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xalaqit beradi, hatto so'zlovchilarni bir-birini tushuna olmaydigan holatga tushirib qo'yadi. Interferensiya oqibatida qiyinchilik paydo bo'lishi, xatolar kelib chiqishi tabiiydir.

Nutq malakalari. Chet til o'qitish mazmunining ushbu qismi o'quv dasturlarida turli nomlar bilan bayon etiladi. „Malakalarga qo'yiladigan talablar“, „Nutq malakalariga bo'lgan talablar“ va „Chet tilda nutq faoliyati turlarini egallash ko'rsatkichlari“ kabi iboralar ko'pchilikka ma'lum. Yakuniy (o'rta maktabni tugatish davrini hisobga olib) yoki oraliq (har bir sinf uchun alohida) ko'rsatkichlar ishlab chiqilgan. Odatda dasturning uqtirish xati (kirish qismi)da yakuniy va oraliq ko'rsatkichlar beriladi. Oraliq ko'rsatkichlarida oldingi sinflar hisobga olinadi.

Chet tilda nutq faoliyati turlarini egallash ko'rsatkichlari gapirish, tinglab tushunish, o'qish va yozuvni nazarda tutadi. Masalan, „maktab o'quvchisi nutq mavzulari doirasida o'zlashtirilgan til materiali asosida chet tildagi nutqni tinglab tushunishni o'rganishi kerak“. Ko'rinib turibdiki, tinglab tushunishni egallash ko'rsatkichi umuman olingan. Agar beshinchi sinf o'quvchisi dastur materialida ko'zlangan o'qituvchi yoki diktor nutqini hamda darsni olib borish bilan bog'liq o'qituvchi ko'rsatma-buyruqlarini tushuna olishlari kerak deyilsa, oraliq (5 sinf uchun) ko'rsatkichga duch kelinadi.

Og'zaki nutqning ikki ko'rinishi - yakkanutq va juftnutq bilan bog'liq alohida ko'rsatkichlar o'quv dasturida o'z aksini topadi. O'qishda ham shu holatni kuzatamiz. Yozuv esa faqat gapirish ta'lim maqsadi bo'lgan sinflardagina ko'rsatkichli bo'ladi. Yuqori sinflarda yozma mashqlar quyi sinflar og'zaki nutq mavzulari doirasida bajariladi.

Nutqni egallash ko'rsatkichlari har sinfda o'rin olishi dasturdan ma'lum. Binobarin, dastur nutq ko'rsatkichlari bo'yicha ma'lumo'noma hisoblanadi.

Malaka terminiga chet til o'qitish metodikasida turli nuqtai nazardan yondashiladi. Masalan, ta'limshunoslikda bu tushunchalar „birlamchi malaka“, „ko'nikma“ va „malaka“ tarzida talqin etiladi. Chet til metodikasida ko'nikma va malaka o'ziga xos tatbiq etilgan.

Quyida ko'nikma va malakalarning mufassalroq tahlili beriladi. Ruhshunoslikka oid keng tarqalgan ta'riflardan biri, ko'nikmani „ongli avtomatlashgan harakat“ sifatida baholanadi.[3]. Xuddi shu ta'rifni boshqa ibora bilan ta'limshunoslikda uchratish mumkin: ko'nikmaga „u yoki bu harakatda bilimlarni ongli va to'g'ri qo'llash“ [4], degan qarashlar ham bor. Yana boshqa mualliflar ko'nikmani „u yoki bu aqliy harakatni bir xil sharoitda ko'p marta takrorlash natijasida hosil qilinadigan ongli faoliyatdagi avtomatlashgan qism“ shaklida ta'riflaydilar, malakani esa „o'zga sharoitda qo'llanadigan ko'nikmaning harakat usuli“ deyishadi. [5]. Ruhshunoslik va ta'limshunoslikda mavjud nuqtai nazarlardan birining ta'rificha, malaka insonning olgan bilim va ko'nikmalarni amaliy faoliyat chog'ida sobitqadamlik bilan va ijodiy qo'llay olish qobiliyatidir.

Xulosa o'rnida shuni aytish mumkinki, ko'nikma va malaka haqidagi ta'limni chet tillar o'qitishga tatbiq etib, ko'nikmani nutq faoliyatining avtomatlashgan qismi deyishni va nutq faoliyati turlarining leksik, grammatik va talaffuz ko'nikmalari tushunchasini tavsiya etish mumkin. Nutq faoliyatining o'zi malaka deyilishi maqsadga muvofiqdir.

