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ЎЗБЕКИСТОНДА ИЛМИЙ-АМАЛИЙ ТАДҚИҚОТЛАР МАВЗУСИДАГИ КОНФЕРЕНЦИЯ МАТЕРИАЛЛАРИ

2020

- » Ҳуқуқий тадқиқотлар
- » Фалсафа ва ҳаёт соҳасидаги қарашлар
- » Тарих саҳифаларидағи изланишлар
- » Социология ва политологиянинг жамиятимизда тутган ўрни
- » Иқтисодиётда инновацияларнинг тутган ўрни
- » Филология фанларини ривожлантириш йўлидаги тадқиқотлар
- » Педагогика ва психология соҳаларидаги инновациялар
- » Маданият ва санъат соҳаларини ривожланиши
- » Архитектура ва дизайн йўналиши ривожланиши
- » Техника ва технология соҳасидаги инновациялар
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- » Биомедицина ва амалиёт соҳасидаги илмий изланишлар
- » Кимё фанлари ютуқлари
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- » Агропроцессинг ривожланиш йўналишлари
- » Геология-минерология соҳасидаги инновациялар



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**"ЎЗБЕКИСТОНДА ИЛМИЙ-АМАЛИЙ ТАДҚИҚОТЛАР"
МАВЗУСИДАГИ РЕСПУБЛИКА 20-КҮП ТАРМОҚЛИ
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**МАТЕРИАЛЫ РЕСПУБЛИКАНСКОЙ
20-МЕЖДИСЦИПЛИНАРНОЙ ДИСТАНЦИОННОЙ
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"Ўзбекистонда илмий-амалий тадқиқотлар" [Тошкент; 2020]

"Ўзбекистонда илмий-амалий тадқиқотлар" мавзусидаги республика 20-кўп тармоқли илмий масофавий онлайн конференция материаллари тўплами, 30 сентябрь 2020 йил. - Тошкент: Tadqiqot, 2020. - 130 б.

Ушбу Республика-илмий онлайн конференция 2017-2021 йилларда Ўзбекистон Республикасини ривожлантиришнинг бешта устувор йўналишлари бўйича Ҳаракатлар стратегиясида кўзда тутилган вазифа - илмий изланиш ютуқларини амалиётга жорий этиши йўли билан фан соҳаларини ривожлантиришга баршиланган.

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ФИЛОЛОГИЯ ФАНЛАРИНИ РИВОЖЛАНТИРИШ ЙЎЛИДАГИ ТАДҚИҚОТЛАР

“МАНТИҚ УТ-ТАЙР”НИНГ ИНГЛИЗ ЁЗУВЧИСИ ЖЕФЕРИ ЧОСЕР ИЖОДИГА
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Аннотация: Ғарбнинг Шарқ адабиётига таъсири хусусида қатор тадқиқотлар мавжуд. Аммо Шаркнинг, жумладан, сўғизм адабиётининг Ғарб адабиётига, айни дамда, инглиз адабиётига таъсири масаласи атрофлича ўрганилмаган. Мақолада бу жараён Жефери Чосер ва Фаридиддин Аттор асари қиёси асосида тадқиқ килинган.

Калит сўзлар: сўғийлик, адабиётшунослиқ, таржимашунослиқ, адабий таъсир, сўфиёна рух, бинар типология, сўфиёна рух, қиёс.

Турли халқлар адабиётларининг ўзаро алоқаси, ҳамкорлиги ва бир-бирига таъсири масаласи адабиётшуносликнинг фоят муҳим ва долзарб масалаларидан биридир. Зеро, бу жараённи ўрганиш, маданий ва адабий алоқалар соҳасидаги бой тажрибаларни умумлаштириш фоят муҳим илмий-назарий аҳамиятга эга. Шу билан бирга, адабий алоқалар ва адабий таъсир масаласини алоҳида олинган бир соҳа – сўғизм адабиёти мисолида чуқур таҳлил қилиш халқаро аҳамиятга ҳам молик ишдир. Ўзбек адабиётшунослигида, таржимашунослигида бу соҳага эътибор берилган. Аммо монографик тадқиқотлар етарли эмас. Ғарб адилларининг Шарқ адабиётига мурожаат қилганини, улардан таъсирланганини, ўрганганини икки қутб адабиётшунослари ҳам эътироф этади. Таникли таржимашунос олим Файбулло ас-Салом “Шарқ шеъриятида шундай бир тил ва услуб ишланган эдикি, унда ҳар бир сўз, ҳар бир байт, қолаверса, ҳар бир товуш (ҳатто ҳарф) бир нечта мажозий маъно англатар, даъфатан қараганда содда беозор бўлган биргина калима ҳам чуқур ижтимоий мазмунга ишора қилган бўлиши мумкинлигини таъкидлар экан, ғарблик адиллар ижтимоий-сиёсий зиддиятларни очиб ташлашда ана шу ўзига хосликдан моҳирона фойдаланганликларини таъкидлайди ва адабий таъсирнинг энг муҳим жиҳатларидан бирини маҳорат билан кўрсатади [3.47.]. Биз инглиз ёзувчиси Жефери Чосер ижодига ҳам Шарқнинг сўфиёна руҳда яратилган асарларининг таъсири мавжуд деб ҳисоблаб, икки асар қиёси орқали фикримизни далиллашни мақсад қилдик.

Жефери Чосер инглиз адабиётидаги уч буюк шоирлардан бири бўлиб, В.Шекспир ва Ж.Милтон қаторида тилга олинади. Лондонда таваллуд топган шоир ижодининг илк даврида Франция адабиёти билан танишиб, ўзининг шеърларини Француз романтизмiga тақлидан ёзади. Кейинчалик Италия ҳаёти, маданияти, қолаверса, Данте, Петрарка ижоди билан танишгач, шеъриятида юксалиш кўзга ташланба бошлайди. Франция, Италия каби мамлакатларда бўлиб, сўнг яна Англияга қайтган шоир ўзининг машҳур асари “Кентебури ҳикоялари” асарини ёзишга киришади, лекин асар тугалланмай қолади. Чосер 1400 йилда вафот этади [1.23.].

Жефери Чосернинг “Кентебури ҳикоялари” асари Фаридиддин Атторнинг сўфиёна асари “Мантиқ ут-тайр” таъсирида ёзилган. Асар қолиплаш усулида, яъни ҳикоя ичида ҳикоя шаклида яратилган. Асарнинг кириш (пролог) қисми узун шеърдан ташкил топган бўлиб, унда шоирнинг ўзига дахлдор ўринлар ҳам бор. Жефери Чосер 120 та ҳикоя яратишни режалаштирган эди, лекин фақатгина 24 тасини ёзишга улгурди, баъзилари тўлиқ ҳолда эмас. Ҳикоялар мазмунан қуйидагича:



Диний ҳикоялар

Эртакнамо ҳикоялар

Афсонавий ҳикоялар

Пандона ҳикоялар

Романтик ҳикоялар

Жефери Чосер ҳар бир зиёратчини асар дебочасида таништиради. Зиёратчиларнинг табиати эса ўзларининг ҳикоялари орқали очиб берилади. Шу жиҳатнинг ўзида Шарқ адабиётининг таъсири яққол кўзга ташланади. Муаллиф зиёратчиларнинг сұхбатларини, ҳар бирларининг фикр-мулоҳазаларини, улар ўртасидаги мунозараларни жонли акс эттиради. Жефери Чосер инглиз шеъриятига “Кентебури ҳикоялари” орқали янги шеърий жанрни – айамбик пентаметрани олиб кирганини таъкидлаш лозим.

Инглиз ёзувчиси Жефери Чосер ўзининг сўфиёна руҳдаги бу асарини Фаридиддин Аттор асарлари таъсирида яратди. Асос шундаки, унинг даврига келиб Шарқ шоирининг асарлари Испания ва Франция орқали бутун Европага тарқалган эди. Фаридиддин Атторнинг “Мантиқ ут-тайр” асари билан инглиз ёзувчиси Чосернинг “Кентебури эртаклари” китоби орасида ўзаро ички боғлиқлик бор. “Мантиқ ут-тайр” китобида 30 қуш иштирок этса, Чосернинг асарида 30 та зиёратчи (хожилар) катнашади. Дарҳакиқат, Фаридиддин Аттор достонидаги бош мақсад, энг аввало, нафсни таниш, нафсга қарши курашиш ва уни поклаш йўли билан Ҳаққа етишишдир. Эътибор бериладиган бўлса, Фаридиддин Атторнинг “Мантиқ ут-тайр” китоби [3.400.] ва Жефери Чосернинг “Кентебури эртаклари” орасида бир неча ўхшашликлар бор.

1. Асар иштирокчиларига кўра Фаридиддин Атторда 30 та қуш, Жефери Чосерда эса 30 сайёҳ бор.

2. Фаридиддин Атторда қушларга Худхуд раҳнамолик қиласи. Жефери Чосерда эса меҳмонхона хўжайини Гари Бейли бошчилик қиласи.

3. Фаридиддин Атторда ҳар бир қуш ўз мақсадини ҳикоя қиласи ва Худхуд уларнинг фикрларини тузатиб боради. Жефери Чосер асарида эса сайёҳлар ҳикоясига Гари Бейли изоҳ бериб боради.

4. Уларнинг борадиган манзили аниқ: Фаридиддин Атторда Семурғга эришиш, Аллоҳ ҳузурига бориш мақсад килинган. Жефери Чосерда эса сайёҳлар муқаддас жой саналган Кентебурига бориши керак. Фаридиддин Атторда кушлар бир неча водийларни босиб ўтади ва мақсадга етади. Худди шундай холатни биз Жефери Чосер асарида ҳам кўрамиз.

5. Ҳар иккала асарда нафсга қарши курашиш ва покланиши ғояси илгари сурилган.

Икки асарни чоғиштирув натижаси инглиз адаби Жефери Чосернинг Фаридиддин Аттор асарларидан таъсирланганини далилайди ва бундай тадқиқотлар адабий таъсирни ўрганиш, бинар типологиянинг ривожи учун жуда зарур ҳамда муҳимдир.

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ANALYSIS OF IDIOMS IN ONLINE NEWS ARTICLE DISCOURSE

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Abstract: The study aims to look for the use of phraseological units, viz. idioms in deferent newspaper discourses. For the conduct of this comparative study, mixed approaches applied. A purposive sampling method was applied to select articles. The political and social news from CNN online lines containing idioms inspected. The frequency usage of Idioms was sorted and analyzed. Quantitative research was employed to analyze data. Furthermore, the table was used for gathering information from the five articles. The result of the study revealed that Idioms are part of any kind of discourse. However, it was evident that Idioms were used more widely in social articles in comparison with political news. Moreover, Idioms of Success or Failure was used at large in all five issues, whereas other types of Idioms were applied less.

Keywords: idioms, online news, article, discourse

1. Introduction:

All around the world, especially in developing countries, mass media has a dramatic impact on while informing the public. The aim is to familiarize people with the latest events and trends in society. It discusses any possible political, social, economic, or academic issues which may affect the citizens' life. One of the most effective ways of expressing the events shortly and colorfully is idioms and phrases. They are far widely used in articles to present the points crisply with driving the ideas of the author in a better way and with few words. An article is a piece of writing written for a large audience. The main motive behind writing an article is that it should be published in either newspapers or magazines or journals to make some difference to the world. M.Afzaal, K.Hu, M.I. Chishty, and M.Imran advocate that Newspaper articles are a good source of getting the formation. News articles are one of the best methods for readers to improve language capabilities such as reading, writing, vocabulary, and grammar abilities. (2019)

The present work analysis and describes different types of idioms used in political and social news articles. An idiom is a phrase, saying, or a group of words that has a metaphorical (not literal) meaning, which has become accepted in common usage. An idiom's symbolic sense is quite different from the literal meaning or definition of the words contained.

2. Material and methods:

2.1. Idiom expression conceptualization

There are a large number of Idioms that are used very commonly in all languages. Idioms evolve the language; they are the building blocks of a language and civilization. They also have great intensity to make a language colorful and dynamic. Idioms bring a spectacular illustration to everyday speech. They provide fascinating insights into the use of words, languages, and the thought processes of their speakers. They have a sense of mystery and fun about them. Idioms are a group of words in a fixed order that have a particular meaning that is different from the denotation of each word on its own. (Cambridge Online Dictionary) Idioms frequently appear in all languages; only in English, there are an estimated twenty-five thousand idiomatic expressions (Jackendoff,1997). To understand idioms a reader should be acknowledged about the origin, the meaning, and explicitly what exactly "an idiom" is.

Some researches attempted to identify phraseological units as a word –equivalents from idioms, for example, idiomatic units such as that's where the shoe pinches, the cat is out of the bag, what will Mrs. Grundy say? etc. Unlike phraseological units, proverbs, sayings, and quotations do not always function as word-equivalents. Furthermore, the proponents of the functional criterion claim that Idioms are based mainly on metaphors that make the transferred meaning of the whole expression more or less transparent. They describe it by giving an example of idioms such as, to carry coals to Newcastle, to fall between two stools, or fine feathers make fine birds. It was observed that though their meaning cannot be concluded from the literal meaning of the member-words making up these expressions, they are still metaphorically motivated. So the



literal meaning of the whole expression is readily suggested as an idiom, i.e. ‘to do something that is absurdly superfluous’; ‘fail through taking an intermediate course’ and ‘to be well dressed to give one an impressive appearance’ respectively.

Additionally, these researchers suggest that the bulk of idioms never function in speech as word-equivalents that is proof of their semantic and grammatical reparability. They also claim that generally, idioms are very close to quotations from literary sources, some of which are also still utilized as idiomatic ready-made units with a specialized meaning of their own. The example for such quotations can be: to be or not to be (Shakespeare), to cleanse the Augean stables (mythology), a voice crying out in the wilderness (the Bible), etc. Differ little from proverbs and sayings that may also be regarded as quotations from English folklore and are part of this particular branch of literary studies.

Idiomatic expressions are one of the most frequent forms of figurative language (Gibbs, 1999). As Nunberg, Sag, and Wasow advocate, one of the main characteristics of idioms is their ease as a whole expression. This means that their value cannot be predicted, or at least entirely predicted, only based on information on the independent conventions that agree on the use of their constituents when they appear in isolation from one another (1994).

To summarize, a private expression is a combination of words which, all in all, has an individual/non-literal involving that is quite different from the dictionary meaning of the independent units. Hence, the importance of private expression does not express the whole of the literal meanings of the words taken separately. According to the thematic principle, most idiomatic expressions have a solid nationally specific, and culturally relevant foundation. Numerous idiomatic expressions reflect clear living customs and traditions, esteem judgments, thinking behavior thus on. So, comprehension of idiomatic expressions can be regarded as the perception of a sort of community.

2.2. Types of Idioms

As expressed in the “Worldwide Dictionary of Idioms” by Cambridge University Press, idioms are a bright and fascinating part of English. Eve Zyzek, a researcher from the University of California, Santa Cruise, depicts that Idioms are a particular type of multiword that has at least one element with a figurative meaning. The vocabulary of the language is much more than a wide range of independent words. According to Eve Zyzek, a speaker’s mental dictionary also supports a vast range of multifold units such as phrasal verbs (put up with), social routines (take care), collocations (plastic surgery), and idioms (bite the bullet)(2019). What’s more, such multifold units, especially idioms affect more forceful impact rather than non-idiomatic expressions. The Dictionary of Idioms incorporates the implications of expressions, as well as cases in light of sentences from the Cambridge International Corpus. Altogether, there are fifteen types of idioms recognized as ‘theme panels’ appearing towards the end of the dictionary as takes after:

1. Anger
2. Business
3. Dishonesty
4. Happiness and Sadness
5. Health,
6. Helping
7. Intelligence and Stupidity
8. Interest and Boredom
9. Liking and Not Liking
10. Money
11. Power and Authority
12. Remembering and Forgetting
13. Speaking and Conversation
14. Success and Failure
15. Understanding

2.3. Methodology:

The target source of this study was several articles from the internet on CNN. The themes of the news were political and social. A purposive sampling technique was employed to select discourses.



Moreover, the idiomatic expressions were selected and gathered in a table and analyzed. Then relative frequencies of different types of idioms were calculated quantitatively.

The study used a purposive sampling procedure. To identify the types of idioms used in English news were taken full articles from the CNN news line on the internet. The selected articles were two political and three social.

3. Result:

The following table was used to locate and identify the types of idioms:

No	Sample from articles	Type of Idiom	Meaning	Type of news
1	Ney was a foreign service officer at the state department who left the grittier work of development projects in Afghanistan and Iraq because he loved to be out in left field .	Success or Failure	Very strange or unusual	Political
2	He had the development bug when his father took him to the middle east with a physician for peace humanitarian project.	Interest or Boredom	Suddenly be excited by or very interested in something	Political
3	Prigozhin " has nothing to do with Wagner, doesn't finance them and does not follow their whereabouts," it said. The school administration then went on to explain that the dress code violation had nothing to do with modesty and everything to do with length.	Helping	To be unrelated or irrelevant to somebody or something	Political Social
4	Russia and Belarus are allies and closest partners so this is out of question .	Business	Not possible or allowed	Political
5	The Ukraine has long warned that members of the Russian occupying forces and illegal armed groups are being used in the world and pose a threat .	Power and Authority	To constitute a threat or intimidation	Political
6	They didn't know who they were messing with .	Anger	To play with someone sexually.	Social
7	He asked her to repeat herself so that he could process what she'd just said before flying off the handle .	Anger	Loose one's temper suddenly and unexpectedly.	Social
8	Tony Alarcon wasn't a man to take things lying down . Claire wasn't going to take this lying down .	Power and Authority	To accept or endure something without struggle	Social
9	As a successful investment banker and real estate module, he was used to getting his way .	Success or Failure	To get or have what one wants	Social
10	But what he didn't know was that he was just scratching at the surface of a much bigger issue in society.	Dishonest	To barely begin to see or do only a fraction of what is possible	Social
11	What these changes will be, only time will tell .	Success or Failure	The results of a situation will be known only after a certain amount of time has passed	Social
12	Little she did realize, it was this dress that, for some, would push things way too far .	Liking or Not Liking	To continue to do or to try to do something when one should stop	Social
13	The queue comprised of middle-aged folks like Loom, elderly retirees and people newly out of a job .	Success or Failure	To no longer have the job one has had	Social
14	Now the 45-year-old walks the city's streets alone to kill time and keep away from his neighbors.	Interest and Boredom	To use something up especially time	Social
15	They were avid Bay Area sports fan, were near and dear to their community and loved to kiss.	Happiness and Sadness	Very close in relationship	Social

After gathering and analyzing the idioms, they were classified by their types. The types of idioms were the following:

1. Happiness and Sadness



2. Helping
3. Angry
4. Success or Failure
5. Interest or Boredom
6. Business
7. Liking or Not Liking
8. Dishonest
9. Power or Authorities

In general, 15 samples of idioms were encountered. The idioms of Success or Failure were used the most among all the others. Interest and Boredom, Power or Authority, and Angry were applied less than others, while Happiness or Sadness, Liking or Not Liking, Dishonest, Business as well as Helping were employed the least.

4. Discussion and Analysis

We have collected the idioms used in the different CNN online articles named as:

1. "Ney Goes From USAID to Congress" by Ashtar;
2. "Authorities in Belarus have Announced the Arrest of 33 Russian Mercenaries on Suspicion of Terrorism" by News agency RIA Novosti;
3. "Social Distancing in 100 Square Feet: Hong Kong's Cage Homes are Almost Impossible to Self-isolated in" by J. Berliner;
4. "The Robinsons were Married 35 Years, Died 11 Days Apart after Battling Coronavirus" by Lauren M. Johnson;
5. "Schools Experts Teen Over Outfit, Regrets It When Dad Steps In", by Brad Smith

All uploaded within the period from April to August 2020 on Turner Broadcasting System. For the differentiation of idioms and their types, the International Dictionary of Idioms by Cambridge and Cambers Idioms by E.M. Kirkpatrick and C.M. Schwarz were used. According to findings, in the first two articles that were political, five idioms were found. There were idioms of Power or Authorities, Helping, Business, Interest and Boredom, Success or Failure. In the next three articles that were in social issues, another ten idioms were identified. The types of idioms were Business, Interest or Boredom, Happiness or Sadness, Helping, Success or Failure, Angry, Liking, or Not Liking, Dishonest as well.

5. Conclusion:

To sum up, it can be come in conclusion that in all five articles were used idioms. The idioms make news more preciously interesting and meaningful for their readers. Studying or teaching idioms with the help of authentic materials such as newspapers or articles from the online news lines helps to acquire a foreign language easily. The large variety types of idioms were employed in online idioms. However, it was seen that articles with social matters were employed lager variety idioms rather than political ones. Moreover, the Idioms of Success or Failure was used widely rather than other types of idioms in both political and social news articles.

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NAVOIY DAVRI O'ZBEK ADABIY TILI

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Annotatsiya: Ushbu maqolada o'zbek adabiy tili tarixidagi buyuk o'zbek shoiri va mutafakkiri Alisher Navoiyning ilmiy-ijodiy va ijtimoiy-siyosiy faoliyati bilan bog'liq holdagi o'rni yoritilgan. Unda Alisher Navoiyning til haqidagi qarashlari, filologik nuqtai nazari bayon etilgan.

Kalit so'zlar: O'zbek adabiy tili, til tarixi, filologik qarashlar, chog'ishtirma tilshunoslik, ona tili, turk-o'zbek tili, asar tili, tarixiy qatlamlam, umumxalq tili, eski o'zbek tili,

O'zbek adabiy tili tarixida XV asrning ikkinchi yarmi bevosita buyuk o'zbek shoiri va mutafakkiri Alisher Navoiyning ilmiy-ijodiy va ijtimoiy-siyosiy faoliyati bilan bog'liqdir.

Navoiy ijodida uning barcha asarlarida adabiy tilning yagona umumxalq me'yorlar, umumiyoq qoidalari to'la shakllanadi va qat'iy tarzda belgilanadi. Tildagi barcha mantiqiy, uslubiy va ijtimoiy tarixiy qatlamlar umumxalq xususiyatlariga ega bo'lib bordi, yagona bir butunlikka birlashdi.

Shuni qayd qilish kerakki, bu davr adabiy tili faqat Navoiyning adabiy-ilmiy va ijtimoiy faoliyati bilangina emas, balki Navoiyning o'tmishdoshlari, zamondoshlari va izdoshlari faoliyat bilan ham uzviy ravishda bog'langan. O'zbek adabiy tilining tashkil topishi va rivojlanishida ular ham o'zlarining muayyan hissalarini qo'shdilar.

O'zbek badiiy adabiyot tilining tashkil topishida, so'zlashuv adabiiy tili me'yorlarini ishlab chiqish va tartibga solish hamda adabiiy tilni jonli so'zlashuv tiliga yaqinlashtirish jarayonida Xorazmiy, Durbek, Amiriya kabi adiblarning asarlarini orqali zamin tayyorlangan bo'lsa, Atoiy, Sakkokiy va Lutfiy she'riyatida bu jarayon yana ham taraqqiy ettirildi. So'zlashuv tiliga xos til vositalari adabiiy til unsurlari bilan qo'shilib ketadi, uning tarkibiy qismiga aylanadi. Navoiy ijodida, uning asarlarida hamma adabiy janrlarga xos badiiy matnlarda o'z davri adabiy tilining taraqqiyoti, takomillashib borishi uchun zarur bo'lgan barcha vositalar xalq tili boyliklari bilan uyg'unlashib qo'shilib ketadi.

Alisher Navoiy tili o'z tarixiy-tadrijiy rivojlanishi ham, uslubiy boyligi va rang-barangligi tomonidan ham juda murakkab hodisadir. Uning asarlarida faqat Navoiyning o'ziga xos xususiy til hodisalari, individual ijodiy xususiyatlarigina aks etib qolgan emas. Balki shu bilan birga u o'zbek tilining boy imkoniyatlaridan keng foydalangan holda o'z davri adabiy tili va adabiyotning xilma-xil uslublarini ishlab chiqdi.

O'rta asrlarda, XIII-XV asrlar davomida Yaqin va O'rta Sharq mamlakatlarida ilm-fan sohasida arab tilini qo'llash hamda badiiy ijodda fors-tojik tilida asarlar yaratish an'anaga aylanib qolgan edi. Xalqimiz orasida yetishib chiqqan buyuk allomalar Al-Farobi, Abu Rayxon Beruniy, Abu Ali Ibn Sino, Mahmud Koshg'ariy kabilar o'z asarlarini ona tilida emas, balki ana shu an'anaga ko'ra arab tilida yozdilar. Badiiy adabiyotda esa fors-tojik adabiy tili an'analarining ta'siri ancha kuchli edi. Bu an'ana Navoiy yashagan davrlarda ham katta mavqega ega edi.

Uning ta'siri ostida hatto o'zbek xalqi orasidan yetishib chiqqan shoir-yozuvchilar ham ona tiliga nisbatan noto'g'ri munosabatda bo'ldilar. Ular turk-o'zbek tilini dag'al til, unda nozik his-tuyg'ularni nafis tarzda ifodalab bo'lmaydi degan g'ayri ilmiy, noto'g'ri fikrlarni ilgari surar edilar. Mana shunday sharoitda Alisher Navoiy ona tilini himoya qilish uchun kurash bayroqdori, ona tilining boyligi va sofligi uchun tolmas kurashchi sifatida maydonga chiqdi. Ona tilining qimmatli va ahamiyatini kamsituvchilarga qarshi kurashdi. O'z ona tili turk-o'zbek tilining boyligini, qudrat va salohiyatini, uning cheksiz imkoniyatlarga ega ekanligini katta kuch va g'ayrat bilan himoya qildi, uni she'riyat osmoniga ko'tardi. Shu bilan birga, u fors-tojik tili va adabiyotining taraqqiyotiga ham munosib hissa qo'shdi.

Navoiy o'zining ona tili uchun olib borgan kurashini uch yo'nalishga, ya'ni buyuk shoir va yozuvchi sifatida, oliy martabali yirik davlat arbobi hamda ulug' mutafakkur, tilshunos olim sifatida davom ettirdi.

U o'zining ajoyib nazm durdonalarini, yuksak badiiy qimmatga ega bo'lgan «Xazoyin-ul maoni», «Xamsa» kabi asarlarini ona tilida yozish orqali turk-o'zbek tilining qudratini,



uning boy tavsiriy vosita va imkoniyatlarga ega ekanligini, to‘liq ma’noda badiiy adabiyot tili ekanligini amaliy tarzda isbotlab berdi. Navoiy o‘z adabiy-badiiy asarlarini yaratish jarayonida juda muhim va murakkab ikki vazifani- o‘zbek adabiy tilini yuksak darajada rivojantirish va takomillashtirish, uning hozirgi o‘zbek adabiy tiliga xos adabiy uslubiy me’yorlarini ishlab chiqish hamda tom ma’nodagi o‘zbek adabiyotini yaratish, undan xalq ommasini bahramand qilish vazifalarini amalga oshirdi.

Turk-o‘zbek adabiy tilini ijtimoiy-siyosiy jihatdan himoya qilish- Navoiyning ona tili uchun, uning davlat tili bo‘lishi uchun olib borgan kurashning ikkinchi yo‘nalishini tashkil qildi. Navoiy ko‘p yillar davomida Xusayn Boyqaro saroyida muhr dor, vaziri a’zam, viloyat hokimi singari mas’uliyatli lavozimlarda ishlagan, saroyda, devon va mahkamalarda rasmiy ish yuritilishi sohalariga rahbarlik qilgan. Podshohlikning amiri kabiri sifatida davlat devonxonalarida rasmiy ish yuritishda, noma, farmon va buyruqlar yozib tayyorlanda fors- tojik tili bilan birga o‘zbek tilini ham keng qo‘llagan, uni davlat tili darajasiga ko‘tarish uchun juda ko‘p kuch-g‘ayrat sarfladi. «Xalq bilan xalq tilida so‘zlashish kerak», degan aqidaga amal qilgan Navoiy, ayniqsa Xusayn Boyqaro va shaxzodalarga yozgan maktublariga, hokimlar, doruga va devonbegilariga, amaldorlar va do‘sstariga yo‘llagan noma va xatlarida ona tilini yo‘qlaydi, targ‘ib qiladi. Turlichalar farmon va buyruqlarni, har xil rasmiy ish hujjatlarini keng xalq ommasiga tushunadigan ana shu tilda olib borish lozimligini qat’iy turib talab qiladi va bu borada ancha samarali natijalarga erishadi.

Ulug‘ mutafakkir olim Alisher Navoiyning ona tilining boyligi va mustaqilligi uchun olib borgan kurashining yana bir muhim tomoni uning til haqidagi ilmiy-nazariy qarashlari hisoblanadi. U yetuk tilshunos olim sifatida, o‘zining mashhur asari «Muhokamat-ul lug‘atayn» asarini yozdi. Bu kitobda o‘zining o‘zbek adabiy tilini asoslash, o‘zbek adabiyotini yaratish, uni rivojlantirish sohalarida olib borgan kurashini, ko‘p yillik mehnatlari va boy tajribalarini umumlashtirdi, chuqur ilmiy-nazariy xulosalar chiqardi. U o‘ziga xos g‘oyaviy teranlik bilan aniq va mukammal til vositalari asosida o‘z davridagi adabiy til va badiiy adabiyotning, shuningdek keyingi davrlar adabiyotining ham xilma-xil uslublarini ishlab chiqdi. O‘ziga qadar maydonga kelgan o‘zbek xalq badiiy san’atining eng yaxshi uslubiy yutuqlarini o‘z tiliga singdirib oldi, o‘zbek xalq va mumtoz she’riyatning turlicha uslub va janrlarida ijod qildi, asarlar yozdi, uni yangi uslublar, vositalar bilan boyitdi va shu asosda o‘zbek adabiy tili uslubiyatini ishlab chiqdi.

Navoiyning ona tili uchun olib borgan kurashlari osonlikcha kechmadi. Bu yo‘lda u katta qiyinchiliklarga, zodagonlar, bek-amaldorlarning qarshiligidagi, o‘z xalqi orasidan chiqqan forsiy parast shoir-yozuvchilarning ta’na-malomatlarga duch keldi. Ammo Navoiy o‘zining haqligiga, o‘zi olib borgan ishning muqaddas va murakkab ekanligiga to‘la ishonar edi. Bu ish o‘z xalqining tarixi va taqdiri bilan bog‘liq bo‘lgan katta davlat, umumxalq ahamiyatiga ega ish ekanligini yaxshi bilar edi. Uning orzusi o‘z xalqining tilini yuksak daraja rivojlantirish, uning istiqbolini, kelgusi taraqqiyot yo‘lini belgilash, o‘z xalqi uchun hamma sohalarda fors-tojik tilidagidek rivojlangan adabiyot yaratish, uni badiiy ijodning yaxshi durdonalaridan bahramand qilishdan iborat edi. Bu orzu unga katta kuch bag‘ishlar edi. Darhaqiqat, Navoiy o‘z orzu, o‘z kurashi yo‘lidagi barcha ziddiyatlar va mone’liklarni yengib o‘tdi va ajoyib natijalarga erishdi. U o‘z ona tilini har xil ta’na-malomatlardan batamom xalos qildi, uning salohiyatini, go‘zalligini rad etib bo‘lmas dalillar asosida isbotladi.

Shunday qilib, Alisher Navoiy adabiy tili XIV-XV asrlardagi o‘zbek adabiy tilining barcha leksik, fonetik va grammatic xususiyatlarini to‘la ettiradi. U o‘zbek shevalariga munosabati jihatidan bevosita qarluq-chigil-uyg‘ur til birligi bilan uzviy ravishda bog‘langadir.

Foydalanan adabiyotlar.

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IMPLEMENTATION OF NON-TRADITIONAL WAYS OF ASSESSMENT IN THE EFL LESSONS

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Annotation: The present paper is an attempt to enlighten the effectiveness of assessment and types of evaluation in both traditional and non-traditional ways of assessment in teaching English as a foreign language. Teachers are mostly required to assess their students' progress and achievement as part of an educational system and that's why assessment is also part of a teacher's job. Generally, assessment is concerned with the efficiency of learning system.

Key words: Assessment, non-traditional types of evaluation, journal entries, project work, dialogue journals, conferencing, formative assessment, error detection, portfolio, self-directed process, reflection, learning objective.

Assessment as a term. There might not be a very clear cut explanation as to which assessments are traditional or alternative. Actually, both can serve different purposes of assessment. However, there are some features that can be used to identify traditional assessment tools. First, a traditional assessment tool is likely to be considered a standardized test with decontextualized test items. Second, the focus is on discrete answers.

Features of non-traditional assessment. Non-traditional assessment can be continuous long-term assessment with contextualized communicative tasks. In addition, it encourages open-ended, creative answers. It is considered a formative assessment which is oriented towards the process. These categories are similar to the types of assessment mentioned by Brown & Hudson. The two important features of performance assessments are performance and authenticity. Brown & Hudson summarize five characteristics of alternative assessments as follows:

1. Require students to perform, create, produce, or do something;
2. Use real-world contexts or stimulations;
3. Are nonintrusive in that they extend the day-to-day classroom activities;
4. Allow students to be assessed on what they normally do in class every day;
5. Use tasks that represent meaningful instructional activities;

Types of non-traditional assessment. There are some types of non-traditional types of assessment. Such as journal entries, dialogue journals, project works. **Journal entries** may be used as an informal means of assessment, again, especially in the written classes. The researchers consider that it has some advantages: "it can be enjoyable, since it gives students free rein to write on any topic at the spur of the moment and it offers students the privacy, freedom and the safety to experiment and develop as a writer."

Dialogue journals are gain, alternative forms of assessment and consist of written conversation between the student and the teacher over a period of time having as a goal communicating in writing. It has the advantage that it leads to tourism between the teacher and the student and it could be applied as an assessment form to other skills rather than writing; the skills of speaking, listening, reading.

Project work such involving project work such activities have students working on some project them in doing research on certain subject. Since it is a project, it takes a larger amount of time and it sends students to the library to search for information. This type of assessment could assess the student's ability in writing and reading, and has been used quite commonly lately.

Conclusion. Accordingly, a combination of traditional and alternative types of assessment would be the most effective method for teachers who wish to balance their teaching and assessment as well as to create a learning atmosphere which will enhance students' learning in class. Most importantly teachers are obligatory to select any assessment tool with careful consideration to ensure the appropriateness of each assessment tool for the learning objectives.



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АВЛОДЛАР МУҲАББАТИНИ ҚОЗОНГАН ШОХ, ШОИР ВА ОЛИМ

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Аннотация: Ушбу мақолада Захириддин Муҳаммад Бобурнинг шахсияти, фаолияти, асарлари ҳақида фикр юритилган. Унинг дунё ташдидунига, хусусан, шарқ маданияти ва ривожига қўшган улкан ҳиссаси, илмий ва тарихий мероси ёритилган.

Калит сўзлар: Асар, мемуар жанр, тарих, география, қомусий асар, бошқарув сиёсати, давлат ва жамият, тарихий мерос, аждодлар ёди, стратегия, халқ ва миллат, ижодкорлик, санъат ва адабиёт.

Мустақиллик йилларида давр янгиланди, жамият ўзгарди. Халқимиз ўз истиқболи, ўз баҳти-саодати йўлида дадил одимламоқда. Шу аснода жамиятимизнинг ижтимоий иқтисодий, сиёсий, маънавий-маърифий ва маданий пойдеворини мустаҳкамлаш учун замин яратилди. Эндиликда кишиларимиз аждодларимиз томонидан бажариб келинган ва режалаштирилган ҳар қандай ишга муқаддас бурч ва юксак масъулият нуқтаи-назаридан қарашга ҳаракат қилиб келмоқдалар.

Уларнинг қаторида темурийзода сultonлардан бири, улуғ шоир ва давлат арбоби, йирик саркарда ва беназир тарихнавис **Захириддин Муҳаммад Бобурнинг** ҳаёти ва ижоди, давру замонлар ўтгани сайнин неча авлодни қизиқтириб келмоқда ва бундан буён ҳам шундоқ бўлиши муқаррар. Захириддин Муҳаммад Бобур шоҳ ва шоир, адабиётимизнинг Навоий бобомиздан кейинги эътиборли вакили, темурий шаҳзодаларнинг энг салоҳиятли намояндаларидандир. “Бобур” арабча “шер” дегани бўлиб, бу исм унинг шахсига ҳам, ижодига ҳам мувофиқ тушган.

Жумладан, биринчи Президентимиз Ислом Каримов 1994-йил 4 октябрда Андижон шаҳрида Бобур номидаги Миллий боғда ўрнатилган мажмууани зиёрат қилиш чоғида хотира дафтариға қўйидаги тарихий сўзларни ёзib қолдирган: “Бобомиз Захириддин Муҳаммад Бобур номи билан ҳар қанча фахрлансак арзиди. Ўзбек халқининг довруғини дунёга тараган улуғ аждодларимиздан бири ўлароқ, ул зот бизни тарихимизни қадрлашга, келажакка буюк ишонч билан қарашга ўргатади... Захириддин Муҳаммад Бобур каби мумтоз инсонларни дунёга берган халқ ҳеч қачон хор бўлмайди, муқаддас тарзда саодатга эришади”.

Захириддин Муҳаммад Бобурнинг жуда кўплаб асарлари, яъни ҳам насрый, ҳам назмий дурдоналари дунёнинг қатор тилларига таржима қилинган. Шу сабабли ҳам унинг шахсияти, фаолияти ҳамда ижоди билан, нафақат филолог олимлар, тарихчилар, балки бошқа соҳа вакиллари ҳам таниш бўлиб, бу борада уларнинг кўпчилиги ижобий фикрлар билдирганининг гувоҳи бўламиз. Ёзувчи ва олим Пиримқул Қодиров Бобур ҳаёти ҳақида шундай ёзади: “Имкониятларнинг юзага чиқишида Бобурнинг даҳо даражадаги истеъоди ва тил бирликларидан санъаткорона фойдалана олиш маҳорати ҳал қилувчи омиллар қаторига киради. Бобурнинг қанчалик буюк сўз санъаткори эканини фақат биз, унинг асарларини аслиятда ўқидиганларгина эмас, балки бошқа тилларга қилинган таржималарни ўқиганлар ҳам чукур ҳис қилишади”.

Захириддин Муҳаммад Бобур ўзбек адабиёти ва маънавиятининг энг етук намоёндаси бўлиб, Ҳиндистонда 332 йил хукм сурган бобурийлар сулоласининг асосчиси, буюк давлат арбоби, жасур саркарда, ҳақгўй муарриҳ, маҳоратли таржимон, гўзал ҳусниҳат соҳиби, ҳассос шоир, серкирра истеъод соҳибидир. Бобур тўрт авлод орқали соҳибқирон Амир Темурга бориб тақалса-да, у буюк бобосининг вафотидан кейин пароканда бўлган салтанат тасарруфидаги юрга ва ерларни қайта тиклаш, ягона давлатчилик сиёсатини юритиш ва бу мақсадга эришиш учун темурийзодаларни бирлаштиришга уринган давлат арбобларидан эди.

Бобур дунё эътирофидаги буюк ва дилбар шахсdir. Унинг ижоди ўзлигимизни англешимиш, тарихимиз ва миллий қадриятларимизни чукур ўрганишимизда муҳим аҳамиятга эга. Бобур маънавий мероси бир неча йиллардан буён миллий қадриятларимиз ва урф-



одатларимизнинг янада сайқал топиб, такомиллашиб, кенг қулоч очишига хизмат қилиб келаётгани барчамизга маълум. Жумладан, унинг "Бобурнома" асари ҳам тарихий, ҳам бадиий асар сифатида 1494 йилдан 1530 йилгача Хурросон, Мовароуннахр, Ҳиндистонда юз берган воқеаларни акс эттирган. Ҳусайн Бойқаро, Шайбонийхон, Бадиуззамон, Музаффар Мирзо, Умаршайх, Султон Аҳмад, Султон Маҳмуд каби ўнлаб тахт эгалари, Алишер Навоий, Мухаммад Солих, Камолиддин Биноий, Беҳзод, Мирак Накқош, Ҳусайн Удий сингари адабиёт ва санъат арбоблари ҳақида қимматли маълумотлар, мулоҳазалар келтирилган. Буларнинг ҳаммаси Ўзбекистон тарихи учун муҳимдир.

Бобур табиатан ниҳоятда зийрак ва синчков, ғоят фахмли ва идрокли, ҳамма нарсага қизиқувчан эди. У қаерга бормасин, ўша ернинг жўғрофий ўрнидан тортиб, ўсимлик ва ҳайвонот дунёсигача, об-ҳавосидан элнинг тили-ю урф-удумигача – ҳамма-ҳаммаси билан қизиқади ва ёзиб қолдиради. Ҳиндистоннинг Панипат шаҳридаги музей Бобур фаолиятига, ҳусусан, унинг Дехли султони Иброҳим Лўдий устидан эришган тарихий ғалабасига, Бангладеш пойтахтидаги Лаълбоғ қалъаси музейи эса Бобур ва бобурийлар салтанати вакилларига бағишланган. Бу тарихий масканлар ҳинд ва бангол халқларининг оммавий зиёратгоҳларига айланиб улгурган.

1991 йилда Ўзбекистон телевиденияси орқали илк бор Бобур ҳақида Пиримқул Қодировнинг "Юлдузли тунлар" романи асосида суратга олинган 10 сериядан иборат видеофильм намойиш этилди. Мазкур видеофильм мустақил Ўзбекистоннинг хорижга экспорт қилган дастлабки кино маҳсулоти ҳисобланади. Фильм кейинчалик хорижда бир неча тилларга таржима қилиниб, эфирга узатилди. 1992 йил февраль ойида Андижонда Халқаро Бобур фонди ташкил этилди.

1993 йилда Ўзбекистон Республикаси Президентининг фармони билан Бобур таваллудининг 510 йиллиги тантанали нишонланди. Ўзбекистон Фанлар Академиясининг "Бобур" номидаги медали таъсис этилди. Бу медалнинг биринчи совриндори – Шарқшунос олим Убайдулла Каримов бўлди.

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QADRİNG BALAND BO'LSIN - ONA TILIM!

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Annotatsiya: Bu maqolada O'zbek tiliga "Davlat tili haqida"gi qonuni, o'zbek tilining rivojlanishi, uning o'r ganilishi , lug'at boyligi haqida so'z boradi.

Kalit so'z: o'zbek tili, millat, madaniyat, ma'naviyat, jamiyat, tafakkur, Turizm sohasi, A.Navoiy, A.Avloniy, agglyutinativ tillar, "Buyuk kelajak" guruhi, urf-odat, "Yuksak ma'naviyat-yengimas kuch"

Ona tili - millatning ruhidir.O'zbekiston mustaqillikkha erishish ostonasida mamlakatimizning birinchi Prezidenti I.A.Karimov tashabbusi bilan milliy ma'naviyatimizning ajralmas qismi bo'lgan ona tilimizga huquqiy maqom berish masalasi kun tartibiga qo'yildi va 1989-yil 21-oktabr kuni "O'zbekiston Respublikasining Davlat tili to'g'risida"gi alohida qonuni qabul qilindi.

O'zbek tili o'tgan yillarda mamlakatimizdagi yuzdan ortiq millat va elat vakillarini o'zaro bog'laydigan mehr-oqibat tiliga aylandi.

Bundan besh asr muqaddam A.Navoiy "Turk nazmida chu men tortib alam, Ayladim ul mamlakatni yakqalam", deb yozgan edi. Alisher Navoiyning jahongirligi o'zbek millatining ma'naviy jahongirligidir. Ya'ni ul zot ona tili bayrog'ini baland ko'tarib, butun el-ulusni, yurtlarni shu bayroq ostida birlashtirdim, deb iftixor qilgan.

O'zbek tilining qadri kundan- kunga yuksalmoqda. O'zbek tili bugungi kunda ko'plab davlatlarning universitetlarida va yuzdan ziyod maktablarida o'r ganilmoqda. Bunga yaqqol misol Nyu-yorkning Bruklin shahrida o'zbek muhojirlar farzandlari uchun o'zbekcha maktab ochildi. Amerikaning sakkizta universtetida o'zbek tili o'qitiladi. Buyuk ma'rifatparvar bobomiz Abdulla Avloniy "Har bir millatning dunyoda borligini ko'rsatadurg'on oyinai hayoti til va adabiyotidur", deb aytgan.

"O'zbek tili oddiy til emas, u agglyutinativ tillardan biri bo'lib, xushmuomalalikning turli shakllariga egadir.

