

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ФАНЛАР
АКАДЕМИЯСИ МИНТАҚАВИЙ БЎЛИМИ
ХОРАЗМ МАЪМУН АКАДЕМИЯСИ**

**ХОРАЗМ МАЪМУН
АКАДЕМИЯСИ
АХБОРОТНОМАСИ**

Ахборотнома ОАК Раёсатининг 2016-йил 29-декабрдаги 223/4-сон қарори билан биология, қишлоқ хўжалиги, тарих, иқтисодиёт, филология ва архитектура фанлари бўйича докторлик диссертациялари асосий илмий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган

2022-3

**Вестник Хорезмской академии Маъмуна
Издается с 2006 года**

Хива-2022

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Хоразм Маъмун академияси ахборотномаси: илмий журнал.-№3 (87), Хоразм Маъмун академияси, 2022 й. – 480 б. – Босма нашрнинг электрон варианты - <http://mamun.uz/uz/page/56>

ISSN 2091-573 X

Муассис: Ўзбекистон Республикаси Фанлар академияси минтақавий бўлими – Хоразм Маъмун академияси

МУНДАРИЖА АРХИТЕКТУРА ФАНЛАРИ

Raximov L.Sh. Madaniy ma'rifiy markaz binolarida saxna qismini loyixalash	7
Qodirova S.O., Urazbaeva Sh.K. Zamonaviy kutubxona binolarini tashkil etishning arxitekturaviy kompozitsion yechimlari tahlili va takliflari	9
Бозоров М.М., Аралов М.М., Бозоров М.М. Қарши шаҳар геодезик пунктлари координаталарини рекогносцировка орқали аниқлаш	13
Убайдуллаева Д.Ф. Факторы плотности населения, как главный показатель в расчете сети общественных зданий	17

БИОЛОГИЯ ФАНЛАРИ

Bo'riyev S.B., Raximov J.R., Usmonova Sh.M., Qalandarova Z.D. Buxoro viloyatidagi sun'iy suv havzalarida baliq chavoqlarini oziqlantirish usullari	20
Jumaniyazova Sh.I., Mambetullaeva S.M., Komiljonova S.X. Monitoring and ecological assessment of natural lakes in Khorezm region of Uzbekistan	23
Koshanov D.E., Rzaev R., Ramazanov M. Anthropometric and functional indicators of the youth in different regions of Karakalpakstan	28
Orudzhova Sh.M. Seliteb complexes and their development dynamics of Arazboyu plain in Nakhchivan Autonomous Republic	30
Raximov J.R., To'rayeva H.T., Bahronova D.T., Azamatov Sh.A. Zooplankton organizmlarni o'stirish texnologiyasi	34
Абдуллаев И.И., Рўзметов Р.С., Матякубов Ш.З., Досчонова М.Б. Термитлар тарқалган маҳаллаларда термит ўчоғига айланиш эҳтимоллигини аниқлашда рақамли технологиялардан фойдаланиш	38
Азимов И.Т., Тошпўлатова Н.И. Оҳангарон дарёси ҳавзасида тарқалган бетагали қораарчазорларнинг фитоценотик хилма хиллиги ва экологик ҳолати	40
Арепбаев И.М., Акрамова Ф.Д., Шакарбаев У.А., Ёркулов Ж.М., Мирзаева А.У., Азимов Д.А. Жизненный цикл <i>Bilharziella polonica</i> (Schistosomatida: Bilharziellidae) – паразита водно-болотных птиц	43
Бекчанов Х.У., Абдуллаева М.Р., Комилжонова Г.К. Фауна, фенология лёта и частота встречаемости семейства хохлаток - <i>Notodontidae</i> (Insecta, Lepidoptera) в Нижне-Амударьинском государственном биосферном резервате Республики Узбекистан	53
Мамадияров М.У., Мамадиярова Д.У. Некоторые биологические особенности павловнии войлочной и ташкентского читальпа	65
Рахимов Ж.Р., Усмонова Д.Б., Амонов А.Ў., Норова Д.Х. Балиқчиликни ривожлантиришда балиқ озукаси сифатида тубан сув ўтларнинг аҳамияти	67
Рахимова М.Б., Эсанов Р.С., Курбанназарова Р.Ш., Мерзляк П.Г., Гафуров М.Б., Сабиров Р.З. Глицерет кислотасининг айрим алкалоидлар ва гетероҳалқали аминлар билан ҳосил қилган комплексларини ҳужайра ҳажм бошқарилишига таъсири	70
Турдиев Д.Э., Мустафина Ф.У., Газиев А.Д. Ўзбекистон флораси учун эндем бўлган <i>Oxytropis</i> DC. (<i>Fabaceae</i> Lindl.) туркуми турлари	74
Эргашев О.Р., Аликулов Э.О., Абдурасулов Ф.Ш., Абдурасулов Ш.Э. Турлича ҳудуд ва шароитларда парваришланган ўрта толали ғўза шаклларининг минг дона чигити оғирлиги кўрсаткичларини қиёсий фарқланиши	83

