





TRANSLATION AND INTERCULTURAL COMMUNICATION THROUGH THE ENGLISH LITERATURE AND LINGUISTICS

Xalqaro miqyosdagi ilmiy-amaliy anjuman



MATERIALLARI TO'PLAMI

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ТАЪЛИМ, ФАН ВА ИННОВАЦИЯЛАР ВАЗИРЛИГИ

БУХОРО ДАВЛАТ УНИВЕРСИТЕТИ

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Мақолаларни тўпловчи ва нашрга тайёрловчи Таржимашунослик ва лингводидактика кафедраси ўкитувчилари Л.Х.Хайдарова ва Ш.Д.Холова

Ушбу тўпламда киёсий жамланган мақолалар тилшунослик, таржимашунослик мулокот киёсий маданиятлараро масалалари, адабиётшунослик ва адабий окимлар ривожи масалалари, хорижий тилларни замонавий ёндашувлари ва истикболлари, **Узбекистонда** ўкитишнинг таржима мактаби яратиш ва уни ривожлантиришда инновацион ғоя ва технологияларни қўллаш масалалари доирасида мутахассисларнинг тажриба ва фикр алмашинувини таъминлашга хизмат қилади.

d) Битирувчиларни БМИ тайёрлашда чет тилидан фойдаланишга ўргатиш (Мишел Томас методи), ривожлантирилувчи компетенция: *стратегик*.

Хулоса килиб айтганда, хорижий тилларни ўкитиш методикаси, хорижий тилларда умумкасбий ва ихтисослик фанлардан курс лойихаларни бажариш технолояси, инглиз тилидан лаборатория ва амалий машғулотларни бажаришга ўргатиш технологияси ишлаб чиқарилиши хамда уларни таълим жараёнига тадбиқ қилинишига эришилади.

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ADVANTAGES OF TEACHING ENGLISH TO YOUNG LEARNERS THROUGH SONGS

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Annotation: This article deals with the benefits of using songs in teaching listening to young learners. As young children are very imaginative and learn more if they are enjoying what they are doing, songs are considered a very effective way of learning a foreign language, as well as improving listening skills.

Key words: young learners, songs, language skills, communicative skills, competency, culture, 'chunks' or meaningful phrases of language, pronunciation and intonation patterns

Teaching English to young learners is a rapidly growing field around the world, and English education is increasingly found at the primary levels. The main goal of teaching young learners is to encourage children to use the target language in their life. It means developing their communicative skills, competency and culture. Therefore at the lessons of foreign languages the teachers should use some strategies which encourage pupils to be active participants of the lessons, to develop their communicative skills, to form their interest and motivation to study the language. Knowing the abilities and capabilities of the children of different ages is of vital importance to teach them effectively and one of the most essential ways of teaching young learners is using songs in teaching process.

Teaching English with songs is a brilliant idea because music is a global language. Songs are a very effective means of learning English for young learners who are between 5-9 years old. Songs tend to be repetitive and have a strong rhythm. They help learners memorize the vocabulary or structures very easily although they do not know how to read or write. Melody, rhythm and harmony go far beyond linguistic obstacles and can be accepted by any individual.

Songs are easily learnt by primary children and quickly become favorites because of their familiarity. At primary level, vocabulary teaching tends to concentrate on single word items, and songs allow learners to learn 'chunks' or meaningful phrases of language rather than single words, as well as to learn about how sounds connect and run together. They allow language to be reinforced in a natural context, both with structures and vocabulary. All songs build confidence in young learners and even shy children will enjoy singing or acting out a song as part of a group or whole class. This also develops a sense of class identity. Many songs can help develop memory and concentration, as well as physical coordination, for example when doing the actions for a song. For the teacher, songs can be a wonderful starting point for a topic and can fit in well with topics, skills, language and cross-curricular work.

We know that young learners are energetic; most of them are kina esthetic and tactile and that's why they like to move and act out by singing the song, in addition teaching through songs will be more interesting and effective because the learners will not just repeat the new words, they will memorize them in a new and creative way. Kina esthetic and tactile learners can benefit from actions added to the songs; work with the melody, rhythm and lyrics to provide actions that will help these learners absorb knowledge in a way that makes the most sense to them. Auditory learners easily learn from songs - the rhythm and phrasing provide the perfect vehicle for teaching vocabulary and pronunciation, as well as delivering the words in context. Visual learners can be aided by story pictures or vocabulary flashcards relating to the song, as well as by watching the other learners and joining in on the actions that match the different words.

Songs are not just time-filling activities but have a great educational value and it can be used in the classroom to make learners use the language instead of just thinking about learning the correct forms.

Songs are used for three purposes:

- to warm up the class at the beginning of the lesson ("Good morning", "Hello")
- to practice language or a structure which is being studied in the lesson

- to recycle the learnt material

Some songs lend themselves naturally to teaching or reinforcing grammar points. They may be integrated into lessons with a particular grammar focus and provide much-needed variety, while contributing to the overall aim of a lesson. Particularly at lower levels when children are still learning basic key grammar patterns, songs can play a role as input, because when learners sing they do the action. This combination of singing and doing actions really helps stimulate the memory of the child. Research into child language acquisition has shown that lexical items may need to be repeated many times before they are internalized by the child. Songs provide an excellent means of repeating and reinforcing vocabulary and are suitable for children of all abilities. Young learners may accomplish a great number of achievements through the songs in foreign language, including following aspects:

- analyzing the rhythm, pitch contour and imitate the native speakers
- learning new words through the songs
- learning grammar and examine the tenses used in the songs
- learning speaking.

According to methodologists songs have a place in the classroom for helping create that friendly and co-operative atmosphere, and it is obvious that children not only improve their language skills, but also their cultural views. While listening, the pupil improves his both listening and speaking skills as what he hears gets stuck in his mind and he automatically gets used to language. Not only this, songs are beneficial for physical development of children as they move, dance, clap and jump. All these movements strengthen the memory, which enables the young learners to listen to patterns of the language as they sing and use the song several times. So, the role of songs is great in improving young learners' speaking skills, as they help:

- to enrich pupils' vocabulary;
- to improve their listening, thinking and speaking skills;
- to open their unknown features (talent);
- to create an unusual and friendly atmosphere in the class;
- to revise the new words by singing.

In conclusion we can say that songs are fun and motivating, because pupils enjoy singing along and it can really improve not only motivation, but also the pronunciation and intonation patterns, as well as songs are the best and most beneficial ways of teaching English to young learners as it is an easy way to attract their attention, in addition with songs children can get more interested in learning English.

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ПОНЯТИЕ АНГЛИЙСКИХ ТЕРМИНОВ «ПИЛИГРИМ» И «ПАЛОМНИЧЕСТВО».

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Английские слова «паломник» и «паломничество» произошли от латыни через французский язык, в то время как их первоначальные значения имеют явно христианский подтекст (Пилигрим — это религиозный человек, путешественник, который совершает паломничество к святым местам. Термин «пилигрим» не слишком распространен, для нас более привычно и понятно слово паломник. По большому счету это два термина, которые обозначают одно понятие. В современности, пилигримами можно назвать мусульман, которые совершают паломничество в Мекку. Поэтому есть те, кто думает, что термины действительно должны быть ограничены христианством. Однако упомянутые типы явлений, такие как люди, путешествующие в места, считающиеся священными, и возвращающиеся домой из них, а также совершающие акты поклонения и веры, связанные с этими местами и путями к ним, можно найти широко, если не повсеместно, между

Translation and intercultural communication through the English literature and linguistics

