

O'ZBEKISTON RESPUBLIKASI  
OLIV VA O'RTA MAXSUS TA'LIM VAZIRLIGI

O'ZBEKISTON JURNALISTIKA VA  
OMMAVIY KOMMUNIKATSIYALAR UNIVERSITETI

KONFUTSIY NOMIDAGI O'ZBEK-XITOIY INSTITUTI

O'ZBEKISTONDA SHANXAY HAMKORLIK TASHKILOTINING  
XALQ DIPLOMATIYASI MARKAZI

XORIJIY TILLAR KAFEDRASI

**«XORIJIY TILLARNI O'QITISHDA  
ZAMONAVIY TEXNOLOGIYALARNING  
MUAMMOLARI VA ISTIQBOLLARI»**

MAVZUSIDA XALQARO ILMIIY-AMALIIY KONFERENSIYA

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**МЕЖДУНАРОДНАЯ НАУЧНО-ПРАКТИЧЕСКАЯ КОНФЕРЕНЦИЯ  
ПО ТЕМЕ: «ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ СОВРЕМЕННЫХ  
ТЕХНОЛОГИЙ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ»**

**INTERNATIONAL SCIENTIFIC-PRACTICAL CONFERENCE  
ON THE TOPIC OF «PROBLEMS AND PERSPECTIVES  
OF MODERN TECHNOLOGY IN TEACHING FOREIGN LANGUAGES»**

**Toshkent 2021**

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**TAHRIR HAY'ATI VA TASHKILY QO'MITA A'ZOLARI:**

1. **G.Hasanova** - O'zbekiston jurnalistika va ommaviy kommunikatsiyalar universiteti Xorijiy tillar kafedrasida mudiri, falsafa doktori PhD
2. **Z.Yunusova** - Xorijiy tillar kafedrasida katta o'qituvchisi
3. **Sh.Saidrasulova** - Xorijiy tillar kafedrasida katta o'qituvchisi
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7. **F.Begibayeva** - Xorijiy tillar kafedrasida o'qituvchisi
8. **I.Alimdjanova** - Xorijiy tillar kafedrasida kabinet mudiri



*Maqolalarning mazmuni va mohiyati hamda ma'lumotlarning  
to'g'riligiga shaxsan mualliflar javobgardir*

**O'ZBEKISTON JURNALISTIKA VA OMMAVIY KOMMUNIKATSIYALAR  
UNIVERSITETI**

**Toshkent 2021**

**I. OLIY TA'LIMDA BO'LAJAK PEDAGOG-JURNALISTLARNI  
TAYYORLASHGA KREATIV YONDASHUV**

**SIYOSIY BOSHQARUVDA JAMOATCHILIK BILAN ALOQALARNING O'RNI**

**(The role of Public Relations in political leadership)**

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**Annotatsiya:** Ushbu maqolada Jamoatchilik bilan aloqalarning siyosiy boshqaruvdagi o'rni haqida so'z boradi. Unda Jamoatchilik bilan aloqalarning qisqacha tarixi, siyosatdagi o'rni haqida to'xtalib o'tilgan hamda O'zbekistondagi ushbu sohada yuz bergan o'zgarishlarga qisqacha to'xtalib o'tilgan.

**Annotation:** In this article we will talk about the role of Public Relations in political management. It touched upon a brief history of Public Relations, its role in politics and briefly touched upon the changes that have taken place in this sphere in Uzbekistan.

**Kalit so'zlar:** Public relations, jamoatchilik bilan aloqalar, PR texnologiyalar, siyosiy boshqaruv, ijobiy imidj, brend, ochiqlik, axborot siyosati.

**Keywords:** Public relations, PR technology, political management, positive image, brand, openness, information policy.

Siyosiy boshqaruvda Jamoatchilik bilan aloqalarning o'rni haqida to'xtalishdan oldin Jamoatchilik bilan aloqalarning o'zi nima degan savolga javob topib olsak. "Jamoatchilik bilan aloqalar" atamasi ingliz tilidagi "**Public relations**" (*qisqartmasi PR*) so'zidan aynan tarjima qilish natijasida iste'molga kirgan. "**Public relations**" so'ziga Oksford ingliz tili lug'atida "*yaxshi taassurot qoldirish uchun ma'lum bir tashkilot yoki shaxs haqida jamoatchilikka ma'lumot berish faoliyati*" deya ta'rif berilgan[<https://www.oed.com/#>].

Ushbu ibora ilk bor AQShning uchinchi prezidenti Tomas Jefferson tomonidan qo'llanilgan. U 1807 yili o'zining "*Kongressga yettinchi murojaat*"da ushbu atamani birinchi marta qayd etgan[Mo'minov,2004:32]. Bundan maqsad, o'sha davrda hukumatning jamoatchilik bilan aloqalarini davlat darajasiga ko'tarish, ilmiy-tashkiliy jihatdan yo'lga qo'yish edi. Demak,

“AQShda piarning paydo bo'lishi bevosita siyosiy jarayonlar mahsuli” bo'lgani oydinlashadi. Oradan bir asr vaqt o'tib, alohida fan sifatida voqelikka aylangan PR tarixi o'sha davrdagi hodisalardan kelib chiqadi.

Jamoatchilik bilan aloqalar fan sifatida ilk bora AQShda paydo bo'lgan bo'lsada, tarixiy manbalarni o'rganish natijasida o'rta asrlar Sharq davlatlaridagi siyosiy boshqaruvda ham PR ning o'ziga xos o'rni bo'lganligiga guvoh bo'lishimiz mumkin[Mo'minov,2012:5].

Siyosatda ritorika va boshqa ommaviy munosabatlar shakllaridan foydalanish har doim rol o'ynagan bo'lsa-da, u tizimli ravishda mustahkamlanib bordi. Bugungi kunga kelib siyosiy rahbarlar nafaqat o'z obro'sini boshqarishda yordam berish uchun, balki mamlakatni boshqarishdagi muhimroq vazifaga e'tibor qaratishda hamda oddiy odamlar bilan bog'lanishda yordam berish uchun PR mutaxassislariga muhtoj. Zero, ispan faylasufi va publitsisti Ortega Gasset yozganidek, “*dunyoni jamoatchilik fikri boshqaradi*”.

### **JAMOATCHILIK BILAN ALOQALARNING SIYOSIY BOSHARUVDAGI O'RNI**

PR siyosat maydonidagi nomzodlarga juda kerakli ma'lumotlarni olishda yordam beradi. Siyosiy boshqaruvda rahbar doimo katta hajmdagi axborotlarni qabul qilishga ehtiyoj sezadi. Ayrim manabalarda keltirilishicha bu kabi vaziyatlarda ma'lumot olishda PR taktikalaridan foydalanishdan ko'ra samaraliroq vosita mavjud emas [<https://www.mediaupdate.co.za/publicity/149696/the-power-of-pr-in-politics>].

Siyosiy tashkilot foydalanadigan jamoatchilik bilan aloqalar guruhi konferensiyalar, siyosiy munozaralar va tegishli tashkiliy konvensiyalarni tashkil etish bo'yicha mutaxassis hisoblanadi.

Agar siz siyosiy nomzod bo'lsangiz, sizga chiqishlaringizda foydalanadigan nutqlaringizni yozadigan mutaxassis kerak bo'ladi. Bundan tashqari, tegishli manbalar bilan yaxshi munosabatlarga ega bo'lgan ommaviy axborot vositalari xodimi ham zarur bo'lib, bularning barchasi zarur ma'lumotni olish uchun juda muhimdir.

Siyosatda PRni faqat brend yoki taniqli odamlarning jamoatchilikka ko'rinish berishi bilangina izohlash noto'g'ri. Jamoatchilik bilan aloqalar bo'yicha mutaxassis sifatida siz qattiq ishalashingiz, yo'l-yo'lakay o'ylashingiz, his-tuyg'ularingizni kuzatishingiz va ehtiyotkorlik bilan javob berishingiz lozim bo'ladi. Aks holda o'zingiz vakillik qilayotgan korxonaga yoki tashkilotni noqulay ahvolga solib qo'yishingiz mumkin.

