Ochiq e'shiklar", "Mutahassis", "Ijod va tanlovlari", "Bilimlar va horijiy tillar" kabi tadbirlar, uchrashuvlar, anjumanlar o'tkazilmoqda. Biz ta'lif va tarbiya tizimining barcha bo'ginni faoliyatini bugungi zamondalalari asosida takomillashtirishni o'zimizning birinchi darajali vazifamiz deb bilamiz. Yosh avlod tarbiyasi haqida gapirganda, Abdurauf Fitratning Quyidagi fikrlariga har birimiz, ayniqsa, endi hayotga kirib kelayotgan o'g'il-qizlarimiz amal qilishlari zarur: "Xalqning aniq maqsad sari harakat qilishi, davlatmand bo'lishi, baxtli bo'lib izzat-hurmat topishi, jahongir bo'lishi, yoki zaif bo'lib horlikka tushishi, baxtsizlik yukini tortishi, e'tibordan qolib, o'zgalarga tobe va qul, asir bo'lishi ularning o'z ota-onalaridan bolalikda olgan tarbiyalariga bog'liq ". Boshlang'ich ta'lifning asosiy vazifalaridan biri o'quvchilar nutqini o'stirishdir. Nutq o'stirish uch yo'nalishda: so'z ustida ishlash, so'z birikmasi va gap ustida ishlash, bog'lanishli nutq ustida ishlash orqali amalga oshirilishi metodik adabiyotlarda qayd etilgan.

Nutq fikrni bayon etish vositasi bo'libgina qolmay, uni shakllantirish quroli hamdir. Fikr nutqning psixologik asosi vazifasini bajaradi, uni o'stirish sharti esa muvaffaqiyatlari o'stirish mumkin. Shuning uchun o'quvchilar nutqini o'stirishda materialni tayyorlash, takomillashtirish, mavzuga tegishlisini tanlash, joylashtirish va mantiqiy fikrlashga yo'naltiradigan ish turlariga katta ahamiyat beriladi. Boshlang'ich sinf o'quvchilarini nutqini o'stirishda yod oldirish, so'zlarning ma'nosini tushuntirish yoki qayta hikoya qildirish kabi usullardan foydalanibgina qolmay, balki ular uchun qiziqarli faoliyat bo'lgan o'yinlardan foydalanish, ko'zlangan, yuqori natijalarni qo'lga kiritishda katta yordam beradi. Chunki kichik maktab yoshidagi o'quvchilar faoliyatida asosiy o'rinni egallaydi. Bolalarning yosh va psihologik xususiyatlaridan kelib chiqib aytadigan bo'lsak, o'yin dunyonи va o'zlikni anglashda, bog'lanishli nutqni o'stirishda asosiy vosita hisoblanadi. Darsda o'quvchilar zo'r qiziqish bilan ishtiroy etadigan bir nechta didaktik sintaktik o'yinlarni ko'rishimiz mumkin. bunday hollarda yangi innavatsion metodlardan foydalanish qo'l keladi. Masalan: Tanishuv metodidan foydalanamiz. Texnologiya o'quvchilami jamoa bo'lib yoki kichik guruhlarga birlashgan holda ishlash, guruh yoki jamoada samimiy, do'stona muhitni hosil qilishga va o'g'zaki nutqini o'stirishga yordam beradi. U, shuningdek, har bir o'quvchini faollashtirib, tengdoshlari haqida to'liqroq ma'lumotga ega bo'lish, shaxsiy sifatlarini o'rtoqlaridagi mavjud xislatlar bilan taqqoslash, o'zini va guruh a'zolarini boshqalarga tanishtirish imkoniyatini yaratadi. "Tanishuv" texnologiyasini umumiyligi o'rtata'lim maktablarining I-IV sinflari, do'stona muhit yaratishda jamoa shakllanishining boshlang'ich



davrida samarali sanaladi. Shu bilan birga texnologiya o'quvchilarga o'zlaridagi ijodiy qobiliyatlami namoyon qilish uchun qulay sharoit yaratib berishi bilan ham beqiyos ahamiyatga ega. Mashg'ulotlarda texnologiyani qo'llash quyidagi to'rt bosqichda kechadi: Tayyorgarlik bosqichi, Tanishuv bosaichi, Ijodiy ish bosaichi, Taqdimot bosqichi, Yakuni bosqich O'qituvchi o'quvchilarni kichik guruhlarga ajratadi; har bir guruh ko'rsatilgan joydan o'rın oladi, guruh a'zolari o'zaro kelishib, guruhga nom tanlaydi va guruh sardorini belgilaydi; o'qituvchi har bir guruhga muayyan topshiriq beradi Guruh sardori taqdimot shaklida jam oani guruh bilan tanishtiradi; jam oa a'zolarida savollar bo'lsa guruh sardori ulargajavob qaytaradi Har bir guruh belgilangan vaqt davomida o'ziga berilgan topshiriq bo'yicha ishlaydi (bu jarayonda guruhning har bir a'zosi faol ishtirok etishi zarar) Belgilangan vaqt nihoyasiga etgach, guruh sardori jam oani guruh ishi bilan tanishtiradi; jam oa a'zolari zarur o'rinnlarda savollar bilan murojaat qiladi; guruh sardori berilgan savollargajavob qaytaradi Har bir guruhning taqdimoti yakunlangach, jamoa o'qituvchi rahbarligida ishlami muhokam a qilib, eng yaxshi ishni aniqlaydi; o'qituvchi har bir guruhning ishiga baho berib, m ashg'ulotni yakunlaydi Izoh: Guruhlaming ishlari "Ekspert guruhi" tomonidan ham baholanishi mumkin. Buning uchun tayyorgarlik bosqichida o'quvchilar orasidan "Ekspert guruhi" uchun a'zolar ajratiladi va O'qituvchi ulaming vazifasini tushuntiradi. "Ekspejt guruhi" guruhlar ishini baholashda xolislikka alohida e'tibor berishi zarur.

Xulosa qilib aytganda darslar davomida o'quvchilarni o'g'zaki nutqini o'stirish uning darslarda faolligini ta'minlashda turli hil innavatsion texnologiyalar o'rni beqiyosdir.

Foydalanilgan adabiyotlar:

- 1.1. "Umumiy o'rta ta'lím to'g'risidagi Nizom". Toshkent-2017
2. Interfaol metodlar. Metodik qo'llanma. D.Ro'ziyeva, M. Usmonboyeva, Z. Xoliqova. Toshkent -2013
- 3.Qosimova K., S. Matjonov, X. G'ulomova., Sh. Yo'ldosheva., Sh. Sariyev. "Ona tili o'qitish metodikasi". -T., 2009.
- 4.Egamberdiyeva N., S. Zohidova. "Nutq o'tirish usullari-interfaol ta'lím strategiyalari vositasi sifatida". -T., 2016.



COMPARATIVE STUDY OF THE PRINCIPAL PART OF THE SENTENCE; THE SUBJECT - WITH NATIVE LANGUAGE.

Liliya Dauletmuratova - Student of Karakalpak State University, faculty of foreign languages.

Mirzabaeva Gulchexra - Student of Karakalpak State University, faculty of foreign languages.

Dauran Dauletmuratov - Student of Karakalpakstan Medical Institute.

Annotation; This thesis includes comparative study of the subject with native language in the sentence with some examples of its forming in both languages.

Keywords; sentence, subject, grammar, parts of the sentence, words, pronoun, English, Karakalpak language.

In a sentence we distinguish the principal parts, secondary parts and independent elements. The principal parts of a sentence are the subject and the predicate. The secondary parts are the attribute, the object and the adverbial modifier. [1:225]

The subject of a sentence answers to the same questions in both English and Karakalpak languages and it is one of the most important parts of a sentence which is grammatically independent of the other parts of the sentence and on which the second principal part - the predicate is grammatically dependent (in most cases it agrees with the subject in number and person). The subject of a sentence can denote a living being, a lifeless thing or an idea. And there are more than ten ways of expressing the subject in English language while in Karakalpak language they are about five. In this study there are given some similar ways of expressing the subject in both languages.

The subject can be expressed by a single word or a group of words. Thus it can be expressed by;

1.A noun in the common case.

Ex; The sulky waiter brought my tea.

Marcellus slowly turned his head. [1:226]

Misal; Adam (a person) ilim menen joqarig'a ko'teriledi.

Juwiriw (running) - sporttin' bir tu'ri.

There are some cases when a noun in the possessive case is used as the subject of the sentence and this case in Karakalpak language is called iyelik sepligi. This rule is common for both of the languages.

Ex; Mrs. Gummidge's was a fretful disposition.

Oh, my dear Richard, Ada's is a noble heart. [6]

Misal; Bag'din' (garden's) do'geregi diywal menen qorshalang'an.

Polattin'(Polat's) u'nsizligi oni shorshitti.

2.The second similar way of expressing the subject in both languages is group of words. This kind of words which is one part of the sentence can be a syntactically indivisible group.

Ex; Yet at this very time their friend and defender is darkly grouping towards the solution.

(here the subject represents one person) [1:227]

The needle and thread is lost.

(here the needle and the thread as one thing. This is not to be confused with homogeneous subjects where two persons or things are meant and consequently the predicate is in the



plural) [7]

Misal; O'zbekistan Respublikasi (the republic of Uzbekistan) 1991-jili g'a'rezsizlikke eristi.

(Those are examples of indivisible group of words in both languages and in Karakalpak language it is called "qospa so'zler" [3:136]

3. It points out some person or thing expressed by a predicative noun, or it refers to the thought contained in a preceding statement, thus having a demonstrative meaning - the demonstrative it. [8]

Ex; It is John.

It was a large room with a great window.

Dick came home late, it provoked his father. [1:226]

In the last two cases it is close to this and is usually translated into Karakalpak by "Bul":

(Here are given some examples which are similar to the rules of English, in some cases it may differ.)

Misal; Bul (it is) - menin' anam.

Bul (it is) - keme. [3:135]

4. Subject can be formed with the help of an infinitive, an infinitive phrase, a gerund, a gerundial phrase or their construction. [5] This case a little differs from the grammar of domestic language, as we don't have a conception like gerund or infinitive. Instead we use ken'eytilgen baslawish kelbetlik feyil and a group of words which consists of ha'reket ati feyili. [2]

Ex; Lying doesn't go well with me.

Winning the war is what counts.

Misal; Talantsiz kisini ta'rbiyalaw (to raise a child who isn't talented) - o'mirdi zaya o'tkiziw degen so'z.

Ata - anag'a hu'rmet ha'm izzet ko'rsetiw (to respect our parents) - ha'r bir perzenttin' waziyalarinin' biri. [3:137]

(These are exact samples which are similar with and which suit the English grammar rules, they may differ in some cases.)

References;

- 1.Грамматика английского языка. 1973. Москва. В. Л. Каушканская, Р. Л. Ковнер, О. Н. Кожевникова.
- 2.Aspects of the Theory of Syntax. 1965. Noam Chomsky.
- 3.Ha'zirgi qaraqalpaq tili. No'kis. 2010. Turabaeva. N.
- 4.Qaraqalpaq tili. 2009. Madenbay Dawletov, Abatbay Da'wletov. No'kis.
- 5.The farlex International. Complete English rules. 2014.
- 6.<http://www.grammar-monster.com>
- 7.<http://www.linguapress.com>



THE ROLE OF AUTHENTIC MATERIALS IN DEVELOPING ENGLISH-LANGUAGE LEARNERS' LISTENING SKILLS

Mamutova Yu.

Teacher, Karakalpak State University

Maulenbergenova B.

3-year student, Karakalpak State University

Abstract: The present article is devoted to the investigation of the influence of authentic materials on English-language learners' listening skills development, analyzing advantages and disadvantages of applying authentic materials, and the main purpose of using them. On the basis of examples several ways of improving learners' listening ability with the help of authentic materials have been analyzed.

Key words: listening skills, authentic materials, EFL

Since the declaration of independence the government of Uzbekistan has been paying great attention to further development of the educational system. Particularly, a list of laws and decrees concerning the improvement of people's foreign-language accuracy has been adopted. They mainly put the following actual problems: to start teaching foreign languages at secondary schools from the 1st grade; to reform the curriculums and programs in foreign languages; to provide students and teachers with all the necessary textbooks and manuals; to train highly-qualified teachers in foreign languages and other issues [4].

The results of the educational system reforms in terms of teaching and learning English reflect on gradual transition from the grammar-translation method, where students were to learn English by translating to and from native language, memorize grammar rules, and make almost no focus on listening and speaking skills, to the communicative method, in which the main aim is to enhance learners' ability to communicate in the target language. In this occasion, one key to be proficient in speaking is to develop proficiency in listening comprehension [5].

Listening is one of the four major skills that learners should develop to acquire a language as well as a difficult skill to be taught in EFL.

Delmar Hatesohl and Dick Lee say: "Even though listening is the communication skill we use most frequently, it is also the skill in which we have had the less training" [2]. Despite the significance of developing listening practice in English teaching and learning, less emphasis is put on it. It is widely considered that EFL learners improve listening skills while listening to the teacher's speech. However, the majority of foreign language teachers in countries where English is studied as a foreign language are not representatives of that language. There is a risk of their presenting speech with a different version of pronunciation, intonation, or accent. As a result, learners face difficulties comprehending real English spoken by the native speaker of the language, or radio and television broadcasts in English. Likewise, English listening comprehension is essential to successfully pass the listening part of IELTS proficiency test, where the speech in the recording one listens to is produced by a native speaker, or the speaking part, where the examinee needs to make out the examiner's speech to be able to respond.

As mentioned in Robinett, "The goal of the listening skill is to enable the learner to perceive the second language in the way native speakers perceive it" [6]. The best key to achieve this goal is to use authentic materials that bring reality into the auditorium. The use of authentic materials offers language instructors the opportunity to expose the



learners to real language [3].

The main purpose of using authentic materials in developing EFL listening skills is to promote learners' listening comprehension. Guariento and Morley claim that the purpose of using authentic materials is to prepare students for their social lives [1]. Authentic materials aid teachers in simulating the real world in the classroom.

Advantages

The language instructor's pronunciation is not authentic when he or she is non-native English speaker. In this respect, authentic materials provide students with some valuable exposure to native accents, the practice of activities based on commonly used and useful phrases or expressions. By using authentic materials while having listening practice, the teacher encourages learners to make use of authentic materials independently outside the classroom as well. In this case, the teacher provides constant guidance as well as individual counseling for different minor problems the students can possibly meet at the early stages, motivate them to listen, and help them gain confidence in listening to foreign language.

Recorded materials, for example, enable a non-native English teacher to provide the learners with the variety of English sounds, voices and accents. The used material is authentic by means of language and situational context.

Using the variety of real life situational and challenging topics can prevent students from getting bored and losing concentration. As with normal daily conversation, listening comprehension in the language learning situation is easier to achieve if the listener is interested in what is said.

Disadvantages

Applying authentic materials can make beginner level learners confused and demotivated by the complexity of language and performance conditions unless the simplest authentic texts are carefully selected by the language instructor [1, p.348-351]. Realistic materials are often perceived as being complicated as they are generated by and for native speakers of the language. The materials selected should pull students' interests and correspond to their language level.

Most authentic materials are too long to be used in classroom conditions. Movies, for instance, take much time to make use of during the lesson. Teachers mostly endeavor to give them to learners as an additional material instead of devoting the whole lesson to watching them.

In addition, audio and video materials are not always of a very good technical quality. This fact can make students rather confused and divert from efficient studying.

Methodology

Professor Ur suggests the following ways of using authentic materials:

"Listening to the news (weather forecast, sports report announcements, etc.) on the radio,

"Listening to announcements (railway station, airport announcements),

"Listening to recorded or broadcast songs.

Listening to the news (weather forecast, sports report announcements, etc.) on the radio. This technique develops such called "when-to-listen skill", i.e. the listener learns to ignore unnecessary information and to catch the items needed. Practicing listening to weather forecasts enables learners to know the order in which the weather forecast details are presented. It gets easier for the listener to recognize the signals and to judge when to pay attention.

Listening to announcements (railway station, airport announcements). The listener keeps the newly acquired information in mind, by repeating or jotting it down in order not to forget it.



Listening to recorded or broadcast songs. The teacher can present music in the foreign language for the students to listen to. The teacher can provide the lyrics to the music in combination with the music itself. This allows the students to combine their reading strengths with their listening comprehension to help improve their listening skills.

Learners can also listen to the radio for entertainment to achieve listening skill development. However, to enjoy such listening input the listener should have a high level of listening skill.

An activity which is much easier than listening to radio is watching English television programmes in the original. Signals given by the speaker as nods, hand movements, all assist the viewer, as do the pictures seen on the screen.

Conclusion

In conclusion, the usage of authentic materials benefits the students' learning process. Realistic listening materials help learners handle with real life listening communications. They contain natural spoken language and provide an opportunity for students to keep in touch with natural "part of life" which is very significant and necessary for successful language acquisition.

The results of the research show that the effectiveness of applying authentic materials in English listening skill development mainly depends on correct material selection. While presenting materials teachers should find appropriate methods for teaching with them and choose the ones relevant to the learners' level.

References

- 1.Guariento, W., & Morley, J. (2001). Text and text authenticity in the EFL classroom. English Language Teaching, 55(4) 347-351.
- 2.Hatesohl, D., & Lee, D. (1999). Listening: Our most used communication skill.
- 3.Kilickaya, F. (2004). Authentic material and cultural contents in EFL classroom.
- 4.Mirziyoyev Sh.M. (2016). Decree "On measures on further development of the system of the pre-school education for 2017-2021".
- 5.Rezai, A., & Hashim, F. (2013). Impact of awareness raising about listening micro-skills on the listening comprehension enhancement: An exploration of the listening micro-skills in English as a Foreign Language (EFL) classes. Australian Journal of Teacher Education, 38(8), 1-15.
- 6.Robinett, B.W. (1978). Teaching English to speakers of other languages: Substance and technique. New York: McGraw-Hill Book Company.
- 7.Ur. P. (1992) Teaching Listening comprehension. Cambridge University Press. UK. 173 p.p.



NUTQ FAOLIYATINI OSHIRISH USULLARI

Rajabova Zaynab Xajimatovna
Xorazm viloyati Yangibozor tumani
1-son umumiy o'rta ta'lif maktabi
Boshlang'ich sinf o'qituvchisi

Annotatsiya. Ushbu maqolada boshlang'ich sinflarda nutq faoliyatini oshirishda innovatsion pedagogic texnologiyalardan samarali foydalanish usullari haqida ma'lumotlar berilgan. Shuningdek, boshlang'ich sinflarda nutq faoliyatini oshirishda qo'llaniladigan bir nechta metodlar keltirib o'tilgan.

Kalit so'zlar: nutq, pedagogic texnologiya, interfaol metod, klaster, aqliy hujum, grafik vositalar.

O'qish -bolalarning nutq faoliyatlarini oshirish, adabiy estetik tafakkurini kamol toptirish, mustaqil fikrashga o'rgatishning muhim omilidir. Shuning uchun ham boshlang'ich ta'lif tizimida muhim o'quv predmeti ta'lif berish, kamol toptirish va tarbiyalash vositasi hisoblanadi.

Ma'lumki, 1-sinfda o'quvchilar matnni bo'g'inlab, so'ng sidirg'a o'qishni o'rganadilar. 2-sinfda o'quvchilarda so'zlarni butunicha sidirg'asiga o'qish malakasi shakllanadi. O'qishning to'g'ri va ifodali bo'lishiga erishiladi, o'qish sur'ati tezlashadi. 3-sinfda so'zlarni butunicha sidirg'a o'qish ko'nikmasi to'la shakllanadi. Bu esa o'quvchilarning ongli va ifodali o'qishga qo'yilgan talaablarini o'stirish imkonini beradi. Bunda, albatta, maqollardan, hikmatli so'z va iboralardan foydalanishga, so'zlarni to'g'ri tanlashga gap qurilishidagi so'zlardan to'g'ri foydalanishga e'tibor beriladi.

4-sinfda esa o'quvchilar so'zlarni bo'g'inlamay, sidirg'a o'qishlari, matnni tez, to'g'ri, ongli o'qishlari kerak. Bu sinfda bo'g'inlab o'qishga yo'l qo'ymaslik kerak.

Ma'lumki to'g'ri o'qish bilan ongli o'qish orasida farqlar mavjud. Birinchidan, o'qishda juda ko'p xato qiladigan va qiynalib o'qiydigan bolalar o'qiganlarini tushunmaydilar. Ayniqsa, 1-2-sinflarda ko'pincha ana shunday holatni kuzatish mumkin. 3-4- sinlarda esa o'quvchilarning o'qiganlarini tushunishlari ancha oson bo'ladi.

1-2- sinflarda o'quvchilar taxminiy o'qish natijasida xatoga yo'l qo'yadilar. Lekin o'qiganlari mazmunini umumiy holatda tushunadilar. Bu albatta, o'qishning ongliligiga ta'sir qiladi. O'qilgan asar mazmunini tushunish ovoz chiqarib to'g'ri o'qishga ham bog'liq. Ikkinchidan, ayrim so'zlar ma'nosini tushunmaslik ham xato o'qishga sabab bo'ladi. Ayniqsa, o'quvchilar murakkab so'zlarni ko'proq undoshlardan iborat bo'lgan so'zlarni, so'z birikmalarini, turli qo'shimchalar bilan kelgan bir xil so'zlarni o'qishda xato qiladilar.

2-sinf o'quvchilari o'qitib ko'rildianda ular tusmollab o'qish natijasida ko'p xato qilishlari aniqlangan. Bir marta o'qigan so'zlarinimturli qo'shimchalar bilan keying safar o'qiganlarida ham xato qiladilar. Birinchi gapdag'i "gapirildi" so'zini o'qiganlaridan keyin ikkinchi gapdag'i "gapirishdi" so'zini ham ana shunday o'qiydilar. So'zlar so'zning oson-qiyinligidan qat'iy nazar, bir necha marta takrorlanib, turli qo'shimchalar bilan kelsa, o'quvchilar xato qiladilar. Bu esa to'g'ri o'qishning ongli o'qish bilan aloqadorligini, bir biri bilan bog'liqligini ko'rsatadi. Bolalar faoliyatida tez-tez qo'llanadigan soda va murakkab so'zlarni xato qilmay o'qiydilar. Ularga o'qishni o'rgatishda buni hisobga olish kerak.

To'g'ri o'qish uchun gapdag'i so'zlarning tushunarli bo'lishi muhim ahamiyatga ega. O'quvchi ma'nosiga tushungan so'zlarini to'g'ri o'qiydi. Tushunadigan so'zi boshqa so'z bilan bog'lanib kelganda esa u so'z birikmasini xato o'qiydi. Ayrim hollarda oson va soda so'zlarni ham xato o'qishlari mumkin. Bunday xato o'qishga asosiy sabab so'z birikmalarining



ma'nosи va ularning murakkabligidir. Bundan tashqari, so'zning uzunligi, bo'g'in tuzulishidagi murakkablik, so'zning notanish bo'lishi va gapda so'zlar bog'lanishini eslay olmasli ham xato o'qishga sabab bo'ladi.

Kuzatishlardan ma'lum bo'lishicha, 1-2-sinf o'quvchilari o'qiganlaridan keyin "Kim haqida o'qidingiz?" savolga javob qaytarishda qiynaladilar. O'qiganlari tahlil qilinganidan keyin bu savolga to'g'ri javob qaytara oladilar. 3-4- sinf o'quvchilari esa kim haqida o'qiganlarini qiyinchiliksiz ayta oladilar.

Ayrim o'quvchilar o'qiganlaridagi shaxslar ismini unutib, "bolalar" yoki "qizlar" deb ataydilar. Ularga yo'llovchi qo'shimcha savollar berilsa, o'qiganlarini eslab gapirib bera oladilar.

O'quvchilarni boshlang'ich sinflardan boshlab to'liq javob qaytarishga odatlantirib boorish kerak. Hikoya qahramonlari, ularning ism-familiyalari va faoliyatlarini dastlabki paytdan boshlab aniq aytishga odatlantirilsa, buning tarbiyaviy ahamiyati katta.

Ko'pincha o'quvchilar hikoyadagi voqeа tafsilotini buzib, o'rnini almashtirib aytadilar. Qo'shimcha savollar ham ularga yordam bermaydi. Ba'zan esa "Eslab ko'ring-chi yana nimalar bo'ldi?" savoliga o'ylab qisman javob qaytaradilar.

Hikoyadagi tez o'zgarib turadigan voqealar bayonini ham o'quvchilar aralashtirib yuboradilar. Shunday bo'lishiga qaramay, boshlang'ich sinf "O'qish kitobi" darsliklarida tez o'zgarib turadigan voqealarni o'z ichiga olgan hikoya va maqolalar ham berilgan. Buning ham o'z navbatida ahamiyati bo'lib, o'quvchilarni ana shunday asarlarni tushunishga odatlantirib borishga yordam beradi. Bu xildagi asarlarni o'qishda ko'proq ko'rgazmalilik bilan bir qatorda ayrim voqealarni dramalashtirish muhimdir. Ya'ni bayon qilingan voqeahodisalarni amalda bajarib ko'rish, uni puxta o'zlashtirish va yaxshi eslab qolishga yordam beradi. Kinofilmlardan foydalanish ham ana shunday maqsadlar uchun xizmat qiladi.

O'quvchilarning javoblari ularning savolga tushunishlari va qiziqishlariga ham ko'p jihatdan bog'liqdir.

Hikoyadagi ayrim persanajlar faoliyatini tushunishda o'quvchilar qiynaladilar.

Har qanday maqola, badiiy asar mazmunini tushunish uchun voqeа qachon va qayerda sodir bo'lganini, voqealarning bir-biriga bog'liqligini va ularning bir-biriga bog'liqligini va ularning bir-biriga bog'liqligini va ularning bir-biriga ta'sirini bilish kerak. Ba'zan vodealarning bir-biriga bog'liqligini ko'rsatish oson bo'lsada, ayrim hollarda u bog'liqlikni o'qilgan asardan toppish qiyin. Ayniqsa, 1-2- sinf o'quvchilari voqealarning bir-biriga aloqadorligini tushunishda qiynaladilar. Hayotiy tajribalarga oid asarlar o'qilsa, uning mazmunini tushunishga qiyalmaydilar.

Umuman, o'qish sifatini yaxshilash, ayniqsa, ongli o'qishga erishish uchun quyidagilarga e'tibor berish lozim:

-o'quvchilarga o'qitishdan oldin ularga yangi so'zlar tushunchalarini o'rgatish;

-tushuncha beriladigan narsaning o'zini ko'rsatish, sayohatlar tashkil qilish, o'quvchilarning o'z o'yinlari va mehnatlari davomida ko'rganlarini eslatish;

-o'qilgan asarni tahlil qilishda o'qituvchining yo'llovchi savollari, o'quvchilarning shaxsiy faoliyatları va kuzatishlarini eslatish asar mazmunini tushunishga yordam berdi. O'qiganlari yuzasidan berilgan savolga xato javob qaytargan o'quvchiga qo'shimcha savollar berilsa, ular o'z xatolarini tushunib, to'g'irlashlari mumkin.

Foydalanilgan adabiyotlar:

1.Boshlang'ich ta'limgan bo'yicha Yangi tahrirdagi Davlat ta'limgan standarti// Boshlang'ich ta'limgan-Toshkent, 2005. 5-son

2.Boshlang'ich ta'limgan bo'yicha Yangi tahrirdagi o'quv dastur// Boshlang'ich ta'limgan-Toshkent, 2005. 5-son

3.Uzviylashtirilgan Davlat ta'limgan standarti va o'quv dasturlari (Ona tili, o'qish,



matematika, atrofimizda olam, va tabiatshunoslik) (1-4 sinflar)- Toshkent, 2010

4.Yusupov M. O'qish va yozuv darslari samaradorligini oshirish- Toshkent: "O'qituvchi", 2004.

5.Azizzxo'jayeva N. Pedagogik texnologiyalar va pedagogic mahorat.- Toshkent: O'zbekiston Yozuvchilar uyushmasi Adabiyot jamg'armasi nashriyoti, 2006.



ИНГЛИЗ ТИЛИНИ ИККИНЧИ ТИЛ СИФАТИДА ҮРГАНУВЧИЛАРНИНГ МАТН БИЛАН ИШПЛАШ МУАММОСИ

ПРОБЛЕМЫ ЧТЕНИЯ СРЕДИ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА КАК ВТОРОЙ ЯЗЫК

READING PROBLEMS AMONG ENGLISH LANGUAGE LEARNERS AS A SECOND LANGUAGE

Nargiza Karimova Mamatkadirovna - Samarkand State Institute of foreign languages. Teacher of the department of pedagogy and psychology

Aziza Karimova Mamatkadirovna -Samarkand State University. Teacher of the Department of Pedagogy and Psychology of Preschool Education

Annotation. One of the major difficulties in the English language is considered to be the work on texts. Learners face to many problems such as: lack of time, misunderstanding, the need to translate as well as new words. The article has a useful effect on improving the working ability on texts and overcome the above-mentioned problems.

Key words: English language learners as a second language, instruction, explanations, recounts, information, narratives, title, heading, summary, detailed information, skimming, nouns, subject, object, main idea.

It is known that the majority of the English language learners as a second language come across the difficulty of the texts. Some scholars consider a text has too many new words to understand the text. Some think that the questions are not relevant to the text or it is difficult to choose an appropriate answer because answer sheet statements are not mentioned in the passage. Some consider that it needs much time to do a reading task.

I have devoted the article to clarify how to overcome such problems.

Before starting to read a text, you are offered to analyze as follows: Determine if the text you read belongs to any of the text types. It will help you to coordinate through the tasks, grammar aspects and main idea.

- Instruction - usually given in imperative mood.
- Explanations
- Recounts - usually includes personal or factual notes
- Information - are generally about real life subjects such as newspaper, magazines, and articles.
- Narratives - like novels, short stories, myth, legend, fantasy, fable, cartoon, stage play, film script, TV script, radio script, and role-play.

Overall, the candidates are given about two-hundred-word texts and are tasked to:

- Choose a title, heading or summary.
- True, False and Not Given tasks.
- Find an appropriate detailed information given in the text.

To select a true answer, students have to read texts where possibly they come across new words, during limited time.Exam participants should not panic whenever they see new words because the new words would not change much even you know them. Reading a passage without spending too much time, is not problem only for you, but also widespread among all L2 (Learner of a second language). You generally read then



translate sentences one by one, though it is wrong belief. As a consequent, you will understand nothing, because translating each sentence, first takes much time, then even if you could translate the sentences it does not guarantee you that you comprehend the whole text, after translating the sixth or seventh sentences, the first and second sentences are automatically forgot. To avoid it just learn skimming techniques newly appeared in our study.

Skimming is a quick reading process to outdraw a general picture of the text.

To evaluate your skimming follow some instructions:

- 1.Determine nouns generally used as a subject and an object.
- 2.To outdraw general picture underline only subjects, predicate (verb) and objects (generally used after verb). Main structures of a sentence.

Sample text

Ten years ago, studies concluded that players of video games were very intelligent and motivated people. They got good results at school and at work. In those days, video games were quite simple, so what about the more complex games of today? Many children start to play video games at seven. For most of them, this is not a problem, but some of them become addicts. A recent study of children aged 13 and 14 found that almost a third played video games daily. Seven per cent spent at least 30 hours playing every week. Addiction to games can lead to other problems such as stealing money to buy new games, failing to do homework or not going to school. In another study, scientists at Japan's Tohoku University looked at the brain activity of hundreds of students as they played a Nintendo game. They compared this with the brain activity of other students doing maths. The results were surprising. The computer game only stimulated those parts of the brain related to vision and movement, but not parts of the brain, which are important for behaviour, memory, and learning.

As soon as you skim the whole passage, you may see that the text is about video games. There are two ways to discover the main topic:

A. First, the main point of a text is always in introductory part, generally in the first paragraph, but sometimes in some passages, you do not see introduction so I advise you to pay attention to the first sentence where you can get the main gist of a passage.

Ten years ago, studies concluded that players of video games were very intelligent and motivated people. The subject of the sentence determined in bold is logically considered bringing further information about.

B. Second, if you read a text and come across to a noun that is repeated many times, those nouns show that they are the owners in the passage.

Here, you may see the proof of my advice: Every sentence include minimum a word denoting either player or video game.

Ten years ago, studies concluded that players of video games were very intelligent and motivated people. They got good results at school and at work. In those days, video games were quite simple, so what about the more complex games of today? Many children start to play video games at seven. For most of them, this is not a problem, but some of them become addicts. A recent study of children aged 13 and 14 found that almost a third played video games daily. Seven per cent spent at least 30 hours playing every week. Addiction to games can lead to other problems such as stealing money to buy new games, failing to do homework or not going to school. In another study, scientists at Japan's Tohoku University looked at the brain activity of hundreds of students as they played a Nintendo game. They compared this with the brain activity of other students doing maths. The results were surprising. The computer game only stimulated those parts of the brain related to vision and movement, but not parts of the brain, which are important for behaviour, memory, and learning.'



Following above given rules will let you easily get general picture of the passage. These are enough to choose a right title or heading as well as the main idea of the text.

Used literature

- 1.O'zbekiston Respublikasi Prezidenti I. A. Karimovning 2012- yil 10- dekabrdagi "Chet tillarini o'rganishni tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ 1875-son qarori
2. "Xorijiy tillar o'qituvchilari uchun CEFR haqida qo'llanma" L.Kirkham, A.Iriskulov, F.Rashidova., 2013 y. p.33
- 3.CEFR Guidebook at Common European Framework of Reference for Languages www.coe.int.
- 4.CEFR & Resources | EAQUALS; www.equals.org
- 5.European Bank of Anchor Items for Foreign Language Skills ...



ИНГЛИЗ ТИЛИНИ ИККИНЧИ ТИЛ СИФАТИДА ЎРГАНУВЧИЛАРНИНГ МАТН БИЛАН ИШЛАШ МАХОРАТИНИ ОШИРИШ

УЛУЧШЕНИЕ СПОСОБНОСТЬ ЧТЕНИЯ СРЕДИ УЧАЩИХСЯ АНГЛИЙСКОГО ЯЗЫКА КАК ВТОРОЙ ЯЗЫК

IMPROVEMENT ABILITY OF READING AMONG THE ENGLISH LANGUAGE LEARNERS AS A SECOND LANGUAGE

Nargiza Karimova Mamatkadirovna - Samarkand State Institute of foreign languages. Teacher of the department of pedagogy and psychology

Zulxumor Zayniddinova Isomiddinovna-Samarkand State University. Teacher of the Department of Pedagogy and Psychology of Preschool Education

Annotation. One of the major difficulties in the English language is considered to be the work on texts. Learners face to many problems such as: lack of time, misunderstanding, the need to translate as well as new words. The article has a useful effect on improving the working ability on texts and overcome the above mentioned problems.

Key words: Tasks, instruction, explanations, information, title, heading, summary, detailed information, skimming.

A candidate is given about different sized texts and are tasked to:

- Choose a title, heading or summary.
- True, False and Not Given tasks.
- Find an appropriate detailed information given in the text.

To select a true answer, students have to read texts where possibly they come across new words, during limited time. Exam participants should not panic whenever they see new words because the new words would not change much even you know them. Reading a passage without spending too much time, is not problem only for you, but also widespread among all L2 (Learner of a second language). You generally read then translate sentences one by one, though it is wrong belief. As a consequent, you will understand nothing, because translating each sentence, first takes much time, then even if you could translate the sentences it does not guarantee you that you comprehend the whole text, after translating the sixth or seventh sentences, the first and second sentences are automatically forgot. To avoid it just learn skimming techniques newly appeared in our study.

Skimming is a quick reading process to outdraw a general picture of the text.

To evaluate your skimming follow some instructions:

3. Determine nouns generally used as a subject and an object.
4. To outdraw general picture underline only subjects, predicate (verb) and objects (generally used after verb). Main structures of a sentence.

Sample text

Ten years ago, studies concluded that players of video games were very intelligent and motivated people. They got good results at school and at work. In those days, video games were quite simple, so what about the more complex games of today? Many children start to play video games at seven. For most of them, this is not a problem, but some of them become addicts. A recent study of children aged 13 and 14 found that



almost a third played video games daily. Seven per cent spent at least 30 hours playing every week. Addiction to games can lead to other problems such as stealing money to buy new games, failing to do homework or not going to school. In another study, scientists at Japan's Tohoku University looked at the brain activity of hundreds of students as they played a Nintendo game. They compared this with the brain activity of other students doing maths. The results were surprising. The computer game only stimulated those parts of the brain related to vision and movement, but not parts of the brain, which are important for behaviour, memory, and learning.

*** Let's do some exercises according to the passage. ***

The word "complex" in the passage is closest in meaning to ...

- A) Negligible B) Intricate C) Essential D) Harmful

Scan for the word given in the task through the passage "Complex"

In those days, video games were quite simple, so what about the more complex games of today? The word complex comes in contrast meaning with the word Simple. That means the word has the meaning as Difficult, Confused and etc. whenever you analyse each word given as an answer we may surely cancel the words essential, the words harmful and negligible gives negative meaning as causing minus result but the word defining the meaning is hidden in the word "Intricate".

Of course, not all the readers know the word Intricate, but I can surely say they know the other three (essential, harmful, and negligible). It is better to choose the word that you don't know rather than choose a word, that you know they do not correspond the meaning.

Note: Secondary structures are used for detailed information

I have mentioned above how to get the main gist but not specific detail. To get a specific detail look through secondary structures. Each answer contains of one or two stress words to pay attention.

- Which of the following is not given in the passage?

A) Video game players become bad-behaved and lose their memory as well as their leaning skills.

The answer A) means that videogame players = all players in contrast the answer points only THE ADDICTED not all. (Addiction to games can lead to other problems such as stealing money to buy new games, failing to do homework or not going to school.) - FALSE

B) Video game addicts may lose their interest to the most important things for them.

The answer B) points to the loss of interest to the most important things, though it is known doing homework and going to school is the most essential for every learner. (Addiction to games can lead to other problems such as stealing money to buy new games, failing to do homework or not going to school.) - TRUE

C) A decade passed after the research that concluded video game players succeeded both at school and work

The answer C) is a good sample of paraphrasing the following sentence from the text. (Ten years ago, studies concluded that players of video games were very intelligent and motivated people. They got good results at school and at work.)

A decade = 10 years, ago=passed, research=study, conclude=result - TRUE

D) The amount of children who get addicted to video games is less than the amount of those who do not.

The amount of children who get addicted means quantity or number of children who get used to (For most of them, this is not a problem, but some of them become addicts. A recent study of children aged 13 and 14 found that almost a third played video games daily. Seven per cent spent at least 30 hours playing every week.) A third played means



30 percent of children played daily, (Daily usage = addiction) totally less than who do not. - TRUE

ANSWER :A

5. What did the scientists at Japan's Tohoku University identify by their study?

Scan for "In another study, scientists at Japan's Tohoku University looked at the brain activity of hundreds of students as they played a Nintendo game. They compared this with the brain activity of other students doing maths. The results were surprising. The computer game only stimulated those parts of the brain related to vision and movement, but not parts of the brain, which are important for behaviour, memory, and learning."

A)Vision and movement related brain parts are badly affected by computer games.

(The computer game only stimulated those parts of the brain related to vision and movement)

Stimulated do not correspond the badly affected - FALSE

B) People's behavior, memory and learning are not inspired by computer games.

(The computer game only stimulated those parts of the brain related to vision and movement, but not parts of the brain, which are important for behaviour, memory, and learning.) - TRUE

C) Nintendo game strengthens the brain activity of its hundreds players.

There is no information about the affection of Nintendo game = NOT GIVEN / FALSE

D) Both computers games and mathematics influence on people's brain similarly.

(They compared this with the brain activity of other students doing maths. The results were surprising.) The detail says that the result were different, consequently they were surprised but not similar. - FALSE

Answer:A

6. Which of the following is the best title for the passage?

A)The youth motivation

B)Video games among the youth

C)Brain avtivity and its results

D)Studies on games

As I mentioned above the first paragraph or the prior sentence of a text gives general idea of a text which is followed by logical continuation.

('Ten years ago, studies concluded that players of video games were very intelligent and motivated people.)

There is no point to A) The youth motivation, B) Video games among the youth, or C) Brain activity and its results. However, Studies on games is mentioned.

Answer:D

In conclusion, the ability of translating a text word by word is not effective while you do not follow other instructions such as skimming, outdrawing the general picture, choosing a right title or heading as well as the main idea of the text.

Used literature

6.O'zbekiston Respublikasi Prezidenti I. A. Karimovning 2012- yil 10- dekabrdagi "Chet tillarini o'rganishni tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ 1875-son qarori

7. "Xorijiy tillar o'qituvchilar uchun CEFR haqida qo'llanma" L.Kirkham, A.Iriskulov, F.Rashidova., 2013 y. p.33

8.CEFR Guidebook at Common European Framework of Reference for Languages www.coe.int.

9.CEFR & Resources | EAQUALS; www.equals.org



10. European Bank of Anchor Items for Foreign Language Skills ...
ЎЗБЕК ТИЛИДА "АХЛОҚ" УМУМИЙ СЕМАЛИ АТОВ
БИРЛИКЛАРИНИНГ СЕМАНТИК СТРУКТУРАСИ

ШОҲСАНАМ БОБОЖОНОВА ШАРИФБОЕВНА
Қарши давлат университети Ўзбек тили ва адабиёти йўналиши 2-курс
магистранти

Аннотация: Ушбу мақолада ўзбек тилида "ахлоқ" умумий семали атов бирликларининг семантик структураси, "ахлоқ" тушунчасини ифодаловчи атов бирликларининг семантик хусусиятлари ва уларнинг маъно гуруҳлари ёритилган.

Аннотация: В данной статье описывается семантическая структура общих семантических прилагательных "мораль" в узбекском языке, семантические особенности единиц прилагательных, представляющих понятие "мораль" и их семантических групп.

Annotation: In this article describes the semantic the semantic structure of the general semantic adjectives "morality" in the uzbek language, the semantic features of the adjective units representing the concept of "morality" and their semantic groups.

Калит сўзлар: ахлоқ, маънавият, маърифат, илм, тарбия, билим, таълим, семантик хусусият, фазилат, сифат, хусусият.

Ключевые слова: мораль, духовность, просвещение, наука, образование, знания, семантическая особенность, добродетель, качество, особенность.

Key words: moral, spirituality, enlightenment, science, care, knowledge, education, semantic peculiarity, quality, unselfish, peculiarity.

Мамлакатимизда бунёд этилаётган инсонпарвар, демократик жамиятқурилишини жадаллашибирининг энг муҳим шарти, унинг маънавий-ахлоқий заминларини мустаҳкамлашдир. Бу борада тинимсиз изланиш олиб бориб, янги жамиятнинг маънавий-ахлоқий заминларини мустаҳкамлаш, унинг маънавий-ахлоқий тараққиётини сўндиրмаслик энг биринчи шартлардан бири.

Ўзбек тилида маънавиятнинг марказий тушунчаларини ифодаловчи семантик майдонлардан бири - ахлоқ. "Ахлоқ" концептини икки хил таснифлаш унинг лисоний қимматини янада мустаҳкамлайди:

биринчидан, фалсафий жиҳатидан олганда мустақил фан, яъни этика, ахлоқшунослик.

Иккинчидан, филологик нуқтаи назардан қараганда "Маънавият" лексик-семантик категориясининг асосий маъновий гуруҳларидан бири "Ахлоқ" концепти. Бу концепт ўзбек тилининг лисоний тизмидаги алоҳида лугавий-маъновий гуруҳ (ЛМГ)ни ташкил этади. Ахлоқ сўзи хулқ, одоб, адаб лексемалари билан синонимик муносабатда, ахлоқли-ахлоқсиз, хулқли-хулқсиз, одобли-одобсиз сўzlари билан антонимик, одоб-хулқ-ахлоқ шаклида градуонимик муносабатда бўлади. Ахлоқ сўзи "Ўзбек тилининг изоҳли лугати"да қуйидагича изоҳланган:

АХЛОҚ[а.- кишининг табиати] Муомала, хатти-ҳаракат одоби. Аслини олганда, ахлоқ - маънавиятнинг ўзаги. Газетадан. Раҳбар ахлоқидаги асосий нарса сўз ва иш бирлигини ўз фаолиятининг мазмuni деб билишдир. "Фан ва турмуш".

АХЛОҚИЙ Ахлоқ-одобга оид. Ахлоқий принциплар. Бир вақтлар бу уйга онаси билан меҳмон бўлиб келган бир татар қизи русча бир ахлоқий романни унутиб қолдирган. Ойбек, Танланган асарлар.

АХЛОҚЛИ Яхши тарбия кўрган; одобли, хушахлоқ. Ахлоқли бола. Ахлоқли қиз. Қишлоқ аҳли ишчан, ахлоқли. Шайхзода. Врачлик касбини бажаришда ҳам ахлоқий



омил ҳал қилувчи роль ўйнайди. "Фан ва турмуш".

Юқоридаги изоҳларнинг лексик маъноларида "тарбия кўрган", "инсонга хослик", "шахснинг ижобий хислати", "амал қилмоқ", "характер", "маънавий камолот", "маънавий ҳодиса", "яхши хулқ", "ёқимлихислат", такомиллашиш", "хатти-ҳаракат", "ўзини идора қилмоқ", "ижобий хислатларнинг мавжудлиги" семаларидан иборат.

Ахлоқ атамаси бугунги кунда мустақил семантик майдонга айланадиган, мустақил лексик бирлик сифатида шакланаётган концепт. Шунингдек, унинг таркибий қисмлари сифатида намоён бўлувчи бирликлар ҳам нисбий луғавий-маъновий гуруҳ сифатида амал қиласди.

"Ахлоқ"нинг семантик майдонининг ядрасида миллий ахлоқ илдизимизга тегишли бўлган тушунчалар туради. Ушбу семантик майдонни ҳосил бўлиши қўйидаги лексемаларнинг семалари таркибининг ҳамоҳанглиги ҳамда лексик-семантик муносабатга киришишида намоён бўлади.

"Ахлоқ" концептининг семантик майдони таркиби ҳам бошқа лексик системалар сингари ўзига хос тузилишга эга. Хусусан, мазкур майдон алоҳида система сифатида ички гуруҳларга бўлинади. Бу эса "Ахлоқ" концепти лексик-семантик қийматини бойитиб, унинг ички узвларини шакллантиради:

1.Касбий ахлоқни ифодаловчи атов бирликлари маъновий гуруҳи:фаоллик, талабчанлик,тартибли, виждонли, жонкуярлик, касбига содиқлик,фидоийлик, этика-эстетика.

2.Хизмат кўрсатишни ахлоқи ифодаловчи атов бирликлари маъновий гуруҳи: хушмуомалик, фаросатлилик, вижданан ёндашмоқ,камтарлик, самимийлик.

3. Оила ахлоқини ифодаловчи атов бирликлари маъновий гуруҳи: вафодорлик, аҳиллик, ор-номус, қадр-қиммат, самимият, қаноатлилик

4.Дипломатия ахлоқини ифодаловчи атов бирликлари маъновий гуруҳи: келишув, сиёсий ахлоқ, ақл-идрокка таянган муносабат,хурмат қилмоқ, миллат ахлоқи,

5.Бадиий адабиёт ахлоқини ифодаловчи атов бирликлари маъновий гуруҳи:эзгулик, яхшилик, нафосат, одамгарчилик, яхшиликка бошламоқ, ҳалоллик, виждон.

Айтилганлар ахлоқнинг когнитив концепти мавжудлигининг фалсафий асосларидир.

Бу гуруҳларнинг мавзу доираси чегараланган эмас, аммо ушбу бўлинишларнинг ўзи концептни моҳиятини ёритишида асос бўла олади.

Ахлоқнинг бош ва асосий мавзу системанинг марказ ва қуршов бирликлари бўлиб, уларнинг айримлари мустақил содда лексик бирлик, бошқалари қўшма лексема, айримлари эса сўз бирикмалари билан ифодаланган. Бундай ҳолатни ахлоқнинг асосий тушунчалари маъно-моҳиятини муайянлаштирувчи ёрдамчи тушунчалар ифодаловчилари орасида ҳам учратиш мумкин. Уларнинг барчаси ахлоқнинг тушунчаларини ифодаловчи тил бирликлари сифатида мавжуд.

Шу боисдан Ахлоқ лексемасининг семантик майдонларида унинг ижобийлик категориялари миллий маънавиятилизга оид тушунчалар ташкил этувчиси эканлигига эътибор қаратилади. Хусусан, бугунги шиддат билан ривожланаётган замонда шундай тушунчаларнинг ҳаётий воқелиги ошиб бораётганлиги давр тақозоси ҳисобланади. Ҳалоллик ваксинаси, виждон, ростгўйлик одоби, исроф, увол, бурч, ор-номус, ватанпарварлик ҳисси, меҳнатсеварлик каби тушунчаларга ўз вақтида амал қилиниб ҳаёт кечирилмаса, хунук оқибатлар келиб чиқиши мумкин. Европада ахлоқ-одоб қоидаларини назар-писанд кильмайдиган сиёсатчилар қўлига ўта хатарли куролларнинг тутқазилиши, улар, аввало, хар кандай юксак маънавий



қадрият, ахлоқ-одоб қоидаларини тан олишдан бош тортиши жамият таназзулига олиб келганлигини кўриш мумкин.

Ўзбек тилидаги ахлоқ тушунчаларини ифодаловчи атов бирликларининг тизими, унинг марказ ҳамда қуршов лексемалари таснифи ва тавсифи масаласи, айтилганидек, лингвистик адабиёт ва манбаларда тадқиқ этилмаган бўлса-да, бу борада яратилган фалсафий адабиётларда уларнинг мавзуй гуруҳлари бўйича билвосита юритилган фикрларни учратиш мумкин. Хусусан, ахлоқ асосий тушунча ва тамойиллари доирасидаги илмий, ўқув манбаларида ахлоқ, хулқ ва одоб тушунчаларининг мазмун-моҳияти, фарқли, умумий жиҳатлари, ички категориялари фарқланади. Бунинг натижаси ўлароқ, улар ифодалайдиган тушунчаларнинг тармоқланиши, муайян гуруҳ лексемалари билан мазкур тармоқларнинг ифодаланиши хусусида фикр юритиш имкони яралади. Ўзбек тилида ахлоқ атамаси "Маънавият" лексик-семантик категориясининг асосий тушунчасини ифодаловчи атов бирликлари марказида туради. У бугунги кунда мустақил семантик майдонга айланадиган, мустақил лексик бирлик сифатида шаклланадиган концепт.

Бугунги кунда тинчлик ва осойишталикни таъминлаш, келажак авлод онгига сингдириш давр тақозоси бўлган ахлоқ ва ахлоқий тамойилларга асосланиши муҳим ҳисобланади.

Фойдаланилган адабиётлар рўйхати:

- 1.Менглиев Б.Р. Тил яхлит система сифатида. -Тошкент: Ниҳол, 2009.
- 2.Миртоғиев М. Ўзбек тили семасиологияси. - Тошкент: Мумтоз сўз, 2010.
- 3.Неъматов Ҳ., Расулов Р. Ўзбек тили систем лексикологияси асослари. - Тошкент: Ўқитувчи, 1995.
- 4.Ўзбек тилининг изоҳли лугати: 80 000 дан ортиқ сўз ва сўз бирикмаси - Тошкент: Ўз МӘ, 2006. Ж 4 Б.59
- 5.Жамолхонов Ҳ.А. Ҳозирги ўзбек адабий тили.1 қисм.-Тошкент.2014.



PREPOSITIONS AND THE IMPORTANCE OF THEIR USAGE IN THE PROCESS OF ELT.

Abduqodirova Yulduz Safaraliyevna - First-year Master student of NSPI, the English teacher of school №6

Key words: Preposition, place, time, direction, prepositional object, relative structure, infinitive structure, wh-question, passives, syntagmatic relation.

Abstract:

The article is dedicated to analyze the basic importance of preposition relating to the syntagmatic relation of them in the process of learning an English language. Through the article prepositions, types of meanings and their usage in syntagmatic relations will be analyzed by the author.

In frequent years, foreign languages especially the English language is being taught more deeply from nursery schools to higher education. The main aim is to get youth learn the language with great bent as the second language and use it properly in their life.

As every subject has its own methods and styles theoretically and practically, every theme as a little branch gets own appropriate ways while explaining that theme. Grammar is treated is one of the scientific fields by which learner makes the model of the language. Nearly, students' acquiring depends on teachers' ability. In other words, teachers should be able to use all proper methods of making grammar themes comprehensible.

One of the themes in which learners face difficulties to understand is preposition. Prepositions are the main corns of the English language, because they show determined place, time and direction in sentences. Through them we can realize the meaning exactly. What is preposition itself? What definition can be belonging to the word "preposition"?

A preposition often connects two things: a noun, adjective or verb that comes before it and a "prepositional object" - a noun phrase or pronoun that comes after the preposition:

Examples:

- This is present for you.
- They live in a small village.

In some structures we may put prepositional object at or near the beginning of a clause. In this case, the preposition does not always go with it-it may stay together with its noun, adjective or verb at the end of the clause. This happens especially in four cases:

- " Wh-questions;
- Who's the present for?
- " Relative structures;
- Joe is the person that I am angry with.
- " Passives;
- She likes to be looked at.
- " Infinitive structures;
- The village is pleasant to live in.

As coin has two sides, learning and using prepositions has its own advantages and disadvantages. Prepositions are characterized by following advantages:

- " It determines the time;



- " It determines the place;
- " It identifies the direction;
- " It makes the meaning of the context much clearer.

For example:

- The meeting began on time because it was organized well by participants. (time)
- The book was lying on the table. (place)
- To go to the restaurant "Asia" turn the left and go straight and it is opposite to museum. (direction)

It is strangely known, that most pupils consider that learning prepositions and their usage in sentences is more difficult. Because there are considerable facts about prepositions that we can call them as "drawbacks of prepositions". The first one is that there are some words in English that coincide with two or more prepositions but the meaning are different. Mostly, pupils get confused in them. For instance, the word to hear comes with prepositions such as about, of or from.

An example: Did you hear about what happened at the club on Saturday at night?

In this example the meaning "to be aware of something" is understood.

In conclusion, prepositions are great helpers to make clear time, place and other issues even they are considered to be the second part of speech. While translating sentences their usage is important through syntagmatic relations.

REFERENCES:

- 1.Blokh M.Y. A Course in Theoretical English Grammar. -М.: Высшая школа, 1983.
- 2.Ilyish B. The structure of Modern English. -Л.: Просвещение, 1971, 1974.
- 3.Gapparov M., Qosimova R. Ingliz tili grammatikası. -Т., 2008.
- 4.Yusupov O'tkir Qurbonovich "Ingliz tili grammatikasidan universal qo'llanma. Toshkent.: Akademnashr, 2015.



"UMUMIY O'RTA TA'LIM MAKTABLARIDA MATEMATIKA FANINI O'QITISH METODIKASI"

Madrahimova Muattar Yusupovna, 9-maktabning matematika fani o'qituvchisi,
birinchi toifa.

