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

2023-2/4
Вестник Хорезмской академии Маъмуна
Издается с 2006 года

Хива-2023

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Хоразм Маъмун академияси ахборотномаси: илмий журнал.-№2/4 (98), Хоразм Маъмун академияси, 2023 й. – 207 б. – Босма нашрнинг электрон варианти - http://mamun.uz/uz/page/56

ISSN 2091-573 X
Муассис: Ўзбекистон Республикаси Фанлар академияси минтақавий бўлими – Хоразм Маъмун академияси

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1) Names related to the totemistic beliefs of the ancient Turks: *Boybori* (the name of Alpomish's father), *Boysari* (the name of Barchi's father), *Boysun* (the name of a legendary-epic place described in the epic);

2) Mythological images associated with the cult of ancestors; *Khizr* (myth of eternal life because he drank the water of life = logical patron), *chilton* (forty invisible good spirits who do good to people);

3) Mythological images and cults that originated in the tradition of animal empowerment: *Boychibor* (the strange horse of the epic hero Alpomish). Goose, crane, camel, dog;

4) Images from the epic text under the influence of "Avesta" mythology; dragon;

5) Mythological characters formed on the basis of dualistic views about the struggle between good and evil: Ko'kaldosh, Surkhayil old woman, Pattigul momo, Ko'kaman, Kokkashakha, Boykashakha, Sarmon the giant, Aahramon the giant, Omid the giant. indeed, the legendary patron who helps the heroes of Uzbek folk tales is often depicted as a white-bearded enlightened moisafid, qalandar, dervish. In the epic, Boybori and Boysari become childless and go out into the desert and catch a deer. They let him go without batting an eye at killing him, and then have a baby. Khizr gives them a horse. It seems that releasing a stag in the desert is a totemistic belief, while Khizr's participation in the naming ceremony is an artistic interpretation of mythological images of legendary ancestors who patronize the epic hero. is a symbol of immortal nature and water. In fairy tales and epics, this mythical patron is one of the important images that fills the hero's character, guiding the heroes who are lost or taking on a difficult task, the owner of the desert who takes refuge in time of need one" [4].

Conclusion. The history of the Uzbek nation is rich from time immemorial, and we have come to the following conclusions about the mythological views of the Uzbek people in the epic "Alpomish" and the similarities and differences between myths and legends:

- The Historical roots of the origins of Uzbek folk legends go back to myths, and their formation in the post-myth stage;
- During the creation of the mythology in the epic, it has a syncretic character because it incorporates many multi-layered and diverse religious views;
- Khizr is depicted not only as a predictor of the unusual birth of an epic hero, but also as his constant companion and patron;
- Although the mythological theme in the epic "Alpomish" has not been specially researched, H. Zarifov, V.M. The origin of mythological characters is noted in the articles of scientists such as Zhirmunsky and M. Jorayev;

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UDC 378.016:81

CLOSER VIEW TO TASK-BASED LANGUAGE TEACHING

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Annotatsiya*. Til o'rgatish faoliyatinini olib borishda muvaffaqiyatga erishishning asosiy elementlaridan biri, bu o'quvchilarga o'qitilayotgan tilning nafaqat grammatik tuzilishi, yangi so'zlari va qoidalarini o'zlashtirishlari uchun, balki ularni amalda qo'llay olishlari mumkin bo'lgan muhitning yaratilishidir. Vazifaga asoslangan tilni o'qitish - bu talabalarga chet tilida o'rganilgan bilim va ko'nikmalarini amalda qo'llash va o'z o'rnida o'zaro muloqot qilish imkonini beradigan*

yondashuvdir. Ushbu maqolada vazifaga asoslangan tilni o'qitishning o'ziga xos xususiyatlari, uning yutuq va kamchiliklari, darsda qo'llaniladigan mashqlardan namunalar hamda ularning til o'rganuvchilarga va o'qitish jarayoniga ta'sir darajasi haqida so'z boradi.