**Dunyo tajribasidan ma'lumki, agar siyosiy boshqaruv subyekti inqirozga uchragan bo'lsa, eng to'g'ri yo'l bu samarali PR taktikasidan foydalanishdir.**

PR taktikasidan ayniqsa ijtimoiy tarmoqlarda samarali ishlaydi

Ijtimoiy tarmoqlar siyosiy partiya yoki lider bilan muloqotni muloqot va suhbatlar yaratish uchun ideal vositadir. Siyosiy partiya o'z memorandumlari va matbuot bayonotlarini YouTube kabi platformalarda to'g'ridan-to'g'ri efirga uzatishi mumkin.

Lekin haddan tashqari ko'p media ma'lumotlarini ijtimoiy tarmoqlar orqali tarqatish o'zining aks ta'sirini ko'rsatishi mumkin.

Nomzod yoki partiya tashkiloti uchun ishlaydigan jamoatchilik bilan aloqalar bo'yicha mutaxassis sifatida siz ijtimoiy media platformalarida nashr etilgan kontentlarni diqqat bilan kuzatib borishingiz kerak.

Siyosatda PRning maqsadi jamiyatdagi boshqa kichik tizimlarga nisbatan funktsiyalar, mavzular va dasturlarni taqdim etishdir. Aslida, bu e'tibor va qiziqishni jalb qilish, shuningdek, o'z pozitsiyalari, manfaatlari va asosiy o'yinchilarining xabardorlik darajasini va tasvir profilini oshirishni o'z ichiga oladi. Siyosatda PR axborotni yetkazish va siyosiy fikrni shakllantirish uchun ishlatiladi.

PR mutaxassislari asosiy maqsadli guruhlar bilan o'zaro tushunish va manfaatlar kelishuvi uchun qulay muhit yaratish hamda targ'ib qilish uchun doimiy muloqot qilishlari kerak [<https://prva.at/profession/fields-of-activity/pr-in-politics>].

## **O'ZBEKISTON SIYOSIY BOSHQARUV JARAYONLARIDA JAMOATCHILIK BILAN ALOQALARNING RIVOJLANISH ISTIQBOLLARI**

Aytish joizki, mamlakatimizda jamoatchilik bilan aloqalarni yo'lga qo'yish va shu maqsadda tashkilotlarda axborot xizmatlarini tashkil etishda dastlab Vazirlar Mahkamasining 2006 yil 22 sentyabrda qabul qilingan **“Davlat va xo'jalik boshqaruvi organlarining jamoatchilik bilan aloqalarini rivojlantirish chora-tadbirlari to'g'risida”**gi 203-son qarori muhim huquqiy asos bo'lib xizmat qilgandi. Qarorda “Vazirliklar, davlat qo'mitalari, agentliklar, Qoraqalpog'iston Respublikasi Vazirlar Kengashi, viloyatlar va Toshkent shahar hokimliklari, xo'jalik boshqaruvi organlari (keyingi o'rinlarida idoralar deb yuritiladi) tarkibida xodimlarning umumiy soni doirasida axborot xizmatlari tashkil etilsin” deb belgilangan hamda axborot xizmatlarining asosiy vazifalaridan biri sifatida idora rahbariyati tomonidan belgilanadigan axborot siyosatini shakllantirish va amalga oshirishda, milliy va xorijiy ommaviy axborot vositalarida idora faoliyatining dolzarb jihatlarini, tegishli sohadagi yagona davlat siyosatini amalga oshirish masalalarini yoritish shuningdek, idora faoliyatiga nisbatan ijtimoiy fikrning ahvolini hamda milliy va xorijiy ommaviy axborot vositalari pozitsiyasini tahlil qilish va ular to'g'risida idora rahbariyatini xabardor qilish belgilangan edi [<https://lex.uz/docs/1061720>].

Ushbu qarorning qabul qilinishi mohiyatan siyosiy boshqaruvining yangi bosqichga ko'tarilganini, ya'ni boshqaruvda samarali muloqotni shakllantirish, axborot maydonini tahlil qilib

borish orqali ijobiy imidjni yaratishga hukumat darajasida e'tibor berila boshlanganini anglatar edi.

Aytish joizki, o'tgan yillar mobaynida mazkur qarorda belgilangan qator vazifalar ijrosi ta'minlandi. Chunonchi, barcha vazirlik, tashkilot, muassasa va boshqa idoralarda axborot xizmatlari tashkil etildi va ular faoliyati yo'lga qo'yildi, internet tarmog'ida veb-resurslari tashkil etildi. Shu tariqa bugungi kunga qadar axborot xizmatlari muayyan vazifalarni amalga oshirib kelayotir. Biror huquqiy asosga ega bo'lmasdan bunday muhim vazifalarni amalga oshirish mushkul edi, albatta.

O'zbekiston Respublikasi Vazirlar Mahkamasining 2018 yil 15 fevral kuni e'lon qilingan **“O'zbekiston Respublikasi davlat va xo'jalik boshqaruvi organlarining axborot xizmatlari faoliyatini yanada takomillashtirish chora-tadbirlari to'g'risida”**gi 125-sonli qarori sohani yanada takomillashtirishda muhim qadam bo'ldi. Qaror bilan “Davlat va xo'jalik boshqaruvi organlarining axborot xizmati to'g'risida”gi Nizom tasdiqlandi.

Qaror bilan hukumatning oldingi 203-son qarori bekor qilindi. Yangi tartibga ko'ra davlat va xo'jalik boshqaruvi organlarining axborot xizmatlari (matbuot xizmatlari, jamoatchilik bilan aloqalar xizmatlari) davlat va xo'jalik boshqaruvi organi xodimlarining umumiy soni doirasida tashkil etildi hamda shu organ rahbariga bevosita bo'ysunadigan alohida mustaqil bo'linma hisoblanadigan bo'ldi. Yuklatilgan vazifalar salmog'i yanada ko'paydi. Jumladan, endilikda axborot sohasidagi yagona davlat siyosatini amalga oshirish borasida O'zbekiston Respublikasi Prezidentining Matbuot xizmati, davlat va xo'jalik boshqaruvi boshqa organlarining axborot xizmatlari bilan samarali va amaliy hamkorlikni ta'minlash vasifasi qo'shildi.

2019-yil 28-iyunda O'zbekiston Respublikasi Prezidentining “Ommaviy axborot vositalari mustaqilligini ta'minlash hamda davlat organlari va tashkilotlari axborot xizmatlari faoliyatini rivojlantirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida”gi PF-4366-son Qarori qabul qilindi. Endilikda axborot xizmatlari rahbarlari AOKAdan atestatsiyadan o'tkazilishi belgilab qo'yildi. Shuningdek, axborot xizmatlari tomonida OAV vakillari bilan, shu jumladan, davlat va xo'jalik boshqaruvi organlarining rahbarlari ishtirokida muntazam ravishda (bir oyda kamida bir marta) matbuot anjumanlari, brifinglar o'tkazilishini hamda ommaviy axborot vositalari va jamoatchilik bilan ishlashning boshqa zamonaviy shakllarini amaliyotga joriy etish majburiy etib belgilandi.

Tanqidiy mazmundagi chiqishlarga tezkorlik bilan davlat organlari va tashkilotlari, mahalliy davlat hokimiyati organlari axborot xizmatlari rasmiy axborot resurslari orqali munosabat bildirib borish mexanizmi yo'lga qo'yildi. Buning natijasida tanqidiy materiallarga tashkilotlar tomonidan rasmiy munosabat bildirish holati respublika miqyosida 10-15 foizdan qariyb 70-80 foizga yaqinlashdi [<https://uza.uz/uz/posts/matbuot-xizmatlari-faoliyati-rivozhlanmoqda>].