Namangan viloyati, Chortoq tuman

Annotatsiya: Ushbu maqola umumiy o'rta ta'lismaktablari o'qituvchilari uchun mo'ljallab yozilgan bo'lib, bunda matematika fanini o'qitishning maqsadi, metodikasi, boshqa fanlar bilan a'loqasi haqida bilib olish mumkin.

Tayanch iboralar: Metodika, ta'lismatematika, o'qituvchi, o'quvchi, maktab, ta'lismatematika, tenglama, elementar, geometriya.

Umumiy o'rta ta'lismaktablarida matematika fanini o'qitish metodikasi

2020-yil mamlakatimizda "Ilm ma'rifat va raqamli iqtisodiyotni rivojlantirish yili" deb e'lon qilinib, bu boradagi ustivor maqsadlar belgilandi. Yurtimizda avvaldan shakllangan ilmiy maktablar salohiyatini hisobga olib, hozirgi bosqichdagi milliy manfaatlarimiz va taraqqiyotimiz yo'nalishlaridan kelib chiqqan holda, bu yil matematika, kimyo, biologiya, geologiya fan va sohalarini rivojlantirish tanlab olindi. Davlatimiz rahbari O'zbekistonning matematika fani bo'yicha salohiyati dunyo miqyosida tan olinganini, funksional tahlil va differensial tenglamalar, ehtimollar nazariyasi va algebra yo'nalishlari bo'yicha nufuzli maktablarimiz shakllanib faoliyat yuritayotganini, yetti nafar matematik olim butunjahon fanlar akademiyasi a'zosi ekanini a'lohida ta'kidladi. Prezidentimiz "Matematika hamma fanlarga asos. Bu fanni yaxshi bilgan bola aqli, keng tafakkurli bo'lib o'sadi, istalgan sohada muvaffaqiyatli ishlab ketadi" degan fikrni oлg'a surdilar.

Bugungi jarayon o'qituvchilardan ta'lismarbiya jarayonida yangicha munosabatda bo'lish, kasbiy jihatdan yetuk, metodik jihatdan mahoratni oshirish, innovatsion zamonaviy tehnologiyalarini ta'lismarbiyaliga joriy etish metodlarini bilishni va amalda qo'llashni taqozo etmoqda. Bugungi yoshlarning kamolotga yetishlari uchun o'qitishga yangicha yondashish, pedagogik jarayonda eskirib qolgan metodlarni yangisiga almashtirish davr talabiga aylanmoqda.

Matematika so'zi qadimgi grekcha - mathema so'zidan olingan bo'lib, uning ma'nosi "Fanlarni bilish" demakdir. Matematika fanining o'rganadigan narsasi materiyadagi mavjud narsalarning fazoviy formalari va ular orasidagi munosabatlardan iborat. Hozirgi davrda matematika fani shartli ravishda ikkiga ajratiladi.

1. Elementar matematika.

2. Oliy matematika.

Elementar matematika ham mustaqil mazmunga ega bo'lgan fan bo'lib, u oliy matematikaning turli tarmoqlaridan, ya'ni nazariy arifmetikadan, sonlar nazariyasidan, oliy algebradan, matematik analizdan va geometriyaning mantiqiy kursidan olingan elementar ma'lumotlar asosiga qurilgandir.

Oliy matematika fani esa real olamning fazoviy formalari va ular orasidagi miqdoriy munosabatlarni to'la chuqur aks ettiruvchi matematik qonuniyatlarni topish bilan shug'ullanadi.

Maktab matematika kursining maqsadi o'quvchilarga ularning psixologik xususiyatlarini hisobga olgan holda bilimlar sistemasini ma'lum metodlar yordamida o'quvchilarga yetkazishdir. Metodika so'zi grekcha so'z bo'lib, "Yo'l" degan ma'noni beradi. Matematika metodikasi pedagogika va didaktika fanining asosiy bo'limlaridan biri bo'lib, jamiyatimiz taraqqiyoti darajasida ta'lismaktablari mos keluvchi matematikani o'qitish, o'rganish



qonuniyatlarini o'rganadigan mustaqil fandir.

Bizga ma'lumki, matematika darslarida o'quvchilar o'qishning dastlabki kunlaridanoq mustaqil ravishda xulosa chiqarishga o'rganadilar. Ular avvalo kuzatishlar natijasida, so'ngra esa mantiqiy tafakkur qilish natijasida xulosa chiqaradilar. Ana shu chiqarilgan xulosalar matematik qonuniyatlar bilan tasdiqlanadi. Matematika o'qituvchisining vazifasi o'quvchilarga mustaqil mantiqiy fikrlash qobiliyatlarini shakllantirish bilan birga ularda matematikaning qonuniyatlarini o'rganishga bo'lgan qiziqishlarini tarbiyalashdan iborat.

Matematika fani boshqa fanlar fizika, chizmachilik, kimyo va astronomiya fanlari bilan uzviy aloqada bo'ladi. Darslarda boshqa fanlarga bog'lashda o'quv materiallariga va vaqtga e'tibor berish lozim. Masalan, tenglamalarni o'rganish davrida fizik miqdorlar orasidagi bo'g'lanishlarni aks ettiradigan tenglamalarni, ya'ni issiqlik balansi tenglamasi, issiqlikdan chiziqli kengayish tenglamasi va shunga o'xshahsh tenglamarni yechtirib fizika faniga bog'lash mumkin. Foiz, proporsiya tushunchalarini o'rganishda kimyo va fizika masalalaridan foydalanish mumkin. Qo'shni fanlarga doir materiallardan matematika darslarida foydalanish fanlararo uzviy aloqadorlikni yanada mustahkamlaydi.

Matematikani o'rganish o'quvchilarning o'z ona tillarida xatosiz so'zlash, o'z fikrini aniq, ravshan va lo'nda qilib bayon eta bilish malakalarini o'zlashtirishlariga yordam berishi kerak. Bu degan so'z o'quvchilarning har bir matematik qoidalarni o'z ona tillarida to'g'ri gapira olishlariga erishish hamda ularni ana shu qoidanining matematik ifodasni formulalar yordamida to'g'ri yoza olish qibiliyatlarini atroflicha shakllantirish demakdir.

Foydalilanilgan adabiyotlar

- 1.I.A.Karomov "Yuksak malakali mutaxasislar - taraqqiyot omili" - Toshkent.: O'zbekiston, 1995, 24 bet.
- 2.Sh.M. Mirziyoyev "Buyuk kelajagimizni mard va oljanob xalqimiz bilan birga quramiz" - Toshkent.: O'zbekiston, 2017, 102 bet.
- 3.O'zbekiston Respublikasining "Ta'lim to'g'risidagi qonun" // Barkamol avlod - O'zbekiston taraqiyotining poydevori. -Toshkent.: Sharq, 1997, 20-29 bet.
- 4.O'zbekiston Respublikasining "Ta'lim to'g'risidagi qonun" // Barkamol avlod - O'zbekiston taraqiyotining poydevori. -Toshkent.: Sharq, 1997, 20-29 bet.
- 5.Azizxodjayeva N.H "Pedagogik texnologiya va pedagogik maxorat" - Toshkent .: TDPU, 2003, 174 bet.
- 6.Ulug'muradov N.X. va boshqalar "Oliy matematika" 1-3 qismlar. - Toshkent.: Tafakkur nashriyoti, 2013.



ОБРАЗОВАТЕЛЬНЫЕ ВОЗМОЖНОСТИ НОВЫХ МЕДИА

Named after Islam Karimov
Tashkent State Technical University
Teacher of the Foreign Languages Department:
Mirzakulov Ilhom Normuminovich

Термин "медиа" происходит от латинского "medium" (средство, посредник), "media" (средства, посредники) - обозначают технические средства создания, хранения, распространения, восприятия информации и обмена ее между автором сообщения и массовой аудиторией, и в современном мире повсеместно употребляется как аналог термина СМК - средства массовой коммуникации.

Рост потребности в информации и увеличение потоков информации в человеческой деятельности обуславливает появление новых технологий - разработку и использование электронных средств для работы с информацией. Новые коммуникативные медиа, какими являются глобальная компьютерная сеть Интернет, мультимедийные компьютерные системы, мобильная телефония, цифровое телевидение, спутниковое и кабельное телевидение и др., обусловили радикальные сдвиги во всех сегментах социального взаимодействия.

В современных городах контакты человека с медиа превышают одиннадцать часов в день, телевизор включен в квартирах/домах в среднем 7 часов 38 минут ежедневно, а дети от двух до двенадцати лет в среднем смотрят телевизор 25 часов в неделю. Согласно данным Национального союза семейных ассоциаций, несовершеннолетняя аудитория ежегодно проводит в среднем 154 часа качественного времени (то есть периода бодрствования) с родителями и 850 часов - с учителями, в то время как на контакты с различными экранными медиа у детей отводится 1400 часов.

Таким образом, медиа (средства массовой коммуникации) с каждым годом играют все большую роль в жизни людей вообще, и в образовательном процессе в частности.

Медиа технологии являются исключительно полезной и плодотворной образовательной технологией благодаря присущим ей качествам интерактивности, гибкости, и интеграции различных видов наглядной учебной информации, а также благодаря возможности учитывать индивидуальные особенности обучающихся и способствовать повышению их мотивации. Отсюда понятна важность интенсивного развития медиаобразования, в нашем медиатизированном мире, которое сегодня уже никем не оспаривается.

Многие международные организации - ЮНЕСКО, Совет Европы - неоднократно ставили задачу просвещения и медиаобразовательное движение во всем мире. "Медиаобразование - отмечается в документах ЮНЕСКО, - связано со всеми видами медиа (печатными и графическими, звуковыми, экранными и т.д.) и различными технологиями. Оно дает возможность людям понять, как массовая коммуникация используется в их социумах, овладеть способностями использования медиа в коммуникации с другими людьми, обеспечивает человеку знание того, как:

- 1) анализировать, критически осмысливать и создавать медиатексты;
- 2) определять источники медиатекстов, их политические, социальные, коммерческие и/или культурные интересы, их контекст;
- 3) интерпретировать медиатексты и ценности, распространяемые медиа;



- 4) отбирать соответствующие медиа для создания и распространения своих собственных медиатекстов и обретения заинтересованной в них аудитории;
- 5) получать возможность свободного доступа к медиа.

Современный "Психолого-педагогический словарь" определяет медиаобразование как направление в педагогике, выступающее за изучение "закономерностей массовой коммуникации (прессы, телевидения, радио, кино, видео и т.д.). Основные задачи медиа образования: подготовить новое поколение к жизни в современных информационных условиях, к восприятию различной информации, научить человека понимать ее, осознавать последствия ее воздействия на психику, овладевать способами общения на основе невербальных форм коммуникации с помощью технических средств и современных информационных технологий".

Признавая решающую роль медиа как телевизионного, радио, кинематографического и т.д. культурного опыта детей, медиаобразование должно начинаться как можно раньше и продолжаться все школьные годы в качестве обязательного для изучения предмета.

А.В.Федоров определяет: "Медиа-образование - это комплекс мер по преобразованию педагогических процессов на основе внедрения в обучение и воспитание информационной продукции, средств, технологий". В современном мире медиа-образование рассматривается как процесс развития личности с помощью и на материале средств массовой коммуникации (медиа) с целью формирования культуры общения с медиа, творческих, коммуникативных способностей, критического мышления, умений полноценного восприятия, интерпретации, анализа и оценки медиатекстов, обучения различным формам самовыражения при помощи медиатехники.

Главные задачи медиа-образования ученые понимают так: подготовить учащихся к жизни в информационном обществе, сформировать у них умения пользоваться информацией в различных видах, владеть способами общения с помощью информационных технологий и средств. Обретенная в результате этого процесса медиаграмотность помогает человеку активно использовать возможности информационного поля телевидения, радио, видео, кинематографа, прессы, Интернета и т.д.

В медиапедагогике, которая занимается вопросами включения медиа в воспитательный и образовательный процессы, ставится вопрос о том, что новые медиа могут позволить, какие новые возможности могут они предоставить.

Под новыми медиа, в узком смысле, понимаются те цифровые медиа, которые делают возможным мультимедийность - интеграцию различных медиа в некоторое компьютерное представление (гипертекстовую структуру, нелинейный текст), интерактивность и моделирование.

Под электронными медиа понимаются те технические средства, которые делают возможным:

мультимедийность (интеграцию различных медиа в некоторое компьютерное представление - гипертекст);

интерактивность (в широком, смысле взаимодействие);

моделирование (прежде всего, это моделирование реальных объектов и процессов)

производительность (автоматизация нетворческих, рутинных операций, отнимающих у человека много сил и времени).

Электронные медиа дают возможность непосредственного общения, оперативность представления информации, контроль за состоянием процесса.



Все это достигается путем объединения компьютеров в глобальные и локальные сети.

Многие современные медиа содержат информацию, которая связана с изучаемыми предметами, рассматриваемыми проблемами различных областей науки и культуры. Кроме этого, само использование средств массовой информации и коммуникации в современном образовании:

выступает одним из факторов успешности овладения и осуществления учебной и профессиональной деятельности, способствует развитию навыков учиться, культуры умственного труда, критического мышления, самообразования;

позволяет более эффективно изучать предлагаемый материал, анализировать информацию различных источников, в творческой, интересной форме представлять результаты своей работы.

Использование медиа в учебном процессе обеспечивает повышение информативной емкости содержания учебного занятия:

способствует реализации образовательной, воспитательной и развивающей функций обучения;

сокращает время, позволяет усваивать больший объем знаний;

концентрировать внимание на усвоение наиболее сложных тем и понятий;

позволяет улучшить отбор заданий и упражнений, делая их более наглядными и интересными);

формирует умения и навыки за счет индивидуализации обучения и развития навыков самостоятельной работы.

Этот образовательный и воспитательный потенциал медиа реализуется уже сегодня в многообразных продуктах учебного назначения: учебные, научные, научно-популярные, справочные и художественные электронные издания и ресурсы.

Большинство российских и зарубежных исследователей в области изучения электронных медиа, их роли и функций в образовании рассматривает средства массовой информации и коммуникации, прежде всего, как средство повышения эффективности обучения.

Список использованной литературы:

- 6.Денисова Л.Г. Место интенсивной методики в системе обучения иностранному языку в средней школе. - Иностранные языки в школе, 1995, № 4.
- 7.Китайгородская Г.А. Интенсивное обучения иностранным языкам. - Иностранные языки в школе, 1980, №2.
- 8.Китайгородская Г.А., Леонтьев А.А. Содержание и границы понятия интенсивное обучение. В сб.: Методика и психология интенсивного обучения иностранным языкам. Изд. АПН СССР, М., 1981.
- 9.Комков И.Ф. Методика преподавания иностранного языка. - Мн., 1979.
- 10.Конышева А.В. Современные методы обучения // ТетраСистемс, 2005.



"CLASSES WITH MIXED ABILITIES: PROBLEMS AND SOLUTIONS"

RUZMETOV KHURSAND RAVSHANBEKOVICH

Teacher at Urgench State University, Foreign Philology Faculty,
Department of Interfaculties Foreign languages,
Urgench, Khorezm.

ABSTRACT

This work "Classes with mixed abilities: problems and solutions" proposes deep explanation of teaching mixed abilities of your pupils while teaching EFL. It is easy for students to get frustrated in a class of mixed ability especially in the primary school. Stronger students may feel held back, weaker students may feel pressured. The teacher may feel stressed. The best solution to this is to have an open-class discussion about the classroom situation - to ensure the best for everyone it is better to acknowledge the situation and for everyone to agree how to deal with it. It is probably best to stage and structure the discussion.

ANNOTATSIYA

Ushbu kurs ishi EFLni o'qitish jarayonida murakkab qobiliyatlarni o'rgatishni chuqur tushuntirishni taklif qiladi. Talabalar turli xil qobiliyatlari bilan boshlang'ich sinfida xafa bo'lislari oson. Kuchli talabalar o'zlarini zaiflashdirishi mumkin, zaif o'quvchilar bosim ostida bo'lishi mumkin. O'qituvchi stressni his qilishi mumkin. Buning eng yaxshi yechimi - bu sinf xonardonidagi vaziyat haqida ochiq-oydin suhbatlarga ega bo'lishdir. Har bir inson uchun eng maqbul vaziyatni tan olish va har bir kishi bilan qanday munosabatda bo'lish borasida kelishuvga erishish yaxshiroqdir. Muhokamani uyushtirish va tuzish eng yaxshisi.

1. INTRODUCTION

Definition of a mixed ability class

As busy teachers it is easy to get stuck in arut. Our Teaching Tips are aimed at those of you who are teaching and are looking for some new ideas or activities to use in their classes. Our teaching tips will feature in the Language Teacher Education (LTE) newsletter.

It is important to make a clear distinction between mixed ability teaching and mixed ability classes. Most teachers have to teach mixed ability groups but they may not be using mixed ability teaching strategies. Many teachers see a mixed ability class as consisting of a group of average and able children with a subset of children who have learning problems. Ireson & Hallam (2001) suggest teachers need to recognise that a class is mixed ability because children have different strengths and weaknesses and develop at different rates.

Discussion and needs analysis

It is easy for students to get frustrated in a class of mixed ability. Stronger students may feel held back, weaker students may feel pressured. The teacher may feel stressed. The best solution to this is to have an open-class discussion about the classroom situation - to ensure the best for everyone it is better to acknowledge the situation and for everyone to agree how to deal with it. It is probably best to stage and structure the discussion.

Needs Analysis

Use a needs analysis to prompt the students to reflect upon their learning style, learning strategies, language needs, learning enjoyment, motivation, language strengths and weaknesses. Questions that might be included are...

" What kinds of class activities do you enjoy / benefit from?



- " Which language skill do you most wish to develop?
- " Do you prefer working individually or with a partner?
- " Would you rather sit and listen to the teacher all lesson or participate in group work?

Students compare their answers in pairs or small groups. You should collect the information and prepare a statistical representation of the key questions and answers. This will help to develop the sense of shared community in the class.

Explain and discuss

Explain the mixed-level situation to the students and give a list of possible approaches to the teaching and learning. In pairs, the students rank the approaches/ideas according to their suitability for the situation.

Following feedback, you should highlight the strategies you plan to use.

A student contract

Developing with the students, or perhaps writing it yourself, a contract of behaviour for activities is a useful device. 'I will help and support my activity partner.' 'I will participate in group work.'

Tell them what you are going to do

If you think your students are not mature enough to carry out this kind of reflection, explain the situation to the class and tell them what strategies you will be using. If students know what to expect, you can hope that they will cooperate.

All of the above work could be done in the mother tongue, although I feel it is best done primarily in the target language (as it draws attention to the fact that this is a learning language issue.)

Student self-awareness

Encourage students to develop an awareness of their own language abilities and learning needs. What are their strengths and weaknesses, and how can they focus on these? How can they measure their own progress

This may take the form of a learner's diary, regular self-assessment, keeping records of mistakes, keeping a record of things learnt.

Work groupings

Varying the way students work in the class will help meet the variety of levels in the class.

Pair work

You can pair strong with strong, weak with weak, or strong with weak. Perhaps in a very controlled activity, the strong with weak will work well. In a freer activity, perhaps strong with strong will be of benefit. Variety in the pairings is the key here - and you should also be sensitive to the general relationships between different students, and learn to note who works well with whom.

Group work

These groups could be of mixed levels or similar ones. The hope is that in a smaller group, the weaker student will feel more able to contribute. Also, if the group is working with a set of information, divide the information between the students, forcing them to work together.

You may consider dividing your class into groups by level for the whole lesson, enabling you to give a different level or number of tasks to each group. Discussion of this strategy with the class should help prevent stigmatisation.

Whole class - mingles

This is a favoured strategy of mine. A mingle activity involves students talking or interacting with many different members of the class in a short period of time in order to achieve a task. This means that any one student will work with students at different



levels - experiencing stronger and weaker levels of communication. This supports the weaker students and provides opportunities for the stronger ones.

2. How to deal with mixed ability classes?

Mixed ability or 'heterogeneous' classes are terms used to describe classes made up of students of different levels of proficiency. These terms are misleading as no two learners are really alike and 'homogeneous' classes do not actually exist (Ur, 1991). All classes are to some degree made up of learners who differ in many ways. They may have different strengths, weaknesses and approaches to learning. They may respond differently to various teaching methods and classroom situations.

In this article, I cover mixed ability factors, the problems with and advantages of teaching mixed ability classes as well as strategies for teachers who teach mixed ability classes.

Mixed Ability Factors

There are many factors that influence the characteristics of the learners that make up one single class. Some of these factors include:

- Age or maturity
- Intelligence and multiple intelligences
- Learning style
- Language aptitude
- Language levels
- Mother tongue
- Learner autonomy
- Motivation or attitude towards the subject
- Cultural background

According to Ur (1991: 303), some of the challenges teachers of mixed ability classes may face include:

- Discipline - Teachers may find their mixed ability classes are chaotic or difficult to control. Discipline problems occur when learners feel frustrated, lose concentration, get bored, or behave in a disruptive manner. Some reasons why mixed ability classes may be more difficult to control may be because different learners may find the subject matter easier or more difficult to grasp, weaker learners may require more assistance from the teacher, or more advanced learners may dominate aspects of the lessons.

- Interest - Learners may differ in their learning styles, motivation and interests. Teachers of mixed ability classes may find it difficult to provide content and activities that are motivating and interesting to all learners in a class.

- Effective learning for all - In mixed ability classes it is difficult to provide effective learning for all learners. The content or activities in a lesson may be too easy for some and too difficult for others.

- Materials - Materials are usually rigidly aimed at a certain kind of learner and may not offer teachers options or flexibility.

- Individual awareness - Teachers may find it difficult to get to know and follow the progress of all learners in a class. In classes where there are many differences, teachers are not able to devote time and attention equally to all learners (?imanov?, 2010).

- Participation - In mixed ability classes, more advanced learners tend to participate more actively than weaker learners. Lack of participation or attention from the teacher, may further affect weaker learners proficiency in the subject.

- Correction - Teachers may feel overwhelmed by the marking load and may also not feel equipped to deal with the errors made by a student. For example a subject teacher may not feel comfortable correcting a learner's language errors.

Advantages of teaching mixed ability classes



Due to the frustrations felt by teachers teaching mixed ability classes, it can sometimes be difficult to see the advantages of teaching mixed ability classes. There are a number of advantages to teaching mixed ability classes. Mixed ability classes provide a rich pool of human resources (Ur, 1991). Learners come to class with different knowledge, experiences opinions, ideas and interests which can be drawn on to provide interesting, varied student-centered lessons (Hess, 2001). Such diverse classes are interesting to teach and provide greater opportunity for innovation and creativity. There is 'educational value' in mixed ability classrooms, as through their interaction, students can help and learn from each other (Ur, 1991:305). Learner autonomy is developed in such learning environments, as teachers may not be able to always tend to the individual, learners help or teach each other, work together or individually. Mixed ability classes provide opportunity for teachers to develop themselves professionally, as teachers need to adopt a problem solving approach to the difficulties they face and experiment with a range of teaching approaches. Tomlinson (1999:28) aptly stated that 'A secure teacher comes away from today with important questions to puzzle about overnight and the belief that today contains insights necessary for a more effective tomorrow.'

CONCLUSION

All classes are mixed ability to one extent or another. Extreme cases, when you have near native level speakers with beginners, can be very challenging for the teacher.

In these cases it's important to remember that all students will get something out of the class, but not necessarily the same things, and not necessarily what you aim to teach them! For example, the beginners may begin to get a grasp of your classroom language whilst the stronger students may begin to be able to put a new tense into use.

While it may seem daunting to teach mixed-ability classrooms, EFL teachers should instead see it as a challenge and adventure. As a teacher, you will never be able to grow, develop and learn if you only ever had easy classes to teach. Those are, of course, nice and should be appreciated as such, but mixed-ability classes are challenging and they challenge the teacher teaching them. You need to experiment, adapt and problem-solve, all of which will make you an even better teacher.

A final word...

There are ways to avoid stigma as we have seen, but students do 'get wise' that not everybody is always doing the same thing. Don't let the stigma question put you off though: in my experience, the gratitude from a weaker student who knows their teacher is making an effort to help them (to say nothing of the learning that takes place) far outweighs this risk.

References

- Bremner, S. (2008) Teaching a Mixed Ability Class. <http://www.languageswithoutlimits.co.uk/resources/SBremner.pdf> [Accessed 20 May 2011]
- Hess, N. (2001) Teaching Large Multilevel Classes. Cambridge: Cambridge University Press.
- imanov, A. (2010) Dealing with Mixed Ability Classes. http://is.muni.cz/th/104237/pedf_m/?lang=en;id=183114 [Accessed 20 May 2011]
- Richmond Publishing, Teaching a mixed ability class.
http://www.richmondelt.com/international/resources/handbooks_for_teachers.htm [Accessed 20 May 2011]
- Tomlinson, C. (1999) The Differentiated Classroom: Responding to the needs of all learners. Alexandria: ASCD.
- Ur, P. (1991) A Course in Language Teaching. Cambridge: Cambridge University Press.



BOSHLANG'ICH SINF ONA TILI DARSLARIDA IJODIY TOPSHIRIQLARDAN FOYDALANISHNING AHAMIYATI

Mohigul Jumayeva

Navoiy DPI "boshlang'ich ta'lism" kafedrasini o'qituvchisi

Annotatsiya: Maqolada ijodiy ish tezlik bilan tashkil etish imkoniyati borligi va o'quv biluv faoliyatini davom ettirish imkoniyatiga egaligi bilan topshiriqlarning boshqa turlaridan farq qilishi haqida mulohaza yuritilgan. Bundan tashqari, ijodiy mashq noijodiy mashqdan ikki xususiyati bilan farq qiladi: o'rganilgan bilimlarni o'quv jarayonida sinab ko'rish tahlil etilgan.

Kalit so'zlar: ijodiy ish, o'quv topshirig'i, ona tili darsligi, tafakkur, ijodiy fikrlash, mashq, matn.

Ijodiy topshiriqlardan foydalanish jarayoni o'quvchining o'rganilayotgan o'quv materiali bilan faol bog'lanishi bo'lib, u psixologik vositalar kompleksi orqali hal qilinadi. Boshlang'ich sinf ona tili darsliklari boshlang'ich ta'lism o'quv dasturlariga mos keladi. Ularda boshlang'ich sinf o'quvchilarining ona tilidan tegishli bilim, ko'nikma va malakalarini nazarda tutgan holda nazariy tushunchalar bilan birga o'quv topshiriqlarini ham bajarish nazarda tutiladi. Boshlang'ich ta'limning ona tili darsliklari barcha sinflarda ijodiy topshiriqlar majmuasini yaratishni nazarda tutadi. Buning afzallik tomoni shundaki, ulardagi o'quv materialini fikrlashga, tushunishga doir topshiriqlar o'quvchilarning mustaqil ishlashlariga imkoniyat beradi.

Darslikni takomillashtirish, ulardagi mashqlarni zamon talablari asosida tashkil etish bugungi kunning muhim vazifalaridan biri hisoblanadi. Bu bilan o'quvchi tafakkurini rivojlantirishga mo'ljallangan ijodiy mazmundagi o'quv topshiriqlari salmog'ini oshirish, ularni ma'lum tizim asosida osondan qiyingga, soddadan murakkabga o'tish tamoyiliga amal qilish samarali natija beradi.

Darslikdagi 196-mashqda so'zlarni shaxslar, narsa nomlari, tabiat hodisalari nomlari shaklida berilgandir. Unga qo'shimcha tarzda "O'zingiz ham shaxs, narsa, tabiat hodisalari nomlaridan topib qatorlarni davom ettiring" topshirig'i berilsa, o'quvchilar shaxs nomlari qatorini ota, ona, shofyor, daftar, ruchka, qalam, mashina, toshqin kabi so'zlar bilan davom ettirishi mumkin. Vaqt imkoniyatiga qarab topshiriqni og'zaki tarzda ham bajarishi yaxshi samara beradi.

Darslikdagi 229-230-236-241-252-257-288-mashqlarda ham o'quvchilarni ijodiy fikrlashga qaratilgan topshiriqlar berilgan. Ayniqsa, shaxs, narsa nomlarini bildiruvchi so'zlar yuzasidan keltirilgan mashqlarda matnlar tarkibi bir turdag'i narsa, shaxs nomlarining kiritilishi o'quvchilarning mavzuni chuqurroq o'zlashtirishga xizmat qiladi. Masalan: mushuk, xo'roz, kuchuk, tulki, o'rdak, maymun, yo'lbars, sher, charos, husayni, quyosh, daryo, dengiz, qir, adir, o'rmon, osmon va boshqalar. Lekin darslikda keltirilgan barcha topshiriqlar ham o'quvchilarning ijodiy imkoniyatlari darajasida emas. Masalan: 12- mashqda matnga sarlavhati ping. Tanlangan sarlavhangizni qo'yib matnni ko'chiring topshirig'i berilgan. Matn 74 so'zdan iborat, agar unga 13-mashqda to'rt qatorli she'rdagi ajratib ko'rsatilgan so'zlarning urg'uli bo'g'inini belgilash. 14-mashqda ko'cherish shartlarini bajarish qo'shilsa, o'quvchilar bir darsda 102 ta so'zni yozishlari kerak. Bu esa 3-sinf o'quvchisini to'ldirib qo'yishi mumkin.

3-sinf ona tili darsligida 2-sinfda o'rganilgan nazariy tushunchalarning aynan takrorlanishini oqlab bo'lmaydi. Shu jihatdan 4-sinf ona tili darsligiga nazar tashlasa undagi mashq



topshiriqlari oldingi sinflarga egallagan bilimlarni eslash, shu asosda vazifalarini mustaqil bajarish, tegishli xulosalar chiqarishga qaratilganligini ta'kidlash lozim. Darslikda o'quvchilarning tildan amaliy foydalana olishlariga, og'zaki va yozma nutqning savodli bo'lishini ta'minlasga yo'naltirilgan topshiriqlarga alohida e'tibor berilgan.

Ba'zi o'rnlarda so'zlarning ma'nosini izohlashga yo'naltirilgan topshiriqlarning berilishi o'quvchilarning so'z boyligini oshirishga xizmat qiladi. Masalan: 4-mashqda kulsin, 7-mashqda piyoda so'zlarining ma'nodoshlarini izlash natijasida topilgan so'zlar o'quvchilarning lug'atini boyitadi, dunyoqarashini boyitadi. dunyoqarashini kengaytiradi.

Darslikda so'z ma'nosini izohlashdan tashqari, so'zlarni gapda o'rini qo'llashga doir ijodiy topshiriqlar ham o'z ifodasini topgan. Bu topshiriqlar o'quvchilar nutqini boyitadi, mustaqil fikrlashga chorlaydi.

Lug'at ustida ishslashning yana bir turi o'quvchilarda qo'shimcha adabiyotlarni o'qishni talab etadi. Masalan, 14-mashqda 6 turdag'i qovun rasmi berilgan bo'lib,

O'zbekistonda qovunning nechta turi bor? Javobingizni yozing deyilgan. O'quvchilarga bu mashq bir kun oldin aytib yuboriladi. U ota-onasi, bobolaridan javob izlaydi. O'zbekistonda qovunning 15 dan ortiq turi mavjud.

FOYDALANILGAN ADABIYOTLAR RO'YXATI

1. Boshlang'ich ta'lim bo'yicha yangi tahrirdagi Davlat ta'lim standarti. Toshkent "Boshlang'ich ta'lim" jurnali, 2005, 5-son, 64
2. Abdullaeva Q. va boshqalar. Savod o'rgatish darslari. T., "O'qituvchi", 1996
3. Бобомуродова А. Она тили таълими жараёнида ўйин-торшириқлардан фойдаланиш. Тошкент "Мусиқа" нашриёти, 2009, 91.
4. Дарслардаянги педагогик технологиядан фойдаланиш.(Ўқитувчи-ларнинг методик тавсиялари). Фарғона. 2002, 13.



MULTIMEDIA AND ITS ROLE IN THE MODERN LANGUAGE.

Named after Islam Karimov
Tashkent State Technical University
Teacher of the Foreign Languages Department:
Muhammedova Nargiza Kamiljanovna
Nazirova Ozoda Zoxid qizi
mbganikhanova@gmail.com

Abstract: Multimedia are multiple information environments-interfaces that provide input/output of information of different types to the computer, computer creation, processing and display of information of different levels and structures for perception by different human senses at the same time.

Key Words: *Multimedia is a set of information media-channels, each of which has its own specific form corresponding to its level and purpose.*

Multimedia any system that has an impact on several channels: video, audio, text, and often gives the opportunity for interactive interaction, for example, in the process of playing or learning. A more advanced level of multimedia is considered to be intelligent systems that not only broadcast information, but also can centrally manage it. For example, such a system can be configured to turn on a certain time before the event. At the same time, it checks for errors and "knows" the playback sequence. Such systems can be synchronized with the schedule of events in the mail service. You can't do without smart media when designing a security system. "Smart multimedia" is able to "cover" the entire space, provide limited access to it, video surveillance, fire sensors and alerts, that is, it works on several fronts. So, the main task of intellectual media systems is to make our lives easier, to make the necessary processes more functional, to optimize them, thereby reducing the time and financial costs. All parts of the system are interconnected and are part of a single information space. Management of the system is often carried out from one point, by one person, intuitively understandable and accessible. Intelligent systems can be used in almost any business area.

Characteristics of multimedia technologies are the basis for the development of information direction. Today it is one of the most promising, popular, continuously developing areas of computer science. This term refers to the creation of a product that, through the introduction and use of new technologies, a set of images, texts and data, accompanied by sound, video, animation and other visual effects, informs the audience.

Multimedia technologies also include an interactive interface and other control mechanisms. In order to better understand and understand what types of multimedia technologies exist, it is necessary to identify and highlight the main directions of their use. It's really important.

Types of multimedia technologies. The use of multimedia technologies is divided into:

- o General or individual use;
- o for professionals or for the average consumer;
- o for interactive and non-interactive applications;
- o to use information locally or at a distance.

It is necessary to dwell on each of these points.

1. Technologies of General or individual use. Concerning technologies of General use it is possible to allocate the following types: interactive terminals, some technologies of presentations by means of the computer, those that expand on networks. In turn, the



technologies of individual use include multimedia workstations, classrooms, multimedia computers for maintaining various documents. The main places of their application include public areas, as well as homes and workplaces of consumers.

2. Technologies for professionals and ordinary consumers. This category includes multimedia work areas (computer graphics, projects, etc.). This may also include systems used by non-experts. They are usually used in public places, it is a system with built-in microprocessors, which are designed to function in the home. These are game consoles, CD-I, Play Station.

3. The use of information in place and at distances. The rapid development of multimedia at the initial stage can be explained by the rapid development of desktop computers, which everyone has at home today. Then it became possible to record and store information on specially designed CDs. Modernity dictates its own rules. Today's rapid development of medium-and high-bandwidth digital networks suggests the rapid development of remote multimedia technologies.

4. Application of interactive and non-interactive technologies. Coming to this category, it should be emphasized that a large number of experts do not agree that non-interactive systems can be called multimedia. But it is important to understand that their number can significantly increase. Thus, non-interactive multimedia are used to attract attention and entertain the audience through presentations and exhibitions.

Multimedia technologies at the exhibition. All the above information is just the basics of multimedia technologies. In order to assess the scale of development of this direction, you should definitely visit the specialized exhibition of international level "Advertising", which will be held in Expocentre Fairgrounds. This is an event that is eagerly awaited by specialists in various industries, seeking to join the event, known all over the world.

Participation in the exhibition today is a real chance to advance and expand its influence in the market, consolidate its position, and for someone to confidently stand on its feet, with the support of investors.

Today they are actively used in all countries of Europe and the United States, gradually conquering Russia. Experts believe that multimedia is the future. But in this case, we can say that the future has already come. Multimedia technology uses hardware and software. Hardware includes analog and digital signal converters, video processors, decoders, sound and video cards. That is, all devices for sound recording, playback, transmission and processing of sound and image (including virtual reality - glasses, binoculars, VR-helmets and gloves, 3D-panels). Software tools are what help you develop multimedia applications. That is a program for working with graphics and animation, including 3D animation, sound processing, video editing, etc. Types of intelligent media systems Types of intelligent media systems to date, pretty much. Let's consider in more detail what implementation options have different systems and what tasks they will help to solve. Audio systems Are widely used - from conference rooms and meeting rooms to train stations and stadiums. It is impossible to imagine theatrical performances, concerts and lectures without them. Audio systems are needed to quickly alert people in case of danger or to convey important information, so they are also installed in offices, shopping centers, schools and other institutions.

The main tasks of audio systems: transmission and amplification of sound without distortion, sound adjustment; background and concert sound; broadcast audio, microphone and Congress systems; notification in case of emergency. Displays and projectors, led facades and screens, video walls and many other visualization tools perform two main functions: video broadcasting (including real-time) and video surveillance. That is why they are often used:

" during events, presentations, concerts, conferences to display information on the



screen (corporate information, output schedules);

" in shopping centers, airports, train stations, on the street - for advertising and reporting important information; in offices, enterprises, all major facilities and crowded places (including elections) - to monitor and record what is happening;

" in hotels, hotels to create a hotel television and IPTV system;

" at exhibitions and large exhibition complexes as interactive displays, stands and maps to demonstrate the design project of the future object. Just a hand and a screen (wall, interactive table, scoreboard) to see the information of interest. More advanced solutions allow you to control in three-dimensional space even without touching the screen.

Lighting systems are not just screwed bulbs, it is an automated control of artificial and natural light, architectural, stage and stage lighting, as well as the ability to create different light intensity in different areas. For example, perimeter, Banquet, concert lighting, lighting; support activities, creating the desired effects; emergency lighting and notification in case of emergency; registration of premises, creation of the necessary atmosphere and a situation. Thus, lighting systems are needed in concert halls, conference halls, exhibition complexes, museums, offices, banks and public institutions and in other public areas, such as halls and hotel rooms.

Video conferencing (VC) allows people to communicate in real time, located at a considerable distance from each other. This is much more effective than talking on the phone, because you can see each other, and secondly, participate in a collective conversation. In the current conditions, HQs becomes an alternative to face-to-face meetings, excluding the influence of such factors as traffic jams, busy work schedule of participants, territorial remoteness, travel costs. This system is useful: in the work of companies that have an extensive network of branches. Employees from other cities can participate in the meeting. For negotiations with clients from different countries. In distance learning. In telemedicine. In the media for the transmission of information from the scene, etc. Video conferencing is more cost-effective. Travel expenses are reduced, enterprise management becomes more efficient, managers' time is saved. The cost of a minute of video conferencing is comparable to the cost of mobile communication, but its coverage and efficiency is much higher. Interactive (centralized) control systems they allow you to monitor the process in real time, here and now and from a single point. Enable system-wide administration and monitoring. In this case, interactive management integrates all systems at once and allows you to configure them centrally. Thus, they can work remotely, which will reduce staff costs. As a rule, one specialist will be enough. Here are just a few examples of the use of interactive management: integrated security systems. They" themselves " monitor the reaction of all sensors, controlling in many directions at once (access, video surveillance, fire alarm, etc.). Events, providing light, sound, image, special effects.

References:

- 1.Diakonova O. O. "Edutainment in teaching foreign languages" / / Foreign languages at school-2013 - № 3-p. 58-61
- 2.Gradina N. L., Martirosyan Z. H. As "Professor Higgins" helps to study English language // Foreign languages at school - 2002 № 6 - p. 96
- 3.Kanaeva V. M., Agapova S. G. from the experience of the creative group of teachers on the problem: "Computerization of the educational process at school" / / Foreign languages at school-1992 - № 3-4-p. 86-88
- 4.Karamysheva T. V. Learning foreign languages using a computer. In questions and answers. - SPb.: Soyuz Publishing House, 2001. - 192 p.
- 5.Korenkova M. M., I. A. Malinina "the use of multimedia means of teaching English".



Department of foreign languages, HSE Nizhny Novgorod.

6.Krivanek O. I. "Multimedia technologies in teaching foreign languages" <http://ito.edu.ru/2008/MariyEl/III/III-0-16.html>

7.Malyukova N., Solomahina I. A. "the Use of multimedia in foreign language teaching"
<http://festival.1september.ru/articles/212523/>

8.Gorelov I. N., Sedov K. F. Fundamentals of psycholinguistics. - M., 1997. - P. 172-174



INGLIZ TILI O'QITISHDA ZAMON BILAN HAMNAFAS.

Namangan viloyati Uchqo'rg'on tumani 3-umumiyl o'rta ta'limg maktabining ingliz tili fani o'qituvchisi
Abdukarimova Mo'tabar Tajidinovna

Annotatsiya :Ushbu maqolada xorijiy tillarni o'qitishda Internetdan foydalanish, elektron lug'atlardan unumli foydalanish va darslarni boyitish bo'yicha takliflar beradi. Maqola yoshlarimizning til o'rganishi uchun qiziqrli va tezkor dasturlar haqida ma'lumot beradi.

Kalit so'zlar: AKT,kompyuter,offline,taqdimot texnologiya,elektron lug'at ,til ,grammatika,mavzu o'quvchi ,dastur.

AKT vositalari - kompyuter texnikasi, magnitofon, kitob, video uskunalari, elektron doska orqali dars vaqtini tejash va yanada ko'proq va samarali ma'lumot olishga imkoniyat demakdir. Bugun yoshlar ham qo'shimcha ma'lumot olish uchun kitobni izlab va varaqlab vaqt sarflamaydilar, balki uni tejab Internetga murojaat etadilar.Chet tillarini o'qitishda Internet hamda uning katta imkoniyat-laridan foydalanishlari natijasida, ta'limg va pedagogik jarayonlariga multimedya texnologiyalarining joriy etilishining istiqbolliligi tobora namoyon bo'lmoqda.

Chet tili darslarida AKT va xususan, Internetdan foydalanish orqali bir necha di-daktik masalalarni hal qilish mumkin. Bularidan, o'quvchilar bilimini tekshirishda:

- turli xildagi online, ya'ni interaktiv rejimdag'i testlar;
- off-line testlar, ya'ni testlarning elektron variantidan foydalanish;
- Internet tizimida bilimi boshlang'ich bosqichdan boshlab eng yuqori bosqichdag'i o'quvchilar uchun ko'plab sinovlar TOEFL, IELTS kabi testlar mavjud.

Bu kabi testlarning o'quvchi uchun afzalligi obyektiv va tezkor javobidadir. Bir vaqtning o'zida turli bilim saviyasiga ega o'quvchilarga turli testlar berilishi, yangi mavzuni tushuntirishda: dars sifatini fotosuratlar, kliplar, kinolavhalar, videolav-halar orqali oshirish, masalan: o'quvchilar kitob matnidan turli xorijiy davlatlar haqida oddiy ma'lumot olibgina qolmay, shu davlatlarga virtual sayohat, chet davlatlarning an'ana va urf-odatlari haqida videolavhalar, qoshiqlar, kliplar tamosha qilishlari mumkin.O'tilgan mavzuni mustahkamlashda:

- o'quvchilar loyiha yaratishlari;
- fanlararo darslar o'tishda qo'shimcha ma'lumot qidirish;
- taqdimot tayyorlash yoki elektron pochta orqali chet ellik do'stlari bilan suhbat o'tkazish orqali o'quvchilarning bilim olishga bo'lgan ishtiyoqini sezilarli darajada ko'taradi.

AKT'dan foydalanib, dars o'tishda o'qituvchi unga Davlat standartlari asosida reja tuzib, tayyorgarlik ko'rishi kerak. Darsda AKT hech qachon o'qituvchining o'rnini egallay olmaydi, balki unga ko'makdoshlik vazifasini o'taydi. Dars mazmuniga ko'ra AKT va boshqa pedagogik texnologiyalarni navbatma-navbat oqilona qo'l-lashi lozim. AKT ni dars jarayoniga tatbiq etishdan maqsad darsni boyitish, oddiy kitob bera olmaydigan ma'lumotlarni, didaktik ko'rgazmalarni berishdir. Shu tariqa Internetdan foydalanib, chet tilini o'qitish orqali o'qituvchilar ham va o'quvchilar ham o'z ishlarida qulay imkoniyatlarga ega bo'ladilar, shu boisdan ham AKT ni dars jarayoniga joriy etish dolzarb masala hisoblanadi. Zamonaliv dars samaradorligiga ta'limiy dasturlar, Internetda axborotni izlab topish, natija sifatida chet tillarini o'rganishga qiziqishning o'sishi, xalqlararo, madaniyatlararo muloqot-ga aloqadorlilikni anglash, ta'limg muhiti doirasini kengaytirish imkoniyati asosida erishiladi.

Texnologiya rivojlangani sari hayotimizga chuqurroq kirib boryapti, ko'p ishlarimizni osonlashtiryapti. Til o'rgatishga ixtisoslashgan dasturlar ham xuddi shunday. Masalan, elektron lug'atlarda biror so'zni yozsangiz, bir zumda ma?nosini chiqarib beradi. Shu so'z



qatnashgan iboralar ma?nosini ham osongina bilib olasiz.

Duolingo (Android, iOS, Windows Phone tizimlarida ishlaydi) Eng mashhur muallim-dasturlardan biri. Bu mobil ilova yordamida dunyoning juda ko'p tillarini ingliz tili orqali o'rganishingiz mumkin. Ingliz va olmon tillarini esa rus tili orqali o'rganish imkoniga egasiz. Grammatika qoidalarini o'rganish, so'z boyligini oshirish uchun turli qiziqarli o'yinlar bor. Dasturga talaffuzni yaxshilash uchun ham ko'plab mashqlar kiritilgan.

LinguaLeo (Android, iOS, Windows Phone) Bu dastur rus tilini biladiganlar uchun mo'ljallangan. U orqali ingliz tilini o'rganishingiz mumkin. Boshqa ko'plab dasturlar kabi o'rgatish uslublari, mavzular va o'qish tezligini o'zingizga moslab tanlaysiz. Audio va video materiallarning katta zaxirasi bor.

Memrise (Android, iOS) Til o'rgatuvchi o'yinlarga berilib ketish kutilgan natijaga olib kelmaydi. Til o'rganish qat?iyat, mehnat va lug'at boyligini doimiy oshirib borishni talab etadi. Gap qurilishini, so'zlarning talaffuzini yaxshi bilish mumkin, lekin leksikangizni rivojlantirmasangiz, qanotsiz qush holiga tushasiz.

Faqat dasturlar bilan cheklanib qolmay, o'rganuvchilarning darajalariga moslashtirilgan kitoblarni o'qib boring.

Foydalanilgan adabiyotlar:

1. Beatty.B, Ulasewicz.C(2006) „Online teaching and learning in Transition .
2. www.ziyonet.uz
3. www.kitobxon.com
4. Maraximov A.R , Raxmonqulova S., „Internet va undan foydalanish usullari". T.2000.



NAVOIY HIKMATLARI - DAVR XITOBNOMASI, YOKI NAVOIY TAFAKKURIDA SHAXS TARBIYASI

Raxmankulova Nargiza Ibodullayevna

Surxondaryo viloyat Uzun tumanidagi 56-umumta'l'm maktabining
ona tili va adabiyot fan o'qituvchisi

Oqnazarova Gulnora Raxmatovna

Surxondaryo viloyat Uzun tumanidagi 56-umumta'l'm maktabining
ona tili va adabiyot fan o'qituvchisi

*Annotatsiya. Ushbu maqolada so'z mulkining sultonni Alisher Navoiyning hikmatga
aylangan aforizmlari, inson tarbiyasida bu hikmarlarning o'rni va ahamiyatining yuksakligi
haqida ayrim xulosalar bayon etilgan.*

Kalit so'zlar: Tarbiya, odob-axloq, Sharq, Ibn Sino, hikmat, fazilatlar, dasturilamal

Tarbiya - arabcha rivojlantirish, parvarish qilish, o'stirish, o'rgatish, ilm berish kabi
ma'nolarni anglatib, insonda ish-hunar, odob-axloq va shu kabilarni shakllantirish,
rivojlantirishga, uning jamiyatda yashashi uchun kerakli bo'lgan xislatlarga ega bo'lishni
ta'minlashga qaratilgan ish-amallar majmui va shu yo'l bilan singdirilgan odob-axloq,
xislat, fazilat kabilarni bildiradi.1

Tarbiya masalasiga ajdodlarimiz azal-azaldan jiddiy qarashgan. Axloqiy tarbiyada eng
muhim vositalardan biri bo'lgan bolaning nafsoniyatiga, g'ururiga tegmagan holda,
yakkama-yakka suhbat qilish, suhbatlarda tarbiyaga oid rivoyatlardan misollar keltirish
orqali erishganlar.

Sharq so'z san'atida pand-nasihat ruhi ustun bo'lganligi sababidan G'arb adabiyotidan
farq qiladi. X asrdayoq Abu Ali ibn Sino Sharq ko'proq nasihat yo'li bilan, G'arb esa
hayotni real ko'rsatish orqali kishini tarbiyalashga moyilligini qayd etib o'tgan. Og'zaki va
yozma adabiyoti, axloqiy-diniy merosi pand-hikmatga o'ta boyligi uchun ham Sharqni
jahonda donishmand deb bilihadi. Bu jihat ajdodlarimiz tomonidan yaratilgan durdona
asarlar mag'ziga singib ketgan.

Shunday durdona asarlari bilan jahonga tanilgan donishmandlardan biri shoirlar sultonni
- Alisher Navoiydir. Navoiyning sermahsul, qaynoq ijodi ko'p jihatdan Sharq xalqlarining
ijtimoiy-siyosiy, falsafiy tafakkurining rivojlanishiga, adabiyot, madaniyat, san'at va
fanning bir qator sohalarini gullab-yashnatishiga xizmat qildi.

Navoiy takrorlanmas badiiy tafakkuri orqali insonparvarlik, tinchlik, ma'rifat g'oyalarini
tarannum etadi. Uning beqiyos iste'dodi turkiyzabon xalqlar adabiyotini dunyo cho'qqilariga
olib chiqdi. Shuning uchun hazrat Navoiy nomi Gomer va Gyote, Rudakiy va Firdavsiy,
Nizomiy va Sa'diy, Shekspir va Balzak kabi so'z san'ati daholari qatoridan joy oldi. Buyuk
ozarbayjon shoiri Fuzuliy Navoiy ijodiga baho berar ekan, shoirni barcha shoirlar shohining
sultonni, deb e'tirof etadi. Alisher Navoiyning boy va ulkan merosi o'zining takrorlanmas
ranglari va jilolari bilan inson tafakkuriga o'rashdi.

Navoiy tafakkuri umuminsonlarning baxtli hayot haqidagi fikrlari va intilishlari,
g'oyalarining sintezidir. Shu sababli Navoiy asarlari barcha davrlarga mos keladi. Hazrat
Navoiyning;

Odami ersang, demagil odami,

Oniki, yo'q xalq g'amidin g'ami,

deb yangragan xitoblari shoir falsafasining gavhari desa bo'ladi. Hikmatda o'zini odam
sanagan har qanday inson xalq g'amini o'z g'am-u qayg'usi deb bilishi, xalqi uchun jon
kuydirishi, qayg'urishi lozimligini eslatib, aks holda yuqoridagi tuyg'ulardan begona



odamni odam sanamaslik zarurligini uqtiradi.3

Nafing agar xalqqa beshakdurur,
Bilki, bu naf o'zingga ko'prak durur.4

Yuqoridagi hikmat esa Navoiy tomonidan odamlarni hamisha mehnat va ezgulik sari yuzlantirib turuvchi xitobnomasi bo'ldi.

Ilm Navoiy, senga maqsud bil,
Emdikim ilm o'ldi, amal aylagil,
hikmati orqali bobomiz inson umri davomida ilm olmoqlikka maqsad qilishi va o'rgangan ilmiga hayoti davomida amal qilmoqlikka chaqiradi.

Quyidagi hikmatda hazrat Alisher Navoiy bu dunyoda boqiy yashamoqlikning iloji yo'qligini, boqiy yashamoq orzusiga faqat yaxshi nom qoldirish orqali yetishish mumkinligini, inson o'z hayoti davomida ezgu ishlarni amalga oshirmog'i va shu yo'l bilan ikki dunyo saodatiga erishish mumkinligini eslatadi: Bu gulshan ichra yo'qdur baqo guliga sabot,

Ajab saodat erur qolsa yaxshilik bila ot.

Navoiy mehnat orqali topilgan bir dirham hadya etilgan xazinadan qimmat va qadrli ekanligini uqtirish bilan birga, har bir odam o'z mehnati orqali pul topishga, luqmasini halol saqlashga, mehnat bilan topilgan bir dirhamdan kelgan luqma tanasiga quvvat berishiga, hadya aylangan xazinadan ko'ra minnatsiz va ko'ngilga huzur baxsh etishi bilan ustunligini tushuntiradi:

Bir diram olmoq chekibon ranj,
Yaxshiroq andinki, birov bersa ganj.

Bobomiz Alisher Navoiyning: "Izzat tilasang, kam de, Sihat tilasang, kam ye", - degan hikmatida kishi izzati baland bo'lmos'hini istasa, kam so'zlashni odat qilmog'i kerakligini, agar tan sihatligini ham qo'shimcha qilmoqchi bo'lsa, kam ovqat tanovvul etishi zarurligini ham aytadi.

Navoiyning diqqat markazida doim insonning ma'naviy mukammalligi uchun kurash turadi. U insonning eng yuksak fazilatlaridan biri ilm olishi, hunar egallashi va uni xalq manfaati yo'lida sarf etishdan iborat deb biladi va buni qahramonlari xarakteriga singdiradi:

Hunarni asraban netgummdir axir,
Olib tufroqqami ketgummdir oxir.5

Navoiy ilm va hikmat er kishining zeb-u ziynatidir, deb talqin qiladi va erkak kishini ilmli, mulohazali bo'lishga da'vat etadi: Er kishiga zeb-u ziynat hikmat va donishdir.

Hayotga muhabbatni, ijodkorlikning qadr-qimmatini odamlar orasidagi do'stlikni, erkinlik va tinchlikni tarannum etuvchi shoir Navoiy ijodida axloqiy va tarbiyaviy masalalar yetakchilik qiladi. Ularda shoir shaxsni shakllantirishda yomonlik va yaramasliklardan yiroq bo'lish, aks holda:

Har kishikim birovga qozg'ay choh,
Tushgay ul choh aro o'zi nogoh,6 deya ogohlantiradi.

Butun hayoti va durdona asarlarini xalq osoyishi, yurt faravonligi, ilm va san'at rivoji uchun baxsh etgan, kurashgan ulug' zotning o'zi el uchun ranj chekib huzur topdi. Navoiy benazir ijodi bilan o'zbek adabiyotini yuksak taraqqiy bosqichga ko'tardi. U vasf etgan el shoirning nomini asrlar osha hurmat bilan tilga olmoqda, uning ijodidan bahramand bo'lib kamol topmoqda.

Bugungi kunda Alisher Navoiy merosi yangidan bo'y cho'zmoqda, hayotni sevuvchilar kulliyotidan joy olmoqda, yuksak fazilatli insonlarni tarbiyalashda Navoiy hikmatlariga murojaat etilmoqda va do'stlik, tinchlik, millat ravnaqi kabi masalalarga bee'tibo bo'limgan insonlar uchun dasturilamal xizmat qilmoqda.

1.E.Begmatov va boshq. O'zbek tilining izohli lug'ati. T."O'zbekiston milliy



ensiklopediyasi". Т. 1980. 678-б.

