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M.I.GADOYEVA

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

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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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INGLIZ TARIXIY ASARLARIDA O'ZIGA XOSLIK

Har qanday millatning adabiy merosi uning ko'p asrlik tarixi, etnik xususiyatlari, dunyoqarashi, urf-odatları, ijtimoiy-maishiy turmushini teran ifodalovchi tarixiy, badiiy, estetik manbadir.

Badiiy adabiyotning asosiy vazifalaridan biri tarixiy o'tmishda sodir bo'lgan voqealar, yaqin yoki olis o'tmishda yashagan tarixiy shaxslarga bag'ishlangan asarlar yaratishdir. Ilmiy tadqiqotlardan farqli o'laroq, yozuvchi yoki shoir tarixiy mavzudagi asarda tarix haqiqatiga suyangan holda to'qimadan ham samarali foydalanadi. Yozuvchi yoki shoir tarixiy shaxslar bilan birga shu shaxslar obrazini yorqin mujassamlantirish, tasvir etilayotgan davr manzarasini keng va atroflicha yoritish maqsadida to'qima qahramonlar obrazini asarga olib kiradi. Tarixiy mavzuda asar yozuvchi muallifdan tasvir etilayotgan davr hayotini yoki tarixiy shaxsning hayoti va faoliyatini tarix hujjatlar asosida o'rganish, shu davrning tarixiy koloritini haqqoniy ifodalash, personajlar nutqida o'sha davr kishilari tiliga xos xususiyatlarni aks ettirish talab etiladi. Yozuvchi yoki shoirning tarixiy mavzuga murojaat etishdan maqsadi, kitobxonlarni tarixiy o'tmishdagi muhim voqealar, tarixiy shaxslar hayoti va faoliyati bilan tanishtirish, ularda o'z xalqining tarixiy o'tmishiga nisbatan hurmat tuyg'usini uyg'otish va shu yo'l bilan ma'rifatli avlodni tarbiyalashdir. Tarixiy o'tmish mavzui asosan nasrning roman, qissa va hikoya, dramaturgiyaning tragediya va drama, shuningdek, she'riyatning doston, ballada, lirik she'r kabi janrlarida yoritiladi. Jahon adabiyotida tarixiy o'tmish mavzui U. Shekspir tragediyalari, V.Skott, J.Golsuorsi, L.N. Tolstoy va boshqa yozuvchilarning romanlarida katta mahorat bilan yoritilgan. O'zbek adabiyotida zamonaviy tarixiy asar birinchi marta Abdulla Qodiriy tomonidan yaratildi. Yozuvchining "O'tgan kunlar" romani bilan o'zbek adabiyotida tarixiy roman janri maydonga keldi. Oybek

"Qutlug' qon" romanida Qodiriy boshlab bergan tarixiy roman an'alarini rivojlantirdi va "Navoiy" romani bilan tarixiy-biografik roman janriga tamal toshini qo'ydi. Keyinchalik O.Yoqubov "Ulug'bek xazinasi", P.Qodirov "Yulduzli tunlar", Muhammad Ali "Sarbadorlar" romanlari bilan tarixiy roman janrini yangi bosqichga olib chiqdilar.

Ingliz adabiyoti jahon adabiyoti tarixida ulkan iz qoldirgan durdonalar yig'indisidir. Ingliz adabiyoti o'z ichiga ko'plab mashhur adabiyotshunoslarning yirik asarlari va ijodini qamrab oladi. Boshqa xalqlarning adabiyoti kabi ingliz adabiyoti ham mingyillik tarix va ma'lum bosqichlar, keskin o'zgarishlar, yangiliklar va to'ntarilishlarga boy davrlardan iborat. Va albatta, ingliz adabiyotining tarixi xalq o'gzaki ijodi mahsulidan iborat bo'lgan ko'plab dostonlar, balladalar, mif va afsonalari asosida paydo bo'la boshlagan. Qadimgi ingliz nasriy asarlari huquqiy yozuvlar, tibbiy risolalar, diniy matnlar va lotin va boshqa tillardan tarjimalarni o'z ichiga oladi. Ayniqsa diqqatga sazovor misol Anglo-Sakson yilnomasi, qiroli Alfred hukmronligi davrida (871–899) va uch asrdan ko'proq davom etgan tarixiy voqeadir. Qadimgi ingliz she'riyatining aksariyati to'rtta qo'lyozmalarda saqlanadi: Beovulf qo'lyozmasida; Eneida kitobi; Yuniy qo'lyozmasi, shuningdek, Kedmon qo'lyozmasi deb nomlanadi; va Verselli kitobida diniy she'rlar va nasriy nasrlar mavjud.