Xulosa o'rnida aytadigan bo'lsak, oxirgi yillarda tashkilotlardagi PR xizmatlar ancha faollashdi. Odamlar bilan muloqot qila boshladi. Tanqidlarga munosabat bildirish odatga aylandi. Bu ancha quvonarli holat, albatta. Biroq, tashkilot va rahbarning ijobiy imidjini shakllantirishda tashabbus har doim ham qo'llab-quvvatlanmayapti. Barcha o'rta va quyi bo'g'in rahbarlari ham jamoatchilikka ochilishga, jamiyatda o'zlarining yorin obraziga ega bo'lishga xohish bildirishmayapti. Shu sababli, PR xizmatlarini qayta o'qitish, malakasini oshirish kutilgan natijani bera olmayapti. O'rta va quyi bo'g'inda ham shunga moyillikni paydo qiluvchi muhitni yarata olish hukumatning oldida turgan navbatdagi vazifalaridan biridir.

**Foydalanilgan adabiyotlar ro'yxati:**

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**ОСОБЕННОСТИ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ  
СПЕЦИАЛИСТОВ  
В СФЕРЕ ЖУРНАЛИСТИКИ В РЕСПУБЛИКЕ УЗБЕКИСТАН**

**(Features of teaching a foreign language to specialists  
in the field of journalism in the Republic of Uzbekistan)**

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**Аннотация:** Автор статьи делает упор на необходимость изучения иностранного языка, который открывает широкие возможности перед журналистами с наличием иностранного языка. При этом рассматривает некоторые особенности обучения иностранному языку специалистов в сфере журналистики, перечисляет некоторые важные лингвистические компетенции для будущего журналиста.

**Annotation:** The author of the article emphasizes the need to learn a foreign language, which opens up great opportunities for journalists with the presence of a foreign language. At the



same time, he considers some of the features of teaching a foreign language to specialists in the field of journalism, lists some important linguistic competencies for a future journalist.

**Ключевые слова:** иностранный язык, журналистика, навыки, умения, знания, коммуникативный подход, интерактивный метод в обучении.

**Keywords:** foreign language, journalism, skills, abilities, knowledge, communicative approach to teaching, interactive teaching method.

Безусловно, на сегодняшний день дипломированный журналист «должен быть конкурентоспособным, востребованным на рынке труда, что априори предполагает высокий уровень его общего развития, владение информационно-коммуникационной компетенцией, высоким профессионализмом, способностью принимать самостоятельные решения, нестандартностью мышления и продуктивной адаптацией к изменяющимся условиям». [Валеев А.А., Кондратьева И.Г., 2014].

Стоит отметить, что в условиях стремительного развития современного общества все больше возрастает потребность в высококвалифицированных и профессионально компетентных журналистах различного профиля с хорошей языковой подготовкой. В частности, глава государства Ш. Мирзиёв в Послании Олий Мажлису и народу Узбекистана от 29 декабря 2020 года выделил, что «поистине, человек, стремящийся обрести знания и овладеть новыми профессиями, должен упорно трудиться, работать над собой, в том числе изучать иностранные языки, без которых в современном мире невозможно достичь высоких рубежей».

В свою очередь, важно упомянуть, что в Республике Узбекистан ведется целенаправленная подготовка специалистов в области журналистики. В соответствии с постановлением Президента Узбекистан от 24 мая 2018 года за №ПП-3737 был создан Университет журналистики и массовых коммуникаций Узбекистана. Специализированная подготовка кадров в медийной сфере будет способствовать в стране: **а)** повышению качества подготовки и выпуску конкурентоспособной кадров в области журналистики в национальных вузах; **б)** содействию личностному и практическому росту будущих журналистов, ведению профессиональной публицистической деятельности; **в)** улучшению профессионального роста педагогических кадров, творческого поиска каждого педагога [Калугина Т.А., 2000: 145] в процессе обучения специалистов в области средств массовой информации.

Из этого следует, что изучение иностранных языков для будущих журналистов содействует формированию лингвистических профессиональных знаний, навыков и

умений. Приобретение филологических знаний журналистом развивает публицистическую деятельность, содействуя формированию профессиональной компетентности медийного профиля. Именно информационная направленность процесса обучения иностранного языка совершенствует умение и навыки будущего журналиста к систематизированию знаний.

Важно упомянуть, что владение иностранными языками обучающего трактуется как специальная подготовка к определенной профессии через обладание лингвострановедческую компетенцию. Творческие и личностные характеристики образованного человека со знанием иностранного языка наряду с его фундаментальной профессиональной базой являются важными ресурсами жизнеспособности и развития индивида. [Солодкова, 2015: 204].

Основными целями обучения иностранным языкам специалистов в области журналистики считаются: практическое овладение иностранным языком узбекских журналистов, а также формирование национальной медийной культуры в стране. Это, в свою очередь, ставит задачу перед руководителями и преподавателями вузов как создание условий для практического овладения иностранным языком.

Хотим подчеркнуть, что обучение иностранного языка студентов-журналистов это вроде вызова для преподавателя перед необходимостью поиска путей, обеспечивающих переход от общеязыковой подготовки к изучению публицистического языка. Важно не только заинтересовать будущих журналистов в изучении иностранного языка, но и преподнести его как профессионально значимый учебный предмет.

Иностранный язык является средством обмена информацией в формате устного и письменного общения. При том, что тематические аутентичные тексты, содержащиеся в рекламных проспектах, а также учебные пособия по основам журналистских знаний должны содержать ту публицистическую информацию, с помощью которой реализуется цель обучения иностранного языка.

Журналистская направленность обучения иностранному языку способствует: **1)** формированию публицистического кругозора и прессы культуры у студентов, пониманию сущности современных медийных явлений, умению находить наиболее актуальные и злободневные темы, связанных с реальностью; **2)** развитию речемыслительной деятельности и публицистического стиля мышления, на основе умения оперировать понятиями и суждениями средств массовой информации; **3)** совершенствованию речетворческой деятельности и навыков исследовательской работы; **4)** обучению и подготовке журналистов в узкоспециализированном направлении.

Примечательно, что весь курс обучения иностранного языка целесообразно делить на следующие уровни:

- первый уровень – базовый, который предусматривает овладение основами грамматики и лексическим материалом для участия в беседе на бытовые темы. На этом уровне происходит подготовка к работе с литературными и научными источниками по специальности;

- второй уровень – практическое владение иностранным языком в профессиональных ситуациях, что означает знание и умение профессиональной лексики на иностранном языке в рамках профессионального общения.

Отсюда следует, что студенты-журналисты в процессе обучения иностранного языка наряду с практическими умениями и навыками призваны приобрести также личностно-профессиональные качества, необходимые для профессиональной трудовой деятельности. Это в свою очередь, предусматривает достижение цели в рамках обучения иностранного языка посредством грамотно разработанных учебников и учебных пособий, которые охватывают методы и приёмы средств обучения.

Учебные пособия и рекомендуемые преподавателем литературы по изучению иностранного языка предусматривает последовательность тематики уроков в целях поэтапного освоения иноязычных знаний, умений и навыков.

В этом ключе, необходимо перечислить функции учебника иностранного языка:

- целенаправленность (ориентация на свободное владение иностранным языком);
- соразмерность требованиям педагогического процесса (усвоение фундаментальных знаний иностранного языка);
- ориентированность на контингент обучающихся (учет индивидуальных, возрастных, уровень знания иностранного языка);
- мотивированность (динамичное стимулирование познавательной активности обучающихся). Стоит добавить, что ведение беседы на иностранном языке в ходе и вне учебного процесса «формирует самостоятельное творческое и критическое мышление» студента. [Сиразеева А.Ф., Валеева Л.А., Морозова А.Ф., 2015]

Кроме того, учебные и методические пособия по иностранному языку являются краевым камнем в выполнении нижеследующих дидактических задач по:

- совершенствованию навыков техники чтения и правильного произношения;
- обогащению лексиконного запаса студентами изучаемого языка;
- развитию умения письменной речи и правильного составления предложения;
- обеспечению практического владения языком по специальности;

–формированию интеллектуальных способностей с умением самостоятельного поиска и извлечения необходимой информации журналисткой;

– развитию у студентов умений, помогающих им в самостоятельном продолжении образования для профессионального роста.