2.S.Olim va boshq. Adabiyot. Umumiy o'rta ta'lim maktablarining 8-sinfi uchun darslik-majmua. G'.G'ulom nashriyoti. Birinchi qism.T. 2014-y.72-b.

3.Prof. S.Hasanov.Alisher Navoiy. Aforizmlar. T. "Sharq". 2011. 78-b.

4.A.Qayumov. Alisher Navoiy. T. "Yosh gvardiya". 1976.149-b.

5.A.Navoiy. Hamsa. Yangi asr avlodi. T. 2018. 145-b

6. Q.Yo'ldoshev va boshq. Adabiyot. 4-nashr."Sharq". T. 217-b.



BOSHLANG'ICH SINFLARDA O'QITISHNING ZAMONAVIY AXBOROT TEXNOLOGIYALARIDAN FOYDALANISH AFZALLIKLARI

Nurmuratova Feruza Donabayevna
Sirdaryo viloyati Sirdaryo tuman
30-maktab o'qituvchisi

Annotasiya: Ushbu maqolada umumta'lim maktablarining boshlang'ich sinf darslarida zamonaviy axborot texnologiyalari imkoniyatlaridan foydalanish afzalliklari yoritilgan. Zamonaviy axborotlar texnologiyalari orqali o'quv mashg'ulotlarining samaradorligini oshirish yo'llari keltirilgan.

Kalit so'zlar: boshlang'ich ta'lif, axborot texnologiyalari, kompyuter, dars, multimedia, darsning maqsadi, namoyish etish

EFFICIENCY OF USING MODERN INFORMATION TECHNOLOGIES IN PRIMARY EDUCATION

Abstract: This article discusses the benefits of using modern information technology in elementary school. The use of ICTs to increase the effectiveness of training is described.

Keywords: elementary education, information technology, computer, lesson, multimedia, lesson purpose, demonstration

ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ СОВРЕМЕННЫХ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В НАЧАЛЬНОМ ОБРАЗОВАНИИ

Аннотация: В данной статье рассматриваются преимущества использования современных информационных технологий в начальной школе. Описано использование ИКТ для повышения эффективности обучения.

Ключевые слова: начальное образование, информационные технологии, компьютер, урок, мультимедиа, цель урока, демонстрация

Hozirgi davr o'qituvchi va o'quvchi oldiga katta talablar qo'yemoqda, bu talablarning eng asosiysi - darsning samaradorligi, uning sifatliligi, o'quvchilarning bilim va ko'nikmalariga, maktablardagi turli xil o'quv mashg'ulotlari, ularni tashkil qilinishi va u orqali o'quvchilarni turli bilim va ko'nikmalarni egallab olishidir. Bugungi kunda ta?lim jarayonini to'g'ri va samarali tashkil qilishda innovatsion texnologiyalar, texnik vositalarning, jumladan, zamonaviy kompyuterlarning o'rni beqiyosdir. Dars mavzusiga oid multimedia, animatsiya, grafika, diafilm va videofilmlardan foydalanish dars jarayonini yana-da qiziqarli bo'lishiga ko'mak beradi, buning uchun esa o'qituvchi o'z ustida ishlashi va har bir darsga "men bugungi dars jarayoniga qanday yangilik bilan kirib, darsni qiziqarli tashkil qila olaman" deya o'ziga savol berishi ya?ni, an?anaviy ta?limdan qochib, noan?anaviy ta?lim berishga intilishi lozim.

Ma?lumki, ta?lim bu o'qituvchi va o'quvchilarning hamkorligidagi faoliyat turi bo'lib, dars orqali o'qituvchi o'z bilimi, ko'nikma va malakalarini mashg'ulotlar vositasida o'quvchilarga yetkazadi, o'quvchilar esa uni o'zlashtirib olishi natijasida undan foydalanish kompetensiylariga ega bo'ladi. Yangi bilimlarni o'rganish jarayonida esa o'quvchilar o'zlashtirishning turli ko'rinishlaridan foydalanishlari tabiiy hol masalan, ma?lumotlarni qabul qilish, ularni qayta ishslash hamda amaliyotga tatbiq etish kabi jarayonlarda amalgalashadi.



Hozirgi kunda umumta?lim maktablarida zamonaviy kompyuter texnologiyalaridan foydalanish imkoniyatlarini takomillashtirish, ta?lim jarayonida zamonaviy texnologiyalar imkoniyatlaridan to'laqonli foydalanish eng muhim ko'rsatkichlaridan biri ekanligi yetuk pedagog olimlar tomonidan e?tirof etilganligi xech kimga sir emas.

Mamlakatimizdagи deyarli barcha umumta?lim maktablari zamonaviy kompyuter va telekommunikatsiya texnologiyalari bilan jihozlangan. Bu esa, o'z navbatida, boshlang'ich sinf o'qituvchilarining o'z mehnat faoliyatlariga yangicha yondashuvlarini talab etadi. Boshlang'ich sinf darslari o'quv jarayoniga yangi texnologiyalarni joriy etilishi, o'qituvchini texnik vositalar tomonidan siqib chiqishiga emas, balki yangicha yondashuv orqali uning vazifasi va rolini o'zgartirib, o'qituvchilik faoliyatini yana-da serqirra, ijodiy va kreativ yondashuvga asoslangan kasbga aylantiradi.

Zamonaviy axborot texnologiyalari yordamida dars jarayonini tashkil etishda o'qituvchi dastlab:

- darsning maqsadi;
- maqsadga erishish yo'llari;
- o'quv materiallarini taqdim etish usullari;
- o'qitish metodlari;
- o'quv topshiriqlarining turlari;
- muhokamalar uchun savollar;
- munozara va bahslarni tashkil etish yo'llari;
- o'zaro aloqa usullari va kommunikatsiya singari omillarni aniqlab olishi lozim bo'ladi.

O'qituvchi zamonaviy kompyuter texnologiyalaridan foydalanish orqali quyidagi bir qancha vazifalarni amalga oshirishi mumkin:

- boshlang'ich sinflarda multimedia texnologiyalarini qo'llash orqali o'quvchilarda fanga qiziqishi rivojlanadi;
- ta?limning bunday usuli o'quvchilarining fikrlash qobiliyatlarini faollashtiradi va o'quv materialini o'zlashtirilishining samaradorligi yana-da oshadi;
- namoyish qilinishi qiyin yoki murakkab bo'lgan jarayonlarni modellashtirish va ko'rish imkoniyatini beradi;
- o'quv materiallarini o'zlashtirilishi faqat darajasiga ko'ra emas, balki o'quvchilar erishgan mantiq va qabul qilishlarining darajasiga ko'ra ham samarali hisoblanadi;
- o'quvchilarga mustaqil izlanish yo'li bilan materiallarni izlash, topish hamda muammoli masalalarga javob topish orqali ma?lum tadqiqot ishlarini bajarish uchun imkoniyat yaratiladi;
- o'quvchilarining yangi mavzuni o'zlashtirishi, misollar yechishi, insho, bayon yozish ishlarida, o'quv materiallari bilan mustaqil tanishish, tanlash va axborot hamda ma?lumotlarni tahlil etish kabi masalalarni tez bajarish uchun sharoit yaratiladi.

Har bir o'qituvchi ijodkor bo'lishi kerak, u har bir o'quv soatiga puxta tayyorlanib yangilik bilan kirishi kerak, chunki har darsda takrorlanadigan bir xillik o'quvchini darsga va fanga qiziqishini susaytiradi, natijada dars samaradorligining pasayishiga olib keladi.

Axborot texnologiyalarining o'qituvchi va o'quvchi uchun ahamiyatli jihatlari quyidagilar:

- " o'quvchining diqqatini jamlash;
- " ma?lumot to'g'risidagi tasavvurni kengaytirish;
- " izlanuvchanlik, ijodkorlik va mustaqil faoliyatga kirishish;
- " o'z-o'zini baholash.

O'qituvchi faoliyatida axborot texnologiyalardan foydalangan holdagi darslarning o'rni quyidagilarda aks etadi:

- " vaqt ni to'g'ri taqsimlash;
- " o'quv materiali mazmun-mohiyatining yorqin va ishonarli bo'lishini ta?minlash;



- " berilayotgan axborot ko'lамини oshirish;
- " o'quv topshirig'inинг turlarini kengaytirish;
- " sog'lom raqobat, ijodiy muhitni yuzaga keltirish;
- " kasbiy malakani muntazam oshirib borish.

Xulosa qilib aytganda, boshlang'ich sinflarda zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalanish o'quvchilarni mustaqil fikrlashga, ijodiy izlanish va mantiqiy fikrlashlarini kengaytirish bilan birga ularni darslarda o'rganganlarini hayot bilan bog'lash hamda darsga qiziqishlarini oshirishga yordam beradi. O'qituvchilarning bunday zamonaviy talablar asosida yaratilgan sharoitlardan samarali foydalanib, darslarni ilg'or pedagogik hamda axborot kommunikatsiya texnologiyalari asosida tashkil etilishi ta?lim-tarbiya jarayonini sifatini kafolatlaydi.

Aytish joizki, multimedia ilovalarini har bir darsda qo'llash natijasida o'quvchilarda mustaqil, ijodiy fikrlash yana-da rivojlanadi. Xulosa sifatida aytish mumkinki, axborot kommunikativ vositalarining boshlang'ich sinf darslarida qo'llanilishi va darsning sifati va samaradorligini oshirishga xizmat qiladi.

Adabiyotlar / References

- 1.O'zbekiston Respublikasi Prezidentining 2019-yil 29- apreldagi "O'zbekiston Respublikasi Xalq ta'limi tizimini 2030- yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi Farmoni.
- 2.Tolipov U.K., Shari pov Sh.S.O'quvchi shaxsi ijodkorlikfaoliyatini rivojlantirishning pedagogik assoslari. - T., Fan, 2012
- 3.Yo'ldashev J. G., Usmonov S.A. Zamonaviy pedagogik texnologiyalarni amaliyotga joriy qilish. - T: Fan va texnologiya, 2008.



ONA TILINI O'QITISHDA IZOHLI VA O'QUV LUG'ATLARINING O'RNI

SHARIFBOY BOBOJONOV XUDOSHUKIROVICH,
Qarshi davlat universiteti dotsenti

Annotatsiya: Ushbu maqolada ona tilini o'qitishda o'quv hamda izohli lug'atlarning ahamiyati va o'rni yoritilgan. O'quv lug'atlar orqali lug'atshunoslik sohasida bo'lgan tadqiqotlar misol sifatida keltirildi va ona tilini o'qitishda izohli lug'atlardan foydalanish afzalliklari misollar yordamida ko'rsatib o'tildi.

Аннотация: В данной статье обсуждается важность и роль учебных и толковых словарей в преподавании родного языка. В качестве примера приводятся исследования в области лексикографии через учебные словари, а преимущества использования толковых словарей в обучении родному языку иллюстрируются примерами.

Annotation: This article discusses the importance and role of educational and explanatory dictionaries in mother tongue teaching. Research in the field of lexicography through educational dictionaries is cited as an example, and the advantages of using explanatory dictionaries in mother tongue teaching are illustrated with examples.

Kalit so'zlar: tilshunoslik, lug'at, ona tili, lug'atshunoslik, til, tarbiya, bilim, ta'lif, tadqiqot, axloq, xususiyat.

Ключевые слова: лингвистика, словарь, родной язык, воспитание, знания, образование, исследования, мораль, особенность.

Key words: linguistics, dictionary, mother tongue, lexicography, language, upbringing, knowledge, education, research, moral, peculiarity.

Til va ma'naviyat, til va tarbiya mushtarakligi muammosining tilshunoslikda yechiladigan xususiy va boshqa fanlar bilan hamkorlikda tizimli hal etiladigan umumiy tomonlari mavjud.

Tilshunoslikda o'quv hamda izohli lug'atlarning o'rni muhim ahamiyatga ega.

Leksikografiya sohasi lug'at tuzish qoidalari, tamoyillarini o'rganadi hamda til unsurlarining lug'atlarda berish muammosi bilan shug'ullanadi. Akademik, ommabop va o'quv filologik so'zliliklarda, alifboli va sistemali lug'atlarda mazkur so'zlarni berish va izohlash muammolari, maxsus tipdagi lug'atlari va qomuslarini tuzish masalalari, shuningdek, tarjima va giper lug'atlarda, milliy korpuslarda birlıklarning mohiyatini ochib berish kabi masalalar nazari va amaliy leksikografiyaning dolzarb vazifalaridan.

O'quv lug'atlar talaba va o'quvchilarning fikrlash qobiliyatini kengaytiradi, ona tilini va boshqa tillarni o'qitishga xizmat qiladi. Tilshunoslik sohasida qator o'quv lug'atlari yaratilgan bo'lib, ularda tilga oid ma'lumotlar va o'quv materiallari tizimli holatda berilgan. Qarshi davlat universitetining bir guruhi olimlari tomonidan 20 ga yaqin mavzuviy o'quv lug'atlar yaratilgan bo'lib, "O'zbek tilining ma'nodosh so'zlar o'quv lug'ati", "O'zbek tilining shakldosh so'zlar o'quv lug'ati", "O'zbek tilining so'zlar darajalanishi o'quv lug'ati", "O'zbek tilining zid ma'noli so'zlar o'quv lug'ati" va boshqalar shular jumlasidandir.

Izohli lug'atlarda lug'aviy birlıklarning ma'nosi izohlanadi. Agar ushbu birlik ko'p ma'noli bo'lsa, uning barcha ma'nolari izohlanadi. "O'zbek tilining izohli lug'ati" 5 jildli bo'lib, 80000dan ortiq so'z va so'z birikmalarini o'z ichiga oladi. Quyida biz "axloq" va "ma'naviyat"ga oid birlıklarning "O'zbek tilining izohli lug'ati"da berilishini tahlil qilamiz.

O'zbek tilida "axloq" birlıklarining izohli lug'atda berilishiga etibor qaratsak, avvalo, alifbo tartibida, tizimli va keng ko'lamli hamda umumiy ma'no-mohiyati ochib berilganligi yaqqol seziladi.



ADOLATLI 1 Adolat bilan ish tutuvchi; odil. Adolatli jamiyat. Adolatli kishi. ? Bir adolatli podshoh kelib, g'arib bolalar boshini silaydi. Mirmuhsin, Me'mor. Bunday munosabat respublikamizda muborak haj ziyoratiga boruvchilarni tanlab olish borasida adolatli va odilona ish tutishni ta'minlaydi. Gazetadan.

2 Adolatga, haqqoniylikka asoslangan. Adolatli hukm. ? ..jamiyat tarixida o'ynagan va o'ynaydigan roliga vijdonan, xolisona, adolatli baho beradigan kunlar keldi. E. Yusupov, Istiqlol yo'lida.

AHILLIK Ahil munosabat, shunday munosabatlari holat. Og'aynilar o'zlarining ahilligi, bir-biriga mehri, shafqati bilan hammaning diqqatini jalb etar, havasini keltiraredi. Oybek, Quyosh qoraymas.

Bundan ayon bo'ladiki, "O'zbek tilining izohli lug'ati"da axloq kategoriyasiga oid so'zlar izoh bilan, misollar bilan atroficha yoritilgan. 5 jildli izohli lug'atda ko'plab misollarni kuzatishimiz mumkin.

BAHAMJIHATLIK Bir yoqadan bosh chiqarish; inoqlik, birgalik. Hamma bahamjihatlik bilan bir-birini qo'llasa, cho'llarimiz boyroq gulistoniga, oltin vodiya aylanib ketadi, albatta aylanadi. "Sharq yulduzi". Mamlakatimiz uchun ittifoqlik, bahamjihatlik, yakdillik suv va havoday zarur. Oybek, Nur qidirib.

VATANPARVARLIK Vatanparvarlarga xos ish, xatti-harakat, xislat. Vatanparvarlik burchi. ?Quyida matbuotimiz uchun g'oyat muhim bo'lgan, lekin negadir panja orasidan qaralayotgan harbiy vatanparvarlik mavzusi borasida biroz so'z yuritmoqchimiz. Gazetadan.

MARDLIK1 Mard ekanlik. Sening elga sadoqatingni, mardligingni bilar edimmen. Uyg'un.

2 Mard kishilarga xos ish, xatti-harakat. Menimcha, Qodir Rustamov mardlik bilan dong chiqargan jangchilarimizdan. Uyg'un, Hayot qo'shig'i.

OQIBATLILIK Oqibati bor, mehr-muhabbatli. -Rahmat, xonim, - dedi Yaxshioev.
- Siz oqibatli xotinsiz, o'z vaqtida tanbeh beribsiz. M. M. Do'st, Lolazor. Bir kun tuz ichgan joyga qirq kun salomdir joiz- Oqibatli xalqimda maqol bor shundoq qadim. A. Ori pov, Yillar armoni.

SAMIMIYLIK Samimiylar munosabatda bo'lishlik. Obid Yo'ldoshevich bu tabrikning qanchalik samimiyligini bilmoqchi bo'lganday, Muhammadjonga sinovchan nazar bilan tikilib, rahmat aytdi. P.Qodirov, Uch ildiz. Samimiylilik qizlarning kelajak hayotlarida eng zarur va oliyanob fazilatlardan biridir. "Saodat". Boylik bor joyda samimiylilik o'rnnini soxtalik egallaydi. F.Musajonov, Himmat.

Diqqat qilinsa, oqibatlilik va samimiylilik so'zlarida o'zaro yaqinlik mavjud bo'lib, bu holat axloq so'zida umumlashtirilgan.

Ona tilini o'qitishda izohli lug'atlardan foydalanish orqali ko'p ma'nolilik xususiyati, iboralarning ishlatilishi, so'zlarning lug'aviy ma'nosini yanada chuqurroq tushuntirishga yengillik yaratadi va misollar orqali tushuntiradi.

O'zbek lisoniy ongida "ma'naviyat" konsepti mavjud bo'lgan deyishimizga sabab shuki, bugungi kundagi yangi talqinlarda - izohli lug'atlar, qomuslarda ushbu leksema yoki tushuncha doirasida sharhanayotgan ma'no va izohlarda, tavsiflarda qayd etilayotgan tushunchalar yangi davrdagina shakllangan deb bo'lmaydi. Buni yaxshi anglashda "O'zbek tilining izohli lug'ati" muhim ahamiyatga ega. E'tibor qiling:

MA'NAVİYAT Axloqiy holat; barcha axloqiy narsalar, xususiyatlar. Insoniyatning falsafiy, huquqiy, ilmiy, badiiy, diniy, axloqiy va shu kabi tasavvurlari va tushunchalari majmui. Ma'naviyat - insonning, xalqning, jamiyatning, davlatning kuch-qudratidir. U yo'q joyda hech qachon baxt-saodat bo'lmaydi. Gazetadan... ma'naviyatimizga ta'sir etuvchi jihatlar shunchalik ko'PKI, ularni sanab, sanog'iga yeta olmaymiz. Gazetadan. Zero, Naqshbandiya ta'limoti-ma'naviyatimiz sarchashmalaridan biri hisoblanadi. Gazetadan. Ajdodlarimiz falsafasi ham ma'naviyatimizdir. Gazetadan. Biz talabalarga Sharq



ma'naviyatining jahon sivilizatsiyasida tutgan o'rni haqida o'rgatamiz. Gazetadan.

МА'NAVIY (a) 1 Kishining ichki ruhiy hayotiga oid. Ma'naviy ehtiyojlar. Ma'naviy yordam.

2 ayn. axloqiy Kishining ma'naviy qiyofasi.

Shuningdek, ma'nан so'ziga ham izoh berilgan:

МА'NAN[a] ravish 1 Ma'naviy jihatdan, ruhan. Uning (Yusufbek Hojining) har bir ra'yiga Normuhammad qushbegi qonunan majbur bo'lmasa-da, ma'nан bir majburiyat his etar edi. A.Qodiriy, O'tkan kunlar. Ma'nан va jisman ezilgan ...Anvar ...go'yo hushsiz kabi boshini ikki qo'li orasiga olib, sandal ustiga engashdi. A.Qodiriy, Mehrobdan chayon.

2 Ma'no jihatidan, ma'nosiga ko'ra. Ma'nан bir xil so'zlar.

Yosh avlodni ma'naviy barkamol, umummilliy qadriyatlarga sodiq qilib tarbiyalash uchun o'quv hamda izohli lug'atlarga ehtiyoj seziladi. Ona tili darsini samarador tashkil etish uchun muntazam ravishda lug'atlardan foydalanish zarur.

Foydalilanilgan adabiyotlar ro'yxati:

1.O'zbek tilining izohli lug'ati, besh jildli, 1-5-jild. - Toshkent: "O'zbekiston milliy ensiklopediyasi" Davlat ilmiy nashriyoti, 2006- 2008.

2.Qoziyev S., Ibragimova G. Ma'naviyat lug'ati. Toshkent: O'zbekiston Milliy kutubxonasi, 2007. - 128 b.

3.Hojiyev A. Lingvistik terminlarning izohli lug'ati. - Toshkent: O'qituvchi, 1985.

4.Erkayev A. Ma'naviyat va taraqqiyot modeli. Monografiya. - Toshkent: Ma'naviyat, 2005.



ONA TILI DARSLARIDA O'QUVCHILARNING SO'Z BOYLIGINI OSHIRISH.

Usmonova Gulmira

Jizzax viloyati Mirzacho'l tumani 16-umumta'lim maktabi ona tili va adabiyot o'qituvchisi

Jizzax Davlat pedagogika instituti II kurs talabasi

Annotatsiya .Ushbu maqolada ona tili darsining asosiy maqsad va vazifalari, o'quvchilar so'z boyligini oshirishning o'ziga xos xususiyatlari haqida ma'lumot berilgan.Shuningdek, o'quvchilarning so'z boyligini oshirishning samarali usullari keltirilgan.

Kalit so'zlar:"O'zbek tilining izohli lug'ati", adabiy til,nutqiy faoliyat, so'z va iboralar, so'zning ma'nosi, atamalar

Ona tilini o'qitishdan asosiy maqsad o'z ona tilida fikrni to'g'ri, aniq, ravshan va go'zal ifodalay olish ko'nikmalarini shakllantirish va rivojlantirishdan iborat bo'lib, o'quvchilarga har bir so'zni to'g'ri tanlash, birikma va gapni barcha qirralari bilan to'g'ri, o'rinli ishlata olishni o'rgatish, o'z nutqiga nisbatan ehtiyojkorlik tuyg'usini shakllantirish ona tili darslarining asosiy vazifasi hisoblanadi.

Tilimizdagi so'zlar ulkan, bitmas-tuganmas xazina bo'lib, undan foydalanganimiz sari yanada ko'payib, boyib boraveradi.

So'zlar tovush yoki tovushlardan iborat biror ma'no bildiruvchi nutq birligi, gap bo'lagidir. So'z yordamida biz aniq va mavhum tushunchalarni ifodalaymiz, fikrimizni bayon qilamiz. Tilimiz xazinasida so'zlar behisobdir .Hozirgi o'zbek adabiy tili juda katta so'z boyligiga ega. "O'zbek tilining izohli lug'ati"da 80 000 so'z va birikmalarning ma'nosi izohlanadi. Bular, asosan ,o'zbek adabiy tilida umumxalq ishlatadigan so'z va birikmalardir. Ammo bu lug'atga kirmagan, lekin odamlar foydalanadigan qanchadan-qancha shevaga oid so'zlar, mutaxassislar foydalanadigan atamalar, iste'molda mavjud bo'lgan joy nomlari, ism-shariflar, laqablar, taxalluslar borki, ularning hammasi qo'shib hisoblansa, yuqoridaq raqam 5-6 marta oshib ketadi. Tilimizdagi yuzlab so'zlarning ko'p ma'noga ega ekanligi, minglab so'zlarning kamida 2-3 va hatto o'nlab ma'nodoshlari borligi juda ko'p turg'un birikmalar va tasviriy ifodalar mavjudligi hisobga olinsa ularning soni behad oshib ketadi.

O'quvchilarning so'z boyligini oshirishning o'ziga xos xususiyati shundan iboratki, u faqat ona tili darslarida emas, balki faoliyatning barcha jabhalarida-uyda,ko'chada,maktabda,boshqa fanlar ,radioeshittirishlar, teleko'rsatuvarlar, badiiy adabiyot, gazeta va jurnallar, umuman bolani o'rab turgan ijtimoiy muhit - hamma-hammasi, o'quvchi -yoshlarning so'z boyligini oshirish manbaidir.

Shunday ekan, bu behad boy xazinadan bahramand bo'lgan shaxsgina fikrini qiynalmay, to'g'ri, ravon ifodalash ko'nikmalariga ega bo'ladi. Madomiki, ona tili darslarining asosiy maqsadi o'quvchilarni nutqiy faoliyatga tayyorlash ekan, har bir o'quvchining so'z boyligini oshirish ustida ishslash, uning shaxsiy so'zlar xazinasini doimo to'ldirib, boyitib borish hayotiy zaruriyatdir.

O'quvchilar so'z boyligini oshirishda quyidagi usullardan foydalanish mumkin:

1.O'quvchilarni ularga notanish so'z va iboralar bilan tanishtirish. O'quvchi nutqida faqat tilimizda ijtimoiy-iqtisodiy taraqqiyot tufayli paydo bo'layotgan so'zlar emas, balki ular birinchi marta duch kelayotgan mavjud so'zlar ham yangidir. Badiiy asarlarda o'lar bo'lma(xona), ishkom(tok so'risi), so'ri(taxta karovat), sinchalak(chittak), hamiyatli(oriyatli) kabi bir qator so'z va iboralarga duch keladilarki, ular tilimizda



yangi so'z emas, ammo o'quvchi uchun yangidir. O'quvchilarni bunday yangi so'zlar bilan tanishtirib borish ona tili darslarining asosiy vazifasidir. Bundan tashqari bola har kuni fan asoslarini o'rganishi jarayonida, sinfdan va maktabdan tashqari faoliyatida qanchadan-qancha yangi so'zlarga duch keladi va ularning ma'nolarini bilib oladi.O'quvchilar nutqini yangi so'zlar va atamarning ma'nolari bilan izohlab boriladi.

2.O'quvchilarni so'zning yangi ma'nolari bilan tanishtirish. Ma'lumki, bola ko'p ma'noli so'zlarning barcha ma'nolarini birdaniga o'zlashtirib ololmaydi. Bu murakkab jarayon bosqichma-bosqich amalga oshadi. Bola quyi sinflarda so'zning ma'lum bir ma'nosiga duch kelsa, keyingi sinflarda shu so'zning boshqa ma'nolari bilan tanishish imkoniga ega bo'ladi. Buning uchun ona tili o'qituvchisi bolalar nutqini doimiy tahlil qilib borishi , iste'molda bo'limgan ko'p ma'noli yoki ma'nodosh so'zlarni aniqlashi, ularni qaysi yo'llar bilan o'quvchi nutqiga olib kirish choralarini ko'rishi lozim.Tilning barcha sathlarini o'rganishda shakldosh, ma'nodosh va zid ma'noli so'zlar, uyadosh so'zlar, tasviriy ifoda va iboralar ustida ish olib borish bu murakkab vazifani amalga oshirishning eng qulay vositasidir.

3.O'quvchi nutqidagi kam iste'mol so'zlarni iste'molli so'zlarga aylantirish. Ko'p hollarda o'quvchi so'zlarning ma'nosini bilsa-da, ammo nutqda undan deyarli foydalanmaydi. Bu holni bartaraf etish uchun matndan ma'lum bir so'zni uning ma'nodoshlari, uyadoshlari, zid ma'nolilari bilan almashtirish, nuqtalar o'rniiga mazmuniga muvofiq keladigan zarur so'zlarni topib qo'yish kabi amaliy ishlardan unumli foydalansa bo'ladi.

4.O'quvchi yoshlar lug'at boyligini oshirishda shevaga xos so'zlar, umumxalq tilining ulkan xazinasi kasb -hunar so'zlari, lug'at boyligimizning tarkibiy qismi bo'lgan maxsus ilmiy atamalarning sof adabiy ma'nolarini izohlab, tushuntirib borish lozim.

Ona tili o'qitilishining boshqa fanlar bilan aloqadorligi, eng avvalo mana shunday ilmiy atamalarni to'g'ri qo'llash, og'zaki va yozma nutqni adabiy til me'yorlariga mos tuzish ko'nikmalarini hosil qilishdan iborat. Shu maqsadlarni ko'zlab, o'rta maktablarning 5-11-sinflarida ona tili o'qituvchilari fizika, matematika, tarix, tabiatshunoslik, kimyo, biologiya kabi fan o'qituvchilari bilan hamkorlikda o'quvchilar bilan bayon, ilmiy ma'ruza, matnlar yaratish va matnlar ustida ishlash bo'yicha jiddiy ishlar olib borishlari maqsadga muvofiqdir.

So'z - nutqning asosiy xom ashyosi. O'quvchini bu xom ashyo bilan ta'minlanishning asosiy mas'uliyati ona tili darslari zimmasiga tushadi. Shuning uchun so'z ustida ishlash, o'quvchilarni ularga notanish bo'lgan so'zlar olamiga olib kirish, nutq sharoitiga qarab ularni to'g'ri va o'rinli islatishni ta'minlash ona tili darslarining muhim tarkibiy qismiga va ona tilidan o'quvchi bilimini baholashning asosiy omillari[dan biriga aylanmog'i kerak.

Foydalanilgan adabiyotlar:

- 1."O'quvchilar so'z boyligini oshirish" O'zbekiston Respublikasi XTV Respublika ilmiy metodika markazi. Toshkent-1996-yil
- 2.A.G'ulomov,B.Qobilova "Nutq o'stirish mashg'ulotlari " Toshkent -1995
- 3."O'zbek tilining izohli lug'ati" Toshkent -2005
- 4."Til va adabiyot ta'limi" jurnali 2005 6-son



INGLIZ TILIDAGI PREDLOGLARNI O'ZBEK TILIGA TARJIMA QILISHDA DUCH KELINADIGAN MUAMMOLAR

Dilshoda Rahimjonova Abubakir qizi
Farg'onan davlat universiteti magistratura 1-kurs talabasi

Annotatsiya: Predloglar ingliz tilini o'rganishda katta ahamiyatga ega. Ko'p tillarda tarjima jarayonida ingliz tilidagi predloglar soni ko'pligi va turli ma'nolarda ishlatilishi sabab qiyinchiliklar yuzaga keladi. O'zbek tili ham bundan mustasno emas. Bu maqolada ingliz tilidagi predloglarni o'zbek tiliga tarjima qilishda duch kelinadigan ba'zi muammolar tahlil qilingan.

Tayanch iboralar: predloglar, ot va olmosh, tarjimon, til ruhi, qiyinchiliklar.

Til o'rganish bu o'sha til grammatikasini ham o'rganish demakdir. grammatica o'rganish esa uning bo'laklari haqidagi bilim, ya'ni gap bo'laklari va ularning jumlalar ichida qanday qilib bir-biri bilan bog'lanishini o'rganishdan boshlanishi kerak. Predloglar, tilning muhim bo'lagi sifatida, ingliz tilini o'zlashtirish jarayonida muhim rol o'ynaydi. Predloglar haqidagi bilim ingliz tilining har bir foydalanuvchisi uchun kerakli chunki ular gapning nazarda tutilgan mazmunini to'ldirishga tordam beradi.

Predlog gapdag'i so'zlar orasidagi aloqani ko'rsatib beruvchi jumladir. J. Yates fikricha, predlog so'zi aniq ta'rifga ega: ot yoki olmoshdan oldin kelib, uning gapdag'i boshqa so'zga aloqasini aniqlab beruvchi so'z. shuningdek, Kovan ham ularga premetni va jumladagi boshqa so'zlar o'rtasidagi munosabatni ko'rsatuvchi so'zlar guruhi sifatida ta'rif bergan. Uning so'zları predlogning muim vazifasini ko'rsatadi: masalan, ular ot va olmoshlardan iboralar tuzishda vavbu iboralarni gapning boshqa qismlariga bog'lashadi. Yozuvchi o'z fikrini vaqt, makon, holat, sabab va boshqa munosabatlarni ko'rsatib berish vazifasini misol qilib keltirib dalillagan. Yuqoridaq ta'riflardan kelib chiqqan holda, predlog gap ichida ot, olmosh va frazalarni bir-biriga bog'lovchiva insonlar, buyumlar va joylar o'rtasidagi makon, zamon va mantiqiy munosabatlarni ko'rsatuvchi so'zlardir. Ular har doim ot, olmoshva ba'zi hollarda gerund fe'llar bilan yonma-yon keladi. Ingliz tilida taxminan 150 ta predlog mavjud. Boshqa millionlab so'zlar oldida bu kichik raqamdek tuyulsada, ularni ingliz tilida boshqa gap bo'laklariga nisbatan ko'roq holatlarda ishlatiladi. Predloglar ingliz tilida "eng ulkan kichik so'zlar" deb nomlanadi, chunki ular juda muhim vazifaga ega. Ular gap bo'laklari o'rtasidagi muhim bog'lovchilardir.

Nyu Mark fikriga ko'ra, tarjima so'zlar, gap tuzilishi, uslublar, munosabat va shakl bilan birgalikda ma'noni ham bir tildan boshqasiga o'tkazib beradi. Talabalar ingliz tilidan o'zbek tiliga tarjima qilayotganda yoki aksincha bo'lgan holatda, ingliz va o'zbek tillari turlicha bo'ganligi va ulardag'i qoidalar farq qilishi tufayli deyarli her doim muammolarga duch kelishadi. Asosiy muammo nafaqat muqobil predlogni tanlab olish, balki ingliz predloglarining o'zbek va ingliz tillarida qo'llanilishini tushunishdadir. Biz bilamizki, har qanday ingliz predlogining ham o'zbek tilida muqobil varianti uchramaydi. Predloglar ingliz tilinining muhim salohiyatini aks ettiruvchi va o'ziga xos grammatic ma'noni ifodalovchi birliklardir. Predloglar o'zbek tilidagi yordamchi so'zlar bilan ko'p holatlarda yetarli vosita ekanligi va o'zbek yordamchi so'zlar ma'nosи va vazifasi jihatidan teng bo'lganligi sababli, predloglarni tarjima qilishda ular orasidagi mutanosiblik va nomutanosiblik muhim rol o'ynaydi. Predloglarni tarjima qilishda ularning ishlatilishdagi farqlari borligini yodda saqlash kerak va birgina predlog tarjima tilida turli xil ma'nolarni bildirishi mumkin. Predloglarni so'zma-so'z tarjima qilish tom ma'noda noto'g'ri tarjimaga olib kelishi mumkin. Misol uchun, by predlogi asosan yaqinida, yonida yoki tomonidan



deb tarjima qilinadi. Lekin uning ishlatalish hollari juda ham ko'p bo'lib, har qanday o'rghanuvchidan tarjima jarayonida alohida e'tibor talab qiladi. Tarjima juda murakkab jarayonlardan biri bo'lib, tarjimon zimmasida so'zlovchi yoki yozuvchining fikrini asl ma'nosini saqlagan holda, boshqa til vakillariga yetkazib berishdir. Garbovskiy ta'rifiga ko'ra, tarjima turli tillarni ishlatuvchi odamlar orasidagi muloqotni bog'lovchi ijtimoiy vazifa bo'lib, bu vazifa tarjimonning shaxsiy qobiliyatiga bog'liq hisoblanadi.

They finally made up their minds to go by boat.- Oxir-oqibat, ular qayiq orqali borishga qaror qilishdi.

Cats sleep by day and hunts by night.- Mushuklar kunduzi uxbab, tun davomida ov qilishadi.

The book "David Copperfield" was written by Charles Dickens.- Devid Koperfild kitobi Charlz Dikkens tomonidan yozilgan.

Bu kabi gaplarda "by" predlogi ma'nosini lug'at yordamida ham anglash mumkin. Lekin ba'zi holatlarda bu predlog kuchli hissiyot yoki va'dani ham bildirishi mumkin. Misol uchun,

By God, he's done it. - Xudo haqi, u buni qildi.

Give me the cup; let go; by heaven I'll have it.- Menga kosani ber; qo'yib yubor; Osmonga qasamki, men buni olaman.

Bundan tashqari, "but" so'zi ham predlog vazifasida ishlatilishi mumkinligini hamma ham bilmaydi. Misol uchun,

Who but George would have done such a thing. -Jorjdan boshqa kim ham bunday ish qilardi.

Bu kabi gaplarni tarjima qilshda qiyinchilik bo'lishi mumkin, chunki biroz xato ham ma'no o'zgarishiga sabab bo'ladi. Tarjimon til imkoniyatlarga chuqurroq ahamiyat berishi va bir xil tarkibni yetarlicha aks ettiradiganiborani topishga harakat qilishi, ya'ni "mehnat qilishi" kerak. Boshqacha aytganda, tarjimon til ruhini his qilishi kerak. Ingliz predlogi from "ma'lum bir hududdan/isbot manbasi" ma'nolaridan kelib chiqqan holda o'zbek tilida muqobil yordamchi so'zga ega emas. Shu sababli -lik affaksi yordamida har doim o'zbek tiliga tarjima qilinadi.

from Fergana- farg'onalik

from village- qishloqlik

Biz bu yerda ingliz tilidagi atoqli ot o'zbek tilida turdosh otga aylanishini kuzatamiz. Bu esa tarjima jarayonida qatnashadigan tillarning o'ziga xos imkoniyatlaridan birini ochib beradi.

Eng ko'p ishlatiladigan in, at, on predloglati ham tarjima qilishda qiyinchiliklar yuzaga keltiradi. Chunki ular odatiy ishlatiladigan predloglar va har xil vaziyatda turli ma'noda ishlatilishi mumkin. Bu uch predlog ham zamon, ham makon ma'nosida ishlatiladi. Misol uchun:

In a few days Mr. Bingley returned Mr. Bennett's visit, and sat about ten minutes with him in his library. - Bir necha kundan so'ng mister Bingli mister Bennetning tashrifini qaytarib, u bilan o'n daqiqalarcha uning kutubxonasida o'tirdi.

Aslida, in predlogging O'zbekiston'zbek tilida ichida yordamchi so'zi va aksar hollarda -da kelishigi kabi muqobil variantlari bo'lsada, bu gap ma'nosidan kelib chiqib bu predlog -dan so'ng deb tarjima qilingan. Shu kabi boshqa predloglar ham matndan kelib chiqqan holda lug'atdagi asl tarjimasidan biroz farqli tarjima qilinish zarurati uchrab turadi.

Xulosa qilib aytganda, tillar orasidagi farqlar tufayli ingliz predloglari o'zbek tiliga tarjima qilinganda ba'zi hollarda o'z ma'nosini yoki to'g'ridan-to'g'ri tarjima shaklini biroz o'zgartirishi mumkin. Matndagi asl ma'noni otarjima qilinayotgan til ruhini yo'qotmasdan ko'rsatib berish tarjimion oldidagi asl vazifalardan biridir.



Foydalanilgan adabiyotlar ro'yhati:

- 1.Walker, B. L. Basic English grammar. Baltimore, Maryland, USA Yates J.(1999), the ins and outs of prepositions, New York Barron's educational series.
- 2.Cowan, E.(1982). Writing, brief edition scott, foresman and company. U.S.A.
- 3.New Mark,(1988). Introduction to the grammar of English. Cambridge university press. Cambridge.
- 4.Ostin J. (2014). Andisha va g'urur(Pride and prejudice). Toshkent: Yangi asr avlod, 401.
- 5.Garbovsky, (2004). Theory of translation. MSU publishing company. Moscow.



PHRASEOLOGICAL UNITS ON BODY PARTS AND THEIR EQUIVALENTS IN THE UZBEK LANGUAGE

Aminbayeva Bayansulu Maxsetbay qizi

Student of Nukus state pedagogical institute

Aminova Kundiz Maxsetbay qizi

Student of Karakalpak state university

Abstract: This article discusses the origin of phraseology and the difference between phraseological units and free word combinations. The aim of the article is to provide detailed analysis of phraseological units on human body parts and show their equivalents in the Uzbek language.

Key words: Phraseological unit, idioms, free word combinations, phraseology, history of phraseology.

In our fast-moving world learning foreign languages is of great importance. Learning a language is not just memorizing the words of that language but learning phraseological units, idioms, proverbs and set phrases which are essential features of a language.

Phraseological units are stable word-groups with partially or fully transferred meanings. [4.41] The component parts of the expression take on a meaning more specific than or otherwise not predictable from the sum of their meaning when they used independently. For example, "Bad egg" [5.66] is composed of the words Bad 'unpleasant' and egg 'a round object with a hard surface containing a baby bird', but its meaning is not 'an unpleasant baby bird'. Instead , the phrase means 'bad person'. It may be a free combination, in that case the meaning is transparent. There are differences between free combinations and phraseological units. Free combinations are created by the speaker. Phraseological units are used by the speaker in a ready form, without any changes. The whole phraseological unit has a meaning which may be quite different from the meaning of its components, and therefore the whole unit, and not separate words, has the function of a part of the sentence. [2.64]

Phraseological units can be classified according to the ways they are formed, according to the degree of the motivation of their meaning, their structure and part of speech.

Nowadays, phraseological units of all kinds permeate everyday language use throughout all linguistic registers: everyday speech, academic prose, literature, journalism, political or diplomatic speech and writing. Phraseology plays an essential role in language development. The use of phraseological units can be considered as a contribution to clarifying the expression and ease of comprehension both formal and spontaneous speech. The phraseological units can be used in characters', authors' speech and monologue. This helps understand the person's inner world, behavior, feelings and emotional state. For example, "Little Jon was born with a silver spoon in his mouth which was rather curly and large". [3.23] The word mouth with its content is completely lost in the phraseological unit which means "to have luck, to be born lucky". The author offers a very fresh, original and expressive description by the use of the phraseological unit.

Phraseology is the branch of linguistics which studies phraseological units. Yet telling the exact time when phraseology appears is difficult. In the end of 18th century the phraseological units had different names and had been explained in special collectors and defining dictionary as catch words, aphorism, idioms, proverbs, saying. According to Gabriele Knappe phraseology (from Greek phrasis, "way of speaking" and -logia, "study") is a scholarly approach to language which developed in the twentieth century.



It took its start when Charles Bally 's notion of locutions of phraseologiques entered Russian lexicology and lexicography in the 1930s and 1940s.

The greatest number of phraseology was formed on the base of free phrases. For example, granny farm. But a lot of phraseology was formed on the base of the proverbs. Usually, the phraseological unit becomes the part of proverbs which is used independently in the speech and without knowledge of this proverb the meaning of this phraseological unit is unclear. [9.34]

Most of the phraseological units are on parts of the human body such as ear, eye, hand, leg and head and some of them have equivalents in the Uzbek language with similar components. Below it is given some examples.

English idioms	Meaning	Translation in Uzbek
Put someone's heads together	Consult and work together	Bosh(lar)ini bir yerga birlashtirmoq
Off your head (informal)	Extremely drunk or severely near the influence of illegal drugs	Boshi g'ovlamoq
Put something into someone's head	Suggest something to someone	Boshiga quymoq
Get your head down	Concentrate on the task in hand	Boshi bilan sho'ng'ib ketmoq
All eyes and ears	To be attentive	Ko'z-qulog bo'lmoq
Smile from ear to ear	A large smile	Og'zi qulog'iga yetmoq
Bind someone hand and foot	Severely restrict someone's freedom to act or make decisions	Qo'l oyog'ini bog'lamoq
Give a hand	Assist in an action or enterprise	Yordam qo'lini cho'zmoq
Set (or put) your hand to	Start work on	Qo'l urmoq
Have an eye for	Be able to recognize and make good judgements about a particular thing	Ko'zi ochiq
Open someone's eyes	Cause someone to realize or discover something; enlighten someone about certain realities	Ko'zini (moshdek) ochmoq
Keep one's eye on the ball	To remain alert to the events occurring around oneself	Ko'zdan qochirmaslik

Sometimes it is difficult to find the equivalents with similar components. However, there are other idioms with different components yet, similar meanings .

Below it can be seen some examples.



English idioms	Meaning	Translation in the Uzbek language
Over one's head	Beyond one's ability to understand	Aqliga sig'maslik
Hit the nail on the head	Find exactly the right answer; state the truth exactly	Mo'ljalga urmoq
Wet behind the ears	Lacking experience; immature	Ona suti og'zidan ketmagan
Wash one's hands of	Disclaim responsibility for	Qo'l siltamoq, boshidan soqit qilmoq

To sum up, phraseological units may have their equivalents with both similar and different components. When they have the same components it is easier to translate while with the different components it is difficult. So phraseology is one of the complex part of linguistics.

References

- 1.Gabrielle Knappe "Idioms and fixed expressions in English language study before 1800" 2004; p.4
- 2.Ginzburg R.S and others "A course in Modern English Lexicology" Moscow 1973; p.64
- 3.J.Galsworthy "The silver spoon" p.23
- 4.Kunin A.V "Frazeologija sovremennoogo angliyskogo yazika" p.41
- 5.Logan P.Smith "English idioms" 2004; p.66
- 6.Ter-Minasova S.G "Yazik I mezhkulturnaya kommunikaziya" p.34



-MA AFFIKSINING O'RGANILISH TARIXI ИСТОРИЯ ИЗУЧЕНИЯ АФФИКСА -МА THE LEARNING HISTORIY OF AFFIX - MA

Raupov Mexroj Xukum o'g'li

Sirdaryo viloyati Oqoltin tumani XTB 18-sonli
umumiy o'rta ta'lif maktabi Ona tili va Adabiyot fani o'qituvchisi
E-mail: mehrojraupov1994@mail.ru

Annotatsiya. Bizning fikrimizcha, maqolada mazkur suffiks haqida tilshunoslar tomonidan bildirgan fikrlar ko'rib chiqilgan, affiksning o'zbek tilida qo'llanilish o'rirlari, deyarli, to'liq ochib berilgan, qo'shimchaning etimologiyasi aniqlangan.

Kalit so'zlar. Etimologiya, suffiks, yasalish tizimi, yetakchi fe'l, ko'makchi fe'l.

Rivojlanib borayotgan yurtimizda Ona tilimizga alohida e'tibor qaratilmoqda. Buning natijasi o'laroq tilimizda bir qancha ilmiy ishlar amalga oshirildi va o'z yechimini kutayotgan bir qancha masalalarga oydinlik kiritildi. Garchi shunday bo'lsa-da, hozir ham bir to'xtamga kelinmagan muammolar yo'q emas. Biz bu ishimizda tilshunosligimizda -ma affiksining etimologiyasi masalasiga biroz bo'lsa-da aniqlik kiritishga harakat qilamiz.

-ma affixi O'zbek tilining izohli lug'atida quyidagicha izohlanadi:

-ma I.

Fe'lidan ot va sifat hosil qiluvchi urg'uli morfema: bostirma, gazlama, dimlama, yo'qlama, suzma, terlama, tugma, yuklama, qotirma, qo'lyozma.

-ma II.

1)fe'llarga qo'shilib, ish-harakat natijasida hosil bo'lgan belgini bildiruvchi sof otlar yasaydi: osma, sochma, tizma, ulama, ezma, yasama, qovurma;

2)o'timsiz fe'llaga qo'shilib, xususiyat, xossa, holat, shakl, usul bildiruvchi sifatlar yasaydi: aylanma, qotma, hovliqma;

3)taqlidiy so'zlardan -illa bilan yasalgan fe'llarga qo'shilib, xususiyat bildiruvchi sifat hosil qiladi: lang'illama (cho'g'), qirchillama (sovuj), g'irchillama (qor).

-ma III.

Takror shakldagi ravishlarning birinchi qismi tarkibida kelib, holat, harakatning belgisini bildirish uchun xizmat qiladi: birma-bir, yonma-yon, yilma-yil, ket ma-ket, ust ma-ust, qo'lma-qo'l kabi. Ushbu affiks forscha "u "ba " qo'-shimchasi ta'sirida paydo bo'lgan. Qiyos.: daraja-badaraja // darajama-daraja va sh.k.[4:584]

A.G'ulomov, A.N.Tixonov, R.Qo'ng'urovlarining "O'zbek tili morfem lug'ati" da O'zbek tilining izohli lug'atidan farqli o'laroq -ma affixi quyidagicha 3 turga ajratiladi:

I.Fe'lning bo'lishsiz formasи ko'rsatkichi sifatida ajratiladigan urg'usiz affiksidir. Inkor, ta'kidlash, ogohlantirish, taxmin kabi ma'nolarni anglatadi: bor/ma/di, yoz/ma/di, o'qi/ma/di, teg/ma, yaqinlash/ma/di, bo'lmasin kabi. (Bu ma'nolarni ifodalashda fe'l formalari ham rol o'ynaydi.

II.Fe'lning sifat va ot hosil qiluvchi urg'uli morfema: gaz/la/ma, yuk/la-ma, dim/la/ma, ter/la/ma, yo'q/la/ma, qo'l/yoz/ma, suz/ma, bos/tir/ma, qo-vurma, yasa/ma, qaytar/ma, bur/a/ma. Ma'nosi xilma-xil bo'lib, o'zakning semantik xarakteri bilan belgilanadi: natija oti, ish oti, shu belgi bilan xarakterlanadigan narsaning oti harakat bilan bog'lanadigan belgi va boshqalar.

III.Tojik tilidan kirgan (b > m) takror formasidagi ravishlarning birinchi komponent keluvchi holat, harakatning belgisini bildirish uchun xizmat qiladi: qo'l/ma-qo'l, yon/ma-yon, bir/ma-bir, ust/ma-ust kabi [3:430]



Fe'lning tuslangan va tuslanmagan formalarida ham inkor ma'nosini ifodalash uchun -ma affiksi qo'llana oladi: yozmayapti, yozmaydigan, yozmagach kabi. Faqat harakat nomining bo'lishsiz shakli -maslik affiksi yordamida yasaladi: yozmaslik, aytmaslik kabi. Ko'rinish turibdiki, bu shakl tarkibida ham -ma elementi qatnashadi.

-ma affiksi yordamida yasaluvchi forma stilistik jihatdan neytralligi va qo'llanish doirasining kengligi bilan bo'lishsizlikning boshqa formalaridan farqlanadi. Faqatgina maqsad ravishdoshi (a y t g a n i ketdi) -ma affiksi bilan qo'llanmaydi. (Umuman, ravishdoshlarning inkor formasida qo'llanishida ayrim xususiyatlar bor. Lekin bundan maqsad ravishdoshi bildirgan harakat hech vaqt inkor etilmaydi degan xulosa chiqmaydi. Bu ravishdosh bildirgan harakatning inkori ikki xil yo'l bilan ifodalanadi:

1) asosan, fe'lning (tuslangan fe'lning) bo'lishsiz formasi orqali: Ko'rgani kelmadi, bilgani keldi;

2) emas to'liqsiz fe'li orqali: Tog'ga o'ynagani emas, ish bilan chiqdik Fe'l harakat belgisini bildiruvchi so'zlar bilan qo'llanganda, inkor ma'nesi faqat harakatning o'ziga emas, balki butun birikmaning mazmuniga oid bo'ladi. O'rtoqlar, bu bosmachilarni osonlik bilan yengmadik .

Yetakchi + ko'makchi fe'lidan tashkil topgan birikuvlarda -ma affiksining qo'llanishi uch xil ko'rinishga ega:

- 1) yetakchi fe'lga qo'shiladi: yozmay tur;
- 2) ko'makchi fe'lga qo'shiladi: yoza ko'rma;
- 3) har ikkalasiga ham qo'shiladi: yozmay qo'yma.

Bunday birikuvlarda bo'lishsizlik ko'rsatkichining qaysi fe'lga qo'shilish yoki qo'shilmasligi ma'no talabi bilan bo'ladi. -ma affiksi yetakchi fe'lga qo'shilsa, harakat inkor etiladi, lekin ko'makchi fe'lga xos ma'no inkor etilmaydi. Masalan, kelmay qoldi, aytmay qo'ysi birikuvlarda kel, ayt fe'llari bildirgan harakat inkor etiladi, lekin, qo'y, ko'r ko'makchi fe'llariga xos ma'no inkor etilmaydi. Agar bo'lishsizlik ko'rsatkichi ko'makchi fe'lga qo'shilsa, ko'makchi fe'l bildirgan ma'nodagi harakatning inkori ifodalanadi. Masalan, kelib qolmadi birikuvida tasodifiy, kutilmagan harakatning yuz bermaganligi ifodalanadi. Yana qiyoslang: aytmay qo'ysi // aytib qo'yadi, aytmay turdi // aytib turmadi, aytmay kurdi // aytib ko'rmadi va b.

Yetakchi va ko'makchi fe'lidan tashkil topgan birikuvlarning barcha turida ham bo'lishsizlik affiksi ko'makchi fe'lga qo'shila oladi. Sababi shuki, butun birikuvga xos ma'no (yetakchi va ko'makchi fe'lga xos ma'no yaxlitligicha) tasdiq yoki inkor holatida bo'lish mumkin: yozib olmadi, o'qib chiqmadi, kela olmadi, aytib qo'yadi va b. Lekin yetakchi fe'l bildirgan harakatning inkor holatda, ko'makchi fe'lga xos ma'noning tasdiq holatda bo'ladi.

Ana shunday hollarda -ma affiksini yetakchi fe'lga qo'shish mumkin bo'lmaydi. Masalan, ket, tashla, yubor ko'makchi fe'llari harakatning yubor (kuchli) darajasini ko'rsatadi; semirib ketdi, buzib tashladi, maqtab yuborda. Bu ko'makchi fe'llar yordamida yasaluvchi birikuvlarda bo'lishsizlik ko'rsatkichi yetakchi fe'lga qo'shilmaydi. Chunki -ma affiksi yetakchi fe'lga qo'shilganda, harakat inkor etiladi (ya'ni harakat yo'q bo'ladi). Harakat yo'q ekan, uni kuchli daraja bilan ifodalash ham mantiqqa to'g'ri kelmaydi. Shu sababli semirmay ketdi, buzmay tashladi, maqtamay yubordi deyilmaydi. Semirib ketmadi, maqtab yubormadi deyilganda esa yetakchi fe'ltagi harakat umuman inkor etilmaydi, balki uning ket, yubor ko'makchi fe'llari bildirgan ma'noda yuz berishi inkor etiladi. Masalan, maqtab yubormadi deganda maqtash ma'lum darajada bo'lgan bo'lishi mumkin, lekin bunda uning yuqori (ortiq) darajada bo'limganligi ifodalanadi.

Inkor belgisi yetakchi va ko'makchi fe'lga qo'shilganda, tasdiq (bo'lishlilik) ifodalanadi. Alovida ta'kidlanadi, qat'iy tusda bo'ladi: aytmay quymadi, bilmay qolmaydi. Bo'lishsizlik ko'rsatkichi har ikki komponentga qo'shilganda yetakchi fe'ltagi inkor ma'nesi ko'makchi fe'ltagi -ma formanti orqali inkor etiladi va natijada tasdiq ma'nesi kelib chiqadi. Tasdiqning



bu yo'l bilan ifodalanishi ayrim ko'makchi fe'llar bilan hosil bo'luvchi birikuvlarda gina uchraydi. Buning sababi ham harakat bilan ko'makchi fe'l ifodalaydigan ma'noning o'zaro munosabatidan kelib chiqadi.