MUNDARIJA

2 Pragmatic aspects of lingual rhythm G.Gumovskaya 4 3 Foreign Language Teaching in a Heterogeneous Classroom Markova E.S 7 4 O февомске паузав в спонтанной немецкой Z.B. Toshev 8 5 Practical application of corpus analyses in translation and its advances N.B. Ataboev It 6 Yo.B. Gyotening "Faust" tarjimalari haqida (tarjimada obrazu) aqaya gavdalantish mualmosi) N.F. Qosimova, N.B. Baratova 1 7 The role of inversion in translation and its function N.F. Qosimova, R.B. Baratova 1 8 Interextuality in translation N.F. Qosimova, Z.R. Obloqulova 2 9 Frazeologik birikmalarning leksik-semantik belgilari asosida tasnifi N.F. Qosimova, S.A. Muhammadova 2 10 The significance of corpus linguistics in the field of translation N.B. Ataboyev B.Sh. Yodgorova 2 11 Aphorisms and its origination Z.B. Toshev, M.B. Nurmukhammedova 2 12 Omicamie rypieruseckof rephyllinoporu kas 3.B. Touces 3.B. Touces 13 Asliyadan tarjimada lingvokulturenalarning ahamiyati M.M. Kasmatova, D.E. Beknazarova 2 14 Ilosarus eaageamyreckoif vectruorus i ee oenosusue pintumum M.M. Ramatova, U.Bekniyozova inpuntumum 3 15 Ingitz ilida o'zbek s	No	Mavzu	Ma'ruzachi	Beti
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Challenges for Teachers 4 О феномене паузы в спонтанной неменкой Монологической речи 5 Ргастісаl арріватіон of corpus analyses in translation and its advances 6 Yo.B. Gyotening "Faust" tarjimalari haqida (tarjimada obrazui qayta gavdalantirish muammosi) 7 The role of inversion in translation and its function N.F. Qosimova, R.B. Baratova 1 Is Interctuality in translation on list function N.F. Qosimova, N.B. Baratova 1 Is Interctuality in translation N.F. Qosimova, S.A. Muhammadova 2 Istansifit 1 The significance of corpus linguistics in the field of Internal translation 1 Aphorisms and its origination 1 Aphorisms and its origination 1 Aphorisms and its origination 2 Д.В. Toshev, M.B. Nurmukhammedova 2 Д.В. Toshev, M.B. Nurmukhammedova 3 Д.М. Хакимова изыке под выпышем английского языка 1 Asliyatdan tarjimada lingvokulturemalarning ahamiyati 1 Понятие академической честности и е де основные принципы 1 Понятие академической честности и е де основные принципы 1 Понятие академической честности и е де основные принципы 1 Понятие академической честности и е де основные принципы 1 Понятие академической честности и е де основные принципы 1 Понятие академической честности и е де основные принципы 1 Понятие академической честности и е де основные принципы 1 Понятие академической честности и е де основные принципы 1 Понятие академической честности и е де основные принципы 1 Понятие академической честности и е де основные принципы 1 Понятие академической честности и е де основные принципы 1 Понятие академической честности и е де основные принципы 1 Понятие академической честности и е де основные принципы 1 Понятие академической честности и е де основные принципы 1 Понятие академической честности и е де основные принципы 1 Понятие академической честности и е де основные принципы 1 Понятие академической честности и е де основные принципы 1 Понятие академической честности и е де основные принципы 1 Понятие академической честности и де основные принципы 1 Понятие академической честности и де основные принципы 1 Понятие академи	2		G.Gumovskaya	4
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7 The role of inversion in translation and its function N.F. Qosimova, N.B. Baratova 1 8 Intertextuality in translation N.F. Qosimova, Z.R. Obloqulova 20 9 Frazeologik birikmalarning leksik-semantik belgilari asosida tasnifi N.F. Qosimova, S.A. Muhammadova tasnifi 2 10 The significance of corpus linguistics in the field of translation N.B. Alaboyev B.Sh. Yodgorova 2 11 Aphorisms and its origination Z.B. Toshev, M.B. Nurmukhammedova 2 12 Orneame туристической терминологии как совокунности тематических группировок в русском замке под выпяшем антлийского тэмка 3.Б. Тошев, Д.М.Хакимова 13 Asliyatdan tarjimada lingvokulturemalarning ahamiyati M.M.Raxmatova, D.E.Beknazarova 2 14 Понятие академической честности и её основные припишим M.M.Raxmatova, U.B.Echniyozova 3 15 Ingliz tilida o'zbek she'riyati tarjimasi muammolari R.R.Bobokalonov, Sh.S. Bobokalonova 3 16 Translation of newspaper headlines based on the newspaper "The Times" "Spirituality" терминининг ўзбек тилига таржима килиш раскана усуплари ва масалалари M.B. Ахтасоva, Sh.B.Raxmatova 3 18 Angliya аdаbiyotida modernisming xususiyatlari G.P. Nazarova, S.U.Nasridinova 4 20 Cultural and cognitive features of a connotative meaning A.A.Fayziyeva 4	6		X.Raximov (O'zDJTU)	15
9 Frazeologik birikmalarning leksik-semantik belgilari asosida tasnifi 10 The significance of corpus linguistics in the field of translation 11 Aphorisms and its origination 12 Описание турнстической терминологии как совокупности тематических группировок в русском дамке под ванянием английского языка 13 Asliyatdan tarjimada lingvokulturemalarning ahamiyati 14 Понятие академической честности и её основные принципы 15 Ingliz tilida oʻzbek she'riyati tarjimasi muammolari 16 Translation of newspaper headlines based on the newspaper "The Times" 17 "Spirituality" терминининг ўзбек тилига таржима килиш усуллари ва масалалари 18 Angliya adabiyotida modernismning xususiyatlari 19 Атметік а dabiyotida hikoya jannining shakllanishi 20 Cultural and cognitive features of a connotative meaning A. A. Fayziyeva A. A. Fazzidinova P. 21 Time concept in different cultures 22 Principles of teaching English 23 Poetic expression of English and Uzbek medical units in artistic works 24 The power of metaphor in political discourse. 24 Inpower of metaphor in political discourse. 25 Jeyms Hedli Cheyzning "Sotqin" asarida kriminalistikaga oid universal realiyalaming berilishi va ularning xususisyalari 26 Sinxron tarjimada lingvomadaniy kompetensiyani rivojlantirish tamoyillari 27 Conceptual analysis and metaphors 28 Nemis tilida "DENKEN" fe'li orqali ifodalangan gaplar 29 Konseptual metaforalarda manba domenlarining o'ziga xos xususiyallari tillarda ba'zi o'zbekcha taom nomlarining o'ziga xos xususiyallari tillarda ba'zi o'zbekcha taom nomlarining o'ziga semantization units by students with reading impairment 30 Turli tizimiri di Razeologizmlarning ilovali qurilmalar sifatida qo'llamilishi 31 Reflecting the pragmatic potential of the source text in translation 32 Theoretical background of the study of the process language semantization units by students with reading impairment 31 Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qo'llamilishi 32 Timus tiziminizada salfato 'zgarishi qachon paydo bo'ladi? X.Raximov	7		N.F.Qosimova, N.B.Baratova	18
Itasnifi 10 The significance of corpus linguistics in the field of translation N.B.Ataboyev B.Sh.Yodgorova 2. 11 Aphorisms and its origination Z.B. Toshev, M.B.Nurmukhammedova 2. 12 Описаные туристической терминологии как совокупности тематических группировок в русском заыке под влиянием английского языка изыке под влияний принципы М.М.Raxmatova, D.E.Beknazarova 22 14 Понятие академической честности и её основные принципы М.М.Raxmatova, U.Bekniyozova принципы 3 15 Ingliz tilida o'zbek she'riyati tarjimasi muammolari R.RBobokalonov, Sh.S.Bobokalonova 3 16 Translation of newspaper headlines based on the newspaper "The Times" O.M.Fayzulloyev, G.F.Rakhimova 3 17 "Spirituality" терминининг ўзбек тилига таржина килипи усуллари ва масалалари М.В.Ахтвеdova 3 18 Алдіуа аdabiyotida modernismning xususiyatlari G.P.Nazarova, Sh.B.Raxmatova 3 19 Алетка аdabiyotida hikoya јаптінің shallanishi G.P.Nazarova, S.U.Nasridinova 4 20 Сишта ангарама ба сомотата устава устава устава устава у	8	Intertextuality in translation	N.F.Qosimova, Z.R.Obloqulova	20
It anslation Z.B. Toshev, M.B. Nurmukhammedova 2.2 11 Арhorisms and its origination Z.B. Toshev, M.B. Nurmukhammedova 2.2 12 Описание туристической терминологии как совокупности тематических группировок в русском заыке под вивинем английского языка 3.Б. Тошев, Д.М. Хакимова 2.2 13 Asliyatdan tarjimada lingvokulturemalarning ahamiyati M.M.Raxmatova, D.E.Beknazarova 2.2 14 Понятие академической честности и её основные припипиты M.M.Raxmatova, U.Bekniyozova mynumumi 3. 15 Ingliz tilida oʻzbek she'riyati tarjimasi muammolari R.RBobokalonov, Sh.S.Bobokalonova 3. 16 Translation of newspaper headlines based on the newspaper "The Times" 0.M.Fayzulloyev, G.F.Rakhimova 3. 17 "Spirituality" терминининг ўзбек тилига таржима килиш усуллари ва масалалари M.B. Axmedova 3. 18 Angliya adabiyotida hikoya jannining shakllanishi G.P.Nazarova, Sh.B. Raxmatova 3. 19 Атветіка аdabiyotida hikoya jannining shakllanishi G.P.Nazarova, Sh.B. Navidova 4. 20 Cultural and cognitive features of a connotative meaning A.A.Fayziyeva 4. 21 Тіте сопсерт in different cultures Fayziyeva A.A., Fazidinova P. 4. 22 Principles of teaching English A.A.Fayziyeva N.J.Murtozayeva	9		N.F.Qosimova, S.A.Muhammadova	21
12 Описание туристической терминологии как совокупности тематических группировок в русском длямие под влиянием английского языка 13 Asliyatdan tarjimada lingvokulturemalarning ahamiyati M.M.Raxmatova, D.E.Beknazarova 2: 14 Понятие академической честности и её основные принципы 15 Ingliz tilida oʻzbek she'riyati tarjimasi muammolari R.R.Bobokalonov, Sh.S.Bobokalonova 3: 16 Translation of newspaper headlines based on the newspaper "The Times" 17 "Spirituality" терминининг ўзбек тилига таржима килипи усуллари ва масалалари 18 Angliya adabiyotida modernismning xususiyatlari G.P.Nazarova, Sh.B.Raxmatova 3: 19 Amerika adabiyotida hikoya janrining shakllanishi G.P.Nazarova, S.U.Nasridinova 4 21 Time concept in different cultures Fayziyeva A.A. Fayziyeva 4. 22 Principles of teaching English A.A.Fayziyeva Z.Kh. Yorieva 4. 23 Poetic expression of English and Uzbek medical units in artistic works 24 The power of metaphor in political discourse. 25 Jeyms Hedli Cheyzning "Sotqin" asarida kriminalistikaga oid universal realiyalarning berilishi va ularning xususiyatlari 26 Sinxron tarjimada lingvomadaniy kompetensiyani rivojlantirish tamoyillari 27 Conceptual analysis and metaphors 28 Nemis tilida "DENKEN" fe'li orqali ifodalangan gaplar (Toshkent) 29 Konseptual metaforalarda manba domenlarining kelib chiqishi 30 Turli tizimli tillarda ba'zi oʻzbekcha taom nomlarining oʻziga xos xususiyatlari prapatali prapata	10		N.B.Ataboyev B.Sh.Yodgorova	23