Вдобавок, один из основных путей специализированного обучения иностранному языку – это доходчивое объяснение преподавателем учащимся правила грамотного чтения и перевода текстов по специальности. Во многих случаях это тексты небольшие по размеру, с последовательным содержанием. Именно, «тексты сопровождаются опорой на логику предметно-понятийной сферы специализации студента». [Галкина И.А., 2016: 126]

Более того, в профессиональном обучении иностранному языку важную роль играет интерактивный метод, который преследует исключительно активное взаимодействие всех участников образовательного процесса. Структура интерактивного обучения состоит из коммуникативных элементов и учебной ситуации в аудитории, что очень важно для будущих журналистов.

Исключительно примитивные приёмы интерактивного обучения имеют высокую эффективность в изучении иностранного языка для студентов-журналистов: дискуссионные, игровые, тренинговые и т.д. Использование коммуникативного подхода в обучении иностранному языку способствует применению в учебном процессе групповых и индивидуальных форм. Это создает благоприятный психологический климат на занятиях, параллельно повышая уровень мотивации студентов, активно участвующих в различных играх.

Чрезвычайно важным является «создание на занятиях по иностранному языку положительной атмосферы успеха и системы поощрений, личной заинтересованности преподавательского состава и студентов в достижении высоких результатов в овладении иностранного языка профессии, учет профессиональных запросов при моделировании занятий, развитие познания и интеллектуальной деятельности в конечном итоге позволят повысить эффективность процесса обучения и в целом подготовить специалиста, способного составить конкуренцию на рынке труда [Солодкова И.М, 2008: 46].

В целом, осуществляемые реформы в стране требуют от журналистов наличия высокого уровня практического владения иностранным языком. Учитывая это необходимо акцентировать внимание на динамичном повышении эффективности процесса обучения иностранного языка в ходе подготовки специалистов в области средств массовой информации.

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## **О ПОВЫШЕНИИ РОЛИ ГОСУДАРСТВЕННОГО ЯЗЫКА**

### **On increasing the role of the state language**

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**Аннотация:** Автор статьи рассматривает актуальную тему государственного языка, которая затрагивает все сферы государственного управления. Уровень государственного языка всецело основывается на активной деятельности общества, качестве образования и научно-инновационном потенциале государства. Кроме того, автор приводит факторы, которые играют важную роль в повышении государственного языка.

**Annotation:** The author of the article examines the current topic of the state language, which affects all areas of public administration. The level of the state language is entirely based on the active activity of society, the quality of education and the scientific and innovative potential of the state. In addition, the author cites factors that play an important role in improving the state language.

**Ключевые слова:** язык, общество, традиции, ценности, лингвистическая экология, государственный язык, государственное управление, наука и инновация.

**Keywords:** language, society, traditions, values, linguistic ecology, state language, public administration, science and innovation.

В последние годы представители узбекской массмедии неустанно ведут полемику о необходимости принятия практических мер по повышению роли и значимости государственного языка в жизни общества, а также во всех уровнях системы государственного управления Республики Узбекистан.

Стоит отметить о наличии сильной корреляции между языком и обществом. Естественно, что население может значительно воздействовать на функционирование языка в конструктивном и деструктивном плане, а язык, в свою очередь, всецело отражается на речевом поведении народа. Ведь каждый язык – это своеобразная лингвистическая экология, которая изучает тенденции языковой деградации и речевого совершенствования.

В частности, каждый язык имеет уникальную народную самобытность и социально-культурное происхождение, которые основываются на национальном колорите в виде сочетания разнообразных черт и форм культурного развития, а также межкультурного взаимодействия.

В данном контексте, следует упомянуть, что «в жизни языка и общества наблюдаются два противоположных процесса: один – разрушает традиции, нормы, стандарты, а другой – упорядочивает явления, создает новые структуры, модели, образцы» [Павлова Л.Г., 2010: с.68]. В частности, именно «специфические традиции и нормы языка играют положительную роль в изучении» [Дроздова О.Е., 2013: с .64] языкознания исследователями.

По словам Вильгельма фон Гумбольдта, «язык — орган, образующий мысль, следовательно, в становлении человеческой личности, в образовании у нее системы понятий, в присвоении ей накопленного поколениями опыта языку принадлежит ведущая роль» [В. фон Гумбольдт, 1984: с .78].

А сам «государственный язык — язык, имеющий законодательно закрепленный самый высокий юридический статус в государстве, выполняющий интеграционную функцию в рамках данного государства в политической, социальной, экономической и культурной сферах, в законодательном порядке использующийся в официальных сферах общения и выступающий в качестве символа данного государства» [М.В. Орешкина, 2020: с.110].

Важно подчеркнуть, что повышение уровня государственного языка внутри страны и за её пределами зависит от степени активной деятельности следующих субъективных факторов:

***Во-первых, формирование и развитие правительством национальной культурной инфраструктуры.***

Государство несет полноценную ответственность за сохранение и совершенствование госязыка. Следует отметить, что объём функций и сферы применения государственного языка в значительной степени определяются социально-коммуникативной системой общества, а также обозначенными задачами языковой политики действующего правительства.

На современном этапе лингвистического развития многие правительства акцентируют внимание на детальном изучении языковых особенностей, факторов, оказывающих влияние на формирование общественных потребностей и интересов, которые имеют свойство стремительно быстро трансформироваться.

В свою очередь, нужно отметить, что государственная языковая политика является высшей иерархической структурой в национальной инфраструктуре культуры. При этом определение задач и рациональное ведение культурной политики государства выступает в качестве главного атрибута широкого продвижения для всестороннего воспитания населения страны и формирования современного общества на основе межнациональных культурных ценностей.

Таким образом в повышении уровня государственного языка важную роль играет создание рациональных условий для динамичного совершенствования культурной жизни населения страны при полном соответствии и удовлетворении духовных потребностей.

Следовательно, важной функцией государственного языка в многонациональной стране является его становление в статусе де-факто межнационального общения народов.

***Во-вторых, увеличение доли человеческого капитала органами государственной власти путём наращивания научного потенциала и внедрения инноваций в перспективные отрасли национальной экономики.***

Считаем, что целенаправленное и качественное обучение во всех уровнях образования на базе национального лингвистического материала прочно формирует народные ценности и традиции в сознании обучающихся.

Именно развитие научно- инновационного потенциала на государственном языке выполняет функцию производственной силы общества, который открывают новые векторы

производства на основе новейших открытий, в частности в сферах искусственного интеллекта, биотехнологий, информационных технологий и т.д.

На сегодняшний день ситуация в мировой арене явно показывает международному обществу, что главными конструктивными факторами духовного производства считаются - воспитание, образование, наука и инновация, которые обеспечивают достижение высоких результатов в культурном развитии страны.

При этом культурное развитие путём широкого распространения государственного языка стимулирует: *а)* формирование научного взгляда у обучающихся в отношении языка и языковых фактов; *б)* владение определенным набором знаний лингвокультурологического характера, что создает твердую основу в становлении человека как личности; *в)* освоение населением компетенций коммуникативного, лингвистического, социокультурного характера [Н.М. Мекеко, 2009: с.76].

***В-третьих, наличие тесного сотрудничества между наукой и производством в различных стратегических отраслях, а также осуществление публикаций книг и научно-методических литератур в приоритетных направлениях науки национальными учёными и научно-исследовательскими институтами.***

Для наличия высококвалифицированных специалистов и общепризнанных учёных в приоритетных отраслях национальной экономики необходимо целенаправленное совершенствование научно-исследовательской деятельности во всех уровнях образования страны на государственном и иностранном языках.

В дальнейшем это приведёт к интенсивному повышению количества научного персонала в вузах и научно-исследовательских институтах. Весьма принципиально важным условием обеспечения повышения научного потенциала, в первую очередь молодых и перспективных, а также публикаций необходимых литературных источников на государственном языке является финансовая стабильность и материальная обеспеченность представителей научно-образовательной сферы. На первоначальном этапе это требует полноценной государственной поддержки с последующим привлечением внешних и внутренних инвестиций.