Mashq qilish til birligini taqdim etishdan boshlanib, jonli muloqot bilan tugallanishi til materialini nutq amaliyotida o'rganishni ifoda etuvchi ushbu xususiy prinsipning yagona talabidir. Mazkur mavzu chet til o'qitishning amaliy maqsadida ko'rib chiqilgan.

Nutq faoliyati asosiy turlarining o'zaro munosabati muammosi prinsiplardan biri deb qaraladi. Gapirish, tinglash, o'qish va yozuv bir-biri bilan uyg'unlashib ketadi. O'quvchi gapirganida qo'llagan birliklarni tinglab va o'qib tushuna oladi, yozuvda ham ishlata biladi. O'qish til materialini o'quvchi tinglab tushuna oladi. Ko'rinib turibdiki, til materiali ma'lum nutq faoliyati turidan boshqasiga o'tib boradi.

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INTERFERENCE OF MOTHER TONGUE IN LEARNING ENGLISH

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Annotatsiya. Maqolada ingliz tilini o'rgatishdagi qiyinchiliklar, ya'ni ona tilining chet tilini o'qitish jarayoniga ta'siri bilan bog'liq masalalar ko'rib chiqiladi. Bunday ta'sirning ijobiy va salbiy

tomonlari ham bor. Faqatgina ikkala til tuzilmasini tizimli tahlil qilish orqali o'quv jarayonini osonlashtirishga yordam beradigan fikrlarni aniqlash mumkin. Shuningdek, ona tili va chet tilini o'qitish uslublaridagi farq jihati ham ko'rib chiqildi.

Kalit so'zlar: chet tillari, ona tili, interferensiya, ona tili, talaba, o'qituvchi, tilshunoslik.

Аннотация. В статье рассматриваются проблемы, связанные с влиянием родного языка на процесс обучения иностранному языку, в частности проблемы в обучении иностранному языку (английскому). В этом отношении есть свои преимущества и недостатки. Только тщательно изучив структуру двух языков, можно точно определить области, облегчающие обучение. Также учитывалось различие между подходами к обучению родному и иностранному языкам.

Ключевые слова: иностранные языки, родной язык, интерференция, родной язык, обучающийся, учитель, языкознание. **Abstract.** The article looks at concerns linked to the impact of the mother tongue on the process of teaching a foreign language, specifically the challenges in teaching a foreign language (English). There are advantages and disadvantages to this effect. Only by thoroughly examining the two languages' structures can one pinpoint the areas that make learning easier. Also, the distinction between mother tongue and foreign language teaching approaches was taken into account.

Key words: foreign languages, native language, interference, mother tongue, learner, teacher, linguistics.

The issue of intercultural communication in general, and language instruction for students attending technical universities in particular, becomes particularly pressing in light of Uzbekistan's expanding and deepening business and public relations with other nations. English as a medium of international communication, the media, and computer technology all have a significant impact today; consequently, its instruction ought to be continuously enhanced. There is some "reliance" on the students' native language in the process of communication because their speech is not yet perfect. This results in violations of the second language's rules and system, giving the impression of interference. The primary system is viewed as an intervention source, while the secondary system is viewed as an intervention target. When the features of the system of the previously studied foreign language, on which human speech activity was carried out, are transferred to the newly studied language, there is a distortion under the simultaneous influence of the system of the native language and other, previously studied languages. The primary system can also be represented by the previously studied non-native language. Russian and Uzbek-speaking students attend the Institute. As a result, learning the Uzbek language and Russian can interfere with English instruction. Teachers, psychologists, and philosophers have long researched the difficulties associated with learning two languages—a native language and a foreign one. The Prague Linguistic School's representatives coined the phrase "language interference." Interference, which emerges either at language contact or at individual non-native language learning, is the interplay of language systems in the context of bilingualism. Interference is seen as a bad thing because learning the original language's speech patterns leads to mistakes becoming bilingual in the language being studied. Differences in the systems of interacting languages, including those in phonemic composition, grammatical categories, and modes of expression, are the main cause of interference.

Yan Comenskiy underlined the need to study each language independently, first the mother tongue and then the second, while examining the link between the first and second languages.