совокупности тематических группировок в русском языке под влиянием английского языка 13 Авіузаdan tarjimada lingvokulturemalarming ahamiyati 14 Понятие академической честности и её основные принципы 15 Ingliz tilida oʻzbek she'riyati tarjimasi muammolari 16 Translation of newspaper headlines based on the newspaper "The Times" 17 "Spirituality" терминининг ўзбек тилига таржима килиш усудлари ва масалалари 18 Angliya adabiyotida modernismning xususiyatlari 19 Amerika adabiyotida modernismning xususiyatlari 20 Cultural and cognitive features of a connotative meaning 21 Time concept in different cultures 22 Principles of teaching English 23 Poetic expression of English and Uzbek medical units in artistic works 24 The power of metaphor in political discourse. 25 Jeyms Hedli Cheyzning "Sotqim' asarida kriminalistikaga oid universal realiyalarning berlilshi va ularming xususiyatlari 26 Sinxron tarjimada lingvomadaniy kompetensiyani rivojlantirish tamoyillari 27 Conceptual analysis and metaphors 28 Nemis tilida "DENKEN" fe'li orqali ifodalangan gaplar 29 Konseptual metaforalarda manba domenlarining kelib chiqishi 30 Turli tizimli tillarda ba'zi o'zbekcha taom nomlarining o'ziga xos xususiyatlari 31 Theroretical background of the study of the process language semantization units by students with reading impairment 31 Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qo'llanlishi 32 Theoretical background of the study of the process language semantization units by students with reading impairment 33 Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qo'llanlishi 34 Пути развития мотивации студентов при обучении с помощью цифровых средств 35 Ta'lim tizimlirizida sifat o'zgarishi qachon paydo bo'ladi? 36 Varaniovo D.E.Beknaraova 22 Jezekoha 12 Jezekoha 13 Remedical varies (Jezekoha 12 Jezekoha 13 Jezekoha 13 Jezekoha 14 Jezekoha 15 Jez	11	Aphorisms and its origination	Z.B.Toshev, M.B.Nurmukhammedova	25
совокупности тематических группировок в русском языка под влиянием английского языка под влиянием английского языка под влиянием английского языка под влиянием английского языка принципы 15 Понятие академической честности и её основные принципы 16 Понятие академической честности и её основные принципы 17 "Spirituality" терминининг ўзбек тилига таржима килиш усудлари ва масалалари 18 Angliya adabiyotida modernismning xususiyatlari G.P.Nazarova, Sh.B.Raxmatova 33 килиш усудлари ва масалалари 18 Angliya adabiyotida modernismning xususiyatlari G.P.Nazarova, Sh.B.Raxmatova 34 килиш усудлари ва масалалари 18 Angliya adabiyotida ilikoya janrining shakllanishi G.P.Nazarova, S.U.Nasridinova 4 социта ана содпітіч генацигез оf a connotative meaning A.A.Fayziyeva 4. 20 Cultural and cognitive features of a connotative meaning A.A.Fayziyeva N.J.Murtozayeva 4. 21 Time concept in different cultures Fayziyeva A.A., Fazlidinova P. 4. 22 Principles of teaching English A.A.Fayziyeva N.J.Murtozayeva 4. 23 Poetic expression of English and Uzbek medical units in artistic works 24 The power of metaphor in political discourse. N.N.Xolikova, Bobokhujaeva Z 4. 25 Jeyms Hedli Cheyzning "Sotqim" asarida kriminalistikaga oid universal realiyalarming berilishi va ularming xususiyatlari viojlantirish tamoyillari va ularming xususiyatlari N.N.Xolikova, U.Rashidova 5. 28 Nemis tilida "DENKEN" fe'li orqali ifodalangan gaplar (Toshkent) B.Q.Jo'raxolova (O'zDJTU) 5. 29 Konseptual metaforalarda manba domenlarining kelib chiqishi 30 Turli tizimli tillarda ba'zi o'zbekcha taom nomlarining o'ziga xos xususiyatlari proretical background of the study of the process language semantization units by students with reading impairment (Jizzakh) 4. 31 Reflecting the pragmatic potential of the source text in translation units by students with reading impairment (Jizzakh) 4. 32 Theoretical background of the study of the process language semantization units by students with reading impairment (Jizzakh) 4. 33 Nemis tilia frazeologizmlarning ilova	12			26
13 Asliyatdan tarjimada lingvokulturemalarning ahamiyati M.M.Raxmatova, D.E.Beknazarova 2: 1 Поиятие академической честности и её основные принципы M.M.Raxmatova, U.Bekniyozova 3 принципы 15 Ingliz tilida o'zbek she'riyati tarjimasi muammolari R.RBobokalonov, Sh.S.Bobokalonova 3: 15 Пranslation of newspaper headlines based on the newspaper "The Times" O.M.Fayzulloyev, G.F.Rakhimova 3: 3: 3: 3: 3: 3: 3: 3: 3: 3: 3: 3: 3: 3		совокупности тематических группировок в русском	Д.М.Хакимова	
14 Понятие академической честности и её основные принципы M.M.Raxmatova, U.Bekniyozova принципы 3 16 Пярід ційа о'zbek she'riyati tarjimasi muammolari R.RBobokalonov, Sh.S.Bobokalonova 3 16 Тranslation of newspaper headlines based on the newspaper "The Times" O.M.Fayzulloyev, G.F.Rakhimova 3 17 "Spirituality" терминининг ўзбек тилига таржима Килип усуллари ва масалалари M.B.Axmedova 3 18 Angliya adabiyotida modernismning xususiyatlari G.P.Nazarova, S.U.Nasridinova 4 20 Cultural and cognitive features of a connotative meaning A.A.Fayziyeva 4 21 Time concept in different cultures Fayziyeva A.A. Fazidinova P. 4 22 Principles of teaching English A.A.Fayziyeva N.J.Murtozayeva 4 23 Poetic expression of English and Uzbek medical units in artistic works A.A.Fayziyeva N.J.Murtozayeva 4 24 The power of metaphor in political discourse. N.N.Xolikova, Bobokhujaeva Z 4 25 Jeyms Hedli Cheyzning "Sotqin" asarida kriminalistikaga oid universal realiyalarning berilishi va ularning xususiyatlari N.N.Xolikova, U.Rashidova 5 26 Sinxron tarjimada lingvom				
15 Ingliz tilida o'zbek she'riyati tarjimasi muammolari R.R.Bobokalonov, Sh.S.Bobokalonova 3. 16 Translation of newspaper headlines based on the newspaper "The Times" O.M.Fayzulloyev, G.F.Rakhimova 3. 17 "Spirituality" терминининг ўзбек тилига таржима килиш усуллари ва масалалари M.B.Axmedova 3' 18 Angliya adabiyotida modernismning xususiyatlari G.P.Nazarova, Sh.B.Raxmatova 3' 19 Amerika adabiyotida hikoya janrining shakllanishi G.P.Nazarova, S.U.Nasridinova 4 20 Cultural and cognitive features of a connotative meaning A.A.Fayziyeva 4 21 Time concept in different cultures Fazziyeva A.A. Fazlidinova P. 4 22 Principles of teaching English A.A.Fayziyeva N.J.Murtozayeva 4' 23 Poetic expression of English and Uzbek medical units in artistic works A.A.Fayziyeva Z.Kh. Yorieva 4' 24 The power of metaphor in political discourse. N.N.Xolikova, Bobokhujaeva Z 4' 25 Jeyms Hedli Cheyzning "Sotqin" asarida kriminalistikaga oid universal realiyalarning berilishi va ularning xususiyatlari N.N.Xolikova, U.Rashidova 5 26 Sinxron tarjimada lingvomadaniy kompetensiyani rivojlantirish tamoyillari N.N.Xolikova, N.A.Qo'ldosheva 5. 27 Conceptual analysis and metaphors N.E.S.Shodiyev, F.Yu.Ergashova (Toshkent) 5.				29
16 Translation of newspaper headlines based on the newspaper "The Times" 17 "Spirituality" терминининг ўзбек тилига таржима килиш усудлари ва масалалари 18 Angliya adabiyotida modernismning xususiyatlari G.P.Nazarova, S.h.B.Raxmatova 33 Amerika adabiyotida hikoya janrining shakllanishi G.P.Nazarova, S.U.Nasridinova 44 20 Cultural and cognitive features of a connotative meaning A.A.Fayziyeva 4.4 21 Time concept in different cultures Fayziyeva A.A. Fazlidinova P. 42 Principles of teaching English A.Prayziyeva N.J.Murtozayeva 4.4 23 Poetic expression of English and Uzbek medical units in artistic works 4. A.Fayziyeva N.J.Murtozayeva 4.4 25 Imposer of metaphor in political discourse. N.N.Xolikova, Bobokhujaeva Z 4.5 Jeyms Hedli Cheyzning "Sotqin" asarida kriminalistikaga oid universal realiyalaming berlilishi va ularning xususiyatlari Sinxron tarjimada lingvomadaniy kompetensiyani rivojlantirish tamoyillari 7. Conceptual analysis and metaphors N.I.Gaybullaeva 5. Nemis tilida "DENKEN" fe'li orqali ifodalangan gaplar R.S.Shodiyev, F.Yu.Ergashova (Toshkent) 5. Chiqishi 7. Reflecting the pragmatic potential of the source text in translation 1. Reflecting the pragmatic potential of the source text in translation 1. Reflecting the pragmatic potential of the source text in translation 1. Remistrial frazeologizmlarning ilovali qurilmalar sifatida qo'llanilishi 4. A.Ruchiyev (Samarqand) 6. G. Ta'lim tizimirim Motubaquu crygentob prodoven a fa'lim tizimirimizda sifat o'zgarishi qachon paydo bo'ladi? 4. K.Raximov 6. S.Rosmorove 6. S.Rosm	14	принципы	•	31
"The Times" "Spirituality" терминининг ўзбек тилига таржима Килиш усуллари ва масалалари 18 Angliya adabiyotida modernismning xususiyatlari 19 Amerika adabiyotida hikoya janrining shakllanishi 20 Cultural and cognitive features of a connotative meaning 21 Time concept in different cultures 22 Principles of teaching English 23 Poetic expression of English and Uzbek medical units in artistic works 24 The power of metaphor in political discourse. 25 Jeyms Hedli Cheyzning "Sotqin" asarida kriminalistikaga oid universal realiyalarning berilishi va ularning xususiyatlari 26 Sinxron tarjimada lingvomadani y kompetensiyani rivojlantirish tamoyillari 27 Conceptual analysis and metaphors 28 Nemis tilida "DENKEN" fe'li orqali ifodalangan gaplar 29 Konseptual metaforalarda manba domenlarining kelib chiqishi 30 Turli tizimli tillarda ba'zi o'zbekcha taom nomlarining o'ziga xos xususiyatlari 31 Reflecting the pragmatic potential of the source text in translation 32 Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qo'llanilishi 33 Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qo'llanilishi 34 Пути развития мотивации студентов при обучении с помощью цифровых средств 35 Ta'lim tizimimizda sifat o'zgarishi qachon paydo bo'ladi? X.Raximov 36 R.P.Nazarova, S.B.B.Raxmatova 37 G.P.Nazarova, S.B.B.Raxmatova 38 (G.P.Nazarova, S.B.B.Raxmatova 38 (G.P.Nazarova, S.B.B.Raxmatova 38 (G.P.Nazarova, S.B.B.Raxmatova 44 (A.A.Fazjiyeva A.A.Fazjidnova 44 (A.A.Fazjiyeva A.A.Fazjidnova P. 44 (A.A.Fazjiyeva N.J.Murtozayeva A.A.Fazidinova P. 44 (A.A.Faziyeva N.J.Murtozayeva Z.Kh.Yorieva artistica valaning sususiyatlari 44 (A.A.Fazjiyeva A.A.Fazidinova P. 44 (A.A.Faziyeva N.J.Murtozayeva Z.Kh.Yorieva A.A.Fazidinova P. A.B. A.B. A.Fazidinova P. A.A.Fazidinova P. A.A.Fazidinova P. A.Fazidinova P. A.A.Fazidinova P. A.A.Fazidinova P. A.A.Fazidinov				33