-ma affiksi haqida Zokir Ma'rufov yuqoridagi ma'no turlarini keltirib, yana quyidagi ma'no turlari mavjudligini keltiradi:

- a) kasal turini anglatuvchi ot yasaydi: bo'g'ma, terlama, oqma;
- b) o'rin anglatuvchi ot yasaydi: bostirma, aylanma;
- c) tashkilot, jamiyat nomini anglatuvchi ot yasaydi: boshqarma, birlashma, uyushma.[2:45]

Ko`rinadiki, -ma affiksining etimologiyasi -im+a shaklidagi qo'shimchadan kelib chiqqan: -im + a > ma.[1:43]

Foydalaniman adabiyotlar:

- 1.Berdialiyev Abduvali. Hozirgi o'zbek adabiy tili. - Xo'jand, 2015. -136 b.
- 2.Ma'rufov Zokir. O'zbek adabiy tilida ot yasovchi suffikslar. //SSSR FA. O'ZBEKİSTON FILİALINING ASARLARI. II SERIYA. FILOLOGIYA. 2 - KİTOB. O'ZBEK TİLİNİNG İLMİY GRAMMATİKASI UCHUN MATERİALLAR// O'zFAN -Toshkent, 1941 - 65 b.
- 3.G'ulomov, A.N. Tixonov, R. Qo'ng'uров. O'zbek tili morfem lug'ati. O'qituvchi, 1977 - 463 b.
- 4.O'zbek tilining izohli lug'ati. 5 jildli. O'zbekiston milliy ensiklopediyasi, 2008. V tom. -592 b.
- 5.Кононов А. Н. Грамматика современного узбекского литературного языка .М -Л.,1960. -450.
- 6.Севортян Э.В. Аффиксы именного словообразования в азербайджанском языке. -М.: Наука, 1966. -437 б.



HELPFUL METHODS OF TEACHING FOREIGN LANGUAGE.

Namangan district Pop region
School № 65, an english teacher
Nasibaliyeva Sevara Ravshanovna
sevaranasibaliyeva@gmail.com

Abstract: This paper analyses the innovative and quite interesting methods we have in teaching English language. We may have a number of teaching methods in between traditional and modern. Everybody has their own understanding and conclusions on teaching English language. But this paper portrays combining this two types how we can make our teaching very effective. We have been completely bounded with traditional methods of teaching and understanding where the present day learners felt uncomfortable a bit. Learner's mind will never be static it is ever growing and ever changing. Whatever the teaching methodology can be, but tea-ching must be leaner's centred. However, this paper scrutinizes the difference between traditional and practical teaching and thereafter learning. This treatise practically examines that how learners are being affected by the traditional me-thods of teaching as well, besides it has portrayed that how learners expect teaching and learning process. There has been a misunderstanding between traditional methods and practical methods always. Somehow teachers and learners should agree eachother in order to fill the gap between the generations of these methods.

Key Words: game; teaching learning process ; elocutions; tedious; precautions; able to percept;expressing;alone;conversation;dictate.

Teaching through conversations. Conversations are by far the most useful ways of teaching the language. When a child learns his or her mother tongue it is by the conversations that takes place between them and others or by listening to the conversations made by the others. The child is never taught the language but is still able to percept the meaning and earns it automatically to use it in day to day life. No one ever teaches the kid the characters of the language or how to make sentences or the grammar of that language. The conversations alone teach the children.Hence conversations form a very important part of the teaching process. The sentence construction and the grammar is not something that can be entirely taught by rules. They have to be taught intuitively. That can only happen through a lot of reading and a lot of listening. This can be taken care of easily as every conversation needs a topic. The topic can be given to the students in form of written documents which they have to first read then form an opinion and then have a conversation about it or it can be spoken out and then they can listen, understand and also take part in the conversation. The participation and other aspects of the conversation can always be evaluated through points which will also push the students to take part in the conversation. These conversations have to be general. They have to happen as if friends are talking to each other. This way the students are comfortable in expressing themselves in the best possible way. This process may take some time but in the end it would be the most efficient one in teaching the language.

Teaching through games :This is a very interesting method of teaching. Students and children generally tend to like games and want to play them more and more. Traditional methods dictated for study and games to be separate but the fact remains that the students tend to be more interested in playing games rather than sitting down to study. Any logical reasoning would dictate us to combine the two aspects to solve the problem. The games part of learning would help the students keep their interest as the desire to



win is very strong. It keeps us going and when included with different aspects of learning the learning process would continue almost throughout the day without the children getting tired or bored of studying.

Competitions :Most of the times competitions like debates and elocutions also help the help the students a lot in learning the language as the aspect of the competitions keep them at the best in conversations. It forces them to use the best possible construction of sentences to put forward their opinions and to use good vocabulary etc. This is a very important tool in helping them learn the language. Also these competitions help them address large crowds which is again is a very important part of personality development.

Literatures:

- 1.Edgar H. Schuster, Edgar H. Schuster, Breaking the Rules: Liberating Writers Through Innovative Grammar Instruction, Heinemann; February 13, 2003
- 2.Ed)- A Teacher Self-Development and Methodology Guide, 2013. University Of Michigan Press.
- 3.Brown H.D.Teaching by Principles: An Interactive Approach to Language Pedagogy, 2011. NY: Pearson Longman.
- 4.Larsen-Freeman D. Technique and Principles in Language Teaching (2nd Ed), 2000. New York, Oxford University Press.
- 5.R. Patrick Solomon, Dia N. R. Sekayi, Urban Teacher Education and Teaching: Innovative Practices for Diversity and Social Justice, Routledge; March 30, 2007
- 6.Internet recources.



THE COMPARISON OF ESP COURSE BETWEEN TWO UNIVERSITIES IN UZBEKISTAN

Sh.Abdirazakova - English teacher,
Nukus State Pedagogical Institute

Abstract: In this paper it's analyzed students' language proficiency of both Nukus State Pedagogical Institute and Karakalpak State University, enrolled in ESP course.

Key words: Nukus State Pedagogical Institute, Karakalpak State University, comprehension test, task based instruction, traditional method.

This study involved 75 and 65 students majoring chemistry at Karakalpak State University (KSU) and Nukus State Pedagogical Institute (NSPI), respectively. These participants were enrolled in ESP course. They were randomly chosen to serve as the experimental and control groups at each university. Karakalpak State University's control and experimental groups were 37 and 38 and these numbers for Nukus State Pedagogical Institute were 32 and 33 students respectively. To assess their language proficiency, a standard test of English was given to them and based on their scores they were categorized as intermediate.

Based on the purpose of the study, it followed a quasi-experimental design displaying the following characteristics: two homogeneous groups of intermediate level students served as control and experimental groups at each university. A treatment, namely task based instruction was offered to experimental group and the current traditional method i.e. GTM to control group. Two tests as pretest and posttest were administered in each group.

The first testing instrument was a standard proficiency test. It was a test of 100 questions, 40 items of grammar, 40 vocabulary items and 4 reading comprehension passages each with 5 questions. The time allotted was 100 minutes. This test aimed at controlling the proficiency level of the subjects. The pretest was a ready comprehension test. It consisted of 6 reading passages followed by 30 multiple-choice questions. The post-test which was administered to both groups contained 6 reading passages followed by 30 multiple-choice questions. They were all the same length as the pretest and were from the same source.

To accomplish the purpose of the study, the following procedure was followed. Classes were conducted two hours a week and the study lasted for fourteen weeks. Since the purpose of this study was to compare teaching reading comprehension through some strategies of TBLT in comparison with the traditional one i.e. GTM, the two groups were treated differently.

During the experiment, at each university, the both classes had the same curriculum and the same schedule of instruction, except that in the control group, the students had the conventional learning, that is, the teacher introduced the new words and phrases, and the students began to translate the passages into English and answer the traditional comprehension questions and exercises. For the experimental group, the same passages were redesigned by the researchers to fit Willis's task-based framework. Thus, for them the class time was divided into three phases namely, pre-task, task cycle and post-task.

The effect of task-based instruction on reading comprehension ability of university students was determined with the pretest-posttest equivalent group design. The pretest was given before students received reading instruction using task-based instruction. To control for confounding variables, the treatment and control groups were taught using



the same instructional methods, except for the task-based instruction. At the end of the treatment, an independent sample t-test was used to analyze the data. To answer the stated question, after scoring the tests and tabulating the scores for each subject, the results were put under a series of statistical analyses. First of all, the means and standard deviations of the two groups in pretest in Karakalpak State University and Nukus State Pedagogical Institute were calculated respectively.

Table 1: Pre-test results for both groups (KSU)

Groups	N	X	SD
Exp. G.	39	16.73	1.63
Cont. G.	38	16.22	1.60

TABLE 2: Pre-test results for both groups (NSPI)

Groups	N	X	SD
Exp. G.	31	15.81	1.65
Cont. G.	32	15.90	1.64

The above tables indicate that our two samples at each university had, though not exactly, the same dispersions of means which seemed to be suitable for our purpose in this research. Next, an independent t-test was used to verify the pre-test results on both groups at each university.

TABLE 3: The t-value for pre-tests of the two groups (KSU)

t crit.	df	p.	t obs.
1.98	72	0.10	-1.42

TABLE 4: The t-value for pre-tests of the two groups (NSPI)

t crit	Df	p.	t obs.
2.00	62	0.80	0.22

As table 3 shows, the value of the calculated t was -1.42, less than the value of the t-critical 1.98 at 0.05 level of probability. Similarly, as table 4 shows, the value of the calculated t was 0.22 which was less than the value of the t-critical 2.00 at 0.05 level of probability. Therefore, the two groups at each university had little differences. At the end of the study, the results of computing the means of the pre- and post-test of the control groups indicated that there was some progress in each group. In order to find out the difference, the researchers conducted a matched t-test for both universities.

TABLE 5: Paired t-test for control group (KSU)

Group	X1	X2	S1	S2	df	t obs.
Cont G.	16.27	20.10	1.60	1.80	36	-29.18



TABLE 6: Paired t-test for control group (NSPI)

Group	X1	X2	S1	S2	df	t obs
Cont G.	16.90	20.81	1.66	1.84	32	-29.35

The results obtained from table 5 indicate significant difference between the control group performances on both tests for each university because at Karakalpak State University the observed t of -29.18 at a probability level of $p < 0.05$ exceeded the critical t of 1.99. The same is true for Nukus State Pedagogical Institute. The scores gained from the pre- and post-tests of the experimental groups at both universities were also calculated and the results showed a remarkable difference which confirmed the importance of task-based instruction on Karakalpak university students' ESP reading comprehension. To be sure of the results, we conducted another paired test for both universities.

TABLE 7: Paired t-test for experimental group (KSU)

Group	X1	X2	S1	S2	df	t obs.
Exp G.	16.82	23.26	1.63	1.95	37	-52.21

TABLE 8: Paired t-test for experimental group (NSPI)

Group	X1	X2	S1	S2	df	t obs.
Exp G.	16.81	22.75	1.67	2.40	31	-33.12

$P \leq 0.05$ t crit. = 2.00

This time since the t-observed -52.21 at Karakalpak State University and -33.12 at Nukus State Pedagogical Institute exceeded the value of t-critical 1.99 and 2.00 respectively at a probability level of $p < 0.05$, supported the idea that task-based instruction had a significant impact on Karakalpak university students' ESP reading comprehension. Then, the means and standard deviations of two groups in the post-test were calculated and the differences between them showed a significant difference between the two groups at each university.

TABLE 9: Post-test results for both groups (KSU)

Groups	N	X	SD
Exp. G.	38	23.26	1.95
Cont. G.	37	20.10	1.80

TABLE 10: Post-test results for both groups (NSPI)

Groups	N	X	SD
Exp. G.	32	22.75	2.40
Cont. G.	33	20.81	1.84

TABLE 11: The t-value for post-tests of the two groups (KSU)

t.crit.	Df	p.	t.obs.
1.99	73	0.0001	-7.25

TABLE 12: The t-value for post-tests of the two groups (NSPI)

t crit.	Df	p.	t.obs.
2.00	64	0.0001	-3.63



Since the t-observed of -7.25 and -3.63 at Karakalpak State University and Nukus State Pedagogical Institute respectively exceeded critical t of 1.99 and 2.00 at a probability level of $p < 0.05$, the result of the independent t-test confirmed the positive relationship between using task-based instruction and reading comprehension of Karakalpak university students. Thus, it could be claimed that passages accompanied with task-based instruction can be more effective than the ones without them. To analyze the findings more precisely, it was decided to check the gathered data from another way. First, the mean score of experimental and control groups at both universities in post-test was compared with together.

TABLE 13: Comparing differences between two groups

	Group	N	Mean	S.D.	t	Sig.
Pre test	experimental	70	16.82	1.64	-0.92	0.358
	control	70	16.57	1.65		
Post test	experimental	70	23.02	2.17	-7.58	0.000
	control	70	20.44	1.84		

As the above table shows, $t(139) = -0.92$, there is no statistically significant difference between experimental and control groups in pretest. But $t(138) = -7.58$ indicates that mean score of the experimental group was more than the mean score of the control group in post test which is statistically significant.

Therefore, it could be concluded that there was no difference between two groups before treatment but after instructing via TBLT in experiment group and conventional method in control group, mean score of the experimental group promoted significantly more than the control group.

Bibliography

- 1.Bygate, Martin, Peter Skehan and Merrill Swain. (2001). Researching Pedagogical Tasks: Second language learning, teaching, and assessment. London: Pearson.
- 2.Ellis R. (2003). Task-based language learning and teaching. Oxford, England: Oxford University Press.
- 3.Kris Van den Branden (2006). Task-Based Language Education. Cambridge: Cambridge University Press.



DIDACTIC GAME AS A MEANS OF INCREASING COGNITIVE ACTIVITY IN PRIMARY SCHOOL

Shokirova Marg'uba Isakjanovna- English language teacher, secondary school #5,
Namangan, Uzbekistan.
e-mail: article.20@mail.ru

Abstract. Primary school is the most crucial period in human life. The article is about of using didactic games at the primary school age that purposeful training and upbringing begins. The main activity of the child becomes educational activity, which plays a decisive role in the formation and development of all its mental properties and qualities. The younger student is still a small person, but already very complex, with his own inner world, with his individual psychological characteristics.

Key words: games, skills, useful, authentic, develop, role, importance.

One of the effective means of developing interest in a subject, along with other methods and techniques used in lessons, is a didactic game.

The game for primary school age is a favorite form of activity. By the age of seven, educational activity is only just beginning to take shape, while game activity remains predominant.

While playing games, mastering playing roles, children enrich their social experience, learn to adapt in unfamiliar situations. Great importance is the travel game, which includes elements of plot-role-playing games.

When organizing a travel game, it is important to correctly determine the goal - to enable each child to show individuality, creativity, significance, his own growing strength. Only in the game the child of primary school age will reveal his psychological characteristics, will reveal his "I" from all sides. For him, a game is a natural organization of activity, where attention, memory, perception and thinking participate, and not only participate, but also develop, which is important. The game replaces the work necessary for the child.

The game teaches children to coordinated actions, compliance with certain rules, overcoming obstacles that arise during the game, to the accuracy of tasks, responsibility to the team (if the game is a competition). The game brings up independence, perseverance, endurance, without which there will be no success.

Cognitive games broaden their horizons, contribute to the consolidation of knowledge, develop ingenuity, resourcefulness, interest in various objects and phenomena. The success of the game largely depends on the conditions in which it is held. In any game there should be a game obstacle (in educational, didactic games - training) obstacle, without which the game cannot take place. It is also important that each participant in the game proves himself, his abilities, acts in the game, and is not an outside observer.

In the organization of the game, an important place is given to the explanation of the rules - clearly, clearly, briefly, and, necessarily, a goal is set for which the actions of children will be directed.

In the lessons in elementary school, didactic games are widely used. Such games help diversify the lessons, increase the cognitive activity of children and educational motivation. While playing, the child is fond of, does not notice, that he is fulfilling educational tasks that for many (especially for students in grades 1-2) in a traditional organization do not cause interest, but negative emotions, which, in turn, only contribute to a decrease in cognitive activity and disability.



Thus, the use of didactic games in elementary school is necessary, such games will be an incentive for children to be successful in teaching, will make each lesson long-awaited and desired, and therefore, will increase interest in various subjects and, as a result, academic performance. With pleasure to learn - is this not the main thing for the child.

With regard to the frequency of use of games in the lessons, you should be careful here. Too frequent use can lead to children being tired of playing and, in this case, the opposite result will be achieved. Therefore, to organize a lesson-game should be no more than 1-2 times a month, the game moments can and should be applied at every lesson in elementary school, whether it is a Russian language lesson or a labor lesson.

Didactic games are inextricably linked with problem learning, being part of it, because the game involves achieving the goal, subject to certain rules and the condition of independence of achieving the goal (possibly with the help of a teacher).

The intensification of cognitive activity through the didactic game is carried out through the selective orientation of the child's personality on objects and phenomena surrounding reality. This orientation is characterized by a constant desire for knowledge, for new, more complete and deeper knowledge, i.e. cognitive interest arises. Systematically strengthening and developing, cognitive interest, becomes the basis of a positive attitude towards learning, improving academic performance. Cognitive interest is a search character.

The game, as a type of activity, is aimed at the child's knowledge of the world around him, through active participation in work and everyday life of people. The play activity of the child is always generalized, because the motive is not a reflection of any particular phenomenon, but the fulfillment of the action itself, as a personal relationship. The data of our study showed that the process of developing the creative abilities of children of primary school age requires focused pedagogical guidance, which consists in establishing influential ways to guide this process.

The management of children's didactic games should be aimed at:

"establishing the right balance between the game and the world, knowledge in the life of the child;

"education in the game of physical and psychological qualities necessary for a future worker and worker.

Didactic game can be used both at the stages of repetition and consolidation, and at the stages of studying new material. It should fully solve both the educational tasks of the lesson and the tasks of enhancing cognitive activity, and be the main step in the development of cognitive interests of students.

Didactic games are especially necessary in the education and upbringing of primary school children. Thanks to the games, it is possible to concentrate attention and attract interest even among the most uninterested students. At first, they are only fascinated by game actions, and then what a particular game teaches. Gradually, interest in the very subject of instruction awakens in children.

Thus, the didactic game is a purposeful creative activity, during which the trainees more deeply and brightly comprehend the phenomena of the surrounding reality and learn the world.

No doubt, the preparation and implementation of game techniques in the educational process requires a great effort from the teacher. In the process of preparing the educational (didactic) game, the teacher is faced with problems that are not always and not so dependent on his personal qualities as a teacher, but on external constraints. This is the lack of didactic game material, the lack of lesson time for playing games with children. Often there is an opinion among teachers: "If we play with the children during the lessons, when will we learn the rules with them?" However, it seems to us that these



problems for the most part come from a misunderstanding of the importance of the game as a means of learning, the attitude to the game as a method of unloading, and not stimulation of the consciousness of students.

References:

- 1.Wright, A., Betteridge, D., Buckby, M. (1994) Games for Language Learning. New Edition, Cambridge, Cambridge University Press.
- 2.Cameron, L. (2001). Children learning a foreign language. In L. Cameron, Teaching Languages to Young Learners (pp. 1-10). Cambridge University Press.
- 3.Chen, I.-J. (2005, February). Using Games to Promote Communicative Skills in Language Learning. Retrieved January 23, 2016, from The Internet TESL Journal: <http://iteslj.org/Techniques/Chen-Games.html>
- 4.Dunn, O. (2011). How young children learn English as another language. Retrieved January 23, 2016, from Learn English Kids
- 5.Hong, L. (2002). Using Games in Teaching English to Young Learners. The Internet TESL Journal.



THE ROLE OF ASSESSMENT IN LANGUAGE TEACHING

Shamsutdinova Lyutsiya Rafailovna

Teacher of UzSWLU, Uzbekistan.

E-mail: Liya_r15@mail.ru

Abstract: This article reveals the principles of assessment strategies and their main characteristics in order to make the teaching English more efficient. Moreover it reveals both formal and informal methods of assessment reflected in the related literature written by foreign linguists as well as my experiences as a teacher, showing and discussing the ways in which the effectiveness of activities can be evaluated.

Key words: assessment, diagnostic, formative, summative, diversity, feedback, validity, authenticity, transparency

Assessment is an important and actual issue in the process of learning and teaching. Considering significance of applying all features in the aggregate assessment definitely provides and goal-oriented process with fruitful outcomes. Ramsden suggest that: "The assessment of students is above all about understanding the processes and outcomes of student learning, and understanding the students who have done the learning. In the application of these understanding, we aim to make both student learning and our teaching better" (2003, p.180). I find the statement broad that covers the purpose of assessment in general.

There are different purposes of assessment, well known among teachers: diagnostic, formative and summative. Such order of evaluation gives effective results otherwise teaching will not be progressive. Let us focus on the first assessment purpose from aforementioned order - diagnostic assessment, main aim of which is to identify students' background knowledge, where they are now and how to continue their learning for effective and best results. "What students already know is the most important factor in determining what they will learn" (Arends and Kilcher, 2010, p.142). Moreover, it is helpful for teachers to organize good teaching where objectives directed on students' needs. Realizing the background knowledge of students before learning process helps teachers to re-arrange programs and to design lesson plans accordingly. In order to measure students' knowledge in diagnostic assessment teachers may use tests, quizzes, multiple choice questions, interviews (written and oral).

In my teaching experience before starting the course of my lessons "Teaching Integrated Skills", I use interview to identify learners' level and their expectation. Interview is a good technique to make a picture about learner as individual, his or her expectation from learning and identify acquisition of language because "interviews can provide information about students' prior knowledge as well as their interests and misconception" (Arends and Kilcher, 2010, p.142). During the interview, not only I assess them but they also peers can evaluate themselves. I think that in this stage, self-assessment is effective because students make compare about their knowledge, and reflect on what they have learnt, and students are involved and motivated to make progress.

Before starting to write lessons plans I do not aware about my coming students, their background knowledge and interests but still I must prepare all my lesson plans. After diagnostic assessment I familiar with my learners, with their needs and their expectations from the course. Consequently, I look through my lessons plan and adopt all them for my learners. Moreover, try to organize them in affective way to force and enhance their learning. Mostly I change the activities due to the level of language competence among



students. Therefore, diversity in one group or among groups is inevitable anyway. Students' diversity may be differ from data assimilation as well due to different intelligences and learning styles. Multiple Intelligences provides a framework for individualizing education by helping us to understand the full range of students' intellectual strength and leads to teaching subject matter in multiple ways, providing students with different points of entry into learning a topic.

Assessment is an important process while teaching and learning because it assures the quality of teacher and student interactions. Assessment also gives teachers data what students have learnt and what they need to study further. I think one of the main goals of assessment is to identify the learning needs of each student in order to determine what teaching and learning steps have to be taken from both sides. I assume that assessment is used to improve the quality of teaching and learning.

Formative assessment or it can be said assessment for learning, which controls not only learning but teaching process as well. "Formative assessment is a planned process in which assessment evidence and information about student learning is collected and used by teachers to adjust their ongoing instructional programs and by students to adjust their current learning strategies or tactics" (Arends and Kilcher, 2010, p.139). Formative assessment lead to formative feedback providing comments on students' current achievements, strong and weak sides. Feedback promotes a great opportunity for students to amend their learning. I totally agree with Arends and Kilcher that "regular use of formative assessment improve student learning, especially for those students who are struggling" (2010, p.142). Students need to be directed and characterized properly "we need a mirror to reflect back to us an image of what we are doing, or what we are not - some means of judging how well we do whatever we are trying to achieve" with one aim for further improvement (Minton ,1997, p.93). Thus, teacher must timely give students sense of what they have learnt and how to make progress.

As I mentioned before assessment for learning focuses not only on learning but also on teaching that I find feedback very helpful tool to develop and reflect on teaching. This process is ongoing and gives me ideas what should I take into consideration while organizing lesson plan. For instance, if my learners struggle during speaking activities and have some problems with competences, therefore, I will focus on their weak points.

Assessment cannot support effectiveness of good practice without principles such as validity, reliability, manageability, transparency, authenticity. After exploring the value of principles in the process of evaluating via different sources, I would like to focus on the ones that I practice more often. Through my working experience, I noticed that third year students achieve progress in learning due to their interest of learning outcomes. Their success bases on personal needs and ambitious. After each progress and achievements tests they start to compare their results. For this purpose, I implement such tasks for evaluating, which based on measure skills and competences that they obtain in a certain period. Therefore, validity, transparency, authenticity and fairness are important principles in my assessment strategy for promoting motivated learning.

Validity from my point of view signify assessing what it out to assess. Thus, "validity is evidenced by the degree that a particular indicator measures what it is supported to measure" (Edward G, 1987, p. 11). The main aim of studying is obtain knowledge, which can be applied in real life. The principle of Authenticity provide actuality in learning and creates motivation. Sally Brown claims that " the method used need to be authentic, that is, assessing what they claim to assess" (2004, p.83).

Assessment conduce to rise quality of learning, enhance engagement and motive to reach better results in case students are provided with relevant information what to



learn and how they will be assessed. A clear criteria and description of the task brings to the principle of transparency or Impact. Transparency supposed students to take responsibility over own studies and be in charge of progress.

Assessment is an important and actual issue in the process of learning and teaching. Considering significance of applying all features in the aggregate assessment definitely provides and goal-oriented process with fruitful outcomes. Ramsden suggest that: "The assessment of students is above all about understanding the processes and outcomes of student learning, and understanding the students who have done the learning. In the application of these understanding, we aim to make both student learning and our teaching better" (2003, p.180). I find the statement broad that covers the purpose of assessment in general.

To sum up, the role of assessment has greatly altered and it has become not only an important and essential in the process of learning and teaching but also it has become both the vehicle and engine that drive the delivery of education. Teaching will be productive and learning effective if the teacher can master using assessment in teaching. Because good organized assessment provides motivation for students and conduce to attain good results in learning.

References

1. Arends, R and Ann Kilcher., (2010). *Teaching for Student Learning: Becoming an Accomplished Teacher*. New York: Routledge
2. Brown, S. (2004). Assessing for learning. *Learning and Teaching in Higher Education*, Issue 1, 2004-2005.
3. David Minton.,(1997). *Teaching Skills in Further and Adult Education*. Revised second edition. London: Macmillan Press LTD.
4. Edward G. Carmines, Richard A. Zeller, *Reliability and validity assessment*. 1987. - P.11.
5. Ramsden, P. (2003). *Learning to teach in higher education*. 2nd edition. Routledge, London.



TEACHING ENGLISH VOCABULARY THROUGH CONVERSATIONAL GAMES

Tursunnazarova Nilufar Takhirovna

Student of NavaiSPI

Scientific adviser: Hasanova S.K

Annotation: The aim of this article is to prove that games are effective tools when devised to explain vocabularies and they make it easier to remember their meanings. This paper deals with a literature review of teaching English vocabulary to learners using games. Then it discusses the importance of using games in teaching vocabulary and in what way using them is helpful. After that it investigates the practical implications of using games to teach vocabulary that includes the implementation of vocabulary games and some examples of games that could be used to teach vocabulary to students. And finally it examines challenges teachers face when teaching vocabulary using games to different types of learners.

Keywords: young learners, games, vocabulary, practical challenges, practical implications.

Conversations are by far the most useful ways of teaching the language. When a child learns his or her mother tongue it is by the conversations that takes place between them and others or by listening to the conversations made by the others. The child is never taught the language but is still able to percept the meaning and learns it automatically to use it in day to day life. No one ever teaches the kid the characters of the language or how to make sentences or the grammar of that language. The conversations alone teach the children. Hence conversations form a very important part of the teaching process. The sentence construction and the grammar is not something that can be entirely taught by rules. They have to be taught intuitively. That can only happen through a lot of reading and a lot of listening. This can be taken care of easily as every conversation needs a topic. The topic can be given to the students in form of written documents which they have to first read then form an opinion and then have a conversation about it or it can be spoken out and then they can listen, understand and also take part in the conversation. The participation and other aspects of the conversation can always be evaluated through points which will also push the students to take part in the conversation. These conversations have to be general. They have to happen as if friends are talking to each other. This way the students are comfortable in expressing themselves in the best possible way. This process may take some time but in the end it would be the most efficient one in teaching the language.

Teaching through game: This is a very interesting method of teaching. Students and children generally tend to like games and want to play them more and more. Traditional methods dictated for study and games to be separate but the fact remains that the students tend to be more interested in playing games rather than sitting down to study. Any logical reasoning would dictate us to combine the two aspects to solve the problem. The games part of learning would help the students keep their interest as the desire to win is very strong. It keeps us going and when included with different aspects of learning the learning process would continue almost throughout the day without the children getting tired or bored of studying.

Word games: The most important part of any language is the vocabulary. To understand the meaning of the words and to use them in day to day life is a very difficult task and games can help the students overcome this difficulty. Games like scrabble, housie etc. have been designed for this specific purpose. These games are just based on words and



help the students develop their vocabulary. In addition to these very simple games can be played to help improve the word database of the students such as simple dictation competitions, synonym competitions, words puzzles, anagrams and hangman. All these games are very addictive and help a lot in improving our vocabulary as whenever the student hears a new word the first question that comes up is "what is its meaning?" and in this way the vocabulary improves and most of the times we don't even have to consult the dictionary.

Competitions: Most of the times competitions like debates and elocutions also help the help the students a lot in learning the language as the aspect of the competitions keep them at the best in conversations. It forces them to use the best possible construction of sentences to put forward their opinions and to use good vocabulary etc. This is a very important tool in helping them learn the language. Also these competitions help them address large crowds which is again is a very important part of personality development.

Creative assignments: Up till now most of the techniques that we discussed required a greater amount of effort on the student's part. This method requires effort on the teacher's part. Assignments help the students learn something on their own and most of the times they have to research on something then write something up on it. This method although effective is most of the times very tedious. This method of approach is very appropriate for sciences and engineering although when it comes to languages the students should be given assignments in which they have to modify something that already exists. If the students are just given assignments like "write a story or a poem or a report? then most of the students crack because not everyone can come up with a story or even if they come up with one they cannot write it down. In such case the students should be given the base knowledge and data and then ask them to modify the data for example the students can be given a base story and then ask them to modify a part of it. This engages their creativity and also helps them overcome their difficulty of writing. Above all it lifts the pressure of creating completely new. Invention is very difficult especially when we are being forced to do it. In this way the students are not forced to complete the assignment and then they can do it whole heartedly and hence complete the learning experience that can be gained from the assignment.

Help from the multimedia: Multimedia sources like songs, movies, TV series, magazines, newspapers play a very vital role in improving our language. We don't even realize that they have helped us. We just wake up one fine day and realize that we are better than it than we were yesterday. Such sources can be used to help the students improve their language. But great precautions must be taken. This method should be used in the final stages of learning as that is the only place where there is no scope of damage as most of the movies and songs etc. use colloquial English most of the times which is grammatically wrong and it is very important that the students understand that fact so that they do not use that form of the language in their everyday usage. Apart from that this source is very helpful as it does not feel like education. This is something that the students will do in their spare time. The songs are the best way to communicate how to use a language to express our feelings. Movies are a very common past time but apart from that most of the times they are also very instructional and educational. Also this method appeals to the students as most of the times they are able to connect with the songs and the movies which help them understand the meaning of expressions, usage of tools of the language like comparisons, personifications etc.



References

1. Edgar H. Schuster, Edgar H. Schuster, Breaking the Rules: Liberating Writers Through Innovative Grammar Instruction, Heinemann; February 13, 2003
2. Ersoz, A. Six Games for the EFL/ESL Classroom The Internet TESL Journal, Vol. VI, No. 6, June 2000. <http://www.aitech.ac.jp/~iteslj/Lessons/Ersoz-Games.html>



MULTIMEDIA AND ITS ROLE IN THE MODERN WORLD

Named after Islam Karimov
Tashkent State Technical University
Teacher of the Foreign Languages Department:
Kadirova Dilfuza Xusenaliyevna

The introduction of modern information technologies into the educational process creates an opportunity to provide economic benefits, as well as to widely apply new educational methods in education. Specialized audiences are becoming increasingly popular in classrooms equipped with computers, television and video recording. Even it is being interpreted as a separate video. In the course of the lesson, Multimedia is the main role in the use of Information Technology. Multimedia is an embodiment of the delivery of educational materials to students, students on the basis of software and technical means of Informatics on the basis of audio, video, photo, text, graphics, animation tables. Multimedia is developed to transmit sound, data and images over regional, regional and global networks.

Multimedia(multiple media, eng.) is the interaction of visual and audio information under the control of interactive software using modern hardware and software, they combine text, sound, graphics, photos, videos in one digital representation.

For example, a single container object can contain text, audio, graphics, and video information, and possibly a way to interact with it.

The term multimedia is also often used to refer to media that can store large amounts of data and provide fairly quick access to them (the first media of this type were CD - compact disk). In this case, the term multimedia means that the computer can use such media and provide information to the user through all possible types of data, such as audio, video, animation, image and others in addition to traditional ways of providing information, such as text. The definition given above is actually a user definition, that is, a General simplified definition of multimedia for the understanding of the computer user. The scientific and technical definition of multimedia is somewhat different.

Multimedia are multiple information environments-interfaces that provide input/output of information of different types to the computer, computer creation, processing and display of information of different levels and structures for perception by different human senses at the same time.

Multimedia is a set of information media-channels, each of which has its own specific form corresponding to its level and purpose.

The main environments are ordered in ascending order, as follows:

- binary environments that include processor instructions, program and data binaries
- contact environment, which is a tactile, strain, electric, capacitive and other touch environment, used to input mechanical code and other spatial-dependent information;
- text environments, which are text data for people, program texts for interpreters, other text information;
- audio streams, which are sound files, series of digitized sound, sets of musical audio data and other types of digital sound;
- graphical environments, which are files of drawings, photographs and other two-dimensional graphical information;
- video streams, which are video files, series of dynamic graphic information;
- virtual reality, which is an interactive 3D video stream.

Use of multimedia provides ease of perception of information by the person as the



person has means and ways of processing of information essentially different from the computer, having the form of perception convenient for the person.

If a computer is characterized by binary-discrete forms of information with electrical transmission of information signals (1/0), then for a person - multimodal-analog forms of predominantly non-electric nature (light, sound, pressure, etc.).)

Without the creation of such environments, human perception of computer information is extremely difficult, and even more difficult is the transfer of multimodal information from one person to another through computer means.

Therefore, the technology and technology of multimedia includes a wide range of different interfaces, as input interfaces (sensors-video camera, microphone, touch screen, etc., converters-ADC, special processors to convert external information) and output interfaces (displays, sound sources, etc.).

Multimedia tools can include the following:

Text materials. The textual lecture part of the organization of theoretical classes occupies the most significant place. As a rule, all materials included in the curriculum are created in text form, after which, in addition to them, audio and video materials are developed. The presentation of the instructional material in this pseudonym provides for the elimination of a number of shortcomings of traditional lectures (copying, recording the necessary places, excessive time spent by the speaker to repeat it over and over again). The necessary accents in the text of the lecture are given by color, shape of letters and illustrations, which ensures the transmission of emotions.

Audio materials. This type of material is distributed through two modes. Audio materials in On-line mode are distributed using communication technologies. Audio materials in Off-line mode are recorded in cassettes, audiodisc, files the case is distributed through network technologies. Listening to lectures by educators is also done through audio devices that are equally convenient and compact.

Video materials are transmitted in synchronous and asynchronous order. Simultaneous, direct transmission of video materials ensures direct communication of educator and educator, embodies all positive aspects inherent in traditional lectures, ensures that educators and educators see and hear each other in real time.

When transferring training materials in asynchronous order, video materials are recorded and distributed on video cassettes and discs. The composition of such video materials includes lectures, educational scientific-popular video materials on the subject, video recordings of meetings with mature specialists of this field. The use of such video materials can optionally be performed anywhere and anytime, over and over again.

Animation lectures are delivered to educators through instructional computer programs that have an interactive structure. Animation lectures are formed using multimedia technology. In this each educator chooses the training, the pace of mastering and the method of learning in the animation lecture, proceeding from its psychophysiological nature. Practical training is based on simulators, virtual reality-based teaching tools, expert teaching systems, embodying the modern achievements of computer technology. In the distance learning system, simulators provide for the acquisition of intelligence and on the basis of imitation of labor operations. Virtual reality allows you to accelerate the processes of qualification on the basis of the principles of idealization of the environment. Expert training systems are aimed at identifying the level of knowledge of the educators and organizing the development processes on the basis of knowledge and data bank, which can perform the function of a mature specialist of the relevant field of activity.

Classification multimedia. Multimedia can be divided into linear (no feedback) and interactive environments.



Cinema can be an analogue of the linear way of representation. The person viewing this document cannot influence its conclusion in any way.

Interactive (non-linear) way of presenting information allows a person, programs, networks to participate in the output of information, interacting in any way with the means of displaying multimedia data. The involvement of two or more parties in this process is called "interactivity". This method of human-computer interaction is most fully represented in the categories of computer games. The interactive way of presenting multimedia data is sometimes referred to as "hypermedia".

As an example of linear and interactive ways of presenting information, we can consider such a situation as a presentation. If the presentation was recorded on tape or in a video file, and is shown to the audience, then viewing this presentation have no opportunity to influence its course. In the case of a live presentation, the audience has the opportunity to ask the speaker questions and interact with him in other ways, which allows the speaker to depart from the topic of the presentation, for example, explaining some of the terms or highlighting in more detail the controversial parts of the report. Thus, a live presentation can be presented as an interactive (non-linear) way of presenting information.

Local and network media capabilities. Multimedia presentations can be made by a person on stage, shown through a projector, or on another local playback device. Broadcast presentation can be both "live" and pre-recorded. Broadcasting or recording can be based on analog or electronic technologies of storage and transmission of information. It is worth noting that online media can be either downloaded to the user's computer and played in any way, or played directly from the Internet using streaming technologies. Media played using streaming technologies can be both "live" and provided on demand.

Various formats of multimedia data can be used to simplify the perception of information by the consumer. For example, to provide information not only in text form, but also to illustrate it with audio data or a video clip. In the same way, contemporary art can present everyday, everyday things in a new way.

Various forms of providing information make it possible for the consumer to interact with the information. Online multimedia is increasingly becoming object-oriented, allowing the consumer to work on information without possessing specific knowledge. For example, to post a video on YouTube or Yandex. Video, the user does not need knowledge of video editing, encoding and compression of information, knowledge of the device web-servers. The user simply selects a local file and thousands of other users of the video service have the opportunity to view the new video.

A multimedia Internet resource is an Internet resource where basic information is presented in the form of multimedia. This is a modern and very convenient mechanism that does not replace the classical functions, but complements and expands the range of services and news for visitors.

Multimedia Internet resources are characterized by the following:

- they can contain different types of information (not only text, but also sound, graphics, animation, video, etc.);
- have a high degree of visibility of materials;
- support different file types: text, graphics, audio and video;
- can be used to promote creative works in various arts;
- multimedia due to its visibility reduces the level of intellectual and psychological barrier between the user and the information technology process.



References

- 1.Rabinovich F.M., Sakharova T.V. Intensive teaching methods and high school. - Foreign languages at school, 1991, No. 1.
- 2.Merkulova I.I. The system of problem tasks in teaching reading // IYASH, 1991, No. 6.
- 3.Milrud R.P. Discussion of the problem in the lesson of a foreign language // IYASH, 1986, No. 4.
- 4.Rabinovich F.M., Sakharova T.V. Intensive teaching methods and high school. - Foreign languages at school, 1991, No. 1.
- 5.Denisova L.G. The place of intensive methodology in the system of teaching a foreign language in high school. - Foreign languages at school, 1995, No. 4.
- 6.Dianova E.M., Kostina L.G. Role-playing game in teaching a foreign language (review of foreign methodological literature) // IYASH, 1988, No. 3.
- 7.Theory of teaching foreign languages: Linguodidactics and methodology: textbook / ND Galskova, NI Gez.-6th ed., Sr.- M.: Academy, 2009.-333c.



МАҢНАВИЯТ ВА АНЬАНАЛАРГА ЭЪТИБОР - ФАРОВОН КЕЛАЖАГИМИЗГА ПОЙДЕВОРДИР.

Жўрабоева Умида Чортотум тумани 48-мактабнинг "Миллий истиқдол гояси ва маңнавият асослари" фани ўқитувчиси

Аннотация: Мустақил Ўзбекистоннинг келажаги кўп жиҳатдан баркамол салоҳиятли авлодни тарбиялашга боғлиқ. Ахлоқий нормаларнинг ҳаётий кўриниши, амалий ифодаси кишиларнинг ўзаро муносабатларида акс этади. Чинакам инсоний фазилатларга эга бўлган ёшлиарни тарбиялаш ҳар бир устознинг асосий вазифасидир.

Калит сўзлар: таълим, тарбия, миллий ва умуминсоний қадриятлар, миллий тафаккур, маңнавият, инсонпарварлик, одоб, комил инсон, миллий анъаналар, мафкура

Фарзандларимизни миллий ва умуминсоний қадриятлар, инсонпарварлик ва юксак ахлоқий сифатлар руҳида тарбиялаш, уларнинг қалби ва онгига мустақиллик, миллий ўзликни англаш фояларини янада чуқур сингдириш, болаларнинг билими ва маңнавий-ахлоқий даражасини янада юксалтириш бугунги кунда давлат сиёсати даражасига кўтарилиди. Ушбу вазифаларни амалга оширишда мактабгача тарбия тизимида айниқса, қиз болалар тарбияси уларни тўғрисўзлик, ростгўйлик, камтарлик, ўз туғишганларига, қариндош-уруғларига, яқин дўстларига нисбатан меҳр-муҳаббатли бўлишга тайёрлаш, соглом турмуш тарзини тарбиялаш алоҳида аҳамият касб этади.

Бизнинг юртимиз тарихий маданияти -маңнавияти, миллий анъаналари ва қадриятлари билан ўзбек халқининг қалбига туширилган минг асирик тарихини намоён этиб келмоқда. Халқимизнинг кўп асрлик анъаналари, қадриятлари, миф, афсона ва достонларида, бизнинг миллийлигимизни акс эттирувчи, муқаддас хилқатлар кўринишида асрдан асрга ўтиб ҳалқимиз хаётида ўз қимматини сақлаб келмоқда. Ўзбек халқининг умум инсоний қадриятлар катта бир қивливадация жараёнини ташкил этади. Бизнинг миллий хусусиятларимиз умуминсоний қадритялар билан боғланиб кетган. Асрлар давомида халқимиз умумбашар, умум инсоний қадриятлар такомиллиги улкан ҳисса қўшган турли миллат вакилларида хурмат, улар билан баҳамжихат яшаш, диний бағри кенглик, дунёвий билимларга интилиш ўзга халқларнинг илфор тажрибалари ва маданиятини ўрганиш каби хусусиятлар ҳам халқимизда азалдан мужассамдир.

Абу Райхон Беруний инсоннинг ахлоқий фазилатларини, умуман ахлоқий тушунчаларни инсоннинг табиати билан боғлайди. Инсон табиати эса оиласда шаклланади. Шунга кўра, бола тарбиясига ота-она таъсири ва намунаси бениҳоя каттадир, деб ҳисоблаган олим. Беруний тан ва руҳ поклиги масаласини ўртага ташлайди. Оиласда тозалик, поклик ва тартиб мавжуд экан, у ерда маңнавий поклик ҳам бўлади. Бу фикрини танани тоза тутиш билангина чекламайди, балки кўп ҳаракат қилишга чақиради.

Ҳаракат меҳнат қилиш демакдир. Унинг қалб ва ҳаракат ҳа-қидаги фикри инсон тани билан руҳи поклигининг бир бутунлиги тўё-рисидаги ўоя билан боўлиқдир. Бу нарса бола тарбиясида жисмоний соғломлик билан маңнавий-ахлоқий бойлик ўртасидаги ўзарқ мувофиқлик ҳақидаги бугунги кун талаби билан ҳамоҳангдир. Беруний ота-оналарга қаратса болани мўтадилликда сақлашни тавсия этади. Бунга, асосан, болани қаттиқ ғазабланишдан, қўрқиши ва ҳафалиқдан, уйқусизликдан сақлаш орқали эришилишини айтиб, уларни хоҳлаган ва фойдали нарсасини топиб беришга, севмаган нарсасидан узоқлаштиришга ҳаракат қилиш кераклигини



уқтирган. Ота-онанинг болага турли муносабати турлича хулқларни келтириб чиқаради. Мутафаккир бола хулқ-авторининг мўтадиллиги натижасида тан ва руҳ соғломлиги келиб чиқишини ҳам илмий асослаб берган. Беруний бола тарбиясида ирсият, муҳит ва тарбия таъсириининг бирдек муҳим эканлигини таъкидлаб ўтган эди.

Бу борада кекса авлоднинг бой тажрибасимуҳим рольййнайди. Чунки кексаларнинг вазминлик, ўйлаб, мулоҳаза юритиб иш кўриши кабилар маънавий бойлик саналади. Маълумки, ҳар бир миллатнинг маънавий бойлиги миллий ва умуминсоний қадриятлардан таркиб топади. Асрлар давомида халқнинг маънавий эҳтиёжлари асосида шаклланган қадриятларда олга сурилган илгор foяларни ўз онгига шакллантирган, уларнинг моҳиятини амалий фаолиятида намоён қила оладиган, ёшларгина мустақил республикамиз тарраққиётига ўз ҳиссасини қўша олади. Бу эса ўз навбатида умуминсоний ва миллий қадриятларнинг мазмун-моҳиятини чукур ўрганишни талаб этади.

Хулоса килиб айтганда, қадриятлар асосида ёш авлоднинг маънавий-ахлоқий сифатларини шакллантириш хусусан, интизомлилик, иродалилик, ўз олдига қўйган мақсадига интилиш, уларни яхши одатларга ўргатиш, ахлоқ қоидалари билан таништириб бориш, яхшини ёмондан, мумкинни мумкин бўлмагандан ажратиб олишга ўргатиш, ҳаётни севишга, умуман олганда комил инсонни тарбиялаш таълим-тарбия жараёнида амалга ошириладиган талаблар бўлиб, булар қадриятларни ўрганишда тизимли ёндашув, ишонтириш, исботлаш, мунозара, мантиқий мулоҳаза юритиш, ибрат-намуна қўрсатиш, ишонтириш, ўз фикрини далиллаш, хулоса чиқариш, савол-жавоб ва бошқалар орқали ижобий натижаларга эришилади. Янги кишини тарбиялаш фоят мураккаб жараён, шундай экан ўргага қўйилган тарбия талабларига амал қиласидиган кишиларгина одобли, ахлоқли ҳисобланади.

ФОЙДАЛАНИЛГАН АДАБИЁТЛАР.

1. Ўзбекистон Республикасининг "Таълим тўғрисида"ги Қонуни // Баркамол авлод - Ўзбекистон келажагининг пойдевори. -Т., 1997.
- 2."Соғлом авлод давлат дастури тўғрисида": Ўзбекистон Республикаси Вазирлар Маҳкамасининг Қарори, 2000 йил 15 февраль // Халқ сўзи, 2000 йил 16 февраль. Очилов М. Муаллим қалб меъмори.-Т.: Ўқитувчи, 2001.-431 б.



USE OF INTERACTIVE TEACHING METHODS IN ENGLISH LESSONS .

**Pardayeva Dildora Farkhad qizi
Turdiyeva Umida Istamovna**

teacher English language and literature at
school N26 Kyzyltepa district of Navoi region

Abstract. This article briefly discusses the use of interactive teaching methods in the lessons of teaching methods in English classes . It is clear to everyone that interactive methods are used in lessons to enhance students' skills . Especially in foreign language lessons they improve speech development .

Keywords :interactive ,speech, teaching methods , method ,communication ,effective lesson.

The studies of V.K.Dyachenko, T.N.Dobrynina , M.V.Klarina ,T.A.Myasoed ,O.A.Golubkova and others reflect the problems of mastering and using interactive teaching methods .

In fact the word "interactive " came to us from english from the word "interact ". "Inter" is "mutual " "act" is to act . Interactive learning is a special form of organization of cognitive activity , way of cognition . Interactivity -means the ability to interact or be in a mode of conversation , dialogue with someone or something (for example a telephone) .All participants interact with each other ,exchange information , jointly solve problems evaluate the actions of others ,model situations and their own behavior , and plunge into the real atmosphere of business cooperation to resolve problem .

The peculiarity of interactive methods is a high level of mutually directed activity of the subjects of interaction ,emotional , spiritual unity of the participants . Compared with traditional forms of conducting classes , the interaction between the teacher and the student changes in interactive learning :the activity of the teacher gives way to the activity of the students , and the task of the teacher is to create conditions for their initiative .

As part of a foreign language lesson , teachers use the following interactive methods and techniques.

-a training method in cooperation , a project method , game methods , interactive techniques .

We will reveal the essence of some interactive methods and techniques that are innovative in the practice of teaching foreign languages .

Project method Polat E .S. One of the common interactive methods of teaching a foreign language . It must be emphasized that the creation of the project is a complex and painstaking work . It is also interesting for the strength of those students who want to be real researchers , gain the skill of working with scientific literature , and also learn how to apply knowledge in the field of information and computer technologies in practice

Reception of "brainstorming " is an operational method of solving a problem based on stimulating creative activity .The participants in the discussion are invited to express as many possible solutions as possible ; from the total number of ideas expressed , the most successful ones can be used in practice .

Reception "Cluster" . This technique serves to stimulate mental activity , which is characterized by the spontaneity of graphic display . The systematization of the material occurs by expressing thoughts in the form of a bunch ,arrangements of thoughts in



ascertain order . The technology of work using this technique : recording words that spontaneously occur to the head are written around the main word . They are circled and connected to the main word . Each new word forms a new core , which causes further associations.

Reception "Aquarium " is a " performance " , where viewers act as observers , experts , critics and analysts . Several students play the situation in a circle , while others observe and analyze it . So , for example , studying the topic "What do you know about school life in English speaking countries ? " we can offer" aquarium dialogue" : the text of dialogue can be any , for example , a conversation of representatives of several participants in an international conference . The task of the actors is to convey the relevant features of a particular country , and the task of the audience is to determine which country the speakers represented.

Thus , a variety of techniques , repeated repetition of lexical and grammatical material , playing moments contribute to increasing students ' motivation to learn English.

The considered methods and techniques allow you to make the work in the lessons more effective , interesting , creative and most importantly - productive . They allow you to educate a pupil who meets all the requirements of modern society , who knows how to see problems and prospects , set clear goals, has a clear develop optimal ways to achieve them , original .

References

- 1.Polat E.S. New pedagogical and information technologies . M 1999
- 2.Milrud R.P. The modern methodological standard for teaching foreign languages at school .1996
- 3.Meatare T.A. Interactive learning technologies M.2004



USING INTERACTIVE METHODS IN INCREASING EFFICIENCY OF THE LESSON

Nabiyeva Muyassar Abdurahimjon qizi
EFL Teacher School № 25, Fergana city, Uzbekistan

Abstract. The article describes the role of information and communication technologies in the modernization of education, the essence of content and the benefits of the use of information and communication technologies in the educational process.

Keywords: education, modernization, innovation, information society, information and communication technologies

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Today we have a lot of methods and technologies of teaching languages. Some of them we don't use and others are widely used; still others have a small following, but offer useful insights. In the history of foreign-language education in the 20th century might be tempted to think that it is a history of failure. Older methods and approaches such as the grammar translation method or the direct method are not used today and even they have forgotten as never methods and approaches are invented and promoted as the only and complete solution to the problem of the high failure rates of foreign language students. Most literatures on language teaching list the various methods that have been used in the past, often ending with the author's new method. But the authors generally give no information to what was done before and do not explain their relativity with the new method. New efforts are aimed at improving foreign language education in Uzbekistan nowadays. There is the need to strengthen foreign language skills among the students of non-linguistic faculties. Knowledge of one or several foreign languages becomes an integral part of professional training. Higher education teachers are forced to encourage their experiences of learning foreign languages. Having an aim of intensive studying a foreign language, students should master specific groups of communicative strategies. These strategies are subdivided into subgroups and answer definite rules. The first rule is based on maintaining general requirements on the organizational-communicative level, and foresees knowledge of the structure of process of communication and definite topics. Interactive learning goes right to the heart of communication itself, stressing the dual roles of "receiver" and "sender" in any communicative situation. Learning through interaction is proposed as alternative to learning through repetition and habit formation. Interaction and negotiation of meaning are seen as central of learning through tasks that require attention to meaning, transfer of information, and pushed output. The concept of interactive learning entails to be a lot of pair and group work in the classroom, as well as genuine language input from the "real world" for meaningful communication. The second rule foresees knowledge of the strategies, which allow to use various language means (among them communicative formulas) and answer the necessary communicative aims. Each of the communicative strategies has the corresponding linguistic formulation, which the teacher of foreign languages is to practically insure at the lessons. The quality of training is determined by the state and effectiveness of the teaching process, its correspondence to the demands and expectations of the society. It inevitably includes a social component, which presumes intellectual development of students and their motivation to permanent individual perfection. A very important role in raising education all over higher educational institutions is played by computer technologies' application. Intensive usage of the interactive methods of training has already demonstrated its



positive impact on directing aimsand contents of higher education in the sphere of foreign languages teaching. The us age of multimedia technologies enables the teacher avoid traditional routine methodical activities, all ows to creatively render the training material and train skills. Methodologically correct application of informational-communicative technologies makes it possible to change the whole teaching process, shift the emphasis from simple learning by heart to cognition and understanding in the process of realization of individual knowledge and skills. Suitable resources for teaching and learning minority languages can be difficult to find and access, which has led to calls for the increased development of materials for minority language teaching. The internet offers opportunities to access a wider range of texts, audios and videos. Many methods have been proposed for the teaching of foreign language. And they have met with varying degrees of success and failure. We should know that the method by which children are taught must have some effect on their motivation. If they find it deadly boring they will probably become de-motivated, whereas if they have confidence in the method they will find it motivating. Child learners differ from adult learners in many ways. Children are curious, their attention is of a shorter duration, they are quite differently motivated in, and their interests are less specialized. They need frequent of activity; they need activities which are exciting and stimulating their curiosity; they need to be involved in something active. For many teachers, selection of teaching materials is based on their availability. Furthermore, chosen materials determine the content of the course. Often it serves as the explanation of the use of the same syllabus with different students. 525 In learner-centered instruction, the convenience of materials includes student comfort and familiarity with the material, language level, interest, and relevance. For effective organization of the process of teaching in the real situation of the educational practice teacher needs a deep understanding of psychological content of certain phases of that activity and a sufficiently high level of the basic concepts. For anybody not a secret, that modern school teaches mainly the technique of reading, but has not been able to actually teach reading, the meaning of perception, accurate understanding of the substantive side of the integral text. And when, becoming a student, the student is forced to process huge volumes of professional and public literature, it turns out that he's just not ready. Whereas learners often lose interest during lecture-style teaching, interactive teaching styles promote an atmosphere of attention and participation. Make it interesting. Make it exciting. Make it fun. Telling is not teaching and listening is not learning. Teacher should try to be an artist during the lesson. His/her lesson is his/her own masterpiece. If we love our students, they will love us too. In order to gain their attention we should work on ourselves. We should practice a lot, and be attentive for our actions. Taking into account Uzbek mentality when compiling the text of advertisements in Uzbek will also produce the desired result. As we have already mentioned, the Uzbeks love their children. Probably all nations love their kids. However, this issue in the Uzbek culture is of great significance and seen as a supreme goal of people's lives. This could appropriately be used in the text of ads. Please compare the following: We have prepared this juice for ourselves. We decided to treat you as well.//We have prepared this juice for ourselves. We decided to treat your children as well. (Бу шарбатни ўзимиз учун тайёрлагандик. Сизга ҳам илиндиқ // Бу шарбатни ўзимиз учун тайёрлагандик. Сизнинг болаларингизга ҳам илиндиқ.) Taking into account the peculiarities of mentality in advertisements, which is a form of public communication, will ensure psycho-linguistic impact of ads.