ҚИШЛОҚ ХЎЖАЛИК ФАНЛАРИ

Matyakubova Y.A., Raximov Sh.Sh., Yo'ldasheva Sh.X. Yangi va istiqbolli kuzgi bug'doy navlarining hosildorligiga sug'orish rejimining ta'siri	85
Yunusov R., Ganiyeva F.A., Salimova H.X., Islomov B.Sh. Olma daraxti novdalarining o'sishi va meva shakllanishining biometrik tavsifiga me'yorlashgan qirqishning ta'siri	87
Абурахмонов Н.Ю., Собитов Ў.Т., Курдашев К.Д. Суғориладиган гипсли бўз-ўтлоқи тупроқлардаги гумус ва озика элементлари миқдори	90
Болқиев З.Т. Қаттиқ буғдой биометрик кўрсаткичларининг дон ҳосилдорлигига коррелеатив боғлиқлиги	93
Давлатов Ж.Ш., Сафаров А.А., Сағдиев М.Т. Шўрланган тупроқ шароитида шоли етиштиришда янги стимуляторни қўллаш	97
Дилмуродов Ш.Д. Кузги юмшоқ буғдойнинг дон сифати юқори тизмаларини танлаш	100
Карабаев И.Т., Ахмадалиев А.У. Ерга турли усулда ишлов беришнинг кузги буғдой ҳамда такрорий экин мошининг униб чиқиши таъсири	103
Каюмов Н.Ш., Зиядуллаев З.Ф., Дилмуродов Ш.Д. Лалмикор майдонларда экиб ўрганилган нўхат нав ва тизмаларнинг ҳосилдорлик ва дон сифат кўрсаткичи	106
Облоқулов А. Ўзбекистон иқтисодиёти эркинлаштириш шароитида шолчиликни ривожлантиришнинг объектив зарурияти ва ўзига хос хусусиятлари	108
Реимов Н.Б., Кдырбаева Г.У. Орол бўйида деҳқончилик агротехнологиясини такомиллаштиришда ихтисослашувнинг аҳамияти	112
Рўзиева З.А., Эргашева Х.Б. Respublikada urug'lik bug'doy doniga ishlov berishning zamonaviy holati	115
Эргашева О.Х., Мадримов Р.М., Эшназаров Ш.Н. Қашқадарё вилояти лалми тупроқларининг ҳозирги ҳолати ва улардан фойдаланиш	120