Runuii усуллари ва масалалари 18 Angliya adabiyotida modernismning xususiyatlari G.P.Nazarova, Sh.B.Raxmatova 33 19 Amerika adabiyotida hikoya janrining shakllanishi G.P.Nazarova, S.U.Nasridinova 4 20 Cultural and cognitive features of a connotative meaning A.A.Fayziyeva 4 21 Time concept in different cultures Fayziyeva A.A. Fazlidinova P. 4 22 Principles of teaching English A.A.Fayziyeva N.J.Murtozayeva 4 4 23 Poetic expression of English and Uzbek medical units in artistic works 24 The power of metaphor in political discourse. N.N.Xolikova, Bobokhujaeva Z 25 Jeyms Hedli Cheyzning "Sotqin" asarida kriminalistikaga oid universal realiyalarning berilishi va ularning xususiyatlari N.N.Xolikova, U.Rashidova 5 5 5 5 5 5 5 5 5	16		O.M.Fayzulloyev, G.F.Rakhimova	35
18 Angliya adabiyotida modernismning xususiyatlari G.P.Nazarova, S.h.B.Raxmatova 33 19 Amerika adabiyotida hikoya janrining shakllanishi G.P.Nazarova, S.U.Nasridinova 4 20 Cultural and cognitive features of a connotative meaning A.A.Fayziyeva 44 21 Time concept in different cultures Fayziyeva A.A, Fazlidinova P. 4 22 Principles of teaching English A.A.Fayziyeva N.J.Murtozayeva 44 23 Poetic expression of English and Uzbek medical units in artistic works 24 The power of metaphor in political discourse. N.N.Xolikova, Bobokhujaeva Z 44 25 Jeyms Hedli Cheyzning "Sotqin" asarida kriminalistikaga oid universal realiyalarning berilishi va ularning xususiyatlari 26 Sinxron tarjimada lingvomadaniy kompetensiyani rivojlantirish tamoyillari 27 Conceptual analysis and metaphors N.I.Gaybullaeva 55 28 Nemis tilida "DENKEN" fe'li orqali ifodalangan gaplar R.S.Shodiyev, F.Yu.Ergashova (Toshkent) 29 Konseptual metaforalarda manba domenlarining kelib chiqishi 30 Turfi tizimli tillarda ba'zi o'zbekcha taom nomlarining o'ziga xos xususiyatlari 31 Reflecting the pragmatic potential of the source text in F.Z.Mamarizaeva (Jizzakh) 32 Theoretical background of the study of the process language semantization units by students with reading impairment (Jizzakh) 33 Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qo'llanilishi 34 Пути развития мотивации студентов при обучении с помощью цифровых средств 35 Та'lim tiziminizda sifat o'zgarishi qachon paydo bo'ladi? X.Raximov 66			M.B.Axmedova	37
19 Amerika adabiyotida hikoya janrining shakllanishi 20 Cultural and cognitive features of a connotative meaning 21 Time concept in different cultures 22 Principles of teaching English 23 Poetic expression of English and Uzbek medical units in artistic works 24 The power of metaphor in political discourse. 25 Jeyms Hedli Cheyzning "Sotqin" asarida kriminalistikaga oid universal realiyalarning berilishi va ularning xususiyatlari 26 Sinxron tarjimada lingvomadaniy kompetensiyani rivojlantirish tamoyillari 27 Conceptual analysis and metaphors 28 Nemis tilida "DENKEN" fe'li orqali ifodalangan gaplar 29 Konseptual metaforalarda manba domenlarining kelib chiqishi 30 Turli tizimli tillarda ba'zi o'zbekcha taom nomlarining o'ziga xos xususiyatlari 31 Reflecting the pragmatic potential of the source text in translation 32 Theoretical background of the study of the process language semantization units by students with reading impairment 33 Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qo'llanilishi 34 Пути развития мотивации студентов при обучении с помощью цифровых средств 35 Тa'lim tizimimizda sifat o'zgarishi qachon paydo bo'ladi? 36 Valexaning A.A.Fazziyeva A.A.Fazlidinova P. 44 47 A.A.Fazziyeva A.A.Fazlidinova P. 44 48 A.A.Fazziyeva A.A.Fazlidinova P. 44 49 A.A.Fazyiyeva A.A.Fazlidinova P. 44 40 A.A.Fazyiyeva A.A.Fazlidinova P. 44 41 A.A.Fazziyeva A.A.Fazlidinova P. 44 41 A.A.Fazziyeva A.A.Fazlidinova P. 44 42 A.A.Fazziyeva A.A.Fazlidinova P. 44 42 A.A.Fazziyeva A.A.Fazlidinova P. 44 42 A.A.Fazziyeva A.A.Fazlidinova P. 44 43 A.A.Fazziyeva A.A.Fazlidinova P. 44 44 45 A.A.Fazziyeva A.A.Fazlidinova P. 44 45 A.A.Fazziyeva A.A.Fazlidinova P. 44 46 47 A.A.Fazziyeva A.A.Fazlidinova P. 44 47 A.A.Fazziyeva A.A.Fazlidinova P. 44 48 A.A.Fazziyeva A.A.Fazlidinova P. 44 49 A.A.Fazziyeva A.A.Fazlidinova P. 44 49 A.A.Fazziyeva A.A.Fazlidinova P. 44 40 A.A.Fazziyeva A.A.Fazlidinova P. 44 40 A.Fazziyeva A.A.Fazlidinova P. 44 40 A.Fazziyeva A.A.Fazlidinova P. 40 40 A.Fazziyeva A.A.Fazlidinova P. 40 40 A.Fazziyeva A.A.		килиш усуллари ва масалалари		
19 Amerika adabiyotida hikoya janrining shakllanishi 20 Cultural and cognitive features of a connotative meaning 21 Time concept in different cultures 22 Principles of teaching English 23 Poetic expression of English and Uzbek medical units in artistic works 24 The power of metaphor in political discourse. 25 Jeyms Hedli Cheyzning "Sotqin" asarida kriminalistikaga oid universal realiyalarning berilishi va ularning xususiyatlari 26 Sinxron tarjimada lingvomadaniy kompetensiyani rivojlantirish tamoyillari 27 Conceptual analysis and metaphors 28 Nemis tilida "DENKEN" fe'li orqali ifodalangan gaplar 29 Konseptual metaforalarda manba domenlarining kelib chiqishi 30 Turli tizimli tillarda ba'zi o'zbekcha taom nomlarining o'ziga xos xususiyatlari 31 Reflecting the pragmatic potential of the source text in translation 32 Theoretical background of the study of the process language semantization units by students with reading impairment 33 Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qo'llanilishi 34 Пути развития мотивации студентов при обучении с помощью цифровых средств 35 Тa'lim tizimimizda sifat o'zgarishi qachon paydo bo'ladi? 36 Valexaning A.A.Fazziyeva A.A.Fazlidinova P. 44 47 A.A.Fazziyeva A.A.Fazlidinova P. 44 48 A.A.Fazziyeva A.A.Fazlidinova P. 44 49 A.A.Fazyiyeva A.A.Fazlidinova P. 44 40 A.A.Fazyiyeva A.A.Fazlidinova P. 44 41 A.A.Fazziyeva A.A.Fazlidinova P. 44 41 A.A.Fazziyeva A.A.Fazlidinova P. 44 42 A.A.Fazziyeva A.A.Fazlidinova P. 44 42 A.A.Fazziyeva A.A.Fazlidinova P. 44 42 A.A.Fazziyeva A.A.Fazlidinova P. 44 43 A.A.Fazziyeva A.A.Fazlidinova P. 44 44 45 A.A.Fazziyeva A.A.Fazlidinova P. 44 45 A.A.Fazziyeva A.A.Fazlidinova P. 44 46 47 A.A.Fazziyeva A.A.Fazlidinova P. 44 47 A.A.Fazziyeva A.A.Fazlidinova P. 44 48 A.A.Fazziyeva A.A.Fazlidinova P. 44 49 A.A.Fazziyeva A.A.Fazlidinova P. 44 49 A.A.Fazziyeva A.A.Fazlidinova P. 44 40 A.A.Fazziyeva A.A.Fazlidinova P. 44 40 A.Fazziyeva A.A.Fazlidinova P. 44 40 A.Fazziyeva A.A.Fazlidinova P. 40 40 A.Fazziyeva A.A.Fazlidinova P. 40 40 A.Fazziyeva A.A.	18	Angliva adabiyotida modernismning xususiyatlari	G.P.Nazarova, Sh.B.Raxmatova	38
20Cultural and cognitive features of a connotative meaningA.A.Fayziyeva4.421Time concept in different culturesFayziyeva A.A, Fazlidinova P.4.422Principles of teaching EnglishA.A.Fayziyeva N.J.Murtozayeva4.423Poetic expression of English and Uzbek medical units in artistic worksA.A.Fayziyeva Z.Kh.Yorieva4.424The power of metaphor in political discourse.N.N.Xolikova, Bobokhujaeva Z4.425Jeyms Hedli Cheyzning "Sotqin" asarida kriminalistikaga oid universal realiyalarning berilishi va ularning xususiyatlariN.N.Xolikova, U.Rashidova5.26Sinxron tarjimada lingvomadaniy kompetensiyani rivojlantirish tamoyillariN.N.Xolikova N.A.Qo'ldosheva5.27Conceptual analysis and metaphorsN.I.Gaybullaeva5.28Nemis tilida "DENKEN" fe'li orqali ifodalangan gaplarR.S.Shodiyev, F.Yu.Ergashova (Toshkent)5.29Konseptual metaforalarda manba domenlarining kelib chiqishiB.Q.Jo'raxolova (O'zDJTU)5.30Turli tizimli tillarda ba'zi o'zbekcha taom nomlarining o'ziga xos xususiyatlariT.E.Alimov (O'zDJTU)5.31Reflecting the pragmatic potential of the source text in translationF.Z.Mamarizaeva (Jizzakh)6.32Theoretical background of the study of the process language semantization units by students with reading impairmentH.A. Mustafaqulova (Jizzakh)6.33Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qo'llanilishiM.A.Kuchiyev (Samarqand)6.34Пути развития мотивации студентов при обучении с помощью цифров				41
21Time concept in different culturesFayziyeva A.A, Fazlidinova P.422Principles of teaching EnglishA.A.Fayziyeva N.J.Murtozayeva4623Poetic expression of English and Uzbek medical units in artistic worksA.A.Fayziyeva Z.Kh.Yorieva4724The power of metaphor in political discourse.N.N.Xolikova, Bobokhujaeva Z4925Jeyms Hedli Cheyzning "Sotqin" asarida kriminalistikaga oid universal realiyalarning berilishi va ularning xususiyatlariN.N.Xolikova, U.Rashidova526Sinxron tarjimada lingvomadaniy kompetensiyani rivojlantirish tamoyillariN.N.Xolikova N.A.Qo'ldosheva5527Conceptual analysis and metaphorsN.I.Gaybullaeva5528Nemis tilida "DENKEN" fe'li orqali ifodalangan gaplarR.S.Shodiyev, F.Yu.Ergashova (Toshkent)5529Konseptual metaforalarda manba domenlarining kelib chiqishiB.Q.Jo'raxolova (O'zDJTU)5630Turli tizimli tillarda ba'zi o'zbekcha taom nomlarining o'ziga xos xususiyatlariT.E.Alimov (O'zDJTU)5631Reflecting the pragmatic potential of the source text in translationF.Z.Mamarizaeva (Jizzakh)632Theoretical background of the study of the process language semantization units by students with reading impairmentH.A. Mustafaqulova (Jizzakh)633Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qo'llanilishiM.A.Kuchiyev (Samarqand)634Пути развития мотивации студентов при обучении с помощью цифровых средствФ.Х.Бозорова (Джиззак)635Ta'llim tizimimizda sifat o'zgarishi qachon payd	20			43
