

TILNING LEKSIK-SEMANTIK TIZIMI,
QIYOSIY TIPOLOGIK IZLANISHLAR
VA ADABIYOTSHUNOSLIK
MUAMMOLARI

**MATERIALLAR
TO'PLAMI
XIV**



**O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM, FAN VA
INNOVATSIYALAR VAZIRLIGI**

BUXORO DAVLAT UNIVERSITETI

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To‘plamda Respublikamiz olimlari, ilmiy tadqiqotchilarining filologik mavzular doirasidagi, jumladan, muayyan til doirasidagi lingvistik qarashlari; qiyosiy–tipologik izlanishlari; tillarni o‘qitish nazariyasi va millat, milliy madaniyatning amaliy globallashuvi davrida tildan foydalanish muammolari, shuningdek, tillarni o‘qitish usuliyoti; adabiyotshunoslik, tarjimashunoslik istiqbollari borasidagi fikr-mulohazalari o‘z ifodasini topgan.

To‘plam filologik yo‘nalishdagi ilmiy izlanuvchilar, katta ilmiy xodim izlanuvchilar, tadqiqotchilar, magistrantlar va talabalarga mo‘ljallangan.

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To‘plamdan o‘rin olgan maqolalardagi fakt va raqamlarning haqqoniyligi, mazmuni, saviyasi va savodxonligi uchun mualliflarning o‘zlari mas’uldirlar.

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Discussion

Also, during my research, I was convinced that deaf students are divided into 2 groups. They are deaf and hard of hearing.

Let me tell you about those who: are deaf 90% of them can't hear because they took strong antibiotics when they were babies. The saddest part is that their parents are healthy and hearing and their ancestors did not have any deaf grandparents or relatives. Almost all hearing-impaired people are unable to hear because their parents are related and married. They can't understand at all, and even among them, we met people who don't know 200 words because they are like young babies, but they have stopped from the time when a child begins to speak. Hard-of-hearing students can speak but you should speak very loudly. Almost all hard-of-hearing people are unable to hear because their parents are related and married. In addition hard of hearing people can speak but it's hard for them you should speak very loudly. They know approximately between 1-2 hundred words and improve their vocabulary by reading elementary fairy tale books. Why the elementary book? Because fairy tale books are very easily understandable they have no trouble imagining also. When I went to their school I want to observe their lesson process. I realized that when explaining something to them, they need to have a picture and complete description of what it is and repeat it several times.

Conclusion.

In conclusion, deaf people know about 500 also may be 200 words. These words consist of yes, no, hello, bye, thank you, etc. While my research me sure absolutely deaf we cannot rate. Hard-of-hearing students always try to learn new words I think they are at the elementary level. Until this stage, they always read fairy tales and learned new vocabulary from textbooks. When I took a survey all people choose forming sentences as a difficulty for them. To know forming sentences they should realize it. This situation is hard for them. In the future, I want to create new learning methods. It consists of pictures and definitions of the word. Because the direction is easy to learn them.

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Shaxlo Quvvatova

Ingliz tilshunosligi kafedrasi

SHEKSPIR TRAGEDIYALARIDA INVERSIYANING BERILISHI

Inversiya lotincha “unversio” so’zidan olingan bo’lib, “o’rnini almashtirish” degan ma’noni anglatib, tilshunoslikda gap bo’laklarining odatdagi tartibining o’zgarishidir. Inversiya adabiy til meyorini buzmasligi bilan xarakterlidir. U til imkoniyatlarini amaliy ifodalash bo’lib, til qo’llanilishining ma’lum qoidalariga bo’ysinadi. Tilda inversiya ikki xil vazifani bajaradi: semantik va assemantik. Inversiyaning semantik vazifasi gapning biror bo’lagini alohida ta’kidlash yo’li bilan nutqqa emotsional ekspressiv ruh baxsh etish uchun xizmat qiladi. Masalan:

Ko’chada nima qilasan shu payt?!

Assemantik vazifasi esa she’riyatda, ayniqsa, roman va german tillarida, kompozitsiya, ritm, vazn, qofiya hosil qilishda namoyon bo’ladi. Masalan:

Keldingmi san?

Ilk bor bunday vaziyatga tushishim mening.

Inversiya, faqat uslubiy emas, balki sintaktik-uslubiy (sintaktik-poetik) hodisadir. U jonli so'zlashuv tilida, badiiy adabiyotda, ayniqsa, she'riyatda ko'p uchraydi.