Юнусов Р., Ганиева Ф.А., Раҳимова М.А., Бўриева Д.И. Интенсив олма боғларида кесишнинг ўсиш ва мева беришнинг фитометрик кўрсаткичларига таъсири	123
ИҚТИСОДИЁТ ФАНЛАРИ	
Axmedova S.I. Investitsiya va qurilish faoliyatini davlat tomonidan tartibga solish va takomillashtirish	127
Davronov I.O. Economic improvement of innovative services in Bukhara hotels	130
Mixliyev J.M. Xizmatlar sohasida oilaviy tadbirkorlikni rivojlantirishning maxallabay ishlash tizimi asosida takomillashtirish	134
Rabbimov E.A. Current level and dynamics of usage on advertising services in the region	136
Артикова Р.А. Маҳаллий солиқлар ва йиғимлар ҳамда уларнинг мамлакат бюджетидаги аҳамияти	142
Ачилов М.У. Мева-сабзавотчилик тармоғини модернизациялашнинг асосий йўналишлари	144
Ибадуллаев Д.И. Инвестиция салоҳиятининг минтақавий хусусиятлари ва омиллариининг ўзига хос жиҳатлари	147
Мамаатов Б.С. Пенсияларнинг энг кам миқдорларига киритилган ўзгартиришлардан хабардормисиз?	151
Матякубов У.Р. Оролбўйи минтақасида туризм соҳаси кўрсаткичларини эконометрик моделлаштириш ва прогношлаш масалалари	155
Мухторов Ў.Б., Хўжақулов А.Я. Қишлоқ хўжалигида суғориладиган ерлардан белгиланганидан бошқа мақсадда фойдалинганда жарима миқдорларини аниқлаш мезонлари ва услубларини такомиллаштириш	161
Салаев С.К., Таджиев Б.У. Ўзбекистонда камбағаллик даражасини қисқартиришда КБХТнинг ўрни	167
Умронов Э.С. Туристтик корхоналарда тadbirkorlik фаолиятини ривожлантириш хусусиятлари	171
Чориев А.Ж. Арзон “пакет”нинг қимматга тушган муаммоси	176
Яқубова Х.У. Деҳқон хўжалиқлар ва томорқа ер эгаларининг имтиёзли кредитлар билан таъминлаш ва улардан фойдаланишнинг ҳозирги ҳолати	178
ТАРИХ ФАНЛАРИ	
Hayitov Sh.A., Radjabova N.M. XX asr boshlarida Turkistonda Yevropa cholg'u va musiqa asboblarining do'konlari tarixidan	182
Lapasov M.X. Buxoro va Rossiya savdo aloqalarining rivojlanishi	184
Sattorov N.A. Tarixiy Turkistonda etnos masalasini kun tartibiga quyilishining g'oyaviy asoslari	187
Аллаев М. Қашқадарё воҳасида меъморчиликнинг ўзига хос услублари ва унинг тарихий босқичлари	190
Бўронов А.Х. Ўзбекистонда жамоат ташкилотлари фаолияти тараққиётининг ҳозирги босқичида	192
Ғойибов Б.С., Аҳмадов Д.Х. Илк ўрта аср Суғд тарихини ўрганишда бақтрий манбаларнинг аҳамияти	195