22Principles of teaching EnglishA.A.Fayziyeva N.J.Murtozayeva4423Poetic expression of English and Uzbek medical units in artistic worksA.A.Fayziyeva Z.Kh.Yorieva4724The power of metaphor in political discourse.N.N.Xolikova, Bobokhujaeva Z4925Jeyms Hedli Cheyzning "Sotqin" asarida kriminalistikaga oid universal realiyalarning berilishi va ularning xususiyatlariN.N.Xolikova, U.Rashidova526Sinxron tarjimada lingvomadaniy kompetensiyani rivojlantirish tamoyillariN.N.Xolikova N.A.Qo'ldosheva5527Conceptual analysis and metaphorsN.I.Gaybullaeva5528Nemis tilida "DENKEN" fe'li orqali ifodalangan gaplarR.S.Shodiyev, F.Yu.Ergashova (Toshkent)5529Konseptual metaforalarda manba domenlarining kelib chiqishiB.Q.Jo'raxolova (O'zDJTU)5630Turli tizimli tillarda ba'zi o'zbekcha taom nomlarining o'ziga xos xususiyatlariT.E.Alimov (O'zDJTU)5531Reflecting the pragmatic potential of the source text in translationF.Z.Mamarizaeva (Jizzakh)632Theoretical background of the study of the process language semantization units by students with reading impairmentH.A. Mustafaqulova (Jizzakh)633Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qo'llanilishiM.A.Kuchiyev (Samarqand)634Пути развития мотивации студентов при обучении с помощью цифровых средствФ.Х.Бозорова (Джиззак)635Ta'lim tizimimizda sifat o'zgarishi qachon paydo bo'ladi?X.Raximov6	21			44
artistic works 24 The power of metaphor in political discourse. 25 Jeyms Hedli Cheyzning "Sotqin" asarida kriminalistikaga oid universal realiyalarning berilishi va ularning xususiyatlari 26 Sinxron tarjimada lingvomadaniy kompetensiyani rivojlantirish tamoyillari 27 Conceptual analysis and metaphors 28 Nemis tilida "DENKEN" fe'li orqali ifodalangan gaplar 29 Konseptual metaforalarda manba domenlarining kelib chiqishi 30 Turli tizimli tillarda ba'zi o'zbekcha taom nomlarining o'ziga xos xususiyatlari 31 Reflecting the pragmatic potential of the source text in translation 32 Theoretical background of the study of the process language semantization units by students with reading impairment 33 Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qo'llanilishi 34 Пути развития мотивации студентов при обучении с помощью цифровых средств 35 Та'lim tizimimizda sifat o'zgarishi qachon paydo bo'ladi? 36 N.N.Xolikova, U.Rashidova N.N.Zoliva N.A.Qo'ldosheva rivojlanticshida involugeva landicshida vivojlania vivojlania vivojlania vivojlania vivojlania vivojlania vivojlania	22			46
25Jeyms Hedli Cheyzning "Sotqin" asarida kriminalistikaga oid universal realiyalarning berilishi va ularning xususiyatlariN.N.Xolikova, U.Rashidova526Sinxron tarjimada lingvomadaniy kompetensiyani rivojlantirish tamoyillariN.N.Xolikova N.A.Qo'ldosheva5227Conceptual analysis and metaphorsN.I.Gaybullaeva5228Nemis tilida "DENKEN" fe'li orqali ifodalangan gaplarR.S.Shodiyev, F.Yu.Ergashova (Toshkent)5529Konseptual metaforalarda manba domenlarining kelib chiqishiB.Q.Jo'raxolova (O'zDJTU)5730Turli tizimli tillarda ba'zi o'zbekcha taom nomlarining o'ziga xos xususiyatlariT.E.Alimov (O'zDJTU)5931Reflecting the pragmatic potential of the source text in translationF.Z.Mamarizaeva (Jizzakh)6032Theoretical background of the study of the process language semantization units by students with reading impairmentH.A. Mustafaqulova (Jizzakh)6033Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qo'llanilishiM.A.Kuchiyev (Samarqand)6034Пути развития мотивации студентов при обучении с помощью цифровых средствФ.Х.Бозорова (Джиззак)6035Ta'lim tizimimizda sifat o'zgarishi qachon paydo bo'ladi?X.Raximov60	23	artistic works	A.A.Fayziyeva Z.Kh.Yorieva	47
universal realiyalarning berilishi va ularning xususiyatlari 26 Sinxron tarjimada lingvomadaniy kompetensiyani rivojlantirish tamoyillari 27 Conceptual analysis and metaphors 28 Nemis tilida "DENKEN" fe'li orqali ifodalangan gaplar 29 Konseptual metaforalarda manba domenlarining kelib chiqishi 30 Turli tizimli tillarda ba'zi o'zbekcha taom nomlarining o'ziga xos xususiyatlari 31 Reflecting the pragmatic potential of the source text in translation 32 Theoretical background of the study of the process language semantization units by students with reading impairment 33 Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qo'llanilishi 34 Пути развития мотивации студентов при обучении с помощью цифровых средств 35 Ta'lim tizimimizda sifat o'zgarishi qachon paydo bo'ladi? 36 N.N.Xolikova N.A.Qo'ldosheva 55. N.I.Gaybullaeva 52 N.S.Shodiyev, F.Yu.Ergashova (Toshkent) 53 N.A.S.Shodiyev, F.Yu.Ergashova (Toshkent) 54 N.B.Gaybullaeva 55 Ta'lim tizimimizda sifat o'zgarishi qachon paydo bo'ladi? 56 N.B.Gaybullaeva 57 N.B.A.Qo'ldosheva 57 N.B.A.Qo'ldosheva (Toshkent) 58 N.B.Gaybullaeva 59 N.B.Gaybullaeva 59 N.B.Gaybullaeva 50 N.B.Gaybullaeva 50 Ta'lim tizimimizda sifat o'zgarishi qachon paydo bo'ladi? 50 N.B.Gaybullaeva 51 N.B.A.Qo'ldosheva 15 N.B.A.	24	The power of metaphor in political discourse.	N.N.Xolikova, Bobokhujaeva Z	49
rivojlantirish tamoyillari 27 Conceptual analysis and metaphors 28 Nemis tilida "DENKEN" fe'li orqali ifodalangan gaplar 29 Konseptual metaforalarda manba domenlarining kelib chiqishi 30 Turli tizimli tillarda ba'zi o'zbekcha taom nomlarining o'ziga xos xususiyatlari 31 Reflecting the pragmatic potential of the source text in translation 32 Theoretical background of the study of the process language semantization units by students with reading impairment 33 Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qo'llanilishi 34 Пути развития мотивации студентов при обучении с помощью цифровых средств 35 Ta'lim tizimimizda sifat o'zgarishi qachon paydo bo'ladi? 36 Nemis tilida frazeologizmlarning ilovali qachon paydo bo'ladi? 36 X.S.Shodiyev, F.Yu.Ergashova (Toshkent) 57 Ta.S.Alimov 67 T.E.Alimov (O'zDJTU) 58 Ta.S.Alimov 68 T.E.Alimov (O'zDJTU) 69 T.E.Alimov (O'zDJTU) 60 T.E.Alimov (O'zDJTU) 70 T.E.Alimov (O'zDJTU) 71 T.E.Alimov (O'zDJTU) 72 T.E.Alimov (O'zDJTU) 73 Reflecting the pragmatic potential of the source text in (Jizzakh) 74 T.E.Alimov (O'zDJTU) 75 T.E.Alimov (O'zDJTU) 76 T.E.Alimov (O'zDJTU) 77 T.E.Alimov (O'zDJTU) 78 T.E.Alimov (O'zDJTU) 79 T.E.Alimov (O'zDJTU) 70 T.E.Alimov (O'zDJTU) 70 T.E.Alimov (O'zDJTU) 70 T.E.Alimov (O'zDJTU) 70 T.E.Alimov (O'zDJTU) 71 T.E.Alimov (O'zDJTU) 72 T.E.Alimov (O'zDJTU) 73 T.E.Alimov (O'zDJTU) 74 T.E.Alimov (O'zDJTU) 75 T.E.Alimov (O'zDJTU) 76 T.E.Alimov (O'zDJTU) 77 T.E.Alimov (O'zDJTU) 78 T.E.Alimov (O'zDJT	25		N.N.Xolikova, U.Rashidova	51
28Nemis tilida "DENKEN" fe'li orqali ifodalangan gaplarR.S.Shodiyev, F.Yu.Ergashova (Toshkent)5.529Konseptual metaforalarda manba domenlarining kelib chiqishiB.Q.Jo'raxolova (O'zDJTU)5.730Turli tizimli tillarda ba'zi o'zbekcha taom nomlarining o'ziga xos xususiyatlariT.E.Alimov (O'zDJTU)5.931Reflecting the pragmatic potential of the source text in translationF.Z.Mamarizaeva (Jizzakh)6.32Theoretical background of the study of the process language semantization units by students with reading impairmentH.A. Mustafaqulova (Jizzakh)6.33Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qo'llanilishiM.A.Kuchiyev (Samarqand)6.34Пути развития мотивации студентов при обучении с помощью цифровых средствФ.Х.Бозорова (Джиззак)6.35Ta'lim tizimimizda sifat o'zgarishi qachon paydo bo'ladi?X.Raximov6.	26		N.N.Xolikova N.A.Qo'ldosheva	52
Consequence	27		N.I.Gaybullaeva	54
chiqishi 30 Turli tizimli tillarda ba'zi oʻzbekcha taom nomlarining oʻziga xos xususiyatlari 31 Reflecting the pragmatic potential of the source text in translation 32 Theoretical background of the study of the process language semantization units by students with reading impairment 33 Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qoʻllanilishi 34 Пути развития мотивации студентов при обучении с помощью цифровых средств 35 Та'lim tizimimizda sifat oʻzgarishi qachon paydo boʻladi? 36 X.Raximov 58 T.E.Alimov (OʻzDJTU) 59 F.Z.Mamarizaeva (Jizzakh) 60 M.A. Mustafaqulova (Jizzakh) 61 M.A. Kuchiyev (Samarqand) 62 Ф.Х.Бозорова (Джиззак) 63 Ф.Х.Бозорова (Джиззак)	28	Nemis tilida "DENKEN" fe'li orqali ifodalangan gaplar		55
30Turli tizimli tillarda ba'zi oʻzbekcha taom nomlarining oʻziga xos xususiyatlariT.E.Alimov (OʻzDJTU)31Reflecting the pragmatic potential of the source text in translationF.Z.Mamarizaeva (Jizzakh)32Theoretical background of the study of the process language semantization units by students with reading impairmentH.A. Mustafaqulova (Jizzakh)33Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qoʻllanilishiM.A.Kuchiyev (Samarqand)6034Пути развития мотивации студентов при обучении с помощью цифровых средствФ.Х.Бозорова (Джиззак)6035Ta'lim tizimimizda sifat oʻzgarishi qachon paydo boʻladi?X.Raximov60	29		B.Q.Jo'raxolova (O'zDJTU)	57
translation (Jizzakh) 32 Theoretical background of the study of the process language semantization units by students with reading impairment (Jizzakh) 33 Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qo'llanilishi 34 Пути развития мотивации студентов при обучении с помощью цифровых средств 35 Ta'lim tizimimizda sifat o'zgarishi qachon paydo bo'ladi? X.Raximov (Jizzakh) M.A. Mustafaqulova (Jizzakh) 66 67 68 68 69 70 70 70 71 72 73 74 75 76 76 76 76 76 76 76 76 76	30	Turli tizimli tillarda ba'zi o'zbekcha taom nomlarining o'ziga xos xususiyatlari		59
semantization units by students with reading impairment(Jizzakh)33 Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qo'llanilishiM.A.Kuchiyev (Samarqand)6-34 Пути развития мотивации студентов при обучении с помощью цифровых средствФ.Х.Бозорова (Джиззак)6-35 Ta'lim tizimimizda sifat o'zgarishi qachon paydo bo'ladi?X.Raximov6-	31			61
33Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qo'llanilishiM.A.Kuchiyev (Samarqand)6-34Пути развития мотивации студентов при обучении с помощью цифровых средствФ.Х.Бозорова (Джиззак)6-35Ta'lim tizimimizda sifat o'zgarishi qachon paydo bo'ladi?X.Raximov6-	32			63
34Пути развития мотивации студентов при обучении с помощью цифровых средствФ.Х.Бозорова (Джиззак)6035Ta'lim tizimimizda sifat o'zgarishi qachon paydo bo'ladi?X.Raximov60	33	Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida		64
35 Ta'lim tizimimizda sifat o'zgarishi qachon paydo bo'ladi? X.Raximov 6'	34		Ф.Х.Бозорова (Джиззак)	66
	35	Ta'lim tizimimizda sifat o'zgarishi qachon paydo bo'ladi?	X.Raximov	67