Kalit so'zlar: *vazifaga asoslangan til o'qitish yondashuvi, muloqot, o'zaro ta'sir, muloqot qobiliyatlari, faollik, tilni o'zlashtirish, ma'noga yo'naltirilgan vazifa.*

Аннотация. *Одним из ключевых элементов прогресса в проведении занятий по обучению языка является создание среды, в которой учащиеся смогут не только опираться на грамматическую структуру, новую лексику и правила, но и в значительной степени применять их на практике. Обучение языку, основанное на задачах — это именно тот подход, который позволяет учащимся применять свои навыки иностранного языка на практике и взаимодействовать спонтанно. Целью этой статьи является указать на некоторые важные характеристики такого подхода обучения, ее эффективность для улучшения взаимодействия, обсудить преимущества и некоторые небольшие недостатки подхода, дать полезную информацию о его основных типах, представить примеры действий, широко используемых при овладении языком, и их влияние на развитие общения.*

Ключевые слова*: обучение языку на основе задач подход, общение, взаимодействие, коммуникативные навыки, деятельность, овладение языком, смысло-ориентированная задача.*

Abstract. *One of the key elements of progression in conducting language teaching classes is creating an environment, where learners will be able to leakn not only grammatical structure, new vocabulary and rules, but also implementing them largely in practice. Task-Based Language Teaching is the very approach, which lets students to implement their foreign language skills in practice and interact spontaneously. This paper aims to point out some relevant characteristics of TBLT and its effectiveness on improving interaction, discusses advantages and some minor pitfalls of the approach, gives insightful information about its basic types, presents sample activities, used extensively in language acquisition and their impact on the development of communication.*

Keywords: *Task-Based Language Teaching, approach, communication, interaction, communicative skills, activity, language acquisition, meaning –focused task.*

Introduction. Educators can make a learning process more enjoyable and productive for their learners by applying appropriate teaching methods, which will ensure their progression and acquiring essential lifelong academic and social skills. There exist wide range of methods and approaches, which assists greatly in language teaching and holds noticeable outcome for students. One of such approaches, widely used by language instructors is task-based language teaching, which is closely connected with communicative language teaching, where communication is prioritized and the teaching process is made entirely via communication tasks . One of the most remarkable characteristic features of this approach is that, each task should have real meaning by being implemented in natural context.

Throughout the decades , task-based language teaching (TBLT) has attracted many language teachers, curriculum developers, teacher-trainers and language testers. The term Task-Based Language Teaching itself dates back to 1980s, later developed by the group of researchers of the second language acquisition and language pedagogues.

PRACTICAL VALUE

Nowadays, task-based language teaching is implemented and promoted in many countries and recognized as a potentially very powerful language pedagogy, helping to stimulate the second language development of both children and adults. The main purpose of task-based language teaching, which is known as task-based instruction either, is applying the authentic language in the target language for completing meaningful tasks. It may include various kinds of conversations taken place in a daily life , such as dialogue between a doctor and a patient, a customer and an service agent or participants of an interview. So, most scholars, curriculum developers and language teachers will agree, that the basic aim of the second/foreign language teaching is to enable students to use the target language for functional purposes [1]. The important factor about TBLT is that it enables and

promotes a strong connection with the language being learned and keeps motivated as a leaner proceeds improving his/her linguistic ability.

Task-based learning has some certain advantages, including students' being free of language control, meaning they are allowed to use all their language recourses, rather than only practicing a certain selected item; learners' developing a natural context, where they will be able to use the language relevant to them; varied exposure to wide range of lexical phrases, collocations and language forms; its strong communicative approach, meaning that learners are allowed to spent much time on communicating and the class feels like more student-dominant, rather than teacher centered; and finally, considering all features mentioned above, this approach is definitely motivating, productive and enjoyable.

