

**O‘ZBEKISTON RESPUBLIKASI
OLIY VA O‘RTA MAXSUS TA‘LIM
VAZIRLIGI**

**ALISHER NAVOIY NOMIDAGI
TOSHKENT DAVLAT O‘ZBEK TILI
VA ADABIYOTI UNIVERSITETI**

**QIYOSIY
ADABIYOTSHUNOSLIK:
O‘TMISHI, BUGUNI,
ISTIQBOLLARI**



**2020-yil
6-noyabr**

O'zbekiston Respublikasi Vazirlar Mahkamasining 2020 yil 7-fevraldagi 56-f-sonli Farmoyishi bilan tasdiqlangan "O'zbekiston Respublikasida 2020-yilda xalqaro va Respublika miqyosida o'tkaziladigan ilmiy va ilmiy-texnik anjumanlar rejasini tasdiqlash to'g'risida"gi №116-sonli buyrug'ida belgilangan tadbirlar hamda O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 2020-yil 13-fevraldagi "Vazirlik tizimidagi oliy ta'lim va ilmiy - tadqiqot muassasalarida 2020 yilda o'tkaziladigan ilmiy va ilmiy-texnik anjumanlar rejasini tasdiqlash to'g'risida"gi №116-sonli buyrug'ida belgilangan tadbirlarni amalga oshirish maqsadida Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universiteti Tarjima nazariyasi va amaliyoti kafedrasini tomonidan 2020 - yil 6 - noyabrda "QIYOSIY ADABIYOTSHUNOSLIK: O'TMISHI, BUGUNI, ISTIQBOLLARI" mavzusida Respublika miqyosida ilmiy-amaliy konferensiya o'tkazilishi rejalashtirilgan.

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- ❖ Qiyosiy adabiyotshunoslikning nazariy va uslubiy muammolari;
- ❖ Qiyosiy mifologiya va folklorshunoslik masalalari;
- ❖ O'zbek adabiyoti jahon adabiyoti kontekstida;
- ❖ O'zbek va jahon adabiy aloqalari;
- ❖ Tarjimashunoslik va tarjimachilik masalalari;
- ❖ Tarjima - komparativistika obyekti sifatida;
- ❖ Tarjima tanqidining istiqbollari.

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Diqqat: Tashkiliy qo'mita maqola va tezislarni tahrir qilish huquqiga ega. Konferensiya ishchi tillari: o'zbek, rus, ingliz tillari.

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1. Ma'ruzalar o'zbek va rus (ingliz) tillarida yozilishi mumkin;
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Konferensiya 2020-yil 6-noyabr soat 10-00 da boshlanadi.

Tashkiliy qo'mitaning manzili: Toshkent shahri, Yusuf Xos Hojib ko'chasi, 103-uy, ToshDO'TAU binosi, 3-qavat, 313-xona. Tarjima nazariyasi va amaliyoti kafedrası

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UNIVERSITETI**

TARJIMA NAZARIYASI VA AMALIYOTI FAKULTETI

TARJIMA NAZARIYASI VA AMALIYOTI KAFEDRASI

QIYOSIY ADABIYOTSHUNOSLIK: O'TMISHI, BUGUNI, ISTIQBOLLARI

Respublika ilmiy-amaliy anjumani maqolalar to'plami
2020-yil 6-noyabr



"FIRDAVS-SHOH" NASHIRIYOTI
TOSHKENT - 2020

УДК 821.512.133.09 (062)
ББК 83.3 (55) а73
К 37

Ushbu to'plam Abshar Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universiteti ilmiy-amaliy jangushining 2020-yil 24-soni 4-sonli yig'indisi qatoriga asoslanib nashrga tayyor etilgan.

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To'plamdan o'rin olgan maqolalarning xavfiyot, afati va ilmiy dalillarning haqiqiyligi haqida mazmuni uchun mualliflar mas'uldir.