Badiiy adabiyotda yozuvchilar ko'pincha nutqning badiiyligini oshirish uchun inversiyadan unumli foydalanishadi va uning o'quvchi yoki tinglovchilarga ta'sirini kuchaytiradigan yo'llar va stilistik vositalarga murojaat qilishadi.

Uilyam Shekspir jahon adabiyotining yorqin namoyondasi sifatida tarixda nom qoldirgan. U bir qator nasriy va nazmiy asarlarida inversiyaga oid bir nechta misollardan foydalangan. Shekspir o'z spektakllarida istalgan ritmga erishish uchun inversiyadan mohirona foydalangan shoir edi.

Quyidagi gapda inkor ibora gapni qisqa, lo'ndaligini va vaziyatning imkonsiz ekanligini tasvirlabgina qolmay contrastni kuchaytirishga xizmat qiladi.

All the perfumes of Arabia will not sweeten this little hand. (W. Shakespeare. "Macbeth")

Bu qisqa gapda juda katta hajmda ma'lumot jam bo'lgan. Makbet xonim shunday vaziyatda ham o'zining ayollik latofatini (little hand-nozik qo'llar), o'zidagi boylik va qudratni (All the perfumes of Arabia-butun Arabistonning mushku-anbarlari), shu bilan birga uning uchun hamma narsa tugaganligini ta'kidlamogda. Bunda kontrast orqali uning bor qudrati va oxir oqibat qanday ahvolga kelib qolganligi, nafis ayollik latofati va qabih jinoyatlar o'zaro qarama-qarshi qo'yilgan va misraning ta'sirchanligi oshirilgan.

Uilyam Shekspirning "Sonnet 18" asari ham ajoyib inversiya namunalarini o'z ichiga oladi. Shekspir o'zining ohanglarida inversiyani qo'llagan holda she'riyatning ushbu shaklida talab qilinadigan o'ziga xos ritm va qofiya qoidalariga amal qilgan.

*"Sometime too hot the eye of heaven shines,
And often is his gold complexion dimmed,
And every fair from fair sometime declines,
By chance, or nature's changing course untrimmed"*

Shekspirning "Makbet" fojiasida inversiyaning ajoyib namunalarini uchratishimiz mumkin:

*"If't be so, For Banquo's issue have I fil'd my mind,
For them the gracious Duncan have I murther'd,
Rather than so, come, Fate, into the list,
And champion me to the utterance!"*

Bu parchada Makbetning arvohi Dunkanni o'ldirgandan keyingi sahnani yoritishda inversiyaning qay tarzda mohirona qo'llanilib, ma'noni kuchaytirib ko'rsatganini ko'rishimiz mumkin.

Xulosa o'rnida shuni ta'kidlash lozimki, badiiy adabiyotda inversiya hodisasi oddiy sintaktik strukturadan qochib, asarga o'zgacha ohangdorlik baxsh etadigan noan'anaviy gap strukturasidan foydalanuvchi yozuvchi, shoirlar tanlaydigan usuldir. Ushbu uslubdan foydalanib, mualliflar o'zlarining ishlariga ritm yaratib, muhim mavzularga urg'u berishlari mumkin. Bu borada so'zlarning turli-tuman matniy holatlarda g'ayriodatiy, noan'anaviy birikuvi alohida ahamiyat kasb etadi. Ushbu holda so'zlar me'yoriylik doirasini tark etib, asarning g'oyasi va maqsadini o'ziga xos tarzda ochib berish uchun xizmat qiladi, chunki so'zlarning o'zaro birika olishidagi o'ziga xoslik yozuvchining tili va uslubiga xos alohida xususiyatlarni ham mujassam etadi.

Foydalanilgan adabiyotlar ro'yxati

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TEACHING GRAMMAR TO THE YOUNG LEARNERS

Annotation: This thesis is about teaching grammar to the young learners. Some methods of teaching grammar. How to choose and what to pay attention while dealing with this issue.

Annotatsiya: Ushbu tezis yosh o'quvchilarga grammatikani o'rgatishga bag'ishlangan bo'lib, grammatikani o'qitishning ba'zi usullari haqida to'xtalib o'tilgan. Ushbu muammoni hal qilishda qanday tanlash va nimaga e'tibor berish kerakligi haqida.