Деҳқонов А. Юртимиз тарихини ўрганган хорижлик олимлар: И. А. Кастанье ва унинг илмий фаолияти	197
Жайнаров О.Х. Туркистон АССР адлия халқ комиссарлиги структурасидаги ўзгаришлар (1918–1924 йиллар)	200
Зарипов Ж.Г. Обеспечения трудовыми ресурсами промышленной зоны Бухарской области во все времена реорганизаций организованного набора рабочих в 1950-1960 гг.	203
Махмудов Б.З. Юсуф Хос Ҳожиб – туркий адабиёт пойдеворининг меъмори	206
Махмудов Д.А. “Марказий Суғд” тарихининг ўрта аср манбаларида ёритилиши	209
Мирзаев А.А. Диний туризмнинг туризм индустриясидаги ўрни	212
Раҳимов Ш.Б. Ривожланган ўрта асрларда Қалмиқкирилган қабристон ёдгорлигининг болалар дафн маросимларига доир баъзи мулоҳазалар	214
Раҳмонов Ф. Жанубий Ўзбекистон деҳқончилигидаги ерга ишлов бериш қуролларининг этнолокал жиҳатлари	217
Юлдашев Ю.Х. XX асрнинг 20-30-йилларида Хоразм воҳасидаги тарихий жараёнларнинг архив ҳужжатларида акс этиши	220
Юлдошова Г.П. Огаҳийнинг “Риёз уд-давла” асарида Оллоқулихон даврининг ёритилиши	223
Яқубов Ғ. XX Асрнинг 80 - йиллари иккинчи ярмида Ўзбекистон ижтимоий-иқтисодий ҳаётидаги мураккаб вазият ва унинг оқибатлари	227
ФИЛОЛОГИЯ ФАНЛАРИ	
Abdulvohidova N.S., Qodirova M.T. Aviatsiyaga oid leksik birliklarning pragmatik xususiyatlari	230
Abdushukurova S.B., Qodirova M.T. Ingliz va o'zbek tilida tibbiyot turizmiga oid leksik birliklarning lisoniy xususiyatlari	232
Alaudinova D.R. Teaching and developing oral skills in future English teachers	234
Boboqulova U. Abadiy buyuklik timsoli	237
Haqnazarova S. Abdulla Sher ijodida tarjimaning o' rni	241
Hamidova M.A. Ingliz va o'zbek tillarida o'timli fe'llar tasnifi muammosi	243
Jarkinova T.A. Yusuf Shomansur she'rlarining mavzu ko'lami va lirik qahramon tabiati	247
Kimsanboyeva B.N., Zulaypoyeva G.U. Iqbol Mirzo idiostilida “takror” sintaktik figurasining qo'llanilishi	250
Khamrakulov T.P. Principles of Kazuo Ishiguro's aesthetic worldview and their evolution	252
Madjidova D. Types of errors in foreign language teaching	255
Murodova D.N. American literature and James Fenimore Cooper	257
Namazova M.U. Amir Xudoyberdi ijodida milliy qadriyatlarining badiiy talqini	259
Pulatova D.D. Murojaat shakllarining gender jihatdan xoslanishi	263