O'zbek tilini mukammal o'r ganish va uni targ'ib etishimiz kerak. Bizning ona tilimiz ma'nolarga boy til, uning rivojlanishi va yuksalishida turizm sohasi ham alohida o'r in tutmoqda. Chunki turizm sohasining rivojlanishi o'zbek tilini va madaniyatini o'r ganishga bo'lgan qiziqishini oshirmoqda.

O'zbek tili boshqa tillarda mavjud bo'lмаган grammatik elementlarga egadir. Shuning uchun ushbu tilni o'r ganayotganlar turli qiyinchiliklarga duch kelishi mumkin. Chunki tilimizni o'zlashtirish asosida ular nutqning butunlay yangi qirralari bilan to'qnash kelishadi. Biroq bu til bilan ular umidsizlikka tushmasliklari zarur, har qanday tilni o'r ganish yangi hamda qiziqarli madaniyat bilan tanishishni, boy leksikani o'r ganishni bildiradi. O'zbek tilini o'r ganayotgan chet elliklarga O'zbekistonga kelishini taklif qilgan bo'lardim. Bu yerda ular tabiiy go'zalliklarni ko'rib, ajoyib madaniyati va xushmuomala xalqi bilan tanishishlari mumkin. Bularning barchasi til o'r ganish uchun muhimdir.

Yaponiya, Xitoy, Koreya yoshlarining o'zbek tiliga qiziqishlari kuchli va ular o'zbek tilida nutq tuzish imkoniyatiga ega. AQSH, Yaponiya, Koreya, Xitoy, Turkiya, Ukraina, Ozarbayjon kabi o'ndan ortiq xorijiy davlatlar universtetlарida ham o'zbek tili fan sifatida "Sharq tillari" kafedrasidagi fanlar sirasida o'qitiladi. O'zbek olimlari bu ta'lim maskanlari bilan hamkorlik qilib, o'zbek tili bo'yicha darslik va o'quv qo'llanmalarini yozishlari kerak", deydi. "Buyuk kelajak" guruhi eksporti Janubiy Koreyaning Pusan chet tillar universteti proffessori amaliy tilshunoslik fani doktori Azamat Akbarov.

Millat, davlat, jamiyat taraqqiy qilar ekan uning tili va tilshunosligi ham yuksalib boraveradi. Davlat, jamiyatdagi o'zgarishlar birinchi navbatda tilda, xu susan uning leksikasida - lug'at boyligida o'z aksini topadi. Modomiki til ijtimoiy harakterga ega ekan ijtimoiy hayotdagi taraqqiyot tildagi taraqqiyotni belgilab beradi.

Til millatni millat qiluvchi vosita, u millatning ko'zgusidir. Zero, tilimizda bizning qiyofamiz,



ma'naviyatimiz aks etadi .Bugungi kunda o'zbek tili milliy mafkuramizning tarkibiy qismlaridan va mustaqilligimizning bosh belgilaridan bo'lib kelmoqda.

Xulosa qilib aytadigan bo'lsak,tilni sevish va uni ardoqlash,millatni sevish va uni qadrlash bilan teng hisoblanadi.Olimlarning aytishicha til yashab qolishi uchun undan kamida bir million kishi so'zlashishi kerak ekan.Biroq bunday tillar duyoda 250tadir.O'zbek tili ham mana shu 250taning ichida ekani quvonarli albatta.Har qaysi xalqning turmush tarzi,urf-odatlari,madaniyati uning tilida o'z ifodasini topadi.Til millat ko'zgusi,deb bejiz aytilmagan.Xalqimizning necha asrlik boy tarixi,ko'hna va serqirra madaniyati o'zbek tili ta'sirida shakllangan.Ulug' shoirimiz Alisher Navoiy shu tilda bebaho asarlar yaratib,dunyoni lol qoldirgan.Bugungi kunda jahonning barcha mamlakatlarida davlatimiz delegatsiyalari tashrifi,yoshlarmiz yutuqlari,sportchilarimiz g'alabalari sharafiga o'zbek tilida madhiyamiz kuylanayotir.

Biz o'z ona tilimizni asrab- avaylashimiz,uning nufuzini oshirishimiz,go'zal va sofligini avlodlarga meros sifatida qoldirishimiz,dunyoga tanitishda o'z hissamizni qo'shishimiz kerak."Til yashasa millat yashaydi".Agar biz o'z tilimizning ko'rksamligi,boyligini dunyoga tarannum etsak,millatimiz yanada charog'on bo'ladi va birligimiz mustahkam bo'ladi.Zero rus tarixchisi Shobelov aytganidek"Millatni yo'q qilish uchun u yerga qurol ko'tarib borish shart emas,uning tilini, ma'naviyatini, adabiyotini yo'q qilish kerak, shunda millatning o'zi yo'q bo'lib ketadi" degan fikri naqadar to'g'ri ekanligini ko'rshimiz mumkin.

Mamlakatimizning Birinchi Prezidenti Islom Karimovning "Yuksak ma'naviyat -yengilmas kuch" asarida ona tiliga g'oyat aniq, lo'nda ta'rif berilgan:"o'zlikni anglash,milliy ong va tafakkurning ifodasi,avlodlar o'rtasidagi ruhiy ma'naviy bog'liqlik til orqali namoyon bo'ladi. Jamiki ezgu fazilatlar inson qalbiga, avvalo, ona allasi, ona tilining betakror jozibasi bilan singadi.Ona tili-bu millatning ruhidir".

Ishonchimiz komilki, o'zbek tili va madaniyati jahon sivilizatsiyasida yanada ravnaq topib, purma'noligi, jozibadorligi, talaffuzi va ohangli musiqaday jarangdorligi bilan jahon ahlini o'ziga rom qila oladigan darajasiga ko'tariladi va dunyo xalqlari bu tilni sevib o'rganib, samimiy hurmat qiladilar.

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МАКТАБГАЧА TARBIYA YOSIDAGI BOLALARNI HAR TOMONLAMA
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Annotatsiya: Berilgan ushbu ilmiy ma'qolada maktabgacha tarbiya yoshidagi bolalarni har tomonlama tarbiyalashda ona tilining ahamiyati haqida so'z boradi ya'ni – K. D. Ushinskiy fikrlari, Eski o'zbek adabiy tili o'zbek xalqining buyuk mutafakkiri va boshqa ilmiy ma'lumotlar haqida qisqacha to'xtalib o'tishga harakat qilingan.

Kalit so'zlar: Bola, K. D. Ushinskiy, Ona tili, Ta'lim, O'zbek, Tarbiya.

Qayta qurish jamiyatimizning faqatgina ijtimoiy-iqtisodiy, siyosiy sohasidagina emas, balki madaniy hayotida ham o'z aksini topmoqda. Ma'lumki, adabiy tilda gapirish va yozish kishilarning bir-birini tez va oson tushunishiga yordam beradi, nutqning jozibadorligini, ta'sirchanligini oshiradi. Bolalarni adabiy nutqqa o'rgatishda oila, maktabgacha tarbiya muassasalarining roli benihoyadir. Bugungi kunda bizning asosiy vazifamiz bog'cha yoshidanoq bolaning og'zaki nutqini o'stirib borishdir.

„Bola, - degan edi K. D. Ushinskiy, - ilk yoshlik chog'idayoq xalq madaniyati elementlarini o'zlashtira boshlaydi, bularni avvalo, ona tilini bilish yo'li bilan o'rganadi. Shu bois, bizning fikrimizcha, oilada, bolalar bog'chasida ta'lim-tarbiyaviy ishlarni amalga oshirishda ona tilidan o'rinli foydalamoq zarur.

Ma'lumki, jamiyat taraqqiyotida tilning ahamiyati juda katta. Butun dunyo xalqlarining xoh siyosiy, xoh madaniy taraqqiyotini tilsiz tasavvur qilib bo'lmaydi. Chunki til eng muhim aloqa vositasi, jamiyat esa aloqasiz rivojlanmaydi. Bog'chada ta'lim berish samaradorligini oshirish, bolalarni mustaqil ta'lim olishga tayyorlash, yangi jamiyatning ongli quruvchilarini tarbiyalash kabi muhim va hayotiy vazifalarni hal qilishda ona tili asosiy o'rinnegallaydi. O'zbek adabiy tilini taraqqiyot bosqichiga ko'ra ikki adabiy tilga ajratish mumkin : eski o'zbek adabiy tili va hozirgi zamон o'zbek adabiy tili.

Eski o'zbek adabiy tili o'zbek xalqining buyuk mutafakkiri Navoiy asos solgan va keyinchalik Muqimiy, Furqat kabi demokrat shoirlar tomonidan rivojlantirilgan adabiy tildir. Bola tashqi dunyonи xotira, tasavvur, xayol, tafakkur kabi ruhiy jarayonlar yordamida, shuningdek nutq yordamida bilib olish qobiliyatiga ega. Ammo bolalardagi intellekt, ya'ni ruhiy jarayonlar (xotira, tasavvur, xayol, tafakkur va h. k.) shunchaki bola organizmining o'sib borishi va takomillashishi bilangina paydo bo'lmay , balki nutqining rivojlanishi bilan paydo bo'ladi va takomillashadi. Ko'pgina tajribalar shuni ko'rsatdiki, nutqi rivojlanmagan bola to liq shaxs sifatida kamol topmaydi. Demak, tarbiyachi har doim shuni csda tutishi kerakki, nutq bu maktabgacha tarbiya yoshidagi bolalarda barcha mhiy jarayonlar rivojlanishiga ko'maklashuvchi vositadir. Bolaga ona tilini o'rgatish bilan bir vaqtida, ularni maktabda muvaffaqiyatlri o'qishlari uchun zamin tayyorlanadi, mehnat faoliyatiga ijodiy yondashishga o'rgatiladi. Bolalar bog'chasining barcha tarbiyaviy-ta'limiy ishlarida bolalarga ona tilini o'rgatish orqali ularning nutqi o'stiriladi. Ayniqsa, nutq o'stirish mashg'ulotlarida har bir bolaning nutqini rivojlanirish bo'yicha ishlar rejalahtiriladi. Bolalarga barcha mashg'ulotlarning mazmuni faqat ona tili orqali singdiriladi. „Ona tili, - deb ta'kidlagan edi K.D. Ushinskiy, - har qanday taraqqiyotning asosi. butun bilimning xazinasidir. Har qanday tushunish undan boshlanadi, u orqali o'tadi va unga qaytadi“. So'z boyligi bolaga barcha mashg'ulotlarda beriladigan bilimlarni tez va puxta o'zlashtirib olish va bu bilim, tushunchalarni nutq orqali ifodalash imkonini beradi. Bu, o'z navbatida, bola kamoloti uchun ham keng yo'l ochadi. Bilimlarni puxta egallashga, uni sekin-asta hayotga tatbiq etishga ham O'rgatadi. Ona tili aqliy tarbiyaning manbayi va vositasi hamdir. K.D.Ushinskiyning fikricha, bolaga ta'lim va tarbiya berishda tilning qimmati dastlab ijtimoiy hodisaning chuqur xalqchilligi bilan, uning milliy xarakteri bilan belgilanadi. U „tilda chuqur m a'noli ko'pdan ko'p falsafiy fikrlar, chinakam nafis his-tuyg'ular, nihoyatda to'g'ri, ko'rkam did, flkrni bir yerga to'plab, zo'r diqqat bilan qilingan mehnat izlari, tabiat hodisalarini va ulardagagi eng nozik rang-



barangliklarni g‘oyat darajada ziyraklik bilan his etish, kuzatuvchanlik, zo‘r mantiqiylik ... bor“ deb ta’riflaydi. K.D.Ushinskiy o‘zining „Ona tili so‘zlar“ maqolasida bolani ona tili, ona tilidagi so‘zlar orqali tarbiyalash masalasini qo‘ydi. Chunki xalqchillik dastlab ona tilida o‘z ifodasini topadi. Bolaning shaxsiyati, bilimi, malakasi, ma’naviy qiyofasi ana shu til ta’sirida shakllanadi. Shoira Zulfiya ta’kidlaganidek: „Ona tilini mukammal o‘rgangan kishi ona yurtining tarixini to‘liq o‘rganish baxtiga muyassar bo‘ladi“. Ona tili bolalarda vatandarvarlik, baynalmilal tuyg‘ularni o‘stirib borishda, bolalarning madaniy saviyalarini oshirib borishda qudratli vosita bo‘lib xizmat qiladi. Demak, ona tili bolalarni axloqiy tomondan tarbiyalash vositasidir. Ona tili orqali bolalar o‘z ajdodlarining tarixini, madaniyatini, qadriyatlarini, urf-odatlarini bilib oladilar, xalq og‘zaki ijodiyoti, badiiy adabiyot, san‘at bilan tanishadilar.

Shunday qilib, ona tili maktabgacha tarbiya yoshidagi bolalarni ruhiy jihatdan rivojlantirishda, ularning madaniy saviyasini oshirishda, tevarak-atrofdagi voqeа-hodisalar, tabiat va jamiyat qonuniyatlarini tushunib olishlarida, maktabda muvaffaqiyatlari o‘qishlari uchun zamin yaratishda, mehnat faoliyatiga ijodiy yondashishga o‘rgatishda, aqliy va axloqiy tarbiyani amalga oshirishda, dunyonи, borliqni bilib olishda, xalqimiz madaniy merosini o‘rganishlarida asosiy vosita bo‘lib xizmat qiladi.

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COMPARATIVE TYPOLOGICAL STUDY OF TOURISM TERMINOLOGICAL CLASSIFICATIONS

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Abstract: Lexical-semantic typology shows that the English tourism terminology is widely developed, and part of it in the Uzbek language is now being formed. It should be noted that recently the tendency of parallelism in the lexical-semantic relations of English and Uzbek languages is growing.

Keywords: Tourism, Term, Terminology, Lexicon, Semantics, Concretization, Constructive basis, Productivity coefficient, Derivation.

Any terminological system reflects the state of scientific thought of a particular professional sphere of human activity. At the same time, the scientific picture of the world, as a rule, is universal and is of interest to different peoples of the world, and, accordingly, is expressed in the form of national terminological systems. Since scientific thought is international, the sectoral terminology system , as a rule, is formed in several linguistic communities and has a similar content, adapting to the level of development of national scientific knowledge. However, in each language, the formation of a term systemgoes its own way: some languages fill the system mainly at the expense of national terms, others resort to borrowing terms from existing foreign systems. Consequently, some languages make a more significant contribution to the formation of national terminology than others. This fact indicates the need for a comparative study of national terminological systems , which presupposes their comparative, analysis, observation of the evolution of thought, the establishment of points * of similarities and differences in the interpretation of methodological categories and in the use of the most common terms.

The comparative method goes back to such an area of research as linguistic typology, which examines the degree of structural similarity of languages, regardless of their relationship. I.A. Baudouin de Courtenay wrote about typological research: "We can compare languages completely regardless of their relationship, of any historical connection between them. We constantly find the same properties, the same changes, the same historical processes and rebirths in languages that are historically and geographically alien to each other. Everywhere we come across questions about the reason for the similarities and differences in the structure of the language and in the evolutionary process ...".

Here are some definitions of the linguistic typology of Russian linguists. According to S.D. Katsnelson , the typology of language is "the field of linguistics that compares languages in order to identify the general laws of the linguistic system". V.D. Arakin wrote: "A special section of linguistics is engaged in grouping the basic, essential characteristics, features and identifying general patterns observed in a number of languages - linguistic typology, which can also be defined as the study of types of languages and types of linguistic structure». V.G. Gack interpreted comparative typology as "a branch of linguistics that studies language in comparison with other languages in order to establish the features inherent in these languages, as well as the similarities and differences between languages».

Thus, the above definitions, although somewhat different from each other, formulate three main tasks of typological research:

- 1) identification of the general laws of the linguistic system (S.D. Katsnelson);
- 2) identifying the features inherent in these languages (V.G. Gak), general patterns observed in a number of languages (V.D. Arakin);
- 3) identification of similarities and differences between languages (V.G. Gak).

All these three tasks are interrelated and do not exist from one another, since the laws common to several languages, the similarities between them, as well as the differences, are due precisely to the general laws of the structure of each given language.

Thus, both the theoretical importance and the applied sense of this approach to the study of terminology are obvious.

So, taking into account the analyzed approaches to the consideration of the term and



terminology , under the tourist term we mean a word or phrase that expresses a specific concept of the tourism industry and is an element of the term “tourism”. At the same time, the tourist term should correlate with the concept, require a definition, be systematic and accurate. Not only the terms themselves will be studied , but also terminoids (professionalisms, professional vernacular and professional jargon). The study of the terms of the tourism sector will be carried out in accordance with the selected parameters (diachronic and synchronous) on the basis of a comparative typological method.

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Annotatsiya: Ushbu maqolada biz imo-ishora tillaridagi pronominal ishora belgilarining kanonik xususiyatlarini so'zlashuv tillaridagi shaxsiy olmoshlari va imzo qo'ymaydiganlar ko'rsatadigan imo-ishoralar bilan taqqoslaymiz.

Kalit so'zlar: imo ishora olmoshlari, krosslingvistik, fonologik, referent, inklyuziv

Olmoshlarning xususiyatlarini ko'rib chiqamiz. Olmoshlar "proformlar" ning o'ziga xos namunasidir, ya'ni ma'lum bir toifadagi leksik tarkibga ega sintaktik birliklarning o'rnini bosadigan funktsional so'zlar. Olmoshlar uchun birliklar asosan boshqa ism so'z birikmalariga to'g'ri keladi. Olmoshlar yopiq sinf bo'lib, a'zolari kichik va ularning matn chastotasi yuqori. Ushbu chastotaga mos ravishda, ular juda oddiy fonologik tuzilishga ega. Ushbu krosslingvistik jihatdan ravshanki, olmoshlarning muhim xususiyatlarini aniqlash qiyin bo'lishi mumkin. Ko'pincha "olmosh" ta'rifi va ma'lum bir elementning olmoshi yoki yo'qligini aniqlash mezonlari, masalan, nominallar, anaforalar (reflekslar) va shaxs kelishuvi bilan taqqoslanadigan yoki qarama-qarshi bo'lgan narsaga bog'liqligini ta'kidlaydi. markerlar. Olmoshlarning turli lingvistik tavsiflarini olish va olmoshning eng asosiy va umumiy xususiyatlarini aniqlashga harakat qilishimiz mumkin. Olmoshlar "almashtiruvchi" vazifasini bajaradi. Ular referentdan ajralib chiqadi, shunda ularning ma'lumotlari kontekstga osonroq o'zgarishi mumkin. Shu sababli, printsipial ma'lumot noaniq bo'lishi mumkin. Olmoshlarning boshqa birlamchi xususiyati shundaki, ular shaxs, son, jins va hol kabi grammatik kategoriylar bilan bog'liq paradigmalarga uyushgan. Bu ularga smenatorlar sifatida ishlashga imkon beradi, shu bilan birga referent identifikatsiyasiga imkon beradi. Yuqorida ta'kidlab o'tilganidek, olmoshlar grammatik kategoriylar bilan bog'liq bo'lgan paradigmalarga uyushgan. Olmoshlar bilan belgilangan eng keng tarqalgan grammatik kategoriyalarga shaxs, son va holat kiradi. Tillar qaysi grammatik kategoriylar belgilanishi jihatidan farq qiladi. Hatto til ichida ham turli xil paradigmalar grammatik belgilar bilan farq qilishi mumkin. Ta'kidlash mumkinki, uch tomonlama farqlar (1-chi, 2-chi, 3-shaxsga nisbatan), shuningdek, ikki tomonlama farqlar (1-chi va 3-chi shaxslarga qarshi yoki 1-chi shaxslar, 2-chi va 3-chi shaxslarga nisbatan). Ikki tomonlama farq (birlik va ko'plik) raqam uchun juda keng tarqalgan. Ba'zi tillarda ushbu grammatik toifalarning bir yoki bir nechta uchun umuman belgi qo'yilmaydi, o'zining pronominal tizimida belgilamaydi [1]. Albatta, grammatik belgilar olmoshlar bilan chegaralanmaydi. Boshqa fe'llar va sifatlar kabi leksik toifalar ham xuddi shu grammatik kategoriylar uchun belgilanishi mumkin, masalan, kelishuv morfologiysi bo'lgan tillarda, grammatik belgilar ko'pincha pronominal klitikadan rivojlangan deb hisoblanadi [2]. Ismlar raqam, ish va yoki jins uchun belgilanishi mumkin. Shu bilan birga, olmoshlarda va pronominal klitikalarda ko'plik belgisi ismlarning ko'plik belgisidan semantik jihatdan farq qiladi. Birlik bo'lmagan sonni belgilash uchun "ko'plik" ismlar uchun, "qo'shma" esa olmoshlar uchun xosdir. Ko'plik referentlar o'rtasidagi o'xshashlikni ta'minlaydi. Olmoshlar bilan bog'lanish esa referentlar egallagan rollar orasidagi farqni ta'kidlaydi. Birinchi shaxsning ko'pligi odatda ko'plikni emas, balki uyg'unlikni o'z ichiga oladi. Inklyuziv va eksklyuziv farq, ko'plik emas, balki o'zaro bog'liqlikni o'z ichiga oladi [3]. Ikkinci shaxs ko'plik ikkala bog'lanishni o'z ichiga olishi mumkin. Uchinchi shaxs ko'plik - bu ko'plik olmoshining yagona turi bo'lib, ular bog'lovchini emas, balki ko'plikni o'z ichiga oladi. Ehtimol, olmoshlarning eng aniqlovchi xususiyatlaridan biri bu ularning vazifikasi va grammatikada tarqalishi. Shaxsiy olmoshlar og'zaki argument sifatida xizmat qiladi va ular ism iboralarini almashtirishi mumkin. Bundan tashqari, shaxs olmoshlari anaforalardan farq qiladi. Shu paytgacha biz shaxs olmoshlari mohiyatan yo'naltiruvchi xususiyatga ega bo'lib, odatda shaxs va son kabi grammatik kategoriylar bilan bog'liq bo'lib, ko'pincha refleksiv va o'zaro munosabat kabi anaforalardan farqli ravishda sintaktik taqsimatga ega. Va nihoyat, so'zlashuv tillaridagi shaxsiy olmoshlar ko'pincha klitika yoki fleksion kelishuv morfologiysi sifatida grammatikaga aylanadi. So'zlashuv tillarida olmoshlarning ta'rifi tipik xususiyatlarini



ko'rib chiqdik. Nutqiy tillardagi pronominal tizimlarning so'nggi umumiyligi [4] xususiyati shundaki, kelishuv tizimlari odatda olmoshlar bilan boshlanadigan grammatiklashtirish jarayoni orqali paydo bo'ladi. Odatda, vaqt o'tishi bilan mustaqil olmoshlar otlar va fe'llar kabi leksik narsalarga qo'shilib, keyinchalik fleksional morfologiyaga grammatikaga aylanadi [5]. Shunday qilib mustaqil olmoshlar va kelishik belgilari ko'pincha o'xshash xususiyatlarga ega. Biroq, olmoshlar va kelishik belgilari ko'pincha vaqt o'tishi bilan ajralib turadi, shuning uchun ularning paradigmatisk tuzilishi farq qilishi mumkin. Erkin va bog'langan shakllar orasidagi sintaktik taqsimot ham farq qilishi mumkin, masalan, bog'langan morfemalar to'liq NP argumentlari bilan yuzaga kelishi mumkin, erkin olmoshlar esa bo'lmasligi mumkin.

Imo ishora tillaridagi olmoshlar. Olmoshlar va imo-ishora olmoshlari kommunikativ va yo'naltiruvchi ekanligini hisobga olsak, imo-ishora tillarida pronominal belgilari ham bo'lishi ajablanarli emas. Olmoshlar, ishora imo-ishoralari va pronominal belgilari ularning barchasi referentlardan ajralib turadi va shuning uchun ular almashtiruvchi vazifasini bajarishi mumkin. Garchi ishora imo-ishoralari va pronominal belgilari ikkalasi ham, masalan, birinchi shaxsning argumentini ifodalash uchun so'zlovchi boshqa shaxsga ishora qilishi mumkin. Pronominal belgilari bir-biriga o'xshashdir va bu imzolangan va og'zaki tillarda pronominal mos yozuvlar o'rtaisdagi modallik farqini tasdiqlovchi dalillar yetarli emas.

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“ТИББИЙ МУОЛАЖА” ЛЕКСЕМАСИННИГ ДИАХРОН ТАДҚИҚИ

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Аннотация: Мазкур ишда ҳозирги кунда қўлланилаётган “тиббий муолажа” сўзининг ҳамда шу лексик гурухга кирувчи бирликларнинг қадими манбаларда қайд этилган муқобил вариантлари тадқиқ қилинган.

Калит сўзлар: тиббий муолажа, тадбир, Тиб қонунлари, усул, Гиппократ, кон қуиши, тикиш, танани чиниқтириш, ҳаммом

Илм-фаннынг тараққий этиши тиббий терминологик тизимнинг ҳам шаклланишига туртки берди. Тиббиёт қадимдан мавжуд соҳалардан бири бўлиб, ундаги ономастик бирликларни лингвистик жиҳатдан тадқиқ қилиш ҳамиша динамик тарзда ўсишни тақозо қиласди. Зоро, мазкур соҳа доим янги маълумотлар, янги терминлар билан мунтазам бойиб боради. Ушбу соҳанинг “тиббий муолажа номи” семасини ўзида ифодаловчи лексемалари тараққиёт натижасида лексикага кириб келган ана шундай терминлардан ҳисобланади. Қадимдан шарқ ва ғарб тиб илми вакиллари кўплаб касалликлар ва уларни даволаш бўйича маълумотларни ўз асрларида ёзиг қолдирган. Уларда “муолажа” сўзининг муқобил вариантлари турлича қайд этилганлигини кузатишими мумкин. Хусусан, Абу Али Ибн Синонинг “Тиб қонунлари” асарида “тадбир” сўзи билан ифодаланган:

-Шуни билгинки, жароҳатда шии булса, бу тадбирларнинг кўпини қўллаш қийин: на ип билан боғлаши, на пилик тиқшии ва қаттиқ тангшининг иложси булмайди. Бундай ҳолда фақатгина ёпишириши, буришириши, увушириши ва қонни қуюлтириши тадбирини қўллаш мумкин бўлади, холос. [1, 325]

Гиппократ асарларида эса ‘method’, яъни ‘усул’ сўзи қўлланилганлигини гувоҳи бўламиз:

-Another method. Leave overnight a clove of garlic moistened (with ...) in the body (i.e. in the vagina). If you smell garlic on her breath, she will give birth (normally). If you cannot smell it, she will not give birth normally, and this will always be the case. [2, 5]

(Бошқа усул (муолажа). Саримсоқ паллачасини тун давомида намланган ҳолда (...билан) танада (яъни қинда) қолдиринг. Агар сиз унинг нафасида саримсоқ ҳидини сезсангиз, у туғади (нормал ҳолатда). Агарда сиз уни сезмасангиз, у нормал ҳолатда туғмайди, ҳамда бу ҳар доим шундай бўлади.)

Қадими манбааларда “муолажа” сўзининг турли бирликлар орқали ифода қилиниши қўйидагича хulosha чиқаришимизга асос бўла олади:

-асосий эътибор факат беморларни даволашга қаратилган;

-яхлит тиббий терминологик тизим шаклланмаган (шарқда ҳам, ғарбда ҳам).

Табиблар мавжуд лексик имкониятлардан фойдаланиб, тиббий маълумотларни ёритган. Чунончи, қадими тиббиётга оид асарларда оддий сўзлар воситасида ифодаланган терминларга кўзимиз тушади: кон қуиши (*Bloodletting* [3, 207]), тикиши, танани чиниқтириши, ҳаммом, пилик тиқшии, ип билан боғлаши, ёпишириши, қаттиқ тангшии, увушириши, буришириши, қонни қуюлтириши, мижоздан қон чиқаршии, беморларни соғломлардан ажраттиши, заарланган ўчоқларни ажраттиши, заарланган кварталларни ёқиши [4, 47-110] ва бошқалар. Уларнинг айримлари кейинроқ изоляция, карантин каби терминларга ўзгарган.

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СЕРГЕЙ ЕСЕНИН. ПОЕЗДКА ЗА ГРАНИЦУ

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Аннотация: Данная статья предназначена для широкого круга: учителей и студентов.

Ключевые слова: Книгопечатающей, рязанские дали, колорит природы...

В идейно-творческом развитии Есенина немаловажную роль сыграла его поездка за границу. В Западной Европе и США он находился с мая 1922 года по август 1923 года. Почему Есенин оказался за границей? Какие цели преследовал он своей поездкой? Нельзя считать единственной причиной лишь то, что поэт должен был сопровождать в гастрольную поездку Айседору Дункан, ставшую его женой.

О Поездке за границу Есенин мечтал давно, задолго до своего знакомства с А. Дункан. Близкий знакомый Есенина, его собрат по имажинизму Рюрик Ивнев вспоминал: «Мы часто говорили с Есениным о далеких странах, в которых мы никогда не бывали. Кого из поэтов не влекло к путешествиям!.. Оба мы были молодые, оба любили Россию, как нам казалось, как-то особенно, своею собственной любовью, и нам хотелось, может быть, даже бессознательно, заразить этой любовью чужие страны». Примерно о том же мы читаем и в воспоминаниях В. Шершеневича: «Есенин нам говорил: -Я еду на Запад для того, чтобы показать Западу, что такое русский поэт».

Одну из главных причин поездки за границу Есенин указал в официальном заявлении на имя А. В. Луначарского: «Наркому по просвещению Анатолию Васильевичу Луначарскому. Заявление. Прошу Вашего ходатайства перед Наркомом делом о выдаче мне заграничного паспорта для поездки на трехмесячный срок в Берлин по делу издания книг: своих и примыкающей ко мне группы поэтов. В случае Вашего согласия прошу снабдить меня соответствующими документами. 1922, март 17. СЕРГЕЙ ЕСЕНИН».

В годы разрухи в нашей стране было мало типографий, не хватало бумаги. За границей же часто печатались книги на русском языке. В 1920 году в Берлине была издана книга Есенина «Триптих», куда вошли три поэмы «Пришествие», «Октоих», «Преображение». В зарубежной прессе появлялись рецензии на произведения русских писателей, в том числе и на стихи Есенина.

Надо сказать, что Есенин вполне успешно осуществил «дело издания книг», ради которого просил заграничный паспорт. Приехав в Берлин, он сразу опубликовал два стихотворения («Не жалю, не зову, не плачу..», «Все живое особой метой...») и автобиографию. Вскоре были изданы драматическая поэма «Пугачев», «Собрание стихов и поэм», «Стихи скандалиста». Отдельные стихотворения печатались во Франции и Италии.

В США он также собирался издать сборник своих стихотворений. Вполне понятно, что у Есенина складывалось мнение, что на Западе серьёзно интересуются русской литературой и его стихами в частности. Поэтому он мечтал «завоевать» Европу своим искусством. За границей он увидел «духовную нищету», «ужаснейшее царство мещанства». Что касается духовного «завоевания» Европы и Америки стихами, это оказалось значительно сложней, чем представлялось Есенину раньше. И. Эренбург в книге «Люди, годы, жизнь» пишет о Есенине: «Он промчался по Европе, по Америке и ничего не заметил... Конечно, на Западе тогда был не только фокстрот, но и кровавые демонстрации, и голод, и Пикассо, и Рамен Роллан, и Чаплин, и многое другого» *3. Разумеется, на Западе были и серьёзные художники, наряду с теми, кто старался угодить вкусам «толстых». Но обстоятельства сложились так, что с ними Есенину не пришлось встретиться.

Есенина поразило бездушное отношение к человеку, полное безразличие к искусству у тех, для кого главное в жизни - «господин доллар». Пребывание за границей не только



обострило у Есенина патриотическое чувство, но и привело к мысли о необходимости преобразований в России. Есенин был первым из советских писателей, посетивших Содинённые Штаты Америки.

Сложным было его отношение к этой стране. Вполне понятно, что поэт, всей душой любивший русскую деревню, широкие просторы родины, тяготился сутолокой, теснотой, шумом американского города, угнетающего человека. За пределами внимания Есенина не осталось и «та громадная культура машин, которая создала славу Америке». Для людей, привыкших жить под светом Луны, жечь свечи перед иконами, но отнюдь не перед человеком», невероятным кажется «море огня» на Бродвее. «Это что-то головокружительное, дьявольски здорово! «,-восклицает Есенин. Наблюдая жизнь Америки,» страны, которая так высоко взметнула знамя индустриальной культуры», Есенин задумывается над судьбой родной русской деревни.

«Индустриальный быт» Америки заставил Есенина по-иному оценить значение индустрии для России и в частности для обновления русской деревни. Ему хотелось видеть свой родной край сильнее, богаче, чище, краше.

Можно с уверенностью утверждать, что поэт вернулся из-за границы» с ясной тягой к новому» -как заметил Маяковский. И сам Есенин признался, что он теперь «смотрел на страну свою и события по-другому».

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ЧИСЛИТЕЛЬНЫЕ КАК ОСОБАЯ ЧАСТЬ РЕЧИ В СОВРЕМЕННОМ РУССКОМ ЯЗЫКЕ

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Аннотация: Данная статья, предназначена для широкой публики. В основном ею можно пользоваться при объяснении материала в старших классах.

Ключевые слова: Классификация, контекст, знаменатели ,производные , деривация.

В современной русистике существуют самые разнообразные мнения по поводу классификации частей речи. Соглашаясь с общими положениями относительно принципов выделения частей речи как наиболее крупного объединения слов, характеризующихся единством общекатегориального грамматического значения, однородными морфологическими показателями, общностью грамматических категорий и своеобразием синтаксического употребления в том или ином контексте, необходимо обратить внимание на то обстоятельство, что числительные, которые достаточно поздно стали выделять в качестве самостоятельной (знаменательной) части речи, не удовлетворяют всем требованиям, необходимым для определения этой самостоятельности.

Как известно, древнейшие грамматики не выделяли числительные как указанную категорию слов. М.В. Ломоносов в «Российской грамматике» называет порядковые слова «производными» именами числительными и отмечает их сходство с прилагательными в склонении, поскольку «имена прилагательные должны с существительными, к коим прилагаются, быть согласны в роде, числе и падеже». В работах лингвистов более позднего периода количество частей речи было различным: четырнадцать - у академика Шахматова, десять - у академика В.В. Виноградова, десять - в «Русской грамматике». Они включают в свой состав уже сложившиеся в морфологии части речи: существительные, прилагательные, числительные, глагол, наречие, категорию состояния, предлог, союз, частицы, междометия. В числе этих частей речи (знаменательных и служебных) представлены и числительные в качестве самостоятельной части речи.

«Русская грамматика»-1990 также относит к числительным лишь количественные слова, считая так называемые порядковые числительные порядковыми прилагательными. Подобная традиция восходит к трудам В.В. Виноградова, который привел целый ряд аргументов, доказывающих близость порядковых числительных так называемым относительным прилагательным, поскольку «понятие качественно-относительного признака, выражаемого категорией имен прилагательных, не ограничивается только кругом чисто предметных отношений».

Категория предмета без остатка стирается и поглощается в смысловой структуре имени прилагательного. Поэтому-то и возможно образование прилагательных от обстоятельственных наречий. Тем более естественны типы прилагательных со значением числового отношения».

Некоторые лингвисты, и прежде всего В.В. Бабайцева, относят указанные порядковые слова к словам гибридного (синкетичного) вида, поскольку они синтезируют дифференциальные признаки разных частей речи (в данном случае числительных и прилагательных). Вот почему при классификации частей речи Бабайцева выделяет две ступени. К первой относятся слова, обладающие полным набором дифференциальных признаков. Это существительные, глаголы, прилагательные и наречия. Эти части речи, как известно, и Грамматика-80 выделяет как основные, обладающие «всем комплексом признаков, характеризующих часть речи как особый грамматический класс слов». Ко второй ступени В.В. Бабайцева относит промежуточные группировки слов, совмещающие свойства двух частей речи. Это прежде всего порядковые числительные, совмещающие признаки собственно числительных и прилагательных, то есть порядковые числительные, по мнению лингви-



ста, необходимо отнести к своеобразной гибридной части речи.

Таким образом, вопрос о месте числительных в грамматической системе русского языка до сих пор остается спорным. Но представление о том, что они занимают особое положение в системе частей речи русского языка, сохранили много именных признаков, связанных с их происхождением, безусловно, позволяет вывести категорию числительных за пределы основных частей речи, что и предлагали некоторые наши морфологи. Развитие математического мышления всё дальше и дальше будет уводить указанные слова в особую, предельно абстрактную, профессиональную (математическую) сферу функционирования.

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O'ZBEK TILI DARSLARIDA INTERFAOL MASHQLARNI QO'LLASHNING ABZALLIKLARI

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Anotatsiya: Ushbu tezisda umumiy o'rta ta'lif maktablarida o'zbek tilini davlat tili sifatida o'qitish jarayonini sifatlari olib borish uchun ilg'or pedagogik texnologiyalardan foydalanishning ahamiyatini ko'rsatish maqsadida ba'zi interfaol metodlarning amaliyotda qo'llanilishi bo'yicha tavsiyalar berilgan.

Kalit so'zlar: Interfaol mashg'ulotlar, ta'lif texnologiyalari, metod, didaktik o'yinlar, mashq, "Bingo" o'yini, "Rasmlar o'rtasidagi aloqa" mashqi.

Ta'lif jarayonida zamonaviy ta'lif texnologiyalar va metodlarini qo'llash bugungi yoshlari talabi bo'lib kelmoqda. Bugungi yoshlari bizdan zamonaviy ta'lif olishni istaydi. Bunga javoban ular bilan ishslash va dars mashg'ulotlarini o'tkazishda interfaol mashg'ulotlar va didaktik o'yinlarning ham ahamiyati katta. Biz bu maqolamizda o'zbek tili darslarini o'qitish jarayonida qo'llash mumkin bo'lgan ba'zi interfaol mashqlarni amalda qo'llash bo'yicha tavsiyalar tayyorladik.

Bizning amaliyotimizda qo'llangan mashqlardan biri "Bingo" o'yini. Ushbu o'yinni o'tkazish uchun har bir o'quvchi uchun ta'lif qardosh tillarda olib boriladigan maktablarning 8-sinfida o'tiladigan "Buyuk allomalar" mavzusi bo'yicha oldindan qo'yidagicha tarqatma materiallarni tayyorlab qo'yiladi.

Birinchilardan yer shaklini globus tarzida yaratgan o'zbek olimi? O'quvchi ismi: Alloma: Abu Rayhon Beruniy	Dunyo tan olgan tibbiyot olimi? O'quvchi ismi: Alloma: Abu ali ibn Sino	O'zining "Hamsa"si bilan dunyonli lol qoldirgan "So'z mulkining sultonii"? O'quvchi ismi: Alloma: Alisher Navoiy
Dunyoda birinchilardan bo'lib algebra faniga asos solgan o'zbek olimi? O'quvchi ismi: Alloma: Al Xorazmiy	"SHoh va shoir" nomini olgan Timuriylar sulolasi avlod?i? O'quvchi ismi: Alloma: Zaxriddin Muhammed Bobur	Birinchi observatoriya ochgan olim? O'quvchi ismi: Alloma: Mirzo Ulug'bek
"Musika nazariyasi haqida katta kitob" nomli mashhur asar muallifi? O'quvchi ismi: Alloma: Abu Nasr Farabiy	"Astronomiya negizlar" asarida astronomiyaga oid bilimlarni tartibga soldi. O'quvchi ismi: Alloma: Muhammad Al-Farg'oniy	"Kitob ul ilm" asari muallifi? O'quvchi ismi: Alloma: Muhammed at Termiziy

O'qituvchi har bir o'quvchiga ushbu tarqatma materialini beradi. O'quvchilar boshqa o'quvchilardan imkon qadar ko'proq axborot olib savollar berilgan to'rtburchaklarni to'ldirishlari lozim. Allomalar nomlari va o'quvchining ismi tegishli to'rtburchakda yozilishi kerakligini ta'kidlash lozim. Har doim to'rtta to'rtburchakdan iborat qator-gorizontal, vertikal yoki diagonal yo'nalish bo'yicha to'ldirilgandan so'ng, o'quvchi «bingo» deb ovoz chiqarib aytishi, keyin esa boshqa qatorlarni ham to'ldirishga urinib ko'rishi kerak. Bu jarayonda o'quvchilar passiv ravishda varaqlarini almashishlarini emas, bir-biriga faoliy bilan savol berishlarini rag'batlantirish muhimdir. Mashqning o'tkazgandan so'ng qo'yidagi singari savollar misolida muhokama o'tkazish mumkin.

1. Siz mashqni o'tkazish vaqtida nimalarni his qildingiz?
2. O'z sinfdoshlarining to'g'risida qanday yangiliklarni bilib oldingiz?



3. Mashq davomida allomalar o'rtasida qanday aloqalarni o'rnatdingiz (yashagan davri, asarlar va h.).
4. Mashqni o'tkazish vaqtida nimalarga o'rgandingiz?
5. Ushbu mashqdan so'ng qanday xulosalar chiqarish mumkin?

Bu mashqni har qanday sinfda savollarni ma'lum mavzuga va har qanday yoshdag'i o'quvchilar guruuhlariga moslashtirib qo'llash mumkin. Mashqning abzallik tomoni o'quvchilarning kommunikativ (muloqot) ko'nikmalarini rivojlantiradi, o'zaro bog'liqlikni namoyish etadi, o'z sinfdoshlarini yanada yaxshi bilib olishga imkon yaratadi. Mashqni o'tkazish vaqtida ozgina shovqin chiqadi, lekin, mashq o'tkazib bo'linganidan so'ng sinfda o'quvchilarda o'z ishiga ma'munlik va xotirjamlik xissini keltirib chiqaradi.

Keyingi mashq "Rasmlar o'rtasidagi aloqa" deb nomlanadi.

O'qituvchi mavzulari bir-biriga umuman bog'liq bo'lgan yoki bo'lmagan rasmlar to'plamlarini (3-4 rasm) oldindan tayyorlab qo'yadi. Har bir bunday to'plam konvertga solib qo'yiladi (konvertni o'qituvchi qog'ozlardan o'zi tayyorlashi mumkin). Juda katta bo'lmagan rasmlardan foydalanish maqsadga muvofiq bo'ladi, ularni eski gazeta va jurnallardan qiyib olish mumkin. Agar o'quvchilar yordamidan foydalanilsa, o'qituvchida bunday rasmlarning katta to'plami hosil bo'ladi.

Ikki qo'shni partalarda o'tirgan o'quvchilar bir guruuhda birgalikda ishlaydilar. Har bir guruuhga oq qog'oz varag'i, marker va rasmlar to'plami solingen konvert beriladi.

O'qituvchi o'quvchilarga konvert ichidagi rasmlarni partaga chiqarib qo'yish, ularni diqqat bilan ko'rib chiqish va ularning o'rtasida qanday umumiylig' borligi, qanday bog'liqlik mavjudligini aniqlashni taklif qiladi. Bunday bog'liqlik aniqlangandan so'ng, o'quvchilarga ushbu rasmlar bo'iicha insho yozish va o'z ishlariga nom berish taklif etiladi.

Bu mashq ta'lim boshqa tillarda olib boriladigan maktablarning 11-sinf misolida "Tadbirkorlik faoliyati (Publicistik uslub)" mavzuni o'tishda ham qo'llanish mumkin. Mavzu bo'yicha 1-darsda tadbirkorlik haqida suhbat o'tkazilib, matnlar bilan ishlashadi, publicistik uslubda tayyorlaniladigan materiallar va ularning xususiyatlari bilan tanish bo'ladi hamda mashqlar bajaradilar. 2-dars jarayonida 5-6-topshiriqlar va 3-mashqlar hamda o'quvchilarga konvertlarda taqdim etilgan rasmlar asosida insho yozadi.

Qo'yiladigan shart: insho yozish vaqtida barcha rasmlardan foydalanish kerak. Insho yozishga 20-25 daqiqa ajratiladi.

O'quvchilar inshoning orqa tomoniga o'z isslarini yozib qo'yib, ularni sinf doskasiga, devorlariga bir-biridan ma'lum masofada joylashtirib chiqadilar. SHundan so'ng barcha o'quvchilarga guruhlarning insholari bilan tanishib (o'qib) chiqish taklif etiladi. SHu tariqa o'quvchilar ishlarining o'ziga xos ko'rgazmasi yozaga keladi. Bu jarayonga darsning qolgan vaqt ajratiladi.

O'quvchilar bilan ularga guruhlarda ishlash ma'qul bo'ldimi yoki yo'qmi bilish, kimlar qiziqarli g'oyalari, fikrlar bildirganligi, kim yordam bergenligi, keyingi safar bu kabi ishlar yanada yaxshi natija bilan bajarilishi uchun nimalarni yaxshilash kerakligini muhokama qilish muhim ahamiyatga ega.