Также в перспективе тесная взаимосвязь между наукой и производством предаст не только дополнительный импульс экономическому росту ВВП государства, но и:

- повышению объема знаний при публикации научных трудов, что будет основой при формировании конкурентоспособного научного поколения;



- получению новых достоверных знаний и научно обоснованных товаров, которые воспринимаются как духовный и научный ресурс - «активы, производящие привлекательность» [Э. Ф. Макаревич, 2017: с.28];

- совершенствованию национальной духовной культуры страны, что способствует к увеличению количества людей, правильно воспринимающих и осознающих происходящее внутри страны и за рубежом.

Более того, хотим выделить нижеследующие практические меры на государственном уровне, которые содействуют повышению роли государственного языка:

1) ведение теле и радиопрограмм с публикацией книг, журналов, газет по грамотному изъяснению и писанию на государственном языке;

2) употребление общепонятных слов и выражений для понимания госслужащими простого языка при коммуникации с обычными гражданами и представителями гражданского общества;

3) повышение культуры речи населения посредством ведения государственной политики по распространению внятного, вежливого и тактичного общения между людьми.

В целом, знание государственного языка следует рассматривать как путь совершенствованию системы госслужбы, а владение несколькими языками как катализатор ускорения инновационных проектов и повышения возможностей для качественного и эффективного управления.

Ведь, как отмечают зарубежные исследователи, хороший профессиональный язык госслужащих – признак качественного управления (good governance) и «хорошего» правительства (good government), в то время как плохой язык – признак «плохого» правительства (bad government). И владение государственными служащими родным, а также иностранными языками и культурой устной и письменной речи на высоком уровне может стать одним из основополагающих факторов развития не только системы государственного управления, но и общества в целом [Л.В. Ведмецкая, 2012: с.182].

Вдобавок, полагаем целесообразным разработать новые механизмы повышения уровня государственного языка на основе глубокого и всестороннего анализа множества факторов, отражающих социально-культурный потенциал государства.

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## **FRACTAL PEDAGOGY USED IN EDUCATIONAL MODELS AND TECHNOLOGIES**

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**Annotation:** The article presents the theoretical and methodological prerequisites for the formation and development of fractal pedagogy. In addition, the scientific justification of the principles of fractal pedagogy, its features and principles are considered and given. The result of the research is to determine the structure of personal and professional self-development of the teacher (motivational, design, activity-practical, reflexive, emotional volitional components). The presented research is considered as a variant of understanding the problem of personal and professional self-development of a teacher from a new perspective. Fractal methodology applicable to the problem of self-development of the teacher can be the Foundation for various psychological and pedagogical research in their perspective.

**Keywords:** algorithms, methods, educational models, technologies, fractal pedagogy

Self-development in a rapidly changing socio-cultural environment is one of the main compensations, since an actively developing specialist is able to meet the modern problems and new requirements of the professional environment. Philosophical understanding of the problems of our time allows us to formulate this article: all that is known about the future is not known how

it will be. In this regard, it is necessary to train a specialist to act in conditions of uncertainty. The effectiveness of solving non-standard tasks under constantly changing conditions is directly related to the process and results of personal and professional self-development.

Digitization of society and the emerging global information network fundamentally change the processes of personal development and self-develop define their characteristics and dominant vectors. Self-development of the teacher takes place in the macro - system of integrated education environment-the macro-system of interaction microeconomics, opportunities and interpretations. The process of personal and professional self-development of the teacher in the conditions of the educational system is fractal in nature.

The goal. Identification of the methodological bases of fractal Organization of the process of personal and professional self-development of the teacher in improving the modern educational process, development of fractals classification, self-development process.

In modern environmental conditions, there is an opportunity to consider the teacher's self-development problem in a new way, to determine the prospects of the teacher in modeling and designing the process of personal and professional self-development[Madjuga A.G.,2015, 15].

A brief analysis of the scientific works of other scientists on the topic. The self-development of the teacher should be based, first of all, on the content of motivating changes and the implementation of this process. The notorious psychologist V. Frankl considered the desire of a person to seek and realize the meaning of his life as a characteristic motivational feature for all people. V. Frankl argued that it is impossible to give meaning, it is necessary to find it. Having understood the meaning, a person realizes himself: “the self-realization of a person occurs on his own—not as a goal, but as a result of the realization of the meaning” .

Fractal (Latin fractus - crushed, broken, broken) is a geometrical form, in which a certain part is repeated repeatedly with changes in size. Researchers of this new field believe that the father of the theory of fractals is Fronka-American mathematician professor Benue Mandelbrot (born in France). In the last decade of the 1960s, Mandelbrot called his scientific work “fractal geometry” or “nature geometry” (about which he writes in his work “fractal geometry of nature” - “The fractal geometry of nature”). The purpose of fractal geometry is the analysis of broken, twisted and irregular shapes. B.Mandelbrot used the word fractal for these forms, consisting of fragments and parts.

B.Mandelbrot other scientists Clifford A.Pikkover (Clifford A.Pickover), James Gleick (James Gleick) or G.O.Peytgen (H.O.Peitgen) kengaytirishga moves the field of fractal geometry, that is, from predicting the prices of securities in the market to the practical application of them all over the world, to the fulfillment of new discoveries of Theoretical Physics.

Fractals are often used in science. The main reason for this is that it very accurately describes the existence in relation to traditional physics or mathematics.

The scientific essence of the article. Fractal in general terms is a structure in which the main properties are self-similarity and repeatability, that is, fractals are collections that have self-similarity. Self-similarity is expressed by the presence in the general form of a replicated element—a fractal (self-similar structure). In other words, the Fractal can be defined as an infinitely similar geometrical form, each of which is repeated with a reduction in the fraction. Thus, the tree horn is similar to the tree itself, so the tree has a fractal structure. Fractals are one of the subjects of the study of synergetics, it examines complex self-organizing systems, and the researcher needs to be structured in order to initially perceive the object under study as a fractal structure corals, starfish, shells, flowers, bronchi, blood vessels, nervous system and many other living nature objects have a clear fractal structure. A vivid example of this is the program of hereditary development, which is absorbed into the genes and is included in the composition of all cells, each of which can multiply the whole organism, similar to the original one. Chemical elements that change their properties depending on the charge of molecules and atoms, their atomic nuclei, crystal lattice and chemical bonds are fractal in their essence. Clouds, seashores, lightning, snowflakes, frosty patterns and other inanimate phenomena are also fractals.

## **2. Methodology**

Fractal multiplies itself in these objects at each subsequent level on a smaller scale. Many natural objects are distinguished from ideal mathematical fractals by the fact that the structure is not repeated and inaccurate; in this sense, natural structures are quasi-fractals. To the greatest extent, fractal ideas are used precisely and in natural sciences. But the feature of similarity is possessed not only by Fractal mathematical collections and natural objects, but also by socio-cultural phenomena. It is known that currently, fractals are widely used in computer graphics, physics, and various other natural sciences, as well as in the design of antennas in radio engineering, in the processing of signals in telecommunications, as special effects and visualization elements in film and television, in the light industry, in the drawing of patterns for modern designs on fabrics and carpets, etc. In other words, fractals exist everywhere [Madjuga A.G., 2015, 19].

The principle of fractality is attributed to many social processes, in this sense it is possible to characterize any side of life on the basis of fractal nature. Examples of the Fractal Organization of socio-cultural systems: words, texts, music, patterns, Russian houses and the architecture of the eastern pangodas, cities and neighborhoods in them. The multifaceted nature of the objects, phenomena and systems in the list emphasizes that the fractal contains everything. To

characterize the disproportionate fractal of socio-cultural systems and objects, we use the term "conceptual fractal". The conjugal fractal is expressed in the form of socio-cultural practice in the conditions of a particular culture. The similarity of the conjugal fractal itself is revealed at the level of concepts, ideas, conceptions, mental constructions, configurations, as well as relations between them. Conceptual fractal self-multiplying at all levels and scales of a certain degree of structure. In such a structure, the conceptual fractal is the creator algorithm of the organization. On a Global scale, one can argue that the whole socio-cultural world is a congestive fractal.