Xalqaro miqyosdagi ilmiy-amaliy anjuman

massasalarining vocal oʻqituvchilari va qoʻshimcha ta'lim xi Milliy frazeologizmlari tajima qilishining oʻziga xos xususiyatlari 38 Realias and the problem of understanding the text 49 Oʻzlashgan soʻzlarning zamonaviy nemis tilidagi roli 40 Urgʻuring semantic-grammatik va uslubiy xususiyatlari 41 Discursive importance oʻlitlerary translation 42 Translation equivalence problem 43 Xushmuomalalik, evifimizm va feys refleksiyasi 43 Topishmoqlardagi mushtarak obrazlar haqida 44 Topishmoqlardagi mushtarak obrazlar haqida 45 Language learning in early childhood 46 Goothe ist die grosse figure der welf literatur 47 Factors affecting language learning 48 Using peer-assessment and self-assessment in the EFL dissroom 49 Экспериментальная проверка эффективности разработанных методов обучения креативному письму 29 Individual aspects of teaching speaking skills/fluency and accuracy 20 Individual aspects of teaching speaking skills/fluency and accuracy 21 Talabalarni xorijiy tillardan kasbiy mobilligini rivojlantirish netodikasi 22 Talabalarni xorijiy tillardan kasbiy mobilligini rivojlantirish produstanish 23 Advantages of teaching English to young learners through sones 24 Horistrie autzutikekux repmunon «muлитрим» и senglish classes 25 Hoerverstehen-eine der wichtigsten Fertigkeiten der Perindsyrache 38 Modern approaches and perspectives of teaching foreign language 39 Konnotati wa'noning fonetik vositalarda ifodalanishi 30 Ingitalitini oʻzgamishda kollokatsiyalardan foydalanishing 31 Advantages of teaching tenglish language 32 Konnotati wa'noning fonetik vositalarda ifodalanishi 34 Ingitalini oʻzgamishda kollokatsiyalardan foydalanishing 35 Romotati wa'noning fonetik vositalarda ifodalanishi 36 Tajima strategiyalarini oʻzganish mammolari 37 Ingitalini farojiyat italigin at ingitaliyan analaridan 38 Ingitaliyan analaridan 39 Kanguyan 30 Ingitaliyan 30 Ingitaliyan 30 Ingitaliyan 30 Ingitaliyan 31 Ingitaliyan 31 Ingitaliyan 31 Ingitaliyan 31 Ingitaliyan 31 Ingitaliyan 32 Ingitaliyan 33 Ingitaliyan 34 Ingitaliyan 35 Ingitali			alqaro miqyosdagi ilmiy-amaliy anji	ıman
37 Milliy frazeologizmlarni tarjima qilishning oʻziga xos xususiyalari 38 Realias and the problem of understanding the text F.X. Azimova (Jizzakh) 7. 38 Realias and the problem of understanding the text F.X. Azimova (Jizzakh) 7. 39 Oʻzlashgan soʻzlarning zamonaviy nemis tilidagi roli M.T.Babayev 7. 40 Uʻrgʻuning semantic grammatik va uslubiy xususiyatlari N.N.Salixova 7. 41 Discursive importance of literary translation N.A.Haydarova 7. 42 Translation equivalence problem N.S. Zokirova 7. 43 Xushmuomalalik, evfimizm va feys refleksiyasi N.S. Ruziyeva 8. 44 Topishmoqlardagi mushtarak obrazlar haqida S.S. Xudoyev 8. 45 Language learning in early childhood D.A.Yarmatova (Jizzakh) 8. 46 Goethe ist die grosse figure der welf literatur G.G. Addullayeva 8. 48 Using peer -assessment and self- assessment in the EFL classroom S. P. Chertilini oʻqualtarinas riponepka a-phękertrantocru S. Ricomova 9. 49 Secneptmentrantans riponepka a-phękertrantocru P. Z. Bozorova (Jizzakh) 9. 40 Chertilini oʻqtishda kommunikativ kompetensiya va Zamonaviy innovatsion texnologiyalar, metodlardan (foydalanish) 7. 51 Chet tilini oʻqtishda kommunikativ kompetensiya va Zamonaviy innovatsion texnologiyalar, metodlardan (foydalanish) 7. 52 Talabalarni xoriji ytillardan kasbiy mobilligini rivojlantirish metodikasi 7. 53 Advantases of teaching English to young learners through songs 7. 54 Iloustrue antimitickux repatinos «minitipisma rivojlantirish metodikasi 7. 55 Efficacious methods to teach a child English as a second language 7. 56 The productive methods of rising students' motivation in English classes 7. 57 English classes 7. 58 Moorra approaches and perspectives of teaching forcign languages 7. 59 Konnotativ ma'noning fonetik vositalarda ifodalanishi 7. 50 Romotativ ma'noning fonetik vositalarda ifodalanishi 7. 51 Tarjima strategiyalarini oʻrganish muammolari 7. 52 Romotativ ma'noning fonetik vositalarda ifodalanis	36	Malaka oshirishning nazariy asoslari. Madaniyat muassasalarining vocal o'qituvchilari va qo'shimcha ta'lim	A.M.Dushabayev (Jizzax)	69
38 Realias and the problem of understanding the text F.X.Azimova (Jizzakh) 7.7 9 O'zlashgan so zlaming zamonavi pemis tilidaji roli M.T.Babayev 7.7 40 Urg'uning scmantic-grammatik va uslubiy xususiyatlari N.N.Salixova 7.7 41 Discursive importance of literary translation N.A.Haydarova 7.7 42 Translation equivalence problem N.S.Zokirova 7.7 43 Xushmuomalalik, evfimizm va feys refleksiyasi N.X.Ruziyeva 8.8 44 Topishmoglardagi mushtarak obrazara haqida S.X.dudove 8.8 45 Language learning in carly childhood D.A.Yarmatova (Jizzakh) 8.8 46 Goethe ist die grosse figure der welf literatur F.U.Yakubov (Jizzakh) 8.8 47 Factors affectrig language learning G.D.Abdullayeva 8.8 48 Using peer -assessment and self- assessment in the EFL classroom B.Rromova 9. 49 Decembertrantata riponepka aphdektruntnectri C.Ж.Хамраходжаева (Ташкент) 9. 40 Darianish C. C.X.Sampaxogzwaesa (Taukient) 9. 50 Individual aspects of teaching speaking skillis/fluency and accuracy C.X.Xampaxogzwaesa (Taukient) 9. 51 Chet tillini o'ajtishda kommunikativ kompetensiya va zamonaviy innovatsion texnologiyalar, metodlardan foydalanish <td< td=""><td>37</td><td>Milliy frazeologizmlarni tarjima qilishning o'ziga xos</td><td>M.A.Radjabova, Yu.Ya.Shukurova</td><td>71</td></td<>	37	Milliy frazeologizmlarni tarjima qilishning o'ziga xos	M.A.Radjabova, Yu.Ya.Shukurova	71
39 Ozlashgan soʻzlarning zamonaviy nemis tilidagi roli Urgʻming semantic-grammatik va uslubiy xususiyatlari N.S.Bilixova 7.	38		F.X.Azimova (Jizzakh)	72
1 Discursive importance of literary translation N.A. Haydarova 77			· · · · · · · · · · · · · · · · · · ·	74
1			2	76
42 Translation equivalence problem 43 Xushmuomalalik, evfinizm va feys refleksiyasi 44 Topishmoqlardagi mushtarak obrazlar haqida 55. Xudoyev 88 45 Language learning in early childhood D.A.Yarmatova (Jizzakh) 88 46 Goethe ist die grosse figure der welf literatur F.U.Yakubov (Jizzakh) 88 47 Factors affecting language learning G.G.Abdullayeva 88 48 Using peer -assessment and self- assessment in the EFL classroom 69 Экспериментальная проперка эффективности разработанных методов обучения креативному письму 50 Individual aspects of teaching speaking skills:fluency and accuracy 50 Individual aspects of teaching speaking skills:fluency and accuracy 51 Chet tilini oʻqitishda kommunikativ kompetensiya va zamonaviy innovatsion texnologiyalar, metodlardan foydalanish 52 Talabalarni xorijiy tillardan kasbiy mobilligini rivojlantirish metodikasi 53 Advantages of teaching English to young learners through songs 54 Iloustrue английских терминов «пилигрим» и «палемиичество» 55 Efficacious methods to teach a child English as a second language 56 The productive methods of rising students' motivation in English classes 57 Hoerverstehen-eine der wichtigsten Fertigkeiten der Fremdsprache 58 Modern approaches and perspectives of teaching foreign languages 59 Konnotativ ma'noning fonetik wositalarda ifodalanishi 60 Ingliz tilini oʻrganishda kollokatsiyalardan foydalanishning ahamiyati 61 Lingvonadaniy aspect tushunchasing vazifadorlik koʻlami 62 The specificities of the concept oʻranger''in the linguoculture of the English language 63 Cross -col of educapinania toar is mammolari 64 Tors -col of educapinania toar is mammolari 65 Konnotativ ma'noning fonetik wositalarda ifodalanishi 67 Konstrativa approaches and perspectives of teaching foreign languages 66 The productive methods of rising students' motivation in English classes 67 Hoerverstehen-eine der wichtigsten Fertigkeiten der Fremdsprache 68 Konnotativ ma'noning fonetik wositalarda ifodalanishi 69 Lingvonadaniy aspect tushunchasinanyati 70 Lingvonadaniy aspect tushunchasinanyat				77
43 Xushmuoomalalik, evfimizuru va feys refleksiyasi N.X.Ruziyeva 8 44 Topishmoqlardagi mushtarak obrazlar haqida S.S.Xudoyev 8 45 Language learming in early childhood D.A.Yarmatova (Jizzakh) 8 46 Goethe ist die grosse figure der welf literatur F.U.Yakubov (Jizzakh) 8 47 Factors affecting language learning G.Abdullayeva 8 48 Using peer -assessment and self-assessment in the EFL B.Ikromova 9 49 December of teaching speaking skills:fluency and accuracy C.Ж.Хамраходжаева (Ташкент) 9 50 Individual aspects of teaching speaking skills:fluency and accuracy F.X.Bozorova (Jizzakh) 9 51 Chet tilini o'qitishda kommunikativ kompetensiya va zamonaviy innovatsion texnologiyalar, metodlardan foydalanish D.A.Dadajanova (Toshkent) 9 52 Talabalani xorijiy tillardan kasbiy mobilligini rivojlantirish metodikasi T.X.Suyunova (Jizzax) 9 53 Advantages of teaching English to young learners through song G.I.Xamroyeva 9 54 Ilonarrie ahriniickin x repaminos «miniirpina" in tein diniirpina" in tein quantiirpina" in tein diniirpina" in tein diniirpina" in tein q				79
44 Topishmoqlardagi mushtarak obrazlar haqida 5.S. Xudoyev 8. Language learning in early childhood 6. Goethe ist die grosse figure der welf literatur F.U. Yakubov (Jizzakh) 8. Ractors affecting language learning 6.G. Abdullayeva 8. Singer- assessment and self- assessment in the EFL classroom 7. Виспериментальная проверка эффективности разрабоганных методов обучения креативному письму 8. Пайічіdual аspects of teaching speaking skills:fluency and accuracy 8. C.Ж. Хамраходжаєва (Тапикент) 9. Landividual aspects of teaching speaking skills:fluency and accuracy 8. C.Ж. Хамраходжаєва (Тапикент) 9. Landividual aspects of teaching speaking skills:fluency and accuracy 8. C.Ж. Хамраходжаєва (Тапикент) 8. C.Ж. Хамраходжаєва (Тапикент) 9. Landividual aspects of teaching speaking skills:fluency and accuracy 8. C.Ж. Хамраходжаєва (Тапикент) 9. Landividual aspects of teaching speaking skills:fluency and accuracy 8. C.Ж. Хамраходжаєва (Тапикент) 9. Landividual aspects of teaching speaking skills:fluency and accuracy 8. C.Ж. Хамраходжаєва (Тапикент) 9. Landividual aspects of teaching speaking skills:fluency and accuracy 8. C.Ж. Хамраходжаєва (Тапикент) 9. Landividual aspects of teaching speaking skills:fluency and accuracy 8. C.Ж. Хамраходжаєва (Тапикент) 9. Landividual aspects of teaching speaking skills:fluency and accuracy 8. C.Ж. Хамраходжаєва (Тапикент) 9. Landividual aspects of teaching speaking skills:fluency and accuracy 8. C.Ж. Хамраходжаєва (Тапикент) 9. Landividual aspects of teaching speaking skills:fluency and accuracy 9. C. K. Хамраходжаєва (Тапикент) 9. Landividual aspects of teaching speaking skills:fluency and accuracy 9. C. K. Хамраходжаєва (Тапикент) 9. Landividual aspects of teaching speaking skills:fluency and accuracy 9. C. K. Хамраходжаєва (Тапикент) 9. Landividual aspects of teaching speaking skills:fluency and accuracy 9. C. K. Хамраходжаєва (Тапикент) 9. Landividual speaking skills:fluency and accuracy 9. C. K. Хамраходжаєва (Тапикент) 9. Landividual speaking skills:fluency and accuracy 9. C. K. Хамра				81