Ushbu mashq o'quvchilarga dunyo o'zining barcha ko'rinishlarida yaxlitligini ko'rishga yordam beradi. Mashq o'quvchilarning kuzatuvchanligini rivojlantiradi, muloqotga kirishish ko'nikmalarini shakllantiradi, mantiqiy fikrlash qobiliyati va nutqini rivojlantiradi.

Xulosa qilib aytganda, o'zbek tili dasrlarida o'quvchilarning og'zaki va yozma nutqini rivojlantirishda amaliy o'yinlar va interfaol mashqlarning ahamati katta. Bunday mashqlardan maqsadga muvofiq foydalanish o'quvchilarda fanga qiziquvchiligi orttrish bilan birga ularning bir-biri bilan muloqat qilish, fikr almashish, mulohaza qilish, tayyorlagan ishlari natijasini taqdimot qilish va hakoza ko'nikmalarini shakllantirib boradi.



**"MAKTAB O'QUVCHILARIGA ONA TILI FANINI O'QITISHDA ZAMONAVIY
METODLARDAN FOYDALANISH"**

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Annotatsiya: ushbu maqolada o'quvchilarga ona tili fanini o'qitishdan ko'zlangan maqsad, zamonaviy metodlardan foydalanish kabi mavzular ochib beriladi.

Kalit so'zlar: aloqa vositasi, kommunikativlik, ona tili, o'zbek tili, til vositalari, to'g'ri nutq, nutqiy faoliyat.

Maktab yoshida o'quvchilarga turli fanlar o'tilgani kabi ona tili fani ham o'tiladi. ona tili o'quvchini nutqiy faoliyatini rivojlantirish, to'g'ri va xatosiz jumlalar qo'llashni o'rgatishda yordam beradi. Maktab davrida o'quvchiga bu fanni o'tish mobaynida nazariy bilimlarni berishda muammo kam kelib chiqadi, ammo amaliyotda qo'llashga kelganda esa ko'p o'quvchilar qynalib qoladi. o'zlar e'tibor bermagan xolda kundalik nutqda so'zlashuv jarayoniga kirishishadi. Aslida, ona tili fanida o'tilgani kabi o'quvchilarni odobli va xush muomala bo'lishida adabiy til katta rol o'ynaydi. O'quvchi kelajakda o'z kasbining egasi bo'lishi uchun o'z hamkasblari bilan bir joyda ishlaydi bu o'z o'zidan nutq va til qoidalariga amal qilishni talab qiladi.

Kommunikativ savodxonlikni ta'minlashda ona tili va uni o'qitish metodlari asosiy hal qiluvchi vazifani bajaradi. Kommunikativ savodxonlikni yanada takomillashtirish maqsadida O'zbekiston Respublikasi Birinchi Prezidentining "2004-2009 yillarda maktab ta'limini rivojlantirish umummilliy dasturi to'g'risida"gi Farmoni talablari asosida takomillashtirilgan (uzviylashtirilgan) DTS ishlab chiqildi. Unda asosiy e'tibor o'quvchi nutqini o'stirishga qaratilgan. "Ona tili o'qitish metodikasi" studentlarni o'zbek tili ilmiy grammatikasidan egallagan bilimlarini o'rta maktab ta'lim tizimiga yetkazishda asosiy rolni o'ynaydi. O'zbek tili o'qitish metodikasidan o'qiladigan ma'ruzalarning ko'proq umumlashtiruvchi xarakterdaligi, talabalarning metodik qonun-qoidalarni birbiridan ajratishda asosiy e'tibor berish kerak bo'lgan o'rinnlarni tanlashda qynalayotganliklarini e'tiborga olishda ushbu qo'llanma o'zlashtirilishi zaruriy bo'lgan tushuncha va bilimlar kichik-kichik mavzular asosida berildi.

Ona tili o'qitish metodikasining maqsad va vazifalari: O'zbek tili o'qitish metodikasining asosiy maqsadi o'quvchilarda til imkoniyatlaridan mustaqil holatda to'g'ri hamda o'rini foydalanish ko'nikma va malakalarini shakllantirish, kommunikativ savodxonlikni oshirish, milliy istiqlol g'oyasi hamda sharqona tarbiyani berishdan iborat. Shu asnoda ona tili mashg'ulotlari bolalarda ijodiylik, mustaqil fikrlash, ijodiy fikr mahsulini nutq sharoitiga mos ravishda og'zaki va yozma shakllarda to'g'ri, ravon ifodalash ko'nikmalarini shakllantirish hamda rivojlantirishga qartilmog'i lozim. Ona tili o'qitish metodikasining asosiy vazifasi – o'zbek tili mutaxassisligi bo'yicha talabalarni adabiy til meyorlaridan to'g'ri foydalanadigan, adabiy nutq meyorlarini egallagan yetuk ona tili o'qituvchisi qilib yetkazishdan iborat. Shuningdek, maktab o'quvchilarini orfografik va punktuatsion to'g'i yozishga, adabiy til va nutq normalariga rioya qilgan holda talaffuz etish va yozishga, buni amalga oshirish uchun xilma-xil mashqlarni bajarishga o'rgatish zarur.

Umumiyl xulosa qilib aytadigan bo'lsak, ona tili hayotimizni yanada go'zal bo'lishida katta ahamiatga ega hisoblanadi.

Foydalilanigan adabiyotlar ro'yxati:

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NEMIS VA O'ZBEK TILLARINING SO'ZLARIDA LUG'AVIY MA'NO
MUNOSABATLARI: "HAVO" SO'ZINING QIYOSIY TAHLILI

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Annotatsiya: Ushbu tezisda leksemalarning nemis va o'zbek tillaridagi lug'aviy ma'no farqlari haqida gap boradi hamda ikkala tilda ularning o'xshash va farqli tomonlari mavjudligi qiyoslash metodi yordamida ko'rsatib beriladi. Ushbu holat "havo" so'zining nemis va o'zbek tillaridagi lug'aviy ma'nolarini solishtirilib, ular o'rtasidagi nomutanosib qo'llaniladigan holatlar misollar yordamida ochib beriladi. Bu tahlil jarayonida tillardagi so'zlarning ma'nolaridagi farqli tomonlarining sabablariga izoh beriladi. So'z zamiridagi tasavvurga o'z ta'sirini ko'rsatadigan omillar sanab o'tiladi.

Kalit so'zlar: ma'no, mazmun, so'z, havo, farq, o'xshashlik, lug'aviy birlik, lug'at.

Chet tillarini o'rganish tajribalariga tayanib shu narsani ta'kidlash mumkinki, imlo va talaffuzni (fonetikani) yetarlicha o'rganmay va muloqotda so'zlarning shakl o'zgarishlarini (grammatikani) puhta egallamay ham, o'rganilayotgan til egalari bilan hayotning ko'pchilik mavzulari bo'yicha katta kichik suhbatlar qilish, fikr bildirish (biron narsa haqida xabar berish, biror narsani so'rash, biror narsaga undash) mumkin bo'ladi. Yoxud katta (qo'pol) xatolarsiz bir – birovini tushunish yoki tushunilish imkoniyati doimo mavjud. Ammo chet tilini o'rganishda asosiy omillaridan yana biri (uchunchisi) ham borki, bu ham bo'lsa so'zlarning ma'nosini (semantikasi) dir¹. Zero so'z ma'nosini aniq bilmasdan turib uning sof imlo va talaffuzi va to'g'ri grammatik shakli muloqotda hech qanday naf bermaydi. Sokrat davridan qolgan ma'noni umumiyligi mavhum mundarija sifatida qarash an'anasisiga qarshi chiqqanlaridan biri faylasuf Lyudvig Vitgenshteyndir. "So'zning ma'nosini – uning qo'llanish usuli", deb yozgan olimning e'tiroficha, ushbu usulni o'zlashtirish til bilishning asosiy omildidir (Vitgenshteyn 1994: 331). So'zlovchi va tinglovchiga ma'nosini noaniq bo'lgan so'zlar muloqot maqsadiga aniq yetaklamaydi, suhbat kutilgan samarani bermaydi, anglashilmovchiliklar keltirib chiqaradi. Bundan tashqari chet tili o'rganuvchisi o'z o'rganayotgan so'zlarni bevosita o'z ona tili bilan solishtiradi va bu jarayonda turli xil nomutanosibliklarga duch keladi. Chunki ikkala til so'z ma'nolari va ularning qo'llanilishi farqlicha bo'lishi mumkin. Bu holat ham muammoli vaziyatlarning yuzaga kelishiga sababchi bo'ladi deb o'ylaymiz. Shu ma'noda mazkur maqolamizda ikkala til (nemis va o'zbek tillari) so'zlarining ma'no xususiyatlari haqida baholiqudrat ayrim fikr va mulohazalar bildirishga harakat qilamiz. Masala yechimiga tezroq kirishish uchun, fikirlarimizni so'zlarning tahlili bilan davom ettiramiz. Misol tariqasida "Havo" (die Luft) so'zini olaylik. Oldin nemis tilidagi ma'nolarini ko'rib chiqamiz:

"Die Luft" (Havo) :

1) überwiegend aus Stickstoff und Sauerstoff bestehendes Gasgemisch, das Lebewesen zum Atmen benötigen

2) Plural gehoben: Raum, Bereich oberhalb der Erdoberfläche

3) Plural dichterisch: leichter Wind

4) ohne Plural, kurz für: Atemluft

5) metaphorisch: charakteristische Atmosphäre

6) ohne Plural: Platz, im Sinne von Raum für Bewegungsmöglichkeiten

7) ohne Plural: Ausdruck für etwas, das nicht vorhanden ist, oft in festen Redewendungen, wie zum Beispiel jemand ist für jemanden Luft.

Yuqorida tahlil qilinayotgan so'zning nemis tilidagi ma'nolarini ko'rdik. Endi solishtirish maqsadida so'zning o'zbek tilidagi ma'nolarini beramiz:

1) Yer sharini qamragan, asosan Azot va kislород kabi gazlar aralashmasidan iborat modda

2) Yer ustudagi havo bilan to'lgan bo'shliq; fazo

¹ A.Jumaniyozov "Chet tillarini o'rganishda so'zlarning ma'no, mazmun va zamir munosabatlari"



- 3) Osmon, ko'k
- 4) Atmosferaning ahvoli, ob-havo;

Die Luft (havo) so'zi ostidagi ma'nolarni o'rganar ekanmiz so'zning nemis tilidagi ma'nolari o'zbek tilidagidan ancha ko'p ekanligining guvohi bo'lamiz. So'zning „Überwiegend aus Stickstoff und Sauerstoff bestehendes Gasgemisch, das Lebewesen zum Atmen benötigen“, ya'ni tirik organizmlar nafas olishi uchun zarur bo'lgan azot va kisloroddan iborat bo'lgan gaz aralashmasi ma'nosi o'zbek tilidagi yer sharini qamragan, asosan azot va kislorod kabi gazlar aralashmasidan iborat modda ma'nosiga aynan mos keladi. So'zning har ikkala tildagi ikkinchi ma'nolari ham deyarli bir hil. Ya'ni nemis tilidagi „Raum, Bereich oberhalb der Erdoberfläche“ – yer ustki qatlamining ustudaki bo'shliq, hudud ma'nosini anglatsa, o'zbek tilidagi shakli esa yer ustudagi havo bilan to'lgan bo'shliq ma'nosini ifodalaydi. Lekin shu o'rinda shuni aytish lozimki, nemis tilidan farqli ravishda o'zbek tilida *bo'shliq so'zi havo bilan to'lgan* deb sifatlanadi. Bu holat esa so'z ma'nosida noaniqlikni yuzaga keltiradi. Shu sababdan ushbu sifatlovchini olib tashlasak ma'no aniqligiga erishgan bo'lar edik. So'zning keyingi ma'nolari leichter Wind – yengil shamol; Atemluft – nafas o'zbek tilida uchramaydi. So'zning nemis tilidagi beshinch ma'nosiga diqqatimizni qaratsak: „charakteristische Atmosphäre“ – tarjimada „xos atmosfera, havo“ ma'nosini beradi. Bu esa o'zbek tilidagi „Atmosferaning ahvoli, ob-havo“ ga to'g'ri keladi. Buni quyidagi misollar yordamida yoritish mumkin: „Wer hat noch nicht von ihr gehört, der Berliner Luft?“¹, „Kim Berlin havosi haqida haligacha eshitmagan?“; „Kuz havosi iliq edi. Kechgi gullar ochilib turibdi. Ko'kda tanho oy kezmoqda.“ So'zning „Platz, im Sinne von Raum für Bewegungsmöglichkeiten“ ya'ni “harakatlanish uchun joy, o'rin, payt” ma'nosini o'zbek tilida uchramaydi. Bundan tashqari die Luft (havo) so'zi nemis tilida mavjud bo'limgan yoki amalga oshmagan voqelikni ham ifodalab kelishi mumkin. Bu holat asosan iboralarda kuzatiladi. Buni quyidagi misolda ko'rishimiz mumkin: „Alle meine Träume haben sich in Luft aufgelöst“, ya'ni „hamma orzularim havoga aylandi“. So'zning ushbu ma'nosini o'zbek tilining izohli lug'atida uchramaydi. Lekin so'z aynan shu ma'noda o'zbek tilida ham qo'llaniladi. Masalan: „orzulari havoga aylanmoq“, „rejası havoga sovrulmoq“. Shuning uchun *havo* so'zining o'zbek tilidagi ma'nolariga qo'shimcha ravishda „mavjud bo'limgan yoki amalga oshmagan voqelik“ ma'nosini kirtsak to'g'ri bo'lar edi. Nemis tilidan farqli ravishda o'zbek tilida *havo* so'zining *osmon, ko'k* ma'nosini ham bor: „Qushlar g'ur etib havoga ko'tarildi“

Tahlillar shuni ko'rsatadiki, nemis va o'zbek tillarida so'zlarning ma'no va mazmun munosabatlari o'rtasida o'ziga xos farqli hamda o'xshash tomonlar mavjud. So'zlarning ma'no o'xshashligini tabiiy, odatiy xol deb qarasak xato bo'lmaydi deb o'yaymiz. Ammo ular o'rtasidagi muayyan farqlarga oddiy xol deb qarash to'g'ri yondashuv emasligini yuoridagi tahlil orali ko'rish mumkin. Farqlarning mavjud bo'lishiga esa bir qancha omillar sabab bo'ladi. Tahlil jarayonida shuni guvohi bo'ldikki, xalqlarning yashash muhiti, ularning dunyoqarashi hamda hayotiy ko'nikmalari, hissiy kechinmalari, diniy hamda milliy mansubligi, ilm-fan sohasidagi erishilgan yutuqlar kabi omillar so'z zamiridagi tasavvurga o'z ta'sirini ko'rsatar ekan.

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¹ Duden-Deutsches Universal-Wörterbuch Dudenverlag Berlin 2014



"INCREASING THE INNOVATIVE ACTIVITY OF YOUNG PEOPLE, RAISING THEIR MORALE AND ACHIEVEMENTS IN THE FIELD OF SCIENCE"

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Abstract: This article is about increasing the innovative activity of young people and the problems in it, as well as problem solving

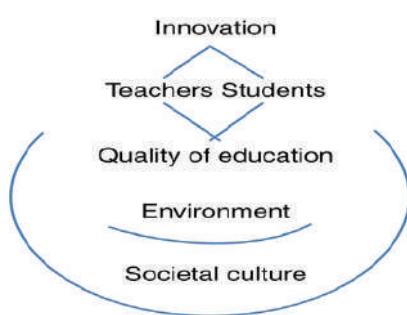
Key words: youth, innovative activity, financial aid, social position, new methods, solutions.

Nowadays, the focus on the youth is growing. The reason why, the innovative ideas of young and their research in the field of science make a great contribution to changing human life and living.

In particular, the field of philology and teaching languages is attracting a large number of the youth. Definitely, students in this field are not only teachers or translators, but also entrepreneurs working in the international arena. As well as this, by learning a foreign language, they are able to freely express their innovative ideas at international conferences and summits and show their leadership to other peers.

Indeed, learning a foreign language not only increases the activity of young people, but also raises their spirituality. The reason is that students with learning a foreign language also gets acquainted with foreign literature, culture, science and cultural heritage. The contribution of young people in the field of science is that they are spreading modern, new methods and techniques of learning foreign languages to the general public.

It can be said that learning foreign languages helps young people in all aspects of their development.



However, there is no way to recover some young people's innovative activity and learning languages, because of their financial and social position. They have many problems with lack of material and technical base. Another major problem is the lack of youth participation in online classes. At the same time, the fact that the Internet in our region is not yet high, and the slow operation of the Internet in many places also leads to a lack of participation of young people in online classes. Most young people live in rural areas, making it difficult to use the internet. And their financial situation, and the abundance of training in the village, takes their time.

In addition to, due to the fact that in the past there were not many online classes in our country, during the pandemic, the transition to online classes, even if the lessons were not ready, leads to the low quality of education. As well as this, the difference between online lessons and real lessons is of course huge. The teacher can use a variety of methods to explain the topic during the lesson, such as writing on the board along with the oral explanation, giving exercises, and checking the exercises.

This will make the lesson more memorable for the student. During the lesson, students have the opportunity to ask the teacher questions they do not understand. This is a problem in online classes. In an online lesson, the teacher just throws the text of the lecture and the student has to read and understand it himself, and submits what he understands in the form of a presentation. In online classes, there is less contact with the teacher, which causes a lot of problems. Another problem is that the student has to convey his / her presentation to his / her peers during the lesson, which helps the student to develop the speech, filling in the gaps in the prepared presentation with the ideas given by other students.

To sum up, I think that when these reforms are implemented, the innovative activity of young people will reach a high level. And their innovative ideas can help change lives for the better.

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КО'NGUL BOG'INING BOG'BONI – USTOZ

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Annotatsiya: Bu maqolada O'zbekistonning mustaqillikka erishishi milliy madaniyatimiz tarixini o'rganishga e'tibor qaratilishi, Alisher Navoiy asari "Mahbub ul – qulub "asarida ustozlarning ulug'lanish " Shoir o'qituvchining hurmatini qanchalik joyiga qo'ysa unga bo'lган talabni ham shunchalik oshirishi haqida.

Kalit so'zlari: milliy madaniyat ,ajdodlar me'rosi, o'gitlari, buyuk mutaffakkir, ustozi – shogird ,ulug' ajdodlar Alisher Navoiy, " Mahbub ul – qulub" mutaffakir ,murabbiy , ilm , ma'rifat, ulug' .

O'zbekistonning mustaqillikka erishishi milliy madaniyatimiz tarixini o'rganishga xolisona fikr bildirishga katta imkoniyatlar yaratildi .Bugun bizga ulug' bobokalonlarimiz me'rosini yaqindan o'rganish va ularning o'gitlarini kundalik turmushimiz, faoliyatimizga joriy etish imkoniyati tug'ildi . Insoniyat yarutilibdiki ,ustozi – shogird an'analari davom etib ,taraqqiy etib bormoqda Bu haqda ulug' ajdodlarimiz bizga qoldirgan be'nazir manbalarda juda ko'plab fikrlar keltirilgan. Jumladan, buyuk mutaffakir, she'riyat va adabiyot mulkining sultonii Alisher Navoiy ijodida ham ustozi va murabbiylar ishiga katta e'tibor beriladi. Shoir muallim va mudarrislarni yoshlarga chuqur bilim berish bilan birgalikda o'zları ham bilimli tarbiyalı bo'lishi zarurligini uqtiriladi . Bu haqida Navoiy "Mahbub ul- qulub" asarida keltirib o'tgan Nodon , johil ustozi tanqid etadi va o'qituvchi ma'limothi o'qitish yo'llarini biladigan muallim bo'lishi zarur deydi . Shu bilan birga o'qituvchining mehnatini og'irligini xolisona baholaydi. Alisher Navoiy ustozi ilmini shunday baholaydiki "Uning ishi odam tugul , hatto devning ham qo'lidan kelmaydi . Bir kuchli kishi bir yosh bolani saqlashga ojizlik qilar edi, ustozi esa bir to'da bolaga ilm va adab o'rgatadi . Iekin shunisi ham borki . bolalar orasida tabiatan og'irroq bolalar ham bo'ladi. Ustozi bu kabi hollarda yuzlab mashaqat chekadi. Shu jihatdan ta'lim olgan bolalarda uning haqi ko'p, agar shogird ulg'aygach, podshohlik martabasiga erishsa ham o'z muallimiga ta'zim qilsa ham arziydi. Alisher Navoiy o'z misralarida shunday jumla keltirdiki

Haq , yo'lida kim senga bir harf o'qitmish ranj ila,

Aylamat bo'lmas ado oning haqin yuz ganj ila.

Navoiy o'qituvchining hurmatini qanchalik joyiga qo'ysa ,unga bo'lgan talabni ham shunchalik oshiradi. Ayniqsa yosh avlodning bilimli ,fozil va dono kamtar , ma'naviy pok bo'lishlarini talab etib, shunday ta'rif beradi: " Mudarris kerakki ,g'arazi mansab bo'lmasa va bilmas ilmni aytishga urinmasa, manmanlik uchun dars berishga oshiqmasa , yaramasliklardan qo'rsqa va noplilikdan ochsa ushbu amallar go'yo ustozning liboslari ichida eng chiroyli libosidir"- deydi ustozi Navoiy. Ha ustozi yonib turgan shamga qiyoslanadi o'zi yonib atrofni ilmi bilan yoritadi , inson qalbiga nur tarada .Ustozi va shogirdlik bu taraqqiyotning mezoni , uzilmas va buzilmas oltin zanjiridir . Darhaqiqat mutaffakkirlarimiz e'tirof etganidek ustozi sharafli kasb.

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"IT HAS TO DO WITH PRONUNCIATION WHEN TEACHING FOREIGN LANGUAGES TO STUDENTS TROUBLESHOOTING "

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Annotation: This article describes the prevention of pronunciation problems in teaching foreign languages to schoolchildren, creating a free atmosphere for students to enter the process of speaking a foreign language.

Keywords: speech, pronunciation, communication, learning languages.

Today, at a time when the demand for learning foreign languages is high, technologies for teaching foreign languages to schoolchildren are developing. In particular, it is important to improve their skills in understanding, hearing, speaking and reading foreign languages. The reason is that today most young people are students of highly qualified universities abroad, or partners of a large company abroad. It is for this reason that it is necessary to know their dogs.

However, most students are embarrassed or reluctant to speak a foreign language. This may be due to the fact that they are frustrated that they will not be able to learn the language anyway, but 70% of students find it difficult to learn the language because they cannot find a partner to speak.

The solution is to: 1. Divide students into groups and give each group a topic to discuss. Encourage students to work in groups outside of class. Students need to be taught a foreign language in the classroom to communicate with their classmates.

2. Students who have problems with pronunciation should be encouraged to perform pronunciation games and tasks. Reading a book in a foreign language can also be an effective way. It is especially useful to read books and texts aloud. This is because the text that comes out of the reader's mouth along with the reading is of great benefit to both the listener's ability to hear and the spoken word.

Then the student wins from three sides at once: reading, listening and speaking. If the student reads with concentration, it can also affect the ability to write. In the process of reading sentences, the student develops the ability to study structures.

3. It is recommended to show more speech videos of native speakers. Then they can not only receive information visually, but also organize the auditory process. As they observe the native speakers, they begin to try to speak.

4. Appropriate use of multimedia means is also advisable. It can be instilled in the minds of students through cartoons, movies, music. The peculiarity of reading is that the evaluation of its successful implementation is characterized by the satisfaction of the reader with the information received. In the process of reading, the student also develops a database of information on a particular topic.

Then the student can easily use the database to speak when the topic is given. The human brain is divided into active and passive. These two parts depend on how often we repeat words and information. That is, if the subject, text and words are not repeated, they fall into the passive brain, and the reader may know about it, but does not remember it completely. That's why students are encouraged to do repetitions more often.

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“O’QUVCHILARGA CHET TILLARINI O’QITISHDA TALAFFUZ BILAN BOG‘LIQ MUAMMOLARNI BARTARAF ETISH”

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Annotatsiya: ushbu maqolada xorijiy tillarni maktab o‘quvchilariga o‘qitishda talaffuz bilan bog‘liq muammolarni oldini olish, o‘quvchilarni xorijiy tilda so‘zlashuv jarayoniga kirishida erkin atmosferani tashkil qilib berish yoritiladi.

Kalit so‘zlar: so‘zlashuv, talaffuz, kommunikatsiya, aloqa.

Bugungi kunda xorijiy tillarni o‘rganishga bo‘lgan talab yuqori darajaga chiqqan bir paytda, maktab o‘quvchilariga xorijiy tillarni o‘rgatish texnologiyalari rivojlanib bormoqda. Ayniqsa, ularni xorijiy tillarni tushunish, eshitish, so‘zlashish, o‘qiy olish kabi ko‘nikmalarini oshirish yuqori darajada hisoblanadi. Sababi, bugun yoshlarning ko‘pchiligi chet el davlatlarining yuqori malakali universitetlari talabasi, yoki chet davlatdagi katta bir firma hamkori. Ularning itillarni bilish shu sababdan ham kerakdir.

Ammo o‘quvchilarning ko‘pchiligi xorijiy tilda so‘zlashishga uyaladi, yoki harakat qilgisi kelmaydi. Bu o‘zlarining tilni baribir o‘rgana olmayman deb tushkunlikka tushganidan bo‘lishi ham mumkin, lekin 70% o‘quvchi so‘zlashishga sherik topolmagani sababli tilni o‘rganishga qiynaladi.

Bunga yechim qilib quyidagilarni keltirish mumkin: 1.O‘quvchilarni guruuhlarga ajratish va har bir guruuhga munozarali mavzular berish. O‘quvchilarni darsdan tashqari ham guruuhlar bilan ishlashga undash. O‘quvchilarga sinfxonada sinfdoshlari bilan muloqotda xorijiy tilda bo‘lishini taminlash zarur.

2. Talaffuzda muammolarga uchraydigan o‘quvchilarni talaffuz bilan bog‘liq o‘yin va topshiriqlarni bajarishga undash zarur. Bunda chet tilidagi kitob o‘qish ham samarali yo‘l bo‘la oladi. Ayniqsa, kitob va matnlarni ovoz chiqqagan xolda o‘qish ko‘proq foydali deb topiladi. Chunki o‘qish bilan birga o‘quvchini tiliga chiqqan matn uni eshitish qobiliyatiga ham, ham og‘zaki nutqiga katta foya keltiradi. Shunda o‘quvchi birdan uch tomondan yutadi ham o‘qish, ham eshitish, ham so‘zlashish. Agarda o‘quvchi diqqatini jamlagan xolda o‘qisa bu yozish ko‘nikmasiga ham ta’sir qila oladi. Gaplarni o‘qish jarayonida o‘quvchida strukturalarni o‘rganish ko‘nikmasi shakllanadi.

3. Native speakerlarning nutqiy videolarini ko‘proq ko‘rsatish maslahat beriladi. Shunda ular visual tomondan ma’lumotlarni qabul qilish bilan birga, eshitish jarayonini ham tashkil qila olishadi. Ular native speakerlarni kuzatish bilan birga o‘zlarini ham gapirishga harakat qilishni boshlashadi.

4. Multimedia vositalaridan o‘rinli foydalanish ham maqsadga muvofiq bo‘ladi. Multifil, filmlarni ko‘rsatish, musiqalar eshittirish orqali o‘quvchilarning ongiga singdirish mumkin. O‘qishning o‘ziga xos xususiyatlari shundan iboratki, uning muvaffaqiyatli amalga oshirilganligi haqidagi baho kitobxonning olingandan ma’lumotdan qoniqish hosil qilinganligi o‘ziga xos xususiyat hisoblanadi. O‘qish jarayonida o‘quvchida ma’lum qaysidir mavzu yuzasidan ma’lumotlar ba’zasi ham rivojlanib boradi. Shunda o‘quvchiga mavzu berilganda gapirish uchun osongina m’lumotlar ba’zasidan foydalana oladi. Insonning miyasi ikkiga bo‘linadi, activ va passiv. Bu ikki qism bizni so‘z va ma’lumotlarni qanchalik tez-tez takrorlashimizga bog‘liq. Ya’ni o‘qilayotgan mavzu, matn va so‘zlar takrorlanmay qolsa, passiv miyaga tushib qoladi va o‘quvchi o‘sha narsa haqida bilishi mumkin ammo to‘liq eslolmaydi. Shuning uchun ham o‘quvchilarni tez-tez takrorlash mashqlarini bajarishga undashadi.

Foydalilanigan adabiyotlar o‘yxati:

1. Hoshimov U, “Chet tillarini o‘qitish metodikasi” T2003



THE ROLE OF GAMES IN TEACHING ENGLISH TO YOUNG LEARNERS

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Abstract: As globalization and communications are gradually becoming assistant to bring the world together, require people to be able to speak particular foreign language. Especially, teaching people to acquire any foreign language from rudimentary stage is becoming more common. It is widely obvious that games to teach English learners can help to make language learning positive and exciting experience, which will be important and motivate to children to learn more effectively. The results can be incredible, if we manage to keep young learners motivated and engaged for learning languages by different, useful games. Additionally, games are the best set up by demonstration rather than with lengthy explanation. This thesis is mainly about to demonstrate the importance of games, especially for young learners in language learning process.

Key words: learning foreign languages, importance of games, educational games, game-based learning

Introduction

Among numerous sources of children's interest in the language learning process, games seem to be very crucial. Especially, young learners love to play, and they participate in a game with more enthusiasm and willingness than in any other classroom task.

With the help of games, teachers are able to create contexts in which the language is useful and meaningful. Besides, games are a beneficial break from the usual routine of the language class and they can provide language practice in the various skills- speaking, writing, listening and reading. Games encourage learners to interact and communicate with each others. Additionally, motivating and entertaining games can give shy students more opportunity to express their opinion and feelings.

Students may wish to play games purely for fun. Teachers need to consider which games to use, when to use them, how to link them up with the syllabus , textbook or program and how, more specifically, different games will benefit students in different ways. (Khan, J. 1996). There is clear pedagogic evidence endorsing the use of games in the language classroom , despite there being considerable trepidation among many teachers. AYDAN Ersöz, writing in the Internet TESL Journal 2000, reiterates the idea of Wright, Betteridge and Buckby when noting how games can provide a well-needed.

Body part

Games is the most effective and informative way to learn languages. Especially, for young learners, games are so appropriate for energizing them to become more active participants in the learning process. It is pretty obvious that, young learners love to play, and not only learning languages, but also learning something, which is new with the help of games, help learners to learn with their pleasure. Games can be a very worthwhile teaching element. A successful because for the reason that it is based on specific time allocation, it has clear relevance to the material, there is appropriateness to all members of the class, and ultimately, the enjoyment of the learners is increased through their actively engaging with the language. In language learning process it is more suitable to utilize educational games. These games are designed with educational goals and they include board, card and video games. Additionally, they satisfy our satisfaction for ourselves. Basic need to learn by supporting motivation, enjoyment, passionate, emotion and creativity. Even some games have found to improve cognitive functions like memory and reasoning. Besides, young learners and adults of all ages can benefit from the mental stimulation that game-based learning provides.

Game Based Learning

Game-based learning is the type of learning, that permit learners to discover different parts of games as a form of learning. These games are typically designed at various ability levels and the aim of helping the players to retain the information that they learn. Such kind of games are



relevant to real situations . Additionally, game-based learning can also be done as a collaboration between learners and teachers. This feature provides to enhance the communication skills and useful connection between them.

On the other hand, teachers should be responsible and careful, while using games. It is really crucial to chose appropriate games for a class and for each learner. Furthermore, the educator should provide discipline, and they must take into consideration each participants' situation, when they use games.

In Conclusion, considering all the aspects and information above, games play vital role in language learning process, if we use them correctly. With useful games, we can achieve the results which we want in our language learning process.

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TANIQLI NEMIS IJODKORLARINING HAYOTI VA IJODI

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Annotatsiya: Mazkur maqola taniqli nemis shoirlarining hayoti va ijodi haqida ma'lumot beradi.

Kalit so'zlar: Haynrix Hayne, Johann Wolfgang von George, Ludwig van Beethoven.

XIX asr nemis adabiyotining yirik vakili, samimiy ko'ngil she'riyatiga siyosiy hajviy tanqidni ustalik bilan qo'sha olgan haqgo'y shoir Haynrix Hayne 1797-yilning 13-dekabrida Olmoniyaning Dyusseldorf shahrida savdogar yahudiy oilasida tug'ildi. Bo'lajak shoirning tarbiyasi bilan, asosan, onasi Betti shug'ullandi. Xalq og'zaki ijodi namunalaridan xabardor bu ayol o'g'lida so'zga muhabbat, uning qudratidan hayrat tuyg'usi shakllanishiga ta'sir ko'rsatadi. Otasi Samson Hayne Ovro'podagi zamonaviy fikrlovchi ko'pchilik singari o'g'lining napoleonchi harbiy bo'lishini orzu qiladi. Napoleonning mag'lubiyatidan so'ng ota-ona Haynrixning savdo bilan shug'ullanishini ma'qul deb hisoblashdi. Lekin uning ham o'zлari singari kichik savdogar emas, balki Hamburgdagi amakisi Solomon kabi yirik tijoratchi bo'lishini istashadi.

Shu maqsadda maktabni bitkazgan yigitchanı Hamburgga amakisiniğiga jo'natishadi. Lekin ta'sirchan, to'g'riso'z va mag'rur Haynrix savdo ishlariiga mutlaqo qiziqmas, u kecha-kunduz kitob bilan oshnochilik qilar, ko'p vaqtini she'rler yozib o'tkazar edi. Faqat iqtisodiy foyda keltiradigan yumushlar bilan shug'ullanishnigina tan oladigan amakisiga uning bu ishlari yoqmasdi. Buning ustiga, Haynrix amakisining suluq qizi Amaliyani shaydolarcha sevib qoladi. Lekin qiz uning tuyg'ularini rad etadi. Xillas, amakisiniğida o'tkazilgan samarasiz uch yildan so'ng yigit uyiga qaytadi va astoydil o'qishga tutinadi.

Haynrix Hayne 1819-yildan e'tiboran Bonn, Hettingen va Berlin universitetlarida o'qiydi. Ovro'poliklar tafakkuriga jiddiy ta'sir o'tkazgan mashhur faylasuf Gegeldan ma'ruzalar tinglab, bilimini oshiradi. Yigit huquqshunoslik fakultetini juda yaxshi baholar bilan bitirib, diplom olgan bo'lsa-da, bu sohada biror kun ishlamaydi.

Lydvig van Betxoven — buyuk olmon bastakori, dirijyor va pianisti. Betxoven — nemis kompozitori, pianinochi va dirijyor. Vena klassik maktabining vakili. 1792-yilda Venaga ko'chgan va tez orada o'zining erkin va ta'sirchan, yangi ijro uslubi bilan iste'dodli pianinochi, badihachi-improvizator sifatida tanilgan. Wikipedia

Tavallud sanasi: dekabr, 1770

Tavallud topgan joyi: Bonn, Germaniya

Vafot etgan joyi va sanasi: 26-mart, 1827, Vena, Avstriya

Aka/uka va opa/singillar: Kaspar Anton Karl van Beethoven, Ludwig Maria van Beethoven, Yana

Ota-onalar: Maria Magdalena Keverich, Johann van Beethoven.

Nemis faylasufi Iogann Wolfgang Gyote Frankfurt shahrida tug'ilib o'sdi. U 17 yoshida huquqni o'rganish maqsadida Leyptsig shahriga jo'naydi. Keyin Stasburgda tahsil oladi. 21 yoshida Iogann Gotfrid Gerder (1744-1803) bilan uchrashadi.

1775 yilning 7 noyabrida yosh daho Gyote gertsog Karl Avgust taklifiga binoan Veymarga keladi. U gertsogning maxfiy maslahatchisi lavozimini ado etib, ma'muriy boshqaruv san'atiga doir mo'jizalarни namoyish etishga muvaffaq bo'ladi. Qisqa vaqt ichida mukammal tartib-intizom o'rnatib, davlat xazinasini boyitadi.

Gyote bashoratchilik qobiliyatiga ham ega edi. U ko'p voqealarni oldindan aytib bergen va hech qachon adashmagan. Gyotening tabiatida beqarorlik, jizzakilik, yengiltaklik kabi xususiyatlar ham bo'lganidan atrofdagilar uni badfe'l odam deb hisoblashgan.

Gyote 3000 dan ziyod she'rler muallifi. Uning Veymarda chop etilgan asarlar to'plami 143 jilddan iborat. Quyida ularning eng asosiyalarini sanab o'tamiz:

«Tavrida ifigeniyasi» (1787), «Rim elegiyalari» (1788), «Torkvato Tasso» (1796), «Nabotot evrilishi» (1790), «Faust» (1808), «Sehrli sibizg'a», «Rang haqida ta'limot».

1797-1817 yillarda Gyote Veymar teatrini boshqargan. 1794 yili Iogann Fridrix Shiller (1759-



1805) bilan tanishgan. 1808 yilda Napoleon bilan uchrashgan. Gyote og‘ir sil xastaligi bilan og‘rigan. Shunday vaqtlar bo‘lganki, tomog‘idan qon quyulib kelgan, ammo shunga qaramay, u 83 yillik umrini mutlaqo sog‘lom odamdek yashab o‘tgan. Salomatligini mustahkamlash va tabiatidagi nuqsonlarni yengishda yuksak irodasini, sabot-matonatini namoyish etib, zamondoshlarini hayratga solgan.

Gyote haqidagi ma’lumotlarning bizga to‘laligicha yetib kelishida uning xonadonida yordamchi-kotib bo‘lib ishlagan yosh adabiyotshunos Iogann Peter Ekkermannning xizmatlari katta.

Manbalarga ko‘ra, Gyote qo‘l urmagan kasb bo‘lmagan: u portretnavis, manzaranavis rassom, haykaltarosh, me’mor, tanqidchi, xotiranavis, publisist, aktyor, rejissyor, teatr direktori, muqovachi, zargar, kimyogar, anatom, botanik, fizik, geolog, optik, faylasuf, falakshunos, muarrix, san’atshunos, davlat arbobi, moliyachi, kutubxona mudiri ham bo‘lgan.

Foydalanimanligan adabiyotlar ro‘yhati.

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“INGLIZ TILINI MUSTAQIL O‘RGANISH METODLARI”

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Annotatsiya: Mazkur maqolada ingliz tilini mustaqil o‘rganish an‘anaviy tarzda ta‘lim olgan holda o‘rganishdek samarali ekanligi ilgari suriladi. Shuningdek ingliz tilini mustaqil o‘rganishda bir nechta samarali uslublar keltirib o‘tilgan va ijtimoiy tarmoqlardan foydalanish tavsiya etilgan.

Kalit so‘zlar: Amaliyat, video darslar, reading, til o‘rganuvchi, audio dialoglar, pronunciation, vocabulary.

Hozirgi kunga kelib ingliz tilini bilish talabi juda ortib bormoqda. Shu sababli ko‘pchilik ingliz tilini mustaqil yoki ingliz tili kurslariga qatnab o‘rganmoqdalar. Lekin mustaqil o‘rganuvchilarning ko‘pchiligi tilni o‘rganishni nimadan boshlashni bilishmaydi, shu sababli ularning til o‘rganishi kechikadi. Yoki yangi mustaqil o‘rganuvchilar ingliz tilini o‘rganishda noto‘g‘ri yo‘lni yoki bo‘lmasa samarasiz va o‘zlariga qulay bo‘lмаган yo‘llardan foydalanishadi. Bu esa til o‘rganishni qiyinlashtirib boraveradi. Ko‘pchilik tadqiqotchilarning fikricha til o‘rganishning eng tez va samarali usuli bu til kurslariga qatnashdir. Ammo til o‘rganuvchi o‘ziga qatiy talab qo‘yib, o‘rganishni maqsad qilib olsa til o‘rganish kurslarga qatnab o‘rganishdek samarali ekanligi aytilgan. Bunda o‘rganuvchi avvalo bo‘sh vaqtiga qarab jadval tuzib, ingliz tili bilan shug‘ullanishni kun tartibiga kiritish lozim va bir kunda kamida bir yoki bir yarim soat shug‘ullanishi tavsiya etiladi. Yangi o‘rganuvchi bir kunda kamida 15-20 ta so‘zlarni yodlab, o‘rgangan yangi so‘zlarini amaliyotda qo‘llashi lozim. Misol uchun uyda uy jihozlariga ularning inglizcha nomlarini yozib yopishtirib qo‘ysa ularni eslab qolish oson va tez amalga oshadi, shuningdek yangi so‘zlarni amaliyotda qo‘llagan bo‘ladi.

Bundan tashqari ingliz tilini o‘rganishda ijtimoy tarmoqlardan keng foydalanish keng tavsiya etiladi. Bunda til o‘rganuvchi ijtimoy tarmoqlardan foydalangan holda har xil video darslarni ko‘rishi mumkin. Bu o‘quvchining pronunciation ya‘ni talaffuzini yangi o‘rganish davridanoq tog‘ri va ravon bo‘lishini ta‘minlaydi. Shuningdek o‘quvchi til o‘rganishda do‘stlari bilan inglizcha chat suhbatlarini olib borishi orqali ham o‘rganishi unumli bo‘lishi mumkin. Bundan tashqari ingliz tilini mustaqil o‘rganishdagi samarali usullardan yana biri bu reading ya‘ni o‘qish. Bu so‘z yodlashning eng samarali usullaridan biridir. Oldiniga ingliz tilidagi kichik-kichik hikoyalarni o‘qish orqali o‘rganuvchi bilmagan so‘zlarini ma‘nolarini qidirib topadi va ularni mazmunini anglab yana o‘qishda davom etadi. O‘rganuvchi o‘qish jarayonida hikoyaning mazmuniga qiziqib boraveradi va natijada yangi so‘zlarni o‘rganib hikoyaning asl ma‘nosini anglashga erishadi va yangi so‘zlearning ham ma‘nolarini ilg‘ab olib yangi so‘zlar tezda esida qoladi. Shu tariqa o‘quvchining vocabulary ya‘ni so‘z boyligi o‘sib boraveradi. Shu bilan birga o‘quvchida grammatik ko‘nikmalar ham shakllanadi. Misol uchun o‘rganuvchi hikoya o‘qish jarayonida ko‘plab bir xil grammatik hodisalarga duch keladi. For example, **I am a doctor, I can read very well. There is a book on the table.** Bu misollardan o‘rganuvchi I olmoshidan keyin **am** yordamchi fe‘li kelishini bilib olishi mumkin shuningdek **there is** bor degan ma‘nosini tushunadi va gapni qiyinchiliksiz tarjima qiladi.

Mustaqil o‘rganishdagi yuqoridagi keltirilgan usullar yangi til o‘rganuvchilarga samarali yordam berib ularni ingliz tilini o‘rganishda yuqori yutuqlarga erishishida katta yordam berishi mumkin.

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"THE ROLE OF JACK LONDON AS WRITER IN THE WORLD"

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Abstract: this article describes life of Jack London, his works as writer, his published stories, novels and etc. This article can give every person much information about Jack London's life.

Key words: novels, writer, life, works, published stories, activity, proverty, journalistic books and etc.

Jack London was a famous American writer. He was born in 1876 in San Francisco, California in a poor family. His youth was spent in proverty and hard labor. He wandered the United States and Canada due to unemployment. During his years of literary activity, he has published 19 novels, 18 collections, 152 stories, 3 plays, 8 autobiographical and journalistic book.

Between 1900 and 1916, he completed more than 50 fiction and non fiction books, hundreds of short stories and numerous articles. Several of the books and many of the short stories are classical and still popular some have been translated into as many as 70 languages. Among his most well-known books are Call of the wild, white Fang, The sea Wolf, Martin Iden. A complete list of Jack London books, by date of publication follows:

- 1900 "The Son of the wolf"
- 1901 "The God of this fathers"
- 1902 "Children of the frost", "Cruise of the Dazzler", "A daughter of the snows"
- 1903 "The people of the Abyss"
- 1904 "The sea wolf"
- 1905 "The game"
- 1906 "White Fang"
- 1907 "The Road"
- 1908 "The Iron Hell"
- 1909 "Martin Iden" and etc.

London was one of the most romantic figures of this time. He ascribed his worldwide literary success largely to hard work to dig, as he put it.

One of his most beloved and world famous works. "Lore for life" is a work that express the understanding of the meaning of human life, lore of life and a person's struggle for survival. His endurance, perseverance and struggle excite the reader. The work is written with such skill and variety that it puts the reader in torture, fear and excitement by adding that protagonist.