REFERENCES

1. Isroilova B.B., Mechanisms and means of developing the activity of the youth



union in higher education by innovative methods 2. Mukhtashamova P.Z., Using interactive methods in increasing efficiency of the lesson, UzSWLU, Uzbekistan

3.Bespalko, V.P. System-methodological support of the educational process of training specialists / V.P. Bespalko, Yu.G. Tatur. -M., 1989 .-- 107 р.

4.Efimov, V.N. The didactic foundations of building a control system in classroom studies at the university: author. diss ... cand. ped sciences / V.N. Efimov. - M., 1984. - 17 p

5.Kudaev, M.R. Corrective control in the educational process. Problems, methods of construction and implementation of his system / M.R. Kudaev. - Maykop, 1997 .-- 194 p



LANGUAGE PORTFOLIO AS A TECHNIQUE IN THE FOREIGN LANGUAGES CLASSROOM

Vorisova Zamira Anvarovna - English language teacher, secondary school # 34,
Namangan, Uzbekistan.
e-mail: article.20@mail.ru

Abstract. The main task of the modern school is to create such conditions that would contribute to the development of the student's personality as an active subject of educational activity and its comprehensive preparation for the continuous process of education, self-development and self-improvement throughout life. Today, among the innovative technologies of teaching foreign languages that contribute to the solution of these problems, the technology of the language portfolio (Language Portfolio) is highlighted, which is becoming more widespread in the system of language education from early education to higher education. This paper presents the methods, forms and techniques of working with the language portfolio in elementary school, which can be used by teachers of a foreign language to increase the motivation of students to learn a foreign language.

Key words: language portfolio, primary and secondary schools, assessment, evaluation, skill.

As part of the implementation of the Law of the Republic of Uzbekistan №1875 "On measures to further improve foreign language learning system" and the National Program for Personnel Training, a comprehensive system of teaching foreign languages has been created in the country, aimed at creating a harmoniously developed, highly educated, modern-minded young generation, and further integration of the republic into the world community.

Since modern education sets new goals for us, namely: to create conditions that ensure the development of individual abilities of each student, the development and education of the ability and readiness for independent and continuous study of a foreign language, further self-education with its help, the use of a foreign language in other areas of knowledge.

In this regard, the role of the modern teacher is changing. The teacher of the new school seems to us to be a mentor who should help the child see and realize his uniqueness, help him to study himself. The mentor is designed to help the child make the right choice, must teach the student to set goals, predict the outcome and be able to plan his educational process expediently. It is necessary to teach the student to learn so that he continues to continuously develop without a teacher. When using a foreign language in the learning process, the position and role of the teacher noticeably changes. Now the teacher is primarily the organizer, the adviser. The main purpose of the teacher is to build a subject-subject relationship, create a favorable educational environment that can provide students with the opportunity to choose methods of work, ensure the independence of students in decision-making and their responsibility for their choice, an environment that will stimulate self-knowledge and self-determination of students.

The technology of the language portfolio is a technology of personality-oriented learning aimed at developing students' skills in reflecting on the process and the results of their own academic work. The technology of the language portfolio is one of the most promising technologies for teaching foreign languages, which, in addition to increasing the motivation for independent educational activities, allows students to become aware of the responsibility for their formation as a person, and helps each student to realize



their potential. This promising learning tool is characterized by methodologists as an alternative form of control, which allows to obtain a dynamic picture of the educational and language development of students, as one of the possible ways to implement systematic self-control and integrate it in the process of teaching the English language.

The language portfolio is the basis of increasing the motivation for independent student activity in the study of a foreign language in order to further ensure the continuity of language self-education throughout life.

The language portfolio is:

"A package of working materials that represent a particular result of a student's learning activities in mastering a foreign language. Such a package of materials gives the student and teacher the opportunity to independently and jointly analyze and evaluate the student's workload and range of achievements in the field of language and culture learning, the dynamics of mastering the language studied in various aspects, as well as the experience of educational activity in this area."

"A method of fixing, accumulating and evaluating the individual achievements of the student in a certain period of his education.

"It is an instrument of self-esteem and the student's own cognitively creative work, reflection of his own activity.

The first attempts at a theoretical justification for using a portfolio to change the student's knowledge assessment system were made in the USA in the early 80s. At the initial stage, the portfolio strategy implied only a focused collection of diverse student work that would allow the teacher to gradually monitor the student's educational and production activities based on analysis of samples and products of his labor. From the very beginning, the portfolio was considered as an open system, which makes it possible to constantly update by changing the content of the headings, replacing the work with more successful and high-quality ones as the student's knowledge and skills increase when studying a specific topic module or after a certain period of time.

Further development of the portfolio system revealed its new capabilities. So in 1997, T. M. Cuse, a professor at the University of South Carolina, published the book "Measure for Measure," which provides an in-depth analysis of the portfolio's many-sided capabilities in mathematics and student knowledge. The book was the result of an analysis of many years of practical work on portfolio research. Experience has allowed the author to talk about different types of portfolios depending on their focus.

In 1998-2000, the Language Policy Division at the Council of Europe in Strasbourg developed and piloted the European Language Portfolio as a tool to support the development of multiculturalism and multilingualism. The European Language Portfolio is based on the document "Common European Framework of Reference", which was adopted by the Council of Europe in 1996 in Strasbourg. Its purpose is to describe the levels of proficiency in a particular language in accordance with existing international standards and to facilitate the comparison of different qualification systems. The main goal of the portfolio is to develop students' self-esteem skill when working with the level scale.

Portfolio allows you to:

- maintain a high educational motivation of students;
- strengthen the situation of success in educational activities, which contributes to the positive self-assertion of the individual, affects the formation of value attitudes;
- encourage their activity and independence,
- expand the possibilities of learning and self-learning;
- develop the skills of reflective and evaluative (self-evaluating) student activities;
- to form the ability to learn - to set goals, plan and organize your own educational



activities;

- To promote the individualization of education of students;
- lay additional prerequisites and opportunities for successful socialization;
- the student to keep a record of their language learning and independently assess their level using tables, set individual goals;
- create conditions for the manifestation of the student's creativity and his creative self-realization in the language, information and educational environment;
- to provide continuous study of language and culture in the context of variable language education.

The systematic gradual filling of the language portfolio implements the idea of lifelong education and acquires special significance when the student moves from one level of instruction to another.

Language portfolio increases the motivation of students, their responsibility for the results of the educational process, promotes the development of a conscious attitude of students to the learning process and its results. The language portfolio allows you to specify the goals of teaching foreign languages and, therefore, it is better to organize the learning process, teaches you to analyze the learning process together with students, based on the student's self-esteem, his needs and motivations, adjust the content of training, and find an individual approach to students.

References:

- 1.Council of Europe, 2011: European Language Portfolio: Principles and Guidelines. Strasbourg: Council of Europe
- 2.Fleming, M., and D. Little, D., 2010: Languages in and for Education: a role for portfolio approaches. Strasbourg: Council of Europe (Available at www.coe.int/lang)
3. NEWS INTERGOVERNMENTAL FORUM ? PROGRAMME AND DOCUMENTS)
- 4.Holec, H., 1981: Autonomy and foreign language learning. Oxford: Pergamon. (First published 1979, Strasbourg: Council of Europe.)
- 5.Janne, H., 1977: Organisation, content and methods of adult education. Strasbourg: Council of Europe.



THE INTERACTIVE METHODS AND PRINCIPLES OF FOREIGN LANGUAGE TEACHING.

Named after Islam Karimov
Tashkent State Technical University
Teacher of the Foreign Languages Department:
Xamroeva Nilufar Xamidullaevna

Abstract: English language is very important nowadays. More and more people need English to attend universities and colleges, because now everybody have an opportunity to get higher education abroad. New ideas in science and medicine happen so quickly that it is impossible to translate everything into different languages. International relations are extended and strengthened through the exchange of scientific, technical, and cultural information. In this situation, foreign language teaching is a matter of state significance. Teachers of foreign languages make their contribution to all aspects of education of pupils. There are some useful principles and methods of teaching foreign languages. Their role in the upbringing of the younger generation cannot be overestimated. The interactive methods of foreign language teaching is not only new or mysterious, new techniques but also new forms, new principles, new approaches, new methods in teaching process. Interactive training encourages and gives learners to create comfortable condition of learning, also learners feel their successfulness, develop creativity, intellectual and communicative abilities.

Key words: *interactive, teaching, method, abilities, bewildering, literacy, silent reading, intonation, accent, imitation.*

Introduction. The interactive method appeared in 1990. The interactive learning makes the process of learning productive that can be called a special form of organization of cognitive activities. It concerns very specific and predictable objectives. One of these is to create a comfortable learning environment in which learners feel their success, their intellectual consistency of training. The effectiveness of interactive learning techniques in teaching is increased by the requirement and demand for the successful classroom teaching. The interactive teaching methods contain a lot of effective activities and approaches which are directed to fast the teaching process and get success.

Communicative language teaching(CLT), also known as the Communicative Approach, emphasizes interaction as both the means and the ultimate goal of learning a language. The 'Communicative Language Teaching' is not so much a method on its own as it is an approach. In recent years, task-based language learning (TBLL), also known as task-based language teaching (TBLT) or task-based instruction (TBI), has grown steadily in popularity. TBLL is a further refinement of the CLT approach, emphasizing the successful completion of tasks as both the organizing feature and the basis for assessment of language instruction. [Kevin Yee. Language Teaching Methods, 2000]

Direct method (education)

The direct method was established in Germany and France around 1900 and are best represented by the methods devised by Berlitz and de Sauz?. The direct method operates on the idea that second language learning must be an imitation of first language learning, as this is the natural way humans learn any language - a child never relies on another language to learn its first language, and thus the mother tongue is not necessary to learn a foreign language. These methods place great stress on correct pronunciation and the target language from outset. Such methods rely on directly representing an experience into a linguistic construct rather than relying on abstractions like mimicry, translation



and memorizing grammar rules and vocabulary. Learning of writing and spelling should be delayed until after the printed word has been introduced, and grammar and translation should also be avoided because this would involve the application of the learner's first language. The method relies on a step-by-step progression based on question-and-answer sessions which begin with naming common objects such as doors, pencils, floors, etc. It provides a motivating start as the learner begins using a foreign language almost immediately. [Gladilina I. P. Some methods of working at the lesson of the English language.]

Today, innovative learning technologies are used in several ways. If we use them in a wide variety of topics and lessons, the lesson will be more effective and learners will be encouraged to do so. Of course, using the introduction and implementation of innovations in the learning process increase the effectiveness of education. The use of different roles and games in teaching foreign languages can also increase the interest in language learning. Working in pairs or small groups helps learners communicate with others.

Role-plays, projects, video situations can greatly widen our horizons of creativity within the suggested methods. The system of role-plays is a valuable approach because it is very motivating and integrates all the language skills. It encourages the learners to work independently and together and involves genuine communication. More over role-plays take an opportunity of using performances in the learning process. This method encourages cooperation and sharing of the ideas and skills within the group.

Work on the project is a creative process. Students co-operating with each other are engaged in search of problem solving significant for them. In majority of cases, it demands from learners an independent transfer of knowledge, skills and abilities to a new context of their use. Therefore, it is possible to confirm with confidence that at learners there develops a creative competence as an indicator of communicative foreign language skills. Thus in educational process such situation is created in which the use of a foreign language by students is natural and free, such as it acts in native language.

Principles for effective teaching and learning foreign language

Over the last twenty years, FLT methodology has developed very rapidly and has been subject to changes and controversies that teachers often find bewildering. What teachers need is to know new methods and effective approaches. It was in recognition of this need that not only teachers but learners also need to know beforehand. In addition to that, language is not a subject of factual information or a store house of contents but a skill. Hence, its teaching requires a different treatment and different method of approach. [Jeremy Harmer. "How to teach English?" Longman]

Both teachers and learners have to keep before them certain principles for effective teaching and learning foreign language:

Principles of teaching English as a foreign language: Mother tongue is always learnt easily because there is natural environment around. But this is not true about a foreign language. The child learns this language in his English classes held four or six periods a week. Therefore, it becomes difficult for him to learn the language. Consequently, a natural environment would be proceeded by:

- 1.Talking to students in the target language in the class, playground etc.,
- 2.Arranging group discussions.

Principles of habit formation: "Language is essentially a habit forming process, a process during which we acquire new habits."

An attempt should be made to form habits in the students for learning a language by the following processes:

- (1) Habit of listening to and distinguishing between sounds.



- (2) Habit of speaking with proper intonation and accent.
- (3) Habit of silent reading.
- (4) Habit of using correct grammar.
- (5) Habit of imitation.
- (6) Habit of using words in their proper contexts.
- (7) Habit of repeating
- (8) Habit of correct pronunciation

Make all lessons interesting and attractive: This principle is as important for the teaching of English as for any other subject. In the earlier stages, lessons can be made interesting and attractive. Wren says, "by utilizing objects and pictures interesting to the class, as subjects conversation, by allowing all boys to do something as well as to say something, by giving fullest play, within the limits of good discipline of the childish instinct for activity change and movement, interest can be aroused and maintained." [Miralyubov A.A "Theoretical principles and methods of teaching foreign languages" M.1982]

The principles of correlation with life: While teaching the subject, matter should be related to life, customs, traditions, peculiarities and characteristics of the particular society to which the students belong. In this way, teaching can be more meaningful and learning can be transferred to real life situations.

Inspirational motive: Language teaching should be based on inspirational motive. The inspiration should lead the learner to learn more with the zeal of an internal urge. Language teaching should also be based on similar inspirational motive. The teacher and the pupil should consider language link as source of inspiration for life.

These are various principles of foreign language teaching. If the teacher wants to teach successfully in the class, he must follow these principles in teaching.

Conclusion

Interactive teaching methods and principles of foreign language teaching are amore advanced mode of teaching. The process of teaching in the classroom is to bring into full play both the initiative of teachers and students, through dialogue, discussion, and so on in order to achieve a variety of ways of the exchange of thought, emotion and information, thus to achieve the best learning effects.

References

1. Shukin A.N. Teaching Foreign Languages: Theory and Practice. Tutorial for teachers and students. M. Filomatis, 3 edition.
2. Kevin Yee. Language Teaching Methods, 2000.
3. Gladilina I. P. Some methods of working at the lesson of the English language// Foreign languages at school №3 2003
4. Richards, Jack C.; Theodore S . Rodgers. Approaches and Methods in Language Teaching. Cambridge UK, 2001.
5. Miralyubov A.A "Theoretical principles and methods of teaching foreign languages" M.1982
6. V. Rivers. "The interactive methods of teaching "
7. Jeremy Harmer. "How to teach English?" Longman



USEFUL STRATEGIES FOR IMPROVING LEARNERS' FLUENCY IN READING

Xolmaxmadova Nilufar
Navoiy shahar, 10-maktab o'qituvchisi
NDPI 1-bosqich magistranti

Annotation. This article is about improving one of the language skills of reading. It is known that most of the learners complain coming across difficulties to increase reading skills. There given the best ways and useful strategies to develop young learners reading skills.

Key words: Fluency, Model fluent reading, Repeated reading, Repeated reading, Student-adult reading, choral, partner reading.

Reading is considered to be one of the language skills. Most of learners come across different obstructions while improving their reading skill. The best strategy for developing reading fluency is to provide students with many opportunities to read the same passage orally several times. To do this, you should first know what to have your students read. Second, you should know how to have your students read aloud repeatedly. As a future teacher, I will show following strategies below to support this article.

First of all, we should provide learners with opportunities to read and reread a range of stories and informational texts by reading on their own, partner reading, or choral reading. Then we can introduce new or difficult words to learners, and provide practice reading these words before they read on their own. In addition, we may include opportunities for learners to hear a range of texts read fluently and with expression.

Fluency develops as a result of many opportunities to practice reading with a high degree of success. Therefore, our students should practice rereading aloud texts that are reasonably easy for them - that is, texts containing mostly words that they know or can decode easily. In other words, the texts should be at the students' independent reading level. A text is at students' independent reading level if they can read it with about 95% accuracy. If the text is more difficult, students will focus on word recognition and will not have an opportunity to develop fluency. The text our students practice rereading orally should also be relatively short - probably 50-200 words, depending on the age of the students. We should also use a variety of reading materials, including stories, nonfiction, and poetry. Poetry is especially well suited to fluency practice because poems for learners are often short and they contain rhythm, rhyme, and meaning, making practice easy, fun, and rewarding.

Model fluent reading - by listening to good models of fluent reading, students learn how a reader's voice can help written text make sense. A teacher should read aloud daily to his or her students. By reading effortlessly and with expression, they are modeling for their students how a fluent reader sounds during reading.

Repeated reading - after teachers model how to read the text, they must have the students reread it. By doing this, the students are engaging in repeated reading. Usually, having students read a text four times is sufficient to improve fluency. Remember, however, that instructional time is limited, and it is the actual time that students are actively engaged in reading that produces reading gains.

Activities for students to increase fluency

There are several ways that students can practice orally rereading text, including student-adult reading, choral (or unison) reading, tape-assisted reading, partner reading,



and readers' theatre.

Student-adult reading

In student-adult reading, the student reads one-on-one with an adult. The adult can be you, a parent, a classroom aide, or a tutor. The adult reads the text first, providing the students with a model of fluent reading. Then the student reads the same passage to the adult with the adult providing assistance and encouragement. The student rereads the passage until the reading is quite fluent. This should take approximately three to four rereadings.

Choral reading

In choral, or unison, reading, students read along as a group with you (or another fluent adult reader). Of course, to do so, students must be able to see the same text that you are reading. They might follow along as you read from a big book, or they might read from their own copy of the book you are reading. For choral reading, choose a book that is not too long and that you think is at the independent reading level of most students. Patterned or predictable books are particularly useful for choral reading, because their repetitious style invites students to join in. Begin by reading the book aloud as you model fluent reading. Then reread the book and invite students to join in as they recognize the words you are reading. Continue rereading the book, encouraging students to read along as they are able. Students should read the book with you three to five times total (though not necessarily on the same day). At this time, students should be able to read the text independently.

Partner reading

In partner reading, paired students take turns reading aloud to each other. For partner reading, more fluent readers can be paired with less fluent readers. The stronger reader reads a paragraph or page first, providing a model of fluent reading. Then the less fluent reader reads the same text aloud. The stronger student gives help with word recognition and provides feedback and encouragement to the less fluent partner. The less fluent partner rereads the passage until he or she can read it independently. Partner reading need not be done with a more and less fluent reader. In another form of partner reading, children who read at the same level are paired to reread a story that they have received instruction on during a teacher-guided part of the lesson. Two readers of equal ability can practice rereading after hearing the teacher read the passage.

Reference:

- 1."A Course in Modern English Lexicology" R.S.Ginzburg, Moscow 1979
- 2.Buronov J. "Ingliz va O'zbek tillari qiyosiy grammatikasi". Toshkent, O'qituvchi - 1973yil
- 3.McArthur, Tom (ed) 1992. The Oxford companion to the English language. Oxford University Press.
- 4.Crystal, David 1995. The Cambridge encyclopedia of the English language. Cambridge University Press.



YOSHLARDA KITOBOXONLIK MADANIYATINI SHAKLLANTIRISH

Xonkeldiyeva O'g'loy Xoshimjanovna
Chortoq tuman 19-maktab ona tili va adabiyoti fani o'qituvchisi

"Bugun ktubxonada kitob o'qiyotgan bola, ertaga televizor ko'rib o'tirgan o'n nafar bolani boshqarishi mumkin"

Sh. Mirziyoyev

Ushbu maqola mamlakatimizda kitobxonlikka berilayothan e'tibor va yoshlarning kitob mutolaasi, respublikamizda tashkil etilyotgan "Kitobxonlik tanlovlari"ga qaratilgan. Maqola barcha fan o'qituvchilari hamda talabalarga mo'ljallangan.

Tayanch iboralar: Kitob, qaror, chora-tadbir, ilm-fan, mutolaa madaniyati.

Kitoblar yosh avlodni hayotga to'g'ri munosabatda bo'lishga o'rgatadi, bolaning dunyoqarashini shakllantirishga yordam beradi, xarakterini tarbiyalaydi. Ilm fanga muhabbatini oshiradi. Kitob xalqimizning o'tmishi, ilg'or madaniyatimiz, fan va texnikamiz yutuqlari bilan tanishtiradi, faxr-iftixor tuyg'usini o'stiradi. Shu bilan bir qatorda, O'zbekiston Respublikasi rezidentining 2017 yil 13 sentyabrdagi "Kitob mahsulotlarini nashr etish va tarqatish tizimini rivojlantirish, kitob mutolaasi va kitobxonlik madaniyatini oshirish hamda targ'ibot qilish bo'yicha kompleks chora-tadbirlar dasturi to'g'risida"gi PQ-3271-sonli qarorida belgilangan vazifalar ijrosini ta'minlash maqsadida axborot-kutubxona va axborot-resurs markazlari kitobxonlarni kitob, kitob tarixi, kitob ishi, kitob o'qish madaniyati haqidagi ma'lumotlar bilan tanishtirish hamda mustaqil fikrlash malakalarini shakllantirishlari muhim ahamiyat kasb etadi.

Yosh avlod hayotida media muhit rolining ortib borishi kitob o'qishga bo'lgan munosabatni o'zgartirib yubordi. Butun o'quvchilarning mutolaasi bosma nashrlar: kitoblar, jurnallar, gazetalar, risolalargina emas, balki kompyuter savodxonligi bilan bog'liq, tarzda kechmoqda. Ekran madaniyati o'smirlarning mutolaasiga kuchli ta'sir etib, ularni kitobxonlik ustuvorliklarini ma'lum darajada belgilab bermoqda. Yoshlarning kitobxonlik odatlarining tubdan o'zgarish jarayonida, bolalar kitob o'qishiga xos tavsiflarning barchasi jadal o'zgarmoqda. Mutolaa maqomi o'zgardi - o'quvchilar kitobga ommaviy kommunikatsiya vositalaridan biri sifatida qaray boshladilar. Shuningdek, mutolaa davomiyligi ham o'zgardi - yoshlarning bo'sh vaqtida tarkibida kitob mutolaasi vaqtin uzaydi; mutolaa xarakteri o'zgardi - mutolaa mazmunli, mavzuli bo'lib bormoqda; bundan tashqari, mutolaa repertuari ham o'zgardi kitobxonlar mutolaasi ko'proq tarixiy va badiiy bo'lib, ilgari adabiy asar o'qiyotganlar hissasi asosan maktab dasturi hisobiga edi, hozir bu ko'rsatkich ham sekin o'sib bormoqda; faqat davriy matbuot asarlarini o'qish bilan chegaralanayotgan o'smirlar soni kamayib bormoqda.

Mutolaadan yangi kuch-g'ayrat olish uchun oldiniga kuch sarf etmoq, o'zingni yanada yaxshi tushunmoq uchun avvaliga o'zingni "yo'qotmoq" kerak bo'ladi. Agar har bir o'qilgan kitob quvonch va alam, shijoat va ruhiy tazarru keltirmasa jahon adabiyoti tarixini bilishdan ma'no yo'q. Mulohaza qilmasdan o'qish - hushmanzara tabiat qo'ynida ko'zni bog'lab yurishga o'xshaydi. Biz o'zimizni va turmushimizni unutish uchun emas, hayot jilovini yanada ongli ravishda anglash uchun o'qishimiz kerak.

Kitob tanlashda, birinchidan, bolaning yoshi, psixologiyasi, qiziqishi, didini hisobga olish, ikkinchidan, tanlangan kitobdagagi she'r va boshqa janrdagi asarlar bola nutqini, so'z boyligini oshiradigan qiziqarli, ta'sirchan savyada, rasmlarga boy bo'lishiga e'tibor berish kerak. Kutubxonada odatda, kichik yoshli o'quvchilarni o'qituvchilar kitob



saqlanadigan joy, ya'ni kutubxonaga ekskursiyaga olib borishlari lozim. Kutubxonachi esa o'quvchilarni kutubxonaga jalb qilish uchun ularga qiziqarli qilib suhabat uyuştirishlari kerak. Ularga kitoblarning joylashishi, kitob tanlash yo'llari, kutubxonadan foydalanish qoidalari, kitobko'rgazmalari bilan tanishtirish davomida ularga kutubxonada tashkil qilinayotgan qiziqarli ishlar haqida ham batafsil gapirib berishlari lozim. Bolani kitobga qiziqtirishning yo'llari juda ko'p. Bularidan biri ifodali o'qish va so'zlab berishdir. Mashhur pedagoglar ifodali o'qiy bilish va mahorat bilan yaxshi hikoya qilishni badiiy adabiyotning g'oyaviy-badiiy fazilatlarini oshib beruvchi eng foydali usullardan biri, bolani kitobga qiziqtiruvchi ta'sirli vosita deb hisoblaydilar. Ifodali o'qishning yana bir samarali tomoni shundaki, yuqorida ta'kidlaganimizdek, kichik yoshdag'i bolalar o'qishdan ko'ra eshitishni ma'qul ko'radilar. Bundan tashqari kitobni o'qib bergen kishining intonatsiyasi, o'qish texnikasi yuqori bo'lsa, asar mazmuni bolalarga tez singadi va ular ham yaxshi o'qishga intiladilar. Agar o'qilgan matn yoki asar so'zlab berilsa, bolalar kitob mazmunini teranroq tushunib oladilar va o'zlari ham so'zlab berishga o'rGANADILAR.

Bolalarda o'qish madaniyatini tarbiyalashning yo'llaridan yana biri, o'qilgan kitoblar haqida suhbatlashish bu orqali esa ijodiy fikr lashga ta'sir o'tkaziladi. Suhbat odatda, bola kitobni mustaqil o'qiganidan so'ng olib boriladi. Suhbatda avvalo, kitob va uning muallifi haqida qisqacha ma'lumot beriladi, ba'zi tarixiy shaxslarga to'xtalib o'tiladi, geografik nomlar, joylarga diqqat qilinadi. Asar mustaqil o'qilgan bo'lsa, bola uni qanchalik tushunganini sinab ko'rildi. Shu maqsadda u kitobdagi qahramonlar va voqealarni eslab qolgan-qolmaganini

tekshirish uchun savollar berilib, bu savollarga birgalikda javoblar topiladi.

Foydalilanigan adabiyotlar:

1. Erkin va farovon, demokratik O'zbekiston davlatini birgalikda barpo etamiz. T. 2017 -yil
2. 2017-2021 yillarda O'bekiston Respublikasini rivojlantirishning beshta ustivor yo'nalishi bo'yicha harakatlar strategiyasi .
3. Azizzxo'jayeva N. N. O'qituvchi mutahhasisligiga tayyorlash texnologiyasi-T., 2000
4. Saidaxmedov N. S. Yangi pedagogic texnologiyalar-T., Moliya . 2003



ZAMONAVIY TA'LIM TIZIMIDA CHET TILLARIDAN UNUMLI FOYDALANISHNI SHAKLLANTIRISH

Ro'zimurotova Nazira To'xtayevna

Halimova Marhabo Akramovna

Navoiy viloyati Qiziltepa tumani 26-maktab

Ingliz tili fani o 'qituvchilari

Annotatsiya: Ushbu maqolada zamonaviy ta'lismida chet tillaridan foydalanishni shakllantirish xususida fikr yuritilgan .

Kalitso'z: zamonaviy ta'lism , pedagogic texnologiya ,metodologiya

Respublikamizda amalga oshirilayotgan keng ko'lamli islohotlar orasida ta'lism va tarbiyaga maorifga va uning ta'limiy-ilmiy rivojlanayotgan tarmoqlariga alohida e'tibor bilan qaralmoqda. Ta'limga texnologiyani olib kirish butun XX asrdan rivojlnana boshladi. Ta'lim - tarbiya jarayonini shakllantirishda amalga oshiriladigan tadqiqotlarda xalqimizning o'tmishda yaratilgan ma'naviy, axloqiymerosi, ta'lim- tarbiya nazariyasiga oid qarashlarni ilmiy va nazariy jihatdan o'rganish va uni ta'lim jarayoniga tadbiq etishning yo'l, vosita va metodlarini amalga oshirish muhim ahamiyatga egadir. Fan metodologiyasi uchun metodlar juda ham muhim hisoblanadi.

Chunki insoniyat tarixidagi qadimgi davrdan rivojlanib kelgan yuksak darajada taraqqiy etgan ta'lim- tarbiya borasidagi umumbashariy fikrlar, g'oyalar va qadriyatlar o'tmishda shakllangan. Abdulla Avloniy aytganidek "Har bir millatning dunyoda borligini ko'rsatadigan oyinayi hayoti til va adabiyotidir" . Shu boisdan ham bunday qarashlar, fikrlar mafkuramizga, dunyoqarashimizga, ongimizga va umuman mentalitetimizga to'la mos keladi. Shu o'rinda yurtimizda amalga oshirilayotgan chet tillarni o'qitish borasidagi qilinayotgan yangicha ishlar, yangi pedagogic texnologiyalardan ta'limda qo'llash va tadbiq etish bugungi kundagi barkamol avlodlarning ongida ona tilini o'rganish bilan bir qatorda yoshlарimizni dunyo yoshlari bilan bemalol raqobatlasha olishida, komil inson bo'lishida, o'z fikrini jahon tillarida bemalol ayta olishida ijobjiy ahamiyat kasb etmoqda.

Chet tillarnio'rganishdaturlixilusullar ,o'yinlar krossvordlarni dars jarayonida qo'llash juda foydali .

Chunki har bir o'quvchi chet tilini o'zlashtirish ta'lism nuqtayi nazardan murakkabdek ko'rindi Shu

sababli o'quvchilar ingliz tilini o'rganishda qiynalmasligini ta'minlash maqsadida o'yin usulidagi metodlar

(Brainstorming , Klaster Aquarium... vaboshqalar)dan foydalanishmaqsadgamuvofiq.

Bularniqo'llashorqaliavvaloo'quvchingfangabo'lganqiziqishiortadi, so'z boyligi ko'payadi va nutqiy faoliyatni o'sishida ijobjiy samara beradi .Step by step (qadam - qadam), Spelling dictation (harflabaytishdiktanti), Running dictation (harakatlanuvchidiktant), usullari lug'at boyligini oshiradi va xotirani mustahkamlashda foydalanishimiz mumkin bu orqali o'quvchilar ham darsda juda faol bo'lishadi.Darslarda o'qituvchikoptokdan foydalanib turlixilsavol -javoblar qilishiham mumkin bunda savol berib so'ng koptokni o'quvchilarga uloqtiradi va koptokni olgan o'quvchi savolgajavobberadi.

Foydalanilgan adabiyotlar:

1.Diann Larsen - Freeman "Techniques and Principles in language Teaching" Oxford,



1986

- 2.Penny Ur. Andrew Wright "Five-minute activities" Cambridge, 1996
- 3.Andian Doff "Teach English" Cambridge, 1994



YOZGI TA'TIL DAVRIDA TASVIRIY SAN'AT TO'GARAKLARINI ONLAYN OLIB BORISH

Raxmatullayeva Dilshoda Boltaboyevna

19-son o'rta ta'lim maktabi tasviriy san'at fani o'qituvchisi

Xorazm viloyati Urganch shahri

dilshodaa1606@gmail.com

Annotatsiya. Ushbu maqolada maktab o'quvchilarini masofaviytasviriy san'at to'garaklariga jalb qilish va yozgi ta'til davridagi bo'sh vaqtlanini mazmunli o'tkazishga qaratilgan ma'lumotlar berilgan. Shuningdek , internet va tasviriy san'at haqida ham bayon etilgan.

Kalit so'zlar:Masofaviy ta'lim, onlayn to'garak, yozgi ta'til, internet, tasviriy san'at, to'garak faoliyati, yosh avlod, o'qituvchi, rassom

Bugungi kunda ta'lim tizimida o'qitishning masofaviy shakliga katta ahamiyat berilmoqda.Bu albatta, internet tizimi orqali amalga oshirilmoqda. Insonni o'qitish va tarbiyalashda qanday ta'lim-tarbiya shaklidan foydalanilmasin, pedagogika, psixologiya, didaktika va xususiy uslubiyatning qonuniyatlariga mos kelishi va ularni o'zida mujassamlashtirishi kerak. Internetdan foydalanuvchilarni shartli ravishda ikki toifaga ajratish mumkin. Birinchi tofadagilar kasbi talabidan kelib chiqqan holda yoki ilmiy tadqiqotlari uchun muhim ma'lumot va axborot olish va onlayn tarzda bilim o'rganish maqsadida internetga murojaat qilayotganlar bo'lsa, ikkinchi tofadagilar shunchaki qiziqishiga ko'ra, deylik, pornografik,tanishuv saytlariga kirib yoki onlayn o'yinlar bilan kun o'tkazish kayfiyatida bo'lganlardir.Dunyoning har bir nuqtasida sodir bo'lgan voqeа, yangilik xususida yetarli axborot olishimiz uchun atigi bir necha soniya kifoya.

O'sib kelayotgan yosh avlodni yetarli axborot olishimiz uchun atigi bir necha soniya kifoya. O'sib kelayotgan yosh avlodni yetarli axborot olishimiz uchun saqlash uchun ularni bo'sh vaqtlanini qiziqarli va mazmunli o'tkazish maqsadida to'garaklarga jalb qilish zarur.Ayni paytda muktab o'quvchilarining yozgi ta'til davrini mazmunli o'tkazish maqsadida to'garaklarni masofaviy tashkil etish yo'lga qo'yildi.O'quvchilar uyda o'tirgan holda to'garaklarga a'zo bo'lib,iste'dodlarini oshirish va onlayn tarzda turli rasm bo'yicha tanlovlarda ishtirok etish imkoniyatiga ega bo'ldilar.

To'garaklarda rejaga o'quvchilar bajara oladigan ishlar kiritilishi lozim. O'qituvchining asosiy vazifasi- amaliy natijalar beruvchi faol ishlarni ta'minlashdir.Ishda har xil: o'qituvchi va o'quvchilarning tabiiy yoki tasviriy ko'rgazmali qurollar namoyish qilish va og'zaki bayon qilishi, amaliy o'quv ko'nikmalarni shakllantirishga qaratilgan o'quvchilarning foydali mehnati va boshqa metodlar to'g'ri uyg'unlashtirilishi lozim.

Masofaviy to'garaklar muvaffaqiyatli samara berishida mashg'ulotlar o'tkazishga puxta tayyorlanish katta ahamiyatga ega.Birinchi mashg'ulot o'tkazish oldidan o'quvchilarga onlayn tarzda to'garak o'tkazish vaqtini to'g'risida eslatish, to'garak vazifalari bilan o'quvchilarni tanishtiruvchi kirish suhbatining barcha jihatlarini o'ylab chiqish zarur.To'garakning ish rejasini tuza turib, mo'ljallangan mavzuni o'quvchilar bilan muhokama qilish va ularning takliflarini hisobga olish lozim. To'garak yoz faslida o'tkazilishini e'tiborga olgan holda,

"Yosh rassom" to'garagi rejasida kop'roq tabiat manzarasi, naturmort portret, maishiy, animalistik janrlarga urg'u berish tavsiya etiladi.Rasm chiza olish-tasavvur qila olish degani. Kompozitsion o'lchovni amalga oshirish uchun maqsadga yo'naltirilgan tasavvur rasm yo'lini oshiradi, rasm esa- rassom moxirligini shakllantiruvchi vosita.

Ma'naviy sog'lom yosh avlodni, bo'lajak vatanparvarlarni tarbiyalash o'qituvchi zimmasiga yuklanadi. U nafaqat bilimdon yoshlarni tarbiyalashi, balki eng avvalo, ana



shu bilimlarni o'zi mukammal egallab olgan shaxs bo'lishi zarur. Shu jumladan, tasviriy san'atga qiziqishi baland o'quvchining ham eng asosiy vazifasi o'qituvchi - rassom uchun zarur bo'lgan bilim va malakalarni puxta egallahdir. Shuningdek, ijodkor o'qituvchi oldiga o'sib kelayotgan avlodni badiiy barkamol, yuksak didli, olam va san'at go'zalliklarini to'g'ri tushuna oladigan tarzda tarbiyalash asosiy vazifa qilib qo'yiladi. Tasviriy savodxonlik asoslari borliqni ijodiy o'zlashtirish jarayonida amalga oshiriladi. Rassom tasviriy san'atning qaysi turida ijod qilmasin uning ishi birinchi bosqichda qalam eskizlari va kompozition chizmalardan boshlanadi. Fikrni eskizga aylantirish uchun rassomda kenglikni tasavvur qilish qobiliyati o'ta rivojli, rasmga erkin egalik qilish, ijodiy tasavvurning kuchi bo'lishi shart. Buning uchun to'garak uy vazifalarida ko'roq homaki tasvirlar ishslash yuklatilishi lozim.

O'qituvchi tomonidan rasm chizish ko'rgazmalilik tamoyilining muhim vositalaridan biri bo'lib hisoblanadi. Onlayn darslarda yangi mavzuni og'zaki tushuntirish bilan bir qatorda qisqa muddat ichida chizilgan tasvir o'quvchilarni idrok qilish jarayonini tezlashtiradi. Chizuvchi qog'ozda shakllarning tuzilish qonuniyatlarini, naturani chizish ketma-ketligini chizib ko'rsatishi zarurdir. Ma'lumki, qalamtasvir darslarida chiziladigan barcha naturalar ma'lum ketma-ketlik asosida tasvirni qurishni talab qiladi. Onlayn dars to'garagida rasm chizish ham xuddi shunday ma'lum ketma-ketlikka rioya qilishni talab etadi. Birinchi bosqichdan boshlanadigan qalamtasvir bo'yicha o'quv topshiriqlari perspektiva, plastik anatomiya kabi ilmiy bilim asoslari bilan chambarchas bog'liqdir. Shu bilan birgalikda o'quvchilar o'qituvchi rahbarligida va mustaqil ravishda qalamtasvir va rangtasvir turlari bo'yicha o'quv adabiyotlarini o'rganishlari maqsadga muvofiqdir. O'quvchilarni rasm bajarish jarayonida didaktik tamoyillarning asosiy qoidalaridan biri bo'lgan ketma-ketlik usulini qo'llashga o'rgatish zarur. Bu haqda XIX asrning buyuk rus rassom-pedagogi P.Chistyakov shunday degan edi: "Har qanday ish doimiy tartibnitalabetadiki, isho'rtasidanyokiturli predmetlarni tasvirlash oxiridanemas, balki engboshidan, assosidan boshlanadi. Ishdatartibbzulishzararyetkazadi, adashtiradivashnibuzadi".

Yuqorida gilardan xulosa qilib shuni ta'kidlashimiz lozimki, rasmasoslarinio'r ganishjarayonidabo'lajakrassomlar natura(narsaningo'zigaqarab), xotira-tasavvurdanchizishnio'r ganishlari va fazoviy tasavvur qilish qobiliyatini oshirishlari lozim. Shu bilan birgalikda tuman, shahar, viloyat Respublika miyosidagi tanlovlarda ishtiroy etib borish iste'dodlarni yangi qirralarini ochib berishga xizmat qiladi.

Foydalanilgan adabiyotlar

1."Mahoratli pedagog" Ta'lism-tarbiya yo'nalishidagi ma'naviy-ma'rifiy , ilmiy-metodik nashr -N.Ro'ziboyeva "Internetdan foydalanish madaniyati". Toshkent- 2018 Avgust 8-son. 18-bet

2."Sinf rahbari" Ta'lism-tarbiya yo'nalishidagi ilmiy-uslubiy nashr. Xurshida Sobirova "To'garak qanday tashkil etiladi " Toshkent -2019. 4-son 14,15-bet

3.Qobilov Shavkat Rashidovich. "Tasviriy san'at o'qitish metodikasi". (pedagogik tasvirlar ishslash) Toshkent-2014 8,14,35-bet.

4.1."Mahoratli pedagog" Ta'lism-tarbiya yo'nalishidagi ma'naviy-ma'rifiy , ilmiy-metodik nashr - N.Ro'ziboyeva "Masofaviy o'qitishning o'ziga xos didaktik ta'liloti". Toshkent- 2018 may 5-son. 9-bet



ОСОБЕННОСТИ АМЕРИКАНСКОЙ ФАНТАСТИКИ ПЕРИОДА СТАНОВЛЕНИЯ РОМАНТИЗМА

А.Абдиразакова, учительница
Средней школы №9 Кегейлийского района

Аннотация: В данной статье говорится об особенностях американской фантастики в период становления романтизма, особо отмечается произведения Вашингтона Ирвинга.

Ключевые слова: фантастика, Американская литература, Ирвинг, романтизм, литература.

В первой четверти 19 века Американская литература только начинала обретать свое национальное своеобразие. И именно поколению романтиков выпало завоевывать американской литературе международное признание. Но сначала нужно найти специфические для Америки художественные проблемы и специфические способы их воплощения. Вашингтон Ирвинг в этом отношении сыграл роль, которую трудно переоценить. Стоя у истоков американской литературы и являясь родоначальником американской новеллистики, Ирвинг безусловно заслуживает внимательного изучения своего творчества с иными литературными школами и процессами.

До Ирвинга американский писатель рассказывал о своей стране, беззаботно заимствуя у англичан повествовательные формы и поэтический язык. Американская реальность находила отражение разве что в виде колоритных мелких штрихов или мимолетных упоминаний о той или иной особенности местных порядков и нравов. Романтики отвергли подражание английским образцам. Задачей художника они провозгласили постижение американской истории и мышления, психологии, характера американцев.

И именно Ирвинг первым осознал эту задачу как главную.

Как и в Европе, романтизм в Америке выразил горечь обманутых высоких надежд: то царство гуманности, которое должно было родиться из очистительного огня революций XVIII века, на поверку оказалось лишь торжеством расчетливого и деловитого филистера-коммерсанта. Романтиков влекло прочь от будничности, где властвовал презираемый ими "здравый смысл", насаждающий благопристойную посредственность. И они погружались в воспоминания об иных, более гармоничных эпохах истории, на крыльях фантазии уносясь далеко от грубого прозаизма буржуазной повседневности.

"Но в этих озарениях божественной фантазии, - пишет А. Зверев, - в этих бегствах от обыденности было у американских романтиков нечто весьма своеобразное, свойственное лишь культуре заокеанской республики" [2]. Для поколения Ирвинга революция 1776 года была близким по времени историческим событием. Перспективы, открывающиеся за этим рубежом, еще могли казаться светлыми и радостными, а пороки быстро развивавшейся буржуазной цивилизации еще воспринимались как случайное заблуждение - не больше. Поэтому фантазия ранних американских романтиков устремлялась не столько в какой-то идеальный, сказочный мир, сколько в реальную и сравнительно недавнюю эпоху, когда Америку еще не затронули веяния "прогресса" и она, кажется, оставалась той "обетованной землей", о которой, по выражению Ф. Энгельса, грезили "безземельные миллионы Европы" [4]



Соответственно этому особую колоритность обретает американская фантастика как ответвление романтизма. После недолговременных проявлений предромантических тенденций ("готический" роман Чарлза Брокдена Брауна "Артур Мервин, или Мемуары 1793 г.", 1800) с гипертрофированными формами в изображении зла, в американском романтизме утверждается фантастический жанр с более пропорциональными формами изображения зла, где сверхъестественное сочетается с обыденным, а демоническое - с жизненно-конкретными деталями. Соединение просветительских и предромантических начал проявилось в творчестве Хью Генри Брекенриджа, автора романа "Современное рыцарство, или Приключения капитана Джона Фарраго и Тига о Ригана, его слуги" (1792, 1815) и в произведениях раннего Вашингтона Ирвинга. [3]

Фантастика периода раннего американского романтизма в основном характеризуется сочетанием мифологических американских мотивов с реалистическим колоритом жизни ранних поселенцев. Это сочетание особенно заметно в зрелом творчестве элементы мрачной безысходности, ужаса, примером чего может служить творчество Э. По, то в раннем периоде ее зарождения преобладают жизнерадостные, светлые тона. Фантастика сводится к описанию необычного, удивительного, легендарного к сочетанию "сожительства" местных легенд и реальной конкретики, либо к описанию вымыщленных историй. В ней царит дух приключений, юмора, иронии по поводу бытующих суеверий и в то же время жажда познания нового, неведомого, чем представлялась для поселенцев вся Америка с ее опасными реками, огромными неосвоенными просторами, девственными лесами, пропадающими неизвестно куда кораблями и людьми. Миф создавала сама жизнь, который, перекочевывая на страницы книг, наполнял американскую фантастику особым национальным своеобразием.

Итак, изучив рассказы В. Ирвинга убедиться, своеобразие раннего Ирвинга-романтика сказалось в том, что он создал в своих произведениях особый мир, не похожий на действительность, его окружавшую. "Он, - как отмечает М.Н. Боброва, - обладал тонким даром поэтизировать обыденность, набрасывать на нее нежный флер таинственности и сказочности". [1]

Библиография

- 1.Боброва М.Н. Вашингтон Ирвинг // История американской литературы: В 2 т. Т.1. / Под ред. Проф. Н.И. Самохвалова. -М.: "Просвещение", 1971.- 343 с.
- 2.Зверев А. Вашингтон Ирвинг // Ирвинг В. Новеллы (пер. А.Бобровича).- М.: Изд-во "Правда", 1987.- С.3-14.
- 3.Ирвинг В. Новеллы (пер. А. Бобовича). - М.: Правда, 1987. - 352 с.
- 4.Лукин А., Рынкевич Вл. В магическом лабиринте сознания. Литературный миф XX века // Иностранная литература. - 1992.- № 3. -С. 234-249.



АКТУАЛЬНОСТЬ ИЗУЧЕНИЯ РОЛИ ЯЗЫКА В ПОСТРОЕНИИ ЯЗЫКОВОЙ КАРТИНЫ МИРА

Холмурадова Лейла, доктор философии (PhD)
Самаркандский Институт Иностранных Языков

Аннотация. Язык является хранителем культуры народов, именно поэтому язык играет огромную роль в формировании гармонично развитого поколения. Всякая культура национальна и ее национальный характер отражается в языке посредством особого мировидения нации.

Ключевые слова: национальная особенность, картина мира, язык.

Прежде чем определить национальную особенность, или своеобразие современного английского и французского языков, необходимо дать определение самому понятию "свое-образие". Своеобразие - это все то, что отличает один предмет от всех других предметов. Следовательно, это явление присущее лишь данному языку и отсутствующее во всех остальных языках мира или чем-то отличающееся от параллельного явления во всех остальных языках.

Специфические особенности национального языка создают для носителей этого языка специфическую окраску мира, обусловленную национальной значимостью предметов и явлений, а также отношением к ним, которое зависит от образа жизни и национальной культуры данного народа.

Таким образом, язык связан со всей жизнедеятельностью человека. Язык важен как для этнического, так и для национального развития народов. Неоспорима роль языка для нации.

Одна из основных функций языка на наш взгляд - это отражение культуры человека. Язык является хранителем культуры народов, именно поэтому язык играет огромную роль в формировании гармонично развитого поколения. Всякая культура национальна и ее национальный характер отражается в языке посредством особого мировидения нации.

Мысль о том, что воссоздание картины мира является необходимым условием жизнедеятельности человека, высказывалась и А.Эйнштейном: "Человек стремится каким-то адекватным способом создать в себе простую ясную картину мира для того, чтобы в известной степени попытаться заменить этот мир созданной таким образом картиной. Этим занимаются художник, поэт, теоретизирующий философ и естествоиспытатель, каждый по-своему. На эту картину и ее оформление человек переносит центр тяжести своей духовной жизни..." [А.Эйнштейн, 1968. С.124]

Картина мира - это определенная модель мира развития человеческого общества в определенную историческую эпоху. В данной модели преобладают такие универсальные понятия, как время, пространство, судьба, число и т.д. У каждого народа существует свое временное восприятие и анализ исторических событий, произошедших с конкретной нацией в определенную историческую эпоху. Данная картина мира тесно связана с культурой, традициями, вероисповеданием, а главное, с территорией проживания данного народа.

Каждому индивиду конкретной исторической эпохи присуща собственная картина мира, хотя человек и воспринимает мир, прежде всего через призму общественного опыта. Человек, являясь социальным существом и находясь в постоянном процессе коммуникации, получает в процессе общения готовое мировоззрение, в формировании которого сам участия не принимал. С каждым



годом человек обогащает свое мировосприятие и меняет его, внося свои образы и свою оценку того или иного явления. Из всего этого складывается его собственная картина мира, которую многие ученые называют индивидуальной картиной мира, т.е. той картиной мира, которая присуща одному конкретному индивиду и сложившейся в результате его возраста, профессиональной подготовки, уровня образования и воспитания.

В современной лингвистике под термином "картина мира" понимается целый образ мира, являющийся результатом всей духовной жизни индивида.

Идеи о выраженности в языке национально-специфических особенностей человека связано с трудами польского лингвиста Анны Вежбицкой, которая, используя данные, полученные ею при сопоставлении английского и русского языков, указала на тот факт, что в языке отражаются не только особенности природных условий или культуры, но и своеобразие национального характера его носителя.

В российском языкознании идеи связи языка и национальной ментальности развиваются в разных научных направлениях, так культурологическое направление исследуется в работах Г. Гачева и Д. Лихачева.

Актуальность изучения роли языка в построении языковой картины мира многие лингвисты (А.Э.Левицкий, Ю.Н.Караулов) связывают с проблемой взаимоотношения между мыслительным процессом и языком. Это означает, что вся картина мира и ее отдельные фрагменты ярко выражены с лексической и фразеологической точки зрения, и именно в них отражаются "ментальные представления" в виде системных полей: семантических, идеографических, тематических.

Понятие картины мира (в нашем случае языковой) строится на изучении представлений человека о мире. Толкование понятия "картина мира" в науке было следующим: объективный мир - это анализ взаимосвязанных во времени и пространстве предметов и явлений, мир как объективная реальность в качестве объекта познания человеком и внутренний мир человека, созданный его разумом и воображением.

Картина мира в языке отражает знания и представления людей об окружающей действительности. Каждый фрагмент мира получает языковое отражение в виде слова. Логическая цепь между фрагментами мира (противопоставление, отождествление явлений по их отношению к одной и той же идее, теме) обусловливает в языке типы семантических отношений между словами. В таком случае основанием для классификации языковых единиц является учет закрепленного в их значении экстралингвистического содержания.

Иными словами, картина мира, описанная средствами лексики и фразеологии - "нижние ярусы", на которых базируется комплексное описание объективной действительности с разнообразными ее связями и отношениями в составе высказывания, функционирующего как средство коммуникации.



Список использованной литературы

- 6.Вежбицкая А. Язык. Культура. Познание. - М.: Русские словари, 1997
- 7.Вежбицкая А. Семантические универсалии и описание языков.- М.,1999. С.16-18.
- 8.Гачев Г. Д.Национальные образы мира: курс лекций. М.: Academia, 1998
- 9.Караулов Ю.Н. Общая и русская идеография. - М.:1976. - 356 с. : с -13
- 10.Караулов Ю.Н.Русская языковая личность и задачи её изучения М.:1989. - С.3-8
- 11.Лихачев Д.С. Литературоведение и лингвостилистика. - Киев: 1987
- 12.Эйнштейн А. Собрание сочинений. М.:1965. - 700с.



ЭКСПРЕССИВНОСТЬ ФРАЗЕОЛОГИЗМОВ В МЕДИАТЕКСТЕ

Аткамова С.А.

(Старший преподаватель УзГУМЯ, Узбекистан, Ташкент)

Одним из большинства источников употребления фразеологизмов являются медиатексты, в частности газеты. В данной статье рассматривается использование экспрессивных фразеологизмов в английском, русском и узбекском языках.

Ключевые слова: эмоциональность, экспрессивность, выразительность, фразеологизм, метафора, оценочность.

Фразеологизмы являются востребованными стилистическими средствами современного медиатекста. Они встречаются в большинстве медиатекстов, но их употребление, в частности, в газете делает текст более интересным и привлекающим внимание читателя. Принципиальное отличие газетного текста заключается в большой роли в нем эмоционального, приобретающего в рамках газетно-публицистического стиля оценочного характера. Просматривая газету, мы нередко сталкиваемся с фразеологизмами в заглавии или в содержании текстов. Газетная фразеология творится сознательно, из наличных лексических средств. Поэтому фразеологизмы газеты могут быть не всегда удачными (с точки зрения яркости, своеобразия и т.п.), но лексические компоненты их, и особенно принципы связи этих компонентов, всегда понятны. Употребление фразеологизма в газетном тексте обеспечивает выразительность, которая является средством повышения эмоционально-экспрессивного воздействия на читателя. Наличие эмоционально-экспрессивной оценки объясняется тем, что язык является не только средством выражения и формирования мыслей, но и средством выражения чувств читателя.

Фразеологизмы используются для более экспрессивного или эмоционального обозначения понятий и явлений, которые уже обозначены в тексте словами или свободными словосочетаниями. Они является одним из основных средств выразительности языка газеты - эмоциональности и экспрессивности. Образность, эмоциональность, экспрессивность, оценочность как абсолютные выразительные свойства фразеологизма лежат в основе их функционирования без изменения семантики и структуры. Важным свойством изучения экспрессивности и эмоциональности фразеологизмов в газете является тот факт, что эти свойства - необходимые элементы семантической структуры.

Эмоциональность фразеологии - это способность фразеологизма не только назвать предмет, явление, но и выразить определенные чувства и оценки автора. Среди фразеологизмов можно выделить такие, которые лишены назывной функции и используются в речи только для выражения определенных чувств.

Экспрессивность содержит в себе элементы образности, которая является необходимым составляющим в семантике фразеологизмов, ориентированных на эмотивный эффект. Если внутренняя форма организует значение фразеологизма, то образ, посредством ассоциаций, возникающих у адресата, реализует это значение. Наиболее мощными, наиболее часто употребляемыми выразительными средствами, для создания образа являются тропы - метафора, метонимия, гипербола, литота и другие.

Например: The institute's board states this step has laid the first bricks for the DVD



library that would facilitate the access to books and information necessary for the future specialists of law, and change the whole process of study (Uzbekistan today, № 129, 2019). В примере использовано авторское трансформирование фразеологизма laid the first stone, изначально образованное из метафоры в значении "заложить основы чего-либо".

Рассмотрим пример из русской газеты: "...трагедия современных художников - отсутствие образования. Это белые листы бумаги, они не знают азов старого и современного искусства, кроме джентльменского набора имен", - говорит М. Шемякин (АиФ, № 19, 2019). В данном примере также происходит метафоризация фразеологизма, где подразумевается значение "неопытный, наивный".