Rustamov I.T., Ataboyev I.M. Ingliz tilida ta'na-dashnom tushunchalarni bildiruvchi leksik birliklarning semantik maydoni	267
Rustamov I.T., Turg'unova F.R. Yangilik sarlavhalarining matni va yangilik sarlavhalarining tasnifi	270
Toirova U.S. Said Ahmadning "Qoplon" va Roald Dahlning "Beware of the dog" hikoyalarida it zoosemasi berilishi	274
Toxirova S.X. Study of aini's works in Europe	276
Абдуллаева Л.С. Проблемы перевода английских и немецких пословиц на русский язык: сопоставительный аспект	281
Абдурахмонова Д. "Бобурнома" да қўлланилган мақоллар ва уларнинг немис тилига таржимаси муаммолари хусусида	283
Артыкова Г.Ш., Джуманиязова И. Семантическая деривация ЛСГ «Организма человека»	285
Жўраева М.Ю. "Орзигул" достонининг Холмирза Жўраевдан ёзиб олинган варианты ҳақида мулоҳазалар	288
Исломова М. Образ ва ижтимоий тараққиёт босқичлари	291
Исмоилова Ҳ.А. Исломий кадриятларнинг бадий асарларда акс этирилиши	294
Камолова С.Ж. Француз антропонимияси референтларининг иккиламчи номлиниш имкониятлари	295
Каримов Ш. Конверсия усули билан отлардан антропонимлар ясалиши ва уларнинг мотивацион-номинацион асослари	298
Киличева Ф.Б. Особая роль русского языка в системе мировых языков	300
Курбонov Н.Б., Ташланова Н.Дж. Деривационные явления в топонимии в узбекском и английском языках	302
Қўлдашева Д.Х. Мустақиллик йилларида фуқаро адабий меросининг илмий тадқиқи	305
Маҳмадиев Ш. Достонлар матнидаги стилистик формулаларнинг шаклланишида экстралингвистик омилларнинг ўрни	307
Махмудов Р. Огаҳий тарихий асарларидаги ўзлашмаларнинг мавзуй-семантик гуруҳлари	309
Сабирова Н.К. Окказионал гипонимларнинг прагма-семантик конверсивлари	315
Садиков К. «Бобурнома» таржималарида архаизмларнинг акс этирилиши	318
Саидова Б. У. Ҳамдамнинг "Ёлғизлик" асарида ёлғиз инсон руҳияти талқини	321
Сотвалдиева Х.М. Парема ва паремалогия тушунчаси	325
Худойқулова Д.К. Фармацевтик олий таълим муассасаларида фармацевтик терминларни ўқитишнинг назарий асослари	328
Шевцова О.В. Функционирование производных слов с сопутствующейемой "количество"	330
Юсуфжонова Ш.М. Немис ва ўзбек тилларидаги фразеологизмларнинг лексикографик тадқиқи	333
Юсупова К. Императивлик ифодасида ҳитобат имкониятлари	335
ПЕДАГОГИКА ФАНЛАРИ	
Abdullayeva G.G. Learners' psychology as one of the main issues influencing language learning process	339
Adilova Sh.R. The role and significance of the use of multimedia technologies in higher educational institutions	341
Akhmatjonova S.A. The problem of plagiarism in academic writing	343
Alimov Sh.Q. Milliy kurash mashg'ulotlarini tashkillashtirish va rejalashtirish tizimini modellashtirish	345
Atadjanova Sh.A. Oliy talim muassasalari talabalarida bolajak kasbiy malakalarini rivojlantirish	348
Azimov I.T., Burxonova M.M., Ibragimova K.Z. Umumta'lim maktablarida "Odam va uning salomatligi"ni o'qitishda xalqaro baholash topshiriqlaridan foydalanish	350
Azizova M.A. The role of communicative competence in teaching foreign languages in oral speech	353
Berdieva H.B. Bo'lajak o'qituvchining ijtimoiy -madaniy kompetentsiyasini shakllantirish muammosining o'rganilishi	355
Boronova Sh. Development of the moral sphere of the preschool person	358
Choriyeva F.T. Analysis of the content of educational and methodological books	360
Djabbarova N. Ingliz tilini xorijiy til sifatida onlayn o'qitishning o'ziga xos xususiyatlari	361
Djumaniazova E.Q. Modern methods in foreign language teaching methodology	365
Do'stmurodov N.I., Dusmurodov A.B. O'zbek kurashi usulining taraqqiy etishi	367
Ganieva U.F. The problem of vocabulary in learning a foreign language	370
Jalilova M.R. The role of authentic materials in ESP teaching	371
Jamilova N.A., Murodova T.B. Chet tillarni o'qitishda samarali innovatsion usullardan foydalanish	373
Jo'rayeva Z.Sh., Nishonova Sh.M., Qodirova D.A. Chet tillarini masofaviy o'qitishning o'ziga xos tomonlari va afzalliklar	375
Jumaeva G.T. Maktab o'qituvchilarida kasbiy madaniyatni rivojlantirishning pedagogik tizimini takomillashtirish	378
Ismailova N.I., Sobiraliyeva M. Bolalarni maktab ta'limiga tayyorlashda kitob bilan ishlash malakasini rivojlantirish usullari	380
Husenova A.Sh. Boshlang'ich sinf ona tili va o'qish darslarida fanlararo integratsiyaning o'rni	382
Karieva M.A. The importance of the mother tongue in learning foreign languages	384
Khodzhamuratov R.I. Adaptive innovative models of learning English language abroad	385
Khudoykulova U.A., Gofurova S.O. Information and innovative technologies in the teaching of the uzbek language	388