The protagonist's lore of life overcomes death. In the beginning, the situation of the two passengers described. One of them, a passenger named Bill abandons his crippled companion. Then, in the vast expanses, the lone hero's hardships, starvation and various attempts to capture and eat animals and birds are vividly and vividly described.

In fact, he is looking for gold on the road, he has to leave the gold on the road, because in the face of the desire to live, would the value of gold be visible?

Because of this, he also goes through many hardships. Even on this path, the wolf becomes savage and tastes the blood of the sick wolf. After many hardships and sufferings, he achieves his goal. That is, he stays ALIVE. This work tells the story of two friends who set out in search of gold and realize that real gold is blessing of life.

One of Jack London's most famous works is the Call of the wild, written in 1903. It is called short adventure story. In 1906 he published his second most famous novel White Fang, in London. The Writer died on November 22, 1916 on his ranch in Glen-Ellen.

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МЕТОДИЧЕСКИЕ АСПЕКТЫ ОБУЧЕНИЯ ИЗЛОЖЕНИЯ И СОЧИНЕНИЯ

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Аннотация: В данной статье говорится о месте сочинений и изложении в школе, какое место они занимают в системе речевых упражнений.

Ключевые слова: Сочинения, изложения, синтаксические конструкции, связный текст.

Сочинения и изложения в школе занимают особое место: им в известном смысле подчинены все другие речевые упражнения. В сочинении школьник приближается к естественным условиям порождения речевых высказываний – к таким условиям, какие складываются в жизни.

Сочинения и изложения перерастают в серьезную планируемую умственную работу, имеющую не только учебно-воспитательное значение, но и служащую самовыражению, становлению личности учащегося.

Они служат эффективным средством формирования личности, возбуждают эмоции, умственную самостоятельность, приучают детей осмысливать, оценивать и систематизировать виденное, пережитое и усвоенное, развивают наблюдательность, учат находить причинно следственные связи, сопоставлять и сравнивать, делать выводы.

Сочинение – это упражнение, с помощью которого учитель пытается сделать более совершенной естественную монологическую речь учащихся, стремится обогатить их опыт речевой деятельности. В начальных классах дети постепенно учатся выражать устно и письменно в связном тексте свои мысли и знания, все усложняющиеся и по содержанию, и по форме.

Готовясь к устному рассказу и письменному сочинению, школьники планируют свою деятельность и учатся:

- понимать заданную тему;
- раскрывать тему и основную мысль;
- передавать в тексте рассказа или сочинения свою позицию;
- располагать материал в определенной последовательности, выделять смысловые части в тексте;
- озаглавливать части (составлять план) и придерживаться его в конструировании связного текста, а в случае необходимости поменять последовательность;
- использовать выразительные средства языка, строить синтаксические конструкции и связный текст;

Сочинения как устные, так и письменные различаются по источникам материала, по степени самостоятельности, по способам подготовки, по жанру. По степени самостоятельности, по методам подготовки различаются изложения и сочинения коллективные, проводимые на общую тему для всех и требующие общеклассной подготовки. В процессе работы над текстом школьники учатся анализировать, синтезировать, выделять главное, сосредотачивать внимание на одних явлениях и абстрагироваться от других.

Изложение (устное и письменное) формирует умение в разных видах речевой деятельности. с одной стороны, умение воспринимать текст на слух (аудирование) или зрительно (чтение), с другой – умение пересказывать текст устно (говорение) или письменно. Анализ исходного текста, его темы, идей, композиционных и языковых особенностей и последующее его воспроизведение формирует у учащихся умения связной речи (коммуникативные умения). Это умение раскрывать тему и основную мысль высказывания; умение собирать и систематизировать материал к высказыванию по такому источнику, как книга; умение планировать и создать высказывание с учётом его задачи, темы, основной мысли; умение



строить монологические высказывания разных функционально-смысовых типов (описание, повествование, рассуждение) и др.

При работе над выборочным изложением важно правильно отобрать материал, сохранив при этом стиль автора. Во время подготовительной работы по отбору материала важным повторить изученные средства выразительности, провести словарную работу, составить план будущего изложения. Схема подготовительного урока к изложению: постановка цели урока, вступительное слово (об авторе, о произведении, из которого взят отрывок для изложения), выразительное чтение текста, беседа по содержанию и структуре исходного текста (составление плана), языковой анализ, уточнение задачи изложения, повторное чтение текста.

Выборочное изложение – это такой вид изложения, при котором учащиеся передают содержание по одному из освещённых в тексте вопросов. При проведении выборочного изложения сначала находят главы, в которых описываются определённые явления или события (например, из жизни какого-либо героя), затем выделяют в них части и озаглавливают каждую часть. Получается своеобразный план изложения, в соответствии с которым проводится пересказ и письменное изложение на указанную тему. При выборочном воспроизведении текста ученики выделяют одну часть материала и отвлекаются от другой, что развивает такую мыслительную операцию, как абстрагирование, способствует активности и избирательности мышления.

Отсюда следует вывод, что этап планирования своих действий при работе над изложением и сочинением в структуре речевого действия незаменим и отсутствие его приводит к нарушению единой системы развития связной речи в речевой деятельности.

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TEACHER AND MODERN METHODS OF TEACHING ENGLISH.

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Annotation: Teaching English and being modern teacher ways have been presented. At the article 4 new methods of teaching English have been proved.

Key words: modern teacher, teaching, new methods, task based-approach, project-based approach, lexical syllabus, using smartphones, profit, ancient Greece, didaskal, a spiritually superior person

First of all, we need to find an answer to the question: Who is a teacher and what should be a modern teacher?

In ancient Greece, a person who taught children was called from the word ‘didaskal’ (I teach). This concept is still used today in relation to the teacher, but its essence takes on a different meaning. The teacher must be a leading person who can deeply feel and understand the spirit of his or her time, who can see the future in terms of life views, ideas and activities. They must be a spiritually superior person and nurture such a person. In a book of research called Making Sense of Teaching, the authors Sally Brown and Donald McIntyre selected a group of good teachers chosen by their pupils. They wanted to find out how these ‘good teachers’ did their job so they asked them about their teaching. This is what they found out. The most obvious common feature of the different teachers’ accounts was that in response to our question about their teaching they almost always talked about what their pupils were doing. The teacher should avoid traditional teaching, use modern methods constantly work on the little, be aware of the news, promote the lesson in a new style. At the same time teaching English should be modern and appropriate in the age of new technologies. An example of teaching English in a modern style:

The prevalence of social media and the internet as a whole have changed the way people learn languages-for the better. It is imperative for modern language teachers to address the needs and interests of today’s students. 4 New Methods of teaching English in the Modern Classroom by NESTORQUIXTAN.

1. Task-based Approach.
2. Project-based Approach.
3. Lexical Syllabus.
4. Using Smartphones in the Classroom.

1. The task-based approach represents a significant paradigm shift since the focus on content has shifted to skills and competences. So planning and design aren’t about what’s taught, but why it’s taught. Sample tasks could be ordering in a restaurant, booking a hotel room, or perhaps more advanced tasks like critiquing a movie or voicing their opinions about politics. In this approach, the language taught revolves around the task itself, not the other way around.

2. Project-based Approach. Much like the task-based approach, project-based approach is meant to address students’ real needs by adapting language to the skills and competencies they truly need personally and/or professionally. If you have a class full of teenagers who don’t want to be in class to begin with? Start by doing a needs assessment, looking at what they’re interested in and what topics they’re interested in and what topics they really need to know. This assessment will lead to the design of one overarching project that will become the end result of the class, term or course. This project can be anything from an oral presentation to a large-scale production such as a class play. Whatever the case, the project must be comprised of individual task that lead students to the goals in the assessment. This of the project as their final, comprehensive assessment. Whereas small tests or the completion of individual tasks are cumulative assessments. Just remember, your evaluation criteria must be clear so students know what they’re being graded on.

3. Lexical Syllabus. This approach is based upon the core language that students need to



know given their needs. Again, professional students need very specific vocabulary pertaining to their field. For instance, “profit” is essential term for business students, much the same way “scalpel” is to medical students. Since these lists can be quite long, it’s good to categorize them into sections like “weather and seasons” so lessons can focus on this specific vocabulary. For beginners, 10 words would make for a great lesson. Activities can range from matching pictures and definitions to working with dialogues. An advanced twist could be to describe their favorite seasons, or even speculate about what they could do in the summer or winter. The sky truly is the limit.

4. Using Smartphones in the Classroom. Since just about everyone has some sort of internet access or data plan, banning smartphones may end up being a lost opportunity to further enhance learning experiences. Love them or hate them, smartphones are a part of modern life. Many teachers consider them to be a distraction since most students hate to part with them. Is there a common ground? Smartphones provide many useful tools for students such as dictionary, translator and grammar reference apps. A good example of how smartphones enhance classroom learning is the scavenger hunt exercise. Here, students must go through websites to find the information they need to fill out a worksheet. Students can also use their devices to access free, online exercises that reinforce language and/or skills seen in class. We can consider and apply other modern methods similarly. Organizing new methods of improving the quality of education is a requirement of the times. So “If you want to change the world, start yourself.”

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TIL TA'LIMDAGI MUAMMOLAR VA ULARNING YECHIMLARI

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Annotatsiya: Ushbu maqolada umumta'lim maktabi o'quvchilariga ona tili ta'limini o'rgatish jarayonida yuzaga kelayotgan muammolar va ularning yechimlari xususida to'xtalib o'tilgan.

Kalit so'zlar: milliy istiqlol, kitobxonlik madaniyati, ijodiy fikrlash, nutq madaniyati, og'zaki va yozma nutq, kelishik qo'shimchalari, ega, undalma, lug'at, pedagogik texnologiyalar.

Milliy istiqlol sharofati bilan umumiy o'rta ta'limda ona tili o'qitishning maqsadi yangilangach, uning ta'limi tizimini ham tubdan isloq qilish zarurati tug'ildi. Sababki, insonning ma'naviy kamolotini ta'minlashda ona tilining o'rni beqiyosligini va uning vazifasini boshqa biror vosita bosa olmasligini yaxshi bilamiz. Zero, «Ona tili—bu millatning ruhidir. O'z tilini yo'qotgan har qanday millat o'zligidan judo bo'lishi muqarrar».

Maktabni biirib chiqqan yoshlar ijtimoiy, iqtisodiy va madaniy hayotning rang-barang jahbalarida, muloqot va munosabatning barcha turlarida ona tilidan bemalol-erkin, samarali va to'g'ri foydalana olishi, uning cheksiz imkonoyatlardan to'laqonli bahramand bo'lishi, zaruriy ko'nikma va imkoniyatlarga ega bo'lishi kerak. Zero, maktabda ona tili fanini o'qitishning asosiy maqsadi o'z fikrini og'zaki va yozma tarzda to'g'ri va ravon bayon qiladigan, kitobxonlik madaniyati shakllangan, mustaqil va ijodiy fikrlay oladigan, o'zgalar fikrini anglaydigan-muloqot va nutq madaniyati rivojlangan shaxsni kamol toptirishdan iborat ekan, tilni o'qitishdagi "og'riqli nuqtalar" – muammolar siz-u bizni befarq qoldirmaydi. Biz o'quvchilarga til ta'limidan saboq berar ekanmiz, mashg'ulotlar davomida quyidagi muammolarga duch kelamiz:

- undalma va ega orasidagi muayyan farqlarni to'liq anglamaslik;
- o'quvchilar og'zaki va yozma nutqining sayozligi;
- iboralar mazmun-mohiyatini anglashdagi tushunmovchiliklar;
- kitob mutolaasining susayishi;
- kelishik qo'shimchalarining qo'llanilishidagi xatoliklar;
- o'quvchilar nutqida sheva so'zlarining qo'llanishi;
- tutuq belgisining qo'llanilishidagi xatoliklar;
- so'zlarning asl ma'nosini tushunib olish muammosi :
 - Gap bo'laklarni aniqlashda: tarkibi o'zgartirilgan gaplarni tahlil qilishdagi chalkashliklar
 - O'quvchilarning og'zaki va yozma nutqlarining sayozligi, badiiy adabiyotni kam mutolaa qilishi va hokazolar.

Bularning barchasining negizi, albatta, kitobxonlikka borib taqaladi. Badiiy adabiyot mutolaasi ona tili va adabiyot darslaridagi a'lo bahoni ta'minlabgina qolmay, o'quvchi yoshlar uchun kelgusida kattagina hayot maktabi va yo'llarini yoritguvchi mayoq vazifasini o'taydi. Zero, yurtboshimiz Shavkat Mirziyoyev ta'biri bilan aytganda:

● “Bugungi bolalar ertaga butun xalqqa aylanadi. Yoshlarni kitobga qaytarishimiz kerak. Yoshlarning kitob o'qishga bo'lgan qiziqishini kuchaytirishga, ularning kitob bilan do'st bo'lishiga, kitobxonlik saviyasini yanada oshirishga alohida e'tibor qaratish lozim bo'ladi”. Bu esa, o'z navbatida, har bir ona tili va adabiyot fani o'qituvchisi zimmasiga yuksak mas'uliyat yuklaydi. Buning uchun esa ona tili va adabiyot darslarida yangi axborot va ilg'or pedagogik texnologiyalaridan foydalanim o'quvchilarning og'zaki va yozma nutqlarini rivojlantirish, ijodiy qobiliyatlarini oshirishni maqsad qilib qo'ygan har bir o'qituvchi quyidagi ishlarni amalga oshirishi maqsadga muvofiqdir:

- Dars boshida o'quvchilarni yangi nashr etilgan adabiyotlar bilan tanishtirib borish hamda mutolaa daqiqasini tashkil etish.
 - O'quvchilarni ko'proq badiiy asar o'qishga jalb etish.
 - O'quvchilarga qo'shimcha adabiyotlardan yangi ma'lumotlar berish.
 - Ona tili darsliklarida har bir mavzu haqida yanada kengroq ma'lumot berish
 - Badiiy asar qahramonlarining nutqini yod olish.



◦ Masalan, Abdulla Qodiriy qalamiga mansub "O'tkan kunlar" asaridagi Otabek va Kumush maktublarini o'quvchilar xotirasida muhrlash, undagi so'z tanlash mahorati va ma'no nozikliklari ustida munozaralar tashkil etish:

- Darslikdagi topshiriqlar bilan cheklanmaslik;
- .Darslikda berilgan parchalarning to'liq matnini o'qib kelishni buyurish;
- Mumtoz asarlar lug'ati bilan ishlash;
- Aruz vazni tahliliga e'tibor qaratish;

- Darslarda va darsdan tashqari to'garaklarda, uy vazifalarini bajarishda imlo lug'atidan keng foydalanishni yo'lga qo'yish.

◦ Turli mavzudagi matnlardan foydalanish, badiiy asarlar va she'rlardan foydalanib o'quvchilarning og'zaki va yozma nutqini shakllantirish

-o'quvchilarda mustaqil ijodiy fikr, olgan bilimini hayot bilan bog'lay olish, kasb-hunarga qiziqish, iqtisodiy, huquqiy, ekologik madaniyat kabi ko'nikmalarini rivojlantirish. Ularda Vatanni, uning tarixi, madaniyati, urf-odatlari, ilmiy dunyoqarashi, estetik did, insonparvarlik va boshqa bir qator xislatlarni mujassamlashtirish.

Shuni alohida ta'kidlash joizki, o'qitish samaradorligini oshirish uchun ona tili dasturiga mos, o'quvchilarga mo'ljallangan izohli, sinonim, zid ma'noli, shakldosh, eskirgan, uyadosh so'zlar, qo'shma so'zlar, paronim, dubletlar, imlo, o'zlashgan so'zlar kabi o'nlab lug'atlarga ehtiyoj sezilmoqda. Chunki so'z ma'nosini farqlash jarayonida, ijodiy ishlar yozishda bunday qo'llanmalar o'quvchi tafakkuri uchun ma'naviy ozuqa vazifasini o'taydi. Shundagina o'quvchilarning ona tili fani bo'yicha o'zlashtirgan bilimlari mustahkamlanadi, imloviy savodxonligi ortadi, hozirjavoblik qobiliyati rivojlanadi, fikrini qisqa va lo'nda ifodalash qobiliyati shakllanadi.

Har bir ona tili va adabiyot fani o'qituvchisi yuqorida tilga olingan muammolar ustida bosh qotirib, turli yechimlar o'ylab topib, samaradorlikka erishsa, ma'naviyatli, mantiqiy fikrlash qobiliyatiga ega, badiiy asarni mustaqil ravishda muhokama qila oladigan, o'z fikrini mustaqil bayon eta oladigan, nutqi ravon, har jihatdan yetuk va barkamol shaxsni kamol toptirish uchun o'z hissasini qo'shgan hisoblanadi.

Foydalilanigan adabiyotlar ro'yxati;

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THE ROLE OF LISTENING IN LANGUAGE ACQUISITION

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Abstract: This study examined how the listening skills play the greatest role in language acquisition. It is clear that improved listening skills are a dynamic way of teaching while learning new language. In addition, listening skills integrate other language skills, and listening is a dynamic and meaningful way to develop it.

Listening skills are a universal skill that helps to develop all other skills as well as grammar and vocabulary. Due to the fact that the more we practice with listening, the more our attention rate increases. Moreover, listening can give learners the opportunity of improving the pronunciation, as well as communication skills. Also, listening skills make learners more active that they learn how to do several tasks in one time.

However, there are several difficulties in developing listening skills in language acquisition and this paper try to provide possible solutions to the difficulties. The fear on the learners, the minority of the focus of the language learners are the main problems. Furthermore, inaccurate and wrong methods used in language acquisition have a bad effect on the development of the listening skills.

The aim of this research work is to establish the benefits of the listening skills and to show the core role of listening skills in language acquisition and to clarify what issues on the development of listening skills have to be taken into consideration to increase the process of language acquisition.

Keywords: listening skills, language acquisition, respective skills, productive skills, physical ability, stressful process, learning atmosphere, memorizing vocabulary, active listeners, language learners.

1. INTRODUCTION

The principle condition of working with the listening skills while learning a new language plays a key role in language acquisition. Language acquisition is based on closely listening, and realizing the vital role of listening on it can help language learners to achieve perfect results on the new language. Therefore, it is needed to allude the significance of listening, its importance, and some problems can be encountered.

This article intend to clarify the basis of listening in language acquisition, and mentions paragraphs dealing with possible descriptions about the development of the language acquisition, and how listening skills can effect to the development of other skills.

2. THE IMPORTANCE OF LISTENING SKILLS

1.1 Listening skills are the main tool in language learning

To begin with, it is clear that listening is one of the four major skills in language acquisition and some of them productive and some are receptive skills. For example, speaking and writing are productive skills, while reading and listening considered to be receptive skills. However, without listening it is difficult to imagine other language skills. Because listening is the core one and it has a great role on integrating all language skills.

According to many researches, a large number of people, who are learning new languages state that the most important skill to master is speaking, and it is surprising that almost no one think that listening is more important than speaking to learn the language faster and perfect. For example, one fact says that before speaking people usually have to listen to be able to react then. Also, anyway people wait reaction from the listener, if the speaker talk first and it is natural that listening plays a main role, again. Therefore, 'progress in listening skills will provide a basis for the development of other language skills' as Rost Michael mentioned.

Actually, listening is the process of hearing with focus and attention what someone is saying and the biggest difference between listening and hearing is that hearing is just physical ability, if listening is a skill. It means that everyone can hear, but not everyone can listen. To have a perfect listening skill, people should work and practice a lot while learning a new language.



In fact, as listening is a receptive skill, the listener should pay a great attention to the speaker for realize him/her as well as doing several actions in one time. That means listener should both hear, understand and analyze what he/she heard together with remembering words and thinking ideas to answer at one time. That's why a lot of researchers defined listening as the most complex skill among all language skills.

1.2 How the listening skills can play a formidable role in language acquisition?

There are a plenty number of reasons why listening is the basic thing in language acquisition. So, let's see some of them. Susan House says that 'the order of English as a second language acquisition begins with listening as first the language is presented orally and children listen to it. Secondly, children are asked to reproduce the language which they heard orally and they speak. Third on the scale of acquisition is reading, when the children read the language in the written form. Susan House states that as the last of the skills, writing, is acquired. It happens once, the children are asked to reproduce the language in the written form.' So, it shows that listening always take first place among all language skills.

Additionally, 'listening process contain a series of steps such as attending, understanding, interpreting, responding and remembering' as Susan House states. In addition to this, one scientist Kanu mentions 'similar explanations listening is a process in which the human being receives processes and interprets messages,' while Z. Nurzhanova gives example as this: ' when people watch television, listen to the radio, or sing a verse of a song, they try to absorb the ideas that they listen to.' All above shows us that listening skills have a formidable role in language acquisition, because when we listen something, we do several actions as mentioned above and it cause to increase our other abilities such as speaking, reading and writing, grammar, vocabulary and so on, subconsciously.

In fact, we can show its importance in one statement that says 35 % of the world's population like to focus on listening activities and it is natural that these people first draw attention to their listening skills and develop it to learn the language enough. It, also, means that listening should be integrated with all other skills.

1.3 The role of listening in communication skills

Listening skills have pivotal role in developing communication with people. For example, if the learner does not have enough listening skills, it can appear several problems connected with communication for him/her such as not getting or understanding the meaning of the sentences properly said by the speaker and other issues.

Even the learner cannot speak with foreign accurately, if he/she does not have improved listening skills. Also, it can cause misunderstandings between the speaker and listener, because according to the several facts, a person who does not have enough listening skills cannot be good at pronunciation skills, also. So, it means that person may pronounce the words without realizing real meaning, which involves to confuse words with other alternatives. Therefore, to have good pronunciation, every learner should increase or develop their listening skills first.

Moreover, listening can develop all skills as mentioned above: reading, writing, speaking equally. Because the more we listen, the more we will be able to talk with others accurate and while reading something after listening skills are improved, we can easily focus our attention on every word, on every sentence in the given text. In addition, when we are active listeners in a conservation, this can immensely improve our writing skills.

To conclude, listening is a receptive skill in which a listener pays attention what people say. Also, it is the major skill in language acquisition. Because without listening, learners cannot develop other skills, if they try to develop it without listening, there appear some problems. Furthermore, without listening it is difficult to imagine that communication skills in learners can develop.

3. COMMON PROBLEMS IN LISTENING SKILLS IN THE DEVELOPMENT OF LANGUAGE ACQUISITION WITH POSSIBLE SOLUTIONS

A great number of language learners believe that listening is very difficult skill to have. They



just get panic by its name. But there are there are a lot of ways to overcome the fears. According to some researches, there are a lot of reasons why many students do not have listening skills.

The first reason is the lose of focus and attention. Many students are not attentive and even some think about unnecessary things in their brain while listening something. Also, the fear of the students about considering listening as stressful process can cause to the falling of attention on them. For example, when they start to listen to the speaker, sometimes they do not know exactly that what to be focused on or do not know that they should be on only to the speaker. However, to overcome this kind of problems, students should listen songs a lot, which can motivate and encourage them and create learning atmosphere where everyone speaks only in the learning language.

Next, some methods that some teachers use to acquire language during the lesson can appear problems like poorness of listening in the future for learners. For example, today, a plenty of methods to teach foreign languages are based on learning grammatical structures, listening without goal and the worst one is that memorizing vocabulary. However, it would be better if the teachers pay attention to teach listening skills before these things.

Also, some learners feel themselves helpless, angry if they get lost somewhere during the listening activity. Therefore, according to the Jim Scrivener, he states that: 'even if someone knows all the grammar and lexis of a language, it does not necessarily mean that they will be able to understand a single word when it is spoken.' In addition to this, in the research of Z. Nurzhanova it is said that many learners face with following problems connected with listening skills during learning the language:

- People speak too fast to follow;
- They can't tell where words start and stop;
- People pronounce word they just don't recognize;
- They can't work out details of what is being said;
- They can't get even a general sense of the message;
- They don't know what attitudes people are expressing;
- They can't pick out those parts that are most important for them to understand (3,13)

Actually, the associates with mother tongue can be the main difficulty in developing listening skills, according to a great number of methodologists. It is claimed that the role of mother tongue in language acquisition is a controversial issue. However, some scientist state that the use of mother tongue in the process of acquiring a new language in the classroom may be essential. According to Wharton, 'when the mother tongue is avoided in the classroom, the learning of a foreign language has a great meaning, because students learn it in real situation,' while Medgyes claim that 'mother tongue can be used for some purposes in foreign language classroom such as explaining the differences between both languages and focusing on language in use in order to make the learning of the new language easier.'

In conclusion, from all written above we can conclude as listening is a skill worth paying great attention to. However, it is not avoided from various difficulties which demand to enhance the listening skills in the process of language acquisition. Pronunciation, vocabulary, grammar, and some methods used by teachers are the main difficulties in the development of language skills which can be solved as well.

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ANALYSIS OF SOME ENGLISH PHRASEOLOGICAL UNITS ABOUT THE CONCEPTS “LOVE AND MARRIAGE” IN TERMS OF LINGUOCULTUROLOGY

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Abstract: As to the relationship between culture and Linguistics, it should be noted that language has had a great impact on the formation and development of any society in our world. In this circumstance, one of the most controversial issues in front of contemporary linguists is to analyze the interrelationship between language and cultural realities. Therefore, this article is devoted to the extralinguistic analysis of some English phraseologisms about the concepts “love and marriage”. The main research method is linguoculturological, in terms of which the detailed investigation of some idiomatic and proverbial expressions surrounded at the lexical-semantic field of the target concepts in English linguistic culture. Various scientific methods such as, the descriptive method, the field method and the sampling method have been used to identify the linguistic units which are related to the basic meaning of the concepts in their semantic structure. In the research, the linguocultural analysis of lexical, phraseological and paremiological units, and expressions has been carried out, and it has been emphasized to study factual materials on the chosen concepts “love and marriage” in different sources, particularly, idioms, proverbs, phrases and English literature. Clear illustrations, descriptions, verbal utilization and the anthropocentric function of these linguistic units in particular context have been conducted during the process of the research.

Key words: concept, cultural concept, Linguoculturology, Sociolinguistics, Cognitive Linguistics, anthropocentric paradigm, phraseological units, “love and marriage” idioms/ proverbs

Introduction

During recent years of the development of linguistics, it has been gained huge achievements in scientific research and study of “concept”, which is considered to be the main notion of relatively new branches of linguistics: **Sociolinguistics, Ethno Linguistics, Psycholinguistics, Linguistic Culturology and Cognitive Linguistics** formed in the anthropocentric paradigm. Nevertheless, it still remains to be one of the most urgent issues in modern Linguistics and here it is customary to differentiate two main approaches to comprehending the “concept”: **linguocultural** (V.V. Kolesova, Yu.S. Stepanov, S.G. Vorkachev, N.F. Alefirenko, A.Ya. Gurevich, V.I. Karasik et al.) and **linguocognitive** (A.P. Babushkin, E.S. Kubryakova, Z.D. Popova, I.A. Sternin, R.M. Frumkina, etc.).

The term “concept” is the fundamental base of Linguoculturology, which has been active in usage of linguistic sources since the late XXth centuries, namely, the linguocultural content of this notion was suggested in an article by academician D.S. likhachev¹. In regard to Linguoculturology, “cultural concept” is the first and foremost idea, which has been on top of the linguistic agenda and investigated by a plethora of linguists. To exemplify, according to V.V. Kolesov, **the concept is “the**

starting point of the semantic filling of the word”, which in the course of its historical development is consistently transformed into an image, concept and symbol, turning into a cultural concept in its modern form. The scientist asserts: “**The concept, therefore, becomes the reality of national speech, figuratively given in the word that it really exists, just as there is a language, phoneme, morpheme and other “nouns” of the plan of content revealed by science that are vital for any culture. A concept is something that cannot be changed in the semantics of a “verbal sign”, determines the choice, directs the thought, realizing the**

¹ Likhachev, D.S. The conceptosphere of the Russian language / D.S. Likhachev // Russian literature. From the theory of literature to the structure of the text. Anthology. – M.: Academia, 1997, - pp. 280-287.



possibilities of language-speech”¹ The author combines the idea of a concept with the idea of an internal form in the understanding of A. A. Potebni: a **concept “has no form, because it is an “internal form”**².

Overall, the main features of the linguocultural concept are recognized as verbalization and ethnocultural marking. It plays a crucial part as an intermediary between culture, language and humanbeing in the consciousness of national and cultural identity. For that reason, it is appropriate to study concepts within linguistic units closely related to the culture of a particular nation. In this case, this research analyzes the linguocultural use of lexical-phraseological units, idioms, proverbs and phrases in the semantic field of the concepts “**love and marriage**” in English.

The concepts “LOVE” and “MARRIAGE”

Firstly, it should be mentioned that the notion of concept covers the subject matter of not only Linguoculturology, but also that of Cognitive Linguistics and Sociolinguistics. In connection with the above mentioned the investigation of the concepts “love” and “marriage” on English materials presents considerable interest because they are regarded as fundamental concepts which shape national and cultural values of any nation.

It is to be defined what the concepts “love” and “marriage” mean and represent in English linguistic culture. In the Longman Dictionary of Contemporary English, the former concept is given such definition: “**Love: 1. A strong feeling of caring about someone, especially a member of your family or a close friend; 2. A strong feeling of liking someone a lot combined with sexual attraction**”; while the latter is elucidated as “**Marriage: 1. The relationship between two people who are married, or the state of being married; 2. The ceremony in which two people get married, Syn. Wedding**³”. Apparently, both concepts own abstract meanings, at the same time, are closely connected in word sense.

Basically, the concepts are surrounded by a group of semantically interrelated and synonymous linguistic units, such as, lexemes, phraseologisms, idioms or sayings. For example:

Passion- a very strong feeling of sexual love,

Warmth- friendliness and happiness,

Adore- to love someone very much and feel proud of them,

Boyfriend/girlfriend- a man/woman that you are having a romantic relationship with,

Relationship- the way in which two people or groups feel about each other and behave towards each other,

Wedding- a marriage ceremony, especially one with a religious service,

Bride- a woman at the time she gets married, or just after she is married,

Groom/Bridegroom- a man at the time he gets married, or just after he is married,

Divorce- the legal ending of a marriage, *syn. separation*

Commitment- strong loyalty that someone gives to another person,

Loyalty- the quality of remaining faithful to your friends, spouse and etc,

Happiness- the state of being happy,

Parent- the father or mother of a person or animal,

Kinship- a family relationship,

Child- son or daughter who is not yet an adult;

to get on well with somebody- to have a friendly relationship (with someone),

to fall in love with- start being in love,

to exchange rings- to put rings in each other’s fingers;

to tie the knot- to get married,

to get hitched- to get married,

to pop the question- to ask someone to marry you,

Marriage / a match made in heaven- a marriage that is likely to be happy and successful because the marital partners are very compatible,

¹ Kolesov VV Life comes from the word... / V.V. Wheels. St. Petersburg: “Zlatoust”, 1999. pp.157-158.

² Saydamatov I.N. “The concept of linguoculturology in linguistics” Monografia pokonferencyjna. Science, Research, Development #26. – Познань/Poznan, 27.02.2020- 28.02.2020; pp. 42-44

³ Longman Dictionary of Contemporary English, fifth edition



to be an item- a couple who are involved in an established relationship,

Birds of a feather flock together- people who have the same outlook/tastes/interests will be found in each other's company,

Blind date- a meeting between two people who do not know each other, arranged in the hope that a romance might develop between them,

Love me, love my dog- if you love someone you must accept everything about them including their faults,

Those three little words- the words 'I love you'

Love is blind- when you love someone, you no longer see/care about their faults,

Marry in haste, repent in leisure(proverb)- if you marry someone without knowing him or her very well, you will later feel sorry that you got married

Silver wedding- a celebration of twenty-five years of marriage

Marriage of convenience/ sham marriage- a legal marriage that happens primarily or solely for practical purposes, rather than love.

As we can see from the examples given above there exist a lot of expressions related to the concepts love and marriage, respectively. In the next stage, some of these linguistic units will be presented with their visualization in English literature. As a classic example, the expression "**love at first sight**" means that from the moment individuals first saw one another, they fell in love. From English literature William Shakespeare's books, one can encounter abounds of examples of this expression ("Romeo falls in love with Juliet when he first sees her.¹") Another phrase is "**white marriage**" which is explained as a marriage that has not been consummated, translated literally from the more common French term "**mariage blanc**". The people may have married for a variety of reasons, for instance, a marriage of convenience is usually entered into in order to aid or rescue one of the spouse from persecution or harm; or for economic or social advantage. "**White**" may be an allusion to the absence of hymenal blood on the couple's sheets² ("Due to my husband's serious illness, we have had to have a white marriage. ")

The idiom "**a match/ marriage made in heaven**" have a lexical meaning of "a combination of two people which seem perfect", literally "very happy marriage or partnership". More precisely, the marriage is likely to be happy and successful because the marital partners are very compatible. Another structural form of this phrase is "**marriages are made in heaven**" ("My grandmother, a devout Catholic, still believes that marriages are made in heaven, so she was disgusted with me when I divorced my wife for her adultery. ")

"Dream of a funeral and you hear of a marriage" – when somebody dreams that someone has died, it is often followed by the news that they are getting married. (A: "Did you hear that Bill is getting married?" B: "Wow, I just recently dreamed that he had died! It really is true that you dream of a funeral and you hear of a marriage. ")

Besides the cited phraseologisms above, there are also English proverbs which reflect the relationship between the target concepts love and marriage. In the following, some of them are listed:

"Where there's marriage without love, there will be love without marriage."

"Marriage halves our griefs, doubles our joys, and quadruples our expenses."

"Romeo must die in order to save the love."

"The love of money and the love of learning rarely meet."

"A deaf husband and a blind wife are always a happy couple."

"The measure of our sacrifice is the measure of our love."

"Marriage isn't a word it's a sentence."

Conclusion

To briefly conclude, it can be recapitulated that English linguocultural concepts of "love and marriage" play so vital role in human's life that they represent the key factors of human behaviour in society.

We can see from the analysis that they are conceived as nearly the same comprehensions, which show the isomorphic features of the concepts of "love and marriage" in terms of Linguoculturology. In further researches, we will attempt to analyze other cultural concepts to some degree, concerning

¹ William Shakespeare "Romeo and Juliet". C.1595

² https://en.m.wikipediya.org/wiki/Mariage_blanc



the issues of nations' languages and the depiction of languages in humanbeings.

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GAMES FOR CHILDREN IN ENGLISH

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Annotation: This article discusses the main types of children's games for learning English. We can say that games for learning English for children are the main form of learning a foreign language.

Key words: games, motivation, children, attention, memory, develop, interest

When an adult plans to learn a foreign language, they do it consciously, they have a motivation, an incentive. Kids do not yet realize why they need it and whether they need it at all. But in this situation, there is a way out. The most important thing in teaching English to kids is the ability to interest them, to involve them in the process, and the most interesting process for young children is the game. They create a relaxed environment in which learning is easier than forced teaching methods. During the game, children not only learn new words, expressions, or rules, but also develop attention, memory, thinking, observation, and, of course, creativity. The use of games in learning helps to maintain interest in the English language, as well as helps to learn, consolidate and master the lesson material more easily. Now you should take a closer look at the English language games for children. Our learning games are mostly suitable for teaching ESL Kids and Teenagers. There are activities for teaching and practicing English grammar, vocabulary, sentences, listening and pronunciation skills. By playing our fun educational games, students learn English vocabulary, sentence structures, grammar, listening, pronunciation and phonics. They can be used both individually and in small groups:

1. Game "Simon says..." "Simon says..." is a very popular game in English — speaking countries. It can be attended by three people, where one participant becomes the host, i.e. Simon, who gives commands, for example: "Simon says: Clap your hands". The other players must complete the command. Simon gives the commands quickly, and the participants need not to delay, and also quickly execute them, otherwise they will be eliminated. In addition, the order must necessarily begin with the words " Simon says ...", otherwise it cannot be executed, and if one of the players does this, he is eliminated. The role of Simon is best played by the teacher, as children cannot always maintain the pace of the game.

2. Game "Colors". This game is very simple, but at the same time interesting. It is better to play it if there are six or eight people in a group. Its purpose is to promote the development of attention and memory, and it will also make it easier for children to remember the names of flowers. Let's say there are 6 people in a group, so you need to choose 6 colors – red, blue, white, green, orange, yellow. But the number of items of each color should be different, for example, items red color you can take six pieces, blue – five, white – four, green – three, orange for two, yellow one. That is, the game is designed for the reaction of children, so that after the teacher's command to choose an object of a certain color, the children as quickly as possible grabbed the right thing, and the one who did not have time – is eliminated. As a result, the course of the game will look like this: the teacher gives the command: "Children, take red pencils! Children, take blue balls! Children, take white paper! Children, take green apples! Children, take orange stamps! Children, take yellow books!" The winner is the one who will have all six items of different colors.

3. Game "Freeze". Just ask the kids to run around the classroom, but the moment we say " Freeze", they must freeze in some position. Our task is to unfreeze the first student by guessing who he / she is frozen in. For example: Are you a cat? - Yes, I am / No, I am not. The one who is thawed in the same way thaws the others.

4. Game "Where is it?". This game is interesting because you can play hide and seek with different items and repeat prepositions and names of items in English. While we are looking away, the child hides, for example,





a book and we must find it by following the instructions-look at the wall, on the shelf, next to the lamp (look at the wall, on the shelf, next to the lamp), etc.

5. Game "What is missing?". In front of the child, we lay out several items (or show them a room with items).



Then we ask him/her to turn away or leave the room, and then remove one item. The child's task is to name the missing item in English.

Children, with their distinguished characteristics as natural language acquirers, cannot be exposed to serious learning all the time; thus, teachers need to keep modifying their lessons to fit this type of learners. While games are thought to be fun and benefit

learners in various ways, games have become the most suitable activities for children.

Summing up, we can say that the game is a traditional, recognized method of teaching and upbringing. This is a unique means of non-violent education for children. The game meets the natural needs and desires of the child, and therefore with its help he will learn with pleasure.

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UMUMTA'LIM MAKTABLERLARDA BOSHLANG'ICH SINF ONA TILI DARSLARINI O'TISHDA TA'LIM TEKNOLOGIYALARINI TATBIQ ETISH

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Annotatsiya: Ushbu maqola boshlang'ich sinf ona tili darslarini o'tishda ta'lism texnologiyalarini tatbiq etish deb nomlanadi. Hozirgi kunda qo'yilayotgan muhim talab ta'lism mazmuniga innovatsion texnologiyalarni keng qamrovda joriy etish masalari haqida fikrlar berilgan.

Annotation: This Article discussss the application of educational technologies in the teaching of primary school mother tongue. An important requirement today is the introduction of innovative technologies in the content of education.

Kalit so'zlar: texnologiya, muammo, ta'lism, interfaol, foydalanish, dars, zamon

Keywords: Technology, problem, education, interactive, use, lesson, time

Mamlakatimizda ta'lism tizimini tubdan isloq qilish borasida O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoev rahnamoligida amalga oshirilayotgan tub islohotlar va zamonaviy bilimlarni puxta o'zlashtirgan, raqobatbardosh va innovatsion texnologiyalarni qo'llay oladigan yosh avlodni tarbiyalashni talab etmoqda. Har qanday muammoli masalalarni hal etishda o'z nuqtai-nazari bilan yondashadigan, o'z mustaqil fikriga ega, har bir masalada qat'iy qaror qabul qila oladigan va izlanuvchan yoshlarni tarbiyalash uchun innovatsion texnologiyalardan foydalanish o'z oldimizga qo'ygan ustuvor vazifalarni bajarishimizga ko'maklashadi. Bunda interfaol ta'lism texnologiyalaridan foydalanish yaxshi samara beradi.

Hozirgi kunda o'qituvchi zamon talablariga javob berishi, texnika va texnologiyalarning tezkor o'zgarishlarini his qila bilishi va o'z faoliyatini shu o'zgarishlar asosida tashkil eta bilmog'i lozim. Shuning uchun ham o'qituvchi faoliyatida innovatsion texnologiyalardan samarali foydalanish bugungi kun talabidir. Innovatsiya orqali o'qitish jarayoni o'qituvchi va o'quvchining o'zaro munosabatlarini optimallashtiradi. Bunda har ikkala shaxs ham faol ishtirokchiga aylanishi ko'zda tutiladi. Ta'lism jarayonining samaradorligi esa ushbu o'zaro munosabatlarning qanday bo'lishiga bog'liq. Shunday qilib, hozirgi kunda qo'yilayotgan muhim talab ta'lism mazmuniga innovatsion texnologiyalarni keng qamrovda joriy etishdir. Mazkur talab dars jarayonida muammoli vaziyatlar yaratib, o'quvchilar faolligini oshirish, mustaqil va ijodiy fikrash ko'nikmalarini shakllantirish, o'z nuqtai-nazarini asoslay olish, ularni nutqiy faoliyatiga tayyorlash, ta'lism samaradorligini oshirish kabi bir qator vazifalarni amalga oshirishga xizmat qiladi. Eng muhimi, interfaol usullar o'quvchilarning kommunikativ bilimi, tushunchasini, kunikma va malakalarini oshiradi.

Hozirgi kunda dars o'tish jarayonida yangi ta'lism texnologiyalarini tatbiq etish ayniqsa, chuqur nazariy bilimlar berish, nazariy bilimlar asosida amaliy faoliyat ko'nikma va malakalarini shakllantirish, takomillashtirish imkonini beradi. Ona tili mashg'ulotlarida quyidagi interfaol metodlardan foydalanish o'quvchini mantiqan fikrashga undaydi:

"Konvert" o'yini, "3/3" ("4/4", "5/5", ...) metodi, "5/5" o'zin-topshirig'i, "FSMU" texnologiyasi, "Panorama" metodlari, "Fikrlarimni yozma ifodalaymiz". Hozirda boshqa fan sohalari qatori ona tili va o'qish fanlarida ham o'qitishning zamonaviy texnologiyalaridan unumli foydalanilmoqda. Shunday pedagogik texnologiyalardan biri "Panaroma" metodidir.

"Panorama"metodi. Mazkur o'yinda har bir partaga gazeta yoki jurnal qo'yib chiqiladi. O'quvchilar sinf daftarlari matbuot sahifasidan topgan qo'shma fe'llarni yozib chiqadilar. So'ngra o'quvchilarga o'qituvchi tomonidan tayyorlangan jadval beriladi. O'quvchilar jadvalning bo'sh kataklarini o'zlar topgan qo'shma fe'llar bilan to'ldirishlari zarur. Har bir o'quvchi jadvalga bitta javob yozib sheringiga uzataveradi. O'zin shartiga ko'ra so'zlarni takror yozish yoki jadvalni olgandan keyin o'ylab o'tirish mumkin emas. Jadval to'limguncha tarqatma qog'oz partama-parti aylanaveradi. Javob topolmagan o'quvchi o'yindan chiqaveradi. O'zin oxirida g'olib bo'lgan uch yoki to'rt o'quvchi jadvaldagilami o'qib chiqishlari va gazeta yoki jurnallarda eng ko'p qo'llaniladigan qo'shma fe'llar haqida umumiyl xulosaga kelishlari va umumiyl xulosalarini



aytish uchun taqdimotga chiqishlari kerak. Faollarga rag'bat kartochkalari berib boriladi. Bu o'yin-topshiriq orqali sinfdagi barcha o'quvchilarning mavzuni o'zlashtirganlik darajasini bilib olish mumkin.

Interfaol usulda ish yuritmoqchi bo'lgan o'qituvchilaiga shuni eslatmoq joizki, yangicha ishslash uchun faqatgina maqola, adabiyotlar o'qishning o'zi kamlik qiladi. Buning uchun, ya'ni o'qituvchi o'z faoliyatida interfaol metodlarni qo'llash uchun o'zi ishchanlik o'yinlari, aqliy hujum, munozara, debatlarda qatnashib, tajribadan o'tkazishi zarur deb xisoblayman.

Xulosa shuki, har bir darsda va mashg'ulotlarda o'quvchi, o'rganuvchilariga mustaqil fikrini ayta olish imkonini yaratish, undagi bu qobiliyatni shakllantirish va rivojlantirishga turtki berish hozirgi kun talabiga aylanmoqda.

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INGLIZ TILI O'QITISHDA KOMMUNIKATIV YONDASHUV

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Annotatsiya: Ushbu maqolada ingliz tili o'qitishda kommunikativ metodda matnlarni shunchaki o'qish va tarjima qilish emas, balki ko'pincha o'qituvchi guruh muhokamalarini tashkil etishi hamda munozaralarda mavzu bo'yicha berilgan savollarga ko'pincha kreativ ya'ni, ijokorona yondoshuv kutilishi haqida ma'lumotlar berilgan.