K.D. Ushinsky cautioned against beginning the study of a foreign language too soon, pointing out that it should wait until it is clear that the learner's native tongue has deeply ingrained itself in their spiritual character.

According to E.I. Tikheeva, a student can only begin teaching in the second language after studying in the first language at a proficient level. "The learner has not yet learned his or her native language, between his or her thinking and the skill of transmitting its results in the native language is not yet sufficiently subordinate to it, and the learner is already forced to learn a new, foreign language, or even two at the same time," the author writes in her book on speech development for preschoolers. When a learner's linguistic upbringing starts with a foreign language and his mother tongue is placed last, we frequently see a distorted occurrence. The most significant departures from phonetic and lexico-semantic English language norms. Its grammar levels are linked to typological distinctions between English and local languages, idiosyncrasies of the native language's influence (such as Russian or Uzbek), the level of second language proficiency (such as English), and the absence of a native English speaking context. Lexico-semantic interference is dependent on the degree to which

bilingual speakers have mastered the vocabulary, semantics, and stylistic characteristics of English's lexical units. Lexico-semantic interference deviates from the rules of English word usage, and its causes include the volume of word meanings in both languages being mismatched, mismatching lexical combinations and associative links in words from the English and Russian languages that are related, and English synonymy and homonymy.

The disparities in the grammatical structures of the Russian and English languages lead to grammatical interference in pupils' English speech. Differences in the grammatical categories of certainty and doubt, genus, plural nouns, type, time, and verb pledge, among others, result from the potential area of grammatical interference. The impact of one linguistic style on another is known as stylistic interference. It happens when a less popular word begins to be used in place of a more well-known synonym. Although the subject may be the same, the style of expression varies when stylistic synonyms are substituted for one another. The best technique to find similarities between the mother tongue and the target language and, if required, draw positive conclusions from them. The only way to pinpoint specific instances that will make it simpler for the learner to grasp or, conversely, cause difficulties in learning a foreign language, is through rigorous analysis of both grammatical structures of the language. Such comparative analysis frequently entails translating previously learned knowledge of the original language's structure to the student's structure, in the eyes of the learners. Until the student reaches a particular level, this impulse to adopt grammatical structures that are already familiar and understandable to the learner frequently occurs. In the process of learning a foreign language, this desire to use grammatical structures that are already familiar and understandable to the learner frequently persists until the learner reaches a certain level of language proficiency or until he or she has sufficient receptive and productive skills to use the various forms of the language. Interference is the term for this kind of teaching. This idea is defined as interference as follows by a major psychological dictionary: "Interference is a degradation in memorization as a result of exposure (overlapping) of other material with which the subject functions. In the framework of memory research and learning processes (in relation to the issue of skills), interference is studied.

Interference, in its narrow definition, tends to translate the rules from the student's own language to a foreign one. However, the interference brought on by linguistic disparities occurs when such strategies are used in learning. In this situation, information is directly interpreted or translated as it is moved from one language to another. This process causes errors that have a major impact on the meaning of the information being conveyed, or distort it. Consequently, interference should be avoided when learning a foreign language. The structure of a language should not only account for interference, but also for cultural transmission of social standards between two languages—native and foreign—as well as cultural interaction. Mastering a national or foreign language broadens one's perspective on the world and enables one to recognize and comprehend a foreign-language conversation partner who represents a distinct society and culture, according to I.I. Khaliyeva in her book "Language Knowledge and Linguistics".

Although learning occurs in a variety of ways and contexts in the classroom, it doesn't always turn out to be an appropriate description. The examples above were gathered from typical observations of situational approaches, therefore they may not always be applicable to every style of education and practical training in the classroom. Naturally, language acquisition can occur in unconventional settings, like a stroll around the park, where the instructor speaks in the target language and the students are completely immersed in that language's environment. Even if those who learn a foreign language in such circumstances are in some ways less immersed in the language environment and their motivation is still low, foreign language learners are more frequently defined in this case in terms of native language learners. Also, it is important to remember that native language speakers consistently succeed more than foreign language speakers, who, after lengthy and extensive study, continue to doubt their abilities.