UDC 373.3:811

LEARNERS' PSYCHOLOGY AS ONE OF THE MAIN ISSUES INFLUENCING LANGUAGE LEARNING PROCESS

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Annotatsiya. Ushbu maqolada til o'rganish jarayonida ikkinchi til o'rganuvchilarning psixologiyasi va affektiv sohasining ahamiyati muhokama qilinadi. Insonlarning his-tuyg'ulari va munosabati, ishonishlari va qadrlashlarini tushunish ikkinchi tilni o'zlashtirish nazariyasining o'ta muhim jihati. Endi biz inson xulq-atvoridagi shaxsiyat omillari va ularning ikkinchi tilni o'zlashtirish bilan qanday bog'liqligini nazariy jihatdan ko'rib chiqamiz.

Kalit so'zlar: Ikkinchi tilni o'zlashtirish, affektiv soha, kognitiv, motivatsiya, xulq-atvor, taksonomiya.

Аннотация. В этой статье обсуждается важность психологии и аффективной области изучающих второй язык в процессе изучения языка. Понимание того, как люди чувствуют, реагируют, верят и ценят, является чрезвычайно важным аспектом теории овладения вторым языком. Теперь мы переходим к теоретическому рассмотрению личностных факторов в человеческом поведении и их отношении к овладению вторым языком.

Ключевые слова: овладение вторым языком, аффективная область, когнитивный, мотивация, поведение, таксономия.

Abstract. This article discusses the importance of psychology and affective domain of second language learners in the language learning process. Understanding how human beings feel and respond and believe and value is an exceedingly important aspect of a theory of second language acquisition. We turn now to a theoretical consideration of personality factors in human behaviour and how they relate to second language acquisition.

Key words: Second language acquisition, affective domain, cognitive, motivation, behaviour, taxonomy.

Second language acquisition (SLA) is such a cycle that is described by learning a language notwithstanding one's first language. Speculations of second-language obtaining are different speculations and theories in the field of second-language procurement concerning how individuals gain proficiency with a subsequent language. Research in second-language securing is firmly identified with a few disciplines including etymology, sociolinguistics, brain science, and instruction, and therefore most speculations of second-language obtaining can be recognized as having establishes in one of them.

Every one of these speculations can be considered as revealing insight into one piece of the language learning process; be that as it may, nobody general hypothesis of second-language securing has yet been broadly acknowledged by scientists. It is consistently dependent upon variety since certain individuals gain proficiency with another dialect more rapidly and effectively than others. Unmistakably, some language students are fruitful by their extraordinary aspiration, difficult work and diligence.

Inward factors are those that the singular language student carries with the person in question to the specific learning circumstance. These variables are the age of the student, character, inspiration, experience and local language. Outside factors are those that portray the specific language learning circumstance. These elements include educational program, admittance to local speakers, guidance and others. To begin with educational plan, for ESL understudies specifically it is vital that the entirety of their instructive experience is proper for their requirements.

Furthermore, the instructor's guidance assumes a critical part in compelling learning. Unmistakably, some language instructors are superior to others at giving fitting and compelling learning encounters for the understudies in their study halls. These understudies will gain quicker headway. Inspiration, the extraneous sort, is likewise compelling. Understudies who are given proceeding, suitable support by their educators and guardians will, by and large, learn better compared to the individuals who aren't. For instance, understudies from families that place little significance on language learning are probably going to advance less rapidly. Admittance to local speakers is in like manner vital. The chance to connect with local speakers both inside and outside of the homeroom is a huge benefit. Obviously, second-language students who have no broad admittance to local speakers are probably going to gain more slow headway, especially in the oral parts of language securing.

The investigation of the impacts of instructing on second language procurement tries to completely measure the adequacy of two spaces of human cerebrum. The intellectual space of language learning contains human learning processes overall and intellectual varieties in learning—styles and systems are

likewise assessed. If we somehow managed to define hypotheses of second language procurement or instructing approaches that depended distinctly on intellectual contemplations, we would exclude the most major side of human conduct. Ernest Hilgard, notable for his investigation of human learning and cognizance, when noticed that "absolutely intellectual speculations of learning will be dismissed except if a job is relegated to affectivity" [3; 142]. There is no question by any stretch of the imagination about the significance of inspecting character factors in building a hypothesis of second language obtaining.