45 Language learning in early childhood D.A. Yarmatova (Jizzakh) 88 46 Goothe ist die grosse figure der welf literatur F.U.Yakubov (Jizzakh) 88 47 Factors affecting language learning G.G.Abdullayeva 88 48 Using peer -assessment and self- assessment in the EFL classroom Power of the papage of th	44			82
Goethe ist die grosse figure der welf literatur F. U. Yakubov (Jizzakh) 88	45	1 1		85
48 Using peer -assessment and self- assessment in the EFL classroom 9 Экспериментальная проверка эффективности разработанных методов обучения креативному письму 50 Individual aspects of teaching speaking skills:fluency and accuracy 51 Chet tilini oʻqitishda kommunikativ kompetensiya va zamonaviy innovatsion texnologiyalar, metodlardan foydalamish 52 Talabalarni xorijiy tillardan kasbiy mobilligini rivojlantirish metodikasi 53 Advantages of teaching English to young learners through songs 54 Ilонятие английских терминов «пилигрим» и клазовов быль и спаломичество» 55 Efficacious methods to teach a child English as a second language 65 The productive methods of rising students' motivation in English classes 67 Hoerverstehen-eine der wichtigsten Fertigkeiten der Fremdsprache 68 Modern approaches and perspectives of teaching foreign languages 69 Ingliz tilini oʻrganishda kollokatsiyalardan foydalanishini ghamiyati 60 Ingliz tilini oʻrganishda kollokatsiyalardan foydalanishning ahamiyati 61 Ingvomadaniy aspect tushunchasining vazifadorlik koʻlami M.X.Ruziyeva 11 (Ingvomadaniy aspect tushunchasining vazifadorlik koʻlami M.X.Ruziyeva 11 (Ingvomadaniy aspect tushunchasining vazifadorlik koʻlami M.X.Ruziyeva 11 (Ingvomadaniy aspect tushunchasining vazifadorlik koʻlami Sh.I.Azimova 11 (Ingvomadaniy aspect tushunchasining vazifadorlik koʻlami M.X.Ruziyeva 11 (Ingvomada	46	Goethe ist die grosse figure der welf literatur	F.U.Yakubov (Jizzakh)	86
classroom 49 Экспериментальная проверка эффективности разработанных методов обучения креативному письму 50 Individual aspects of teaching speaking skills:fluency and accuracy 51 Chet tilini o'qitishda kommunikativ kompetensiya va zamonaviy innovatsion texnologiyalar, metodlardan foydalanish 52 Talabalami xorijiy tillardan kasbiy mobilligini rivojlantirish metodikasi 53 Advantages of teaching English to young learners through songs 54 Понятие английских терминов «пилитрим» и «паломинчество» 55 Еfficacious methods to teach a child English as a second language 56 The productive methods of rising students' motivation in English classes 57 Hoerverstehen-eine der wichtigsten Fertigkeiten der Fremdsprache 58 Modern approaches and perspectives of teaching foreign languages 59 Konnotativ ma'noning fonetik vositalarda ifodalanishi 60 Ingliz tilini o'rganishda kollokatsiyalardan foydalanishning ahamnyati 61 Lingvonadaniy aspect tushunchasining vazifadorlik ko'lami M.X.Ruziyeva 62 Ine specificities of the concept of "anger" in the linguoculture of the English language 63 Cross -cultural pragmatics as a branch of pragmatics 64 The role of educational tourism for sustainability 65 Tarjima strate giyalarini o'rganish muammolari 66 Konseptning sintaktik ifodalanishi 67 Tarjimonlik faoliyati va tarjima tarixi 68 Fransuz va o'zbek tillarida hayrat va shubha diskursida frazemalar ishtiroki 69 Bolalar valariing milliy an'analaridan 60 o'ni va ahamnyati 60 Internativa pragmatika ilmiy qarashlarida urg'ularning o'nii va ahamnyati 60 Internativa pragmatikalari ilmiy qarashlarida urg'ularning o'nii va ahamnyati 61 Franctions of metaphoric terms in religious language 61 Pranctions of metaphoric terms in religious language 62 M.O.Subxonova 63 D.F.Abduraximova 64 D.F.Abduraximova 65 Pransuz grammatiklari ilmiy qarashlarida urg'ularning o'mi va ahamnyati 66 Rolari ilmiya abamiyati 67 Pranctions of metaphoric terms in religious language 68 D.F.Abduraximova 69 D.F.Abduraximova 60 D.F.Abduraximova	47	Factors affecting language learning	G.G.Abdullayeva	88
разработанных методов обучения креативному письму Individual аspects of teaching speaking skills: fluency and accuracy Individual aspects of teaching speaking skills: fluency and accuracy Individual aspects of teaching speaking skills: fluency and accuracy Individual aspects of teaching speaking skills: fluency and accuracy Individual aspects of teaching speaking skills: fluency and accuracy Individual aspects of teaching speaking skills: fluency and accuracy Individual aspects of teaching speaking skills: fluency and accuracy Individual aspects of teaching speaking skills: fluency and accuracy Individual aspects of teaching speaking skills: fluency and accuracy Individual aspects of teaching speaking skills: fluency accuracy Individual aspects of teaching seaking skills: fluency accuracy Individual aspects of teaching speaking sp	48		B.Ikromova	90
Individual aspects of teaching speaking skills:fluency and accuracy accuracy D.A.Dadajanova (Toshkent) State tilini oʻqitishda kommunikativ kompetensiya va zamonaviy innovatsion texnologiyalar, metodlardan foydalanish D.A.Dadajanova (Toshkent) State tilini oʻqitishda kommunikativ kompetensiya va zamonaviy innovatsion texnologiyalar, metodlardan foydalanish T.X.Suyunova (Jizzax) State tilini oʻqitishda kasbiy mobilligini rivojlantirish metodikasi T.X.Suyunova (Jizzax) State tilini oʻganishda kasbiy mobilligini rivojlantirish metodikasi T.X.Suyunova (Jizzax) State tilini oʻganishda kasbiy mobilligini rivojlantirish metodikasi T.X.Suyunova (Jizzax) State tilini oʻganishda kasbiy mobilligini rivojlantirish metodikasi T.X.Suyunova (Jizzax) State tilini oʻganishda kasa second language F.S.Voxidova, R.Xolikov State tilini oʻganishda kasa second language T.S.Djalolov St.J.Rahmatova 10 T.S.Djalolov T.S.Djalov T.S.Djalov T.S.Dja	49		С.Ж.Хамраходжаева (Ташкент)	91
zamonaviy innovatsion texnologiyalar, metodlardan foydalanishi Toydalanish Toydalanish Toydalanish Toydalanish T.X.Suyunova (Jizzax) 90 Martine ahrлийских терминов «пилигрим» и япаломичество» Тородов Тейсасіоиз methods to teach a child English as a second language 100 The productive methods of rising students' motivation in English classes The productive methods of rising students' motivation in English classes The productive methods of rising students' motivation in English classes Modern approaches and perspectives of teaching foreign languages The specificities of the concept of "anger" in the linguoculture of the English language The specificities of the concept of "anger" in the linguoculture of the English language The role of educational tourism for sustainability Mahmudova The role of educational tourism for sustainability N.Mahmudova Tarjima strategiyalarini o'rganish muammolari Tarjima strategiyalarini o'rganish muammolari Tarjima strategiyalarini o'rganish muammolari P.B.Irgasheva Tarjimonlik faoliyati va tarjima tarixi P.B.Irgasheva D.F.Abduraximova 12 Badiiy matnlar tarjimasida frazeologizmlarning tarjima muammolari D.F.Abduraximova 13	50	Individual aspects of teaching speaking skills:fluency and	F.X.Bozorova (Jizzakh)	93
metodikasi Advantages of teaching English to young learners through songs 54 Понятие английских терминов «пилигрим» и клаломничество» 55 Еfficacious methods to teach a child English as a second language 56 The productive methods of rising students' motivation in English classes 57 Hoerverstehen-eine der wichtigsten Fertigkeiten der Fremdsprache 58 Modern approaches and perspectives of teaching foreign languages 59 Konnotativ ma'noning fonetik vositalarda ifodalanishi 60 Ingliz tilini o'rganishda kollokatsiyalardan foydalanishning ahamiyati 61 Lingvomadaniy aspect tushunchasining vazifadorlik ko'lami 62 The specificities of the concept of "anger" in the linguoculture of the English language 63 Cross -cultural pragmatics as a branch of pragmatics 64 The role of educational tourism for sustainability 65 Tarjima strategiyalarini o'rganish muammolari 66 Konseptning sintaktik ifodalanishi 67 Tarjimonlik faoliyati va tarjima tarixi 68 Fransuz va o'zbek tillarida hayrat va shubha diskursida frazemalar ishtiroki 69 Bolalar o'yinlari xalqning milliy an'analaridan so'zlaydi 70 Ilk fransuz grammatiklari ilmiy qarashlarida urg'ularning o'mi va ahamiyati 71 Functions of metaphoric terms in religious language M.O.Subxonova 10 Ilk fransuz mammolari D.F.Abduraximova 11 Sandravamanumolari 12 D.F.Abduraximova 12 D.F.Abduraximova		Chet tilini o'qitishda kommunikativ kompetensiya va zamonaviy innovatsion texnologiyalar, metodlardan foydalanish		95
Songs Гонятие английских терминов «пилигрим» и «паломничество» F.S.Voxidova, R.Xolikov 9 (маломничество» 55 Efficacious methods to teach a child English as a second language F.F.Djalolov, Sh.I.Rahmatova 10 56 The productive methods of rising students' motivation in English classes F.F.Djalolov 10 57 Hoerverstehen-eine der wichtigsten Fertigkeiten der Fremdsprache M.Mamashayeva, NamDu 10 58 Modern approaches and perspectives of teaching foreign languages N.N.Salixova, R.R.To'ymurodova 10 60 Ingliz tilini o'rganishda kollokatsiyalardan foydalanishning ahamiyati Yu.Ch.Mehmonova 10 61 Lingyomadaniy aspect tushunchasining vazifadorlik ko'lami M.X.Ruziyeva 11 62 The specificities of the concept of "anger" in the linguoculture of the English language D.F.Ubaydullayeva 11 63 Cross -cultural pragmatics as a branch of pragmatics Sh.I.Azimova 11 64 The role of educational tourism for sustainability N.Mahnudova 11 65 Tarjima strategiyalarini o'rganish muammolari Sh.R.To'yboyeva 11 66 Konseptning sintaktik ifodalanishi Z.N.Siroj	52		T.X.Suyunova (Jizzax)	96