The challenge of interfering with this process while teaching a foreign language is one that native language If a student's language proficiency is lower and there isn't enough time set aside for practical classes, this influence will be stronger. Indeed, the theory and practice of learning are interested in understanding more about how the mother tongue affects learning a second language. The link between the native language and the foreign language must be taken into consideration simultaneously. In addition to the students' fundamental level and learning capacity, the final outcome and efficacy of the methods employed also depend on how well the learning process was executed. Also, if students lack sufficient enthusiasm, the learning process will not have a sufficient impact on their communication abilities and competencies. In order to create a communication unit when

studying a foreign language, it is required to compare the phonetic, lexical, and grammatical systems of the studied and native languages.

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O'ZBEK TILINI SOHALARDA QO'LLANISH BO'YICHA TALABALARNING KASBIY KOMPETENSIYALARINI RIVOJLANTIRISH TIZIMI

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Annotatsiya. Maqolada o'zbek tilini sohalarda qo'llanish bo'yicha talabalarning kasbiy kompetensiyalarini rivojlantirish tizimi ko'rib chiqilgan. Pedagogikadagi yangiliklar bugungi kunda ta'lim samaradorligini oshirishning eng maqbul vositasiga aylanib bormoqda.

Kalit so'zlar: o'zbek tili, talabalar, rivojlantirish tizimi, o'zbek tilini sohada qo'llash, kasbiy kompetensiya

Аннотация. В статье рассматривается система развития у студентов профессиональных компетенций по использованию узбекского языка в сферах. Сегодня инновации в педагогике становятся наиболее адекватным средством повышения эффективности образования.

Ключевые слова: узбекский язык, студенты, система развития, применение узбекского языка в сфере, профессиональная компетентность.

Abstract. The system of developing students' professional competences in the use of the Uzbek language in the fields is considered in the article. Today, innovations in pedagogy are becoming the most appropriate means of increasing the effectiveness of education.

Key words: Uzbek language, students, development system, application of Uzbek language in the field, professional competence

Jamiyatimizga bilimli, malakali, tez va konstruktiv qaror qabul qila oladigan mutaxassislar kerak. Shu sababli professor-o'qituvchi va talabaning shaxsiy o'zaro hamkorligi ta'lim jarayonining muhim jihati aylanadi, bunda ta'lim texnologiyalarini takomillashtirish muhim o'rin tutadi.

O'quv jarayonida mutaxassislar tayyorlash sifatini oshirishga, talabalarning mustaqil ishlarining rolini oshirishga xizmat qilmoqda. Bo'lajak mutaxassisning kasbiy kompetensiyalarini rivojlantirishda innovatsion ta'lim usullarini joriy etish kelajakda uning mehnat bozorida raqobatbardoshligiga zamin yaratadi.

Innovatsiya yoki yangilanish har qanday kasbiy inson faoliyatiga xosdir. Innovatsiyalar o'z-o'zidan paydo bo'lmaydi, balki ilmiy izlanishlar va ilg'or pedagogik tajribalar natijasidir.

Pedagogik jarayonda innovatsiya deganda ta'lim va tarbiyaning maqsadlari, mazmuni, usullari va shakllariga yangilik kiritish, o'qituvchi va o'quvchining birgalikdagi faoliyatini tashkil etish tushuniladi. Pedagogikadagi yangiliklar bugungi kunda ta'lim samaradorligini oshirishning eng maqbul vositasiga aylanib bormoqda.

Mutaxassisning kasbiy kompetensiyalarini shakllantirishda davlat tilida yozma va og'zaki muloqot ko'nikmalarini rivojlantirish muhim o'rin tutadi. Ba'zan rasmiy muloqotda adabiy til qoidalariga rioya qilmaslik, faqat ma'lum bir hudud doirasida qo'llaniladigan sheva elementlarini qo'shib qo'yish holatlari uchrab turishi bu masalalar hali ham dolzarbligini ko'rsatadi.

Darhaqiqat, so'nggi yillarda davlat tili ta'limida ijobiy o'zgarishlar kuzatilayotgan bo'lsa-da, rasmiy muloqotda, hatto ommaviy axborot vositalarida ham adabiy til me'yorlaridan chetga chiqish, chetga chiqish holatlari uchramoqda. Shu bilan birga, respublikamizda istiqomat qilayotgan chet el fuqarolarining davlat tilini o'rganishga qiziqishi ortib borayotganini alohida ta'kidlash lozim.