The idea of fractals in technical sciences is not a novelty. Hence, in different science based on fractal methodology, different levels on it is based on the similarity of social systems, the cyclical nature of trends and the legitimacy of events are considered, socio-political and other fractal models are created.

The methods used in the study. The study of the akmeological process of personal and professional self-development of the teacher in the modern educational process is based on fractal methodology. In science, this methodology is used in the study of objects characterized by instability and randomness of connections between structures and components. The philosophical and methodological basis of the study is the fractal and chaos ideas in the dynamical systems, while fractal and randomness are regarded as a single integral process.

When we talk about the Fractal methodology of the process of personal and professional self-development in the improvement of the modern educational process, we understand the set of ideas and worldview positions that underlie the personal and professional scientific and pedagogical development of the teacher based on the consideration of this process from the point of view of the theory of fractals. The leading approach to the study of fractal Organization of the process of personal and professional self-development of the teacher in the modern educational process is an integrated-ecological methodological approach. This approach allows to better understand the essence of fractal Organization of self-development of the teacher in modern environmental conditions [Madjuga A.G.,2015, 23].

Building the scientific concept of "fractal pedagogy", we were based on the philosophical positions about man as a bio-psycho-socio-cultural existential phenomenon (Aristotle, E. Huserl, G. V. Leibniz, A. E. Kazachinsky, M. Mamardashvili, F. Nietzsche, V. I. Slobodchikov, V. N. Sagatovsky, V. Frankl, M. Heidegger, etc.), the investment theory of creativity (R. Stenberg, T. Lubart, etc.), theories of self-organization (V. I. Arshinov, V. G. Budanov, M. G. Gapontseva, E. N. Knyazeva, S. P. Kurdyumov, V. S. Stepin, N. M. Talanchuk, V. A. Fedorov, I. R. Prigozhin, G. Haken, etc.), theories of fractals (V. E. Voitsekhovich, B. Mandelbrot, V. V. Tarasenko, S. D.

Khaytun, etc.), noospheric (G. M. Komarnitsky, N. V. Maslova), health-creating (V. V. Kolbanov, A. G. Majuga, N. N. Malyarchuk, I. A. Sinitsina, G. Spencer, L. G. Tatarnikova, S. Frenet) and holistic types of education (Sh. A. Amonashvili, A. V. Voznyuk, L. S. Vygotsky, A. Maslow, J. Miller, M. Montessori, K. Robinson, I. Pestalozzi, Plato, K. Rogers, J. J. Rousseau, A. I. Subetto, F. Froebel, R. Steiner, etc.).

The essence of the integrated environmental approach lies in the holistic combination of different components that were previously separated. The integration-ecological approach is based on the understanding of the unification of the educational environment as a unit of their diversity, thereby creating a new object with the emerging qualities and potential opportunities of the elements, their relations and relationships. In the research presented in the article, pedagogy is also used in the connection of Science with social (psychology, philosophy, etc.) and technical sciences (computer graphics, engineering graphics, etc.). The methodological basis of such a connection between technical and Social Sciences, in particular pedagogy, is an integrated environmental approach. The establishment of such a scientific relationship is qualitatively different, at a high level it allows the teacher to substantiate the use of fractal methodology in the study of personal and professional self-development. In obtaining the results of the study, scientific methods such as analysis, synthesis, abstraction, generalization, classification and others were used.

Results and practical examples. At the formal - semantic level, fractal self-development (self-development, self-management, self-efficacy, self-introduction, self-organization, self-regulation and other components of the self-management system) can be identified. The concept of "self -" introduces the following concepts into complex concepts: the direction of the action in relation to itself; the involuntary, independent execution of the action. For example, a modern teacher has the quality of self-management and is the initiator of a continuous independent educational movement .

It should also be noted that the existing concept of "self" is interpreted as an expression of the psychological integrity of individuals, and by combining the conscious and unconscious parts of the psyche, selfishness distinguishes the individual from the surrounding world. It should be said that the importance of the concepts of "self-management" is defined as the ability of higher education to establish and implement the priorities of its activities, in particular, self-organization and self-development, as well as methods of improving it on the basis of self-esteem, in the state educational standards.

Thus, it can be understood that the group of concepts "self-" is the only system that combines the psychological concepts of a homogeneous structure with two common features:

- the meanings they describe have a psychological character;

- the subject and object of the described activity belong to the same system.

At the same time, these concepts are multifaceted, not similar to each other, and the selected fractal “self-” only formally expresses their essence.

The personal and professional self-development of the teacher includes motivational, designing, practical-activity, reflexive and emotional-willed procedural components. Corrective actions of personal and professional self-development determine the implementation of this process on the principle of concentricity, as a result of which in the circle there is a transition to new levels of development, that is, self-development has a permanent feature (Figure 1).



1-picture. Structure of personal and professional self-development of the teacher (compiled by the author)

The result of the research presented in the article is to determine the Fractal essence of the teacher's personal and professional self-development process, to determine in the context of integrated education and to develop the classification of fractals on this basis and the environment in which this process is carried out.

The developed classification of fractals is based on the following.

- \* structural and procedural parts of personal and professional self-development of the teacher;
- \* the structure of the integrated educational environment in which the teacher's self-development process is carried out;

- \* opportunities and resources of professional development integrated learning environment.

As a result of this study, the main conceptual fractals of the teacher's personal and professional self-development process, structural fractals of the integrated learning environment, as well as the phenomenon fractals of the teacher's self-development in this environment were identified. The fact is that the selected fractals are congruent fractals, their mutual similarity at the level of concepts and ideas, and also reveals the existing relationships between them.

The main konsereptual fractal. V. Based on the ideas of Frankl, it can be argued that the personal and professional self-development of the teacher is of a figurative nature, and the meaning is the driving force of the process of self-development. The teacher himself creates a developing environment, unites his Resources personally with important meanings.

In this regard, it is appropriate to talk about akmeology of meaning - a system of views, knowledge and ideas about understanding the meaning of personal and professional self-development in conditions of a dynamic environment. Akmeology of meaning is the main vector that determines the personal and professional self-development of the teacher

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**XITOIDA JURNALISTLARNI TAYYORLASHNING O‘ZIGA XOS JIHATLARI**

**(Characteristics of training journalists in china)**

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**Annotatsiya:** Ushbu maqolada Xitoy Xalq Respublikasida ommaviy axborot vositalarini o‘rni va ro‘li shuningdek, Xitoyda jurnalist, media xodimlari faoliyati, ularning ish jarayonlari haqida ma’lumot berilgan. Xitoy axborot saytlari , gazetalar va jurnallar haqida, ularning faoliyati haqida qisqacha yoritib o‘tilgan. XXR oliy ta‘limda jurnalist kadrlar tayyorlash, bakalavr, magistratura yo‘nalishlarida ta‘lim jarayonlari haqida bayon etilgan.



**Annotation:** This article provides information on the role and place of the media in the People's Republic of China, as well as the activities of journalists and media workers in China, and their work processes. Here is a brief summary of Chinese news sites, newspapers and magazines and their activities. It describes the process of training journalists in higher education in the PRC, bachelor's and master's degrees.

**Kalit so'zlar:** strategik, televideniya, radio, sun'iy intellekt, komitet, aspirantura, laboratoriya.

**Keywords:** strategic, television, radio, artificial intelligence, committee, graduate school, laboratory.

O'zbekiston – Xitoy hamkorlik munosabatlari keng ko'lam kasb etib, strategik sheriklik aloqalari yuksak darajaga ko'tarilmoqda. So'nggi yillarda O'zbekiston va XXR davlatlari o'rtasidagi munosabatlar yanada faol rivojlanganini ikki davlat ommaviy axborot vositalari o'rtasidagi hamkorlik kuchayganidan ham ko'rishimiz mumkin. Yurtimiz jurnalistlari, televideniya xodimlar Xitoyga tashrif buyurib, Xitoylik jurnalistlar bizning yurtimizga kelib media olamidagi yangiliklar bilan tanishmoqda, tajriba almashmoqda.