Adabiy aloqalarni o'rganish bugungi sharoitida juda muhim ahamiyatga ega, mushtarak mavzular, mushtarak voqealar, mushtarak obrazlar turli adabiyotlarda mavjud. Ularni tahlil qilar ekanmiz, bir adibni ikkinchi adibning «soyasiga» aylantirib qo'ymasligimiz, bir milliy adabiyotda yaratilgan asarni boshqa adabiyotda mavjud asarning «varianti» deb qaramasligimiz lozim. Adabiy aloqalar bir yoqlama emas, balki o'zaro bo'ladi. Bunda milliy adabiyotlarning o'zaro bir-biriga ta'siri va bir-birini boyitishi tushuniladi. Bu jarayonda badiiy tarjimaning o'rni beqiyos. Badiiy tarjima milliy yozuvchilar uchun katta ijodiy maydon, mahorat maktabidir. Jahon adabiyoti namunalarini dastlab o'zbek tiliga tarjima qilganlar asosan o'zlari ham adiblar, shoirlar bo'lishgan. Ular orasida Cho'lpon, Abdulla Qodiriy, G'.G'ulom, Oybek, M.Shayxzoda, H.Olimjon va boshqalar bo'lgan. Har bir yozuvchi, har bir shoir o'ziga yoqqan adibning asarlarini tarjima qiladi. Zo'rma–zo'raki, majburiyat yuzasidan qilingan tarjima san'at asari bo'lmaydi. Boshqa milliy adabiyot namunasini o'z ona tiliga o'g'irgan tarjimonning o'zi ham adib yoki shoir bo'lsa, tarjima

muvaffaqiyatli chiqadi. Zero ijodkor ijodkorni boshqa kishiga qaraganda aniq his qiladi, to'g'ri tushunadi va uning fikrini kitobxonga chuqurroq anglata oladi.¹

Jahon xalqlarini bir-birlaridan ajratuvchi, ularni birlashtiruvchi vosita – tildir. Yer yuzida yashovchi barcha xalqlar, ularning vakillari bir-birlari bilan asosan tarjima orqali muloqot qiladilar. Xalqlar, millatlar o'rtasida siyosiy, iqtisodiy, madaniy-ijtimoiy aloqalar kuchaygani sayin tarjima ham, tarjimachilik ham kuchayib boraveradi. “Tarjimachilik faoliyatining bosh yo'nalishi turli tillarda gaplashuvchi xalqlarni o'zaro tanishtirish, adabiyot orqali o'zaro muloqotni tashkil etish, boshqacha aytganda, madaniyatlararo kommunikatsiya imkoniyatini yaratishdir”.²

Barcha xalqlar bir-birining adabiyoti va madaniyati bilan uzviy aloqa o'rnatgan taqdirdagina o'zlarining adabiyoti va madaniyatini rivojlantira oladilar. Alohida olingan har bir milliy adabiyot mavqeidan turib qaralsa, tarjima ko'proq rang-baranglik, xilma-xillikka qulaylik tug'diruvchi omil sifatida namoyon bo'ladi. Jahon adabiyoti durdonalari tarjima tufayli bir tildan boshqa tilga o'girilganda, o'sha tilda so'zlashuvchi xalqning milliy ongini o'stirishda, yangicha estetik did paydo qilishda, dunyoqarashini tarbiyalashda faol rol o'ynaydi. Demak, tarjima tarbiyaviy, ma'rifiy ahamiyatga ega. Original adabiyot orqali o'z xalqimizning o'tmishi, bugungi va kelajak hayotini o'rgansak, badiiy tarjima asarlari orqali o'zga xalqlarning hayoti, o'tmishi, turmush tarzi bilan tanishamiz. Original adabiyot ham, tarjima adabiyoti ham bir xil ahamiyatga ega, ular bir xil rivojlanadi.

“Beovulf” dostoni epik janrga mansub asar bo'lib, unda vatan himoyasi va qahramonlik turg'ulari yuksak badiiy pafosda tarannum etilgandir. Shuningdek, asarda ona tabiat go'zalligi, unga bo'lgan mehr-muhabbat hissiyoti, qahramonlarning tabiat bag'ridagi hayoti, jangu-jadallardagi yurishlari bilan uyg'un holda tasvirlanadi. Asar tili, strukturasi va lingvistik qobilyatlariga ko'ra mukammal tuzilgandir. Ko'plab tishunos va adabiyotshunos olimlar shuni takidlashadiki, ushbu asar xristian cherkovining ziddiy munosabati sabab yo'q qilingan

¹ Қаюмов О. Чет эл адабиёти тарихи.- Тошкент: Ўқитувчи, 1979

² Richard Gray. A History American Literature. Third Edition. Blackwell Publishers Ltd 2012. UK

o'ziga xos anglo-saksonlarning ulkan va boy epik an'analarini aks ettiruvchi yodgorlik hisoblanadi.¹

“Beovulf” asarining bosh qahramoniga nazar soladigan bo'lsak, bir necha qiziqarli faktlarga ega bo'lish mumkin. Beovulf tarixiy qahramon bo'lmasada, bu qahramon obrazida bir qancha tarixiy voqealarga aloqador belgilarni kuzatish mumkin.²

Har qanday millatni millat darajasiga olib chiquvchi, uning ma'rifiy va madaniy qadriyatlarini butun olam ko'zida namoyon etuvchi ikki omil bu ushbu millatning tili va adabiyotidir. Adabiyot sahifalarida necha ming yilliklar davomida sodir bo'lgan xalq tarixi, mamlakat kechmishi, madaniy yuksalishi hisobsiz so'zlar, bejirim iboralar va birliklarda o'z ifodasini topib, kelajak avlodga meros va bebaho xazina sifatida xizmat qiladi. Bu asar ham nafaqat ingliz millatiga mansub olimlar, adabiyotshunos va tarixchililar tomonidan, balki butun jahon tadqiqotchilarini e'tiborini jalb etib ular tomonidan o'rganilgan.