Kalit so'zlar: kommunikativ metod, ingliz tili, ko'nikma, matn, tarjima, ta'lim

O'zbekiston Respublikasini rivojlantirish bo'yicha 2017-2021 yillarga mo'ljallangan Harakatlar strategiyasida amalga oshirilayotgan islohotlar samaradorligini tubdan yaxshilash, davlat va jamiyatni har tomonlama rivojlantirishni ta'minlash, barcha sohalarni modernizatsiya va liberalizatsiya qilish uchun zarur shart-sharoitlar yaratish nazarda tutilgan strategiyada til ko'nikmalari asosiy rolni o'taydi. Harakatlar strategiyasining to'rtinchisi yo'naliishiga mos ravishda amalga oshirilgan mazkur tadqiqotda ijtimoiy strukturani rivojlantirishda ta'lim va fanni rivojlantirish, yoshlarga oid davlat siyosatini qo'llab-quvvatlash, chet tillarini chuqur o'zlashtirish, ko'zlangan maqsadga erishish borasida yangi innovatsion metodlardan foydalanish va ishlab chiqish, tillarning fanlarga integrallashtirilgan holda o'rganilishiga alohida e'tibor qaratilgan. Bu borada YUNESKO, Yevropa Kengashi, Ta'lim va Madaniyat bo'yicha Yevropa Komissiyasi tomonidan turli tashkilotlar, qo'mitalar, assotsiatsiyalar, ilmiy-tekshirish institutlari tashkil etilib, «CEFR»(«Common European Framework of References» – Umumevropa Darajalarga Tavsiyalar. Tillarni O'rganish, O'qitish va Baholash) tavsiyalarini yordamida ta'limning har bir bosqichida tilni o'zlashtirish jarayoniga zamonaviy yondashuvlar, uning samaradorligini takomillashtirib borish bo'yicha ilmiy tadqiqotlar olib borilmoqda.

O'zbekiston Respublikasi Birinchi Prezidentining 2012 yil 10 dekabrda qabul qilingan «Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida»gi PQ-1875-sonli qarori chet tillarini o'zlashtirishning tubdan yangi yo'naliishlarini belgilab berdi. Unga ko'ra: - chet tillarni o'rganishning mavjud tizimini o'zgartirish; har bir bosqich uchun xalqaro standartlarga muvofiq o'quv-uslubiy majmualar yaratish; - baholashning milliy tizimini xalqaro talablarga tenglashtirish, ta'lim tizimini muntazam takomillashtirib borish vazifalari va shu kabilalar. Shu tariqa zamon kun sayin ta'lim tizimi oldiga yangi-yangi vazifalar qo'ymoqda. Bugungi davr har qanday malakali ingliz tili o'qituvchidan ingliz tilini puxta bilishni talab etmoqda. Bu qaror 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, shu tillarda erkin so'zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish hamda buning negizida, ularning jahon tsivilizatsiyasi yutuqlari hamda dunyo axborot resurslaridan keng ko'lamda foydalanishlari, xalqaro hamkorlik va muloqotni rivojlantirishlari uchun shart-sharoit va imkoniyatlar yaratish maqsadini o'zida mujassamlashtirgan edi. Yaqin o'tmishta ingliz tilini o'qitishda asosan grammatikaga e'tibor berildi. O'qish va matnlar tarjimasiga, ba'zan esa bir xillikni biroz bo'lsa-da jonlantirish uchun «topik»larni yod olish hamda diktant yozishga juda ko'p vaqt ajratilardi va mazkur jarayon mashaqqatli mehnatni talab etardi.

Tajribamga tayangan holda ayta olamanki, bugungi shiddatli zamonda ingliz tilini o'qitishning ancha ommalashgan kommunikativ metoddan foydalanish ko'zlangan maqsadga erishishda yahshi natijalarni beradi deb o'ylayman. Zamonaviy texnika va texnologiyalarning rivojlanishi o'qitishning odatiy metodlari bo'lgan kitoblar vositasida o'rgatish, doimiy grammatik mashqlar, o'qish va tarjima qilish kabilarni chetga surib qo'ydi. Gumanistik metod oxir oqibatda butun jarayonga asoslangan kommunikativ metodning shakllanishiga olib keldi. An'anaviy grammatik-tarjima metodi til mahoratlarini shakllantirmaydi.

Til o'rganuvchi yuqori murakkablikdagi turli matnlarni o'qish va tarjima qilish mahoratiga ega bo'lsada, lekin u xorijiy tildagi bilimlarini hayotiy vaziyatlarda qo'llay olmaydi. Kommunikativ metod grammatik bilimlarni gapirish va yozish mahoratlari shaklida qo'llashga imkon beradi. Muhim vazifalardan biri lug'at boyligini ko'paytirish hisoblanadi. Lekin, yangi o'rganilgan so'zlar nafaqat passiv shaklda, balki aktiv shaklda ham saqlanishi lozim. Boshqacha qilib



aytganda, o'quvchi yangi so'zni tarjimasini bilibgina qolmay, uni o'zining nutqida hamda yozayotgan matnlarida ham qo'llay olishi kerak. Til mahoratlarini rivojlantiruvchi sodda mashq sifatida guruhdagi o'zaro kutilmagan, tasodify dialoglarni keltirib o'tish mumkin. O'quvchilar juftliklarga bo'linadilar hamda turli-tuman mavzularda muloqot olib borishga harakat qiladilar. Odatda o'qituvchi ularni kuzatib turadi qolaversa ularga suhbatning davomiyligini taminlash uchun yordam ham beradi.

Xulosa qilib aytganda, yangi so'zlarni o'rganishda kartochkalar yordamida mashqlar bajarish mumkin. Ularga yangi so'zlarni yozib, teskari tomoni ag'darib qo'yiladi va aralashtirib yuboriladi. O'quvchilardan biri chiqib kartochkani tanlab oladi va unda yozilgan so'zni aytmasdan, boshqa o'quvchilarga uni turli usullar yordamida ifodalab berishi kerak bo'ladi. Bu o'quvchiga yangi so'zni «his qilish»ga imkoniyatini beradi va o'zi ko'rsatib bergan vaziyat esida saqlanib qoladi. Rivojlanishning ma'lum bir bosqichida o'rganish jarayoniga ingliz tilidagi turli filmlarni kiritish mumkin. Ana shu ko'rilgan filmlar yuzasidan o'quvchilar bilan savol-javob ham olib borish mumkin. Filmlar vositasida o'quvchi ingliz tilni real, jonli vaziyatda tinglaydi, o'zlashtirgan bilimlarini amalda sinab ko'rish imkoniga ega bo'ladi. Ular o'quvchi uchun tilni yanada tezroq o'rganib olishga bo'lgan qiziqishni kuchaytiruvchi turtki bo'lishi ham bo'lishi mumkin.

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HOW TO IMPROVE PUPILS WRITING SKILLS.

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Annotation: This article reviews writing is an activity with many moving parts. A child must bring together vocabulary, grammar and mental processing, and then rely on the physical aspect of handwriting or typing out the words. That's why it requires ample practice and extensive exposure to language for kids to develop strong writing skills.

Key words: Writing, critical thinking, encourage reading, brainstorming, incentivize free writing.

Writing is intricately linked to critical thinking. It also has implications for performance across all areas of the school curriculum. Writing is how a child shows what he or she knows and what has been learned. Students need to be good writers in order to do well on exams, complete homework assignments and eventually compose longer essays and reports. For students to improve their English writing skills they need to practice as often as possible, learn how to type so they can write quickly on a computer, and be introduced to strategies that will help them develop their skills. **Encourage reading.** Good writers tend to be avid readers and there is a reason for this. The more a child reads, the more they will be exposed to new vocabulary in context and the more words they will learn. Once a word is part of their receptive vocabulary, it is a lot easier for it to make the transition into productive use (to the delight of parents and teachers who want children to “flex their vocabulary muscles” in writing). Reading also exposes kids to different ways of using words and a variety of sentence structures that they can use in their own writing. **Help them get started.** A blank page can be intimidating, even for the seasoned author. Children may do fine once they get started but you often need to help them get the first few words or sentences down. Ask them a thought provoking question, make a list or mind-map of ideas that relate to the topic they are writing about or work with them to organize an outline they can turn into a draft. Taking away the stigma of writing the perfect sentence is also key. Once they have some text to work with, it can always be re-shaped and revised. The trick is to encourage free writing from the start, in order to record whatever thoughts come to mind. They can always worry about revisions later.

Teach working in drafts. Brainstorming, putting ideas down on paper, ensuring the language and thoughts flow and revising for typos and errors are all different steps in the process of writing. Children need to understand that a perfect sentence doesn't just come out of nowhere, it develops through a back and forth process as the writer writes, reviews and revises his or her text. This is one reason it's helpful for kids to write on a computer as it saves erasing and allows children to make multiple attempts at getting their thoughts down, until they find the phrasing they want. Word processors also make it more efficient to reorganize longer pieces of writing, to help information flow better.

Ask parents to help outside of school. Kids learn to write through example. Completing an initial draft alone is sometimes important, particularly if the task requires sharing personal thoughts and experiences, but it also helps to have someone else there to review it. Parents can make a huge difference in how their children's writing skills improve by agreeing to read early drafts. Use the child's words to suggest optimized phrasing and/or help them pinpoint what they are trying to say through conversation. This makes it easier for the ideas to be written down. Allow the use of spell and grammar checks. It's easy to dismiss technology-use as being lazy, but spelling and grammar feedback can actually be extremely helpful for a child who is learning how to write or trying to improve. This is because sometimes there are multiple suggested corrections that force a child not only to notice the awkward phrasing or misspelled word, but to spend some extra cognitive energy thinking about how to correct it.

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BOSHLANG'ICH SINFLARDA O'QUVCHILARNING OG'ZAKI VA YOZMA
SAVODXONLIGINI SHAKLLANTIRISHDA ONA TILI FANINING AHAMIYATI.

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Annotatsiya: ushbu maqolamizda ona tili fani nafaqat yuqori sinflarda balki, boshlang'ich sinflar uchun ham juda muhim ekanligi haqida bat afsil ma'lumot keltirib o'tdik. Asosan nimalarga e'tibor berish kerak hamda qanday o'qitish lozimligi haqida ham aytib o'tdik.

Kalit so'zlar: ona tili, nazorat ishlari, og'zaki nutq, yozma nutq

Mustaqil O'zbekistonning ravnaqi uchun olib borilayotgan iqdisodiy-ijtimoiy, madaniy-ma'rifiy sohalardagi keng ko'lamli ishlari, jamiyat taraqqiyotini ta'minlash, uzluksiz ta'lif tizmini joriy etish, shuningdek, mustaqil fikr egasi, erkin va ijodkor shaxsni tarbiyalab voyaga yetkazishda ona tili fanining ahamyati juda katta hisoblanadi.

O'quvchilarni ona tili darslarida mustaqil, ijodiy fikrlashga o'rgatish, ular ongida ma'naviy-ma'rifiy inqilob hosil qilishga intilish lozim. Shuning uchun yangi dastur va darsliklarda Grammatik qoidalarni yodlatishdan voz kechish, ijodiy tafakkur tarzini shakllantirish, dars va mashg'ulotlarni o'quvchilarning nutqiy malakasini yuzaga keltirishga qaratish lozim hisoblanadi.

Ona tili ta'lifi oldiga qo'yilgan asosiy talab o'quvchi shaxsini fikrlashga, o'zgalar fikrini anglashga va shu fikr mahsulini og'zaki hamda yozma shaklda savodli bayon qila olishga ya'ni komunikativ savodxonlikni rivojlantirishga o'rgatishdan iborat. Shundan kelib chiqqan holda ona tili ta'lifi oldiga mukammal shakllangan, mustaqil fikrlay oladigan, nutq va muloqat madaniyatiga rivojlangan- savodxon shaxsni kamol toptirish maqsadi qo'yiladi. Buning uchun avvola boshlangich sifdanoq harakat qilish lozim hisoblanadi sababi bola ilk boshdan boshlangich sinfdagi ustozini taniydi va shung mehr qo'ya boshlaydi. Boshlangich sinf o'qituvchilari har tamonlama tashkilotchi hamda liderlik qobiliyati kuchli bo'lishini talab qiladi. Bo'sh o'zlashtiruvchi o'quvchilar bilan alohida iqdidorli o'quvchilar bilan alohida shug'illansa o'quvchilar ham yozma ham og'zaki nutqni egallab boradilar. O'quvchilarning og'zaki va yozma savodxonligini shakllantirishda asosan nazorat diktontlarni ahamiyat juda katta hisoblanadi. Sababi, o'quvchi diktant yozishda doimo ichki nutqqa asoslanadi. Yozish jarayonida o'quvchining nutq o'rganlari so'z uzvlari bilinar- bilinmas talaffuz qigan holda harflarga ko'chiradi. Ma'lum harflar tushirib qoldirilgan so'zlarni to'g'ri yozish talab qilngan mashqlarda ham o'quvchi so'zni avval to'raligicha ichida talaffuz qiladi va tushirib qoldirilgan tovushga muvofiq keladigan harfnini topadi. Shuning uchun ham o'quvchi tovush va harf munosabatini yaxshi bilishi kerak.

O'quvchi diktant yozishda so'zlarni tovushga ajratish va tovushni harflarga solishtirish ko'nikmasiga ega bo'ladi. Eng muhimi tovush va harflarni bir-biriga muvofiq keladigan va muvofiq kelmaydigan holatlar borligini ajratib oladi. Muvofiq kelmaydigan holatlarning sababini bilib oladi. Yozma savodxonlikni shakllantirishda nazorat diktantlarning o'rni va ahamiyati katta hisoblanadi. Og'zaki nutqni rivojlantirishda asosan, tez aytishlar aytdirish, maqol, matallarni yod oldirish va bularni musobaqa tarzda tashkil qilinsa samarali ta'sir ko'rsatadi. Bashlangich sifda asosan qiziqarli ertaklarni ro'lli qilib tashkil qilinsa ham o'quvchilarning og'zaki nutqi rivojlanadi bundan tashqari o'quvchilarni eslab qolish xotirasi yanada mustahkamlanadi. Bundan tashqari darsliklarda berilgan she'rlarni yod olish natijasida suxondonlik qobilyatlari rivojlanadi buning uchun ifodali she'r aytish musobaqasini ham har chorak oxirida tashkil qilib borish talab qilinadi. O'quvchi o'z nutqini til birliklari yordamida ifodalaydi. Shuning uchun til birliklarini o'rgatish lozim hisoblanadi. Til fikrni shakllantirish va uni yuzaga chiqarish biravga yetkazish uchun imkoniyat sifatida o'quvchining ongida mavjud.

Ona tili mashg'ulotlari faqat nutqni egallash yo'llarini emas, balki undan foydalanish madaniyatini ham tarbiyalaydi. Nutq madaniyati juda katta va keng soha bo'lib, u bolaning kundalik salom-aligidan tortib, kimga, nimani, qacho, qayerda va qanday so'zlashgacha bo'lgan barcha nutqiy jarayonlarni o'z ichiga oladi. Bu madaniyat sirlari ham avvolo ona tili mashg'ulotlarida – til hodisalarini o'rgatish jarayonida singdiriladi.



Xulosa qilib shuni aytishimiz mumkinki, ona tili mashg'ulotlari bolalarda ijodiylik, mustaqil fikrlash, ijodiy fikr mahsulini nutq sharoitlariga mos ravishda og'zaki va yozma shakllarda to'g'ri, ravon ifodalash ko'nikmalarini shakllantirish va rivojlantirish, til sezgilarini tarbiyalashga xizmat qilmog'i lozim.

Foydalangan adabiyotlar:

1. 1. Xalq ta'lim jurnali 2005, 3-son, 76-78-bet
2. A. G'ulomo'v Ona tili o'qitish metodikasi



INGLIZ TILI O'QITUVCHILARINING INNOVATSION FAOLIYATIDA ZAMONAVIY YONDASHUV

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Annotatsiya: Ushbu maqolada ingliz tili o'qituvchilarining innovatsion faoliyatida zamonaviy yondashuv o'quvchining ingliz tili muhitida muloqot qilish imkoniyati mavjudligi va o'qitilayotgan tilni kontekstlarda qo'llay olishlari haqida ma'lumotlar berilgan.

Kalit so'zlar: innovatsion faoliyat, zamonaviy, o'quvchi, muloqat, erkin, dars

Bugungi globallashuv davrida ingliz tilini bilish g'oyat muhim ahamiyat kasb etadi. Bu jahon sivilizatsiyasi yutuqlaridan bahramand bo'lish, ingliz adabiyotlarni o'qib-o'rghanish, o'z navbatida, mamlakatimizni dunyoga yanada kengroq tanitishga xizmat qiladi. Mamlakatimizda ingliz tilini o'rgatishga e'tiborning kuchayishi biz, o'qituvchilarga katta mas'uliyat yuklaydi. Darslarni iloji boricha oson, shu bilan birga, esda qolarli tarzda o'tishimiz zarur. Bu boroda bizga "Kid's English" darslik majmuasi g'oyat qo'l kelmoqda. Uning o'quvchi kitobi, o'qituvchi uchun qo'llanma va multimediali diskdan iboratligi barcha uchun qulaydir. O'quvchini to'g'ri talaffuz qilishga majburlash yoki grammatik xatosini to'g'rilash bilan til o'rgatib bo'lmaydi. Shu bois darslarni muloqot tarzida, ko'proq mashq, o'yin uslubida olib boryapmiz. Bu darslarda bosh maqsad bolalarda lug'at boyligini shakllantirish yoki grammatika qoidalaridan to'g'ri foydalanishga erishish emas. Asosiyasi – bolalarning ingliz tilida so'zlashishni, undan keyin erkin muloqot qilishni o'rganishidir. Darslar ingliz tilida o'tiladi, bolalar zarur so'z va iboralarni tabiiy tarzda eslab qoladi va grammatikani o'zlashtirib boradi. Mashg'ulotlarda sinfni ikki guruhg'a ajratgan holda olib borilayotgani, har bir o'g'il-qiz bilan individual shug'ullanish, fanni tez o'zlashtirishga xizmat qilmoqda. Ingliz tilini o'qitishda og'zaki nutqni rivojlantirish muhim va dolzarb xisoblanadi. Sababi til o'rganuvchi birlinchi bo'lib, qayerga bormasin horijliklar bilan muloqot og'zaki nutq orqali amalga oshiradi. Og'zaki nutqni rivojlantirishda esa savol javob metodikasining roli muhim ahamiyat kasb etadi. Savol berish va javob bera olish uchun esa til o'rganuvchi ma'lum grammatik savodhonligiga va leksik til boyligiga ega bo'lishi lozim. Shunday bo'lsa-da, bolaning har bir tilni o'zlashtirganlik darajasi (kompetensiyasi) boshqalaridan o'sha tilni qo'llash ehtiyoji va atrof muhitga bog'liq holda farq qiladi. Bugungi kunda ko'plab tadqiqotlar natijalariga ko'ra, ingliz tilini bolalikda o'rgatish tegishli metodlar va yondashuvlar bilan olib borilsa, muvaffaqiyatlari natijalariga erishiladi. Biroq bunday yutuqqa faqatgina o'quvchilarning o'rganganlik darajasiga muvofiq bo'lgan til o'qitish metodlari va o'qitish materiallarini qo'llaganda erishsa bo'ladi. Tilni o'rganishda taqdim etiladigan har bir material ma'noli bo'lishi va mavzular bir biri bilan bog'langan va, zarur bo'lsa, bola boshqa darslarda o'rgangan boshqa narsalar bilan bog'langan bo'lishi lozim. Bunday holda ingliz tili o'qituvchilardan berilgan sinfga dars beradigan boshqa o'quvchilar birga hamkorlikda ishlashlari va rejalarini birga tuzishlarini taqozo etiladi. Shu nuqtai nazardan, o'rgatish jarayonida o'qitishning o'quvchilar to'g'ridan to'g'ri qatnashadigan kognitiv, lingvistik va ijtimoiy rivojlanish darajalari va faoliyatlariga mos keladigan mazmun-vazifaga asoslangan modellaridan va ertaklar, qo'shiqlardan foydalansa bo'ladi.

Ingliz tili darslarida qo'llaniladigan didaktik o'yinlar o'quvchilarning tafakkuri, xotirasi va tahlil qilish qobiliyatlari o'stirib boradi va til o'rganishga bo'lgan qiziqishni shakllantiradi. Ingliz tili darslarida "Davom ettir" didaktik o'yinidan foydalanish jarayoniga to'xtalib o'tsak. Ushbu didaktik o'yinni qo'llash uchun o'qituvchi tomonidan o'quvchilarga tarqatmalar oldindan tayyorlab qo'yiladi. Masalan boshlang'ich sinflarda son, raqamlar o'rgatilganda foydalanish mumkin. O'quvchi 1,2,3 ..; 7,8,9.. yozilgan kartochkani avvaldan tayyorlaydi. Uni qo'liga olgan o'quvchi kartochkadagi raqamdan keyingi raqamni, sonni aytish uchun sanashda davom etadi. O'quvchi tomonidan bajarilgan topshiriq tekshiriladi va to'g'ri bajargan o'quvchilar rag'batlantiriladi. Demak, ingliz tili darslarida qo'llaniladigan ta'limiylar o'yinlar – dars jarayonida o'quvchilar hamda o'qituvchi o'rtasidagi faollikni oshirish orqali o'quvchilar tomonidan bilimlarni o'zlashtirishini jadallashtirish, shaxsiy sifatlarini rivojlantirishga xizmat qiladi. Daslarda didaktik o'yinlarni qo'llash dars samaradorligini oshirishga yordam beradi.



2-didaktik o‘yin “Ortiqchasini top” deb ataladi. O‘qituvchi berilgan so‘zlardan mavzuga mos bo‘limgan ortiqcha so‘zni topishni so‘raydi. Mavzu “Friuts”. banana, tomato, peach, apple, pear.

3-didaktik o‘yin “O‘rnini top” deb ataladi. Bu o‘yinni o‘tkazishda o‘qituvchi tushirib qoldirilgan so‘zlarni berilgan gapda o‘z o‘rnini topib qo‘yishni aytadi.

Masalan: I like to read English.... . She cleans... room. Words: read, reads, reading, hers, her, our...

Shunday qilib, ingliz tili o‘qituvchisi innovatsion faoliyatida ilg‘or, sermahsul ijodiy shaxs, keng qamrovli qiziqish, ichki dunyosi boy, pedagogik yangilikka o‘ch shaxs sifatida namoyon bo‘ladi. O‘qituvchining innovatsion faoliyati voqyelikni o‘zgartirishga, uning muammolari va usullarini yechishni aniqlashga qaratilgandir. Demak, o‘qituvchi va tahsil oluvchi o‘rtasidagi “subyekt-subyekt” munosabatlari yangi muloqot namunasi sifatida o‘zgarishi innovatsion faoliyat shartlaridan biridir.

Xulosa qilib aytganda, bugun mo‘jazgina partalarda o‘tirgan, bir-biriga navbat bermay ingliz tilida so‘zlashayotgan bolalar ertaga jamiyatimizning hal qiluvchi kuchi bo‘lib hayotga kirib keladi. Chet ellardagi tengdoshlari bilan erkin muloqot qila oladi. Zamona viy bilim va kasblarni puxta egallab, mamlakatimiz taraqqiyotiga xizmat qiladi.

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THE IMPORTANCE OF TEACHING ENGLISH IN PRESCHOOL EDUCATION

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Annotation: The article proves the importance of teaching English to preschool children; gives some tips for teaching English to young learners.

Key words: kindergarten, children, sing songs, memory, activate, abilities, using

It is no secret that teaching English to children is very difficult. They quickly get tired, get distracted, and the academic style of work is not suitable here. It is difficult to attract children's attention with text tasks. It is much better to conduct classes, where you can run around, sing songs, and listen to fairy tales. The game uses the active imagination of children, and through imagination it is easier and more reliable to activate their memory. Preschool children have a very concrete and literal thinking capacity. They do not think figuratively as older kids or adults do. They also do not have reasoning capabilities yet. At this age, kids love to explore and touch, feel, smell, taste, watch and wonder about everything around them. At the same time, the logical abilities of their thinking will gradually develop. It helps to use bright objects, pictures and drawings. When teaching children English, keep in mind that they think specifically and tend to understand everything literally. If you need to give general provisions or concepts, they must be specified by some example, illustration, etc. Preschool children build their speech mainly using simple sentences. There fore, your story should avoid long, complex phrases. The greatest benefit when working with children will bring classes with funny poems, counting books, songs. Funny for children not in content, but in rhyme, rhythm and sounds! It is desirable that they were illustrated with colorful pictures. Preschoolers learn "pre-skills," which lay the groundwork for the future. Through their playing, singing and learning, preschoolers gain skills that ultimately help them learn to read, write, build their math and science skills, and become successful students.

Children are able to remember words well. They are easy to read. Please note that preschool children usually read English words from memory and do not remember the rules of reading. Grammar, especially the tenses of verbs, is useless to explain to kids, it is better to limit yourself to prepositions and articles. Children of preschool and primary school age are happy to engage in conversational speech. Short stories and dialogues are suitable here, preferably illustrated or voiced. To help English teachers who work in the kindergarten with the hard work of teaching English to children, we advise to try to collect everything that can be useful to a parent, teacher or educator in the education of preschool children: fairy tales in English, English poems, songs, stories, tongue twisters, counting books, English in pictures, children's games and much more. You can use all these materials to teach English to children in an easy, fun way. If the attention of an adult can be safely held from 90 to 120 minutes, in preschool children it fades after 25 minutes. What can a child under 7 really learn? It is not difficult for children to remember words and start using them in spoken language. Psychologists divide educational games for children into situational, competitive, rhythmic-musical and artistic. Situational games are well-known role-playing games that simulate various typical life situations. Competitive games (crosswords, riddles, Board games, team execution) are used to master vocabulary and grammar. Rhythm and music games include round dances, songs, and dances that help develop phonetic perception and speech melody. Art games are at the intersection of play and creativity — crafts, applications, drawing, staging scenes, writing fairy tales, etc. Perhaps the most justified and effective way to learn a foreign language for children 4-6 years old.

At preschool age, the start of learning a foreign language can be successful with a properly organized approach. During this period, children have very well-developed play activity. Kids can be carried away by role-playing games, theater productions, learning songs and poems in early development schools. However, you should be extremely attentive to your kids. If a child



does not have the motivation and desire to learn a foreign language — it is better to postpone this matter to a more Mature age, so as not to discourage the desire to learn English in the future. From the age of 5-6 years — a time when a child is already actively communicating with their peers, has a good vocabulary of their native language, can listen to the interlocutor and answer their message or question. Children remember new words well, can consciously execute simple commands, tell poems and sing songs. Children can concentrate their attention, however, the lesson should not exceed 25-30 minutes. Every lesson with children of this age should be interesting, full of active actions and exciting. Children like it when you are interested in their own achievements. The material should always be interesting for children. Play with children, read children's stories, watch cartoons, listen to children's melodies all this will be a huge plus for the child. The material to be studied should be exciting, bright, and colorful. This is the only way children will be happy to continue their education.

In conclusion, we can say, that, it is not necessary to demand much from children at preschool age, create a favorable learning environment for them, where they would be interested in learning English — this is the first and most important thing to focus on.

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UMUMIY O'RTA TA'LIM MAKTABLARIDA INGLIZ TILI VA ADAIYOTI FANI DARSLARIDA LUG'AT O'RGATISHNING AXAMIYATI VA YO'LLARI

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Annotatsiya: Ushbu maqolada ingliz tili va adaiyoti fani darslarida lug'at o'rgatishning axamiyati va yo'llari, o'zbek va chet el tilshunoslarining til o'rganishda so'zning o'rni borasidagi fikrlari va leksik mashqlardan namunalar berilgan.

Kalit so'zlar: reproduktiv, tinglash, ko'rish, o'qish, yozish, leksik, metod, strategiya, retseptiv, kompyuter texnologiyalari.

Hozirgi kunda xorijiy tillarni o'rganish zamonamizning asosiy talablaridan biri. Buning uchun davlatimiz prezidenti Sh.M. Mirziyoyev tomonidan juda ko'p shart sharoitlar, imkoniyatlar yaratib berilyapti. Xorijiy tillarni o'rgatish va o'rganishni kuchaytirishga doir bo'lgan bir qator qaror va farmonlar qabul qilinib, amalda joriy etilyapti. Ammo til o'rganish va o'rgatish oson jarayon emas. Istalgan xorijiy tilni o'rganishda inson turli xil qiyinchiliklarga duch kelishi tabiiy. Shuni aytish joizki, ingliz tilida mavjud bo'lgan so'zlarni o'rganish va ularni og'zaki nutqda qo'llash doimo qiyinchilik tug'diradi. Chunki o'quvchilar, talabalar dars davomida juda ko'p so'zlar bilan tanishadi, o'rganadi ammo istalgan mavzuda darslar davomida o'rgangan so'zlaridan foydalanib mustaqil va ravon gapira olmaydi. Negaki, ular yangi tanishgan so'zlarni amalda qo'llamaydi, darsdan tashqari paytlarda bir-birlari bilan chet tilida muloqot qilmaydi va natijada o'rganganlarini unitib yuborishadi. Hozirgi kunda abuturenlar ham ingliz tili lug'atini o'rganishga u qadar e'tibor qaratishmaydi. Ularning juda ko'pchiligi ingliz tili grammatikasini o'rganish bilan cheklanib qolgan. Mana shunday kamchiliklarni bartaraf qilish maqsadida ingliz tili darslarida lug'at o'rgatishning turli xil ta'lif metodlaridan, strategiyalardan foydalilanadi. Ingliz tilini o'rganishda so'z boyligini oshirish juda dolzarb bo'lganligi uchun, ingliz tili darslarida lug'at o'rgatishning samarali yo'llari ya'ni metodikasi juda ko'p tilshunos olimlar tomonidan o'rganilgan, turli ilmiy izlanishlar olib borilgan. O'zbek tilshunosi O.Mo'minov o'zining "Ingliz tili leksikaligi" J.Jalolov, G.T. Maxkamova Sh.S. Ashurovlarning hamkorlikda yozgan "Ingliz tili metodologiyasi kabi asarlarida ingliz tilida lug'atning o'rni, yosh avlodga nimalar o'rgatilishi kerak, lug'at o'rgatishning strategiyalari va amaliy yo'llari haqida juda ko'p ma'lumotlar keltirilgan. Mazkur mavzu chet el tilshunos olimlari Penny Ur, M.Light Bown, Scott Thornbury, Norbert Schmitt va boshqa ko'plab ingliz tilshunoslari tomonidan o'rganilgan va ular tomonidan mazkur mavzuga doir kitoblar yaratilgan. Lado R, Fries C larning "Lessons in vocabulary" deb nomlanuvchi asarlarida insonlar kunlik hayotida 400-500 dan foydalanib muloqot qilishi, o'qimishli shaxs esa o'z fikrlarini yozma va og'zaki nutqda ifodalay olishi uchun 3000-5000 so'zdan foydalanishi kerak ekan. Oddiy bir shaxs o'qiy va tinglay olishi uchun 3000-5000 dan ortiq so'zdan, mashhur yozuvchi va shoirlar esa 20000-25000 so'zdan foydalanishiga to'g'ri kelarkan. Shunday ekan yangi so'zlarni o'rganish har qanday tilni o'rganishning asosiy poydevori hisoblanadi.

Hozirgi kunda kompyuter texnologiyalaridan foydalangan holda o'quvchilarning chel tilini tinglab tushinish, o'qib tushunish, yozish va gapirish ko'nikmalarini rivojlantirish til o'rganishning asosiy aspektlari hisoblanadi. O'quvchilarning lug'at boyligini oshirish maqsadida ingliz tili darslarida innovatsion texnologiyalaridan foydalangan holda quyidagi leksik mashqlardan foydalanish mumkin:

a) Leksik birliklami tinglash mashqlari: 1.So'zni tinglash va tovush tarkibini o'rganish(so'z gapda va yolg'iz taqdim etiladi). 2.Muallim chet tilida nomini aytayotgan narsani ko'rish. 3.Muallim chet tilida aytayotgan harakatni bajarish. 4.oldin o'rganilgan so'zga ma'no jihatidan mos keladigan so'zning tovush tarkibi tinglab, tahlil qilish. 5.Yangi so'zni mavzuga oid boshqa so'zlar orasidan tinglaganda tanib olish.

b) Leksik birlikni ko'rish mashqlari: 1.so'zlarni alfavitartibida yozish. 2.So'z so'zlarni harfiy



tahlil qilish. 3. Tushirib qoldirilgan harf/harf birikmasini qo‘yish. 4.Muayyan o‘qish qoidasini namoyish qiluvchi so‘zlarni o‘qish. 5.qo‘shma so‘z/so‘zlarni ajratib yozish.

c) Leksik birliklami aytish va yozish mashqlari: 1. Ko‘rib turgan narsalar nomini chet tilida aytish va yozish. 2. Rasmga oid ma’lum so‘zlarni chet tilida aytish va yozish. 3.Berilgan mavzuga taalluqli so‘zlarni aytish va yozish. 4.So‘zni qo‘llab og‘zaki va yozma gaplar tuzish. 5.Harakat, hodisa va narsani sharhlab berish.

d) Retseptiv/reproduktiv leksik mashqlar: 1.Muallimga taqlidan so‘z/so‘z birikmasini yoki gapni takrorlash. 2. Muallim aytgan so‘zni so‘z birikmasida gapda qo‘llash. 3.aytib turilgan materialni yozish va qaytarish. 4. Gapda matndan tanish/notanish so‘zlarni topish. 5.Gapni kengaytirish (boshi va oxiriga so‘zlar qo‘shish).

Xulosa qilib aytganda chet tili darslarida faqat grammatikani emas, balki, lug‘at o‘rgatishni kuchaytirish ham muhim ahamiyat kasb etadi. O‘quvchilami faqatgina grammatik bilimlar bilan cheklash chet tilida ravon gapirish imkonini bermaydi.

Mashhur tilshunos David Wilkins aytganidek: “if you spend most of your time studying grammar, your English will not improve very much and you will see most improvement if you learn more words and expressions. You can say very little with grammar but you can say almost anything with words!”

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INGLIZ TILINI O'QITISHDA AKTNING O'RNI

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Annotatsiya: Ushbu maqolada ingliz tilini AKT orqali o'qitish o'quvchilarni qiziqtirish va rivojlantirish uchun darsda kitob sifatida video, audio, qo'shiqlar, kompyuter dasturlar hamda qiziqarli o'yinlar tilni o'rgatishda va o'qitishda eng muhim omillaridan biri hisoblanishi haqida ma'lumotlar berilgan.

Kalit so'zlar: AKT, qiziqish, o'qitish, interfaol, metod, ko'nikma, yangicha

Hozirgi zamon o'qituvchisining asosiy fazilatlaridan biri - o'z kasbiga sadoqatliligi, g'oyaviy e'tiqodliligi, iymonliligi, bolajonliligi, o'z fanini mukammal bilishi va sevishi kabi xislatlari orqali boshqa kasb egalardan ajralib turadi. O'zbekiston Respublikasi Birinchi Prezidentining 2012-yil 10-dekabrdagi "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida" gi qarori chet tillarini o'ganish imkoniyatlarini kengaytirdi va mamlakatimizda chet tillarni o'qitishga, o'rganishga bo'lgan e'tibor yanada kuchaytirdi. Yurtimizda chet tillarni o'qitilishi yangicha bosqichi, yangucha davri boshlandi. Ingliz tili darslarining o'qitilishi jarayonida ilg'or pedagogik texnologiyalarni, interfaol, innovatsion usullardan, kommunikativ-axborot vositalaridan foydalanish talab qilinmoqda. Ma'lumki, ingliz tili to'rt xil bilim ko'nikmasini qamrab olgan holda, ya'ni (o'qish, yozish, tinglash va gapirish)ga bo'linadi. Bu aspectlarning har biri bo'yicha malakali pedagog mahoratiga ega bo'lgan o'qituvchilar o'quvchilarga tushuncha va ko'nikmalar bermoqda. Keyingi yillarda ingliz tili darslarini o'tishda zamonaviy-axborot texnologiyalardan, innovatsion usullardan foydalanish talab qilinmoqda. Kompyuter asri o'qituvchilarning ishini ham ma'lum darajada yengillashtirdi. Endi o'qituvchilar uchun didaktik ko'rgazmali qurollar, audio materiallarni tayyorlash muammo emas. Ushbu talablarni inobatga olgan holda o'quv binolari lingafon xonalar, video uskunalari, stendlar, elektron doska va yangi axborot kommunikativ texnikalar bilan jihozlandi. Bu jihozlar orqali dars vaqtini tejash va o'quvchilarning yanada ko'proq hamda samarali bilim olishlariga imkoniyat yaratib berilmoqda. Bundan tashqari ingliz tilini kompyuter orqali o'rgatishda ma'lumotlarni matnli, tasvirli, ovozli va video ko'rinishida yetkazib berish o'quvchi xotirasida yaxshiroq saqlanishi isbotlangan. Bu jarayonda quydagilarni amalga oshirish mumkin: 1. O'quvchilar kompyuterlardan foydalanish jarayonida ingliz tilidagi dialoglarni, qisqa video roliklarni, multfilm yoki kinolarni bir vaqtning o'zida ko'rishi va eshitishi; 2. CD pleyerlardan foydalanishi; 3. Turli bilim savyasiga ega o'quvchilarga elektron testlar berilishi va x.k.

Bunday texnik vositalaridan foydalanish o'quvchilarning ingliz tilini o'rganish jarayonini qiziqarli va samarali bo'lishini ta'minlaydi. Bu jarayonda o'quvchilardan bir paytning o'zida so'zlovchining grammatik qoidalarga rioya qilganligini, talaffuzini, so'z boyligi va uning ma'nolariga e'tibor berishi talab qilinadi. Axborot texnologiyalar vositalari til o'rganishda qator qulayliklar va natijalarni beribgina qolmay, bu yangilanish davridagi ta'lim jarayonida o'quvchi o'qituvchi bilan hamnafas bo'lib faoliyat ko'rsatadi va ikkala sohada bilimini oshirishga erishadi. Demak, axborot texnologiyalarning ta'lim tizimiga jadal kirib borishi nafaqat ingliz tilini o'qitishda, balki barcha darslarni o'zlashtirishda dars o'tish uslubini kengaytirib, o'tilayotgan darslarning sifatini oshirib boradi. Shunday qilib zamonaviy pedagogik texnologiyada axborot texnologiyalaridan kengroq foydalanilsa, o'quvchilarga ingliz tilini o'rgatishning samaradorligi yanada oshadi. Ingliz tilini o'rganishda axborot texnologiyalaridan foydalanishning afzallik tomonlari bo'lishi bilan birga, bir nechta qiyinchilik jihatlari ham yo'q emas. Masalan, o'qituvchi dars jarayonining eng muhim joyiga kelganda internet tarmog'ining o'chib qolishi yoki sekin ishlashi, albatta, dars o'tish sifatiga ta'sir qiladi hamda o'quvchilarning diqqati sussayadi. Yoki yana bir holatlardan biri, kompyuter bilan bog'liq texnik muammolar yuzaga kelganda, o'qituvchining muammoga yechim topolmasligi kabilardir. Bunda albatta o'qituvchining pedagogik mahorati qo'l kelib, vaziyatni qiyin holatdan olib chiqishi mumkin. Maktab yoshidagi o'quvchilar uchun kompyuterda til o'rganish uchun ko'proq Word va PowerPoint dasturlari muvofiq va qulaydir. Misol uchun, zamon mavzusini Wordda jadvallar ko'rinishida, PowerPointda



esa turli rasmlar bilan slayd ko‘rinishida tushuntirish o‘quvchilarga qiziqarlidir. Shu bilan bir qatorda o‘quvchilarga ham ushbu dasturlardan foydalanib uyg vazifalar tayyorlash vazifa qilib topshirilishi ularning tanqidiy fikrlash va ijodkorlik mahoratlarining shakllanishiga turtki bo‘la oladi. Bundan tashqari, o‘quvchilar til o‘rganishda kompyuterda turli kinofilmlar,multfilmlar, tokshou va teledasturlarni subtitiri bilan tomosha qilishlari natijasida talaffuzlari shakllanadi. Shuningdek, bu usul yordamida ular yangi so‘zlar bilan lug‘at boyligini ham oshirishadi. Bunda ularning gapirish va eshitish malakalari yaxshilanadi. Video rolik metodidan foydalanish ham yahshi natija beradi. Video rolik orqali eshitish qobiliyati, yodda saqlash qobiliyati ,o‘qish qobiliyati ,talaffuz qilish qobiliyati, imloviy qobiliyati yaxshilanadi. Natijada bola bir vaqtning o‘zida ham til o‘rganadi ham ko‘rsatuvlar ko‘radi , ular sevgan qahramonlari bilan birgalikda til o‘rganadilar . Bu metod bolalar uchun juda qiziqarli.

Xulosa o‘rnida shuni aytish kerakki, ingliz tilini o‘rganishga ehtiyoj yuqori bo‘lgan bir davrda, ta’lim jarayonida zamонавиу axborot texnologiyalaridan, innovatsion ta’lim texnologiyalaridan unumli foydalanib bu jarayonni samarali bo‘lishi uchun hammamiz birdek yondashmog‘имиз lozim. Chunki innovatsion ta’lim texnologiyalari samaradorligi jihatdan ularni ta’lim jarayonlarida aniq va sifatli foydalanish natijasida yuzaga keladi. Shuningdek, ingliz tilini o‘qitishda yangi g‘oyalar, texnologiyalardan foydalanilgandagina kutilgan natijaga erishish mumkin bo‘ladi.

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ONA TILI DARSLARINI O'QITISHDA METOD TANLASH USULLARI

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Annotatsiya: Biz ushbu maqolamizda ona tili fanini o'qitishda metod tanlashda nimalarga e'tibor qaratish lozim hamda qanday tanlanadi metod shular haqida batafsil yoritib o'tdik.

Kalit so'zlar: ta'lif, ona tili, metod, o'quvchi, o'qituvchi, tanlangan metod

Ona tili darslarining samaradorligi asosan o'qituvchining o'qitish metodlarini mukammal bilishi, metodni to'g'ri tanlay olishi va ularning har birini o'z o'rniда qo'llay olishiga bog'liq. „Ona tili” fanini o'qitishning samaradorligi juda ko'p omillar bilan chambarchas bog'langan. Shubxasiz o'quvchilarning psixologik xususiyatlari va o'quv imkoniyatlarini hisobga olish, ona tili ta'limentary mazmuni va maqsadiga muvofiq keladigan topshiriqlar tizmi hamda metodlarni to'g'ri belgilash, o'qituvchi va o'quvchi o'rtasida pedagogik hamkorlikning o'rnatilishi, darsda ishga solinadigan vositalarning maqsadga muvofiq tanlanishi singarilarning barchasi samaradorlikni ta'minlashda juda katta ahamiyatga ega hisoblanadi. O'quvchilarga ona tildan bilimlarni tayyor holda bayon qilish seunum metod sanalmaydi. Chunki bilimlar o'qituvchi tomonidan tayyor holda berilar ekan, o'quvchi shu jarayonning ishtirokchisiga, tinglavchisiga va faqat andozaga qarab harakat qiluvchisiga aylanib qoladi.

Ona tili o'qituvchilari ta'lif metodlarini tanlashda juda ko'p qiyinchiliklarga duch keladilar. Ayrim o'qituvchilar ma'lum bir metodga ortiqcha baho berib, ikkinchisini e'tibordan chetda qoldiradilar, ba'zilari har bir metoddan bir shingil olishga urinadilar. O'qituvchining ko'pchilik qismi ta'lif metodini tasodifiy tanlaydilar. Shunday ekan o'qituvchi ta'lif metodini tanlashda quydagilarga amal qilishi lozim.

1. Tanlanayotgan metod o'rganiladigan til materiali mazmuniga muvofiq kelishi, mavzuning murakkablik darajasi. Agar mavzu hajm jihatdan katta va murakkab bo'lsa, tushintirish, namoyish etish metodini muommoli ta'lif metodi bilan qo'shib olib borish maqsadga muvofiqdir.

2. Tanlanayotgan metod ona tili ta'limentary asosiy maqsadi va o'rganilishi ko'zda tutilgan mavzuning xususiy maqsadiga muvofiq kelishi shart. Ona tili darsida yangi mavzu o'rganiladigan bo'lsa, o'tilganlarni xotirada tiklash orqali o'quvchilardan ijodiylikni talab qiladigan topshiriqlarga ko'proq e'tibor berish lozim hisoblanadi.