XXR da ommaviy axborot vositalari tutgan o'rini alohida qayd etish joiz. Televideniya, radio, matbuot va internet-jurnalistika texnik imkoniyatlari havas qiladigan darajada. Markaziy va hududiy telekanallari yuqori tiniqlikdagi sifat, yangiliklarni uzatishda tezkorlik, lavha va xabarlardagi rang ayni shunday yondashuv keng shakllangan. Har bir nashr o'z saytiga ega. Saytlar o'z tartib-tamoyillaridan kelib chiqib, yangilik hamda voqealarni qisqa va lo'nda qilib uzatadi, ularning to'liq tafsiloti bilan esa gazeta orqali tanishish mumkin. Matbuotni o'qish odamni kitobga yo'naltiradi, bu esa teran fikrlashga, keng dunyoqarash egasi bo'lishga yo'l ochadi, deb hisoblaydi xitoyliklar. Umuman olganda, matbuotning bugungi kungacha barqaror rivojlanishiga aholining matbuotga intilishi va davlatning muntazam ravishda gazeta-jurnallarni qo'llab-quvvatlashini - asosiy omil sifatida ko'rsatish mumkin. [ Li Lianrong. 2009:160]

Gazetalar hajmi jihatidan Xitoy dunyoda birinchi o'rinda turadi. Markaziy nashrlar besh milliondan boshlab, o'n million nusxagacha chop etiladi. Hududiy gazetalar ham juda rivojlangan. Nafaqat provinsiyalar, balki uning tarkibidagi shahar va tumanlarning o'z nashrlari ham bo'lib, mamlakatda obuna masalasi markazlashgan holda amalga oshiriladi.

Mamlakatning eng ommaviy "Sinxua", people.com.cn, Sina.com, Xinhuanet.com internet saytlarida bir kecha kunduzda turli tillarda 10 mingta yangilik axboroti tarqatiladi. Xitoy kommunistik partiyasi mamlakat mediatizimlari rivojlanishi uchun sharoit yaratmoqda. 2014 yil 18 avgustda XKP Markaziy Komitetining "An'anaviy va zamonaviy mediatarmoqlarini uyg'unlikda rivojlantirish to'g'risida"gi qaroridan so'ng bosma va elektron ommaviy axborot

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vositalari tuzilmalari yangi bosqichga ko'tarilishi kuzatilmoqda. Mamlakatning barcha xalq, millat va qavmlari tili hamda yozuvidagi matbuot zamonaviy texnologiyalar bilan ta'minlandi. Milliy mutaxassis – jurnalistlar tayyorlash Davlat dasturi amalga tadbiiq etildi.

XXR da jurnalist-pedogoglarni tayyorlashga alohida e'tibor qaratiladi. Hamma journalist va ishchi xodimlar bir-birini ko'rib turadi. Lekin har bir ijodiy xodimga g'oyat qulay ish sharoiti yaratilgan: eng zamonaviy kompyuter, yagona lokal tarmoq, harakatlanuvchi kursi mavjud. Har bir xodim o'rni atrofi oyna bilan o'ralgan yarim aylana stol va 9 kvadrat metr joydan iborat. Jurnalistlar qisqa vaqt dam olishi uchun bino tomida bog' ham yaratilgan.

Xitoyda sun'iy intellekt asosida ishlaydigan va matnlarni mustaqil o'qiy oladigan virtual teleboshlovchidir keng ommaga taqdim etildi. Sun'iy intellekt xitoyliklarning ovozi, lab harakati va yuz ifodalarini o'xshata oladi. U hozircha xitoy va ingliz tillarida dasturlarni olib boradi. Virtual diktir har kuni 24 soat uzluksiz ishlay oladi. Bu esa yangiliklarning tezkor va davomiyligini ta'minlaydi. Bundan tashqari, ushbu texnologiya favqulodda axborot tarqatish kerak bo'lgan hollarda juda foydali.

Xalqaro jurnalistlarni XXR universitetlarida o'qitishning asosiy maqsadi- Xitoyda ham, ingliz tilida so'zlashadigan mamlakatlar media tashkilotlarida ishlay oladigan mutaxassislarni ishlab chiqarish. So'nggi o'n yil ichida ushbu turdagi ta'limning jadal rivojlanish dasturlari Xitoy jurnalistika ta'limi tizimida o'ziga xos mavqega ega bo'la boshladi.

Hozirgi kunda Xitoyning bir qator nufuzli universitetlarida jurnalistika yo'nalishi bo'yicha asosiy o'quv kursi 4 yillik o'quv kursi bo'lib, to'rtta mutaxassislik bo'yicha o'qitishni ta'minlaydi: jurnalistika (shu jumladan uchta mutaxassislik: gazeta, foto va internet -jurnalistika), radio va televidenie jurnalistikasi, reklama va nashriyot. Xitoyda faqat ikkita universitet – KNU (Xitoy neft univetsiteti) va Fudan universiteti - jurnalistikada magistrlik va fan doktori ilmiy darajalarini berish huquqiga ega.

Shuningdek, KNU Jurnalistika instituti quyidagi yo'nalishlar bo'yicha aspiranturaga qabulini o'tkazadi: jurnalistika tarixi, jurnalistika nazariyasi, amaliy jurnalistika, televidenie va radio jurnalistikasi.

Xitoylik tadqiqotchilarning fikricha, Xitoyda jurnalistika ta'limi mamlakat ommaviy axborot vositalarining amaliy faoliyatiga yanada jiddiyroq ta'sir ko'rsatishi uchun hali ko'p ishlar qilish kerak. Jumladan, jurnalistika fakultetlarida ishlaydigan o'qituvchilar hamda o'quvchilar o'z huquqlarini himoya qila olishlari lozim deb hisoblashadi. Media sohasida vaziyatni tartibga soluvchi nazariy, amaliy va ta'limiy jihatlarni shakllantirish bu sohani yanada rivojlantirishga hissa qo'shadi. Bu borada Shanxayda jurnalistika fakultetlari va ommaviy axborot vositalari o'rtasidagi aloqani, talabalarning ommaviy axborot vositalarida amaliyoti davomida amalga

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oshiriladigan aloqani yanada mustahkamlash zarurligini ta'kidlash lozim albatta. Bo'lajak jurnalist talabalar uchun ommaviy axborot vositalari ya'ni media markazlar "tabiiy media laboratoriya" vazifasini bajaradi va shu bilan birga, bunday media markazlar bilan hamkorlik qilish talabalar uchun foydalidir. [Li Dingxin Mixaylov S. A. Vu Li Chjan Xefeng Chiu Jui-Xui,2006:97]

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## **TALABALARNING KREATIV TAFAKKURINI RIVOJLANTIRISH UCHUN NOODATIY USULLARDAN FOYDALANISH**

**(Use of unusual methods to develop students 'creative thinking)**

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**Annotatsiya:** Maqolada kreativlik tushunchasi, uning ahamiyati, inson tafakkuri ko'pqirraligi, undagi fikrlash shakllari haqida so'z boradi. Yangi g'oyalarga intilish va o'rnatilgan stereotiplarni o'zgartirish hayotiy muammolarni yechishda noodatiy fikrlash zarurati tushuntiriladi. Kreativlikni oshiruvchi original mashqlar keltiriladi.

**Annotation:** The article discusses the concept of creativity, its importance, the diversity of human thinking, the forms of thinking in it. Striving for new ideas and changing established

stereotypes explains the need for unconventional thinking in solving life's problems. Here are some original exercises that will increase your creativity.