Обратимся к фразеологической единице, образованной из метонимии на примере узбекской газеты: "Айрим мамлакатларда хукумат оммавий ахборот воситаларини қаттиқ жиловлаб олган", - деди Богдана Бабич (Ўзбекистон овози, № 126, 2018). Данный фразеологизм использован в значении "держать в строгости".

Наряду с метафорой и метонимией газетный текст обогащается также фразеологизмами, выраженными гиперболой. Например: Доступная цена, экономичность и экологичность продукции "AZN" позволяет предприятию оставаться на вершине айсберга холодильной продукции (Правда востока, № 45, 2018). Фразеологизм использован в значении "быть в наилучшем состоянии".

Обратимся к примеру на английском языке: And second, Kudryavtseva just came to the peak of her form this autumn, whereas the Uzbekistan's strongest tennis player's peak has past (Uzbekistan today, № 39, 2019). Значение данной гиперболы "стать лучшим среди других".

Из вышеуказанных примеров, образованных из тропов видно, что они придают тексту газеты больше образности и эмоциональной окрашенности.

Фразеологизмы с эмоционально-экспрессивной функцией могут использоваться как для выражения положительного отношения, так и для выражения отрицательного отношения.

К положительным фразеологизмам эмоционально-экспрессивного характера относятся ситуации, вызывающие радость, восторг, счастье и др.

Например: "His compositions combine rather wide range of emotional experiences - from lyricism to drama, from tenderness to philosophical thinking - and that's way he won people's hearts," said Professor Dilora Muradova, music expert (Uzbekistan today, № 44, 2019). Ситуация данного фразеологизма принадлежит лексеме "счастье", характеризующая состояние удовлетворенности своими успехами.

Обратимся к примеру из русской газеты: Банщикова летает как на крыльях: для нее это первая крупная роль после рождения ребенка, соскучилась по работе (Мир новостей, № 24, 2018). Семантическим значением данной ситуации является лексема "восторг", характеризующая высшую степень удовольствия по отношению к восхитительному.

Рассмотрим пример узбекской газеты: Буюк бобомизнинг яна бир набираси Улугбек Мирзонинг маънавий жасорати ҳақида жуда кўп ёзилган, таърифга қалам ожиз (Ўзбекистон адабиёти ва санъати, № 14, 2019). Данный фразеологизм употребляется в значении "изумление", что характеризует крайнее удивление человеческого состояния.

Из примеров видно, что положительные фразеологизмы вызывают положительное эмоциональное состояние, связанное с удовлетворением потребностей и полученным удовольствием.

К отрицательным фразеологизмам эмоционально-экспрессивного характера относятся ситуации, вызывающие соответствующие эмоции - возмущение,



негодование, нетерпение, тревога и другие.

Например: And he seems to collect them still, always has his eyes open for a new ing?nue, the next star (The Observer, March 2018). Данная ситуация обладает значением "тревога", характеризующая негативное состояние человека, вызванное возможными и вероятными неприятностями, неожиданностями.

Рассмотрим следующий пример: Зоины рассказы и так заставляли от бессилия гасить о ладони спички, представляя эту молитву у открытой форточки на маленьком киргизском хуторе (АиФ, № 19, 2019). Фразеологизм этого примера употреблен со значением "отчаяние", характеризующий серьезное угнетенное состояние человека, потерявшего интерес к жизни, ко всему окружающему.

Обратимся к примеру из узбекской газеты: Тадбиркорлар узоқ вақт мобайнида идоралар остонасида сарғайиб туришга, турли хужжатларни йиғишга, вақт, куч ва анчагина маблаг сарфлашга мажбур бўлишарди (Халқ сўзи, № 65, 2019). Значение использованного здесь фразеологизма относится к лексеме "оскорбление", характеризующая недооценку человеческих качеств, безразличное отношение к его действиям, стараниям.

Из примеров видно, что отрицательные фразеологизмы обусловлены негативными внешними факторами и общей неуравновешенностью. Отсюда следует, что газета, как основной вид медиатекста, также, как и другие средства информации имеет огромное психологическое влияние на состояние человека как с позитивной, так и с негативной стороны.

Фразеологизмы обладают разной степенью экспрессии. Как отмечает М. Н. Кожина, среди них существуют стилистически нейтральные, имеющие строго определенные, прямые для современного языкового сознания значения и приближающиеся к терминам. Это устойчивые сочетания как красный уголок, птичий грипп, мягкий знак, воспаление легких, полярная звезда, сахарная пудра, Красная Книга и др. Эта фразеология иначе называется межстилевой [1; 120].

Данные устойчивые сочетания не ассоциируются между собой в разносистемных языках. В русском и узбекском языках выражение "Красная Книга" - книга редких животных, насекомых, растений. В английском же языке "Красная Книга" "the Red Book" - справочник, содержащий основные сведения о представителях английских правящих классов [2; 119].

Разнообразное использование фразеологизмов в газете в большинстве случаев зависит от журналиста. Как считает Д. Э. Розенталь, чем изобретательнее журналист в привлечении фразеологии, тем ярче его материал, эффективнее воздействие на читателей. Принципиально важно установить, какими приемами он пользуется, когда берет на вооружение фразеологию, что нового вносит в ее состав и содержание. Широко известные читателю фразеологические обороты, наполненные новым общественно-политическим содержанием, приобретают большую пропагандистскую значимость, актуализируются [5; 40].

Исследования показывают, что экспрессия многих выражений связана с их эмоциональностью, оценочностью и выразительностью. Таким образом, экспрессивность и эмоциональность являются отдельными самостоятельными явлениями, которые соотносятся между собой как часть и целое.

Список использованной литературы:

1. Войнова Л. А. Фразеологический словарь русского языка. - Москва "Русский язык", 1978, - С. 544.
2. Кожина М.Н. Стилистика русского языка. - Москва "Просвещение", 1977. - С. 224



- 3.Кунин А. В. Англо-русский фразеологический словарь. - Москва, 1955, - С. 1455.
- 4.Кунин А. В. Фразеология современного английского языка. - Москва "Международные отношения", 1972, С. 288.
- 5.Розенталь Д. Э. Язык и стиль средств массовой информации и пропаганды. Москва, 1980, с. 256.
- 6.Шанский Н. М. Современный русский язык. - Москва "Просвещение", 1981, С. 192.



ЛИНГВИСТИЧЕСКИЕ ОСОБЕННОСТИ СОВРЕМЕННОЙ ГАЗЕТЫ

Аткамова С.А.

(Старший преподаватель УзГУМЯ, Узбекистан, Ташкент)

В данной статье рассматриваются особенности формирования языка и стиля газетного текста в системе современных текстов. Предоставлены характерные признаки и основные требования к газетному тексту.

Ключевые слова: информативность, связанность, завершённость, экспрессивность, точность, ясность.

Газета - это литература по общественно-политическим вопросам современности. Предмет газеты - жизнь в обществе, политика, экономика - непременно касается интересов каждого читателя. Язык газеты - один из разновидностей современного письменного литературного языка, научное начало изучению которого, положил Г. О. Винокур.

В публицистическом стиле язык газеты занимает особо важное место, так как газета и публистика тесно взаимосвязаны между собой. Современная газета выделяется своей многоожанровостью. В ней публикуется материал, затрагивающий все сферы жизни общества .

В качестве лингвистических особенностей, свойственных языку газеты, А. Абдусаидов указывает следующие:

1. Язык газеты выполняет функции коммуникации, информации, воздействия и воспитания.

2. Язык газеты - это письменный литературный язык с присущими ему лингвистическими признаками. Газетные материалы по стилю различаются между собой.

3. Для языка газет характерно использование стандартов и языковых штампов. Свойства эмоциональной экспрессивности и эффективности употребляются в языке газеты в присущей им форме.

4. Язык газеты как литературный язык отражает все особенности литературной нормы. Он играет огромную роль в распространении литературной нормы, отражая особенности ее развития. Язык газеты обогащает литературный язык. В нем отражаются особенности литературной нормы в ее развитии.

По мнению Д. Тешабаевой, языку газеты свойственно воздействие на аудиторию, рассчитывающее на максимальное проявление коммуникативных отношений.

Лексический состав языка газеты достаточно разнообразен. В текстах современных газет происходит качественное и количественное накопление новых экспрессивных и эмоциональных средств и приемов, широко используемых особенно в "массовой прессе". Эмоциональная насыщенность приближает этот текст к языку художественной литературы. Оригинальное применение лексических и фразеологических средств придает тексту газеты образность, эмоциональную насыщенность и подчеркивает национальную специфику языка.

Обращаясь к газетному тексту, В. Г. Костомаров утверждает, что текст - это выраженное в любой форме, упорядоченное и завершенное словесное целое, заключающее в себе определенное содержание, соотносимое с одной из сфер функционирования языка. Он также выделяет общие существенные признаки характерные тексту: информативность, связанность и завершенность.

Информативность - это основная категория текста и его обязательный признак,



которая означает получение новых сведений о явлениях, отношениях, событиях объективной действительности.

Связанность - это важнейшая текстовая категория, наличие которой повышает статус высказываний, превращая их в текст.

Завершенность - это функция замысла, положенного в основу произведения и развертываемого в ряде сообщений, описаний, повествований и других форм коммуникативного процесса. Текст можно считать завершенным тогда, когда, с точки зрения автора, желаемый результат достигнут самим поступательным движением темы, ее развертыванием .

Текст газеты является своеобразным, занимающим особое место в системе текстов. Среди характеристик газетного текста существуют общие черты, сближающие его с текстами других типов, и специфические, присущие только ему свойства, отличающие его от других. Основные свойства современных газетных текстов заключаются в фактичности, актуальности, доступности, социальной активности, сенсационности, экспрессивности и эмоциональности .

Основными требованиями к газетному тексту, являются - точность, ясность и простота, так как ее читают различные слои общества.

Точность - позволяет газете сообщить наибольшее количество фактов в наименьшем объеме текста. Только при условии точности изложения может быть достигнута экономия языковых средств, которая требуется в основном для информационного жанра. Точность информации обеспечивается ее краткостью и ясностью.

Ясность - позволяет массам понимать смысл излагаемой информации. Газета должна говорить языком аудитории, которая является ее читателем. Употребление в лексике иностранных заимствований, фразеологизмов, стилистических фигур и тропов должно быть подобрано с точностью, для того чтобы обеспечить эмоционально-экспрессивное воздействие на читателя, что является немаловажным также и для остальных СМИ.

Простота - позволяет понять смысл газетного материала. Требование простоты относится к стилю газеты. Язык газеты восприимчив ко всем видам новых слов, которые рождаются под влиянием современных форм жизни и узакониваются через газету .

Язык газеты охватывает ряд характеристик с установкой на оценочность изложения. За прошедший период времени произошли большие изменения в индивидуализации газетного текста, заметно изменился язык газеты, ее настрой воздействия, тональность. Она непрерывно и постоянно ищет оценочные средства выражения.

СПИСОК ИСПОЛЬЗОВАННОЙ ЛИТЕРАТУРЫ

- 1.Абдусаидов А. Язык газеты и литературная норма (на материале местных и республиканских газет): Автореф. дис. канд. фил. наук. Ташкент, 1988. - 23 с.
- 2.Костомаров В.Г. Наш язык в действии: Очерки современной русской стилистики. - Москва: Гардарики, 2005.
- 3.Кунгурев Р. Функциональные стили узбекского языка - Самарканд, 1984. - 85 с.
- 4.Тешабаева Д. М. Оммавий ахборот воситалари тилининг нутқ маданияти аспектида тадқиқи (Ўзбекистон республикаси ОАВ мисолида): фил. фан. док. дисси. - Тошкент, 2012.



ОНА ТИЛИ ФАНИНИ ЎҚИТИШДА ТАЪЛИМИЙ ЎЙИНЛАРДАН ФОЙДАЛАНИШ

Аширов Баҳодир, Суюнова Гулчехра

Шаҳрисабз туман 14-мактаб она тили ва адабиёти фани ўқитувчилари

Аннотация. Она тили фанини ўқитишида турли таълимий ўйинлардан фойдаланиш дарс самарадорлигини оширади. Она тили ҳаётни билиш, ўқувчиларда аҳлоқий тушунчаларини шакллантириши, ёш авлоднинг шахсий сифатларини тарбиялаш воситаси бўлиб хизмат қиласи. Ушибу мақолада ўқувчилар билим олишининг самарали йўллари ҳақида тавсиялардан иборат.

Калим сўзлар: таълим самадорлиги, усувлар, эркин фикрлаш, мулоқот маданияти, таълимий ўйинлар

Тил миллатнинг улкан ва бебаҳо мулкидир. Ўзбекистон Республикасининг давлат тили ҳақидаги қонунида Таълим бўғинларида давлат тили саналган она тилининг алоҳида ўрни бор. Она тили ҳаётни билиш, ўқувчиларда аҳлоқий тушунчаларини шакллантириши, ёш авлоднинг шахсий сифатларини тарбиялаш воситаси бўлиб хизмат қиласи. Тил халқнинг тарихи, маданияти, урф-одати, адабиёти, санъатини билиш, ўрганиш воситаси ҳамдир.

Она тили таълим мазмуни, усули, воситалари билан узвий боғлиқдир. Замонавий таълимнинг мақсади эса янги усувлар билан ноанъанавий тарзда дарс ўтишни талаб қиласи. Жумладан дарсларда қуидаги усувлардан фойдаланиш таълим самадорлигини ошириришга хизмат қиласи.

Дарсларни қуидаги усувларда ўтиш мумкин:

1. Семинар дарси.
2. Конференция дарси.
3. Мусобақа дарси.
4. Синов дарси.
5. Заковат дарси.
6. Ижодий дарс ва бошқалар.

Бу каби қизиқарли, такрорланмас, мазмунли дарслар ўқувчиларнинг дунёқарашини бойитиб, эркин фикрлашга туртки беради. Шулардан бири "Саёҳат" дарсидир.

"Саёҳат" дарси йирик мавзулар, бўлимлар ўтиб бўлингандан сўнг, такрорлаш ёки назорат дарси сифатида ўтказилиши мумкин. Масалан, мустақил сўз туркумлари ўтиб бўлингач, такрорлаш дарсини қуидаги тартибда ўтказиш мумкин. Бу дарс саёҳатлари бир неча станциялар, яъни бекатлар асосида ўтказилади. Бекатларга қуидагича ном бериш мумкин. "Феъл" бекати, "От" бекати, "Сон" бекати, "Сифат" бекати, "Равиш" бекати. Бунда синфдаги ўқувчилар кичик гуруҳлар асосида ишлашади.

Агар синфдаги ўқувчилар сони 30 тани ташкил этса, улардан олтида гуруҳ ташкил этиш керак бўлади. Бунинг учун беш хил рангли қофоздан карточкалар ясалиб, орқасига рақам қўйилади, бир хил рақамли ўқувчилар йигилиб кичик гуруҳлар ҳосил қилинади. Ҳар бир гуруҳ йўналиш қофозини олади ва унга жавобларни ёзади. Жавобларни ўқитувчи текширади. Балл қўйишида жавобларнинг аниқлиги ва пухталигига алоҳида эътибор қаратилади.

Бекатлар бўйича қуидаги савол ва топшириқлар берилади.

1 - бекат. "Феъл" бекатида қуидагича савол ва топшириқлар бўлиши мумкин:



- 1.Феълларнинг ясалиши.
- 2.Феълларнинг маъно гуруҳлари, бўлишли, бўлишсиз, ўтимсиз феъллар.
- 3.Феъл нисбатлари ҳақида тушунча беринг.
- 4.Феълнинг муносабат шакллари.
- 5.Феълнинг вазифавий шакллари.
- 2 - бекат. "От" бекатида шундай савол-топшириқлар бўлиши мумкин.
 1. Турдош ва атоқли отлар.
 2. Отларнинг муносабат шакллари.
 3. Отларнинг ясалиши.
 4. Отларнинг тузилиши.
 5. Отларнинг лугавий шакллари, кичрайтириш, ҳурматлаш шакллари.
- 3 - бекат. "Сифат" бекатида эса:
 - 1.Сифатнинг маъно жиҳатдан турлари.
 - 2.Сифат даражалари.
 - 3.Сифатларнинг ясалиши.
 - 4.Аслий, нисбий, озайтирма, кучайтирма сифатлар.
 - 5.Сифатларнинг тузилиши каби саволлар берилиши мумкин.
- 4 - бекат."Сон" бекатида:
 - 1.Соннинг маъно турлари.
 - 2.Ҳисоб сўзлари.
 - 3.Сонларнинг тузилиши.
 - 4.Соннинг лексик-грамматик хусусиятлари.
 - 5.Бутун сон, каср сон, аралаш сон. Сонларнинг отлашиши каби топшириқлар берилади.
- 5- бекат. "Равиш" бекатида:
 - 1.Равишнинг лексик-грамматик хусусиятлари.
 - 2.Равишларнинг маъно жиҳатдан турлари.
 - 3.Равишларнинг ясалиши (Аффиксация ва композиция).
 - 4.Равишларнинг тузилши ва отлашиши каби саволлар берилади.

Шундан сўнг кичик гуруҳлар ёзган жавобларни тақдимот қилишади. Бундай ўйин дарсларда ўқувчилар зерикмайдилар. Ҳамма берилган билимларни ўзлаштиришга ҳаракат қиласиди. Ўқувчилар топшириқни бажаришда гуруҳдаги аъзолар билан ҳамкорликда ишлашни ўрганади, уларнинг фаоллиги ошади, мулоқот маданияти ривожланади.

Ўқувчилар билим олишининг самарали йўлларидан бири ҳамкорининг ахборотини диққат билан тинглаб, кўргазали қўроллардан унумли фойдаланиб тафаккур қилиши, керакли натижага эришишига ҳаракат қиласиди. Ўқитувчи ўқувчиларнинг мустақил ишларини ташкил этган ташкилотчи вазифасини бажаради. Дарс якунида ўқитувчи энг фаол ўқувчиларни рағбатлантиради ва баҳолайди.

Фойдаланилган адабиётлар:

- 1.Она тили ўқитиш методикаси. ғуломов А. Кодиров М. Тошкент. 2012
- 2.Педагогик маҳорат А.Холиқов Toshkent .2011.
- 3.Х. Омонов. М.Хаттабоев. Редакторик технологиялар ва редакторик маҳорат Т..2016
- 4.Бобокалонов Р, Нематова Г. Она тили ўқитишнинг янги технологияси ҳақида. -Т..1998.
- 5.Маматова Г. Боқиева Х. Машарипова У. Она тили ўқитиш методикаси. Т..2002.



ДИФФЕРЕНЦИРОВАННОЕ ОБУЧЕНИЕ НА УРОКАХ РУССКОГО ЯЗЫКА И ЛИТЕРАТУРА В СРЕДНЕЙ ШКОЛЕ.

Дадажанова Мухаё Каймжоновна - преподаватель русского языка и литературы средней школы №3 города Чуст Наманганской области
e-mail: article.20@mail.ru

Аннотация. В данной статье поднимаются вопросы дифференцированного обучения учеников в средней школе на примере русского языка и литературы и пути их решения.

Ключевые слова: дифференция, обучение, этап, компетенция, развитие, прогресс, метод.

Как вы учите одних и тех же понятий и навыков ученикам с различными способностями и интересами? Разные профили обучения? И как вы делаете это в реальных классных комнатах, с ограниченным временем для планирования?

Дифференцированная инструкция - это один ответ, который был тщательно задокументирован. Я хочу поделиться двумя основными принципами дифференцированного обучения, прежде чем описывать конкретные тактики. Дифференциация - это метод обучения, предназначенный для удовлетворения потребностей всех учащихся путем изменения того, что ученики изучают (контент), как они накапливают информацию (процесс), как они демонстрируют знания или навыки (продукт), а также с кем и где происходит обучение (обучение Окружающая среда).

Дифференциация не является ассортиментом учебных рецептов. Скорее, это "способ думать о преподавании и обучении", чтобы гарантировать, что дети получают соответствующий опыт в классе. Имея это в виду, вот конкретные методы, которые вы можете использовать для использования потребностей учащихся с различными способностями.

Начинайте медленно. Испытание всестороннего ориентированного на ученика обучения впервые делает некоторых детей беспокойными. Я никогда не забуду старшеклассницу, которая съела целый рулет с вишневыми томатами в тот день, когда я представила свой учебный план на основе выбора. Интегрируйте учебную программу, ориентированную на учащихся, предлагая учащимся "выбирать между двумя или тремя заданиями", которые можно выполнить до конца занятия.

Предложите сжатый вариант для высоких достижений. Сжатие учебной программы уменьшает утомление, которое испытывает одаренные учащиеся, когда они осваивают концепции быстрее, чем их сверстники. Программа для одаренных детей рекомендует использовать предварительные оценки, чтобы определить, как эти учащиеся могут пропустить определенные главы или задания. Затем предложите "мини-курсы по темам исследований" или "проекты в малых группах" в качестве альтернативы в договоре о сокращении.

Дайте выбор. Выбор мотивирует и расширяет возможности. Пусть ученики выбирают:

"как они учатся с другими - индивидуально, парами, в небольших группах или со всем классом.

"уровни сложности заданий, используя основанные на меню инструменты, такие как доски выбора или меню действий. Цифровая версия, интерактивные учебные меню, содержит ссылки на подробные описания заданий, примеры и



рубрики. Контент также можно курировать и смешивать в обучающие плейлисты с помощью онлайн-инструментов.

"какое содержание они изучают. С помощью кружков по изучению литературы весь класс русского языка и литературы может исследовать и обсуждать "гендер и идентичность", выбрав одну из нескольких книг, подобранных для решения этой темы.

"на какие вопросы викторины они отвечают. На первой странице теста может быть сказано: "Выберите три из следующих пяти вопросов, на которые вы наиболее уверенно отвечаете". Ученики также могут голосовать, сдавая экзамен.

"что, где, когда и как они учатся через индивидуальные учебные контракты. Имейте в виду, что ученикам необходимо интенсивное обучение и терпение при составлении собственных контрактов.

Ставьте оценки в каждом классе. Обучение, ориентированное на ученика, имеет такое же значение, как и его оценка. Учителя должны знать, где находятся дети в их учебном процессе, как они учатся лучше всего и что их интересует. Эти оценки могут помочь:

"рекомендуется два графических организатора "Кто я" и "Все обо мне" для сбора информации об интересах учеников.

"После завершения урока дети заполняют протокол размышления "3-минутная пауза".

"Конференции учителей и учеников могут быстро помочь учителям определить, как ученики прогрессируют и какая дополнительная поддержка им нужна.

"разработанные учениками рубрики помогают преподавателям определять сильные и слабые стороны схемы. Для продвинутых учеников можно добавлять дополнительную рубрику со сложными критериями к своим рубрикам.

"При создании тестов включайте различные типы вопросов, которые могут отвечать предпочтениям учащихся: множественный выбор, короткий ответ, сроки, соответствие, истина или ложь, графические организаторы для надписей и предложения, которые частично выполнены.

"Попросите учеников визуально задокументировать свои успехи в учебе путем создания "контрольного графика" еженедельных заданий. Каждый последний урок недели ученики инициализируют график, указывая, где они находятся в последовательности задач".

"Можно определить учебный портфель как "целенаправленную коллекцию студенческих работ, которая демонстрирует усилия, успехи и достижения ученика в одной или нескольких областях".

Обеспечьте высокими и нетехническими платформами для чтения. Различные текстовые компакторы, упрощают и сокращают чтение, так что учащиеся с различными способностями могут понимать и обсуждать одну и ту же статью.

Чтобы найти показания, настроенные на высокий, средний или низкий лексический уровни, используйте информационные тексты - последний также предоставляет аудиоверсии статей для дополнительной поддержки.

Предложите целенаправленные платформы для молодых писателей. Для академического письма, временно предоставьте банк слов переходов, графическую структуру эссе или рамки предложений.

Бесплатные программы и платформы для писем, которые прекрасно интегрируются с интернет ресурсами, анализируют эссе на предмет экономии предложений, разнообразия, мощности и выявляют вопросы ясности и грамматики. Попросите продвинутых авторов проанализировать и оценить разнообразие предложений своих композиций и использование пассивного голоса, в то время



как трудные авторы могут использовать инструмент проверок для диагностики фрагментов, готовых предложений и модификаторов висящего.

Если учащиеся не адаптировались к нашему классу, дифференцированные инструкции в классе должны адаптироваться к ученикам, экспериментируя со стратегиями, ориентированными на учащихся.

Использованная литература:

- 1.Шахмаев Н.М. Дифференциация обучения в средней общеобразовательной школе. II Дидактика средней школы. М., 1982. С.270. 2 Российская педагогическая энциклопедия. М., 1993.
- 2.Рональд де Гроот. Дифференциация в образовании II Директор школы. 1994. № 5-№6.
- 3.Осмоловская И. М. Практика дифференциированного обучения: попытка систематизации. II Школа. 1996. № 6;
- 4.Унт И. Индивидуализация и дифференциация обучения. М., 1990,
- 5.Ямбург Е.А. Школа для всех: Адаптивная модель (Теоретические основы и практическая реализация). М., 1996.
- 6.Кларин М.В. Инновационные модели обучения в зарубежных педагогических поисках. М.р 1994.



"ВНЕКЛАССНАЯ РАБОТА ПО РУССКОМУ ЯЗЫКУ В НАЧАЛЬНЫХ КЛАССАХ НАЦИОНАЛЬНОЙ ШКОЛЫ "

учительница русского языка и литературы школы № 7
города Чирчика Ташкентской области
Нарходжаева Дариха Рахматуллаевна.

Аннотация . В статье говорится о внеклассной работе по русскому языку в начальных классах в национальной школы.

Ключевые слова : Игровые моменты, овладение русским языком, слушание, чтение, интересный материал, говорение.

Annotasiya. Maqolada milliy maktablarning boshlang'ich sinflardagi rus tilidan o'tiladigan sinfdan tashqari mashg'ulotlar haqida so'z yuritiladi.

Kalit so'zlar: rus tilini o'rganmoq, qiziqarli materiallар ,oyin shaklida, o'qish eshitish ,so'zlashuv.

Annotation. This article is devoted about extracurricular work in the Russian language in the primary grades at the national school.

Key words: game moments , take of the Russian language ,listening ,reading ,interesting material , speaking.

Внеклассная работа на русском языке в начальной национальной школе является составной частью процесса обучения и воспитания. Основная ее цель - способствовать развитию русской речи.

Исходя из целей обучения и специфики предмета, можно так сформулировать задачи внеклассной работы по русскому языку в начальных классах национальной школы:

1.Постоянно поддерживать и развивать интерес к русскому языку и чтению книг на русском языке.

2.Совершенствовать навыки говорения в соответствии с программой для первого - четвертого классов, используя интересный для учащихся материал, разнообразные формы работы.

3.Тренировать школьников в слушании русской речи.

4.Через слушание (аудирование) постоянно расширять пассивный словарь учащихся , развивая у них чувство языка .

5.Формировать навыки внеклассного чтения , тем самым подготавливая учащихся к самостоятельному чтению русских книг в пятом - одиннадцатом классах национальной школы.

Уже во втором классе учитель должен прививать детям интерес к русским книгам, читать им в урочное и внеурочное время небольшие стихотворения, считалки, скороговорки, разучивать песни и игры, обогащать их речь, учить их слушать и понимать внепрограммный языковой материал , тесно увязывая внепрограммный материал с программным.

Разученные на уроках стихотворения , песни , считалки , игры с проговариванием отдельных реплик , игры-инсценировки могут быть сыграны, спеты на родительских собраниях на празднике букваря, в дни русского языка и на внеклассных мероприятиях. Возможны и другие виды внеклассной работы: поход в кинотеатр .слушание и рассматривание детских книг , танцы и игры с проговариванием на переменах.

С третьим и четвертыми классами можно проводить регулярные внеклассные



занятия . К этому времени дети уже усвоили школьный режим, и внеклассные мероприятия им посильны и интересны. Они уже чувствуют себя взрослыми и с большой охотой отзываются на всевозможные предложения учителя, вовлекающие их в общественную жизнь школы.

С учащимися третьего - четвертого классов можно проводить регулярные кружковые занятия один - два раза в неделю по двадцать - двадцать пять минут. Кружковые занятия целесообразно проводить с каждым классом сразу после уроков работающему в этом классе учителю , предложив остаться на занятие всем желающим . Обычно для кружковых занятий отбирается языковой материал , который изучается на уроках и непрограммный ,необходимый для понимания выбранного для внеклассного чтения текста.

Примерные темы для развития речи:

1. Наши четвероногие друзья .
2. Профессии.
3. Одежда.
4. Моя семья
5. Наш сад
6. Времена года
7. День учителя
8. День знаний
9. Города и страны
10. Животный мир
11. Волшебные сказки
12. В книжном магазине
13. С новым годом !
14. Городской транспорт
15. У голубого экрана
16. Весенние праздники
17. Климат Узбекистана.
18. Здоровье . Закаливание .
19. Магазины.
20. Древние города Узбекистана

Проводятся занятия в форме различных игр. Выбор игры определяется целью занятия, числом участников, местом проведения . Учитель , выбрав игру , подбирает соответствующий языковой материал и необходимый для игры реквизит

Из игр можно рекомендовать такие как " Новоселье" , " У нас гости", " Мамин праздник" , " У доктора", " Наша школа".

Из настольных игр можно рекомендовать лото , домино , мозайку и другие . Широко применяются во внеклассной работе подвижные игры со слушанием и проговариванием языкового материала : " Пойми и скажи" , "Кошки- мышки" , " Гуси -гуси" , "Светофор" , "Поезд", "Медведь" , "Точильщики" , "Пильщики" и другие. Желательно в играх использовать стихотворные зачины , стихи, потешки

Такие, например :

Мяч по кругу!
Мяч по кругу !
Мы бросаем
Мяч друг другу
Раз ! Раз ! Раз ! Раз!



Очень весело у нас .

В зависимости от уровня владения русским языком, степени сформированности у учащихся речевых навыков , в играх меняется языковой материал и его дозировка

Хочу предложить несколько игр которые были опробованы в нашей школе.
Учитель читает стихотворение О Григорьева

Встаньте с этого дивана

А не то там будет яма

Не ходите по ковру

Вы пропрете в нем дыру

И не трогайте кровать

Все там можете помять

И не надо шкаф мой трогать

У вас слишком острый ноготь

И не надо книжки брать

Вы их можете порвать

И не стойте на пути□.

Ах Не лучше ль вам уйти?

Прочитав стихотворение учитель обращается к детям: Хотели ли вы пойти в гости к такому человеку? Прослушав ответы детей, учитель обращается к ним: "Как вести себя в гостях?"

Учащиеся пользуются фразами и формулами речевого этикета:

Угощать - угощайся-угощайтесь

Послушать-послушай-послушайте

Показать - покажи-покажите

Помочь-помоги-помогите

Формулы обращения к гостям:

-Заходи (заходите) Здравствуй(здравствуйте)

Проходи (проходите),пожалуйста

-Как ты живешь? (живете)

-Как твои (ваши) дела?

-Садись (садитесь).. пожалуйста

Учитель подходит к ученику и спрашивает:

-Здравствуй, Карим .Заходи.

-Здравствуйте , Назира Мурадовна

-Как ты живёшь? Как твои дела?

-Спасибо, хорошо.

Учительница берет его за руку и подводит к другому ученику. Теперь вопросы задаёт Карим. Те дети, которые не могут ответить на вопрос или задать его в игру не включаются. За это время ученики стараются запомнить вопросы и ответы. Постепенно в игру включаются все.

Игра "Кто сосчитает первым?"

Эта игра проводится для закрепления и активации навыков употребления числительных с существительными женского, мужского и среднего рода.

На урок приносим игрушечные пластмассовые фрукты, задаём вопрос : "Сколько?" Ученики должны быстро сосчитать:

-Два яблока, три груши, четыре сливы и т .д.

Охарактеризуем важнейшие условия ,при соблюдении которых педагог может добиться результатов в обучении.

1.Хорошо знать психологические особенности детей семи-девяти лет, учитывать их в своей работе.



2.Постоянно стремится к тому ,чтобы на уроке дети получали новую информацию посредством русского языка.

3.Каждое задание ,которое предлагается на уроке, должно быть целенаправленным. Умение ставить детей в ситуации, вызывающие необходимость использования русского языка -одна из важнейших задач национальной школы.

4.На занятиях русского языка должна создаваться атмосфера дружбы и уважения к друг другу.

Использованная литература:

К.В. Малыцева, М.Н. Борисова.

Внеклассная работа по русскому языку и литературе в национальной школе .
Л : Просвещение 1987.



ОНА ТИЛИ - ОЛИЙ ҚАДРИЯТ ВА МАЪНЯВИЯТ КАЛИТИ

Ҳасанова Зарифа Раҳмоналиевна
49- умумий ўрта таълим мактаби она тили ва
адабиёт фани ўқитувчиси
Наманган вилояти Тўракўргон тумани

Аннотация. Мазкур мақолада ҳозирги глобаллашув даврида ўзбек тили тараққиёти масалалари: Она тили - олий қадрият эканлиги, она тилини эъзозлаш, унинг софлиги, гўзаллиги, қадр-қиммати, ижтимоий тараққиётдаги ўрни, она тилининг камситилишига йўл қўймаслик, жамики эзгу фазилатлар инсон қалбига она тилининг бетакрор жозибаси билан синглирилиши каби масалалар ўрин олган.

Калит сўзлар: Қадрият, инсон омили, тил софлиги, она тилини эъзозлаш, тилга эътибор, ҳамият, ҳамиятли одам, Алишер Навоий, Абдулла Авлоний, Юсуф Хос Ҳожиб, Тоҳир Малик, Низомиддин Маҳмудов, "Чор девон", "Хамса", "Муҳокаматул луғатайн", "Юксак маънавият-енгилмас куч".

Маълумки қадрият дейилганда инсон ва инсоният учун аҳамиятли бўлган, миллат, элат ва ижтимоий гуруҳларнинг манфаатлар ва мақсадларига хизмат қиласидиган табиат ва жамият ҳодисалари мажмуи тушунилади.

Дарҳақиқат, она тилини эъзозлаш, севиш, қадрлаш, унинг софлиги, гўзаллиги, қадр-қиммати учун курашиш миллий қадриятларнинг энг муҳимири.

Севимли адабимиз Тоҳир Малик уқтирганидек: "Тил - сўз учун, юрак - кўнгил эса шу сўздан лаззатланиш учун берилган. Шу туфайли тўғри, рост сўзни сўзлаш учун тилни тебратмоқ, яъни ҳаракатлантирмоқ керак. Эгри, яроқсиз сўзларни ташқарига чиқаргандан кўра тилнинг ҳаракатсиз қолгани маъқул" [2; 13].

Атоқли тилшунос олим Н. Маҳмудов тилни эъзозлаш ва қадрлаш ҳақида фикр юритар экан, она тилининг камситилиши шахснинг ҳамиятига дахл эканлигини, шу боис ҳар қандай ҳамиятли инсон бу масалага бефарқ бўлмаслиги лозимлигини мазмунан асосли уқтиради: "Чинакам ҳамиятли одам ўз она тилига асло нописандлик билан қарамайди, бошқалар тарафидан нафақат ўз тилининг, балки ўзга тилларнинг ҳам, заррача бўлсин, камситилишига бефарқ бўлмайди. Она тилига ҳар қандай дахлни у ўз ҳамиятига дахл деб билади. Ҳамиятли одамгина она тилининг оҳирсиз оҳангидан фаҳр тую билади" [3;43]

Тилга эътибор фақат тил байрами қунларидагина эмас, ҳар куни, ҳар дақиқада давом этиши керак. Ўз мақоми билан ўзбек тили она тилимиз ва давлатимиз тили экан, унинг софлиги, гўзаллиги, қадру қиммати учун курашиш ҳар бир ўзбекнинг инсоний ҳамда фарзандлик бурчири" [4; 111].

Тилнинг софлиги, инсониятнинг онги тафаккурини, бадиий маданияти, миллатнинг фурури, шаъну шарафини дунёга тараннум қилган ўлмас сўз санъаткори Мир Алишер Навоий ҳазратлари теран ифода этган.

Алишер Навоий номини тилга олар эканмиз, беихтиёр, нега бу инсоннинг айтганлари ва қилган ишлари, у ҳаёт эканлигига ёқ жуда машҳур бўлиб кетган эди, деган ўйга толамиз.

Ўз даврининг илфор давлат арбоби Алишер Навоий давлатманд шахс бўлиб, у ўз тасарруфидаги бойликлар ва маблағининг кўп қисмини фақир-муҳтожлар эҳтиёжига, кўплаб жамоат иншоотлари ва бинолар қурилишига сарф қилган. У давлатни бошқаришдаadolатга таянишни маслаҳат берган ва буюк сўз санъаткори сифатида бизга улкан адабий мерос қолдирган.



Буюк шоирнинг ижод намуналарида дунёнинг энг олий қадрияти сифатида инсон тушунилганлиги акс этади, уларнинг барчаси инсон ҳаёти ва унинг баҳтсаодатга эришмоги учун муносиб шарт-шароитлар яратилиши лозим, деган фикрлар билан сугорилган.

Алишер Навоий жаҳон адабиётида салмоқли ўрин эгаллади. Унинг жуда кўп илмий, тарихий асарларидан ташқари, газал ва достонларининг ўзи бир неча юз минг мисрани ташкил қиласди. Навоий шеърларини ўз ичига олган "Чор девон" 47 минг мисрадан иборатдир. Бадиий ижоднинг гўзал намуналарини тўплаган "Хамса" асари 60 минг мисрага яқин шеърни ўз ичига олади. Навоийнинг 6 мингга яқин форсча газаллари ҳам бор.

Шеър ва тафаккурнинг буюк соҳибқирони бўлган Алишер Навоий ўзида туғилган ҳар бир фикрни шеър билан ифода қиласди.

Ўрни келганда шуни ҳам айтиб ўтиш керакки, Навоийгача ўзбек ва умуман турк халқлари адабиёти эрон адабиётининг таъсири остида эди. Ҳамма шоирлар деярли форс тилида ёзар эдилар. Ўзбек тилида ёзиш айб саналар ва ўзбек тилида ёзилган асарларни сарой аҳллари тан олмас эдилар. Навоий шундай бир шароитда "Мұҳқаматул лугатайн" номли машҳур асарини ёзиб, ўша даврда "Турк тили" деб аталган қадимги ўзбек тилининг форс тилидан ҳам бой, ранг-баранг эканини исбот қиласди ва ўз асарларини ўзбек тилида битди. Шунинг учун Алишер Навоийни ўзбек адабий тилининг асосчиси деймиз.

Алишер Навоий ўзининг барча асарларида кишиларни яхшиликка чорлаб, уларни қаноатли, таъмагирлик ва нокасликдан йироқ бўлишга чақиради. Жоҳиллик ва нафс, ўзига бино қўйишни қоралайди. Шу ўринда ҳазратнинг фикрларини эслаб ўтиш фойдадан холи бўлмас:

"Қаноат бир чашмадирки, олган билан унинг суви қуrimайди, - дейди А. Навоий. У бир ҳазинадурки, ундаги бойлик сочилган билан камаймайди. У бир экинзордирки, уруги иззат ва шафқат ҳосилини беради; У бир дараҳтдурки, унда қарам бўлмаслик ва хурмат меваси бор"...

Яна бир мисол. Ойбекнинг "Навоий" романида бир лавҳа бор: Ҳусайн Бойқаро билан А.Навоий навкарлари билан ёзда шекорга (сайрга) чиқади. Ўтовлар тикиб 10-15 кун қолишади. Сайр тугаб, кетиш олдидан навкарлар А.Навоий олдига келиб, ўтовни йиғиширишга рухсат сўрайди. Шунда А.Навоий бир муаммо ўйлатиб қўйганини айтади.

-Қандай муаммо, ҳазратим?

-Ана! - дебди Навоий ўтов бурчагига ишора қилиб.

Мусича ин қуриб, тухум босиб ётган экан.

-Хе, шу ҳам муаммоли? - дея кулибди навкар. - Қанот-қуйруқли қуш учади-кетади!

-Тухумларига ҳам қанот боғлаб учирив юбориш қўлингиздан келадими?...

Навкар жим қолибди. Шунда Навоий:

-Мусича тухум очиб, учирма қилгунча сиз шу ерда қоласиз. Кейин ўтовни йиғишириб Ҳиротга қайтасиз. Бунинг учун мен сизга қўшимча маош тайинлайман...

Кўриниб турибдики, бундай фикрлар кишиларни яхшилик ва эзгуликка ундейди. Инсонларни ҳар соҳадаadolatparvar, ҳалол ва руҳий пок бўлишга чақиради. Ҳақиқат ва ҳалолликни тарғиб қиласди.

Алишер Навоий асарларида ҳаёт учун зарур бўлган барча соҳаларга оид мавзулар кенг ёритилган. Фақат А.Навоийгина эмас, ундан бошқа юзлаб, минглаб донишманд аждодларимиз асарларида ҳам эзгу фоялар, эзгу туйғулар ифода этилган.

Ўз миллатининг ҳақиқий тарихини англаган, тарихий хотираға эга бўлган



кишиларда миллий ўзликни англаш ва миллат шаънини ҳимоя қилиш майли кучли бўлади.

Ўзбек номини, ўзбек илм-фани ва маданиятини, халқимизнинг юксак салоҳиятини, унинг қандай буюк ишларга қодир эканини дунёга намойиш қилишда юртимиз заминидан етишиб чиққан юзлаб улуғ зотлар, алломалар фидойилик кўрсатганлар.

Ўзбекистон Фанлар Академиясининг Ҳамид Сулаймонов номидаги Қўлёзмалар ҳамда Беруний номидаги Шарқшунослик илмий тадқиқот институтларида ҳали ўрганилмаган қанчадан-қанча нодир асарлар, илмий мерослар сақланмоқда. Биз бу бебаҳо меросдан халқимизни, айниқса ёшларимизни қанчалик кўп баҳраманд этсак, улар миллий маънавиятимизни юксалтиришда, жамиятимизда эзгу инсоний фазилатларни камол топтиришда, ёшларимиз руҳий оламини кенгайтиришда, руҳий камолотга етишувида шунчалик қудратли маърифий қурол бўлиб хизмат қиласи.

Юксак маънавият калити билимдонлиқдир. Шунинг учун ҳам мутафаккирларимиз барча инсонларни билим олишга даъват этиб келганлар. Тўғри, айрим инсонлар мол-дунё, пул, маблағ учун талашадилар. Лекин ҳақиқий билимни ҳеч қачон мол-дунё билан тенглаштириб бўлмайди. Мол-дунё қанчалик ширин ва мафтункор бўлмасин, барибир ўткинчидир.

Инсоннинг куч ва қудрати эндиликда замонавий илмларни зabit этиш билан белгиланаётир. Билимли киши ўз қудрати билан маънавий бойликлар ихтиорчиси, ҳаётга мазмун бахш этгувчиидир. Билимдонлик, виждонийлик, поклик, дўстга садоқат, ростгўйлик ва адолатпарварликни қарор топтириш инсонни юксак маънавиятли қилиб тарбиялайди. Маънавий баркамолликка етаклайди.

Билим ва билимдонлик ҳақида Юсуф Хос Хожиб шундай дейди:

Кишининг билимдонлиги, унинг тили орқали номоён бўлади. Ифорни яширса, ҳиди аён қилганидек, билимни ҳам яшириб бўлмайди. У сўз орқали маълум бўлаверади. Оlamda одам пайдо бўлгандан бери яхши одатларнинг барчаси донишманлар томонидан яратилади. Шунинг учун ҳам билимдонлар тўрга ўтказилади.

Шу маънода ҳозирги ёшларимиз орасида билимга интилувчилар кўпайиб бораётгани кишини қувонтиради.

Заковат ва билимнинг очқичи тилдир. Одамнинг тил улуғлайди, уни баҳтиёр қиласи, -деб ёзади Алишер Навоий:

Сўздурки, нишон берур ўликка жондин,
Сўздурки, берур жонга хабар жонондин.

Инсонни сўз айлади жудо ҳайвондин,
Билким, гуҳари шарифроқ йўқ андин.

Гап тил ва сўз ҳақида кетар экан, бу тўғрида Мамлакатимиз Биринчи Президенти Ислом Каримов "Юксак маънавият-енгилмас қуч" асарида "[1, 83].шундай ёзади: "Жамики эзгу фазилатлар инсон қалбига аввало, она

алласи, она тилининг бетакор жозибаси билан сингади. Она тили - бу миллатнинг руҳидир.

Буюк маърифатпарвар бобомиз Абдулла Авлонийнинг сўzlари билан айтганда, "Ҳар бир миллатнинг дунёда борлигини кўрсатадурган ойнаи ҳаёти тил ва адабиётидур: Миллий тилни йўқотмақ миллатнинг руҳини йўқотмақдур"...

Демак, қадимий ўзбекона қадриятларни ўргатиш она тили дарсларида амалга оширилади. Бундан англашиладики, она тили дарслари қалриятлар сабоидир. Шунлай экан, она тили ва адабиёти ўқитувчилари дарсларда ўқувчиларга қадриятларни сингдириш билан боғлиқ масалаларга жиддий эътибор бермоғи



даркор.

Хулоса қилиб шуни таъкидламоқ жоизки, таниқли адабимиз Абдулла Қаҳҳор айтганидек, "Жуда бой, ниҳоятда гўзал ва чиройли тилимиз бор". Бу тилда ифода этиб бўлмайдиган фикр, туйғу, ҳолат йўқ". Тилимизнинг ҳар қандай фикрни ифода этишга қодир эканлиги Навоий замонидаёқ ўз тасдигини топган. Шундай экан, ўз миллатимиз ва тилимиз билан ҳамиша фахрланиб, фурурланиб яшайлик. Нафақат тилимиз, нафақат Навоий бобомиз, балки Алишер Навоий сингари минг-минглаб буюк алломалар аждодининг ворислари эканимиздан ҳар қанча фахрлансак арзиди. Чунки улар яратган илмий ва адабий мерос биздан кейинги неча-неча миллионлаб авлодларимизга ҳам маънавий озуқа бериши шубҳасиз.

Фойдаланилган адабиётлар:

- 1.Ислом Каримов Юксак маънавият - енгилмас куч . - Тошкент: "Маънавият" , 2008
- 2.Тохир Малик. Тилингни авайла. - Тошкент: DAVR PRESS, 2010
- 3.Маҳмудов Н. Ҳамиятни ерга урманг! //Тилимизнинг тилла сандиги. - Тошкент: ў.ўулом номидаги нашриёт-матбаа ижодий уйи, 2012.
- 4.Улуқов Н. Она тили - олий қадрият. - "Ўзбек тилшунослигининг долзарб масалалари" мавзусидаги республика илмий-назарий конференцияси материаллари.- Тошкент.2019.



СОВРЕМЕННЫЕ МЕТОДЫ И ПРИЕМЫ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

Ислом каримов номидаги
Тошкент Давлат техника университети
Чет тиллар кафедраси катта ўқитувчиси
Имамова Зулайхо тұхтажұхаевна

Аннотация: Медиаобразование, как набор средств и методов обучения молодежи сегодня как никогда актуально. Изменения в образовании, происходящие под влиянием стремительного внедрения информационных технологий во все сферы жизни, предъявляют серьезные требования к уровню компетентности педагога, которому необходимо осваивать роль консультанта для ученика. Ученые-исследователи и педагоги разных стран мира подчеркивают особую потребность медиаобразования

Ключевые слова: Медиаобразование, метод, прием обучения, дисциплин.

Обучение - сложный процесс, он предполагает, прежде всего, деятельность учителя и деятельность учащихся. В современных условиях необходимо большое внимание уделять развитию творческих способностей учащихся, их познавательных потребностей и интересов. Обучение как руководство предполагает преподнесение, сообщение учителем определённых знаний и управление процессом их овладения всеми учащимися класса. Поэтому учитель не только преподносит информацию по своему предмету, но и планирует, организовывает и контролирует учебную деятельность ученика, развивает навыки учебного труда, мышления, способности, умение применять знания на практике.

Особое место в решении этих задач принадлежит методам и приёмам обучения, которыми каждый учитель должен уметь грамотно пользоваться. Без методов и приёмов невозможно достичь поставленной цели, реализовать намеченное содержание, наполнить обучение познавательной деятельностью.

Понятие метода обучения является весьма сложным. Однако, несмотря на различные определения, которые даются этому понятию отдельными дидактами, можно отметить и нечто общее, что сближает их точки зрения. Большинство авторов склонны считать метод обучения способом организации учебно-познавательной деятельности учащихся.

Слово "метод" в переводе с греческого означает "исследование, способ, путь к достижению цели". Этимология этого слова сказывается и на его трактовке как научной категории. "Метод - в самом общем значении - способ достижения цели, определенным образом упорядоченная деятельность", - сказано в философском словаре. Очевидно, что и в процессе обучения метод выступает как упорядоченный способ взаимосвязанной деятельности учителя и учащихся по достижению определенных учебно-воспитательных целей. С этой точки зрения каждый метод обучения органически включает в себя обучающую работу учителя (объяснение нового материала) и организацию активной учебно-познавательной деятельности учащихся.

Учитель, с одной стороны, сам объясняет материал, а с другой - стремится стимулировать учебно-познавательную деятельность учащихся (побуждает их к размышлению, самостоятельному формулированию выводов и т.д.). Иногда сам учитель не объясняет новый материал, а лишь определяет его тему, проводит вступительную беседу, инструктирует учащихся к предстоящей учебной



деятельности (обучающая работа), а затем предлагает им самим осмыслить и усвоить материал по учебнику. Здесь сочетается обучающая работа учителя и организуемая им активная учебно-познавательная деятельность учащихся. Все это позволяет сделать вывод: под методами обучения следует понимать способы обучающей работы учителя и организации учебно-познавательной деятельности учащихся по решению различных дидактических задач, направленных на овладение изучаемым материалом.

Метод обучения органически включает в себя обучающую работу учителя (преподавание) и организацию учебно-познавательной деятельности учащихся (учение) в их взаимосвязи, а также специфику их работы по достижению образовательных, развивающих и воспитательных целей обучения. Существенными признаками, отраженными в данных дефинициях, является то, что: во-первых, это деятельность, целью которой выступает обучение индивида и решение учебно-воспитательных задач, во-вторых, это всегда совместная деятельность обучающего и обучаемого. Отсюда следует, что основой понятия "метод обучения" выступает деятельность субъектов образовательного процесса. Метод обучения практически всегда предполагает активную деятельность учителя, сопровождающую деятельность ученика. Стоит принять во внимание, что чем сложнее деятельность, тем разнообразнее должны быть методы. А обучение относится к числу наиболее сложных видов деятельности и поэтому располагает рядом различных методов.

Метод преподавания не может быть изобретен, он развивается постепенно. Развитие его можно сравнить с усовершенствованием механического устройства. Как тот, так и другой, примитивные вначале, постепенно совершенствуются объединенными усилиями поколений. С точки зрения руководящей роли учителя, методы обучения можно оценивать как способы организации учебно-познавательной деятельности учащихся и управления этой деятельностью. Подчеркивая познавательную направленность существующих методов, их можно определить как способы, с помощью которых учащиеся под руководством учителя идут от незнания к знанию, от неполного и неточного знания к более полному и более точному знанию. С логико-содержательной стороны методы обучения можно оценивать как применяемый логический способ, с помощью которого учащиеся сознательно овладевают знаниями, умениями и навыками. Желая подчеркнуть содержательно-методологическую сущность методов обучения их можно определить как форму движения содержания обучения.

Каждый метод включает в себя разнообразные приёмы обучения. Каждый из приёмов рассчитан на то, чтобы приблизить учащихся к конечной цели обучения. Приём - это не что иное, как элементарный методический поступок, направленный на решение конкретной задачи на определенном этапе, иными словами, прием - это элемент метода, его составная часть, разовое действие, отдельный шаг в реализации метода.

Приемы занимают центральное место в учебной деятельности учащихся и решают им образом влиять на нее. Благодаря умелому сочетанию взаимосвязанных приемов учителю удается повысить эффективность учебного процесса, показать свое методическое мастерство. Работа с изолированными лексическими единицами на доске, анализ строя написанных предложений, контрольное громкое проговаривание слов, словосочетаний, называние предметов на картинках - все это примеры приемов, благодаря которым достигается решение отдельно поставленных задач. Но следует отметить, что слабый уровень сформированности приемов - одна из причин трудностей, с которыми сталкиваются учащиеся в обучении, особенно при выполнении домашней самостоятельной работы.



В отличие от приема метод следует рассматривать в качестве второй и Метод и прием могут меняться местами. Например: преподаватель ведет изложение нового материала методом объяснения, в процессе которого для большей наглядности и лучшего запоминания обращает внимание учащихся на текст или графический материал в учебнике. Такая работа с учебником выступает как прием. Если же в ходе урока используется метод работы с учебником, то дополнительное объяснение учителем какого-то термина выступает уже не как метод, а лишь как небольшой дополнительный прием. Таким образом, различные способы обучения могут выступать как в роли метода, так и в роли приема обучения.

Использованная литература

- 11.Денисова Л.Г. Место интенсивной методики в системе обучения иностранному языку в средней школе. - Иностранные языки в школе, 1995, № 4.
- 12.Комков И.Ф. Методика преподавания иностранного языка. - Мн., 1979.
- 13.Конышева А.В. Современные методы обучения // ТетраСистемс, 2005.
- 14.Леонтьев А.А. Мыслительные процессы в усвоении иностранного языка. - Иностранные языки в школе, 1975, №5.
- 15.Лозанов Г. Основы суггестологии. - В кн.: Проблеми на суггестологията. София , 1973.
- 16.Лозанов Г. Суггестопедия при обучении иностранным языкам. - В сб.: Методы интенсивного обучения иностранным языкам. Вып. 1, М., 1973.
- 17.Майорова М.А. Некоторые психолого-педагогические особенности отбора, объема и распределения учебного материала в интенсивном курсе обучения по методу активизации резервных возможностей личности учащегося. - В сб.: Активизация учебной деятельности. Вып.1, М., 1981.



КУЛЬТУРА РЕЧИ И ЯЗЫКОВАЯ КОМПЕТЕНЦИЯ

Исмаилова Саодат Рихсибаевна, Бедилова Азиза Мэлсовна
старшие преподаватели Ташкентского государственного экономического
университета (ТГЭУ) sismailova911@gmail.com,

Аннотация. Культура речи - область духовной культуры, связанная с применением языка; качества речи, обеспечивающие эффективное достижение цели общения при соблюдении языковых правил, этических норм, ситуативных требований и эстетических установок.

Культура речи указывает на степень развития, достигнутую обществом в области речевого пользования. В ней соединяется язык и общественный опыт применения языка.

Ключевые слова: Культура речи, язык, речевое поведение, языковая компетенция, нормы языка, литературный язык, языковая единица, речевая практика, самообразование, применение языка, орфоэпия, словоупотребление, речевая модель, стилистика.