The emotional space is hard to depict logically. Countless factors are inferred in considering the enthusiastic side of human conduct in the subsequent language learning process. One issue in taking a stab at full of feeling clarifications of language achievement is introduced by the assignment of partitioning and ordering the elements of the emotional area. The expression "influence" has to do with parts of our enthusiastic life. In the current setting, influence will be thought about comprehensively as parts of feeling, feeling, temperament or demeanor which condition conduct. Earthy colored expresses that full of feeling space is the enthusiastic side of human conduct, and it could be compared to the intellectual side [3; 142]. Alternately, Arnold asserts it ought to be noticed that the full of feeling side of learning isn't contrary to the intellectual side. When both are utilized together, the learning system can be developed on a firmer establishment. Neither the intellectual nor the emotional triumphs ultimately the final word, and, without a doubt neither can be isolated from the other [1; 11]. The improvement of emotional states or sentiments includes an assortment of character factors, sentiments both with regards to ourselves and about others with whom we come into contact.

Benjamin Blossom and his partners gave a valuable broadened meaning of the full of feeling area that is still generally utilized today.

1. At the first and crucial level, the advancement of affectivity starts with getting. People should know about the climate encompassing them and be aware of circumstances, peculiarities, individuals, objects; get—to endure an upgrade, not keep away from it—and give a boost their controlled or chose consideration.

2. Then, people should go past getting to reacting, submitting themselves in at minimum some little measure to a peculiarity or an individual. Such reacting in one aspect might be in passive consent, however in another, higher, aspect the individual will react willfully without strain, and afterward to get fulfilment from that reaction.

3. The third degree of affectivity includes esteeming: putting worth on a thing, conduct, or an individual. Esteeming assumes the attributes of convictions or mentalities as qualities are disguised. People don't just acknowledge a worth to the reason behind being willing to be related to it, however invest in the worth to seek after it, search it out, and need it, at long last, to the mark of conviction.

4. The fourth level of the full of feeling space is the association of qualities into an arrangement of convictions, deciding interrelationships among them, and building up an order of qualities inside the framework.

5. At last, people become portrayed by and comprehend themselves as far as their worth framework. People act reliably as per the qualities they have disguised and incorporate convictions, thoughts, and mentalities into an all-out way of thinking or world view. It is at this level that critical thinking, for instance, is drawn nearer based on an aggregate, self-steady framework [5; 43].

In the event that we are endeavouring to apply the continuum of Blossom to our instructing, then, at that point, we are empowering understudies to not simply get data at the lower part of the full of feeling chain of command. We would like them to react to what they realize, to esteem it, to put together it and perhaps to portray themselves as science understudies, science majors or researchers.

Hypotheses regarding how various variables could prompt achievement in the subsequent language learning process have been a centre piece of studies into second language securing for quite a long time for the explanation that the instructor ought to be worried about the student's character, for example how they handle the sentiments that are evoked during the learning system, what sort of inspiration the student brings to the learning task, just as close to home estimations, convictions and perspectives identified with realizing; regardless of whether they like to work alone or in gatherings, and the sort of relationship the student likes to have with the instructor and different students. It ought to be referenced that there is a recognizable change in research center from conduct questions, to the intellectual domain, and, all the more as of late, to the enthusiastic area.

As an outcome of the acknowledgment of the job of effect in language learning, a wide clarification of effect is significant for no less than two reasons. To begin with, regard for full of feeling viewpoints can prompt more successful language learning. When managing the full of feeling side of language students, consideration should be given both to how we can conquer issues made by bad feelings and how we can make and utilize more good, facilitative feelings. Within the sight of excessively regrettable feelings, for example, tension, dread, stress, the most inventive methods and the most appealing materials might be

delivered lacking or even futile. Taking a gander at the opposite side of the inquiry, animating the diverse positive passionate elements like confidence, compassion or inspiration can extraordinarily work with the language learning process. A second justification behind zeroing in consideration on effect in the language study hall comes to past language instructing and even past what has generally been viewed as the scholarly domain. In a language study hall which centers around significant association, there is absolutely space for managing the effect. Ehrman states that it has become certain that the point of study hall learning isn't just to pass on content data [4; 322]. As a matter of fact, as we show the language, we ought to likewise instruct students to carry on with additional wonderful lives and to be capable individuals from the general public they live in. Essentially, those engaged with the preparation of language courses, materials designers and understudies of applied semantics can profit from a more prominent information on the job of character factors in language learning.