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¹ Thornley G.C. An outline of English literature. Longman, 2003.

² Қаюмов О.Чет эл адабиёти тарихи.- Тошкент: Ўқитувчи, 1979

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INNOVATIVE METHODS OF TEACHING FOREIGN LANGUAGES

Teaching foreign languages in Uzbekistan has become very important since the first days of the Independence of our country. In connection with this, the main goal of teaching young learners has become to improve young learners' communicative skills, competency and culture using different effective innovative ways of teaching English and the goal of English teachers at primary classes have become to have their language learners to speak proficiently and independently in various situations. Language learning is one of the most important areas of human society. Knowledge of languages, especially multilingualism, is of great importance in today's world of international relations. Of course, the nature of foreign language learning is influenced by what they can or cannot do in their first language. As young children are very imaginative, full of enthusiasm and energy, and learn more if they are enjoying what they are doing, for them games are considered to be a very effective way of learning a foreign language, that's why it is important for teachers not only to know various types of communicative games, but also to consider which games to use, when to use them and how to implement them in learning process. Learning a foreign language is a multifaceted discipline, in the process of which a person experiences complex psychological changes. In particular, there is a process of comparing a native language with a foreign language. Different teaching methods and technologies are used in this process. With the help of modern pedagogical technologies, comparative teaching of a foreign language with the native language gives effective results.

Methodologists suggest the following strategies to English teachers of primary schools. While using different communicative games they have:

- to change the games and games every 5-10 minutes ones.
- to vary the pace during the lesson, mixing up energetic games with quiet
- to use short games to review vocabulary and phrases they have already taught.
- to make lessons playful and full of physical movement.

- to encourage and support young learners.
- to focus on listening and understanding, building vocabulary and the acquisition of short phrases.
- to concentrate also on speaking practice, starting with single words and short phrases, and gradually moving onto longer sentences and questions.
- to avoid abstract concepts and focus on concrete items that children understand and relate to.
- to involve shy children - help them to express themselves.

The teachers should pay more attention to few important things regarding the games:

First of all, games should be interesting. They should include visuals, materials, sounds, mime and ought to be clear enough and simple so that children can understand what they are expected to do.

Secondly, games should be designed in such a way that children should be involved actively as much as possible. It is well known that children learn easily and more quickly if an activity requests their physical involvement. The following communicative games are mostly used in primary language classes: Find someone who, Information Gap games, Puzzle-solving, Miming, Bingo, Listen and do, Guessing, Matching, Board games, Role plays and etc.

Let's analyze some of communicative games for young learners.

1. "Find someone who..." activity is considered one of the best language-teaching games, in addition, using this activity teachers can improve their learners' not only speaking skills, but also grammar, as well. Teacher prepares "Find someone who..." handouts with genuine personal information and distributes these handouts to pupils and asks them to move around the classroom and complete the table asking questions. Having completed the table, pupils are asked to share their ideas. Using this handout they learn both to ask questions from each other and to speak about their friends hobbies in the 3rd singular.

2. Guessing games are useful to help children become familiar with new vocabulary in an enjoyable way. When you show children what to do and at the same time give instructions for games in English, they will listen to you with a real purpose - to find out how to play.

First teacher teaches new vocabulary using pictures to young learners, as they are visual learners. The class will repeat and practice the words. Then the teacher wants to see if they can remember the words without

seeing the pictures. They have to guess the picture. The child who guesses correctly comes up and takes the next picture. This vocabulary game continues until all the cards will have been guessed and put on the board. This guessing game is very useful. Thus they will absorb both new vocabulary and grammar structures.

3. Miming. One of the best guessing games is miming. This wordless game leads the learners to talk quietly naturally. One of pupils mimes an action and the others try to guess what it is.

So, the benefits of using communicative games in language-learning can be summed up in nine points. Communicative games....

- are learner-centered.
- promote communicative competence.
- create a meaningful context for language use.
- increase learning motivation.
- reduce learning anxiety.
- integrate various linguistics skills.
- encourage creative and spontaneous use of language.
- construct a cooperative learning environment.
- foster participatory attitudes of the students.

In conclusion, we want to say that the use of communicative games in the learning process stimulates verbal communication, promotes the formation of motivation and interest in learning a foreign language. The effectiveness of innovative educational technologies lies in their correct and effective use in the educational process.

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