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Qiyosiy adabiyotshunoslik: o'tmishi, buguni, istiqbolari (mas'ala) Respublika ilmiy-amaliy anjuman materiallar to'plamidan. – T.: "Firdavs-Shoh" nashriyoti, 2020. – 284 bet.
ISBN 978-9943-6695-8-1

Madar anjuman materiallarini filologiyaning bugungi kunda dolzarb deb qaralayotgan qiyosiy adabiyotshunoslik, tarjimonshunoslik va komparativshunoslik masalalariga oid ilmiy maqola va tomonlar kiritilgan. To'plamdan o'rin olgan maqolalarda qiyosiy adabiyotshunoslikning umumiy nazariy va adabiy masalalari, o'zbek adabiyoti adabiyoti, qiyosiy metodologiya va fohlarshunoslik, o'zbek adabiyoti jahon adabiyoti taliklari kishishida o'zbek va jahon adabiyoti, tarjimonshunoslik va tarjima usulhi kabi dolzarb masalalar yoritilgan. Filologiya sohalariga oid ilmiy maqolalar bilan bir bir nazariy sohalar: filologiya, pedagogika, adabiyotshunoslik va tarjimonshunoslik bilan bir qatorda, shu jihatlarida ilmiy kishishlarni o'ziga bo'libligan talqinlar bilan dolzarblar va nazariy sohalar ham talqin usulhi maqolalar to'plamida kiritilgan.

To'plam adabiyotshunoslik, jumladan, qiyosiy adabiyotshunoslik sohalarida talqin olib borayotgan kunda shu sohaga qiziqarli kishish kishishlar sohalarida ma'jullangan, shuningdek, "Qiyosiy adabiyotshunoslik" ilmiy d'qatibida o'z o'zini yorit kishishlar bilan bir qatorda maqolalar bilan d'qatibida maqolalar.

УДК 821.512.133.09 (062)
ББК 83.3 (55) а73

ISBN 978-9943-6695-8-1

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Communication in any language with the participation of language signs has a specific purpose of receiving, conveying and conveying information, so many models and words can be divided into specific groups according to their content, according to the topic under consideration [1]. Of course, it is not easy for everyone to get information on all topics in their native language. The amount of topics a person can communicate depends on his or her life experience, education, academic degree, title, and so on. Accordingly, these communication topics cannot be ignored when teaching to communicate in a foreign language. Given the fact that a whole range of signs are involved only in communication on a particular topic, as well as the limited time allocated for learning a foreign language, it becomes clear that in teaching this subject it is necessary to clearly define the scope of topics. From what has been said, it is clear that the content of teaching should include oral and reading topics. Reading and listening comprehension skills can be formed not in isolated language cues, but in linked written and oral speech patterns - in written or audio subjects. Experience has shown that the choice of texts and their nature have a great influence on the nature of reading or listening comprehension skills. All of this forces both written and audio texts to be viewed as an integral part of the teaching content. At the same time, it should be noted that the authors of all manuals on the methodology, based on this feature of foreign language teaching, include texts in the content of teaching [2]. Another component of foreign language teaching content is specific language concepts that are not available in national languages. It is known that different language systems are different, they have grammatical and lexical phenomena specific to each language. For example, there is no grammatical phenomenon in Russian called the article specific to Western European languages, which is studied in all schools, and no grammatical concept that reflects it. In the process of studying this phenomenon, its application in speech, students form a clear idea about the article. In the process of learning the language material, students form a clear idea of the article. In the process of learning language material, a number of concepts specific to the language being studied are formed in the student. When determining the content of teaching, of course, we must also take into account the concepts that are formed in students. Once we have identified the components of the training content, we will need to select that content [3]. It is interesting to note that throughout the history of the methodology, the choice of teaching content has been addressed not in general terms, but in relation to certain parts of the content, primarily the dictionary, because in this part of the teaching content there are especially many language signs. In the late nineteenth and twentieth centuries, with the rapid development of linguistics, the problem of choosing the content of foreign language teaching became especially acute. In the twentieth century, there have been attempts to select grammatical material and texts. It is during this period that some general issues in the choice of teaching content, including the choice of "passive" and "active" language material, begin to be addressed. Thus, the problem of choosing the content of teaching is first solved in relation to some parts of the content, and then begins to be studied in general terms. According to the Resolution of the President of the Republic of Uzbekistan "On measures to further improve the system of learning foreign languages" № 18-75, the division of passive and active material into different levels of language materials, which should be studied from the 1st grade of secondary schools, related to the characteristics of individual activities. A communicator who expresses his or her opinion in writing or orally is free to choose language cues. The situation is different when receiving information from an oral or written opinion. In this case, the communicator is in the footsteps of his companion in the process of communication, as if the companion is forcibly accepting a language signal to the person listening or reading. Because we communicate with so many people, we need to know the sum of the language cues along with providing information in order to understand the idea. This feature of language communication is observed not only in a foreign language, but also in the native language. For example, AA Bulakhovsky shows that in Russian (native) language there is a "passive" lexicon that we understand, but we almost do not use it in our speech [4]. Active vocabulary is necessary to express one's opinion, while passive