3. Tanlanayotgan metod o'quvchining o'zlashtirishini, mustaqil ishslash darajasini, yosh va shaxsiy xususiyatlarni ham hisobga olish lozim. O'quvchilarning real o'quv imkoniyatlaridan kelib chiqib, bir vaqtning o'zida bir necha metoddan foydalansa bo'ladi. Masalan, o'quvchilar tomonidan bilimlarni mustaqil egallash jarayonida o'zlashtirishi bo'sh o'quvchilar uchun qayta xotiralash va qisman izlanuvchanlik metodlaridan foydalanilsa, o'zlashtirish darajasi yuqori bo'lgan o'quvchilar uchun ko'proq izlanuvchanlik metodidan foydalanish maqsadga muvofiq hisoblanadi.

4. Ona tili darsida qo'llaniladigan metod mavzulararo, bo'limlararo va fanlararo bog'lanishlarni ham hisobga olish lozim. Chunki „jarangli va jarangsiz undoshlar” mavzusini o'rganish jarayonida o'quvchilar bir vaqtning o'zida ham jarangli va jarangsiz tovush ustida ish olib boradilar, har bir so'zga ma'nodosh, uyadosh qarama-qarshi ma'noli so'zlar izlaydilar. Bunday holatlarda bilimlar xotirada tiklash izlanuvchanlik metodlari bilan qo'shiladi. O'quvchilarning orfografik, orfoepik va punktuatsion malakalari ustida ishslash ma'lum bir bo'lim doirasida cheklanmaydi. Bu malakalar deyarli har bir ona tili mashg'ulotida takomillashtiriladi. Qo'llanadigan metod ona tili darslari zimmasiga yuklatilgan bu vazifani muvafaqiyatli amalga oshirishga xizmat qiladi.

Ta'lif metodi ona tilidan beriladigan bilimlarning manbaiga ham bog'liq. Agar o'quvchi bilimlari o'qituvchining jonli so'zidan oladigan bo'lsa, tushuntirish- namoyish etish metodi o'quvchilarning mustaqil izlanishi bilan qo'shiladi, agar bilim berilgan topshiriqlarni bajarish asosida o'rganiladigan bo'lsa, asosan, o'quvchi faoliyati bilan bog'liq metodlarga murojaat qilinadi. Tanlanayotgan metod o'quv materialini o'rganish uchun ajratilgan vaqt va o'qituvchining



imkoniyatlariiga ham muvofiq kelishi lozim. Mavzuni o‘rganishga ajratilgan vaqt oz bo‘lsa, o‘quvchilarning izlanishiga asoslangan metodlarni qo‘llash imkoniyatlari ancha chegaralanadi.

Xulosa qilib shuni aytishimiz mumkinki, bugungi kun talabi bilan yondashsak ona tili fani o‘qituvchilaridan katta masulyatni talab qilib kelinmoqda. Dars jarayonida har bir o‘qituvchi o‘quvchilarni o‘z faniga qiziqtira olishi, bundan tashqari har bir darsni qiziqarli va samarali tashkil qilishi lozim. Turli xil metodlar yordamida shu asosida aniq maqsadga erishish mumkin hisoblanadi.

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THE USE OF DESIGN WORK IN TEACHING FOREIGN LANGUAGE IN ENGLISH CLASSES

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Abstract: This article focuses on the study of foreign languages in our country, and as a result, a great deal of attention is paid to the development of English language and gives the younger generation plenty of opportunities for good communication in foreign languages.

Key words: education, foreign languages, educational institution, knowledge, students, historical places, communication, foreign people, English, French, German, Japanese, Korean, Russian.

In the education of a harmoniously developed generation, along with their native language, foreign languages are of great importance. Learning English, French, German, Japanese, Korean, Russian and other languages serves as a bridge between peoples. The Decree of the President of the Republic of Uzbekistan "On measures to further improve the system of studying foreign languages" substantiated the relevance and importance of knowledge of foreign languages in the world community.

Learning foreign languages is very vital in education places . From the 2015-2016 academic years, a foreign language is introduced into the block of entrance tests in higher educational institutions, which increases the responsibility of teachers of academic lyceums and professional colleges. The teachers of our country have an important task - the development of new optimal teaching and learning complexes for teaching English.

In recent years, foreign language teachers have gained considerable independence in the choice of teaching aids, creative understanding of the content and ways of implementing program requirements. The greatest interest in lyceums and colleges, in our opinion, is the analysis of the so-called project work, as well as tasks, exercises that are interactive in nature (aimed at the interaction of students).

Project work is a work independently planned and implemented by students, in which speech communication is organically work into the intellectual and emotional context of other activities (games, questionnaires, issues of the magazine, search activities, etc.).

Thus, it allows one to realize inter-subject relationships in teaching a foreign language, expand the "narrow space" of communication in a group, and make extensive reliance on practical activities. Work on a project is a creative process. By the help of this activity students feel responsibility doing on their activities .

Students, interacting with each other, are engaged in the search for a solution to a problem that is personally significant for them. This requires students in the vast majority of cases to independently transfer knowledge, skills and abilities to the new context of their use. Therefore, it is safe to say that students develop creative competence as an indicator of communicative knowledge of a foreign language at a certain level. At the same time, in the educational process, a situation is created in which students use a foreign language is natural and free, such as it appears in their native language

- selection and wording of the project topic, collection of information;
- discussion of the first results and refinement (discussion) of the final results of the work, the search for new, additional information in various operating modes (individual, paired, group);
- discussion, i.e. discussion of new information and its documentation (design); Summing up and presentation of the project.

The number of steps - stages from the adoption of a project idea to its presentation depends on the degree of its complexity. Step by step, from lesson to lesson, independently or under the guidance of a teacher, performing certain tasks, students collect the necessary information, discuss and fill it out.

To collect information, students must go "outside" the group (to the library, to the Internet, etc.), be active and independent, and have the ability to communicate with other people. It gives



great impression to students and they want to work with great interest.

Each group informs others about the information collected (speaking, listening), receives new impulses from its friends for further search (discussion, argumentation), discusses how this information can be formalized or documented (speaking, reading, writing). The teacher helps students with his advice, if the students have any difficulties while doing processes and also participates in the discussion of intermediate results, asking questions, expressing his wishes, etc.

For example : students can take video at sight sing and historical places according to their topic , may be they can communicate with foreign people .

The use of project work forms students' social competence (the ability to act independently in social situations), develops a sense of responsibility for the final result, the ability to speak publicly in order to make a presentation of this result convincingly and reasonably. Introduction to the practice of lyceums project methods allows us to talk about a new pedagogical technology of interactive mutual learning, which allows us to solve the problems of a personality-oriented approach in learning. Thus, based on the foregoing, it can be argued that the project work gives the learning process a personality-oriented and active character and fully meets the new learning goals.

To conclude , the usage of the design work in teaching foreign language is very important and interesting task for students. Design work tasks can give a lot knowledge and experience for students and they can develop and increase their level on all integrated skills without any difficulties.

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HOW TO MOTIVATE PUPILS TO LEARN ENGLISH?

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Annotation: This article takes a look into what motivation is and intended to highlight motivation as an important factor in learning English as a foreign language.

Key words: Motivation, teacher's methods, in-depth understanding, self-motivated, inspire.

One of the most difficult aspects of becoming a teacher is learning how to motivate your students. It is also one of the most important. Students who are not motivated will not learn effectively. They won't retain information, they won't participate and some of them may even become disruptive. A student may be unmotivated for a variety of reasons: They may feel that they have no interest in the subject, find the teacher's methods un-engaging or be distracted by external forces. It may even come to light that a student who appeared unmotivated actually has difficulty learning and is need of special attention.

Interested in developing your skills as a teacher? Explore online education short courses designed to give you an in-depth understanding of various skills in teaching. While motivating students can be a difficult task, the rewards are more than worth it. Motivated students are more excited to learn and participate. Simply put: Teaching a class full of motivated students is enjoyable for teacher and student alike. Some students are self-motivated, with a natural love of learning. But even with the students who do not have this natural drive, a great teacher can make learning fun and inspire them to reach their full potential.

Here are five effective ways to get your students excited about learning:

1. Encourage Students

Students look to teachers for approval and positive reinforcement, and are more likely to be enthusiastic about learning if they feel their work is recognized and valued. You should encourage open communication and free thinking with your students to make them feel important. Be enthusiastic. Praise your students often. Recognize them for their contributions. If your classroom is a friendly place where students feel heard and respected, they will be more eager to learn. A "good job" or "nice work" can go a long way.

2. Get Them Involved

One way to encourage students and teach them responsibility is to get them involved in the classroom. Make participating fun by giving each student a job to do. Give students the responsibility of tidying up or decorating the classroom. Assign a student to erase the blackboard or pass out materials. If you are going over a reading in class, ask students to take turns reading sections out loud. Make students work in groups and assign each a task or role. Giving students a sense of ownership allows them to feel accomplished and encourages active participation in class.

3. Offer Incentives. Setting expectations and making reasonable demands encourages students to participate, but sometimes students need an extra push in the right direction. Offering students small incentives makes learning fun and motivates students to push themselves. Incentives can range from small to large giving a special privilege to an exemplary student, to a class pizza party if the average test score rises. Rewards give students a sense of accomplishment and encourage them to work with a goal in mind.

4. Get Creative. Avoid monotony by changing around the structure of your class. Teach through games and discussions instead of lectures, encourage students to debate and enrich the subject matter with visual aids, like colorful charts, diagrams and videos. You can even show a movie that effectively illustrates a topic or theme. Your physical classroom should never be boring: use posters, models, student projects and seasonal themes to decorate your classroom, and create a warm, stimulating environment.

5. Draw Connections to Real Life

"When will I ever need this?" This question, too often heard in the classroom, indicates that a student is not engaged. If a student does not believe that what they're learning is important,



they won't want to learn, so it's important to demonstrate how the subject relates to them. If you're teaching algebra, take some time to research how it is utilized practically for example, in engineering and share your findings with your students. Really amaze them by telling them that they may use it in their career. Showing them that a subject is used everyday by "real" people gives it new importance. They may never be excited about algebra but if they see how it applies to them, they may be motivated to learn attentively.

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MODERN METHODS OF ORGANIZING DISTANCE EDUCATION.

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Annotation. There are many new changes in the educational system of our country day by day. Different education types are widely used, especially online education is becoming popular. It is evident that many people use the internet to keep up with the latest news, to gain information, to use e-mail or to chat with close ones. Chances of internet are being developed day by day. Therefore, internet was enforced to divergent fields. For instance, teaching online, e-libraries, electronic business, online shops and others. Online learning is a new type of external learning. Online teaching is learning autonomously. Independent learning helps to develop critical thinking, assessing the case, concluding and predicting skills.

Key words: Advantages and disadvantages of distance education, so methodological achievements and advantages, economic benefits and advantages, social achievements and benefits.

Methodological achievements and advantages include:

1. Flexible timetable. The pupil can participate the learning process at any time convenient for both teacher and student
2. Easy to use addresses. The pupil can participate in the learning process from the internet café, home, hotel, workplace and other places.
3. Convenient study pace. Education is conducted at the pace of pupils' acquisition of new knowledge. - Convenient curriculum. Curriculum can be organized by analyzing students' needs
4. Database collection. Opportunity to collect and use the knowledge of previous pupils. - Demonstration facilities. Full access to multimedia capabilities.
5. Involvement of qualified teachers in the educational process.

Economic benefits and advantages include:

6. teaching infinite distance. The distance between the teacher and the pupils does not matter.
7. Not to interfere with the work process. The student receives education inseparably from work.
8. Increasing the number of students. The number of students in an educational institution that fully uses distance learning technologies can increase by 2-3 times.
9. Cost. Distance learning courses are 2 and 3 times cheaper than regular courses.

Social achievements and benefits include:

No division into social groups. Recipients of the second higher or additional education in the distance learning course, those wishing to improve their skills and retrain; students wishing to obtain a second parallel information; population of remote; underdeveloped areas; person with physical disabilities; person serving in the army; people with limited free movement; and others may participate.

No age restrictions. Age restriction on enrollment are excluded.

However, there are disadvantages in learning and teaching online. We can include the following:

Insecurity in distance learning and communication process. For this reason, pupils prefer to study not in the form of virtual education, but they choose in ordinary full-time and part-time learning.

Lack of state discipline and as a result, non-issuance of state issued diplomas. For this reason, many distance learning graduates are issued only a certificate of completion of the course.

Virtual environment and hardware connection. Distance education refers to use availability of the internet, the cost of using it, the speed and availability of services, the availability and operation of special communication techniques. .

In conclusion, we can say following: Online learning can be exactly for all who want to study and work at the same time. It is very convenient type of education for the people with busy lifestyle. Obviously, distance learning teaches pupils to be independent. If pupils become



independent learners, they will not suffer in their further education. Pupils learn new modern technology through online learning, for instance, how to use the internet, to work with different programs and others.

Online teaching and learning has a lot more advantages than we have expected. Because some pupils are bored with ordinary class. If they study online system, pupils will be interested the lessons.

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INGLIZ TILINI O'QITISHDA PEDAGOGIK TEXNOLOGIYALARNING AHAMIYATI

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Annotatsiya: Maqolada bugungi kunda ingliz tilini o'qitishda pedagogik texnologiyalarning ahamiyati va qo'llanishi haqida fikr yuritilgan. Ta'lif jarayonida turli interfaol usullarni qo'llashda o'qituvchida mavjud bo'lishi kerak bo'lgan kompetentsiyani shakllantirish bo'yicha tavsiyalar berilgan.

Kalit so'zlar: kommunikativ metod, pedagogik texnologiya, kompetensiya, xorijiy

Barchamizga ma'lumki, hozirgi globallashgan jamiyatda ma'lum bir chet tilini, ayniqsa, ingliz tilini bilish juda muhim ahmiyatga egadir. Chunki, hozirgi kunda istalgan soha bo'yicha chet mamlakatlar bilan o'zaro hamkorlik olib borish, ularning rivojlangan va boy tajribasini o'zlashtirib, mamlakatimizga olib kirishda, ular bilan chet tillarda qiyalmasdan muloqot olib bora olish zaruriyati xorijiy tillarni bilishning nechog'lik ahmiyatga ega ekanligini ko'rsatadi. Bugungi kunda mammalakatimizda chet tillariga o'rgatish va o'rganishga bo'lgan e'tibor xar qachongidan ham kuchliroqdir. Respublikamizda xorijiy tillarni o'rgatishda ularni avval mavjud bo'lganidek pedagogikaning ancha eskirib qolgan dasturlariga asoslanib o'qitish emas, balki jahonning yetakchi davlatlari tajribalariga tayangan holda o'qitish, ta'lif jarayonida rivojlangan, samarali usullar, yangicha dasturlar, innovatsion metodlardan foydalangan holda chet tili o'qitish sifatini yaxshilash va shuning samarasini o'laroq mamlakatimizni rivojlantirishda o'z xissasini qo'sha oladigan, malakali kadrlarni, kasbining yetuk mutaxassislarini yetishtirish ta'lif dasturining asosiy mazmuniga aylandi. Bugungi kunda dunyo hamjamiyati ta'lif sifati va samaradorligini oshirishda ta'lif jarayonida zamonaviy ta'lif masalasini hal qilishga kirishdi. Demak, chet tillarini zamonaviy usul va vositilar yordamida tez, oson va sifatli o'rgatish ta'lif sifati, maqsad va natijalar mutanosibligiga, ko'zlangan maqsadlarga erishishda ayniqsa qo'l keladi.

Hozirda amaliyotda qo'llanilayotgan zamonaviy ta'lif metodlari xilma-xil hamda ko'p sonli bo'lib, ularning har biri o'ziga xos hususiyatlarga, ta'lif-tarbiyaviy imkoniyatlariga ega, muayyan maqsadlarga, sharoitlarga mos ekanligi va boshqa sifatlari bilan bir-biridan farq qiladi. Bundan ko'rinish turibdiki, bu zamonaviy ta'lif metodlarining har biri muayyan ta'lif-tarbiyaviy maqsadlar uchun mos bo'lib, uning o'rniqa boshqa metodlarni qo'llash maqsadga muvofiq emas. Yangi tilni o'qitish usullaridan yana biri kommunikativ metod bo'lib, bugungi kunda u Yevropa va AQSHda samarali qo'llanilmoqda. O'z nomi bilan ushbu metod o'zaro muloqotga asoslangan bo'lib, unda har qanday til o'rganish treninglari asosini tashkil etuvchi matnni o'qish, yozish, so'zlashuv va dialoglarni anglash muhim hisoblanadi. Albatta, ushbu metodda o'qituvchilar so'nggi ikki usulga (so'zlashuv va dialoglarni anglash)ga e'tiborni ko'proq qaratadilar va bunday darslarda siz murakkab so'z qurilmalari va jiddiy leksikaga duch kelmaysiz. Ushbu metodning maqsadi – birinchi navbatda, muloqot oldidagi qo'rquvni yengishdir. Demak, tilni chuqur o'rganish, oson muloqotga kirishish uchun yuqorida sanab o'tilgan uchta metodni samarali qo'llagan holda ingliz tilini o'qitish lozim. Fikrimizcha, avval o'quvchini ingliz tilida so'zlashga o'rgatib, ikkinchi bosqichda shu tilda o'ylashga o'rgatish lozim. Bu ancha qiyin, ammo amalgalash mumkin bo'lgan jarayon. Buning uchun ingliz tili o'qituvchisi dars berish metodini standart yondashuvdan tashqari turli xil o'yinlar, o'rtoqlari bilan muloqot, xatolarni topish bo'yicha mashqlar, matnlarning qiyosiy tahlili kabilar bilan boyitishi lozim. Kommunikativ metodda matnlarni shunchaki o'qish va tarjima qilish deyarli uchramaydi. Ko'pincha o'qituvchi guruh muhokamalarini tashkil etadi. Munozaralarda mavzu bo'yicha berilgan savollarga ko'pincha kreativ ya'ni, ijokorona yondoshuv kutiladi. Ta'lif beruvchi yangi ilg'or pedagogik tajribani amaliyotga joriy etishda uning qimmati hamda qay darajada samarali ekanligiga e'tibor berishi kerak. Pedagogik texnologiyalar asosida tashkil etilgan mashg'ulotlarda o'qituvchilar dars jarayonida innovatsion texnologiyalardan foydalanshlari albatta samarali natijalarni beradi.

Ta'lif samaradorligini ta'minlovchi asosiy shartlardan biri – o'quvchilarning ingliz tiliga ijobiy munosabatini rag'batlantirish va turli xildagi ta'lif vositalaridan foydalansh hisoblanadi. Bu vositalar ichida pedagogik texnologiyaning muhim tarkibiy qismi hisoblangan didaktik



o‘yinlar asosiy o‘rin tutadi. Shuningdek, dars samaradorligini ta’minlashda ta’lim vositalaridan foydalanish, darslarda muammoli vaziyatlarni vujudga keltirishga xizmat qiluvchi va texnologik xarakterdagи didaktik o‘yinlarning imkoniyatlari beqiyosdir. Ingliz tili darslarida o‘rganilayotgan mavzu mazmuniga moslab tashkil etiladigan didaktik o‘yinlar o‘quvchilarni mustaqil fikrlashga undaydi, til o‘rganishga qiziqishini uyg‘otadi. O‘qishga qiziqish esa bilimlarni puxta o‘zlashtirish garovidir. Dars jarayonida kreativlik eng muhim mahoratdir. O‘qituvchining kreativlik mahoratiga ko‘ra dars jarayoni qanday usulda olib borilishi uni innovatsion metod tanlash mahoratini ham ko‘zda tutadi. Metod tanlashdan oldin o‘quvchinig yoshi, nechanchi sinfda o‘qishi ham inobatga olinadi.

Xulosa qilib shuni aytish mumkinki, yuqori darajadagi umumiy- kasbiy madaniyatga, ijtimoiy faoliyka, mustaqil fikrlashga, o‘z vazifalarini qiyinchiliksiz hal qila olish qobiliyatiga ega bo‘lgan yetuk mutaxassislarini tarbiyalash uchun bugungi kunda pedagog-o‘qituvchilarimiz zamонавиј yangi innovatsion pedagogik texnologiyalardan foydalanishlari ta’lim-tarbiyaning sifat va samaradorligini oshirishning asosiy omili ekanligini, buni esa davr talab etayotganligini tushunib yetishlari lozim.

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ALISHER NAVOIY RUBOIYLARI POETIKASI

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Annotatsiya: mazkur maqolada ulug‘ turkiy ijodkor Alisher Navoiy ruboiylarini o‘ziga xos jihatlari haqida so‘z yuritiladi va ruboiylari qatiga yashirilgan ma’nolar tahlil qilinadi.

Kalit so‘zlar: Alisher Navoiy, Navoiyning ruboii janrida tutgan o‘rni, ruboii.

Har bir xalqning mashhur va ardoqli yozuvchi va shoirlari bo‘lganidek, o‘zbek xalqining ham o‘z millati ruhining oynasi bo‘lgan fidoiylari bor. Shubhasiz, Hazrat Mir Alisher Navoiy ana shulardan biridir. G‘azal mulkining sultoni bo‘lmish ushbu zotni o‘zbek xalqi necha yillardan beri eslab, xotirlab kelyapti, yaratgan asarlari esa hali-hanuz o‘z qimmatini yo‘qotgan emas. Bugungi kunda ham Alisher Navoiy asarlari ulg‘ayib kelayotgan yosh avlod tarbiyasiga o‘zining ijobji ta’sirini o‘tkazmoqda. Navoiy she’riyati ,xususan, uning ruboiylari mavzusining ko‘lami keng. Bularning ichida falsafiy va axloqiy ruboiylari diqqatga sazovordir. Mavzumizning dolzarblik jihat shundaki, bugungi ulg‘ayib kelayotgan yosh avlod Navoiy ijiodi, uning she’riyatini mukammal bilishi kerak. Insonni yashashi uchun suv va havo qanchalik kerak bo‘lsa, uning ma’naviy kamoloti uchun Navoiy asarlari shunchalik zarur. Ma’lumki, Sharq mumtoz adabiyotining asosiy turi she’riyat bo‘lib, Sharq shoirlari bu sohada ilhom va mahorat bilan mehnat qilganlar va o‘zlarining inson taqdiri, hayot hodisalari haqidagi fikr-tuyg‘ularini xilmashil janrlar vositasida ifodalab bergenlar. Xuddi shu gap ruboiyga ham tegishlidir. Ruboilyarning o‘zbek tilidagi boy bir galereysi Alisher Navoiy qalamiga mansub. Avvalo, Navoiy ruboii janrida qalam tebratganda o‘zbek adabiyotida bu janr bilan bog‘liq an’analar mavjud emas edi. Shuning uchun ham Xondamir “Makorim-ul ahloqda” shunday yozadi: “Ko‘rinishicha, ul hazratdan ilgari hech kim turkiy tilda ruboiy aytmagan”¹. Ushbu fikrlardan shunday xulosaga kelish mumkinki, tukiy adabiyotda ruboii janrining taraqqiyotida Navoiyning o‘rni beqiyosdir. Yuqorida aytib o‘tilgan ma’lumot ikki muhim masalaga oydinlik kiritishda yordam beradi. Biri Navoiyning turkiy tildagi ruboii janrining shakllanishida tutgan ro‘li, ikkinchisi esa Navoiy ruboiylari poetikasidagi o‘ziga xoslik masalasi. Fikrimizni dalili sifatida uning “Nazm ul-javohir” asarini keltirish mumkin. Ushbu asardagi 260 ruboioining hammasi shunday qofiyalanganki, uni ko‘rgan kishi hayratdan lol qoladi. Bu esa buyuk shoirning tengsiz bilim va mahoratidan dalolat beradi. Bunga misol tariqasida ushbu ruboiyini keltirib o‘tamiz:

Andin berikim, qoshimda yorim yo‘qtur,
Hijronida jo‘z nolau zorim yo‘qur,
Dasht uzra qayun kibi qarorim yo‘qtur,
Sargashtaligimda ixtiyorim yo‘qtur.

Navoiy ruboii janrida peshqadam bo‘lganligi uning ruboiylaridan dalolatdir. Chunki ruboiyning har bir mirasidagi so‘zlarni aniqrog‘i qofiya va radifni bir xil qo‘llash ijodkordan kuchli este’dodni talab qiladi. Darhaqiqat, har qanday adabiy janrning g‘oyaviy-estetik qimmatini belgilovchi assosiy me’zon-bu ma’no. Ma’no butunligi va chuqurligi uchun xizmat ettirilmagan janr san’atkor mahoratidan qat’i nazar shaklbozlik namunasi bo‘lib qolaveradi. Shuning uchun ham qaysi bir yetuk ijodkor tajribalarini olib qaramang, u ishlagan janrlarning hammasida ham fikr birinchi planda turgaanligini ko‘rasiz. Navoiy ruboiylari nihoyatda ibratli ekanligini A.Hayitmetov ham ta’kidlab o‘tgan. Shoir ruboiylari asl mazmuni jihatidan insoniyat badiiy tafakkuri erishgan eng nodir she’riy durdonalar qatorida turadi. Navoiy to‘rt satrli ixcham shaklda shunchalar ko‘p, shunchalar hayotiy manzumalarini ifodalab bera olganki, o‘zbek ruboiyoti tarixida Navoiygacha ham, undan keying davrlarda ham bunday darajaga ko‘tarilgan shoir bo‘lgan emas. Navoiy ruboiylarida so‘zni ishlata bilish birinchi planda turadi. Barcha narsada bo‘lgani kabi so‘zda ham me’yor bor. “Oz so‘z –soz so‘z” deydi dono xalqimiz. So‘z qancha qisqa bo‘lsa, tashvishi shuncha kam bo‘ladi. Navoiy ham ayni shu fikrni davom ettirib, oz so‘zlaguvchi “ayshu kom”, ko‘p so‘zlaguvchi “kalomdan malom” topishini ta’kidlaydi:

¹ Xondamir. Makorim-ul ahloq. T, 1967, 50-bet.



Kim oz dedi nukta, ayshu kom o'ldi anga,
Qil muxtasar ulcha bo'lg'ay imkon so'zga,
Ko'p ayb topar kimsa farovon so'zga,
Chun chekdi uzoqqa, yeti nuqson so'zga.

Darhaqiqat, behuda va ko'p so'zlash insonning obrosini to'kadi. Bunday kishi oxir-oqibatda boshqalardan malomat, o'zida esa nadomat hosil qiladi. Ko'ryapmizki, Alisher Navoiy ruboiylarini ko'lami keng mavzusi xilma-xil. Shu jihatdan Navoiy ruboiylarini mundarijasining yetakchi yo'nalishlariga qarab, shartli ravishda bo'lsa-da, tematik tomondan uch kata guruhgaga ajratish mumkin: 1.Falsafiy ruboiylar 2.Ishqiy ruboiylar 3.Ta'limiyl-axloqiy ruboiylar. Falsafiy masalalar ruboiy tematikasida bosh mavqeni ishg'ol etadi. Navoiy odamgarchilikka to'g'ri kelmaydigan qiliqlarni fosh etadi. Navoiy nazdida xudbinlik, manmanlik, g'urur kishini xarob va halok etuvchi eng yaramas odatlardan. Navoiy ruboiylari faqat teran fikrlari bilangina emas, o'ziga xos yorqin uslubi, chiroysi va puxta kompozitsion qurilishi, o'lmas obrzlari, poetik tuyg'ulari bilan ham o'zbek adabiyotida kashfiyat edi. Biz Navoiy ruboiylarida Navoiygacha va undan keyin ham qo'llanmagan yoki kam qo'llangan poetik tasvir vositalari, xilma-xil ijodiy usullarga tez-tez duch kelamiz. Bundoq qaraganda, ma'lum bir muhim fikrni topib, shuni butun mukammalligi bilan birgina ruboiy shakliga solishning o'zi mushkul. Lekin mantiqiy aloqani uzmasdan bir g'oya atofida bir necha ruboiy yaratish-bu juda katta mahorat talab etadigan ish. Navoiy o'z ruboiylarida go'zal san'atlar, nozik tashbehlar, tutilmagan obrazlar, chiroysi iboralar, rangin va nogahoni ifodalar, ohangdor vaznlarni qo'llashga alohida e'tibor beradi. Navoiyning poetik mahorati ham ana shunda. Ko'ryapmizki, Navoiy asarlari o'lmas asarlardir. Bu haqida uning o'zi shunday degan edi: "Umidim uldirki va xayolimga andoq kelurki so'zum martabasi avjdan ko'yi enmagay, yozganlarimning shuhrati a'lo darajadan o'zga yerni yoqtirmagay". Mana oradan shuncha vaqt o'tdiki, Navoiy yozganlarining shuhrati baland va a'lo darajada bo'lib kelmoqda. Navoiy har bir janrda ibratli ijodkordir. Biz Navoiyning u yoki bu janr bilan aloqador an'analarga ijodiy munosabati va shu bilan bog'liq holda shoir mahoratining ayrim qirralarini ko'rsatishga harakat qildik. Odamgarchilikka tog'ri kelmaydigan qiliqlarni fosh etadi. Darhaqiqat, har bir insonni so'zi ezgu ekan, hayoti ham ezgu bo'ladi. Navoiy agar odam yolg'on so'zlasa, so'zining yolg'onligi oshkor bo'lgach, u boshqalar oldida qadsiz kishiga aylanadi, deb aytgan edi. Bu aytilgan fikrlar hamma-hammasi Navoiy ruboiylarida o'z aksini topgan. Alisher Navoiy ruboiy janrining mavzu doirasini kengaytirib, ma'rifiy mazmun bilan boyitdi, falsafiy mohiyatni kuchaytirdi, hayotiy masala va muammolarga bog'labhayotga yaqinlashtirdi, ruboiyini turkiy she'riyatda g'azal kabi faol janr darajasiga olib chiqdi. Xullas, buyuk shoirning badiiy mahorati haqida yuqorida zikr qilingan so'zlar-daryodan tomchidir. Hech mubolag'asiz aytish mumkinki, Navoiyning badiiy mahorati-bir olam bebaho xazinadir, benihoya katta maktadir. Uni ijodiy o'zlashtirish yolg'iz va yolg'iz foydagina beradi, adabiyotimizning yana ham boyishiga xizmat qiladi. Yuqorida aytib o'tilgan fikrlarni umumlashtirib xulosa qilish mumkinki, Navoiyning buyukligi u o'z asarlarida xalqning azaliy orzu-umidlarini kuyladi. Shuning uchun ham dunyo xalqlari Alisher Navoiyni yillar davomida benihoya sevib, ardoqlab kelmoqdalar.

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INGLIZ MULOQOTIDA MUROJAAT SHAKLLARINING QO'LLANISHI

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Annotatsiya: Ushbu tezisda ingliz muloqotida murojaat shakllari qo'llanishining o'ziga xos xususiyatlari xususida so'z boradi. Bunda keltirilgan fikrlar ingliz asarlaridan olingan misollar bilan asoslanadi.

Kalit so'zlar: muloqot, murojaat, milliylik, kommunikant, adresant.

Muloqotga kirishishda murojaat shakllarini o'z o'rniда qo'llay olish kommunikativ intensiyaning amalga oshishida muhim ahamiyatga ega.

Возьмем простой случай: человек должен вступить в контакт с другим человеком – и прежде всего обратиться к нему. Для этого у него есть множество возможностей, и все они обусловлены конкретной ситуацией. Говорящий порусски может выбрать такие названия, как *приятель, сосед, девушка, темя, коллега, земляк, мужик, товарищ, лейтенант, товарищ лейтенант, ваша честь, Ваше высочество, батюшка, гражданин, гражданин начальник* и т. п. – это все имена нарицательные. [2, 25]. (Oddiy ishni ko'rib chiqaylik: inson boshqa shaxs bilan muloqotga kirishganda birinchi navbatda unga murojaat qiladi. Buning uchun unda juda ko'p imkoniyatlar bor va ular muayyan vaziyat tufayli vujudga keladi. Rus tilida so'zlovchilar *do'st, qo'shni, yaxshi qiz, xola, hamkasb, qo'shni, o'rtoq general, janobi olivlari, ota, fuqaro* kabi murojaat shakllarini qo'llashlari mumkin. *Tarjima bizniki*).

Inglizlar muloqotida ham rus va boshqa tillarda bo'lgani kabi murojaat shakllari alohida ahamiyatga ega. Inglizlar muloqotidagi o'ziga xosligidan biri ularning murojaat shakllarida ko'zga tashlanadi. Ingliz millatiga mansub adresantlar nutqida “*miss*”, “*madam*”, “*mister*”, “*missis*”, “*sir*” kabi murojaat shakllari faol. Kuzatamiz:

“*Mrs. Toller!*” cried miss Hunter.

“Yes, miss. Mr. Rucastle let me out when he came back before he went up to you. Ah, miss, it is a pity you didn't let me know what you were planning, for I would have told you that your pains were wasted”.

“Ha!” said Holmes, looking keenly at her. “It is clear that Mrs. Toller knows more about this matter than anyone else”

“Yes, sir, I do, and I am ready enough to tell what I know”. (“The adventures of Sherlock Holmes”, 157-b.).

(Toller xonim! - deb qichqirdi miss Hunter. - Ha, miss. Siz janob Rukastlning oldiga qaytib kelganingizdan keyin, u mening ketishimga ijozat berdi. Afsuski, siz nimani rejalashtirganligingizni menga xabar bermadingiz. Men janob Rukastlga sizning azoblaringiz behuda ketganligini aytdim.– Xa! - deb xitob qildi Xolms. Toller xonim bu masalani boshqalardan ko'ra yaxshiroq bilishi aniq. – Ha, hazrat, men bilganlarimning barchasini aytib berishga tayyorman).

Inglizlarga xos muloqotni kuzatar ekanmiz, ularning o'ziga xos murojaat shakllari bilan yonma-yon holda mulozamat, takalluf ma'nolarini beruvchi birliklar qo'llanishining guvohi bo'lamiz:

“*My dear Holmes!*”

“He has, however, retained some degree of selfrespect .

“You are certainly joking, Holmes” (“The adventures of Sherlock Holmes”, 84-b.).

(– Azizim Xolms!

– Eshitaman! Menimcha, u o'ziga bo'lgan hurmatni saqlab qoldi.

– Albatta siz hazillashyapsiz, Xolms!)

Xullas, muloqotda o'z ifodasini topgan murojaat shakllarini kuzatish orqali ham adresant va adresatlarning qaysi millatga mansubligi, ularning milliy va mental xususiyatlarini anglash mumkin.

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INNOVATIVE METHODS OF TEACHING ENGLISH .

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Annotation: This article 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 teaching must be leaner's centred.

Key words: Orthodox; integral; inquisitive; agitated; jeopardizing; immerse; atmosphere; intuitively; evaluated; database;

In today's world English is taught in a very orthodox manner. The basic teaching is needed. Teaching the alphabets and the formation of the words is essential and a must. But there is something that is even more important. The children must be able to speak the words and understand their meaning before writing them down. The foundation to teach English can only be taught using the orthodox methods of teaching the alphabets and the words and the rules. But then teaching only the rules is found to be boring by most students and it is because of this that they lose interest in learning the language. Although there is no way other than the traditional one to teach the basics of the language these methods must be tweaked a bit so as to appeal to the students. When it comes to teaching English to students of higher classes who already know the basics the traditional methods generally tend to yield poorer results than innovative methods. This has already been proven by methods implemented like use of stories, poems, movies, books and newspapers etc. These methods help the students learn the language better without them actually realizing and also it keeps their interest. This article will provide a few of such methods to teach English Language.

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.

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.

Teaching through games 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.

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. They help us express our emotions. They help us explain what we want. They help us to communicate and hence are the prime tools to express who we are. Thus the knowledge of a language and its proper utilization is very important as it defines us.

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EFFECTIVE SOLUTIONS FOR THE PROBLEMS IN ACQUIRING LISTENING SKILLS.

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Annotation. One of the most important skills required of anyone who wants to be an excellent communicator is that of being able to listen effectively. However, there are many people who seem to lack this powerful and vital resource which results in a less than perfect communication. It is interesting to note that our studies over the last 10 years indicate that many people believe that they are good or great listeners – until they do our test! While there are many factors that can influence the efficacy of listening in this brief article I intend to focus on the most important seven principal problems. We believe that the elements are all of equal importance.

Key words: listening, closure, communication, oral, tendency, listener.

While we are teaching listening skill at schools, we come across such kind of problems. Now we will discuss and try to find better solutions here.

Problem 1: The Law of Closure. When we are involved in oral / aural communication, it is impossible for us to give /receive all of the information required so as senders / receptors, we have a tendency to make certain assumptions about what is being said based on the context, the content, the other participant(s), etc. When certain elements are missing, we instinctively tend to fill-in the “blanks” with information drawn from our own experiences so that instead of having partial information, we need to feel that we have “all” of the information – even if it is wrong! – This, in turn, can lead us to draw inappropriate or incorrect conclusions about the message being delivered and respond in an erroneous manner. Problem 2: Law of Field. In order to listen effectively, we need to be able to focus on the person we are communicating with and concentrate on what they are saying (and NOT saying) and any distractions such as the movement of people in the same area, ringing telephones, etc., are things that may prevent us from effectively completing this task. This is noticeable during presentations & meetings when someone stands up during a presentation and leaves the room – the audience gets distracted, stop listening to the presenter and focus on the person moving thereby possibly missing an important part of the message from the presenter. The same result occurs when a mobile phone rings or a person starts using a tablet or laptop. People usually focus on the moving object instead of the static one! Problem 3: Prejudice A common problem that occurs in listening is that of prejudice; either conscious or subconscious. This might be related directly to the other participant(s) based on our previous experiences with them either directly or indirectly or based on the topic being discussed, the environment, our own emotional or physical state or other factors. A frequent example of this can be found in the treatment of politicians by people opposed to their views. We need to be aware of our prejudices and learn how to separate the person we are communicating with from the topic of conversation (separate the person from the problem!).

Problem 4: Selective Listening Unfortunately, we often enter into a conversation with either our own “game-plan” about how we are going to control the conversation in terms of topic(s), structure, duration, etc., or preconceived ideas of how it will develop instead of actually listening to our interlocutor. This means that we tend to listen for what we want to hear instead of what is actually said and filter out anything which does not fit into our plan of the communication or our own ideas. Problem 5: Time To listen effectively, we need to be able to dedicate time



to the task. Any conversation where one or both parties are worried about the time available is bound to suffer from listening problems. In a business context, we have to ensure that we have programmed sufficient time to be able to communicate effectively with the other parties involved.

Problem 6: Logical structure / Congruence Most people generally have a tendency to expect, and look for, logical sequences or structure in their communication. In an aural / oral conversation, if we believe that "A" is true, and "B" is also true, then "C" and every following element must logically fit with the information preceding & following it. If this does not occur it conflicts with our expectations and frequently creates incongruence which leads to a block in the communication. Problem 7. Questions In order to resolve many of the problems indicated above, we need to be able to elegantly ask questions to clarify the unclear elements in the communication. While the traditional "open" and "closed" questions serve some purpose, an excellent model to follow is that of the "Meta Model" which is a set of questions that allow you to gather information that clarifies someone's experience, in order to get a fuller representation of that experience. Effective listening can only occur when there is an understanding about how experiences are stored in memory and communicated to other people. The concept that "What goes in is what comes out" is incorrect and to be an effective and elegant communicator, it is necessary to know how to listen properly and ask the right questions to uncover the elements dealt with by the filters of deletion, distortion and generalization.

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ONA TILI TA'LIMIDA O'QUV LUG'ATLARINING O'RNI

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Annotatsiya. Maqolada maktab ona tili ta'limalda o'quv lug'atlarining o'rni va ahamiyati hamda ta'lim jarayonida lug'atlardan foydalanishning samarasi haqida so'z yuritilgan.

Kalit so'zlar: lug'at, leksikografiya, ta'limiy va o'quv lug'at, elektron lug'at, zamonaviy lug'at, so'zlar darajalanishi lug'ati, o'zbek tilida butun-qism munosabatli (partonimik) so'zlar lug'ati, universal o'quv lug'ati, uyadosh so'zlar lug'ati, ideografik lug'at

Lug'atlarining milliy madaniyatni shakllantirishdagi ahamiyati haqida so'z borar ekan, avvalo, bu borada lug'atchilik, ta'lim tizimida qo'llanayotgan lug'atlar va ularning ijtimoiy hayotdagi o'rni haqida to'xtalish lozim bo'ladi.

Tilshunosligimiz borasidagi tadqiqotlar bugungi kunda jahon tilshunosligining yutuqlari bilan hamohang tarzda olib borilmoqda. Ta'lim tizimidagi ona tili darsliklari haqida ham shunday ijobiy xulosaga kelsa xato bo'lmaydi. Shuningdek, maktab o'quvchilar uchun mo'ljallangan lug'atlarining milliy madaniyatni shakllantirishdagi ahamiyati ham o'ta muhim. Hatto ta'lim tizimidagi bu lug'atlarining o'rni o'quvchilar ijodkorligini oshirishda maktab darsliklari bilan yonma-yon, teng ahamiyatga ega bo'ladi. Agar o'quv lug'atlarining o'quvchi yoshlar ongiga ta'sir kuchini maktab darsliklariga teng holatda bo'ladi, deb hisoblasak, ommabop lug'atlar ta'sir kuchi esa inson ongiga sevib o'qiladigan badiiy asar bilan teng ahamiyatga ega bo'lishi haqida xulosa chiqarish mumkin. O'zbek tilshunosligi jahonda o'z yo'liga ega bo'layotgan bir pallada o'zbek milliy lug'atchiligi va bu borada olib borilayotgan tadqiqotlar ushbu ishonchli yo'lning istiqbolli mundarijasi vazifasini bajaradi deyish mumkin.

Bugungi kunda o'zbek tilshunosligi jahon tilshunosligi doirasida ilg'or odimlayotgan qatorda bo'lsa-da, milliy lug'atchilik masalasida esa bunday fikrga kelish to'g'riga o'xshamaydi. Bugungi kunda rivojlangan mamlakatlarda ta'lim sohasining har bir bo'g'ini uchun (bog'chadan tortib oliv o'quv yurtigacha) yuzlab lug'atlarining maxsus turlari mavjudligi va yaratilayotgani sir emas. Jumladan, rus maktablari uchun 30 ga yaqin o'quv lug'atları mavjud bo'lgani holda o'zbek maktablari uchun bitta „Imlo lug'ati” bor xolos. Biroq tilshunosligimizda hozirgacha maktab darsliklari uchun baza sifatida asos bo'ladigan ko'plab lug'atlar yaratilgan. Shunga ko'ra ularni qayta ishlab ta'lim tizimiga yo'naltirish lozim bo'ladi. Bugungi kunda o'quvchilarining maktab darsliklari tematikasi doirasida chegaralarini qolayotgani, ijodkorlikka yo'naltiradigan zamonaviy lug'atlar bilan ishlamayotganligi ham ta'lim tizimidagi ma'lum bir bo'shliqni yuzaga kelishiga sabab bo'lyapti. Masalaning muhim tomoni shundaki, ayni paytda zamonaviy lug'atlar va elektron lug'atchilik masalasini hal qilish lozimga o'xshaydi.

Zamonaviy lug'atlar deganda tilshunosligimizda allaqachon ilmiy nazariy asoslari ishlab chiqilgan, ta'lim tizimiga joriy qilinishi zarur lug'atlar nazarda tutilmoqda. O'zbek tilida so'zlar darajalanishi lug'ati, o'zbek tilida butun-qism munosabatli (partonimik) so'zlar lug'ati, universal o'quv lug'ati, uyadosh so'zlar lug'ati, ideografik lug'at kabi o'quv lug'atlarining bir qancha yangicha turlari ta'lim bo'g'ini uchun tayyorlab berilishi zarur bo'lib turibdi.

Elektron lug'at masalasi hozirgi paytda nafaqat ta'lim tizimi, balki lug'atchilik sohasining muhim masalalaridan biri sanaladi. Til fani bo'limlari orasida leksikologiya va leksikografiya boshqalariga qaraganda tez o'zgarishga uchraydigan bo'limlar hisoblanadi. Zeroki bugungi kunda jamiyatning barcha sohalarda yuz berayotgan jadal rivojlanish, o'zgarish asosida bir tildan boshqa tilga shiddat bilan oqib kelayotgan so'zlarning yangi leksik qatlamga kelish o'rmini aniqlash, izohlash va omma ahliga havola etish kabi tezkor ishlarni faqat va faqat oson va qulay elektron lug'atlar orqaligina tartibga solib turish mumkin. Shunga ko'ra nafaqat tilshunosligimizda, balki umumfanlar bo'yicha yaratiladigan elektron lug'atlar masalasi davlat ahamiyatiga ega bo'lgan kun tartibidagi dolzarb masalalardan biridir. Biroq bu ishlarning barchasi tilshunoslik bo'yicha yaratiladigan elektron lug'atlari asosida shakllansa maqsadga muvofiq bo'ladi.