Обучение неродному языку предполагает, что обучающиеся обретают способность пользоваться данным языком в контекстах и ситуациях, типичных для повседневной речевой коммуникации того народа, языку которого они изучают. Языковая компетенция изучающего неродной язык включает в себя, владение элементарными правилами словоупотребления, орфоэпии, интонации, соединения слов и предложения; б) освоение основных моделей речевого поведения на изучаемом языке; в) умение осознанно применять по возможности весь арсенал стилистических особенностей (с учетом их лингвострановедческого наполнения) при порождении и восприятии текстов на изучаемом языке в различных ситуациях и контекстах национальной речевой коммуникации (устной и письменной). Говоря обобщенно, языковая компетенция предполагает владение на хорошем уровне культурной неродной речи. Возможны два понимания термина "культура речи". "С одной стороны" это социально-исторически обусловленная современная речевая культура общества, включающая в себя совокупность всего лучшего, образцового, традиционно устоявшегося в стилистическом отношении - того, что способствует выражению всех социально значимых понятий. Все это отражено в литературных текстах и речевом обиходе носителей литературного языка.[3]

Так понимаемая культура речи воспитывается в языковом сознании, в речевом поведении носителей литературного языка школой, прессой, радио, телевидением, кинематографом, театром, средствами наглядной агитации, а также организация различных радио и телепередач, издание словарей, пособий "по культуре речи".

Когда говорят об овладении культурой речи, различают два этапа. Первый связывают с освоением учащимися литературно-языковых норм. Владение ими обеспечивает правильность речи, составляющую основу достаточно высокой индивидуальной культуры речи. Второй этап предполагает творческое применение норм в различных речевых ситуациях и контекстах, их искусное сочетание и соотношение в зависимости от целей, задач и условий данной речевой коммуникации, с учетом сложившихся традиций и новых тенденций в стилистическом использовании языковых средств.

В связи с освоением первого этапа встает задача "языкового обучения", под которым многие лингвисты подразумевают именно "приобретение норм



литературного языка и умений использовать их в устной и письменной речи". Нормы охватывают все функциональные разновидности литературного языка. Говоря же об овладении системой норм, подразумевают именно общелитературные нормы, присутствующие в любом литературном тексте, в непосредственном общении носителей литературного языка.

Лишь впоследствии в процессе жизненной, производственной, профессиональной деятельности носители литературного языка усваивают специализированные нормы (вариации общелитературных норм), действующие в каждой из функциональных разновидностей литературного языка.

В учебно-воспитательной работе над речевой культурой обучаемых, направленной на привитие им навыков правильной, нормированной речи, целесообразно обращаться к лучшим образцам литературного языка - к художественным, публицистическим произведениям классики и авторитетных современных литераторов, к исполнительской практике мастеров художественного слова и сценической речи, к текстам, т.е. к несомненным достижениям национальной речевой культуры.[4]

В процессе обучения русскому языку перед преподавателем стоит двуплановая задача.

С одной стороны, а) научить правильному произношению, интонации, употреблению слов и форм, построению предложений и словосочетаний; б) следить за соблюдением элементарных, строевых правил языка, от которых зависит само понимание текста, порождаемого учащимся на изучаемом языке, сама возможность коммуникации на данном языке; в) исправлять ошибки, системой упражнений добиваясь автоматизма в правильном употреблении языковых единиц, это особенно важно на начальном этапе обучения.

С другой стороны, в задачу преподавателя входит добиваться от обучаемых стилистической правильности их текстов, чтобы речевые средства в таких текстах использовались в соответствии с речевым поведением носителей современного литературного языка.

Эти методические проблемы взаимосвязаны, поскольку в процессе обучения учащиеся не только получают знание системных отношений, но и приобретают навыки коммуникативной деятельности на русском языке в соответствии с его нормами. Именно с усвоения норм и начинается приобщение к культуре неродной речи.

Отличительной чертой русского литературного текста русской национальной речевой культуры в целом является стилистическое разнообразие. Живой оборот речи, меткое словцо, сказанное к месту, поговорка или удачно найденное крылатое выражение или цитата - все это повышает интерес к тексту, автору, к тому, о чем он говорит. Всегда, даже в строгих жанрах, такое "оживление" текста благожелательно воспринимается и слушателем и читателем.

В методической работе по привитию навыков речевой культуры учащимся полезно давать такие задания; например:

1) Сопоставить разные редакции художественного или публицистического текста (отдельных предложений, абзацев), проанализировать авторскую правку, выясняя мотивы замены слов, словоформ, фразеологизмов, изменения порядка слов, перестройки предложений и т.д.

2) Активизация словаря учащимся способствуют различного вида упражнения, применение на занятиях передовых педагогических технологий (дискуссия, мозговая атака, кластер, пин-борд и т.д.), которые способствуют унификации и совершенствованию учебного процесса, обеспечивают высокую квалификацию



преподавания дисциплины.

3) Много дают учащимся с точки зрения обогащения и активизации их индивидуального словаря, развитие навыка различения стилистической окраски и семантических оттенков слов упражнения, построенные на материале словарей синонимов и паронимов.[5]

Всегда большой интерес вызывают сопоставление таких слов, как экономный - экономичный - экономический; расчетный - расчетливый; выплата - оплата; цветной - цветовой; освещение - освещенность; цикличный - циклический; дипломатическая - дипломатичный, и подобных однокоренных слов, а также анализ слов синонимичного ряда.

Одной из важнейших задач воспитания современной функциональной культуры речи является овладение умениями и навыками анализа сложных ситуаций общения, прежде всего применительно к практическим непосредственно актуальным сферам и ситуациям. На этой базе соответствующие продуктивные умения и навыки могут приобретаться самовоспитанием в естественной речевой практике.

В связи с выше сказанным необходимо проводить квалифицированную методическую работу по воспитанию высокой культуры русской речи, обогащению духовного мира студенческой молодежи.

Список использованной литературы

- 1.Оганесян С.С. Культура речевого общения // Русский язык в школе. № 5 - 2008.
- 2.Формановская Н.И. Культура общения и речевой этикет // Русский язык в школе. № 5
- 3.Введенская Л.А., Павлова Л.Г., Культура и искусство речи. Современная риторика. Ростов-на-Дону. Издательство "Феникс". 1996.
- 4.Гольдин В. Е., Сиротинина О. Б. Речевая культура // Русский язык. Энциклопедия. - М. , 2008.
- 5.Далецкий Ч. Практикум по риторике. - М. , 2006.
- 6.Ширяев Е. Н. Что такое культура речи // Русская речь. - 2005.



ПЛАНИРОВАНИЕ ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ ПРЕПОДАВАТЕЛЕЙ В НЕОПРЕДЕЛЕННОМ БУДУЩЕМ

Комилова Нафиса Амоновна - преподаватель технологии средней школы №3
города Чуст Наманганской области
e-mail: article.20@mail.ru

Аннотация. В следующем году учителя будут работать в другом мире, и администрация сейчас думает о том, как лучше их поддержать. В данной статье я определила несколько конкретных переломных моментов, которые мы должны быстро решить, и для которых нам необходимо начать составлять планы долгосрочного развития и поддержки. И еще одно важное предостережение в отношении стратегической реализации, если мы хотим, чтобы падение было более успешным.

Ключевые слова: пандемия, успех, работа, преподаватель, развитие.

Мы все пережили довольно крутой этап обучения как родители, репетиторы по домашнему обучению и новички в работе на дому, поскольку мы постоянно пытаемся приспособиться к миру Covid-19. Для учителей эта кривая обучения была еще круче (я бы сказала, 90-процентный уклон), и она покрыта жировой смазкой. Когда мы все начинаем смотреть в хрустальный шар, чтобы увидеть, как будет выглядеть школа, приходя осенью, мои мысли обращаются к тому, как помочь учителям и поддержать их в этом обучении, чтобы они не прыгали с обрыва.

Итак, каковы сдвиги в развитии учителей и поддержке, на которые должны обратить внимание лидеры образования?

Инструкции, основанные на данном этапе. Каждый ученик (и, возможно, учитель) испытывает определенный уровень травмы в связи с текущей пандемией. Что это означает для обучения учителя при подготовке к 2020-21 учебному году? Учителям потребуется профессиональное развитие в обучении с учетом вреда для своих учеников, и, скорее всего, они также захотят изучить, как они переживают данный период. С учетом травмированного подхода к преподаванию, акцент на отношениях может помочь нам всем стать сильнее с другой стороны и способен решать реальные проблемы, которые препятствуют обучению учеников.

Построение команды и сотрудничество. Иногда предполагается, что, поскольку учителя взрослые, они будут хорошо работать вместе в команде. Не так! Создание высокоеффективных команд является неотъемлемой частью деятельности учителя, обучения учителя и, в конечном счете, обучения учащихся. Из разговоров с преподавателями, в которых я участвовала, похоже, что в сотрудничестве с учителями произошел всплеск пандемии. Как мы можем опираться на это и целенаправленно возвращаться в школьные здания в качестве еще более высокоеффективных учительских команд?

Социальное и эмоциональное образование. Этот тип профессионального обучения был в движении задолго до пандемии, но дистанционное обучение пролило еще больший свет на социальное и эмоциональное обучение как учеников, так и учителей. Исследования показывают, что данное обучение должно влиять на всю школу, включая учителей. И недавний опрос 5000 учителей показал, что пять самых упоминаемых эмоций были: тревожные, страшные, взволнованные, ошеломленные и грустные. Как мы можем еще больше поддержать учителей в



этом этапе, чтобы все мы могли вернуться осенью более здоровыми, счастливыми и полными стратегий, чтобы помочь нашим ученикам в этом путешествии?

Динамическое гибридное обучение и дистанционное обучение. С окончанием учебного года руководители школ (и родители) начинают размышлять о том, как будут выглядеть классные комнаты осенью 2020 года. Я подозреваю, что, учитывая безопасность учащихся, во многих районах у нас по-прежнему будут действовать строгие руководящие принципы социального дистанцирования, а в некоторых случаях в школах может использоваться сочетание домашнего и личного обучения. Но что это значит для классной комнаты и для педагогики? Учителя должны будут напрячь свои навыки проб и ошибок, в то же время переводя высокоэффективный практический опыт обучения в онлайн-мир. Им также потребуется обучение и поддержка в использовании систем видеоконференций в классе и за его пределами, а также в выяснении того, как удовлетворить потребности учащихся, сидящих за партами в школьном здании (и в их домашних жилых комнатах). И нам необходимо устранить технологический разрыв и другие несправедливости, на которые направляет внимание дистанционное обучение. На данном этапе, на мой взгляд, успешно введенная единая платформа Kundalik.com должна помочь как ученикам, так и преподавателям с родителями.

Вовлечение семьи. Несмотря на трудности, возникающие в результате экстренного дистанционного обучения, я слышала, как многие учителя говорили, что это привело к гораздо более значимым, более глубоким отношениям с семьями и лицами, обеспечивающими уход. Как рассказывает один из моих коллег-родителей, будучи отчимом из трех подростков в государственной школе, он испытал это и на противоположной стороне стола переговоров. Как мы можем использовать этот импульс и поддержать учителей в продолжении построения этих значимых отношений, которые являются неотъемлемой частью обучения?

И теперь, самое важное предостережение относительно реализации: учителя испытывают довольно серьезное истощение прямо сейчас. Возможно, к концу учебного года следует ожидать некоторого выгорания, но стресс и беспокойство, которые возникли с Covid-19, действительно увеличили это для многих преподавателей.

Они наши передовые работники, когда дело доходит до поддержки учеников. Они наш стартовый состав. И нам нужно, чтобы эти стартеры были хорошо отдохнувшими и готовы отдать все свои силы осенью, потому что - давайте будем честными - так много неизвестных каждый день открывают себя. Давайте просто примем честную правду, что падение будет непростым. Поэтому нам нужно, чтобы наши учителя были готовы справиться с этой задачей с оглушительным блеском.

Но моральный дух учителя в настоящее время снижается даже больше, чем обычно, из-за пандемии. Учителям нужно время, чтобы расслабиться, откалибровать, а затем иметь выбор в своих путях обучения. Мы не можем ожидать, что учителя выучат все это за несколько месяцев - они всего лишь люди.

Им должно быть предоставлено меню вариантов профессионального обучения, основанное на их знаниях о себе как взрослых учениках и потребностях их будущих учеников. Затем они могут выбирать из множества путей профессионального обучения. Для некоторых это может быть изучение книг с коллегами, вебинары, виртуальные семинары и / или чаты. Каждый учитель должен сам взять на себя ответственность за разработку своего собственного обучения, освежить свою душу и дух педагога, чтобы справиться с 2020-21 учебным годом и какими бы неожиданностями это ни принесло.



Использованная литература:

1. Никитина Л.А. Проектирование урока как пробное исследовательское действие в методической подготовке будущего педагога. Развитие практики пробного действия в образовании и профессиональной деятельности: коллективная монография. Под редакцией С.И. Поздеевой, Л.Г. Смышляевой. Томск: Издательство ТГПУ 2018.
2. Рыбина О.Е. Пробные действия в методической подготовке будущих учителей начальной школы. Начальное образование. 2019; Т. 10, № 1: 277 - 282.
3. Переход к Открытым образовательным пространствам. 4.1. Феноменология образовательных инноваций: коллективная монография. Под редакцией ГН. Прозументовой. Томск: Издательство Томского университета, 2005.



MASHINA TARJIMASINING O'ZBEK TILIDAGI MUAMMOLARI

To'rayeva Gulbahor Halimovna

BuxDU, Axborot texnologiyalari kafedrasи o'qituvchisi
gulbahor.th@gmail.com

Mamaraimova Zahro
BuxDU, Xorijiy filologiya fakulteti
1-bosqich talabasi

Annotatsiya: Tezisda mashina tarjimasining xato va kamchiliklari, Google translate tizimiga o'zbek tilining qo'shilishi, tizimning o'zbek tiliga tarjimasidagi muammolar, xatoliklar misollar keltirib izohlab o'tilgan. Shuningdek, maqolada o'zbek tilidagi web-kontentlarning sifati, dasturlarda orfografik xatoliklarni tekshiruvchi funksiyalarining mayjud emasligi xususida ham so'z yuritilgan.,

Kalit so'zlar: Mashina tarjimasi, Google Translate, avtomatik tarjima kamchiliklari, o'zbek tiliga tarjima, rus tiliga tarjima, "bat", "ko'rshapalak", "belkurak", "to'qmoq", "kichik ziyofat", onlayn tarjima, Wikipedia, web-kontent, web-sayt.

Ma'lumotlarning geometrik progressiya asosida keskin ko'payishi ularning boshqa tillarga tezkor tarjima qilinishini ta'minlovchi tizimlarga bo'lgan ehtiyojni keltirib chiqardi. Bunga javoban mashina tarjimasi yoki avtomatik tarjima yo'nalishida amaliy tadqiqotlar yaratila boshlandi. Eng ahamiyatl tomoni shundaki, mashina tarjimasiga oid izlanishlar kompyuter lingvistikasi fanining yuzaga kelishida tayanch nuqta hisoblanadi.

1954-yilda AQShdag Jorjtaun universitetida dunyoda birinchi marta avtomatik tarjima tajribadan o'tkazildi. U GAT tizimi (inglizcha "Georgetown Automatic Translation" birikmasining qisqartmasi) deb ataladi. Bu tajribalar IBM701 kompyuterida o'tkazildi. Bu tajribaning bazasi algoritmlardan iborat bo'lib, 50 000 ta so'z (60 ta gap)ni rus tilidan englis tiliga tarjima qildi.

Internet tizimining rivojlanishi natijasida avtomatik tarjima global tarmoqda ham tashkil etildi, ya'ni hozirgi kunda online-tarjima tizimi ham faol yo'lga qo'yilgan.

Katta ma'lumotlarga asoslangan sun'iy neyron tarmoqlari tarjimaning sifatini yil sayin yaxshilab ormoqda. Lekin shunga qaramay, avomatik tarjimadagi kamchiliklar hali talaygina. Bugungi kunga kelib, ommaviy ravishda qo'llanilib kelinayotgan mana shunday avtomatik tarjima tizimlaridan biri bu Google Translate xizmatidir.

Viki pediya ma'lumotlarigako'ra, hozirdabu tizim 90 tatilni qo'llab-quvvatlaydi. 2014 yilning dekabr oyida Google Tarjimonga o'zbek tili ham qo'shildi. Buni amalga oshirishda o'zbek tilini bilgan ko'ngillilar yordamidan hamda Shavkat Bo'tayevning o'zbekcha lug'atidan foydalanildi. Bu albatta quvonarli holat, lekin mashina tarjimasining o'zbek tilidagi tarjimalarida qator kamchiliklarni kuzatish mumkin.

Google Tarjimon boshqa avtomatik tarjima asboblari singari o'z cheklolvariga ega. Ushbu asbob foydalanuvchiga chet tilidagi matn tarkibining umumiyo mazmunini tushunishga yordam beradi. Ammo u ko'p hollarda aniq tarjimalarni taqdim etmaydi. Shuning uchun doimiy ravishda tarjima sifati bo'yicha ishlar olib boriladi, boshqa tillarga tarjimalar yaratiladi.

Avtomatik tarjimaning kamchiliklari:

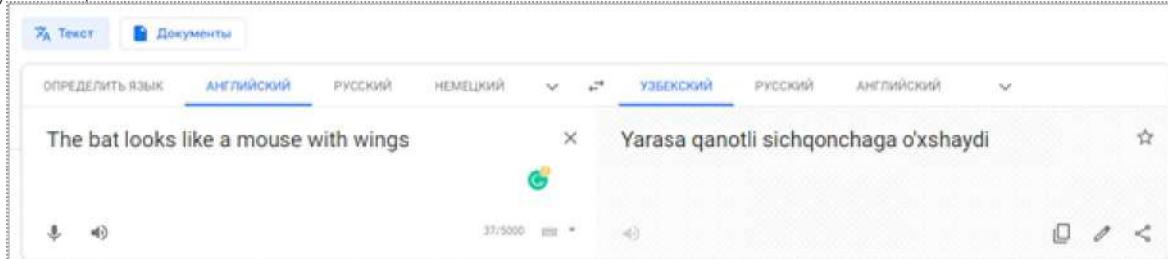
1. So'zlar avtomatik tarjima jarayonida to'g'ridan-to'g'ri tarjima qilinadi. Shuning uchun tarjima grammatik qoidalarga deyarli rioya qilinmagan holda amalga oshiriladi.

2. Avtomatik tarjima qilingan matnni uslub jihatdan tahrirlab chiqish zarur bo'ladi.

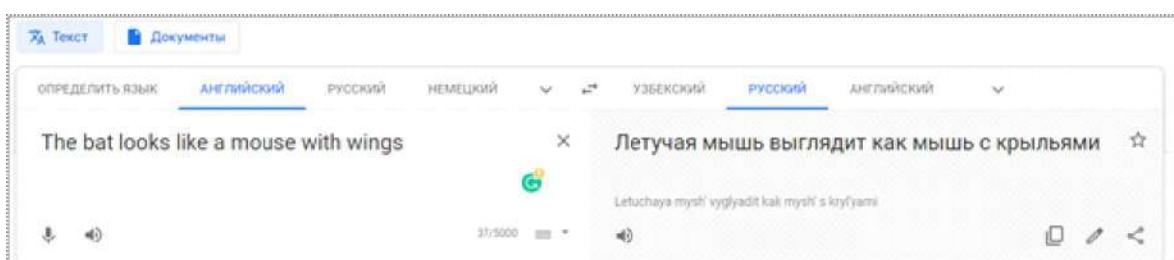
3. Hozirgi mayjud avtomatik tarjima qiluvchi sistemalar so'zlar birikuvini ham deyarli noto'g'ri tarjima qiladi.



Masalan, ingliz tilidagi "The bat looks like a mouse with wings" gapini o'zbek tiliga tarjima qilishda "Yarasa qanotli sichqonchaga o'xshaydi" tarzida tarjima qiladi. Men tilshunos emasman, lekin jumladagi tarjima g'alisligini anglash chuqur bilim talab qiladi, deb o'ylamayman:



Shu gapning rus tilidagi tarjimasi esa, "Летучая мышь выглядит как мышь с крыльями" ko'rinishda bo'ladi.



Yuqoridagilardan ko'rinish turibdiki, tarjimalarning rus tilidagi varianti ancha tiniq va toza, o'zbek tilidagi tarjimalar esa, g'alis bo'lib, faqat ma'no jihatdan anglab olish mumkin bo'ladi.

Jumlalarni tarjima qilishda uning omonimlik xususiyatlarini e'tiborga olish zarur. Aks holda tarjima muvaffaqiyatlari chiqmaydi. Jumladagi "bat" so'zi "ko'rshapalak", "belkurak", "to'qmoq", "kichik ziyofat" kabi ma'nolarni, "look" so'zi esa "qaramoq", "nigoh", "ko'rinish" ma'nolarini anglatadi.

Yana bir misol, "Have you ever wanted to make some extra money?" gapi quyidagicha tarjima qilinadi: "Hech qachon qo'shimcha pul ishlashni xohladingizmi?". Rus tilida esa, "Вы когда-нибудь хотели заработать немного денег?". Bunda ham gapni ma'no jihatdan anglab olibgina tushunish mumkin. Lekin gapda bir ma'noli so'zlar ishlatilgani uchun tarjima biroz asliga yaqin bo'lgan.

Shularni nazarda tutgan holda aytish mumkinki, avtomatik tarjima, ayniqsa, rasmiy til doirasida muvaffaqiyatlari amalga oshiriladi. So'zlashuv va badiiy uslubdagi matnlarning avtomatik tarjimasi hali hanuz maksimal darajada hal etilgani yo'q.

Albatta, eng sifatlari tarjima insonning aralashuvini bilan yuzaga keladi. Chunki tarjimon inson tilining nozik qirralarini, semantik, grammatickijihatlarini nazarda tutgan holda tarjimaga yondashadi.

Shunga qaramay, kundan-kunga web-kontentlar, axborot tizimlarining miqdor jihatdan keskin oshib borishi, shu bilan birga global tarmoqdagi aksariyat ma'lumotlarning rus yoki ingliz tilida ekanligi o'zbek tilli aholi uchun zarur ma'lumotlarni to'g'ri qabul qilishni cheklaydi. Dunyoda 30 mln.ga yaqin aholi shu tilda so'zlashishiga qaramay, haligacha o'zbek tilining jahon hamjamiyatidagi o'rni sezilarli darajada emas. O'zbek tilidagi mavjud web-saytlarning sifatini ham qoniqarli deyish qiyin. Xorijiy saytlardan olinib, to'g'ridan-to'g'ri tarjima qilingan ommaviy maqolalardagi jumlalar bir-biriga bog'lanmagan va so'zlarda



ko'pgina orfografik xatoliklarni uchratish mumkin:

Hozirgi kunda internet, juda katta tezlikda rivojlanib ketmoqda. Shu bilan birga internetga oid har xil terminlar ko'paymoqda. Misol uchun, sayt, portal, web sahifa, web server,...Bu terminlarni o'rganish, hozirgi zamон uchun muhim hisoblanmoqda. Biror inson bilan internet haqida gaplashsangiz, bu terminlarni bilmasangiz, boshqa tildagi inson bilan gaplashganday bo'lasiz va uni tushunmaysiz. Bu maqolada shunday terminlardan biri – web server haqida to'xtalib o'taman.

Biror bir internet saytg'a kirish uchun, brouzerga manzil yozsangiz, brouzer shu sayt joylashgan kompyuteriga, saytdagi mal'umotlarni ko'satish haqida so'rov jo'natadi, kompyuter oddiy temir bo'lgani uchun bu so'rovni tushunmaydi. Shuning uchun, ya'nini bu so'rovni tushunishi uchun, kompyuterga dastur o'rnatiladi. Mana shu dastur web dastur deyliladi. Bu kompyuter esa, web serverga aylanadi. Hozirda web dastur deyilmasdan, umumiyl holda web server deyilmoqda.

Demak, web server — foydalanuvchidan kelayotgan so'rovlarni qabul qilib, tegishli javobni jo'natadigan dasturdir. Foydalanuvchi sifatida web brouzer([http](http://), [https](https://) protokoli orqali), mobil telefon([wap](http://) protokoli orqali), ba'zi dasturlar(antiviruslar) bo'lishi mumkin. Web server orqali butun sayt boshqariladi, ya'nini sayt kataloglariga ruxsatlarni beradi, xavfsizlik jihatidan IP manzillarni blokka oladi, foydalanuvchilarni ro'yxatdan o'tkazish va boshqa ko'plab ishlarni amalga oshiradi.

Q1 ERP o'zim himyar?

Q2 Linux Mint distributivida E-imzo modulini o'rnatish

Q3 Androidda SMS yuborish

Q4 Java dasturlash tili bo'yicha onlayn darslar

Q5 Interface - PHPda interfeyslar bilan ishlash

Q6 C++ da grafika

Q7 Android ilovalar

O'zbek tilidagi muammolarni nafaqat onlayn tarjimalarda, balki oddiy Office dasturlarida ham kuzatish mumkin. Kirill va Lotin alfavitlarida matn terishda matnni tahrirlovchi funksiyalar ishlab chiqilmagan. Ms Word dasturi ingliz va rus tilidagi so'zlarning orfografik xatoliklarini aniqlashi ko'pchilikka ayon.

Yuqorida keltirib o'tilgan muammolardan shuni xulosa qilish mumkinki, o'zbek tilida sifatli web-kontentlar yaratish, xorijliklar uchun o'zbek tilini o'rgatuvchi maxsus dasturiy ilovalarni ishlab chiqish dasturchilar, web-dasturchilar, kompyuter lingvistikasi mutaxassislari va tilshunoslar oldida turgan dolzarb muammolardan biri hisoblanadi. Bu masalalarni bosqichma-bosqich hal qilinishi aholi inofrmatsion ongingin o'sishiga ijobiy ta'sir ko'rsatadi.

Foydalanilgan adabiyotlar:

- 1.Rahimov.A Kompyuter lingvistikasi. Toshkent, 2011.
- 2.Nilufar Abdurakhmonova. O'zbek tili lotin alifbosi uchun klaviatura yoki "unicode" masalasi/ Til va adabiyot ta'limi journali. №6. 2018.
- 3.https://uz.wikipedia.org/wiki/Google_Tarjimon
- 4.<https://translate.google.co.uz/>
5. <https://sysblok.ru/nlp/chto-ne-tak-s-mashinnym-perevodom/>



СИЛА КОРОТКИХ ПИСЬМЕННЫХ ЗАДАНИЙ

Кундузова Муножот Эргашевна - преподаватель русского языка и литературы средней школы №3 города Чуст Наманганской области
e-mail: article.20@mail.ru

Аннотация. Краткие письменные подсказки и ответы помогают ученикам в любой дисциплине. В данной статье приводятся примеры использование кратких писем для улучшения восприятия предмета и окружающего мира учениками.

Ключевые слова: ученик, способ, текст, форма, качество, преподаватель.

Запаниковавшая ученик поздно вечером сталкивается с пустым экраном ноутбука. Следующим вечером измотанный учитель сидит перед кучей эссе, которые еще предстоит оценить. Длинные письменные задания могут вызвать страх и беспокойство у учеников и преподавателей.

Некоторые преподаватели избегают задавать письменные задания, полагая, что у них нет времени ни включить такой проект, ни оценить его. К счастью, письменные задания не должны быть длинными, чтобы быть эффективными. Если вы не хотите назначать потенциально трудоемкий проект, попробуйте эти короткие задания, чтобы помочь ученикам стать лучшими писателями и мыслителями.

Подведение итогов для понимания. Резюме - это простой способ включить письмо в любой предмет. Они представляют собой ценный способ бросить вызов ученикам, чтобы четко определить основные детали, темы или аргументы в письменной форме. Чем дольше чтение задания, тем сложнее процесс написания убедительного резюме.

Научите учеников, как добросовестно заниматься текстом, читая материал, отмечая его наиболее важные элементы. Я периодически прошу своих учеников написать резюме из 50 слов к главе из учебника - упражнение, которое многие из них поначалу находят чрезвычайно трудным. Постепенно они становятся более уверенными в отстаивании основных идей автора.

Поделитесь лучшей работой с классом, подчеркнув компоненты особенно эффективных резюме. Когда ученики слышат резюме других, они лучше поймут, как создавать свои собственные.

Подсказка с вопросами. Часть нашей работы в качестве преподавателей включает предоставление учащимся инструментов для самостоятельного изучения новой информации, а также наделение их желанием и навыками для преодоления собственных предубеждений. Все это включает в себя обучение молодых людей, как создавать острые вопросы.

Обсудите с учениками важность вопросов и ознакомьте их с различными методами написания вопросов, сделайте паузу перед тем, как призвать конкретного учащегося подумать над ответом.

Попросите учеников написать вопрос в одном предложении в ответ на текст научной литературы или художественную литературу. Затем предложите ученикам ответить на вопросы друг друга с помощью другого тщательно составленного предложения. У каждого учащегося должен быть кусок письма - вопрос и ответ - который должен составлять примерно два предложения, чтобы учителя могли его просмотреть.

Подумайте о том, чтобы использовать вопросительные подсказки, такие как



вопросники Блума. Учителя могут адаптировать сложность и специфику этих подсказок к потребностям ученика.

Подбодрите креативные ответы. Короткие письменные задания также могут быть более творческими. Например, давайте попросим учеников принять голос исторического деятеля:

Томас Джейферсон составляет три предложения ответа на банковский план Гамильтона.

Премьер-министр написал в Твиттере свое мнение о современных антимонопольных расследованиях Google, Facebook и Apple.

Серия текстовых сообщений между главами государств о том, является ли долговая лизинговая программа вредной "запутывающим союзом".

Например, учителя русского языка могут захотеть включить вымышленных персонажей в свои творческие задания, чтобы ученики практиковали вывод мыслей персонажа. Преподаватели русского языка могут использовать эти творческие ответы как краткие, но мощные инструменты оценки для понимания прочитанного.

Будьте краткими Ученик никогда не бывает слишком стар, чтобы вернуться к основам письма, и преподаватели не должны недооценивать важность обучения учеников тому, как составлять убедительные и грамматические предложения.

Любое короткое письменное задание может быть сведено к одному предложению. Некоторые варианты включают следующее:

- “ Напишите краткое предложение статьи или книги.
- “ Опишите основную идею произведения в одном предложении.
- “ Завершите рассказ или мемуары одним предложением.

Задания, состоящие из одного предложения, подталкивают учеников к тщательному выбору правильных слов и структуры, чтобы выразить свою точку зрения.

Шанс для сотрудничества. Короткие письменные задания предлагают много возможностей для сотрудничества между дисциплинами.

Попробуйте включить словарные слова или приемы, которые учащиеся изучают в других классах, в короткое письменное задание. Преподаватель литературы может попросить учеников написать краткое изложение чтения с использованием словарного запаса из их уроков русского языка. Преподаватель литературы может также интегрировать книгу или рассказ из урока русского языка. Эти методы не должны быть ограничены гуманитарными и социальными науками. Преподаватели STEM могут оценить информативные или объяснительные навыки письма, попросив учеников составить список предложений с описанием шагов, которые они предприняли для решения проблемы или создания чего-либо.

Значение механики. Хорошее письмо по любому предмету требует знания содержания и формы. Короткие письменные задания позволяют занятым учителям уделять внимание грамматике и пунктуации.

При назначении короткого письменного проекта учитель может потребовать некоторый структурный элемент ("включить цитату" или "использовать в своем ответе как минимум два составных предложения"). В любом случае, преподаватели должны подчеркнуть важность грамматики, пунктуации, стиля и синтаксиса.

Известно, что Марк Твен писал: "У меня не было времени написать короткое письмо, поэтому я написал длинное". Попытка объяснить смысл в нескольких словах или предложениях часто более сложна, чем на многих страницах. Короткие задания также требуют от учащихся самостоятельного редактирования - навыка, который ценен на протяжении всей школы и в их трудовой жизни.

Короткие письменные задания позволяют весело, быстро и стимулировать



способы обучения ценным навыкам письма.

Использованная литература:

- 1.Современные технологии обучения: Методическое пособие по использованию интерактивных методов в обучении / Под ред. Г.В. Борисовой, Т.Ю. Аветовой и Л.Ю. Косовой. - Спб., 2002.
- 2.Хижнякова О. Н. Современные образовательные технологии в начальной школе. - С. 2006
- 3.Через уроки русского языка и литературы - к гармонизации личности!: сборник материалов по итогам межрегионального научно-методического семинара-школы (11-15 мая 2015 г., Алтайский государственный университет, г. Барнаул). - Барнаул: ИП Колмогоров И.А., 2015. - 403 с.© Нарыкова Г.В., 2018
- 4."Активные методы обучения". Электронный курс. Международный Институт Развития "ЭкоПро", Образовательный портал "Мой университет",



I.A. BUNIN IJODIDAGI "SHARQ" TUSHUNCHASI

Niyazova Gulnoza Abdullayevna

Sirdaryo viloyati Boyovut tumanidagi

22-sonli umumta'lim maktabi Rus tili va adabiyoti fani o'qituvchisi

Pochta:gulnozaniyazova871@gmail.com

Annotatsiya: Ushbu maqolada o'quvchilarda vatanparvarlik ruhini yuksaltirish va shu orqali darslarga qiziqishini ko'chaytirish. O'zbek tilida rus adabiyoti yirik namoyondasi. I. Bunin ijodini o'qish va o'rganish uchun asos va innovasion yondashuv. Rus ijodkori I. Bunin haqida vatandoshlarini fikri va Sharqga bo'lgan qiziqishi va ijod na'munalari. O'qituvchi va o'quvchini dars jarayonidagi uzviy boq'liqlik tushunchasining boshlanish va tugash nuqtasi va fanga bo'lgan qiziqishini orttirish choralarini ko'rsatib berilgan.

Tayanch iboralar: I. Bunin, Sharq, "rus poeziyasining bosh musulmoni", Saadiy, Shitob, muhr "Kavsar", "Kaabaning qora toshi", "Sir", "Muqaddas g'ubor" "Yashil bayroq", "Zaynab", "Sharqga oshiq ovrupalik ijodkor"

Odam bolasi tug'ilibdiki ilm olish, o'rganish, uni hayotga tadbiq qilish va yoki aksinch inkor qilish bilan ovvora ya'ni band bo'ladi. Falsafada inkorni inkor etish qonunini ming yillardan beri ona yer ko'rib kelayapdi. Arzimas ko'ringan o'quvchining noroziligi yoki qiziqishining ortida katta muommo bilaks yutuq bo'lishi mumkinligini goho unutib qo'yamiz. O'qituvchi va o'quvchining maktabda, dars jarayonida bir-biriga hurmat, mehr, ko'nikish, faollik va afsuski ba'zi hollarda o'qituvchi haqidagi o'zining va atrofidagilarni negativ fiklari o'rtasida kurash sodir bo'laveradi. Ko'rinas bu kurashni o'qituvchi bilib, uni yoqotish uchun goh-gohida mavzudan yiroqlashishi ta'biy. Adabiyot darslarida asosan o'quvchi hayolot dunyosiga sayr qilib tafakkur qiladi. U qaysi millat adabiyoti bo'lmasin o'quvchida qiziqish o'yg'otish bu uning yutug'i.

Ilm fan to'xtovsiz, jadal rivojlanayotgan bir paytda o'quvchilarni an'anaviy darslar bilan diqqat-e'tiborini ushlash qiyinchilik tug'dirishi mumkin. O'qituvchi va o'quvchini uzviy bog'lab turgan vaziyat bir tomonning salgina e'tiborsizligi oqibatida tugashi yoki boshqa mavzuga o'tishiga sabab bo'ladi. O'qituvchi o'z nomi bilan o'qitishi, o'rgatishi kerak. Milliy mentalitetimiz biz o'quvchilarga o'quvchiga avvalo har bir fanni tarbiya bilan bog'lab o'tishni, kimlarni avlodи ekanligimgizni unutmasdan, yoshlarni ongida vatanimiz istiqboliga hizmat qiladigan g'oyalarni shakllantirish orqali o'zimizga yuklatilgan vazifani ado qilgan bo'lamic. Bu yo'lida bizga o'z bilim malakamiz bilan birgalikda qo'llanmalar, darsliklar, adabiyotlar va OAV berib boriladigan: yangiliklar, maqolalar, tezislar yordam beradi.

Rus tili va adabiyoti fani o'qituvchisi sifatida hali fanim haqida tushunchaga ega bo'lмаган o'quvchilarimga ularni e'tiborini ushlab turish va shu fanga qiziqishini oshirish uchun vatanparvarlik ruhidagi, o'zidan, o'z millatidan, o'z vatanini va o'zini o'rabi turgan olamiga oz bo'lsa ham ta'lulqlilik bor ma'lumotlar bilangina maqsadimga yaqinlashish mumkin deb o'ylayman.

Psixologlarni fikridan kelib chiqadigan bo'lsam, bola ta'lim-tarbiyasiga quruq gaplar bilan emas, balki amaldagi xatti-harakat ko'proq natija berishini bilamiz. Shularni e'tiborga olib o'quvchilarga o'tiladigan mavzularni (ayniqsa tilchilar) o'qituvchi real hayot bilan bo'g'lashi kerak.

Darslarda AKTdan foydalanish yaxshi lekin yana ham samarali yo'llarni izlab, topib foydalanish maqsadga muvofiqdir.

Ko'pgina rus ijodkorlari, ayniqsa XIX-XX asr boshlarida ijod qilgan yozuvchi va shoirlar-



Sharqga, Shaqning dinlari, madaniyati va boy tarixiy merosiga qiziqishgan, o'rganishgan. Ana shunday Sharqga mehri o'zgacha bo'lgan ijodkorlardan I.A. Bunin ijodidaga talabalik yillarimdan qiziqib kelaman. Buninning Sharqga bo'lgan qiziqishi, ijodkorning Sharqga qilgan sayohatlari, olgan taassurotlari mahsuli desam adashmagan b'laman.

I.A. Buninning Yaqin va Uzoq Sharqga 1903, 1907 va 1910-11 yillarda qilgan sayohati davomida yozgan esdaliklarida shunday degan: "Men qishloqda ko'p vaqt yashaganman, Rossiya va undan tashqarida: Italiya, Turkiya, Bolqon, Gresiya, Falastin, Misr, Jazoir, Tunis kabi issiq o'lkalarda bo'lganman. Men Saadiy aytganiday, "Shitob bilan dunyo yuzini ko'rib chiqib, unda uz qalbimning muhrini qoldirmoqni", qiziqtirgan falsafiy, diniy, tarixiy savollarga javob topmoqni istadim. Sharqga qilgan sayohatlaridan olgan taassurotlari asosida 1907 yilda ""Qushlar sharpasi"" va sayoxatnoma ocherklar to'plamlarini yozgan.

Rus ijodkorlari bir so'z bilan Buninni "" rus poeziyasining bosh musulmoni"" deb atashadi. Men ana shunday o'zga millat va mentalitetli ijodkor I. Buninni asarlarini o'zbek yoshlari keng miqiyosda o'qishni maqsadga muvofiq deb bilaman. O'quvchiga uning asarlarini qiziqib o'qishi uchun turtki va ajoyib, qiziqarli faktlarni keltirib o'tish joizdir. I. Buninni Sarqga qiziqishiga undagan narsa bu albatta sharqona madaniyat, urf -odat, a'nanalar va albatta ungacha bu mavzuda ijod qilgan V. A. Jukovskiy, A. S. Gribayedov, V. G. Benediktov, S. N. Glinka, I. I. Kozlov va boshqalardir. Ayniqsa Sharq mavzusi A. S. Pushkin, M .Yu. Lermontov, N. A. Nekrasov, N. V. Gogollarni o'ziga maftun etganini ularning ijod na'munalardan bilamiz. Buninning Sarqga bo'lgan qiziqishlarini ortishida ovrupaning mashxur olim va falsafashunoslaridan-I. V. Gyote, I. G. Fixte, G. V. F. Gegel va A. Shopengauerlarning yozgan kitoblari ma'nba vazifalarini bajargan desam also mubolag'a bo'lmaydi.

Buninnig "Kavsar" (1903), "Tog' qiyaligi" (1903-1905),"Cho'qqi" (1903-1905). "Hiyonat uchun" (1903-1905), "Kaabaning qora toshi" (1903-1905), "Sir"(1905), "Muqaddas g'ubor" (1903-1906), "Yashil bayroq" (1903-1906), "Zaynab" (1903-1906)va yana ko'pgina na'munalarni keltirish mumkin. Bir so'z bilan aytganda "Sharqga oshiq ovrupalik ijodkor" desam hato bo'lmas.

Internet materiallaridan foydalanib ko'pgina ma'lumotga ega bo'lishimiz mumkin bo'lgan davrda o'quvchini izlanishga undash ayni muddaodir. Dars davomida rus tilidagi matnni to'laligicha tushunmagan o'quvchi gadjetlardan foydalanib uni o'ziga qulay til va ko'rinishga keltirishini men darslarimda tavsiya qilib boraman va amalda ko'rsataman ham. Bu bilan o'quvchiga imkon berish, o'z ustida ishlashi, qiziqqan ma'lumotlarni qaerdan topish mumkin bo'lgan ko'nikmalarni shakllantirish va to'g'ri yondashishni o'rgatamiz. O'qituvch va o'quvchi har zamon va makonda uzviy bog'liq tushuncha bo'lgani kabi, yuzma-yuz dars davomida beriladigan ma'lumotlar yoshlar ongida yaxshi saqlanadi. Rus adabiyotining salmoqli namoyondasi I. Bunin ijod na'munalarni o'zbek tiliga tarjima qilish, darslik va qo'llanmalarga kiritish haqida bong urmoqchi emasman, shunchaki bir o'qituvchi sifatida fikrlarim bilan o'rtoqlashdim. Kelgusida I. Bunin asarlarini tarjimasi bilan ham shug'ullanish va e'tirof etilgan na'munalarni sizni e'tiboringizga havola etish umididaman.

Foydalanilgan adabiyotlar:

- 1.M.M. Boyeshanov "I. Bunin ijodida Sharqning o'rni"" maqolasi
- 2.G. V. Antyuxin " I. Bunin ijodida ocherklar"-M. Ma'rifat 1966y, 384 b
- 3.V.N. Afonin " I. Bunin haqidagi haqiqatlar V-2 Mockva 1973y, 412-423b
- 4.I. A. Bunin Tolstoyning ozod qilinisi //I. A. Bunin. Hik. to'p.:B 9 т. Т.9.М., 1967. б.47.
- 5.G. N. Niyazova "I. Bunin ijodiga Sarqning uyg'unligi" BMIsi
6. http://www.lib.ru/orientalnaya_literatura/arhiv/1898000



ЗЕБО МИРЗО ШЕҮРИЯТИДА ИШҚ ОҲАНГЛАРИ

Насиба Джуманиёзова, доц
Мастура Матчанова

талаба

Урганч Давлат университети

modernfilolog@mail.ru

Аннотация. Ушбу мақолада шоира Зебо Мирзаева шеърияты тадқиқ қилингандар. Шоира шеърлари таҳлили орқали ижоди бўйича муайян маълумот берилган.

Калит сўзлар: Мавзу, шеърият, ишқ, сатр, ижод, лирик қаҳрамон, руҳият, кечинма.

Шеъриятда шундай қудрат жо бўлганки, биз уни кўнгил кўзимиз, қалб сезимларимиз орқали илғаб оламиз. Ўз шеърлари билан бир неча дилларга ёруғлик улаша олган, малҳам бўлувчи шеърлари орқали кишилар кўнглини забт эта олган шоираларимиздан бири Зебо Мирзо(Зебо Мирзаева)дир.

Ўн саккиз минг олам яралибдики, ҳар бир инсон кўнгил кўзгусидан ишқ дея аталмиш ботиний неъмат жой эгаллаган. Зебо Мирзо шеърларида ҳам муҳаббат мавзуси етакчи ўрин эгаллаган. Буни адабиётимиз вакили Хуршид Даврон шундай таърифлаган эди:

"Шоира умр бўйи битта шеърни - "Ишқ" сарлавҳали шеърни ёзаётгандай. Ҳар бир шеър олдинги шеърнинг давомидек туюлади, уни тўлдиради, унинг янада кучлироқ порлашига қувват беради".

Шоира шеърларида акс эттирилган муҳаббат мавзусининг асосий хусусияти-бу айрилиқ орқали лирик қаҳрамон қалбини янада покланиши, висол орзуси туфайли чексиз машаққату -азоблар чекиши туфайли оддий инсоний туйғунинг илоҳийлик сари кўтарилиши дейиш мумкин.

Ҳақиқатдан ҳам, шоиранинг шеърларини ўқир эканмиз, унинг шеърларини кўзимиз билан эмас, фақатгина қалбимиз билан идрок қилишимиз мумкин.

Бор-йўғи - юракман

Маҳтал бир ишқقا,

Барча гуноҳингиз келади кечгим.

Сочилиб кетаман сизсиз бўшлиқقا,

Мени теріб олмайди ҳеч ким.

Бу сатрларда шоира бор -у йўғи фақатгина юракдан иборат бўлган қалб ва бу юрак ёрининг муҳаббатига интиқ қалб кечинмаларини тасвирлаб бермоқда. Шоира бу сатрлари орқали севгининг ноёб эканлиги, инсон бутун жисми-жони билан муҳаббатга йўғрилганини бадиий тарзда ифода этади. Одамзод яралибдики, унинг қалбida буюк ишқ мужассам бўлади. Шу ишқ унинг бутун тириклиги мазмунидир. Лекин Шоира ишқ, муҳаббат масалаларига ўзгача нигоҳ билан ёндашади. Шоиранинг шеърларини шунчаки ўқиб бўлмайди.

Сенга бағищлайман кечаларимни,

Кунларимни сенга бераман...

Хузурингда бўлмоқлик учун,

Осмонлардан юриб келаман.

Шоиранинг бу мисраларини чинакам илҳом самараси дейишимиз мумкин. Бу мисралар орқали ошиқнинг ўз маҳбубига барча нарсаларини тортиқ қилиши, маҳбуби висолига эришиш учун ҳар нарсага тайёрлиги гўзал тарзда тасвирлаб берилган. "Фақат юракдагина энг баланд самовий юксакликка кўтарилиш мумкин",



деган эди буюк файласуф Румий. Дарҳақиқат, инсон қалби орқали англанган сезимлар идрок орқали олинган билимлардан юқори туради. Чунки юрак бу илоҳий қудрат билан бевосита боғланган, ундан куч олиб тургувчи яратиқдир.

"Мен энди кетаман... Уни кечирдим энг сўнгти фанимимни ҳам. Дараҳтлар, Шамоллар, Майсалар билан..." Зебо Мирзонинг шеърларини ўқиганда туйфу ва ҳиссиётнинг шеърдаги чизгиси, шеърдаги акси тасвиrlанганлигига амин бўламиз.

Шоира юқоридаги мисра орқали севгиси рад этилган ошиқ ҳолатини эмас, балки ўз руҳига ҳамоҳанг бўлган, кўнглига яқин бўлган руҳнинг йўқлигидан азият чекаётган лирик қаҳрамонни тасвиrlаяпти. Бу сатрларда лирик қаҳрамон қалби соғлигидан, маънавияти юксаклигидан "энг сўнгти фанимими" ҳам кечира олган. Дараҳтлар, шамоллар, майсалар деталлари орқали шоира лирик қаҳрамонини табиат билан жисман ва маънан уйғун эканлигини таъкидламоқда. Чунки ҳар бир деталь орқали ишқнинг беадад қудрати намоён бўлмоқда.

Кўзим тушса куяди офтоб,
Кўлим чўзсан ,тўкилар дилим.
Айтсан гуноҳ, айтмасам азоб,
Бу қандай дард,
Бу қандай ўлим?

Бу мисраларда севги дея аталмиш улуғ бир ҳиснинг қудрати нақадар мислсизлигига қойил қоламиз. Ишқнинг шарофатидан ошиқ қалби ғам чекаётгани ва бу ғамлардан офтоб ҳам дош беролмай "куйиш"и ,кўнгил эса бу ишқ азобидан тўкилиши тасвиrlанган. Бу сатрларни ишқ моҳиятини қалбан анлаган, кўнглида муҳабbat учқунлари ботиний ўрин эгаллаган ижодкоргина яратади.

Шоир шеърларида ишқ оҳанглари шундай нағислик билан тасвиrlанганки, беихтиёр ўқувчи кўз ўнгидаги шу ҳодиса, шу жараён жонли тасвиrlангандай бўлади, ўқувчи шеър ичига сингиб кетади.

Кўл силтаманг...
Кулманг...
Ачинманг...
Ачинаман мен сизга кўпроқ.
Севилган -у буюк ишқ билан,
Севилганин билмаган бироқ...

Бу мисраларда ҳам ошиқликнинг ширин ва айни пайтда аччиқ бўлган азоблари тасвиrlанган .

Хуршид Даврон Зебо Мирзонинг шеърларини севиб ўқир экан, қуйидаги фикрларни келтириб ўтган: "Зебо бутун ижоди (демак,умри) давомида одамларга дунёга ўзи севган, ўзи интиқ кутаётган, келишига ишончи тобора йўқолиб бораётган одамга бўлган меҳр-у муҳабbat кўзи билан қарайди.

Ҳақиқатдан ҳам, шоиранинг шеърларида асосий мавзу -ишқ, ишқ бўлганда ҳа оддий эмас, балки ўзи таъкидлагандай "буюк ишқ"дир. Зебо Мирзонинг шеърларда ғамдан эзилаётган, руҳи севгилисингининг ҳижронидан адо бўлаётган, кўнгил хазинаси ишққа бурканган ошиқ ҳолатининг тасвири асосий ўрин эгаллаган.

Бу ҳислар нақадар мунгли, бу ғам қанчалик азобли бўлмасин шоира севгисининг қайтишига, бир кун у муҳабbatи билан дийдор кўришишига ишонади.

Инсонни юксалтирадиган, уни поклайдиган, уни баҳт ёки баҳсизликка етаклайдиган ҳис ҳам муҳабbatdir. Ишқ мавзуси ҳеч қачон ўзгармайдиган мавзу ҳисобланади, инсон мавжуд экан, муҳабbat уни ҳеч қачон тарқ этмайди. Энг бағри қаттиқ одамларда ҳам юрагининг қайсиidir тубида муҳабbatning учқуни яшириниб ётган бўлади.



Айтадиларки, инсонга берилган, фақат инсонлардагина мавжуд бўлган буюк тортиқ бу руҳиятдир. Муҳаббатнинг ватани ҳам руҳиятдир. У инсоннинг руҳида, қалбида, ички оламида пиҳоний яшайди.

Оташман,
Денгизман,
Самоман,
Нурман,
Жисм-у жаҳонингни ўртайвераман,
Айт, қандай топасан, қочмоққа имкон,
Мен сени худодан сўрайвераман.

Шоиранинг ушбу сатрларида ҳам қалби муҳаббатга лиммо-лим бўлган, муҳаббат оташидан жони ичига сифмаётган, муҳаббати билан маҳбубининг "жон-у жаҳонини ўртаётган ошиқ ҳолати баён қилинган.

Яратганинг бизга берган, биз учун тортиқ қиласан ҳар битта неъмати азиз. Яратган ҳар бир неъматига инсонни боғлаб қўяр экан, бу боғлиқликнинг номи эса муҳаббатдир. Муҳаббат туйфуси ҳамма ҳаммага ҳам насиб қилмайдиган, ҳамманинг бошига ҳам кўнавермайдиган баҳт қушидир.

Юқоридаги мисрада ҳам ёрига садоқат туйфусидан бир умр уни кутган, соғинч саргардонлигидан тунлари ҳатто киприк қоқмай ўтган вафодор ошиқ ҳолати акс эттирилган. Ошиқ қалб севган кишиси учун ҳамма нарсага тайёр бўлади, унинг сўзларидан, унинг ишларидан мўжиза қидиради.

Хулоса қилиб айтадиган бўлсак, инсон ҳар бир нарсага меҳр -муҳаббат кўзи билан боқиши керак, зеро инсоннинг ўзи бу дунёдан бир кун ўтиб кетар, аммо меҳр ва муҳаббат туйфуси ҳеч қачон сўнмайди. Фикримизга шоиранинг ушбу фикри билан якун ясасак: "Биз қараймиз, аммо жуда кўп нарсани кўрмаймиз Бизга берилганлари -туш каби оний, тахайюл осмонидан, тасаввур кўзгусига бир лаҳза тушиб ўтган нур сояларидир".

Фойдаланилган адабиётлар

1. Йўлдошев Қ. Ёниқ сўз. - Тошкент, 2006. - 778 б.
2. Мустақиллик даври адабиёти. - Тошкент: Адабиёт ва санъат нашриёти, 2006. - 288 б.
3. Раҳимжонов Н. Мустақиллик даври ўзбек шеърияти. - Тошкент: Фан, 2007. - 259 б.



МЕТОДЫ ПОСТРОЕНИЯ НАВЫКОВ ЧТЕНИЯ

Мелькумова Снежана Викторовна- преподаватель русского языка и литературы средней школы №34 города Наманган Наманганской области
(Узбекистан)
e-mail: article.20@mail.ru

Аннотация. Ученикам нужны хорошие навыки чтения не только на уроках литературу, но и во всех остальных предметах. Данная статья приводит несколько способов помочь ученикам развить навыки чтения.

Ключевые слова: чтение, навык, ученик, эффективность, компетенция.

Будучи заядлыми любителями литературы, учителя, часто хотят поделиться своими знаниями о любимом тексте со своими учениками. И это не просто проблема языковедов, но и другие дисциплины также часто фокусируются на содержании текста. Тем не менее, обучение навыкам чтения на уроках русского и литературы в разных дисциплинах - это почти гарантированный способ помочь ученикам сохранить контент. К сожалению, тенденция сосредоточиться на контенте является настоящим врагом конечной цели развития навыков чтения.

Без репертуара стратегий чтения, которые можно применять к любому тексту, ученики не получают достаточного образования. Для того, чтобы научить учеников эффективно читать, учителя должны быть уверены, что они являются не просто поставщиками информации по конкретному тексту, но и инструкторами по методам развития навыков чтения. Вот несколько идей о том, как включить уроки навыков чтения в учебную программу.

Обучайте закрытым навыкам чтения. Направляйте учеников в аннотациях, предлагая им делать больше, чем выделять или подчеркивать. Поощряйте учеников к разговору с текстом, делая пометки на тексте во время чтения - это помогает учащимся вовлекаться и часто улучшает понимание. Аннотации могут включать в себя:

- " Определение новых слов
- " Задавать вопросы
- " Кодирование повторяющихся слов и тем
- " Создание личных связей с текстом
- " Ссыльаться на текущие события
- " Выделение заголовков и подзаголовков
- " Обобщая параграфы
- " Категоризация информации
- " Нумерация и заказ
- " Рисование картин

Список возможностей бесконечен - дело в том, чтобы учащиеся формировали свой собственный процесс при приближении к тексту. Но не бойтесь давать ученикам конкретные рекомендации по аннотациям, такие как "аннотировать методы описания автора" или "найти примеры , чтобы помочь им сосредоточиться. Аннотации также помогают ученикам определить, какие стратегии лучше всего подходят для них, когда они пытаются обрабатывать и понимать информацию.