vocabulary is necessary to know the opinion of others, and it is especially important for a foreign language that the sum of the differences in language materials is much more limited; this difference is also more apparent for foreign language signs than for native speakers.

Recently, in the methodology of teaching foreign languages, units-models that are much larger than words have been selected for the development of oral speech. Models consist of a synthesis of lexical, phonetic, and grammatical indicators involved in the communication process. There are many advantages to selecting them and organizing the whole reading process accordingly, as this process allows to teach vocabulary, grammar, phonetics not individually as before, but organically on the basis of the requirements of the present time.

In the current methodology, the skills and competencies selected on a scientific basis that students need to know in order to achieve practical goals at each stage of teaching are not sufficient. More large-scale research is needed in this direction.

Summarizing the above points, the following can be noted:

The content of foreign language teaching is a whole combination of lexical, grammatical and phonetic materials; speaking, reading, writing and listening skills; it covers topics related to the four skills, as well as specific language concepts that are not in the native language and are present in each foreign language.

It is important to ensure that the choice of different components of the training content is the same. The period demands the need to further improve the selection of lexical material and texts, skills and abilities, as well as the further development of modules.

When determining the content of teaching, it is necessary to take into account the sufficiency of the chosen purpose of teaching, the ability of students to know it in certain specific conditions, in order to achieve the set goals.

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SOME ANALYSIS AND CONSIDERATIONS ABOUT SYMBOLS

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Аннотация: В статье рассматриваются вопросы теории и практики работы с символами в учебном процессе. Авторами рассмотрены вопросы теории и практики работы с символами в учебном процессе.

Ключевые слова: символ, теория, практика, обучение, язык, культура, общество.

Annotation: In this article, the theory and practice of working with symbols in the learning process are discussed. The authors consider the theory and practice of working with symbols in the learning process.

Keywords: symbol, theory, practice, learning, language, culture, society.

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Ilmiy-ommabop nashr

QIYOSIY ADABIYOTSHUNOSLIK: O‘TMISHI, BUGUNI, ISTIQBOLLARI



Respublika ilmiy-amaliy ajoyiblik maqolalar to‘plami

2020-yil 6-noyabr

O‘zbekiston Respublikasi Prezidenti Administratsiyasi bazasidagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan TASDIQNOMA berilgan.

Nashriyot identifikatsiya raqami №307682706

Ilmishga 2020-yil 4-noyabrda ruxsat etildi.

Hajmi 60x84 ¹/₄.

Times New Roman gariturasi. Surtish bosma taboq 35,5.

Original maket

“TIRDANS-SHOH” nashriyotida tayyorlandi.

Toshkent sh., Olmazor tumani, 248-10.

Tel: +998 90 372-85-17