54 Понятие английских терминов «пилигрим» и «паломинчество» F.S.Voxidova, R.Xolikov 99 (паломинчество») 55 Efficacious methods to teach a child English as a second language F.F.Djalolov, Sh.I.Rahmatova 10 (паломинчество») 56 The productive methods of rising students' motivation in English classes F.F.Djalolov 10 (паломинчеством) 57 Hoerverstehen-eine der wichtigsten Fertigkeiten der Fremdsprache M.Mamashayeva, NamDu 10 (паломина) 58 Modern approaches and perspectives of teaching foreign languages N.N.Salixova, R.R.To'ymurodova 10 (паломина) 59 Konnotativ ma'noning fonetik vositalarda ifodalanishi F.O.Narzullayeva 10 (паломина) 60 Ingliz tilini o'rganishda kollokatsiyalardan foydalanishning ahamiyati Yu.Ch.Mehmonova 10 (паломина) 61 Lingvomadaniy aspect tushunchasining vazifadorlik ko'lami M.X.Ruziyeva 11 (паломина) 62 The specificities of the concept of "anger" in the linguoculture of the English language D.F.Ubaydullayeva 11 (паломина) 63 Cross -cultural pragmatics as a branch of pragmatics Sh.I.Azimova 11 (паломина) 64 The role of educational tourism for sustainability N.Mahmudova 1	53		G.I.Xamroyeva	98
Efficacious methods to teach a child English as a second language F.F.Djalolov, Sh.I.Rahmatova 10	54	Понятие английских терминов «пилигрим» и	F.S.Voxidova, R.Xolikov	99
The productive methods of rising students' motivation in English classes For Hoerverstehen-eine der wichtigsten Fertigkeiten der Fremdsprache Modern approaches and perspectives of teaching foreign languages Konnotativ ma'noning fonetik vositalarda ifodalanishi Ingliz tilini o'rganishda kollokatsiyalardan foydalanishning ahamiyati Lingvomadaniy aspect tushunchasining vazifadorlik ko'lami Lingvomadaniy aspect tushunchasining vazifadorlik ko'lami Cross -cultural pragmatics as a branch of pragmatics The role of educational tourism for sustainability Konseptning sintaktik ifodalanishi Konseptning sintaktik ifodalanishi Konseptning sintaktik ifodalanishi Tarjimonlik faoliyati va tarjima tarixi Bolalar o'yinlari xalqning milliy an'analaridan so'zlaydi lik fransuz grammatiklari ilmiy qarashlarida urg'ularning o'mi va ahamiyati Functions of metaphoric terms in religious language M.O.Subxonova D.F.Abduraximova Badiiy mathlar tarjimasida frazeologizmlarning tarjima muammolari D.F.Abduraximova	55	Efficacious methods to teach a child English as a second	F.F.Djalolov, Sh.I.Rahmatova	101
Hoerverstehen-eine der wichtigsten Fertigkeiten der Fremdsprache M.Mamashayeva, NamDu 10	56	The productive methods of rising students' motivation in	F.F.Djalolov	102
languages Konnotativ ma'noning fonetik vositalarda ifodalanishi F.O.Narzullayeva Ingliz tilini o'rganishda kollokatsiyalardan foydalanishning ahamiyati Lingvomadaniy aspect tushunchasining vazifadorlik ko'lami Lingvomadaniy aspect tushunchasining vazifadorlik ko'lami D.F.Ubaydullayeva Inguoculture of the English language Cross -cultural pragmatics as a branch of pragmatics Sh.I.Azimova Inguocultural pragmatics Sh.I.Azimova Inguocultural pragmatics as a branch of pragmatics Sh.I.Azimova Inguocultural pragmatics Sh.I.Azimova Inguocultural pragmatics Inguocultural pragm	57	Hoerverstehen-eine der wichtigsten Fertigkeiten der	M.Mamashayeva, NamDu	104
Konnotativ ma'noning fonetik vositalarda ifodalanishi F.O.Narzullayeva 10		languages	•	105
ahamiyati 61 Lingvomadaniy aspect tushunchasining vazifadorlik koʻlami M.X.Ruziyeva 11 62 The specificities of the concept of "anger" in the linguoculture of the English language 63 Cross -cultural pragmatics as a branch of pragmatics Sh.I.Azimova 11 64 The role of educational tourism for sustainability N.Mahmudova 11 65 Tarjima strategiyalarini oʻrganish muammolari Sh.R.Toʻyboyeva 11 66 Konseptning sintaktik ifodalanishi Z.N.Sirojova 12 67 Tarjimonlik faoliyati va tarjima tarixi F.B.Irgasheva 12 68 Fransuz va oʻzbek tillarida hayrat va shubha diskursida frazemalar ishtiroki 0.I.Adizova, Sh.D.Xolova 12 69 Bolalar oʻyinlari xalqning milliy an'analaridan soʻzlaydi R.R.Radjabov 12 70 Ilk fransuz grammatiklari ilmiy qarashlarida urgʻularning oʻrni va ahamiyati R.R.Radjabov 12 71 Functions of metaphoric terms in religious language M.O.Subxonova 12 72 Badiiy matnlar tarjimasida frazeologizmlarning tarjima muammolari D.F.Abduraximova 13	59	Konnotativ ma'noning fonetik vositalarda ifodalanishi	F.O.Narzullayeva	107
11 D.F.Ubaydullayeva 11 Inguoculture of the English language 11 Inguoculture of the En	60		Yu.Ch.Mehmonova	108
linguoculture of the English language 63 Cross -cultural pragmatics as a branch of pragmatics 64 The role of educational tourism for sustainability 65 Tarjima strategiyalarini o'rganish muammolari 66 Konseptning sintaktik ifodalanishi 67 Tarjimonlik faoliyati va tarjima tarixi 68 Fransuz va o'zbek tillarida hayrat va shubha diskursida frazemalar ishtiroki 69 Bolalar o'yinlari xalqning milliy an'analaridan so'zlaydi 70 Ilk fransuz grammatiklari ilmiy qarashlarida urg'ularning o'rni va ahamiyati 71 Functions of metaphoric terms in religious language 72 Badiiy matnlar tarjimasida frazeologizmlarning tarjima muammolari 73 Sh.R.To'yboyeva 14 Ili N.Mahmudova 15 N.Mahmudova 16 N.Mahmudova 17 P.J. Sh.R.To'yboyeva 18 O.I.Adizova, Sh.D.Xolova 19 O.I.Adizova, Sh.D.Xolova 10 O.I.Adizova, G.S.G'aybullayeva 11 P.R.R.Radjabov 12 O.I.Adizova, G.S.G'aybullayeva 12 O.I.Adizova, G.S.G'aybullayeva 13 O.I.Adizova, G.S.G'aybullayeva 14 O.I.Adizova, G.S.G'aybullayeva 15 O.I.Adizova, G.S.G'aybullayeva 16 O.I.Adizova, G.S.G'aybullayeva 17 P.J. Sh.R.R.R.R.R.R.R.R.R.R.R.R.R.R.R.R.R.R.R	61	Lingvomadaniy aspect tushunchasining vazifadorlik ko'lami		111
64The role of educational tourism for sustainabilityN.Mahmudova1165Tarjima strategiyalarini o'rganish muammolariSh.R.To'yboyeva1166Konseptning sintaktik ifodalanishiZ.N.Sirojova1267Tarjimonlik faoliyati va tarjima tarixiF.B.Irgasheva1268Fransuz va o'zbek tillarida hayrat va shubha diskursida frazemalar ishtirokiO.I.Adizova, Sh.D.Xolova1269Bolalar o'yinlari xalqning milliy an'analaridan so'zlaydiO.I.Adizova, G.S.G'aybullayeva1270Ilk fransuz grammatiklari ilmiy qarashlarida urg'ularning o'rni va ahamiyatiR.R.Radjabov1271Functions of metaphoric terms in religious languageM.O.Subxonova1272Badiiy matnlar tarjimasida frazeologizmlarning tarjima muammolariD.F.Abduraximova13	62		D.F.Ubaydullayeva	112
64The role of educational tourism for sustainabilityN.Mahmudova1165Tarjima strategiyalarini o'rganish muammolariSh.R.To'yboyeva1166Konseptning sintaktik ifodalanishiZ.N.Sirojova1267Tarjimonlik faoliyati va tarjima tarixiF.B.Irgasheva1268Fransuz va o'zbek tillarida hayrat va shubha diskursida frazemalar ishtirokiO.I.Adizova, Sh.D.Xolova1269Bolalar o'yinlari xalqning milliy an'analaridan so'zlaydiO.I.Adizova, G.S.G'aybullayeva1270Ilk fransuz grammatiklari ilmiy qarashlarida urg'ularning o'rni va ahamiyatiR.R.Radjabov1271Functions of metaphoric terms in religious languageM.O.Subxonova1272Badiiy matnlar tarjimasida frazeologizmlarning tarjima muammolariD.F.Abduraximova13	63			114
66 Konseptning sintaktik ifodalanishi C.N.Sirojova 12 67 Tarjimonlik faoliyati va tarjima tarixi F.B.Irgasheva 12 68 Fransuz va oʻzbek tillarida hayrat va shubha diskursida frazemalar ishtiroki 69 Bolalar oʻyinlari xalqning milliy an'analaridan soʻzlaydi 70 Ilk fransuz grammatiklari ilmiy qarashlarida urgʻularning oʻrni va ahamiyati 71 Functions of metaphoric terms in religious language 72 Badiiy matnlar tarjimasida frazeologizmlarning tarjima muammolari 73 Tarjimonlik faoliyati va tarjima tariima tarjima tariima tarjimasida frazeologizmlarning tarjima muammolari 74 D.F.Abduraximova 75 Tarjimonlik faoliyati va tarjima tariima tariimasida frazeologizmlarning tarjima tariima muammolari	64		N.Mahmudova	116
67 Tarjimonlik faoliyati va tarjima tarixi 68 Fransuz va oʻzbek tillarida hayrat va shubha diskursida frazemalar ishtiroki 69 Bolalar oʻyinlari xalqning milliy an'analaridan soʻzlaydi 70 Ilk fransuz grammatiklari ilmiy qarashlarida urgʻularning oʻrni va ahamiyati 71 Functions of metaphoric terms in religious language 72 Badiiy matnlar tarjimasida frazeologizmlarning tarjima muammolari 73 Functions of metaphoric terms in religious language 74 Badiiy matnlar tarjimasida frazeologizmlarning tarjima muammolari 75 Functions of metaphoric terms in religious language 76 M.O.Subxonova 77 D.F.Abduraximova 78 D.F.Abduraximova 19 D.F.Abduraximova				119
Fransuz va o'zbek tillarida hayrat va shubha diskursida frazemalar ishtiroki O.I.Adizova, Sh.D.Xolova 12 O.I.Adizova, Sh.D.Xolova 12 O.I.Adizova, G.S.G'aybullayeva 12 O'zlaydi R.R.Radjabov 12 O'rni va ahamiyati Tunctions of metaphoric terms in religious language Badiiy matnlar tarjimasida frazeologizmlarning tarjima muammolari D.F.Abduraximova 13			5	121
frazemalar ishtiroki 69 Bolalar o'yinlari xalqning milliy an'analaridan so'zlaydi 70 Ilk fransuz grammatiklari ilmiy qarashlarida urg'ularning o'rni va ahamiyati 71 Functions of metaphoric terms in religious language 72 Badiiy matnlar tarjimasida frazeologizmlarning tarjima muammolari 73 Functions of metaphoric terms in religious language 74 D.F.Abduraximova 75 D.F.Abduraximova				123
so'zlaydi 70 Ilk fransuz grammatiklari ilmiy qarashlarida urg'ularning o'rni va ahamiyati 71 Functions of metaphoric terms in religious language 72 Badiiy matnlar tarjimasida frazeologizmlarning tarjima muammolari 8 R.R.Radjabov 12 13 14 15 15 16 17 17 18 18 19 19 19 10 10 11 10 11 11 11		frazemalar ishtiroki		124
70 Ilk fransuz grammatiklari ilmiy qarashlarida urg'ularning o'rni va ahamiyati 71 Functions of metaphoric terms in religious language 72 Badiiy matnlar tarjimasida frazeologizmlarning tarjima muammolari 73 R.R.Radjabov 14 M.O.Subxonova 15 D.F.Abduraximova 16 D.F.Abduraximova	69		O.I.Adizova, G.S.G'aybullayeva	125
71 Functions of metaphoric terms in religious language M.O.Subxonova 12 72 Badiiy matnlar tarjimasida frazeologizmlarning tarjima muammolari D.F.Abduraximova 13	70	Ilk fransuz grammatiklari ilmiy qarashlarida urg'ularning	R.R.Radjabov	128
72 Badiiy matnlar tarjimasida frazeologizmlarning tarjima D.F.Abduraximova 13 muammolari	71		M.O.Subxonova	129
73 Ilmiy-teynik matnlar tariimasining o'ziga yos jihatlari D.I.Mehmonoya 13		Badiiy matnlar tarjimasida frazeologizmlarning tarjima		132
75 Initi y textilk matinar tarjimashinig o ziga xos jinattari	73	Ilmiy-texnik matnlar tarjimasining o'ziga xos jihatlari	D.I.Mehmonova	133
i c c i				134
75 Communication and politeness strategies N.X.Ruziyeva, M.T.Shavkatova 13	75		N.X.Ruziyeva, M.T.Shavkatova	135
	76			137