Basically, a lesson structure incorporating different activities is used in task-based learning. There can be a single task for the entire lesson, or it can take up several lessons to complete it, in case it is project-based learning. Some examples for tasks include:

- Group debating /discussion
- Finding solution to any issue/matter
- Creating a game and presenting its rules, procedure and assessing it.
- Writing task
- Making a video or a short film
- Creating presentation

All these tasks are aimed at enhancing communicative skills of learners. Second language teachers and researchers have spent a great deal of their time and energy toward getting language learners to talk. Yet, this common pursuit has been overshadowed by the different approaches they often apply in their work. For many years teachers have relied on language lessons, directing learners to repeat and practice L2 sounds, words and structures. Such approaches used by teachers and researchers in their work with language, hence, may not be the most suitable means of carrying out their work with L2 learners. When viewed from the perspective of current second language teaching and learning , a more effective way to assist to acquire target language or to study the process of second language acquisition is determined through the use of communication tasks.

However, there exist some hardships concerning the use of task-based approach. Students may constantly refer to their L1, so it is necessary for the teacher to encourage learners to use it more as frequently as possible. Stronger students may be of great help to assist their peers in the learning process. They should be asked to use more advanced vocabulary in order to increase the possibility to remember them and use it in the context. Furthermore, there are two more things equally important in TBLT. The first one is doing the task by going through it and the second is getting learners to reflect on what they have done. In task based teaching the focus is not grammar -- teacher should have already introduced the students to necessary constructions earlier in the chapter or unit, as well as to the vocabulary they might need to complete the task-but rather on helping students develop linguistic strategies for completing the assigned task within the constraints of what they know about the target language [2].

Basic types of tasks in TBLT

The author of the book "Second Language Pedagogy" N.S.Prabhu states in his findings about three main types of meaning-focused tasks, serving as base for a task based language teaching. They are: information-gap activity, reasoning-gap activity and opinion-gap activity.

1 *Information-gap activity,* which involves a transfer of given information from one person to another, or from one place to another-generally calling for the decoding of information from or into language [3]. For instance, pair work in which each member of the pair has a part of the total information (it may be an incomplete picture) and tries to describe it verbally to the other. One more example can be completing a table with information provided in a given piece of text. The activity may often involve selection of relevant information either and students have to respond to the criteria of completeness and accuracy in making the transfer.

2 *Reasoning-gap activity* encloses deriving some new facts from given information through processes of deduction, inference, perception of relationships or patterns and practical reasoning. A

vivid example can be deciding what course of action is best for a given purpose and constraints. This activity demands comprehending and conveying data, as in information-gap activity, but the information to be carried is not identical with that initially comprehended.

3 *Opinion-gap activity,* involves identifying and articulating a personal preference, feeing and attitude in response to a present situation. Story completion or taking part in the discussion of a social issue may be clear examples for this type of activity. Learners may use factual information and formulate arguments to justify their opinions. But usually, there is no objective procedure for demonstrating outcomes as correct or incorrect, and no reason to expect alike outcome from different individuals or on various occasions.

Steps of a successful Task-Based Language Teaching

Before using any activity in a class, straightforward objectives should be determined:

"Why to use this or that activity, what the learners are expected to acquire by the end of the session and if it is designed appropriately. Unlike PPP (Present Practice Produce) approach , where an instructor ***presents*** a language in a clear context and delivers its meaning with the help of text, a dialogue or a situation build; asks learners to ***practice*** it through choral and individual drilling, gap filling or matching task; and finally expect the students to ***produce*** the target language, while doing activities like role playing stressing on communication, TBLT is performed spontaneously. There are several steps for making TBLT successful by implementing activities in accordance.

In TBLT the class is based on the accomplishing of the main task and the outcome is determined by the time it is completed. This approach follows certain stages, as pre-task, task cycle and post-task followed by giving relevant homework assignment.

In ***pre-task*** stage learners are introduced to subject, topic and task by usage of pictures, posters and demonstrations. It can be any of the following: photos relevant to the topic, a brainstorming activity, a short exercise, webpage, audio text or a video clip.

Task cycle grasps working and using the target language, being involved in various activities, which may be pair work or group work, making planning, report and presentation. It is literally a stage making up the essence of the lesson.