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“CHET TILLARINI O’RGANISHDA NIMALAR MUHIM”.

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Annotatsiya: ushbu maqolada kichik yoshdagi bolalarga chet tilini o’rganishda nimalar muhim ekanligi haqida ma’lumot berilgan.

Kalit so‘zlar: chet tili, Navoiy, Farobi, ta’lim texnologiyalari.

Kichik yoshdagi bolalarga chet tillarini o’rgatish majburiyat sifatida emas,qiziqarli mashg‘ulot tarzida olib borilishi,bir necha samarali usullaridan foydalananib dars o’tish ularning kelajakda oladigan bilimlari uchun poydevor bo‘lib xizmat qilishi mumkin.Bolalarga chet tillarini o’rganish qanchalar muhimligini tabiiy sharoitlar orqali to‘g‘ri tushuntirib borilishi darkor.Chunonchi .buyuk mutafakkir Abu Nasr Forobiy ham ko‘plab xorijiy tillarni mukammal bilgan,bu tillarda bemalol so‘zlasha olgan hamda shu tillarda ijod qilgan. Bunday imkoniyat allomaning. Dunyo ilm-fani rivojiga o’rganishga bo‘lgan qiziqishini yanada oshirgan ekan va o’sha tillarda ijod ham qilgan. Bunday imkoniyat allomaning dunyo ilm-fanini o’rganishga , buyuk ishlarni amalga oshirish uchun zarur turtki bo‘lgan.Zero. Navoiy bobomiz aytganlaridek. “Til bilgan-el biladi”.

Bugungi tezkor rivojlanayotgan zamonda ilm- fan ,texnika ham shiddat bilan rivojlanib borayotgan zamonaviy mustaqil davlatlar sarasiga kirganimiz bugungi kundagi yoshlarimizga juda katta imkoniyatlar yaratib berilmoqda desak xato bo‘lmaydi. Har bir fanni yangi innovatsion g‘oyalari,texnologiyalar bilan birga olib borish bu sizu bizning oldimizga qo‘yan katta maqsadimiz desak mubolog‘a bo‘lmaydi.Chet tilli fani to‘rt aspektga (Öqish,yozish, tinglab tushunish va gapirish)turlariga bo‘linib , ularning har biri bo‘yicha alohida tushuncha va ko‘nikmalar berilmoqda.

Ta’lim texnologiyalari, bu ta’lim jarayonida zamonaviy axborot texnologiyalaridan unumli foydalanishdir.Shuningdek ta’lim jarayoniga zamonoviy inovatsion texnologiyarini olib kirish orqali ta’lim sifatini va samaradorligini oshirishni nazarda tutadi. Xususan, chet tillarini o’rganishda bunday axborot-komunikatsion texnologiyalaridan foydalanishning bir qancha afzallikkleri mavjuddir. Til o’rganish har bir aspektida qo‘l keladi. Masalan, tinglab tushunish uchun, albatta kompyuter,pleer,CD disklarsiz bu jarayonni amalga oshirish mumkin emas.Tinglab tushunish til o’rganishning eng muhim qismidir. Yana bir gap .Homework is about developing practice , success and confidence .Uy vazifalarni bajarish uchun zarur bo‘lgan motivatsiyaga ega bo‘lish uchun o‘quvchilaringiz buni amalga oshirish uchun keraklicha bilishlari kerak. Öquvchilar allaqachon maktab kunida o‘zlari va sizning ishtirokingizda bajarishlari mumkinligini isbotlashlari kerak.Hozirda onlayn ta’lim berilar ekan, maktabimizning barcha o‘quvchilar darslarga faol ishtirok etib kelmoqdalar.Bunday fidoyi jonkuyar ustozlarning mehnati o‘sib kelayotgan yosh avlodning ma’naviy olamini boyitish maqsadida o‘zlarining bilm malakalari ostida Qarshi shahar 11-maktabning ingliz tili fani o’qituvchilari o‘rtasida tanlov e’lon qilgan. Ushbu tanlov o‘qituvchilarimizni o‘z ustida ishslashga undaydi. Bu fidoyilik ortida faqatgina bitta ezgu maqsad,o‘quvchilarni buyuk kelajak koriga yaraydigan yetuk avlodni tarbiyalash, eng ustuvor maqsad qilib qo‘yan.



MUTRIB XONAXAROBIY SHE'RIYATIDA LEKSIK VOSITALARNING POETIK AKTUALLASHUVI

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Annotatsiya: Maqolada shoir ijodining o'ziga xos tomonlari ko'rsatib o'tilgan bo'lib, M. Xonaxarobiy she'rлari lingvistik jihatdan tahlil qilingan.

Kalit so'zlar: Lingvopetika, lirika, lisoniy tahlil, leksika, o'g'uz guruh, xalq so'zlashuv tili, morfologik, emotsiyal-akspressiv, poetik aktuallashuv.

Muhammad Hasan Mutrib XIX asr oxiri va XX asr boshlari Xorazmda, keskin mafkuraviy kurashlar zaminida va ikki madaniy-adabiy kurash jabhasida yashagan va o'z ijodi bilan buyuk meros qoldirgan ijodkor hisoblanadi. Lingvistik jihatdan e'tibor qaratadigan bo'lsak, Mutrib asarlari tilini hozirgi o'zbek tili bilan tenglashtirsak to'g'ri bo'lmaydi. Shoir ijodining birinchi davridagi ijodiy merosni hozirgi o'zbek kitobxonlari biroz qiyinchilik bilan tushunsalar, keyingi davr ijod mahsulini osongina anglab yetadilar, chunki she'rлar yengil, xalq tilida bitilgan. XIX asrning ikkinchi yarmiga kelib nasriy asarlarga emas, nazmiy asarlar ham jonli tilga yaqinlashdi. Asar tili orqali haqqoni tuyg'uni tasvirlash va xalq so'zlashuv tilini kitobiy tilga singdirish, shirador tildan foydalanish orqali kitobxoni asarga oshufta qilish jinakam ijod sohibining mahorati hisoblanadi.

Xalq so'zlashuv tiliga xos xususiyatlarni ijodkor asarlarida shevaga xos so'zlarni qo'llashida ko'rishimiz mumkin.

Masalan, "Alimdin ixtiyorim ketganini,
Ko'rib lutf ayladi yor vafodor".

Ushbu baytda qo'llangan "alimdin" so'zi "qo'limdan" so'zining Xorazmcha (Xiva, Xonqa, Urganch) shevasi hisoblanadi. Mutribning yana bir g'azalida Xorazm shevasidan mohirona foy-dalanilganligini kuzatamiz:

"Qachon qilsam nigoh ruxsori toboningni gizlarsan,

Tilar ersam ziloling la'li xandoningni gizlarsan". Bu bayt Mutribning "gizlarsan" radifli g'a-zalining matlasi hisoblanadi. G'azalning barcha baytlari ana shu radif bilan yakunlanadi va g'a-zalni o'qiganda "gizlarsan" so'zi musiqiy ohang berib, Xorazm shevasini namoyon qiladi. Radif sifatida qo'llangan bu so'z hozirgi o'zbek tilida "yashirmoq", "berkitmoq" ma'nosini beradi. Shoir baytda "yashirarsan" demay, xalq so'zlashuv tilida "gizlarsan" deb qo'ya qoladi, ya'ni qachonki men nigohimni qaratsam, porloq, nurli yuzingni yashirasam, ziloling tilasam la'li xandoningni, ya'ni kulgungni yashirasam deydi.

Yoki maqtada: "Agar Mutrib kabi olsam qo'limg'a sozi ziynat,
Ajab ikki sumanso anbar afshoningni gizlarsan".

Avaz O'tar she'riyatida ham Xorazm shevasiga xos so'zlarni uchratamiz:

"Bu yanglig' olam axlidin keyin qolmay yurush ayla,

Avaz, bo'lg'ay uyonib komgoru komron millat".¹ Baytda hozirgi o'zbek tiliga xos "uyg'onib" so'zi o'rnida Xorazm shevasiga xos "uyonib" so'zi qo'llangan. Xullas, Navoiy, undan keyingi davrda Ogahiy, Munis o'zbek adabiy tilida buyuk asarlar yaratib, o'z asarları bilan o'zbek tilini xalq tiliga yaqinlashtirgan bo'lsa, Mutrib Xonaxarobiy va zamondosh Avaz O'tar ham shu an'anani davom ettirdilar. Buning dalilini yuqoridaqiz izohlar orqali ma'lum qisminigina ko'rdik. Har qanday nasriy yoki nazmiy asarda yozuvchining fikriy ekspressivlik darajasi ijobjiy yoki salbiy ma'noga ega bo'lgan so'zlarda aniq ko'rinish turadi. Lingvopoetik jihatdan dastavval so'zning qanday ma'no anglatishiga e'tibor berish, qaysi turkumga xosligi, nima maqsadda qo'llanganiga diqqat qaratish lozim. Shoir she'rлarida har bir turkum so'zlardan ustalik bilan foydalanilgan va

¹ Avaz O'tar. Tanlangan asarlar. O'z. SSR. Dav.nashriyoti, T., 1956



ma'lum bir maqsadni, ma'noni anglatgan. U ijodida dunyoviy sevgini, chin insoniy fazilatlarni kuyladi. Kuzatishlardan ma'lumki, Mutrib va uning salaflari ijodida shunday obrazlar borki, ular tarki dunyoni ustun qo'ygan, sabr-u qanoatli, taqvodor, kamtarlik kabi oljanob fazilatlarni o'zida mujassam etib nafsni poklash yo'li bilan komil inson darajasiga erishishga harakat qilgan kishi sifatida tasvirlanadi. Bular tasavvuf ahli bo'lib, ba'zan oshiq, faqir, haqir, darvesh, qalandar, zohid, orif, devona, ahli muhabbat, ahli suluk, savdoyi gado kabi atamalar bilan ifoda etilgan. Bu atamalar lingvistik jihatdan ot so'z turkumiga tegishli bo'lib, turdosh ot hisoblanadi. Yuqorida keltirilgan obrazlarni Mutrib ijodida ham uchratar ekanmiz, shoir ijodida majoz uslubi ham anglashilishiga amin bo'lamiz. Zohid obrazi adabiyotda goh yashirin, goh oshkor tarzada namoyon bo'ladi.

Fuzuliy: "Fuzuliy, oshiqa onlarki, derlar tarki ishq ayla,

Demazlarmi xato, tag'yir qil hukmi qazo derlar".¹

Baytda umumiy tarzda zohidga xos belgilar targ'ib etilgan bo'lsa, A. Navoiyda aniq izohlar vositasida talqin etilgan:

" Dedi zohid: " Ul paridin xur umidi birla kech,

Ey Navoiy, bo'lmag'ay bu hadg'acha nodonlig'im".² Mutrib esa bevosita turdosh otni qo'llash orqali zohidning o'ziga murojaat qiladi:

" Nega, ishqining tark et, dersan, ey zohid, mango har dam,

Nigorim gulshani vasli mening zahmimg'a marhamdur".³ Ko'rib turganimizdek, baytda zohid oshkor tarzda qo'llangan va sintaktik jihatdan undalma vazifasini bajarib, imloviy qoidalar asosida ikki tomondan vergul tinish belgisi bilan ajratilgan.

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¹ Fuzuliy, Tanlangan asarlar, I jild, Tosh., 1968.104-bet.

² Alisher Navoiy, "Hazoyin ul maoniy", I jild, T., 1959. 450-bet.

³ "Devoni Mutrib" 80-bet.



O'ZBEK VA INGLIZ TILLARIDA OMONIMLARNING TILDA PAYDO BO'LISHI VA YUZAGA CHIQISH USULLARI

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Annotatsiya: ushbu maqolada omonim so'zlarning tilda paydo bo'lish sabablari va ifodalanish usullari haqida ma'lumot beriladi.

Kalit so'zlar: leksema, omonimlar (omoifodalar, shakldosh so'zlar), omonimlik, bir bo'g'nlilik (monosillabizm) tovush kombinatsiyalar.

Mustaqillik yillarda o'zbek tilshunosligida yangi davr boshlandi desak, mubolag'a bo'lmaydi. Tilshunoslikning qator sohalari qatorida, chog'ishtirma tilshunoslik ham yangi taraqqiyot bosqichiga ko'tarildi. Shunday sharoitda, o'zbek tilini nafaqat qardosh tillar, balki, chet tillari bilan qiyoslash, tahlil qilish orqali tilimizning dolzarb muammo va masalalari, o'ziga xos xususiyatlari: qiyoslanayotgan til bilan o'xhash va farqli tomonlarini olib berish imkoniyatiga ega bo'ldik. So'zlar o'z ma'no ifodasiga ko'ra omonim (shakldosh), sinonim (ma'nodosh) va antonim (zid ma'noli) bo'lishi mumkin. Biz bugun omonimlar haqida so'z yuritmoqchimiz. Omonimlar har bir tilshunoslikda o'ziga xos ahamiyat kasb etadigan, o'z o'rni va vazifasiga ega bo'lgan birliklar hisoblanadi. "Bir xil aytilib yoki yozilib, turli ma'nolarni ifoda qiluvchi so'zlar **omonimlar** deyiladi (grekcha *homog* – "bir xil", *onyma* – "nom")". [1, 72] Ko'rib turganimizdek, omonim so'zlarni tasnif qilishda so'zning *talaffuzi*, *yozilishi* va *ma'nosi* birdek muhim tomon sifatida hisobga olinar ekan. Demak, **omonimlik** deganda so'zlarning talaffuzi va yozilishi, yoki ikki tomonidan bittasining bir xilligi, ammo ma'no jihatidan farqlanishini tushunamiz. Omonimlar hamma tilda mavjud va o'rganiladi, shu jumladan, o'zbek va ingliz tillari ham omonim so'zlarga juda boy tillar hisoblanadi. "Oxford English Dictionary" (2nd edit. 1989) 2540 ta omonimlarni ro'yxatga olgan. Jumladan, ularning 89%*i* *bir bo'g'inli*, 9,1%*i* *ikki bo'g'inli* so'zlardir (1,9%*i* *uch* va *undan ortiq bo'g'inli*). [2, 30] Ko'rib turibmizki, ingliz tilida omonimlarning deyarli 90% ini bir bo'g'inli so'zlar tashkil qilar ekan. E'tiborlisi shundaki, biz "O'zbek tili omonimlarining izohli lug'ati" (Sh.Rahmatullayev. 1984) da keltirilgan 497 omoifodani tahlil qilish orqali shuni aniqladikki, ularning 44,3%*ini* *bir bo'g'inli*, 45%*ini* *ikki bo'g'inli* (10,7%*i* *uch* va *undan ortiq bo'g'inli*) so'zlar tashkil qilar ekan. Demak, o'zbek tilida ingliz tilidan farqli o'laroq ikki bo'g'inli omonimlar soni sezilarli bo'lmasada (0,7%ga) ko'p ekanligini ko'rib turibmiz. Ingliz tilshunosligida omonimlikning bir bo'g'inli leksemalar orasida ko'p uchrashiga Qozon Federal Universiteti filolog olimlari: "So'zlardagi oxirgi bo'g'lnarning yo'qolishi va qisqarishi bilan ko'paygan monosillabizm omonimlar sonining keskin oshishiga katta hissa qo'shgan bo'lishi kerak", - deya o'z munosabatlarini bildiradilar. [2, 31] **Monosillabizm** – bu bir bo'g'nlilikdir. Omonimlik hodisasi ham aynan bir bo'g'inli so'zlar orasida juda ko'p uchrashi haqida biz yuqorida aytib o'tdik. Masalan, **ingliz tilida**: *can v.* (f. qila olmoq) – *can n.* (ot, konserva bankasi);

too adv. (juda) – *to prep.* (predl. –ga) – *two num.* (son, ikki). **o'zbek tilida**: is (ot, hid) – is (ot, tutun) – is (ot, o'rgimchak to'ri);

kez (ot, palla, dam) – kez (f. aylanib yurmoq) so'zları kabi.

Omonim so'zlarning tilimizda paydo bo'lish usullari borasida tilshunos olimlarning qarashlari turli-tuman. Lekin shuni aytish mumkinki, ular bir-birini to'ldirib turadi. O'zbek tilshunosligida taniqli tilshunos, filologiya fanlari doktori, professor Sh.Rahmatullayev omonimlik hodisasinining tarixiy shakllanishi borasida o'zining uch umumiy qarashini bayon qilgan [3, 40-42] va biz ularni biroz soddalashtirgan holda ko'rib chiqishga harakat qilamiz. Demak, omonimlar: 1. Qadimiy turkiy tildagi turkum sinkretizmning yo'qolishi oqibatida paydo bo'lgan. *Turkum sinkretizmi* – bu ayni bir ifoda jihatiga ega birlik fe'l va ot, fe'l va sifat ma'olarini anglatish uchun qo'llanishi. Qadimiy turkiy til davrida bu keng tarqalgan hodisa edi. Masalan, *bog'* so'zi *bog'lamoq* ma'nosidagi harakat fe'lini ham, bog'langan tugunni ham anglatgan. 2. Leksemalardagi tovush o'zgarishlari natijasida yuzaga chiqadi. Xususan, *oq (rang, sifat)* – *oq (oqmoq, fe'l)* omonim juftligi aslida *a:q (sifat)* – *aq (fe'l)* shakliga ega bo'lgan, keyinchalik ketma-ket tovush almashinuvi natijasida esa hozirgi ko'rinishga kelib, omonimlarga aylangan. 3. Omonimlik leksik



ma’no taraqqiyotidan vujudga keladi. Bunda bir turkumdagи leksema asosida boshqa turkum leksemasining yuzaga chiqishi nazarda tutiladi. Masalan, *ot* turkumidagi *sovug* so‘zi semantik bog‘liqlik asosida *sovug sifat* leksemasi asosida yuzaga kelgani kabi. Tabiiyki, bunday holatda ular o‘z-o‘zidan omonimlarga aylanadilar. Tilshunoslikda bu jarayon konversiya deb nomlanadi. “*Konversiya (lotincha conversio – aylanish)* – so‘z yasashning semantik-grammatik usulining alohida ko‘rinishini tashkil qiladi, - deydi A. Abdulazizov. – Bunda bir turkumdagи so‘z ikkinchi bir turkumga o‘tadi: uning leksik va grammatik ma’nosini o‘zgaradi”. [1, 89] Lekin konversiya turkiy sinkretizm hodisasi bilan bir xil emas. Ya’ni, sinkretizmda tarixan bir so‘z bir necha turkumlar ma’nosidagi so‘zlarni ifodalash uchun xizmat qilgan bo‘lsa, konversiyada ma’lum turkumda qo‘llanilib kelinayotgan so‘zni boshqasiga o‘zgartirish yuz beradi. Omoifodalarining tilda shakllanishi xususida ingliz tilshunosligida ham bir qancha keng tarqalgan usullar mavjud:

1. *Fonetik o‘zgarishlar (phonetic changes)* (o‘zbek tilida omonimlar shakllanish bosqichidagi kabi), ya’ni tarixan boshqacha talaffuz qilingan so‘zlar vaqt o‘tishi bilan talaffuzining bir xillashadi. Masalan, *night (tun) – knight (ritsar; otliq jangchi)* so‘zlarining talaffuzi hozirda bir xil [*nart*] shaklida, lekin tarixan *knight* so‘zidagi “*k*” tovushi talaffuz qilingan.

2. Boshqa tillardan *so‘z o‘zlashtirish (borrowing)*. Bu holda omonimlik o‘zlashgan so‘zlar talaffuzi bilan sof ingliz tilidagi so‘zlar talaffuzining o‘xhashligi natijasida vujudga kelgan (asosan, *latin* va *fransuz* tillardan o‘zlashgan so‘zlarda ko‘p uchraydi): *match (o‘yin) – match (gugurt)*, bu so‘zlar juftligida birinchi “*o‘yin*” ma’nosidagi so‘z fransuz tilidan o‘zlashgan va sof inglizcha “*gugurt*” ma’nosini beruvchi *match* so‘zi bilan omonimlik hosil qilgan. Bu hodisani boshqa tillardan o‘zlashgan so‘zlarda ham uchratishimiz mumkin, masalan, *bank (kredit-moliya muassasasi)* va *bank (sohil)*, bunda birinchi so‘z italyan tilidan o‘zlashgan holda omonimlik hosil qilgan. Shuningdek, omonimlikning ushbu usuli o‘zbek tilida ham uchraydi, masalan, *tok (uzum) – tok (elektor toki)*. Bunda birinchi so‘z o‘zbekcha, ikkinchisi o‘zlashmadir (rus tilidan).

3. Omonimlar *konversiya (conversion)* hodisasi sabab vujudga keladi. Ya’ni turkum o‘zgarishi asosida yuzga chiqadigan omonimlik ingliz tili uchun ham xosdir. Masalan, *work n. (ish) – to work (ishlamoq) v. yoki find n. (topilma) – to find v. (topmoq)* so‘zlaridagi kabi. Aytish joizki, konversiya – ingliz tilidagi omonimlarning shakllanishida asosiy rol o‘ynaydi.

4. *Qisqartirish (shortening)*. So‘zlarini qisqartirishlar ham ingliz tilshunosligida omonimlar sonining oshishiga asosiy sabablardan biri bo‘ldi. Masalan, *fan n. (ot; mukkasidan ketgan muxlis)* so‘zi asli *fanatic adj. (sifat)* so‘zining qisqartirilishi natijasida vujudga kelgan va lotin tilidan o‘zlashgan boshqa *fan v. (fe’l; yelpimoq)* so‘zi bilan omonimga aylanib qolgan.

5. *Taqlid so‘zlar (sound-imitations)* ham tilda mavjud boshqa turkum so‘zlarini bilan omonim juftliklarni hosil qila oladi. Masalan, *bang n. (taqlid so‘z; qo‘qqis baland tovush) – bang n. (peshonaga tushib turadigan soch turmag‘i; gajak) – bang v. (fe’l; baland tovush hosil qilish uchun biror narsaga zarb bilan urmoq)* kabi. [5, 69] E’tibor qarating, taqlid so‘zlarining boshqa so‘zlar bilan omonimligi o‘zbek tili uchun ham xosdir: *tar I sifat* – f. – ho‘l, nam; yangi, toza; *tar II taqlid so‘z – ba’zi* narsalarning yirtilishida yoki ba’zi asboblarining ishlashida chiqadigan tovush. [4, 672] Xulosa qiladigan bo‘lsak, tilda omonimlar yuzaga chiqish usullari rang-barangdir. “Umuman, omonimiyaning voqe bo‘lishi tilning o‘z xususiyati bilan izohlanadi: har bir tilda tovushlar sanoqli, shu tilda ishlatiladigan tovush kombinatsiyalari ham cheksiz emas. Ikkinchidan, leksemalarning ifoda jihatida ham, ma’no jihatida ham uzlusiz o‘zgarishlar bo‘lib turishi bilan omonimiyaning paydo bo‘lishiga tabiiy hodisa deb qaralishi lozim”. [3, 44] Albatta, tilning imkoniyati keng, lekin cheksiz emas: har qanday tilda so‘z hosil qilish imkoniyati cheklangan. Har qanday harflar ketma-ketligi ham so‘z bo‘la olmasligi esa bizga ma’lum. Shunday ekan, omonimlar tilda leksik ma’noni ifodalashga bo‘lgan so‘z ehtiyoji tufayli shakllanishi tabiiy hol, fikrimizcha. Negaki, so‘zlar boshqa tildan o‘zlashtirilsa ham u nutqda mavjud so‘zlar bilan omonimlik hosil qilishi mumkinligining guvohi bo‘ldik.

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INGLIZ TILINI O'QITISHDA PISA DASRTURINING MUHIM AHAMIYATI

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Annotatsiya : Ushbu maqolada ingliz tili fanini o'qitishda PISA dasrturining muhim ahamiyati haqida so'z boradi

Kalit so'zlar : PISA, taddiqot, yangi innovatsion texnologiya, test, malaka, ko'nikma, muammoli vaziyat, savodxonlik, rasmlı test

Bugungi kunda yurtimizda o'quvchilarning sifatlari va davlat ta'limgan standarti talablariga mos ravishda dars tashkil etishlari uchun yetarli sharoitlar yaratibdi berilgan. Ayniqsa, o'quvchilar, abiturientlar orasida chet tili fanlarni o'rganishga bo'lgan qiziqish nihoyatda kuchli. Bugungi rivojlanib borayotgan zamonda ilm-fan, texnika tez o'sib bormoqda. Har bir sohada rivojlanish ilgari qadam tashlamoqda. Shu bois, har bir fanni yangi innovatsion pedagogik texnologiyalardan foydalanib darslarni o'tish va o'quvchilarga yetkazib berish bugungi kunning asosiy talablaridan biri hisoblanadi. Hozirgi paytda xorijiy tillarni o'rganishga bo'lgan qiziqish juda ko'payib bormoqda. Chet tilini o'rganishga ehtiyoj yuqori bo'lgan bir davrda, talim jarayonini yanada samarali bo'lishi uchun zamonaviy innovatsion texnologiyalar bilan birga PISA dasturi ham muhim ahamiyatga ega.

PISA tadqiqotid o'n besh yoshli o'quvchilardan mantiqan kutish mumkin bo'lgan kreativ fikrlash jarayonlariga qaratadi. Uning maqsadi o'ta ijodkor shaxslarni aniqlab olish emas, balki g'oyalarni ifoda etish va aniqlashda o'quvchilar naqadar kreativ fikrlay olishini, bu ko'nikma, o'z navbatida o'quv jarayoniga, maktab faoliyatiga va ta'limgan tizimining boshqa jihatlariga qanday bog'liq ekanligini tahlil qilishdir. PISA tadqiqotidan asosiy maqsad, ta'limgan siyosati va tizimiga yaqqol natijalarga ega, o'quvchilarning kreativ fikrlash borasida xalqaro taqqoslash mumkin bo'lgan ma'lumotni taqdim etishdir. Topshiriq ostidagi kreativ fikrlash jarayoni ta'limgan orqali takomillashuviga moyil bo'lishi kerak; ta'limgan jarayoni kontekstdagi ushu fikrlash jarayonining turli yordamchi omillari aniq belgilanishi va baholashdagi ko'rsatkichlarga bog'liq bo'lishi kerak; baholashda ishlatalgan soha mazmuni(kontenti) oddiy o'rta maktablarda o'tiladigan fanlarga chambarchas bog'liq bo'lishi kerak; baholash maktab va hayotda ijodiy yutuqlar borasida prognozlashtirish qiyamatiga ega bo'lishi uchun, testlar ham o'quvchi kunldalik hayotida, ham sinfda, ham tashqarida, mashg'ul bo'lgan real faoliyatlariga o'xshashi zarur.

PISA dasturidagi PISA testlari orqali o'quvchilarning haqiqiy hayotda kerak bo'ladigan hodisalarни tahlil qilish, ulardan to'g'ri xulosa chiqarish va muloqotga kirish ko'nikmalarini qay darajada egallayotganliklarini aniqlash mumkin. O'quvchilar oлган bilimlarini tahlil qila olishi va ulardan yangi ma'lumotlar hosil qila olish qobiliyatiga ega bo'lishi kerak. Bir so'z bilan aytganda PISA dasturi o'quvchilar bilimlarini amaliyatda qo'llash qobiliyatini baholovchi dasturdir.

Chet tilini o'qitishda ham PISA testlari muhim o'rinni tutadi. Dars davomidagi mavzular bo'yicha o'rgangan bilimlarini rasmlı, bir javobli, bir nechta javobli testlar orqali, qisqa va batafsil javobli savollar, muammoli yechimlarni yechish kabi topshiriklarni bajarishi orqali biz o'quvchilarni bilimini aniqlashimiz mumkin. Rasmlı testlar orqali biz o'quvchilardagi chet tilidagi ko'rib tushunish qobiliyatini aniqlashimiz mumkin.

Test topshiriplari orasidagi bog'liq likni kamaytirish maqsadida, o'quvchilardan o'zlarining g'oyalarni emas, balki o'zgalarning mahsulotini takomillashtirish so'raladi. Ushbu qismdagi vazifalarda, o'quvchilarga ochiq ssenariy berib, ular berilgan g'oyalarni o'ziga xos tarzda takomillashtirish so'raladi. Bunda ham baholaydigan, takomillashtirilgan g'oyalarning topshiriqliga mos kelishiga qaraladi. Ushbu topshiriplarda munosib javob "O'ziga xos takomillashtish" deganda, vazifada berilgan g'oyalarning mohiyatini saqlangan holda, original elementlarni olib kirish va shu orqali ijodiy g'oyalarga xos bo'lgan yangi va foydali elementlarni qamrab olishi tushuniladi.

Ochiq vazifa va javoblarni qo'shish mohiyatan baholashning ishonchlilikiga tahdid soladi. Baholashning ishonchlilikiga va turli baholovchilar qo'ygan baholarning solishtirish imkoniyati PISA sinovlari maqsadi ekanligini hisobga olsak, ushu baholash doirasidagi kodlashtirish



yondashuvlari amalda ishlashini tekshirish o‘ta muhimdir. Asosiy tadqiqotdan oldin o‘tkazilgan bir necha sinov bosqichlari hamda amaliy tekshiruvlarushbu tahdidni salmoqli darajada bartaraf etishi mumkin.

Muammoli vaziyatlardan chiqish orqali esa o‘quvchilarning qay darajada fikrlay olishini bilib olamiz.

PISAning asosiy yo‘nalishlaridan biri Reading o‘qish savodxonligidir. Reading o‘qish savodxonligi matn shaklidagi ma’lumotlarni tushuna olish va ularga javob bera olish ko‘nikmasidir. Matnli malumotlar biror asardan parcha, gazeta va jurnallardan olingan maqolalar, turli qo‘llanmalar bo‘lishi mumkin. Bunday ma’lumotlarni o‘quvchilar jadvallar, rasmlar, turli grafiklar orqali ochib berishlari mumkin. Bu orqali o‘quvchilarning xorijiy tildagi matnni o‘qib tushunishini, mazmuni haqida fikrlay olishini, matnga baho berib, o‘z fikrini bera olish ko‘nikmalarini aniqlay olish imkonini beradi. Bir so‘z bilan aytganda, chet tilini o‘qitishda PISA dasturidagi testlardan foydalanish samarali natijalarini beradi. PISA o‘quvchilarning xalqaro dastur buyicha talimiy bilimlarini aniqlab beradi. Shu bilan birga, biz PISA orqali o‘quvchilardagi xorijiy tildagi savodxonligini baholash va ulardagi bilimlarni amaliyotda qo‘llashni bilish darajasini baholaymiz.

PISA testlarining qulayliklaridan yana biri bu o‘quvchilari kreativ fikrlashga undaydi. Bugungi jahoning eng rivojlangan davlatlarida ham ijobjiy natijalar bergan PISA dasrturining O‘zbekistonga ham kirib kelib, tatiq etilayotgani quvonarli, albatta. Faqat quruqdan quruq qoidalar-u, qiyin dan qiyin mashq larni bajarib o‘quvchilarni qiyash o‘rniga ularning mantiqiy fikrlashlariga matn bilan ishslash ko‘nikmalariga alohida e’tibor zarur.

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HOW TO RETELL THE TEXT IN ENGLISH IN AN ENGLISH CLASS

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Annotation: This article is about how to retell the text in English. Ways of retelling the texts are given.

Key words: details, retell, chosen, important, colorful, text, help, repeat, read

Learning texts while learning a foreign language is an important point. Learning by heart trains memory, enriches vocabulary. Formulating retelling skills is equally important. These skills help you formulate thoughts. Instead of retelling with memorized phrases, the narrator learns to think. Retelling a text in English is different from retelling in Uzbek.

There are two types of retelling of the English text:

- verbose - to tell the text with details without repeating a fragment of what was written; selective - emphasis is placed on the idea, topic, details are not important.

For a detailed retelling, specify the details. A detailed retelling of the teacher is asked when studying a new vocabulary, topic. Retelling in English strengthens and develops memory, makes vocabulary richer, trains speech. Having learned to retell the text in detail, you can speak correctly. Most prefer cramming to retelling. We have chosen tips on how to write a detailed retelling.

- Read the English text 2-3 times. A detailed retelling will turn out to be fuller, more interesting, more colorful. It is important to understand the idea, story lines.

- Highlight, write out the translation, transcription of unknown vocabulary, translate. Then catch the meaning, the idea of writing, learn new vocabulary.

- Write down the names of the main characters. Marker highlights the main sentences. Write a short plan that you will work on. Retelling is much easier when you have short notes with you.

- Having learned to retell paragraphs separately, tell the text in full. Speak out loud with clear words. Practice in front of the mirror. Ask parents and friends to listen to your monologue, criticize, point out errors.

- It is best to do the task before going to bed. Get up in the morning, repeat what you have learned. Run a glance at work, new vocabulary, view the plan. Retell the English text without breaking it into paragraphs.

- Retelling the text is not taught by heart. If you forgot the translation of the English word - use a synonym, simplify the sentence.

- Learn a dozen stable expressions, use introductory words. They will help to get out of a difficult situation and gain time. You will not be condemned if you forget the fact, plot twist, word. It is better to retell an interesting text. Choose simple, detailed, well-known topics. Remembering information is easier if you understand. You are not allowed to choose the text yourself, and the final topic is not interesting? Play in public. By telling the text confidently and without hitches, you will win the love of the audience. Inaccuracies in the plot may not be noticed. So you will convey emotions to the interlocutor. Retelling is usually done in indirect speech. This means that all direct statements on behalf of the characters are transmitted on behalf of someone else who reports about them. First of all, in indirect speech it is necessary to take into account the effect of such laws as the coordination of times. This is the law of the relationship between the main sentence and the subordinate clause. There are many such main and subordinate sentences in indirect speech, since we are forced to open quotation marks, and the direct speech contained in them often becomes a subordinate sentence.

So, in order to start working with the text, you need to remember a few phrases that are suitable for retelling the beginning of the text.

This story is about -

The story shows (indicates) -

At the beginning of the story the author describes -

The story under consideration is from the book by ...

The extract for retelling is from the story by ...



In the end, it is imperative to draw conclusions. The following phrases are suitable for this:

To conclude (to sum up, to summarize) -

The story gives a good insight into ... –

At the end of the story the author sums it all up by saying ... –

In conclusion, I recommend to you to read the text again carefully and try to find out what you miss in the story. If you wish, you can retell the text after reading it again.

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USEFUL ACTIVITIES TO PROMOTE SPEAKING SKILL

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Annotation. Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

Key words: interactive skills, Simulations, Information Gap, Brainstorming, Interviews.

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. **Role Play.** One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984)

Simulations. Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Information Gap. In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming. On a given topic, students can produce ideas in a limited time. Depending



on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Interviews. Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Story Completion. This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting. Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

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INNOVATIVE TEACHING ENGLISH METHODS

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Annotation: This article discusses specific methods of language teaching.

Keywords: use of innovative methods, audio-visual materials,

Nowadays, development of foreign language teaching technologies is important issue. Information civilization dictates new standards; any new knowledge becomes outdated quickly. In general innovative teaching of language means creativity and novelty of the teacher which changes the style and method of teaching. All over the world, educational institutions implementing new ideas, methods, and technology based innovations to enhance the students' knowledge in the sphere of English.

Basically, teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance. The biggest challenge any teacher faces is capturing the students' attention, and putting across ideas in such a way that it stays with them long after they have left the classroom. For this to happen, classroom experience should be redefined and innovative ideas that make teaching learning methods more effective should be implemented. There are different types of methods to attract the student's attention:

Audio and video tools;

brainstorm;

classes outside the classroom; role play;

puzzles and games; refer books on creativity; introduce lessons like a story. Innovative learning methods crossover learning;

learning through argumentation;

incidental learning;

learning by doing science (with remote labs);

embodied learning.

Using audio-visual materials, textbooks with models, filmstrips, movies and pictorial materials and info graphics or other mind mapping and brain mapping tools in the session that will help learner's imagination thrive and grow. These methods will not only develop their ability to listen, but will also help them understand the concepts better. Another method of teaching is brainstorming. In context to teaching, brainstorming is a strategy or tool of teaching used by the teacher in which maximum or all the students participate by responding or presenting views on one topic. This technique encourages new ideas among students which would never have happened under normal circumstances. First, a small group of students is formed. They are asked to sit in a group and are provided with a particular issue or topic. Teacher, as the group leader, then ask group members to think about the problem and give their ideas. They are advised to find as many solutions to the problem as they can find. They are instructed not to criticize others ideas but they are free to make attentions to others ideas. Students are encouraged to put forward suggestions without hesitation even if they seem to come up with unusual and unorthodox ideas. Student's ideas are to be listened and accepted patiently, without passing any judgment or comment of any sort until the session is over. This method encourages the creativity and motivation. One of the methods is classes outside the Classroom. Some lessons are best learnt, when they are taught outside of the classroom. To organize field trips that is relevant to the lessons. The learners will find this fresh and exciting and will learn and remember the things taught faster. Moreover, teaching through role play is a great way to make students step out of their comfort zone and develop their interpersonal skills. Welcoming new ideas an open-minded attitude can help innovating new teaching methods. Though open-minded, sometimes most of us show reluctance to new ideas. Puzzles and Games Learning is fun where puzzles and games are part of education. Puzzles and games help children to think creatively and face challenges.



While playing games, the learner's attention is on the message, not on the language. Rather than paying attention to the correctness of linguistic forms, most participants will do all they can to win. The main purpose is to make the learners talk and stimulate their imagination, curiosity and interest. Game of Sudoku, a kind of number puzzle is an ideal authentic context for practicing language functions.

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FUN ENGLISH GRAMMER GAMES IN ENGLISH CLASSES IN GENERAL SECONDARY SCHOOLS

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Annotation: This article is about organizing fun English grammar games in English classes in general secondary schools

Key words: properly, build phrases and sentences, a set of rules, grammar, reasons, to learn, interesting, teach, groups, purpose.

Ключевые слова: грамматика, обучение иностранному языку, мнемоника, построение предложений, набор правил, игры на иностранном языке, группы.

Grammar has a very important thing in learning English for several reasons. First, without it, it is impossible to learn how to properly speak, build phrases and sentences, even if you have an enviable lexical reserve. But essentially, grammar is just a set of rules, and it's not so interesting to teach them to most people. At first glance it may seem that the words ?adult? and ?game? are not compatible at all in the same sentence. But this opinion is wrong, as adults really love to play. Therefore, if we English teachers use the games in the educational process in English classes, our adult students will respond with immense gratitude. Firstly, because the lesson will be more fun, more interesting and more interesting, and secondly, because we will be able to combine in this way the useful and enjoyable, bringing more fruits in learning the English language. Grammar games are designed to provide students with the ability to practically apply knowledge of the grammar of a foreign language, to intensify their thinking activities aimed at the use of grammatical models in the natural situation of communication. Practice shows that this type of games is most effective if the activity around a grammatical phenomenon is associated with another, for example, speech (reading, listening, speaking, writing) or communicative (communication, interaction) activity. An example of grammar games.

Activity 1. Who knows more?

A class is given the task to come up with as many questions (or words) as possible on a given topic. The class is divided into three groups. The board is divided into three parts, at the blackboard a student who sticks the correctly asked question (or word) with a wand, if the wrong question (or word), the wand is crossed out. A group with the most sticks (the number of questions or words asked) wins.

Purpose of the game: the repetition of vocabulary, the development of skills of oral speech, attention,

wit

Activity 2. Who better speaks English?

Picture is posted. The class describes it. The student at the blackboard notes the correct sentences. A student wins, with many points (correct sentences). A game contributes to the development of speaking skills, the development of thinking and attention.

Activity 3. Find out your word

A game is conducted in cases where it is necessary to teach distinguishing between three declensions of nouns, three kinds of nouns, three tense verbs, three faces, animate and inanimate, nominal and proper nouns, etc. The class is divided into three teams' words. Accordingly, the board is divided into three columns. Each column is titled.

Three pupils go to the board at the same time (one from each team). The teacher names three words, and each student must correctly write down his word. The rest of the students write down the words in their notebooks. Errors are immediately corrected and explained. Wins the team that made fewer errors.

Activity 5. Grammatical relay

A game is conducted in the study of any grammatical topics. Students are divided into two teams. The teacher indicates to them an exercise in a textbook from which it is necessary, for example, to write out words or phrases to a rule (the rule indicates the teacher). Children read the



text before the game. Then, at a signal, the students, one from each team, go to the blackboard and write out one word or phrase on their half of the blackboard. If one student misses a word, the next one should write down the missing one. The winner is the team that completed the exercise faster and with fewer errors. The text can be taken from didactic material or compiled by the teacher himself. In this case, the text is prepared in duplicate and placed on the teacher's table (on the left and right side). Students take a sheet of text from the table, read the sentences (first group out loud, second one to themselves), go to the blackboard and write out the necessary words. In this form, the game is one of the types of selective cheating. It can also be carried out as a creative selective dictation: children write words not in the form in which they stand in the text. Fascinating is the work with a coherent text, interesting content. You can find a game for almost every grammatical phenomenon. Studying 3 forms of irregular verbs. Cards are being prepared, three verb forms are written on the front side, for example: drink, drank, drunk.

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CREATIVE METHODS AND TECHNIQUES OF WORK IN ENGLISH LESSONS

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Annotation: Currently, one of the main problems of modern schools is the decline in pupils' interest in learning. The question arises, what form of training should be used so that the motivational potential is directed to more effective development of the educational program by pupils.

Key words: creative methods, innovation, educational game, English language.

First of all, teachers need to take into account age-related psychophysical characteristics, use a variety of forms of work, taking into account the fact that pupils' interest in tasks disappears after 10-15 minutes, so the teaching method in a comprehensive school provides for frequent changes of activities in the classroom. All material should be focused on various types of perception: voice acting, practical action, writing, and visual support.

One of the great methods of work is the technology of using collage in primary school lessons. The use of collage technology as a means of teaching dramatically expands the teacher's ability to choose materials and forms of educational activity. This technique allows to familiarize pupils with any thematic material and serves as the most effective form of learning.

In addition, this type of work has a great educational value, since it is aimed at forming social competence in younger pupils, that is, the ability to choosing a strategy for their work to develop a sense of responsibility for the final result.. The technique of collaging is designed in such a way that the work can be performed individually, groups, or even front.

The advantage of creating collages in the traditional form, the teacher can decorate the classroom with collages of pupils. The study and creative refraction of these texts is a productive teaching of grammar. Children at any age love to invent, and fantasize.

Writing fairy tales, essays, letters in English develops skills and abilities of all types of speech activity, because they bring up a person's kindness, friendliness, love for their native culture, and help them learn more about the traditions of other countries. Bright expositions of children's works and small oases of creativity and inspiration please the eye.

Learning poems with pupils and playing their roles in the classroom allows the teacher to solve two tasks at once: to work on the pronunciation of pupils and create an atmosphere of ease and relaxation in the classroom. Children are very interested in grammar games that allow them to develop their creative activity, create a natural situation for the use of new speech patterns that contain certain grammatical difficulties. This type of games includes important grammatical material, namely verbs: be, have, may, the construction of there is, the temporary verb forms of the group Indefinite, Continuous and others.

Dramatization for inspiration. Dramatization is a powerful pedagogical tool that promotes rest, evokes positive emotions, ease and pleasure. This technique allows you to develop the imagination of pupils, reveal their talents and inspire them with new ideas for further oral and written tasks. So, with the right selection of methods and techniques, you can plan and create effective conditions for the normal development and socialization of the child.

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O'QUVCHILARNING OG'ZAKI VA YOZMA NUTQ MALAKASINI SHAKLLANTIRISHDA ONA TILI FANINING AHAMIYATI

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Annotatsiya: ushbu maqolamizda o'quvchilarning og'zaki va yozma nutqi rivojlanishida ona tili fanining o'rni va ahamiyati haqida batafsil yoritib o'tdik.

Kalit so'zlar: o'quvchi, og'zaki, yozma, nutq, insho, badiiy asar, diktant

Barchamizga ma'lumki, nutq o'stirish maktabda ona tili o'qitishning bosh maqsadi sanaladi. Maktabda ona tili o'qitishning bosh maqsaditilning jamiyatda tutgan o'rni, bajaradigan vazifasi bilan belgilanadi. Ma'lumki, til jamiyat a'zolari o'rtasida aloqa-aratashuv vositasi, insonning fikrlash va fikr mahsulini og'zaki va yozma ravishda berish, o'z ichki kechinmalarini bayon qilish vositasi bo'lib xizmat qiladi.