Обращайтесь к чувствам. Хотя чтение - это работа ума, включение чувств обеспечивает дополнительное подкрепление для учеников, которые все еще развиваются свои навыки. Чтение отрывков вслух и словесные вопросы, которые вы



мысленно задаете во время чтения, могут принести большую пользу ученикам. Ученики часто не имеют ни малейшего представления, как задавать вопросы, какие вопросы задавать или как часто они задаются, поэтому моделирование этого навыка бесценно. Это может быть дополнительно усилено, особенно для визуальных учеников, используя документ-камеру или проектор, чтобы писать вопросы, отмечать ключевые слова и фразы и взаимодействовать с текстом. И, как всегда, поощряйте учеников читать с ручкой или карандашом в руках.

Направляйте учащихся для установления целей чтения. Несмотря на то, что цели написания регулярно используются в классе, учащиеся не оценивают личные навыки чтения на регулярной основе. Начните год с того, что ученики напишут биографию читателя, чтобы понять их привычки чтения, борьбу и успехи; это служит основой для дискуссий о постановке целей чтения. После прочтения романа, научного текста, рассказа или стихов, помогите ученикам оценить свои навыки чтения: чувствовали ли вы себя уверенно, читая текст? Почему или почему нет? Какие части текста доставили вам неприятности? Могли бы вы использовать другую стратегию, чтобы упростить чтение текста? Ученики должны регулярно оценивать цели и создавать новые цели на основе их потребностей и роста.

Изменяйте длину текста. Подходя к особенно сложному тексту, разбейте его и предложите в более коротких сегментах. Ученики часто разочаровываются в длинных текстах, требующих интенсивной концентрации. Предоставление меньших сегментов позволяет ученикам переваривать куски по частям, приобретать академический словарный запас и укреплять доверие.

Предложите различные случаи для выбора чтения. Проще говоря, лучший способ улучшить чтение - это читать, и ученики чаще читают, когда у них есть выбор в чтении. На сегодняшний день интернет и различные онлайн платформы предлагают на выбор множество статей, а также включает художественную литературу; на сайтах есть статьи с различными уровнями обучения и по нескольким дисциплинам. Классные, школьные, городские библиотеки, распродажи и благотворительные магазины, побуждают учеников брать книги для личного чтения. Спросите учеников об их интересах и дайте рекомендации. Чтение для удовольствия развивает передаваемые навыки для чтения контента и должно поощряться, в том числе на уроках.

Оценивайте содержание и навык. Ученики должны быть в состоянии продемонстрировать свои навыки оценки, будь то формальные или неформальные, формирующие или суммирующие. Вопросы об отзыве и понимании - хороший способ проверить базовое понимание, но учителя должны затем перейти к более сложным вопросам как и почему. Выберите занятия, которые требуют от учащихся углубиться в текст, например:

- ” Содействовать в сократической дискуссии.
- ” Создайте плейлист для персонажа.
- ” Напишите официальное эссе.
- ” Сделайте мем для персонажа.
- ” Представьте мини-доклад об исследованиях, основанных на тексте.
- ” Создайте карту разума, литературную 3x3 или инфографику.

Большинство учителей уже в какой-то степени используют развитие навыков в своих классах; однако, если вы уделите время обсуждению и активному вовлечению учеников в процесс, развитие навыков будет оставаться в авангарде обучения. Результатом будут ученики, которые не только приобретают навыки чтения, но и понимают, как стать лучшими читателями.



Использованная литература:

- 1.Андреев О.А. Учимся читать быстро. М.: "Университетское", 2012.
- 2.Боразнова Г.Д. Техника обучения чтению // "Пачатковая школа". 2014. №10. С. 36-38.
- 3.Бунеев Р.Н. Литературное чтение. Маленькая дверь в большой мир. 2 кл. в 2ч. ФГОС / Р. Н. Бунеев, Е. В. Бунеева. М.: БАЛАСС, 2012. 160 с.
- 4.Бунеева Е.В. Технология работы с текстом в начальной школе и в 5-6 классах (Технология формирования правильности читательской деятельности) // Образовательные технологии: сб. материалов. М.: Баласс, 2008. Ч. 1.
- 5.Былеевская В.Н. Развитие творческих возможностей младших школьников / / "Начальная школа". 2010. №5. С.
- 6.Выготский, Л.С. Педагогическая психология. М.: Издательство АПН РСФСР, 1991. 476 с.
- 7.Гальперин И.Я. Умственные действия как основа формирования мысли // Вопросы психологии. 2015. №1.
- 8.Горбушина Л.А. Обучение выразительному чтению младших школьников. Пособие для учителей. М.: Просвещение, 1981. 160 с.



ИНГЛИЗ ГЕОЛОГИК АТАМАЛАРИНИ ТАРЖИМА ҚИЛИШ УСУЛЛАРИ ВА КОМПЬЮТЕР ЛЕКСИКОГРАФИЯСИ МУАММОСИ

Турдикулова Барно Тоиркуловна
Гулистан давлат университети
Факультетлараро Чет тиллар кафедраси ўқитувчиси
e-mail: mastura_KA_1967@mail.ru

МЕТОДЫ ПЕРЕВОДА АНГЛИЙСКИХ ГЕОЛОГИЧЕСКИХ ТЕРМИНОВ И ПРОБЛЕМА КОМПЬЮТЕРНОЙ ЛЕКСИКОГРАФИИ

Турдикулова Барно Тоиркуловна
Гулистанский государственный университет
Преподаватель кафедры иностранных языков (межфак)
e-mail: mastura_KA_1967@mail.ru

TRANSLATION METHODS OF ENGLISH GEOLOGICAL TERMS AND THE PROBLEM OF COMPUTER LEXICOGRAPHY

Turdikulova Barno Toirkulovna
Gulistan State University
Lecturer, Department of Foreign Languages (interfac)
e-mail: mastura_KA_1967@mail.ru

Тезиснинг аннотацияси (Abstract). Сўнгги йилларда ESP (English for Specific Purposes) ўқитишга катта эътибор берилмоқда, чунки "маҳсус" матнларни улардаги атамалар билан ўрганиши таълим олувчилар мотивациясини оширади, уларнинг бўлајжак касбида керак бўладиган луғавий заҳирасини бойитади. Тадқиқот муаммосини очиб беришда турли йилларда геологик атамаларни таржима қилишини ўрганиши билан шугулланган олимларнинг ишлари таҳлил қилинди, айрим минераллар номлари танлаб олиниб, морфологик структураси ўрганилди, таржималар билан солиштирилди. Тадқиқот натижалари шуни кўрсатдики, бугунги кунгача Ўзбекистонда геологик атамаларга оид электрон лугатлар мавжуд эмас. Шунинг учун, геология йўналиши бўлган олий ўқув юртларида чет тили ўқитувчиларини инглиз тилини маҳсус мақсадларда ўқитишга эътиборларини қаратиб, тадқиқотларини ҳам шу йўналишга мослаб ўтказишлари зарур деб ҳисоблаймиз.

Таянч иборалар (Key words): геологик атама, минерал, морфологик структура, таржима, солиштириш, ўзлаштириш.

Аннотация. В последние годы преподаванию ESP (English for Specific Purposes) уделяется большое внимание, так как изучение "специальных" текстов, с их терминологией, повышает мотивацию обучаемого, пополняет словарный запас, который пригодится в будущей профессии. При раскрытии темы исследования проанализированы работы ученых, в разные годы занимавшихся изучением перевода геологических терминов, были отобраны наименования некоторых минералов, изучена их морфологическая структура, сопоставлены с переводом. Результаты исследования показали, что до сегодняшнего дня в Узбекистане нет электронных словарей по геологическим терминам. Поэтому считаем, что в вузах, где имеются направления геологии, следует обратить внимание учителей иностранных языков на обучение



английского языка в специальных целях, и проводить свои исследования в соответствии с этой специальностью.

Ключевые слова: геологический термин, минерал, морфологическая структура, перевод, сопоставление, заимствование.

Absrtact. In recent years, much attention has been paid to teaching ESP (English for Specific Purposes), since the study of "special" texts, with their terminology, increases the motivation of the student, replenishes the vocabulary that will be useful in a future profession. When expanding the research topic, the work of scientists who studied the translation of geological terms in different years was analyzed, the names of some minerals were selected, their morphological structure was studied, and compared with the translation. The results of the study showed that to date in Uzbekistan there are no electronic dictionaries on geological terms. Therefore, we believe that in universities where there are areas of geology, we should pay the attention of teachers of foreign languages to teaching English for special purposes, and conduct their research in accordance with this specialty.

Key words: geological term, mineral, morphological structure, translation, comparison, borrowing.

Маълумки, ESP ўқитиши концепциясининг ривожи учта муҳим омил билан белгиланган эди: инглиз тилидан маълум соҳаларда фойдаланиш учун унга эҳтиёжнинг ошиб бориши; лингвистика ва ўқитиши методикасида янги тенденциялар, эътиборнинг таълим олувчининг қизиқишиларига ўтказилиши ва ҳқ. Бу омилларнинг барчаси тилни ўрганишда ихтисослашувнинг заруриятини белгилаб берди [1, с.69]. Ҳозирги пайтда ESP концепцияси ривожланиб бормоқда. Инглиз тилининг халқаро мулоқот тили сифатидаги роли глобаллашув жараёнларининг ўсиб бориши билан кучайиб бормоқда; чет тилларини ўқитишига янги технологияларнинг жорий қилиниши ҳам катта аҳамият касб этмоқда. Буларнинг барчаси инглиз тилини ўрганишда, ундан ҳар хил соҳаларда фойдаланишда кенг имкониятларни вужудга келтирди. ESP ни янада долзарб қилувчи омиллардан бири - бу таълим олувчининг илк касбийлашувининг заруратининг ўсиб боришидир. Таълим олувчининг шахси, эҳтиёжлари, қизиқишилари, таълим жараёнига муносабати эътибор марказига қўйилмоқда. Эндиликда таълим мазмунининг таълим олувчининг талаблари ва манфаатларига жавоб бериши муҳим аҳамият касб этиб, ўқитишининг методик ва дидактик тамойилларини белгилаб берди. Бакалавриатнинг турли йўналишларида таълим олувчи талабаларни инглиз тилига ўқитишида маҳсус тематик матнлардан фойдаланишга эътибор қаратилмоқда, масалан, биологлар учун биологиядан матнлар, геологлар учун геологиядан матнлар, иқтисодчилар учун иқтисодиётга оид матнлар ва ҳқ. Бундай маҳсус матнларни ўрганиш, уларнинг атамашунослигини тушуниш таълим олувчи мотивациясини ошириб, ўқитиши жараёнини самаралироқ қиласи.

Геологияга оид матнларда кўплаб геологик атамалар учрайди. Биз бу ерда минералларга оид атамаларни таҳлил қиласи. Инглиз геологик атамаларини ўзбек тилига таржима қилишда уларнинг морфологик тузилишини, этимологиясини, семантикасини таҳлил қилиш, яъни номланиш тамойилларини тушуниш лозим бўлади.

Геологик атамаларни ўзбек тилига таржима қилишда кўпинча инглиз тилидан рус тилига, сўнгра эса ўзбек тилига таржима қилинади. Шунинг учун инглиз ва рус атамаларини солитишриб, тушунчаларни тўғри талқин қилиш, дастлабки ва таржима қилинадиган тиллардаги атамалар билан ифодаланаётган тушунчалар



тизимида фарқланишларни аниқлаш муҳим ҳисобланади. Булар таржима пайтида тўғри эквивалентни танлаш учун амалга оширилади. Фақат шундагина илмий тилда бир хилликка, еки ҳеч бўлмаса, мумкин қадар яқинликка, мосликка эришилади.

Сўнгги йилларда мамлакатимизда барча соҳаларда, жумладан геология соҳасида ҳам илмий изланишлар, докторлик диссертация ҳимоялари, халқаро анжуманларда иштирок этишлар кўпаймоқда. Докторлик диссертацияларини ёзишда рус, инглиз тилида ёзилган адабиётлардан фойдаланимоқда. Авторефератларни тайёрлашда ўзбек, рус ва инглиз тилида тайёрланиши талаб қилинмоқда.

Интернет сайтларида инглиз тилидан рус тилига ва рус тилидан инглиз тилига таржима қилинган геологик адабиётлар учраб туради. Масалан, 1970-80-чи йилларда чоп этилган адабиётлар ичida "Толковый словарь английских геологических терминов" [5]; ҳамда расмларга берилган езувлари рус ва инглиз тилларида келтирилган, ҳамда ўзбекистонлик геолог олимлар фойдаланадиган "Самоцветы СССР" маълумотномали ыщлланма [7] бор. Замонавий адабиетлардан Д.Фарндоннинг "Драгоценные и поделочные камни, полезные ископаемые и минералы" [8] номли энциклопедияси бор. Шунингдек, бирмунча тор доирадаги мақолалар ҳам рус тилига таржима қилинган. Масалан, Е. Х. Никель ва Д. Д. Грайс мақоласи А. Г. Булах ва П. И. Карчевскийлар томонидан таржима қилинган [4]. Хорижий мутахассислар томонидан яратилган геологик дастурӣ пакетлар ҳам рус олимлари томонидан таржима қилинмоқда (GeoGraphix Discovery, Irap RMS ва б.).

Буларнинг барчаси геолог мутахассисларнинг бир бирлари билан билимларни алмашиш эҳтиёжининг пасаймаганидан далолат беради. Шунинг учун мазкур муаммо тилшунослар учун ҳам долзарб ҳисобланади.

П.Корбел ва М.Новакларнинг икки тилли иллюстрацияларга бой бўлган энциклопедиясидан [3] танлиб олинган минераллар номлари таржимасининг тузилишини таҳлил қиласақ, бир қатор хусусиятларни аниқлашимиз мумкин.

Инглиз атамалари 8та структурали тур билан тақдим этилиши мумкин. Кўп ҳолларда инглиз атамасининг морфологик структураси рус тилига рус атамасининг худди шундай морфологик структураси билан таржима қилинади. Рус ва инглиз атамаларининг структураси ва тузилиш усуслари орасидаги фарқлар жуда кам. Масалан, минералларнинг инглизча номларини ҳамда уларнинг рус ва ўзбек тилларига таржималарини солишириш мумкин. Инглизча атамалар рус тилига таржима қилинганда морфологик структуралари кўпинча мос тушади. Ўзбек тилига таржима қилганда ҳам айрим атамалар худди рус тилидагидек, ўзгаришсих айтилади. Айримларида эса, ўзбек сўзлари билан ясалган атамаларда бироз ўзгартиришлар кўзга ташланади:

1) оддий: Quartz - Кварц, Zircon - Циркон, Amethyst - Аметист, Topaz - Топаз, Grossular - Гроссуляр; Chalcedony - Халцедон, Corundum - Корунд, Labradorite - Лабрадор. Русча ва ўзбекча таржималари бир хил.

2) Ясама (ҳосила) сўзлар, суффиксал бир морфемали: Hessite - Гессит, Graphite - Графит, Pyrrhotite - Пирротин, Chalcocite - Халькозин, Ruby - Рубин. Бу гуруҳдаги атамалар ҳам рус ва ўзбек тилига бир хил таржима қилинади.

3) Ясама, суффиксал икки морфемали: Molybdenite - Молибденит, Uraninite - Уранинит, Cubanite - Кубанит, Valentinite - Валентинит; Platinum - Платина, Vesuvianite - Везувиан. Бу гуруҳда "платина" ўзбек тилига ҳам "платина", ҳам "оқолтин" тариқасида таржима қилиниши мумкин.

4) Ясама, префиксал-суффиксал: Ferro-columbite - Ферро-колумбит,



Ferri-molybdite - Ферри-молибдит. Бу гуруҳда кўпчилик минераллар рус тилидан ўзлаштирилган.

5) Мураккаб: Euclase - Эвклаз, Actinolite - Актинолит, Rauchtopaz - Раухтопаз, Chrysoprase - Хризопраз, Heliotrope - Гелиотроп; Hornblende - Роговая обманка - Йилтироқ шохтош (обманка - баъзи минераллар номида келадиган сўз, ўзбек тилига "йилтироқ" деб таржима қилинади. Масалан: медная обманка - йилтироқ мистош, цинковая обманка - йилтироқ руҳтош).

6) Мураккаб-ясама, 2 негиз ва суффикс: Rhodochrosite - Родохрозит, Tridymite - Тридимит, Wolframite - Вольфрамит, Pyrolusite - Пиролюзит, Chalcopyrite - Халькопирит.

7) Қисқартма сўзлар: Orgiment - Аурипигмент, Loparite-(Ce) - Лопарит-(Ce).

8) Иккикомпонентли сўз бирикмалари: Rock crystal - Горный хрусталь - тоф хрустали; Hawk's eye - Соколиный глаз - Лочиннинг кўзи, Tiger's eye - Тигровый глаз - Йўлбарснинг кўзи. Булар сўзма-сўз таржима қилинган атамалар ҳисобланади.

Бундан хулоса қилиш мумкинки, таржима усули сифатида ўзлаштириш, бевосита таржимадан фойдаланилган. С.В.Гринев-Гриневичнинг ўзлаштирмалар таснифига мувофиқ ҳолда, ўзлаштириластган материалнинг характеристи асосида [2, с.6], бу ерда фойдаланилган усулларни ажратиб кўрсатамиз:

1) моддий - чет тилидаги атаманинг моддий шаклини ўзлаштириш, бунда қўйилагилар ажратилади:

" лексик - сўзнинг моддий шаклини унинг мазмуни билан ўзлаштириш (масалан, "Quartz" минерали - "Кварц" немисча "querkluftertz" - поперечная руда, кўндаланг руда);

" формал - фақат сўзнинг моддий шаклини ўзлаштириб, уни янги мазмун билан тўлдириш (масалан, "Onyx" минерали - "Оникс" юончча "онух" - тирноқ);

" морфологик - қабул қилувчи тилда янги атамаларни тузиш учун туб ёки сўз ясовчи морфемаларни ўзлаштириш (масалан, "Geocronite" минерали - "Геокронит" юончча "geo" - Земля ва "kronos" - Сатурн, яъни сурма ва кўргошин (русчаси: суръма и свинец).

2) Калькалаш - лексик бирликнинг моддий шакли ўзлаштирасдан, фақат унинг структураси еки маъноси ўзлаштирилади:

" фразеологик - чет тилидаги сўз бирикмасининг сўзма-сўз таржимаси (масалан, "Rock crystal" минерали - русча: "Горный хрусталь", ўзбекча: "Тоф хрустали").

Кўриниб турибдики, ингилзча минераллар номлари ичида асосан қадимги юон ва латин тилларидан ўзлаштирмалар, яъни моддий морфологик номланишлар кўп учрайди.

Икки компонентли минераллар номлари структураси бўйича фразеологик калькаланган. Минераллар топилган жойи ёки одамларнинг фамилиялари ва исмлари бўйича номланган бўлса, улар транслитерация қилинган бўлади, яъни бошланғич тилдаги сўзнинг график шакли таржима қилинаетган тил билан ифодаланади. Масалан, "Cubanite" - "Кубанит" (Куба ороли), "Hessite" - "Гессит" (Г.И. Гесс). Бу ҳақда Янги минераллар, номенклатура ва тасниф бўйича Комиссиянинг (CNMNC) тавсияларида [10], ҳамда Е.Х. Никель, Д.Д. Грайсларнинг мақоласида [4] айтиб ўтилган: "Ном латин ҳарфлари билан транслитерация қилинган бўлиши керак ва минералнинг оригинал номи билан бирга чоп этилмоғи



керак".

Хулоса қилиб шуни таъкидлаш керакки, бугунги кунда 5 мингдан ортиқ минераллар маълум. Уларнинг номланиши бўйича инглизча - ўзбекча, ёки инглизча - русча лугатидан фойдаланиб, уч тилли лугат тузилса, мутахассисларимиз ва геология йўналишида таҳсил олаетган талабаларимиз, бўлажак соҳа таржимонлари учун амалий ёрдам бўларди. Бугунги кунда минералогия соҳасида ҳаракатларни мувофиқлаштириш ва атамаларни унификация қилиш билан Ҳалқаро минералогик ассоциация (IMA), хусусан, унинг тузилмавий бўлинмаси Янги минераллар, номенклатура ва тасниф бўйича Комиссия (CNMNC) шуғулланади.

Компьютер лексикографияси доирасида лугатларни тузиш ва улардан фойдаланишга оид компьютер технологиялари яратилмоқда. Махсус дастурлар - маълумотлар базалари, компьютер картотекалари, матнга ишлов бериш дастурлари - автоматик режимда лугатга оид мақолаларни шакллантиришга, лугатларга оид ахборотни сақлашга имкон беради. Кўплаб ҳар хил компьютер лексикографик дастурлар 2та катта гуруҳга бўлинади: лексикографик ишларни қўллаб-куватловчи дастурлар ва лексикографик маълумотлар базасини ўз ичига киритувчи ҳар хил турдаги автоматик лугатлар. Автоматик лугат - бу маҳсус машина форматидаги лугат бўлиб, фойдаланувчи (инсон) еки компьютер дастури (матнга ишлов бериш дастури) учун мўлжалланган. Якуний фойдаланувчи-инсон учун мўлжалланган автоматик лугатлар интерфейси ва лугавий мақоласи бўйича машина таржимаси тизимларига, автоматик рефератлаш тизимиға, ахборотли излаш тизимиға киритилган автоматик лугатлардан фарқ қиласи. Кўпинча улар барчага маълум бўлган оддий лугатларнинг компьютерли версияларидан иборат бўлади. Дастурий таъминот бозорида инглиз тили изоҳли лугатларининг компьютерли аналоглари мавжуд (масалан: автоматик Вебстер, Коллинг нашриётининг инглиз тилининг автоматик изоҳли лугати, Ю.Д.Апресян ва Э.М.Медниковалар таҳрири остидаги Янги Катта инглиз-рус лугатининг автоматик варианти), шунингдек, Ожегов лугатининг компьютерли версияси ҳам мавжуд.[6]

Бугунги кунда маҳсус мақсадлар учун инглиз тилини ўрганиш, шу жумладан, геология йўналишларида таълим олувчи талабаларни геологик атамалар билан таништириш мақсадида, ўзбек тилида ҳам лугатлар яратиш лозим. Лугатларда уларнинг тузилиш усули, этимологиясини ҳам изоҳлаш мақсадга мувофиқ бўларди.

Фойдаланилган адабиётлар рўйхати (References)

- 1.Афанасьева М.В. ESP - английский для специальных целей: история и современность // Гуманитарные науки. №3 (7). 2012. С.68-70.
- 2.Гринев-Гриневич С.В. Терминоведение: учеб. пособие для вузов. М.: Академия, 2008.
- 3.Корбел П., Новак М. Минералы. Иллюстрированная энциклопедия / пер. с англ. Т. Китаиной. М.: Лабиринт Пресс, 2004. 296 с.
- 4.Никель Е.Х., Грайс Д.Д. КНМНМ ММА: правила и руководства по номенклатуре минералов / пер. с англ. А.Г. Булаха, П.И. Карчевского // Записки Российского минералогического общества. 1999. Ч. 128, вып. 2. С. 51-65.
- 5.Толковый словарь английских геологических терминов: в 3-х т. / под ред. М. Гери, Р. Мак-Афи мл., К. Вульфа; пер. с англ. под ред. Л.П. Зоненшайна. М.: Мир, 1977. Т. 1: а-ф. 592 с.; М.: Мир, 1978. Т. 2: г-р. 592 с.; М.: Мир, 1979. Т. 3: ҳ-з. 544 с.
- 6.Компьютерная лингвистика. // [электронный ресурс] URL: <https://www.krugosvet.ru/enc/lingvistika/kompyuternaya-lingvistika> (Дата обр. 7.06.2020)
- 7.Самсонов Я.П., Туринге А.П. Самоцветы СССР: справочное пособие /под



ред. В.И. Смирнова. М.: Недра, 1984. 335 с.

8.Фарндон Д. Драгоценные и поделочные камни, полезные ископаемые и минералы. Энциклопедия коллекционера / пер. с англ. О. Строгановой; науч. консультант А.С. Тарантов. М.: Эксмо, 2010. 256 с.

9.Korbel P., Novak M. The complete encyclopediaof minerals. Description of over 600 minerals from around the world. United Kingdom: Grange Books PLC, 2001. 296 p.

10.Commission on New Minerals, Nomenclature and Classification [Электронный ресурс]. URL: [http://nrmima.nrm.se//](http://nrmima.nrm.se/)



АБАЙ ҚўНОНБОЕВ ТИЛИНИНГ ЧАСТОТАЛИ ЖАДВАЛИ

Фазилова Клара Байбуриевна, катта ўқитувчи
Рус тили ва адабиёти кафедраси
Гулистон давлат университети, Гулистон ш., Ўзбекистон
e-mail: zokirjonovichuzb@yandex.ru

Аннотация. Мақолани ёзишдан мақсад Абай асарларида ҳарфлар ва сўзлар частотасини аниқлаш асосида, унинг ижоди бетакрор эканлигини, луғавий заҳираси бой эканлигини кўрсатишдан иборат. Мазкур мақолада буюк қозоқ шоири ва маърифатпарвари Абай Қўнонбоев ижодини ўрганишда математик статистика усулидан фойдаланиш йўллари ўз аксини топган. Абай тилининг частотали жадвали келтирилиб, унинг ўзига хос хусусиятлари таҳлил қилинди.

Таянч сўзлар: частотали жадвал, частотали сўз, матн, миқдорий тақсимлаш, ҳарф, сўз.

ЧАСТОТНАЯ ТАБЛИЦА ЯЗЫКА АБАЯ КУНАНБАЕВА

Фазилова Клара Байбуриевна, старший преподаватель
Кафедра русского языка и литературы Гулистанская государственный
университет, г.Гулистан, Узбекистан
e-mail: zokirjonovichuzb@yandex.ru

Аннотация. Целью написания статьи является показать неповторимость его творчества, богатство словарного запаса на основе выявления частоты букв и слов в произведениях Абая. В данной статье отражены пути использования метода математической статистики при изучении творчества великого казахского писателя и просветителя Абая Кунанбаева. Приводится частотная таблица языка Абая, анализируются его особенности.

Ключевые слова: частотная таблица, частотное слово, текст, количественное распределение, буква, слово.

FREQUENCY TABLE OF THE LANGUAGE ABAI KUNANBAEV

Fazilova Klara Bayburieva, Senior Lecturer
Department of Russian Language and Literature Gulistan State University,
Gulistan, Uzbekistan
e-mail: zokirjonovichuzb@yandex.ru

Abstract. The purpose of this article is to show the uniqueness of his work, the richness of his vocabulary based on the identification of the frequency of letters and words in the works of Abay. This article reflects the ways of using the method of mathematical statistics when studying the work of the great Kazakh writer and enlightener Abay Kunanbaev. The frequency table of the Abay language is given, its features are analyzed.

Key words: frequency table, frequency word, text, quantitative distribution, letter, word.

Ҳар бир муаллифнинг ҳарфлар, сўзлар, ўзига хос адабий оборотлар ва ҳоказолардан фойдаланишга оид частотали жадвали бор. Бу частотали жадвал бўйича, бармоқлар излари бўйича каби, матн муаллифини аниқлаш мумкин. Қозоқ



адибларининг частотали жадваллари жуда кам бўлиб, уларни Интернетдан топиш қийин. Буюк қозоқ шоири ва маърифатпарвари Абай Қўнонбоевнинг 175-йиллик юбилейи олдидан Шарқий Қозоғистон вилоятидаги Коммунал давлат муассасаси Глуховка ўрта мактабида 2019 йилда бажарилган "Абайнинг шеърияти ва математика" номли лойиҳани [3] бажариш давомида, унинг асарлари статистик жиҳатдан тадқиқ қилиниб, частотали жадвали келтирилган.

Маълумки, Абай ўзининг сермазмун умри давомида 170га яқин шеърлар, 56та таржима асарлар, достонлар яратди, умрининг сўнгги йилларида эса машхур "Қора сўзлар"ини ёзди [1]. Бу асарлар асосида тузилган Абай тилининг частотали жадвалини кўздан кечирганда, шуни таъкидлаш мумкинки, алифбода жами 15та унли бор ва уларнинг умумий частота йигиндиси 718га teng, ўртacha арифметикни кўрсатувчи нисбат эса $718/15=47,87$. Булардан, 26та ундошлар частоталарининг йигиндиси 1226га teng, ўртacha арифметик $1226/26=47,15$ ни ташкил қиласди. Яъни, Абай асарларида унлилар ундошларга кўра кўпроқ ишлатилади. Шунинг учун ҳам абай шеърлари оҳангдорлиги билан ажralиб туради.[2]

Абай шеъриятида сўзларнинг миқдорий тақсимланиши асосида унинг ёзиш услуби ва тилининг хусусиятларини аниқлаш мумкин. Бунинг учун Абайнинг ўз ижодидаги шеърларни ва рус шоирлари ижодидан таржималарини қиёсий ўрганиш лозим бўлади. Умуман олганда, асарларни уларнинг муаллифлиги нуқтаи назаридан ўрганилиши миллат маданий меросини холисона баҳолаш учун муҳим аҳамият касб этади. Бунда, албатта, маълум адабий муҳитни, ижтимоий-инқилобий ҳаракатлар тарихини, адабиётдаги зиддиятли жараёнлар тарихини, йирик сўз усталарининг шаклланиши даврларини ўрганиш ҳам зарур.

Маълум ҳажмдаги матнда сўзларнинг тез-тез учраши мазкур сўзларнинг лисоний алоқасини акс эттириб, матнларни услугуб жиҳатидан тақсимлашга имкон беради. Статистик кузатишга киритилган Абай шеърлари мажмуига 26та танлаб олинган шеърлар киритилди. Улардан 12таси ўз ижодидаги асарлар, 14 таси - А.С.Пушкин, М.Ю.Лермонтов, И.С.Крилов, Я.Полонский шеърларининг таржималари. Таҳлил қилинган сўзларнинг умумий сони 4152 бўлиб, шундан 1988та сўз ўз ижодидан, 2164 таси таржимага мансуб. 26 та шеърдаги сўзлар мажмуи 1345та ҳар хил сўзлардан иборат бўлиб, ўз ижодидаги шеърлар 861 та сўз ёрдамида, таржималар 813 та сўз ёрдамида ёзилган. Мисол учун энг частотали сўзлардан, яъни кўп учрайдиган сўзлардан айримлари 1-жадвалда тақдим этилди.

1-жадвал. Абай шеърларида учрайдигаг айрим частотали сўзлар

Сўз	Нечта марта учрайди			Нечта шеърда учрайди	Шундан	
	Жами шеърлар	Ўз ижоди	таржима		Ўз ижоди	таржима
Деу	82	60	22	19	10	9
Болу	76	30	46	21	10	11
Бір	72	31	41	21	10	11
мен (я)	68	15	53	14	6	8
Өз	53	17	36	20	9	11
Алұ	53	22	31	19	6	13
Сен	48	14	34	13	6	7
Сөз	46	32	14	16	7	9



Сүзлар частоталигини аниқлаш миқдорий методларни кетма-кет қўллаш асосида амалга ошириладиган муаллифшунослик экспертизада кенг тарқалган. Бунда аломатлар сифатида матнда учраш частоталиги бўйича гуруҳланган сўзлардан фойдаланилди. Матн учун энг типик бўлиб, унда бир марта (hapax legomena) ёки икки марта (dis legomena) учраган сўзлар ҳисобланади. Бундай сўзлар одатда кўпчилик матнларда кўп учрайди. Абай тилида алоҳида олинган шеърда 1 марта учрайдиган сўзлар кўпчиликни ташкил этади [2]. Бу эса унинг лугавий заҳираси бойлиги, ва Абай юксак даражадаги таржимон бўлганилигидан далолат беради.

Хулоса тариқасида шуни таъкидлаш лозимки, ҳар бир тил ҳарфлар ва сўзлардан фойдаланишда ўз частоталигига эга бўлиб, бу ҳол мазкур тилнинг хусусиятларини аниқлашга имкон беради. Буюк қозоқ шоири Абай ижодини тадқиқ қилишга математик методлар қўлланилса, унинг лугавий заҳираси бой бўлганини кўриш мумкин. Абай шеъриятини ўрганишда қофияланишга, олтиталик, саккизталик шеърларни ёзишга нисбатан ҳам математик методни қўллаш мумкин.

Адабиётлар:

- 1.Абай. Стихи. - Алматы: Жарын, 1994. - 320 с.
- 2.Гржебичек Л. О некоторых количественных свойствах лексики Абая. / Международный клуб Абая. Алматы, 2004. - С.29-30.
- 3.Проект Математика и поэзия Абая КГУ Глуховская средняя школа ВКО. - Глуховка, 2019.



"ИНТЕГРАЦИОННЫЕ МЕТОДЫ И ПРИЕМЫ СЛОВАРНОЙ РАБОТЫ НА УРОКАХ РУССКОГО ЯЗЫКА".

Абдулбориева Гулчехра Одиловна
учитель русского языка и литературы
средней общеобразовательной школы №6
Наманганская область Чустский район

Аннотация. В этой статье даются мнения о развитии речевых навыков и коммуникативных способностей школьников. Ведется размышление о решении проблем в сфере обогащения словарного запаса и приема словарной работы на уроках русского языка. Словарная работа является одним из главных стимулов развития устной выразительной речи учащихся.

Ключевые слова: Словарная работа, средство общения, речь, уроки русского языка, методы и приёмы.

Каждый родитель хочет, чтобы его ребенок стал не только образованным, но и отзывчивым, интеллигентным человеком, чтобы он научился сочувствовать, откликаться на все доброе и прекрасное.

Начальное образование является первичной ступенью обучения ребенка. Оно дает ему систему знаний для дальнейшего использования их в процессе жизнедеятельности. Восприятие, накопление и понимание информации зависит напрямую не только от рода занятий, сколько от способа, качества и формы подачи их от обучающего к обучающемуся. Качество и количество воспринимаемой информации напрямую зависит от верbalных средств передачи информации. Одним из вербальных средств общения является речь. Для свободного владения устной и письменной речью требуется наличие важного условия - богатство материала этой речи. Материал для устной и письменной речи заключается в обилии слов, оборотов речи, умение слагать их в одно стройное целое.

Для выполнения условия хорошей устной и письменной речи необходимо знакомить детей со словесным богатством родного языка и вырабатывать в них умение слагать эти слова в предложения для того, чтобы они могли толково, правильно и свободно передавать свои и чужие мысли.

Школа не исполнит одной из своих прямых и главных обязанностей, если учащиеся не сделаются словесными настолько, чтобы слово стало послушным орудием его мысли. Перевод слов из пассивного словаря учащихся в активный, а также умение правильно и грамотно излагать свои мысли в письме является необходимым элементом обучения словарной работе на уроках русского языка в начальных классах. В настоящее время проблема словарной работы на уроках русского языка является наиболее актуальной.

Предметом исследования является методика словарной работы на уроках русского языка в начальных классах, методические средства, позволяющие предупредить орфографические ошибки.

Цели исследования: - изучить методику словарной работы на уроках русского языка, раскрыть исторические и психологические аспекты данной темы, изучить состояния и перспективы развития рассматриваемого вопроса по отношению к начальным классам, провести практическую проверку полученных результатов.

В последние годы к методике обучения русскому языку в начальных классах возрос интерес ученых-методистов и учителей-практиков, особенно к проблемам



словарной работы на уроках русского языка. Обусловлено это, во-первых, достижениями современной психологии и психолингвистики в области речевого развития ребенка и психологии речевой деятельности (А.А. Леонтьев, Н.И. Жинкин, А.К. Маркова), во-вторых, школа претерпела поистине радикальные преобразования. Они в значительной степени коснулись и таких, казалось бы, уже отработанных учебных предметов, как русский язык, как определяют эти направления японские методисты "языковым существованием".

"Словарная работа - это не эпизод в работе учителя, а систематическая, хорошо организованная, педагогически целесообразно построенная работа, связанная со всеми разделами курса русского языка", - писал известный ученый-методист А.В. Текучев. Одной из важнейших задач развития речи в школе является упорядочение словарной работы, выделение основных ее направлений и их обоснование, управление процессами обогащения словаря школьников. Чем богаче активный словарь человека, тем содержательнее, доходчивее, грамотнее и красивее его устная и письменная речь. Словарной работе в школе уделяют мало времени, нередко она носит случайный, эпизодический характер, отчего и речь учащихся формируется и выправляется медленнее, чем того хотелось бы. Необходимо учить видеть такие слова в рассказе, стихотворении, научной статье, находить им объяснение, записывать в индивидуальные словарики. Индивидуальные словарики должны быть у каждого ученика, как утверждает В.Д. Купров. Откуда записывают ученики слова, Из любого текста, прочитанного ими.

Как и другие учителя, можно использовать словарные диктанты, состоящие из отдельно взятых слов и словосочетаний. Можно диктовать слова и словосочетания по темам, охватывающим многие стороны жизни людей, животных: птицы, овощи, город, магазин, почта, столовая, сад, библиотека, завод, одежда, огород, мебель, комната и т.д. Например, по теме "Магазин": молоко, творог, масло, макароны, мясо, сахар, компот . Целесообразно выпустить стенд по русскому языку под рубрикой, например, "Запомни эти слова". На нем помещать только те слова, которых нет в "Словаре" учебника, и которые ученики нашли в другом тексте, книге, статье. Вот примерный список этих слов: аквариум, аккуратно (аккуратный), апельсин, аппарат, аппетит, асфальт, велосипед, витрина, бетон, ворота, гардероб, гостиница, сочинение, старание, таблица, тайга, телевизор, ураган, фиолетовый, флакон, фонтан, фонарь, халат, характер, хоккей, цемент, чувство, шеренга, шиповник, юный и т.д.

Положительный эффект дает сочетание видов заданий и приемов работы со словом, давно уже нашедших место в методике преподавания русского языка, с усвоением той или иной темы. Вот несколько примеров. Москва - столица России. Ташкент - самый главный город страны. В Ташкенте работает правительство. Машина помогает человеку в работе. Все работы хороши. Мой старший брат шагает на работу. Тетрадь, карандаш, пенал - учебные вещи ученика. Мы любим русский язык. Следует заметить, что подобные диктанты проводятся по окончанию изучения темы. Модернизация содержания учебных программ и форм ученической деятельности, открывающая путь к большой активности и самостоятельности ребенка, к развитию его творческих способностей и гармонии, привела к появлению на рынке образовательных услуг многих новых и различных по своему характеру учебников и учебных пособий, в-третьих, тем, что в методике обучения русскому языку большое внимание уделяется грамматическому и коммуникативному направлениям.

Список литературы.



- 1.Агаркова Н.Г. Обучение письму, как основа для речевого развития младшего школьника. - М., 1990
- 2.Аномович Е.А. Русский язык в начальных классах. - М., 1989.
- 3.Власенков А.И. Развивающее обучение русскому языку. - М., 1993
- 4.Жинкин Н.И. Психологические основы развития речи // В защиту живого слова. - М., 1989.
- 5.Карупе А.Я. Обучение детей в школе. - М., 1994.
- 6.Костомаров В.Г. Русский язык среди других языков мира. - М., 1985.
- 7.Липкина А.И. Работа над устной речью учащихся. - М., 1993.
- 8.Политова Н.И. Развитие речи учащихся на уроках русского языка. - М., 1994.
9. [w.w.w/ EDU.UZ](http://EDU.UZ). KITOB.UZ/



FE'L ZAMONLARINING TOHIR MALIK ASARLARIDA IFODALANISHI.

Maxkamova Shoxistaxon Xoshimovna

Fargona vil.Dangara tum.29-maktab ona tili o'qituvchi.
Maxkamova5350@mail.ru

Anotatsiya.Ushbu maqolada Fe'l zamonlarini ma'nosi ish-harakatlarining nutq so'zlanib turgan vaqtdagi fel zamonlarini ko'rinishlari va taniqli adib Toxir Malik asarlarini qish jarayonida keltirilgan jumlalarida foydalangan zamon fellari bayon etilgan.

1.Kalik so'zlar O'tgan zamon fe'llari Hozirgi zamon fe'llari. Kelasi zamon fe'llari. Bahoyim qilmadim inson yarattim.

Hammamizga ma'lumki, fe'lning muhim grammatik belgilaridan biri harakatning zamonini ko'rsatishidir. Zamon ma'nosi ish-harakatning nutq so'zlanib turgan paytga munosabati bilan aniqlanadi va shunga ko'ra fe'l zamonlari 3 ko'rinishga ega :

2. O'tgan zamon fe'llari.
3. Hozirgi zamon fe'llari.
4. Kelasi zamon fe'llari.

Har bir zamon turlari o'zining zamon ifodalovchi shakllariga ega. Ba'zan turli zamonga mansub bo'lgan shakllar o'zaro almashinishi va biri o'rnida ikkinchisi sinonim sifatida qo'llanilishi mumkin.

Taniqli adib Tohir Malik asarlarini o'qir ekanmiz , yozuvchining fe'l zamonlari formalaridan mohirona foydalanganini ko'rishimiz mumkin.Uning "Shaytanat" , "Odamiylik mulki" , "Nafs kishanlari" , "Murdalar gapirmaydilar" "Savohil" kabi asarlari hayotiyligi, yomonliklardan qaytarishga xizmat qilishi, odamlarni tarbiya qilishga qaratilganligi bilan kitobxonlar qalbidan joy olgan.

Tohir Malikning "Shaytanat asarida "It qorni to'ygan yerda, odam esa Vatanda yaralmish" jumlesi ketirilgan. Ushbu gapda uzoq o'tgan zamon ma'nosini ifodalash uchun -mish affiksidan foydalangan. Bu esa asar badiyilagini yanada oshirgan. Shu asardagi "Siz bilan bu hususda avval ham bahslashib edik" gapida esa -ib affaksi o'tgan zamon hikoya fe'lini yasagan ,biroq uzoq o'tgan zamon ma'nosini bildirib kelyabdi. "Odamiylik mulki" asarida esa

"Bu ne'matkim qo'lungda yer tutubdir,

Yaqin bilkim necha qo'ldin o'tubdir", gapi orqali -ub shaklida qo'llanib uzoq o'tgan zamon ma'nosini bildirgan. O'tgan zamon affksi -di esa quyidagi misrada orfografik qoidalardan mustasno tarzda -ti shaklida qo'llangan.

" Tanu teringda totlig' jon yarattim,

Bahoyim qilmadim inson yarattim".

"Shaytanat" asarida hozirgi zamon davom fe'lini ifodalash uchun -mak qo'shimchasini quyidagicha qo'llagan: " Biz ham Vatan uchun qayg' urmakdamiz" yoki "O'z vatanlarini ozod qilish qasdida kurashmakdalar".

Kelasi zamon ma'nosini ifodalashda ham turli xil affikslardan foydalangan. -gu affiksini "Nafs kishanlari" asarida "Agar ixtiyorim o'zimga bersangiz men UMIDni tanlagum" jumlasida aniq kelasi zamon ma'nosini ifodalash uchun qo'llagan. "Shaytanat asarida" esa " Hudo hohlasa , bu qusurlar keyingi asarlarda barxam topgusidir" gapida -gusi affiksini qo'llab aniq kelasi zamon ma'nosini ifodalagan.

"Nafs kishanlari" asarida -gu shakli o'rnida -g'u shaklidan foydalangan: "Boylikka muhabbat uyg'onishidan saqlanaylik, bu muhabbat halok qilg'uvchidir".

Boshqa badiiy asarlar , ilmiy adabiyotlardan farqli ravishda "Odamiylik mulki" asarida



-gay affiksini aniq kelasi zamon ma`nosini ifodalay olishini "Agar chiqsa adolatning quyoshi, Taralgay har tomon nuri ziyosi", jumlasida ko`rishimiz mumkin.

"Albatta biz Allohnikimiz va Allohga qaytajakmiz" gapi orqali -ajak aniq kelasi zamon affiksi ta`sirchanlikni yanada oshirishga xizmat qilgan. "Odamiylik mulki" asaridan olingan quyidagi misolda kelasi zamon gumon ma`nisini -ur affiksidan foydalananib ifodalagan: "Ikki musulmon uchrashganda qo`l berib ko`rishi, Hudoga hamd-u sano va istig`for aytalar, har ikkilarining ham gunohlari mag`firat qilunur". "Ollohdan nafsimizning yomonliklaridan panoh berishni so`rab iltijo qilurmiz" jumlesi orqali "Murdalar gapirmaydilar" asarida ham -ur affiksi kelasi zamon gumon ma`nosini ifodalashini misol tariqasida keltirish mumkin.

Shu asarlar qatorida Tohir Malik o`zining boshqa asarlarida ham zamon shakllarini o`z o`rnida qo`llashi orqali asarlarining kitobxonlar orasida sevib o`qilishiga erishgan. Zamon affikslarini biri o`rnida ikkinchisini qo`llashi orqali asarning ta`sirchanligi va badiiyligi yanada oshgan.

Foydalanilgan adabiyotlar:

1. Toxir Malikni. "Shaytanat" asari.
2. Toxir Malikni. "Odamiylik mulki",.
3. Toxir Malikni. "Nafs kishanlari"



CHET TILINI O'QITISHDA O'QUVCHILARGA MASOFADAN O'RGATISH TEXNOLOGIYASINI SAMARALI FOYDALANISHNINIG AHAMIYATI UMARALIYEVA MUHAYYOHON TOHIRJONOVNA HONOBOD SHAHAR 2-UMUMIY O'RTA TA'LIM MAKTABI INGLIZ TILI FANI O'QITUVCHISI

Annotatsiya. Ushbu maqolada chet tilini o'qitishda o'quvchilarga masofaviy o'rgatishning samarali ahamiyatlar haqida ma'lumotlar berilgan. Shuningdek, til o'rgatish jarayonida, ahborotlarning qay darajada ko'p egallashi yuzasidan uning foydali tomonlari bayon etilgan.

Kalit so'zlar: Masofali o'qitish, ilmiy dunyoqarash, interfaol rejim, komponentlar, konsepsiya, TV texnologiya, ijtimoiy tarmoq, Internet texnologiyasi, "Onlayn maktab", "Zamonaviy ahborot texnologiyasi".

THE IMPORTANCE OF EFFECTIVE USE OF DISTANCE LEARNING TECHNOLOGY IN TEACHING A FOREIGN LANGUAGE TO PUPILS

Umaraliyeva Mukhayyo Tokhirjonovna, English teacher, Khanabad city, secondary school № 2.

Annotation. This article provides information on the effective importance of distance learning in foreign language teaching. It also describes the benefits of learning a language.

Key words: Distance learning, scientific outlook, interactive mode, components, concept, TV technology, social network, Internet technology, "Online school", "Modern information communication technology" .

Hozirgi kunda ta'lif-tarbiya yuzasida olib borilayotgan islohotlardan ko'zlangan asosiy maqsad har tomonlama barkamol shaxsni tarbiyalab, ularni jamiyatda komil, hamda nufuzli inson darajasida tarbiyalashdir. Ta'lif maskani - bu o'quvchining o'shi, rivojlanishi, o'zini mustaqil namoyon etishga intilishi, qolaversa bilishga ishtiyoqi kuchli bo'lgan davrdir.

Chet tilini o'qitishda masofaviy o'rganish bu - bir butun va uzlusiz jarayon bo'lib, u doimo pedagog va ota-onalarining diqqat e'tiborida bo'lishi darkor. Til o'rganish jarayonida turli hil o'zgarishlarni boshidan o'tkazadi. Mazkur kunda har bir fikri teran, izchil o'quvchi qanchalik muvaffaqiyatli rivojlanayotganligi, ijtimoiy taraqqiyot yo'lini egallash jarayonida qanday to'siqlar uchrashishi mumkinligini oldindan tushunishligi talab etiladi.

Mazkur davrda o'quvchi ingliz tilini masofali o'itish orqali tashkil qilish juda katta samara bermoqda. Masofadan o'qitish orqali ilmij dunyoqarashi, so'z boyligini, nutqini, mustaqil fikrlashini, bilish faoliyatini yuqori darajaga ko'tarishga erishamiz. Ayniqsa bu borada ahborotlarning hayotiy masofalarning modelini qurish, yechimlarini anglash, o'qitish takomillashtirishning muhim garovidir. Shuning uchun ham horijiy tillarni, ayniqsa ingliz tilini masofadan o'qitish orqali internet tarmoqlariga ulasa, elektron kutubhona, elektron darslik, aloqaga chiqishning yangi bosqichini sifat darajasiga ko'tarish imkonini yaratiladi. Masofali ta'lilda o'quvchi va o'qituvchi fazoviy bir-biridan ajratilgan holda o'zaro mahsus yaratilgan mashfulotlari, nazorat shakllari, elektron darsliklar yaratish, aloqa o'rnatish holda internetning boshqa texnologiyalari yordamida doimiy muloqot o'rnatish usullariga ega bo'ladilar.

TV texnologiya masofali o'qitishni tashkil qilishning shunday uslubki, u tinglovchilarga o'quv -metodik, ma'lumotlarni televideniya vositasi yordamida etkazishga hizmat qiladi. Hususan 1- apreldan buyon yurtimizda karantin munosabati bilan TV da, ijtimoiy tarmoqlarda barcha sinf o'quvchilarga onlayn dars mashg'ulotlari, reja asosida bat afsil berilib



bormoqda, bevosita o'quvchilar darslarni kuzatib o'z vazifalarini tadbiq etishmoqda. Bunday darslar ta'lim tizimiga qo'shimcha yordam bermoqda.

Mamlakatimizning ta'lim sohasini isloh qilish bo'yicha asosiy hujjatlaridan biri bo'lgan O'zbekiston Respublikasi "Kadrlar tajyorlash millij dasturi" barcha talablarga javob beradigan kadrlarni tajyorlovchi ta'lim muassasalarida o'quv jarayonini ahborot-kommunikatsiya texnologiyalari, internet va komp'yuter tarmoqlari negizida tashkil etish zarurligi alohida ta'kidlangan. Mamlakatimiz ta'lim tizimida ushbu vazifalar o'z vaqtida hamda samarali amalga oshirilmoqda. Belgilangan maqsadga erishishda uзвиy va izchil, o'zaro uyg'unlashgan tadbirlar bosqichma-bosqich amalga oshirilib kelinmoqda. Jumladan, o'quv jarayoniga keng formatli kommunikatciya tarmoqlari va internet texnologiyalarini joriy qilish maqsadida "Onlayn mакtab" tarmogini barpo etish hamda barcha oliv o'quv yurtlarini, akademik litsey ahborot tarmogiga ulashni ta"minlash vazifasi belgilab berilib hozirgi davrda mazkur tadbirlar kompleks tarzda muvaffaqiyatli amalga oshirilmoqda. Ushbu vazifalarni yanada muvaffaqiyatli bajarilishi uchun bu borada o'z ijobij natijasini bera oladigan yangi innovatsion chora-tadbirlar hamda takliflar ishlab chiqilib soha amaliyatiga joriy qilinishi zarur. Shundaj tadbirlardan biri rivojlangan mamlakatlar ta'lim tizimida sifatli kadrlar tajyorlash uchun keng ko'lama samarali qo'llanilayotgan o'qish jarayoni zamonaviy ahborot-kommunikatsiya texnologiyalariga asoslangan masofavij ta"lim shaklidir.

Masofaviy o'qitish zamonaviy ta"limning eng muhim va tobora ommaviyashib borayotgan shakli sanaladi. Zamonavij sharoitda ahborot-kommunikatsion texnologiyalarning tezkor rivojlanishi ta'lim jarayonida ularning imkoniyatlaridan foydalanish uchun qulay sharoitni vujudga keltirdi. Ayni vaqtida yetakchi horijiy mamlakatlar masofadan o'qitish borasida boy tajriba to'plangan. Binolarga hizmat ko'rsatish, jihozlar va laboratoriya uchun harajatlar, o'qituvchi, ma'muriyatlar va hizmat ko'rsatuvchi hodimlar shtati qisqaradi. Ta'lim oluvchilarga filiallar tarmog'i, telestudiya va komp'yuter tarmog'i orqali maslahatlar o'qitishning bu shakli ta"lim oluvchilar va o'qituvchilarning bir-birlari hamda o'qitish vositalari bilan o'zaro ta'sirining maqsadga yo'naltirilgan interfaol jarayonidan iborat bo'lib, bunda ta'lim jarayoni ularning geografik fazoviy joylashishiga bog'liq bo'lmaydi. Ta'lim jarayoni kichik tizimlardan iborat, ya'ni yo'qitish maqsadi, mazmuni, metodlari, vositalari, tashkiliy shakllari, nazorat, o'quv-moddiy, moliyavi-iqtisodiy, me'yoriy-xuquqiy va marketing kabi elementlarni qamrab olgan o'ziga hos pedagogik tizimda kechadi. Masofaviy ta"lim turli geografik mintaqalarda joylashgan o'qituvchi va o'quvchini bog'lovchi jarayon bo'lib, o'zaro aloqalar mahsus texnologiyalar yordamida amalga oshiriladi. O'quv yurtidan uzoqda yashovchilar, qatnab o'qish uchun sharoiti bo'limganlar, malakasini oshirishni hohlovchilar, nogironlar va yana boshqa turli sabablarga ko'ra, bevosita oliv o'quv yurtiga borib o'qish imkoniyatiga ega bo'limganlarning masofadan turib bilim va ta'lim olishga bo'lgan talablari ortib borishi tabiiydir.

Hulosa qilib aytadigan bo'lsam, o'quvchi idrokini takomillashtirish bevosita o'qituvchi yordamida amalga oshiriladi. O'qituvchi bu jarayonda o'quvchilarga ingliz tilidagi materiallarni diqqat bilan o'rganish, tahlil qilishni o'rgatib boradi, zero ta"lim tizimida, ya'ni horijiy tilni o'rganishda ahborot-kommunikatsiya texnologiyalarini qo'llash, qolaversa masofaviy ta"lim ham iqtisodiy, ham ijtimoiy samara beradi. Shunig uchun bu boradagi nazariy, uslubiy va boshqa jihatlarni davr talablari asosida takomillashtirilishi bugungi kunnig dolzarb vazifalaridan biridir.

Foydalilanilgan adabiyotlar:

- 1.J. Jalolov. Ingliz tili o'qitish metodikasi, "O'qituvchi" nashriyoti. Toshkent. 2. 2018.
- 2.G'oziyev. E. G'. Psixologiya (yosh davrlar psixologiyasi). Toshkent. O'qituvchi.1994
- 3.Chet tillarini masofaviy o'qitishda samarali yondashuvlar. InfoCOM.UZ 20-aprel,2008
- 4.Charlotte Bronte. Jane Eyre. London, 1992.-P.93,94,95.

TADQIQOT.UZ
ТОМОНИДАН ТАШКИЛ ЭТИЛГАН

**"ЗАМОНАВИЙ ТАЪЛИМДА РАҚАМЛИ ТИЗИМЛАРНИ ҚЎЛЛАШ:
ФИЛОЛОГИЯ ВА ПЕДАГОГИКА СОҲАСИДА ЗАМОНАВИЙ
ТЕНДЕНЦИЯЛАР ВА РИВОЖЛАНИШ ОМИЛЛАРИ"**

3-ҚИСМ

Масъул мухаррир: Файзиев Шоҳруд Фармонович
Мусахҳих: Файзиев Фарруҳ Фармонович
Саҳифаловчи: Файзиев Шахрам Фармонович

Эълон қилиш муддати 1.07.2020