In ***post-task*** learners are expected to select, identify and classify common words and phrases, using them in their speech and building personal vocabulary.

Some examples of tasks to be considered in TBLT

Country learning: "What monument is it?

Ask students to name famous monuments and buildings in the world. Write them on the blackboard. Apply as " This is the Eiffel Tower in Paris" etc. If possible, bring pictures or preferably miniature of those buildings. Further, demonstrations of a short video would benefit greatly, since students will have an opportunity to listen to a native speaker. The process may be reinforced with the help of memory game, which consists of pictures and written names of monuments. This activity can be done in the groups of

3 or 4. In this case students, who can't remember the names of monuments and their location, may find it easy, because there will surely be someone, who knows well about the topic. Consequently, it will create a comfortable and safe learning environment.

W**orking with texts** can be done with the help of TBL method, such as forming words, matching them with pictures, associating new expressions with their definitions, reading a document, making assumptions about its content, checking and identifying similar elements in the text and finally, in the **post –task** learners are expected to present their reflections orally or put down them.

Discussion can be one of the best examples for the TBLT.

Before choosing a topic for discussion, several points should be taken into account:

- What is the language point?
- How explicit are the rules?
- To what extent are they similar to the materials used earlier in the teaching context?
- What are the underlying assumptions about the learning of grammar?

Sample topic for discussion: " Jobs: well paid or less paid" [4]

1. How many jobs and professions are there on the page? Which of them would be the best paid in your country? And which is the less paid? In your opinion, what job should be paid highly?

2. Which of these statements do you agree with, if any? (follow up statements)

3. Look at the list of jobs and in groups, discuss which are the three best paid jobs and the less paid ones. Do you think that any of the jobs on the list are overpaid or vice-versa. Do you have any idea about jobs in Great Britain (or it can be any other familiar country)? (List of the professions should be provided)

~Tell the class what you have decoded

~Listen to the other groups and compare your findings

~How many groups have the same opinion.

4. Language study: Listen to a piece of conversation and say how many times do the speakers use the words **say/think/know,** what other new expressions did they use?

"Road Trip" activity [5].

Ask your students to help to plan your summer/winter vacation. You don't have to use those tips, it will just let your learners feel, that they have some impact on your life, the same way how you are impacting theirs and they know about it. The material you will need is a map. Make sure you have got enough local maps of several cities, because the learners will be under assumption, that this is going to be a real "road trip", which means you are going to drive. Next, divide the students into small teams of 4-5. You need to ask each team, what information they need from you in order to plan a perfect trip: duration of stay, budget, activity you are going to do in your leisure time. When all needed information is presented, set your students with their maps and give them time to plan. As soon as they are done, have them present their trip plan to the other teams. In the end, the best road trip will be picked, according to students' preference. Here, teams should comment on their choice. This game is based purely on communicative approach.

Conclusion. Task-Based Language Teaching emphasize on acquiring the target language by means of its interaction patters. Communication occurs in a natural learning environment and more progress in language acquisition can be observed when learners are exposed to meaning activities with the help of authentic materials. Meaningful communication prevails all those traditionally applied methods, which let learners to enhance their communicative skills. The usage of language in communication builds self confidence in students and gain more ambition. Consequently, the use of language purposefully encourages them to develop and reinforce their vocabulary learning. Based on my teaching experience, I am assured that TBLT is a must approach in language teaching, in order to achieve an aimed result.

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UO'K 808.5

NORMUROD NORQOBILOV QISSALARIDAGI METAFORANING LISONIY XUSUSIYATLARI

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Annotatsiya. *Ushbu maqolada metaforaning lingvistik mohiyati, yuzaga kelish sabablari, sistem tabiati va yondosh hodisalar tizimidagi o'rni yoritilgan. N.Norqobilovning insonning ruhiy holati, ichki kechinmalari, xarakterini, o'zgalarga, atrof-muhitdagi hodisalarga bo'lgan ijobiy yoki salbiy munosabatlarini ochib berish uchun metaforadan foydalanishdagi individual mahorati*