In this article the point isn't to suggest that regard for influence will give the answer for all learning issues or that we would now be able to be less worried about the intellectual parts of the learning system, however to show that it tends to be extremely useful for language instructors to decide to zero in now and again on full of feeling questions.

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UDC 372.862

THE ROLE AND SIGNIFICANCE OF THE USE OF MULTIMEDIA TECHNOLOGIES IN HIGHER EDUCATIONAL INSTITUTIONS Sh.R.Adilova, PhD, Tashkent State Technical University, Tashkent

Annotatsiya. Turli yo'nalishlarda katta hajmdagi yangi ma'lumotlarga ega bo'lgan zamonaviy dunyoda ta'lim tizimi ham bundan mustasno emas va talabalar har doim ham ushbu materialni to'liq o'zlashtira olmaydi. Bu masalada multimedia texnologiyalaridan foydalanish katta ahamiyatga ega. Multimedia texnologiyalari asab tizimining turli idrok markazlariga samarali ta'sir ko'rsatadi. Ovoz, video, animatsiya va boshqa vizual effektlar bilan birga tasvirlar, matnlar va ma'lumotlar to'plami tomoshabinlarni xabardor qiladi. Multimedia texnologiyalari ham o'quvchilarning mustaqil bilim olishi va rivojlanishiga yordam beradi.

Kalit so'zlar: multimedia texnologiyalari, oliy ta'lim, kompyuter savodxonligi, axborot texnologiyalari, elektron test, multimedia ta'lim jarayoni.

Аннотация. В современном мире с большим объемом новой информации по разным направлениям система образования не является исключением, и учащиеся не всегда в полной мере усваивают этот материал. Большое значение в этом вопросе имеет использование мультимедийных технологий. Мультимедийные технологии эффективно воздействуют на различные центры восприятия нервной системы. Набор изображений, текстов и данных, сопровождаемых звуком, видео, анимацией и другими визуальными эффектами, информирует аудиторию. Мультимедийные технологии также помогают учащимся учиться и развиваться самостоятельно.

Ключевые слова: мультимедийные технологии, высшее образование, компьютерная грамотность, информационные технологии, электронное тестирование, мультимедийный образовательный процесс.

Abstract. In the modern world with a large volume of new information in various directions, the education system is no exception, and students do not always fully assimilate this material. The use of multimedia technologies is of great importance in this matter. Multimedia technologies have an effective effect on various perception centers of the nervous system. A set of images, texts and data accompanied by sound, video, animation and other visual effects informs the audience. Multimedia technologies also help students learn and develop independently.

Keywords: multimedia technologies, higher education, computer literacy, information technology, electronic testing, multimedia educational process.

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ФАНЛАР АКАДЕМИЯСИ
МИНТАҚАВИЙ БЎЛИМИ
ХОРАЗМ МАЪМУН АКАДЕМИЯСИ**

**ХОРАЗМ МАЪМУН АКАДЕМИЯСИ
АХБОРОТНОМАСИ**

**№3 (87)
2022 й., март**

Ўзбекча матн муҳаррири:
Русча матн муҳаррири:
Инглизча матн муҳаррири:
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“Хоразм Маъмун академияси ахборотномаси” Ўзбекистон Матбуот ва ахборот агентлиги Хоразм вилоят бошқармасида рўйхатдан ўтган. Гувоҳнома № 13-023

Теришга берилди: 07.03.2022
Босишга рухсат этилди: 10.03.2022.
Қоғоз бичими: 60x84 1/8. Адади 70.
Ҳажми 20 б.т. Буюртма: № 3-Т

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