Demak, jamiyatda fikr almashish qanuniy zaruriyatdir. Odamlar orasida fikr almashish bo'lmasa, jamiyat taraqqiyotdan to'xtaydi. Tilni o'rganish bu faqat uning Grammatik qurilishini bilish, tushuncha, ta'rif va qoidalarni o'zlashtirib olish emas, balki ona tilining boy imkoniyatlaridan foydalanib, fikrni og'zaki va yozma shakllarda to'g'ri ravon ifodalash malakalarini egallashdan iborat. Bilamizki, ona tili fani bolaga tilni o'rgatish bilan birga, tilning seqirra imkoniyatlaridan nutqda foydalanish me'yorlarini ham o'rgatadi.

Modomiki, ona tilining o'qitilishi bolalarda nutqiy me'yirlarni tarbiyalash va ro'yobga chiqarish ekan buni amalga oshirishda asoson o'quvchilarni ona tili faniga qiziqtrish birinchi navbatda darslarni qiziqarli tashkil qilish lozim hisoblanadi. Turli xil metodlar yordamida darslar tashkil qilinsa, o'quvchilarda fanga nisbatan zerikish hosil bo'lmaydi. Bundan tashqari maktabda o'quvchilarning so'z boyligini oshirish murakkab jarayon hisoblanadi. Darhaqiqat, o'quvchilarimizni so'z boyligini shakllantirishda o'quvchi nutqida faqat tilimizda ijtimoiy-iqtisodiy taraqqiyot tufayli paydo bo'layotgan so'zlar emas, balki ular birinchi marta duch kelgan so'zlar ham ular uchun yangi hisoblanadi. Asosan, badiiy asarlarda bo'lma (xona), omi (savodsiz) ishkom (tok so'risi) bunday so'zlar yangi so'z emas, lekin o'quvchi uchun yangi hisoblanadi. O'quvchilarning og'zaki nutqini rivojlantirishda badiiy asarlardan ko'proq foydalanilsa, samarali natijaga erishish mumkin. Yozama nutqini rivojlantirishda nazorat ishlarining o'rni beqiyosdir. Inshoda bolaning o'zligi namoyan bo'ladi. Ularning tafakkuri, dunyoqarashini aks ettiradi.

Insho uchun material to'plashda manba muhim ahamiyatga ega. Masalan: rasm asosida material to'plash, borliqni kuzatish yoki badiiy asar asosida material to'plashdan farq qiladi.

To'plangan materialni tartibga solish va uni muayyan izchillikda bera olish ham o'quvchi uchun o'ta zarur malakalardan biri sanaladi. Shuningdek, yaratilgan inshoni takomillashtirish, unda yo'l qo'yilgan xato va kamchiliklarni bartaraf etish ham o'quvchilar uchun o'ta zarur malakalardan biri hisoblanadi. Matnni takomillashtirish bu imloviy, punktuatsion xatolar ustida ishlashdangina iborat emas, balki mazmunini takomillashtirishni ham o'z ichiga qamrab oladi. O'quvchi yozgan inshosini tahlil qilishga qiziqadi. Bunda asosan, xatoni tuzatish usullarini bilishi lozim hisoblanadi.

Ma'lumki, o'quvchi o'z ishidagi xatolarni aniqlashdan ko'ra, o'zgalar ishidagi xatolarni tezroq topadi. Shuning uchun ularga ba'zida bir-birining ishlarini tekshirishni topshirish ham mumkin. Bunda asosan har bir o'quvchi o'zi yo'l qo'ygan imlo xatolarni yana takrorlamaslikning oldini olish uchun samarali natija beradi albatta. Maktablarda kichik sinflardanoq shu usullardan foydalanib borilsa o'quvchilarimiz imlo xatolarsiz yozishlari mumkin. Bundan tashqari nazorat diktantlari ham o'quvchilarning yozma savodxonligini oshirishda katta ahamiyatga ega hisoblanadi. Diktant yozish jarayonida fonetik yozuv va morfologik yozuv osasida yoziladigan so'zlarni ajrata olish darajasi shakllanadi. O'quvchilarning og'zaki va yozma nutqini shakllantirishda ona tili fanining o'rni va ahamiyati juda katta hisoblanadi. Badiiy asarlarni sahnalaشتirish ham o'quvchilarning so'z boyligi oshirishda katta ahamiyat kasb etadi. Bundan tashqari har bir ona tili va adabiyot o'qituvchisi ijodkor bo'la olishi lozim. Hozirgi kun ta'limining asosiy maqsadlaridan biri dars



jarayonida o‘quvchilarni faollashtirish orqali ularga bilim olish yo‘llarini o‘rgatishdan iborat. Ta’lim jarayonida ilg‘or pedagogik texnologiya elementlari singib bormoqda. O‘qitishning interfaol usullaridan samarali faydalanib borishi lozim hisoblanadi.

Xulosa qilib shuni aytishimiz mumkinki, har ona tili fani o‘qituvchilari zimmasida juda katta ma’sulyat borligini anglagan holda har bir darslarni interfaol ta’lim usullaridan samarali foydalanishi lozim. O‘qituvchi har bir darsni qiziqarli va samarali tashkil qilib borsa, o‘quvchilar nutqida va imlosida hech qanday muommolar uchramasligi mumkin.

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Annotatsiya: ushbu maqolada o'quvchilarni chet tiliga qiziqtirish haqida bayon etilgan.

Kalit so'zlar: qobiliyat, chet tili,

Hamma birdek aqlli bo'lmashigi mumkin, lekin har bir bolada ijodkorlik qobiliyat mavjud. Faqat bu qobiliyatini kichikligidan so'ndirmay rivojlantirish kerak. Buning uchun qo'yidagi qo'yidagi maslahatlar yordam beradi::

Ijodkorlik avvalambor atrof -muhitga qiziqishdan boshlanadi. Ayniqsa yoshi 3-7yoshgacha bo'lган bolalarni til o'rganish uchun eng qulay vaqt hisoblanadi. U yoshdagi bolalar tez qabul qilishadi. Shu vaqtin oralig'ida bolalrni o'qishga bo'lган e'tiborini shakllantirish bo'yicha ishlarni amalga oshirish mumkin.

1. Bola bilan ko'chalarda sayr qilish.
2. Bolaning atrof - muhit bilan qiziqishi uchun sharoitlar yaratish kerak.
3. Muziy va teatrlargacha borish, odamlar bilan muloqot qilish imkoniga ega bo'ladi.
4. Bolani kitob o'qishga qiziqtirish lozim. Bola qancha ko'p o'qisa, u shunchalik ko'p dunyonı o'rganadi va chet tillariga bo'lган qiziqishi ortadi.

5. Kitob o'qigandan, biron narsa ko'rganidan so'ng unga bu haqida qiziqib gapirish uchun imkoniyat yaratish lozim. So'z erkinligi, fikrning teranligini oshirish uchun avvalo ustoz bilan birga ota onalarimiz ham masulyat bilan yondashishlari kerak bo'ladi.

6. Ayrim bolalarda o'z ichki kechinmalarini baralla aytishga qiynalishadi ammo biz bunday bolalarni baland ovozda o'z hissiyotlarini ayta olish juda foydali bo'ladi.

7. Bolaga kun mobaynida xil savollar berib yurishga odatlaning. Bola o'zi o'ylab mustaqil javob berishga harakat qiladi. Savollar bolaning yoshiga mos bo'lishi lozim. Bola javob berishga qiyalsaga ham, uni o'ylagani uchun, harakat qilgani uchun maqtab qo'yishni unutmang.

Farzandingiz chet tillarini o'rganishga harakat qilganda biron so'zni xato qilib bajarganda, hech qachon bolani koyimang, aksincha uning o'miga yordamlashib yuboring. Bo'lmasa bolaning qilayotgan ishiga nisbatan qiziqishi so'nadi.

Shunda bolada o'ziga nisbatan ishonch ortadi.

Ma'naviy tomonidan boy bola yomonlik qilishi mumkin emas.

Bolaning talaffuzini boshqa bolaning talaffuzi bilan solishtirmang, aksincha sen juda yaxshi so'zlading faqatgina shu so'zni bunaqasiga o'girib so'zlasang yana ham chiroyli chiqadi deyish mumkin. Bola o'zi qiziqib so'zlarni to'g'ri talaffuz qilish imkoniga ega bo'ladi. Ana shunda haqiqiy ijodkor, manaviyatli jamiyatga nafi tegadigan yetuk shaxslar bo'lib yetishiga ustozlar va ota onalarimizning ahamiyati kattadir.



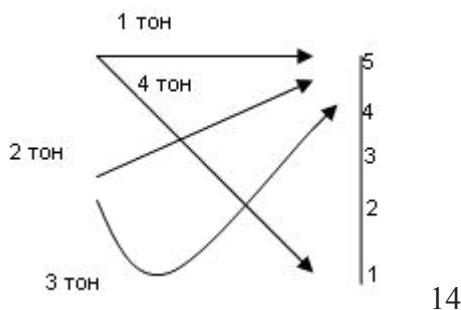
XITOY TILINI O'QITISHDA TON VA UNING O'ZIGA XOSLIKHLARI

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Annotatsiya: Ushbu maqolada xitoy tilini o'rganayotgan talabalarda xitoy tilida tonni qanday to'g'ri talaffuz qilish kerakligi o'rgatilgan. Tonlarni yodlayotganda aynan nimalarga axamiyat berish kerakligi, ularning boshqa tillardan farqi va o'ziga xosligi yoritilgan.

Kalit so'zlar: ton, yengil ton, bo'g'in, talaffuz, iyeroglif, muloqot.

Xitoy tilida 4 ta asosiy tonlar mavjud. Ton unli tovushlarning tepasiga qo'yiladi.



Bir xil talaffuz qilingan bo'g'indarning toni boshqa – boshqa bo'lsa ularning ma'nosi bir xil bo'lmaydi. Masalan:

推 tui (birinchi ton) itarmoq

颓 tui (ikkinchi ton) pastga tushib ketmoq

腿 tui (uchinchchi ton) oyoq

退 tui (to'rtinchchi ton) orqaga qaytarmoq, bekor qilmoq

Misollardan ko'rinish turibtiki, ton har xil bo'lganligi sababli so'zlarning ma'nosi ham o'zgaradi.

Shu bilan birga yana ba'zi bir bo'g'indarda ton ishlatalmydi va u yumshoq talaffuz qilinadi. Bunday ton yengil ton deb ataladi. Yozuvda yengil ton yozilmaydi. Masalan: 玻璃 bō li Oyna

Ba'zi hollarda bo'g'indarning talaffuzida tonlar o'zgarish holati yuz beradi. Uning 3 holati mavjud:

1. Uchinchi tonli bo'g'indalar ketma – ket kelsa, birinchi kelgan uchinchi tonli bog'in ikkinchi tonda talaffuz qilinadi. Masalan :

“你好ní hǎo Salom” so'zi og'zaki nutqda “ní hǎo” ko'rinishida talaffuz qilinadi.

2. Agarda uchinchi tonli bo'g'in birinchi, ikkinchi, to'rtinchchi tonli bo'g'indardan oldin kelsa, bu ton huddi uchinchi tonning yarmidek o'qiladi. Ya'ni ohirgacha cho'zilmaydi.¹ Masalan:

1	比赛 Bǐsài musobaqa
2	鼠标 Shǔbiāo kompyuter sichqonchasi

1. Xitoy tilidagi “不 yo'q” va “— bir” iyerogliflarida ma'lum bir o'zgarishlar kuzatiladi. Agarda bu iyerogliflar to'rtinchchi va yengil tonlardan oldin kelsa unda bu ierogliflar ikkinchi ton tarzida talaffuz qilinadi. Masalan:

1	bú shì 不是 (Yo'q)
2	yí gè 一个 (bir)

Shu bilan birga birinchi, ikkinchi yoki uchinchi tondan oldin kelsa , ular to'rtinchchi ton tarzida talaffuz qilinadi. ²Masalan:

¹ <http://russian.cri.cn/newru/chinese/lesson01/Phonetics.html>

² <http://russian.cri.cn/newru/chinese/lesson01/Phonetics.html>



1	bù shuō 不说 (aytmadi)
2	bù lái 不来 (kelmadi)
3	bù hǎo 不好 (yomon)
4	yì tiān 一天 (bir kun)
5	yì nián 一年 (bir yil)
6	yì qǐ 一起 (birga)

Xitoy tilida ton muhim ahamiyatga egadir. Shu sababali ham bunda ko‘gina muammolar uchraydi. Talabalar ayrim so‘zlarda tonni noto‘gri aytganlari uchun muloqot jarayonida tushunmovchilik yuzaga keladi. Unday so‘zlarga misollar keltirsak: 马 ma(uchinchi ton) ot, 妈ma (birinchi ton) ona; 八ba(birinchi ton), 爸ba(to‘rtinchi ton) ota. Bu so‘zlarning o‘qilishi bir xil bo‘lsa ham lekin toni har xil. Shunga so‘zlashayotganda biz albatta tonni aniq va to‘g‘ri talaffuz qilishimiz darkor.

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INNOVATIVE METHOD OF TEACHING ENGLISH

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Annotation: This article focuses on the level of using creative teaching methodologies in second language classroom as studied by the researcher. A series of qualitative methods such as using newspaper, media, movies, interpreting advertisements, and creating Sandblot can be employed in the classroom in order to develop students' second language learning ability. The article focuses on how teaching methodologies should be modified and used in the classroom appropriately by understanding.

Keywords: ICT, Communication is the groundwork

The innovation that the researcher talks in the paper certain both to methodology and materials used in language teaching. Moreover, this article brings out the subtle distinction between the scholarly perception of language as treated in research and pedagogy. The argument advances as the paper proceeds with trends of education with specific reference to the Indian scenario, methodologies adopted, the bygone methods, the peer practice, the present trend, new teaching design, new devices, the need for change, the ICT and English language. English language teaching has undergone tremendous changes over the years, especially the last ten years.

Sudents are burdened with studying, learning and grasping the materials, and of course, lectures with the collections of relevant information from prescribed texts. Many career alternatives once regarded insignificant are gaining importance at present such as communication skills, soft skills, technical skills, interpersonal skills, ICT literacy etc. The need for chiseled graduates to merge successfully in the tough competition of survival in the global market is in great demand nowadays. For this, a change in the trend especially the teaching learning process of English language has to undergo a transition for the betterment. Seasons change, fashions changes, attitudes of human beings change but it is disheartening to note that in the last century English curriculum has hardly undergone any change. There had been much of changes in the attitude of people as to what they perceive to be a language. Rigid curriculums and huge syllabi continue to threaten students who speak regional dialect but love to excel in English. The history of foreign language has always been an important practical concern. It was Latin which dominates various fields like education, commerce, religion and government in the western world. In 16th Century French, Italian and English achieve lot of importance as result of political changes in Europe. As the status of Latin language from that of living language to teaching subject in school curriculum. The study of classical Latin and analysis of its grammar becomes the model from Foreign Languages study from 17th to 19th century. In 21st Century we are going to teach communicative language teaching. According to Kripa K Gautam, "English Language Teaching" - A critical study of methods and approaches have provided account of history of language teaching methods. Methodologies Adapted in Earlier days Communication is the groundwork based on which any idea can progress and develop into a fully fledged one. Without that, sustenance in any field is impossible. During the last decade, various crucial factors have combined to affect the current ideologies of teaching of English such as the ineffective methodologies, unsuitable materials, and integration of contextualized teaching, over emphasis on multi language skills etc. Teachers who practiced Grammar Translation method during the previous decade solely relied on black board as the apt tool to impart communication skills and the nuances of English language. Later on, over head projectors, acted as another medium for the teacher dominated class room. Such teachers believed in the dictum of drill and practice. Researchers had given more emphasis on authentic and meaningful contextualized discourse. Then they focused on a successful adult second language learning as a parallel process to a child's first language acquisition. With the advent of ecommunication, it has been made possible for the English language teachers to enrich their profession. Basically, the teacher controls the instructional process, the content is delivered to the entire class and the teacher tends to emphasize factual knowledge.



In other words, the teachers deliver the lecture content and the students listen to the lecture. Thus, the learning mode tends to be passive and the learners play little part in their learning process. It has been found in most universities by many teachers and students that the conventional lecture approach in classroom is of limited effectiveness in both teaching and learning. This method had stayed in practice for a good period of time due to its focus on the functional use of English. But, still this method was marred with setbacks like there were many issues with this method. It needed a lot of time, good budget and a small class size. And even in some situations, it was not very useful. These issues led to another Method that is called Audio-Lingual Method. The direct method is natural method of teaching foreign language its makes use of Audio-Visual Aids. The direct method originated in France in 1801. The direct method develops as a reaction against GTM. Its basic principle is that pupils should think directly in foreign language. DM is to teach language directly at aims to create direct bond between the word and meaning, thought and expression. It's also improving the pupil's pronunciation. In 21st Century there is rise of communicative methodology. Which emphasize real meaning communication method than activity, topic and situations which are artificial and remote from pupil's lies.

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ONA TILI TA'LIMI VA „ISH DAFTARLARI”

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Annotatsiya: ushbu maqolamizda „Ish daftarlari”ning ahamiyati, hamda o‘quvchilarimizning fikr yuritish salohiyatiga juda ijobiy ta’sir qilishi haqida batafsil yoritib o‘tdik.

Kalit so‘zlar: „Ish daftarlari” o‘quvchi, ta’lim jarayoni

O‘zbekistonda mashq daftalarining foydalanila boshlaganiga ko‘p bo‘lmadi; asosan chet tillarini o‘qitish jarayoniga tadbiq qilinmoqda.

Mashq- daftari tayyor andozalar bilan ishlashga mo‘ljallangan bosma o‘quv qo‘llanmasidir. O‘quv materiali hajmining, ayniqsa amaliy faoliyatining ortishiga bog‘liq ravishda o‘quvchilar faoliyatining bir turi, o‘qitishning bir shakli sifatida qo‘llaniladi.

Mashq daftaring qo‘llanilishi o‘qitish sifatini ta’lim jarayonining samaradorligini oshiradi, o‘qitishni individuallashtirish, istiqbolli ilg‘or pedagogik usullarni tadbiq etish imkoniyati kengaytiriladi. Mashq daftalaridan foydalanishning dolzarbligi shundaki, bunday daftalar o‘quvchilarning axborotlar bilan ishlay olish ko‘nikmalarini va aqliy faoliyatini shakllantirishni uyg‘unlashtiradi. Odatda mashq daftarlari o‘qituvchi tomonidan kundalik nazoratlarni amalga oshirish jarayonida o‘quvchilarning bilim, malaka va ko‘nikmalarini baholashda foydalaniladi.

Rossiyoda A.N.Mansurov, S.A.Chandaeva, A.A.Shapovalov, shuningdek, Moskva davlat pedagogika instituti va Blagveshensk davlat pedagogika institutining bir guruh olimlari tomonidan, I.N.Vershagina va V.I.Sirotin kabi mualliflar „рабочая тетрадь” ya’ni „ish daftarlari”ning bosma nashrlarini yaratish bo‘yicha izlanishlar olib borishgan.

Rossiyoda yaratilgan ish daftalarini o‘rganish natijasida ularga qo‘yiladigan talablarni aniqlashtirish zarurligi ma’lum bo‘ladi.

Rossiyolik 70% pedagoglar „ish daftarlari” ning o‘quvchilarni shaxs sifatida yo‘naltirishga yordam berishga ahamiyat qaratish zarur deb hisoblaydilar. Ayrim pedagoglar „Ish daftarlari”ni yaratishning didaktik shart-sharoitlarini hisobga olishga e’tibor qaratishsa, boshqalar undan foydalanish bo‘yicha o‘qituvchiga mo‘ljallangan metodik tavsiyalar yaratishi zarurligini ta’kidlashadi.

„Ish daftarlari” uchun quydagi guruhdagi savol va topshiriqlar taqoza qilinadi.

- O‘rganilgan mavzuni takrorlashga qaratilgan bo‘lishi ;
- Tafakkurni rivojlantirishga yordam berishi;
- Nazariy ma’lumotlarni amaliy o‘rganishga mo‘ljallanishi;
- Topshiriqlarning har xil murakkablikda taqdim qilinishi;
- Mustaqil bajarish uchun maxsus bo‘sh joy qoldirish;

„Ish daftarlari”dagi topshiriqlarda rasm, sxema, jadvallar ko‘rnishida taqdim qilinadi va mustaqil bajarish uchun ko‘rsatmalar keltiriladi.

„Ish daftarlari”da topshiriqlarni bajarish ketma-ketligi ko‘rsatilishi zarur. Topshiriqlar yechimi uchun yetarli bo‘sh joy qoldirish taqoza qilinadi.

Umumiyy sanitар- гигиеник talablar: shirift kattaligi, ranglar uyg‘unligiga e’tibor qaratish taqoza qilinadi.

„Ish daftarlari”ning tuzilishi va mundarijasida quydagilar aks etadi.

1. Har bir mavzu uchun kichik hajmli nazariy ma’lumot, topshiriqlarni bajarish ketma-ketligiga amal qilish.

- 2. O‘quvchilarning mustaqil ishi uchun ijodiy mashq va topshiriqlarning keltirilishi.
 - 3. Har bir mavzu bo‘yicha ilova, test savollari, nazorat savollari, adabiyotlar ro‘yxati berilishi.
- „Ish daftarlari”dan foydalanib dars tashkil qilish metodikasi har xil bo‘lishi mumkin.
- 1. Yangi mavzuni o‘rganish va mustahkamlash uchun foydalaniladi. Bunda
 - „Ish daftarlari”ning nazriy ma’lumot qismiga asoslaniladi.
 - 2. o‘rganilgan mavzuni takrorlash va umumlashtirish uchun foydalaniladi.
 - 3. „Ish daftarlari” yordamida yangi mavzuni mustaqil o‘rganish uchun alohida mashg‘ulot



tashkil qilish mumkin. Bunda o‘quvchilarni tadqiqotchilik faoliyatiga jalb qilish maqsad qilinadi. Umuman, rus tili ta’limida faydalanilayotgan „Ish daftarlari” da darsliklarni to‘ldiruvchi nazriy qism, ham amaliy qism o‘rin olgan.

Xulosa o‘rnida aytib o‘tish o‘rinlikni, xorijda „Ish daftarlari”ni mukammallashtirish jarayoni davom etmoqda. O‘quv jarayoniga „Ish daftarlari”ini tadbiq qilish ta’lim jarayonini tashkil qilishning yangi usuli hisoblanadi. Albatta, uning ijobjiy jihatlari mutaxassislar tomonidan e’tirof qilinmoqda; o‘quvchilarning o‘zlashtirish darajasini aniqlashning yengillashishi, ularning fanga qiziqishlarning ortishi, topshiriqlarni bajarish jarayonida yo‘l qo‘yiladigan xato va kamchiliklarni bartaraf qilib borish imkoniyatlarining mavjidligi kabilar.

Xullas, ta’lim jarayoniga yangi metod va usullar, texnologiyalarni olib kirish, ta’lim vositalarining ham takomillashishiga, yangi ta’lim vositalarining ixtiro qilinishiga keng imkoniyat yaratmoqda. Shunday ekan ish daftarlarini ham o‘quvchilar hayotida o‘rni beqiyos hisoblanadi. Sababi xato va kamchiliklarini bartaraf qilishga samarali ta’sir ko‘rsatadi.

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MATNNING O'ZIGA XOS XUSUSIYATLARI

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Annotatsiya: Ushbu maqolada tilshunoslikda eng yirik sintaktik birlik hisoblanmish matnning xususiyatlari ilmiy yoritib beriladi. Ilmiy qarashlar ilmiy xulosalar bilan izohlanadi.

Kalit so'zlar: Tekst, matn, kontekst, til, nutq, kommunikatsiya, monolog, dialog, sinkret, lison, ifoda

Biz ruscha kreolizovanniy tekst terminini o'zbek tilida uyg'un matn termini bilan ifodalash ma'qul, deb o'ylaymiz, chunki bunday matnlarda bir necha nolisoniy va lisoniy faktlarning uyg'unlashuvidan iborat jarayon hosil bo'ladi. Fikrimizcha, uyg'un matnlar nafaqat psixolingvistikada, balki lingvokulturologiyada ham o'rganilishi lozim. Sababi – uyg'un matnlarda turli madaniy-semiotik maydonlar o'zaro aloqaga kirishadi. Masalan, g'azallar to'plamidan iborat kitoblarda ko'pincha CH.Ahmarov miniatyuralari ham beriladi. Bunda she'riy matn mazmuni hamda suratlardagi tasvir o'zaro uyg'unlashadi. Bunday usulni ertaklar to'plamida ham ko'rish mumkin. Reklama matnlari ham uyg'un matnga tipik misol bo'la oladi. Teleekranda namoyish etiladigan reklamalarda uch turdag'i madaniy-semiotik maydon: tasvir, musiqa va matn uyg'unlashuvini kuzatish mumkin. Kinomatnlarda ham og'zaki matn, tasvir va musiqa uyg'unligi tomoshabin ruhiyatiga ta'sir etuvchi asosiy omillar hisoblanadi.

YUqorida aytilganidek, bu kabi matnlar funksional yaxlitlikni hosil qiladi. Psixolingvistikada retsipientlarning ana shu yaxlitlikni qabul qilish qobiliyatları tadqiq qilinadi.[1]

Psixolingvistikaga doir adabiyotlarda qayd etilgan shakliy uzilish (rus tilida: skvajnost) ham matnga oid qiziqarli hodisalardan biridir. Ma'lumki, matnda ketma-ket kelgan jumlalar mazmunan o'zaro bog'liq bo'ladi. Ana shu bog'liqlik kutilmaganda uzilib qolishi mumkin.[2] O'.Hoshimovning "O'zbek ishi" deb nomlangan hikoyasidan olingan quyidagi parchada mana shu hodisani ko'rish mumkin: *Yo'q, Jumanov Koryaginga emas, deraza tomon intildi. Soqchi eshikdan kirguncha bir hatlab deraza rahiga cho'kkalab oldi.*[3] SHu alpozda bir soniya, atigi bir soniya Koryaginga qaradi. Hozirgina ko'zlarida yonib turgan g'azab ifodasi o'rnida shu qadar chuqur, unsiz nafrat, nochorlik, iztirob... shu qadar teran hayrat bor ediki, Koryaginning yuragi orqaga tortib ketdi.[4]

– *Jumanov! – Vasiliy Stepanovich deraza tomon talpindi. – Jumanov ...*

Gapini tugatmasdan derazadan yana g'ira-shira oqshom yorug'i ko'rindi.

Soqchi ikkovlari baravaryuguribborishdi. CHuqurlidagi hovlida, hovuzchetidagi simyog'ochda lampochka yonib turar, Jumanov yaproqlarini chang bosgan archa tagida g'ayritabiiy yonboshlab yotar edi: boshi hovuzning sement qirrasida, gavdasi qirg'oqda... Koryagin uning jon taslim qilayotib, oyog'ini uch-to'rt silkitganini ko'rди.

Berilgan mikromatnda xalqimiz kechmishidagi fojiali davrlardan biri – paxta yakkahokimligi vaqtida "o'zbek ishi" deb atalgan mash'um harakatning qurbaniga aylangan shaxs, ya'ni sovxoz direktori Jumanovning tergovchining ma'naviy va jismoniy qyinoqlariga chidolmasdan, o'zini tergov bo'layotgan binoning yuqori qavatidan pastga tashlab halok bo'lishi epizodi tasvirlangan.[5] Agar matndagi jumlalarga mantiqiy jihatdan yondashadigan bo'lsak, uning ikki o'rnida muayyan jumlalar tushirib qoldirilganini ko'rishimiz mumkin: bu – *Jumanov! – Vasiliy Stepanovich deraza tomon talpindi. – Jumanov...* jumlasidan keyingi **Jumanov deraza rahidan o'zini pastga otdi** hamda *Soqchi ikkovlari baravar yugurib borishdi* jumlasidan oldingi **Koryagin va soqchi yuqori qavatdan pastga tushib, hovliga chiqishdi** jumlalaridir. Axborot izchilligi ushbu jumlalarni taqozo etsa-da, ularni matn tarkibida qo'llamaslik matnning mazmuni yaxlitligiga ta'sir etmagan: retsipient muallif nazarda tutgan propozitsiyalarini matnda ifodalangan vaziyatdan kelib chiqib, o'zi tiklashi mumkin. Implikatsiyaning bu usuli badiiy matnlarda ko'p uchraydi. Demak, shakliy uzilish, aytish mumkinki, matn va retsipient munosabatlariga, ya'ni matnning mazmuni idrokiga oid hodisa bo'lib, aborot siqiqligining yuzaga kelishiga xizmat qiladi.



Matnning psixolingvistik xususiyatlardan biri interpretativlik hisoblanadi. V.P.Belyanin fikriga ko‘ra, har bir retsipient muayyan matn haqida o‘z interpretatsiyasiga ega bo‘lishi mumkin. Matn idroki natijasida yuzaga keluvchi interpretatsiya xarakteri faqat matnning emas, retsipientning ham psixologik xususiyatiga bog‘liq bo‘ladi. Muallif bilan retsipient psixologik jihatdan qanchalik yaqin bo‘lsa, ularning matn haqidagi interpretatsiyasi shunchalik muvofiq bo‘ladi.

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TO‘GARAK IQTIDOR VA QOBILIYATNING RIVOJLANISHIGA YORDAM BERUVCHI TA’LIM TURLARIDAN BIRI

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Annotatsiya: Ushbu maqolada to‘garaklarning barkamol avlodni tarbiyalashdagi va komil inson darajasiga ko‘tarishdagi o‘rni haqidagi chora-tadbirlar.

Kalit so‘zlar: Ilmiy va ijodiy to‘garak, maqsadli dastur, to‘garakka tanlash, vaqt taqsimoti, zamonaviy kadr, jahon andozasi.

O‘zbekiston kelajagi bo‘lgan bugungi o‘quvchi-yoshlar ilmiy dunyoqarashini shakllantirish, ilm-fan, texnikada yuz berayotgan o‘zgarishlarning mohiyatini teran anglashlariga ko‘maklashish, o‘zbek xalqining ma’naviy-madaniy hayotida sodir bo‘layotgan islohotlarning mohiyatini to‘g‘ri tahlil qilishlarini yanada samaraliroq tashkil etish hozirgi davrning dolzarb vazifalardan hisoblanadi. Shu ishni amalga oshirish maqsadida har bir ta’lim muassasalarida ilmiy va ijodiy to‘garaklar faoliyat yuritmoqda. Ushbu to‘garaklar o‘quvchi-yoshlarning iqtidor va qobiliyatlarining rivojlantirishda muhim ahamiyatga ega hamda bolalarning fanlarga qiziqtirish omillaridan biridir.

O‘quvchi-yoshlarni ilm-fanga qiziqtirishda ilmiy va ijodiy to‘garaklarning ahamiyati qay darajada ekanligi to‘garaklar faoliyatini to‘g‘ri yo‘lga qo‘yish bilan ham belgilanadi. Agar to‘garak faoliyati ma’lum nizomga ko‘ra olib borilmasa, o‘quvchilarning to‘garaklarga qatnashishi susayadi. Shuning uchun har o‘quv yili boshida “Ta’lim to‘g‘risida”gi qonun va “Kadrlar tayyorlash milliy dasturi” talablariga muofiq iqtidorli o‘quvchilarni izlash, aniqlash tartibi hamda ular bilan maqsadli ishslashning shakl hamda uslublari belgilanadi.

Ta’kidlash joizki, to‘garaklar uchun tuzilgan o‘quvchilarni maqsadli tayyorlash dasturlari zamonaviy talablarga javob berish lozim.

To‘garak uchun tuzilgan o‘quvchilarni maqsadli tayyorlash dasturiga qo‘yiladigan zamonaviy talablar

Dasturda yangi pedagogik texnologiya, kompyuter texnologiyasi va video-audio texnikalarini keng qo‘llash

Oliy o‘quv yurtlari bilan hamkorlikda iqtidorli o‘quvchilarning ilmiv ishlar olib borishini ta’minlash

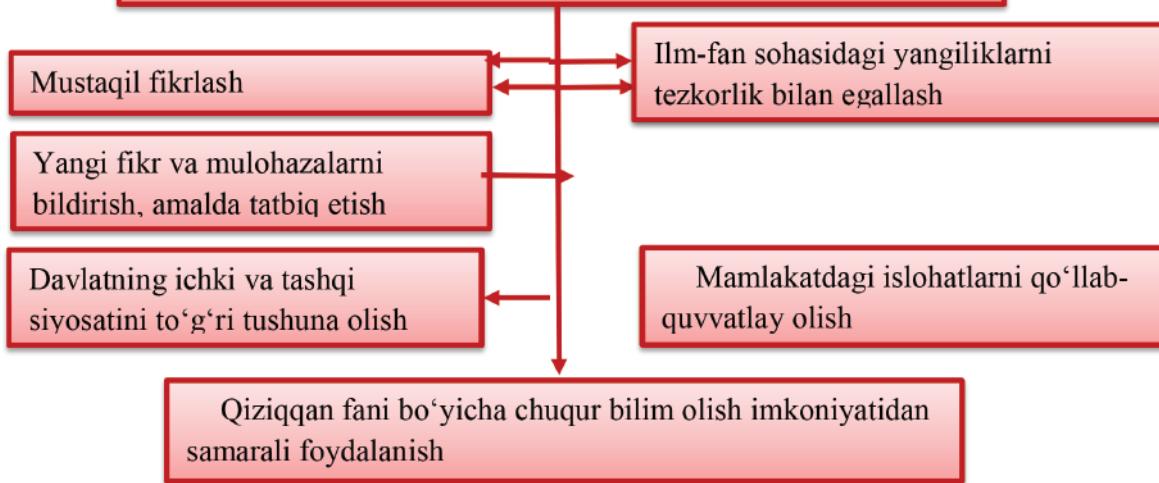
O‘quvchilarni yakka tartibda o‘qitish va mustaqil ishslashlarini tashkil etish

Yetakchi xorijiy davlatlardagi ilg‘or tajribalarni o‘rganish va ularni dasturga kiritish

To‘garaklarga tuzilgan dasturlar bir qancha jarayonlarni qamrab olishi lozim. Ya’ni kompyuter bilimdonligini oshirish, fanlarni yuqori darajada o‘zlashtirish, xorijiy tillardan birini puxta egallash, ilmiy-ijodiy ishlarni bajarish kabi ko‘nikmalarni shakllantirish hamda rivojlantirish dasturning asosiy maqsadiga aylanishi kerak. Tajribaga tayangan holda shuni aytish mumkinki, ushbu jarayonlar to‘garak a’zolarida bir qancha ilmiy, madaniy-ma’naviy fazilatlarni shakllantirishga yordam beradi



To‘garak a‘zolarida shakllanadigan ilmiy, madaniy-ma’naviy fazilatlar



To‘garak a‘zolarini tanlash jarayoni ham o‘quvchilarning iqtidor va qobiliyatlarining rivojlantirishiga, ilmiy salohiyatini yuqori darajada bo‘lishiga ta’sir ko’rsatadi. Tanlash turli ko‘rik-tanlovlari, fan olimpiadalari va musobaqalari, konferensiya va boshqa anjumanlarda, shuningdek, maxsus psixologik, pedagogik test o‘tkazish orqali amalga oshirilsa, to‘garaklarning ahamiyati yanada oshadi. Tanlangan o‘quvchilar maqsad sari intilishi, qat’iylik va mehnatsevarlik kabi fazilatlari hamda ilmiy yoki ijodiy faoliyat bilan muntazam ravishda shug‘ullanishlari orqali ajralib turadi.

To‘garaklar faoliyatida vaqt taqsimotiga alohida e’tibor qaratish ham muhim o‘rin tutadi. Rivojlangan davlatlarning ta’lim tizimida bo‘lganidek, mashg‘ulot vaqtini belgilashda to‘garak a‘zolarining vaqtini ham inobatga olish lozim. Ayniqsa, ijodiy to‘garaklar faoliyatida bu jihatning ahamiyati katta. Chunki ijodiy faoliyat ko‘nikmasi majburiy shakllantirilmaydi, balki ijodiy qobiliyat va tug‘ma iste’dod kabi fazilatlarga hamohang holda rivojlantiriladi.

Xulosa qilib aytish mumkinki, to‘garaklar o‘quvchilardagi iqtidor va qobiliyatni rivojlantirishda, ta’lim tizimida uzviylik hamda uzliksizlikni ta’minlash jarayonida muhim ahamiyatga ega ta’lim turlaridan biri sanaladi.

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YOSH AVLODNI TARBIYALASHDA AJDODLAR MA'NAVIY MEROSINING AHAMIYATI

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Annotatsiya: ushu maqolada ajdodlarimiz ma'naviy merosi asosida o'quvchi yoshlarimizni tarbiyalsh, ularga bilim berish, milliy qadriyat va boy madaniy merosimiz bilan tanishtirib yuksak samaradorlikka erishish yo'llari yoritilgan.

Kalit so'zlar: inson qalbi va ongi, yangi davr yutuqlari, al-Xorazmiy, Abu Nasr Farobi, Abu Rayhon Beruniy, Abu Ali Ibn Sino, Maxmud Qoshg'ariy, Husuf Xos Hojib, Kuntug'di, Elig, O'zg'urmush, Amir Temur, sog'lom farzand, ta'lim-tarbiya, ona tili, istiqlol va taraqqiyot.

Bugungi kunda inson qalbi va ongi uchun keskin kurash katayotgan bir paytda yoshlarimizni ma'naviy-axloqiy jihatdan yetuk, ularni axloqiy sifatlar bilan quollantirib tarbiyalash har bir pedagogning zimmasida turgan dolzarb va muommali vazifadir.

Hozirgi zamon yoshlari avvalgi davr yoshlardan tubdan farq qiladi. Bugungi yosh avlod izlanuvchan, uning tafakkuri yangi davr yutuqlari bilan ozuqa olmoqda. Shu jihatdan bugungi zamonaviy pedagog ham hayot bilan hamnafas, birday izlanishda bo'lmog'i lozim. Chunki, insoniyat tafakkurining to'xtovsiz rivoji shuni talab qilmoqda.

Ma'lumki, har qanday fan taraqqiyotining samarasini uning nazariy asoslarini amaliy faoliyat asoslariga to'g'ri va to'la- to'kis tatbiq etish bilan bog'liq. Bugungi kunda yosh avlodni har tomonlama barkamol tarbiyalashda buyuk ajdodlarimiz merosini targ'ib etishning samarali vositalaridan biri ekanligi barchaga ayondir.

Inson o'z jismini pok saqlashi, sog'lom turmush tarziga rioya qilishi orqali uzoq umr ko'rib, jamiyatga ko'proq foydasi tegishi mumkinligi to'g'risida al-Xorazmiy, Abu Nasr Farobi, Abu Rayhon Beruniy, Abu Ali Ibn Sinolar ham o'z asarlarida ta'kidlab o'tganlar. Ibn Sino aqliy va axloqiy tarbiyada, insonning barkamol bo'lib yetishishida jismoniy tarbiya va sog'lom turmush tarzining ahamiyatini ham nazariy, ham amaliy tarafdan isbotlab berishga erishgan olim hisoblanadi. Bu haqda "Tib qonunlari" asarida to'liq ma'lumot berilgan.

Inson hayotida ham ma'naviy, ham jismoniy kamolotning uyg'unligi to'g'risida Maxmud Qoshg'ariy, Husuf Xos Hojib ham o'z asarlarida alohida to'xtalgan. Kuntug'di, Elig, O'zg'urmush kabi qahramonlar obrazi ularning o'zaro munosabatlari orqali ma'naviy va jismoniy barkamollik na'munalarini aks ettirgan. Husuf Xos Hojib insonning kamolotga yetishishida aqliy va axloqiy kamolotga erishish bilan birga jismoniy kamolotga ham e'tibor beradi.

Sohibqiron Amir Temur o'z bitiklarida jismoniy mashqlar va nasl pokligiga alohida to'xtalib o'tgan. U o'z farzandlarini sog'lom farzandlar ko'rishi uchun may ichishni taqiqlagan. Kelin tanlashda esa ularning nasl-nasabi pokligi, o'zining esa sog'lomligiga e'tibor bergan.

Hozirgi kunga kelib, barkamol inson tarbiyasida boy merosimizga tayangan holda, yoshlari o'rtasida mavjud bo'lgan ba'zi yomon illatlarga qarshi kurashish dolzarb muammolardan biri bo'lib qolmoqda. Bunday vaziyatda har bir bolaning shaxsiy qiziqishini hisobga olgan holda tarbiyaviy ta'sir etish zarur.

Xulosa qiladigan bo'lsak, o'zbek millatining gururi, faxri, iftixori, ona Vatanimizning ko'p asrlik o'chmas tarixida, uning jahon madaniyati rivojiga qo'shgan beqiyos hissasida, xususan, jahon miqyosida fan, din, adabiyot, san'at sohasida tan olingan buyuk daholarimiz, davlat arboblarimiz faoliyati va ijod namunalarda, xalqimizning o'z ona tiliga, milliy o'zligimiz aks etgan urf-odat, an'ana va qadriyatlarimizga sodiqligi yaqqol namoyon bo'lganligining guvohi bo'lganmiz.

Bugungi kunda yurtimizda mamlakatimiz taraqqiyoti omili bo'lgan yosh avlod ta'lim-tarbiyasi ustuvor yo'nalish sifatida davlat siyosati darajasiga olib chiqishi va o'tkazilayotgan islohotlar o'z hosilini bermoqda. O'z xalqi, yurt ravnagi va mustaqil davlatimiz barqarorligi hamda ertasiga ishonch hissi O'zbekistonning o'z istiqlol va taraqqiyot yo'lidan to'g'ri borayotganligi ifodasidir.

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СПОСОБ ПОЛУЧЕНИЯ ЭКОЛОГИЧЕСКИХ ПРОДУКЦИИ С ПОМОЩЬЮ ДОЖДЕВЫХ ЧЕРВЕЙ.

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Начиная с 2003 года я работая директором школы занимался на земле возле школы разведением червей, переработкой с их помощью навоза и других органических остатков. Мы занимались биотехнологией с помощью дождевых червей к поиску новой экологической технологии. Существующая поныне практика сельского хозяйства в нашей стране поражает косностью бездумным применением все большего количества химических удобрений и пестицидов. А почва все меньше отзывается на них и падает урожай. Ведь химические удобрение - это допинг для пашни.

Возле школы во всех землях мы выращивали с помощью дождевых червей около 20000 тополей, абрикос, персиков, виноградов, помидоры, моркови, тыква и другие. Для выращивания мы не использовали химических удобрений. Комиссия созданы правительством Каракалпакии высоко оценили нами полученные результаты с помощью дождевых червей. По решению Совета Министров Каракалпакии 2009 году 2-апреля решением №-44/4 нашему школу в Нукусском районе была выделена 18,8 гектаров земли для проверки наших полученных результатов с помощью дождевых червей производственных условиях.

По зарубежным данным, поголовье черви за год увеличивается в 10 раз. Калифорнийский красный червь был выведен в 1959 г в Университете штата Калифорния в результате гибридизации различных пород дождевых червей. Его длина достигает 10см, диаметр 3-5мм и живёт 16 лет. Половая зрелость наступает через 90-120 дней после рождения. Потомство появляется ещё через 21 день. Одна пара может произвести на свет 1500 особей в год, через 40 дней популяция червей удваивается. Черви поедают не только растительные остатки, но и микробы грибки. Грибок фитофтора – этот бич помидоров и картофеля – уйдет с вашего участка, если вы разведете черви.

Цивилизованные страны решительно переходили к экологическим чистым технологиям и массовому производству биогумуса с помощью дождевых червей, поэтому овощи и фрукты более вкусны, душисты и яркие. Они дольше сохраняются свежем виде. Отказаться от химии во многих странах помогла разумная государственная политика. С января 1988 года в Европе запрещено использование пестицидов. В Германии, например, землемельцу доплачивают за отказ от химических удобрений. Уже с 1985 года Европа не знает куда девать излишки сельхозпродукции.

Да, есть почвы, требующие грамотного внесения четко определенных доз, скажем фосфора и калия. Под действием десятков миллионов тонн химических удобрений и сотен тысяч тонн пестицидов, уже внесённых в почву за последние 30 лет на огромных площадях черви погибли полностью. Не нужно ничего закупать. Любые «Местные» черви, если их тщательно культивировать, выращивать по специальной технологии, в состоянии переработать залежи навоза вокруг фермы. Гумусное удобрение не переносит в почву миллионы семян сорняков, находящихся обычно в свежем навозе, резко повышает урожайность культуры, молочную продуктивность коров за счет улучшения кормов с полей и угодий, удобренных черве компостом. Постепенно оздоравляется земля и воды вокруг фермы и полях.

Мы советуем лучше питаться продуктами органического происхождения, то есть выращенных в естественных условиях, и без влияния пестицидов и химических удобрений.

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