**Kalit so'zlar:** kreativ fikrlash, stereotip, innovatsiya, ijod, qutbli tafakkur.

**Keywords:** creative thinking, stereotype, innovation, creativity, polar thinking.

Bugun dunyoda yuz berayotgan to'rtinchi sanoat tamaddunining dvigateli — harakatga keltiruvchi kuchi bu kreativlik. Atrofga boqsangiz har tomonda inson ijodkorligining beqiyos va hayratlanarli namunalariga duch kelasiz: elektron xizmatlar, virtual reallik, to'rtburchakli tarvuzlar, tuproqsiz hosil olish va h.k. Bularning barchasi inson tasavvuri, tafakkuri mahsuli. Bugun biz uchun odatiylik kasb etayotgan kitob, musiqa, bino, samolyot, hatto lampalar ham qachonlar orzu va tasavvurda bo'lgani, aql-idrok samarasi o'laroq yaratilgan. G'ildirakning kashf etilishidan boshlangan yaratuvchanlik namunalari bugun koinotda kezib yuribdi. Innovatsiyalar kundalik turmushimizda kulayliklar yaratadi, og'irimizni yengil, uzog'imizni yaqin qiladi. Shu tarzda kreativlik taraqqiyotning ajralmas bo'lagiga aylangan. Har bir sohada ijodiy fikrlovchi mutaxassislarga talab katta. Olim, muhandis, professor-o'qituvchi, shoir, yozuvchi, rassom, aktyor, me'mor, muharrir, dizaynerlargina emas, hatto bajaruvchilikka asoslangan kichik mutaxassislarga ham ijodkorlik zarurati seziladi. Dunyoga mashhur dasturiy mahsulotlar, mobil telefonlar ishlab chiqarish kompaniyalar mutaxassislaridan har kuni yangi g'oya so'raladi. Mehnat bozorida kreativ fikrlovchi mutaxassislarga talab oshib borayotgan ekan, ta'lim jarayonida o'quvchi-talabalarning mazkur qobiliyatini shakllantirish, rivojlantirish dolzarb vazifadir. Haligacha ta'lim tizimida ko'plab yondashuv va metodlar ijodiy fikrlash emas, talqin va tahlilga, ya'ni berilgan ma'lumotni to'g'ri tushunib, to'g'ri yetkazib bera olishga, nari borsa, berilgan bir necha axborotlarni umumiyLashtirib, xulosa chiqara olishga yo'naltirilgan.

Xo'sh, tahsil oluvchilarni ixtiro, kashfiyotlar amalga oshirish uchun qanday qilib kreativ fikrlashga o'rgatish mumkin? Innovatsiya yaratish uchun tafakkurda qanday o'zgarishlar kechishi lozim?

Shaxsda kreativlik sifatlarini rivojlantirish uchun dastlab "kreativlik" tushunchasining mazmunini aniqlash talab etiladi. Kreativlik so'zi inglizcha "create"dan olingan bo'lib, yaratish ma'nosini beradi[1]. Kreativlik deganda insonning yangilik yaratish, muammolarni yechishga qaratilgan ijodiy qobiliyati tushuniladi. Uning tag zamirida originallik, amaliylik, noodatiylik va erkinlik yotadi. Shuningdek, kreativ fikrlash muayyan masala yuzasidan har tomonlama fikrlash, bir nuqtaga turli rakursdan qaray olishni anglatadi.

Kreativlik shaxsni rivojlantiruvchi kategoriya sifatida inson tafakkuri, ma'naviyatining ajralmas qismi hisoblanadi, u shaxs ega bo'lgan bilimlarning ko'pqirrali ekanligida emas, balki

yangi g'oyalarga intilishda va o'rnatilgan stereotiplarni isloh qilish va o'zgartirishda, hayotiy muammolarni yechish jarayonida kutilmagan va noodatiy qarorlar chiqarishda namoyon bo'ladi. Ya'ni berilgan bilimlarni takrorlash orqali kreativlikka erishib bo'lmaydi, ijodiy fikrlash jarayonida yangi fikr, yangi g'oyaning paydo bo'lishi asosiy shartdir. Masalan, ingliz tilida so'zlarni yodlab, grammatik qoidalarni “suv qilib ichib” yuborgan bo'lsangiz ham, insho yarata olmasangiz, barchasi samarasizdir. Shuning uchun kreativ fikrlash jarayonida tasavvur muhim rol o'ynaydi. Albert Eynshteyn “tasavvur bilimdan muhim” deganida aynan mana shu jihatni nazarda tutgan. Ko'pincha noodatiy fikrlar, yechimlar kutilmaganda inson xayoliga keladi. Buning uchun avvalo inson fikrlash jarayonidagi bir xillikka, odatiylikka barham berilishi lozim.

Qoliplardan voz kechamiz. Inson miyasi o'z ishini “yengillashtirish”, “qulaylashtirish” uchun shablon va stereotiplardan foydalanadi. Stereotiplar shu paytgacha ma'lum bo'lgan va umumqabul qilingan fikrlardir. Ular asosida fikrlash bizga hech qanday yangi g'oya bermaydi. Qoliplarning yuzaga kelishida jamiyatda ustuvor bo'lgan ijtimoiy fikr, mediamahsulotlarda taqdim etilayotgan shakl va ko'rinishlar ham yetakchi o'rin tutadi. Inson ommadan ajrab qolmaslik nuqtai nazaridan hammaning fikriga qo'shiladi. Qolaversa, “oqim bo'ylab suzish” mustaqil fikrlashdan ko'ra oson tuyuladi. Stereotiplar orqali fikrlaganda muayyan mavzu bo'yicha inson onggiga “so'rov” berilganida odatiy ma'lumot va mulohazalar yuzaga keladi. Masalan, “yangi yil” deganda to'kin dasturxon, reklamadan tushmaydigan gazli ichimliklar, archa va h.k.larni tasavvur qilish, bobo obrazida qo'lida hasa tutgan, ko'zoynakli cholni ko'rish qolip asosida fikrlashning ko'rinishi. Kreativ fikrlovchi insonlar odatiy manzaralardan o'zgacharoq tasvirlarni ham tasavvur qilib, hech kim ilg'amagan jihatlarni payqaydi, yangilik yarata oladi.

Eng ajablanarli jihati ta'lim-tarbiya jarayoni ham bolalarni bir xil qolipda fikrlashga o'rgatib qo'yar ekan. Hatto mashhur ixtirochi va kashfiyotchi olimlarning aynan maktabdagi ta'lim jarayonidagi bir xillikka ko'nika olmagan, qoliplarga sig'maganini ko'rishimiz mumkin. Masalan, Albert Eynshteynning maktabdan haydalihi yoki Dmitriy Mendeleyevning kimyo fanidan “uch” olishi bunga misol bo'la oladi.

Ken Robinson tomonidan tayyorlangan va YouTube saytida 5 million marta tomosha qilingan “Maktab kreativlikni barbod etyaptimi?” nomli video lavha ham mana shu xususida fikr boradi. Harf o'rganish jarayonidayoq bolalarning belgilangan chiziqlar bo'ylab qalam tortib yozuv yozishi, topshiriqlar bajarishda namunalar orqali ishlash, adabiyot darslarida asarni qanday tushunish kerakligi to'g'risida ma'lumotlar berilishi, pedagoglarning yaxshi bajaruvchilarni yaxshi baholashlari natijasida bolalar qoliplar doirasida fikrlay boshlaydi. Oqibatda ko'plab yoshlar topshiriq berilsa, namuna bormi deb so'raydigan holga kelgan. Bu oldin mavjud bo'lgan modellar asosida ishlashga o'rganib qolish natijasi. Bunday vaziyatni bartaraf etish uchun o'quv jarayonida

ijodkorlik sifatlarini tarbiyalashga ahamiyat qaratilishi maqsadga muvofiq. Masalan, o'quvchilarga “sizga bir kunda 86400 AQSh dollari berilsa, uni nimalarga sarflagan bo'lar edingiz”, kabi noodatiy savollar berilishi mumkin. Bu savol o'quvchidagi topqirlik, bilag'onlik, ijodkorlik, masalaga turli nuqtai nazardan qaray olish, yashirin jihatlarini ochish kabi xislatlarni rivojlantiradi. Sababi 86400 soni bir kundagi soniyalar miqdorini anglatadi. Savol orqali o'quvchiga har bir soniya qiymati anglatiladi, uni behaduga sarflamaslik uqtiriladi. Agar o'quvchi savol tagidagi asl mohiyatni anglamasa, unda kreativ va evrestik sifatlar past hisoblanadi.

Qolip va stereotiplar asosida fikrlashning bir necha ko'rinishlari bor. Masalan, qutbli tafakkur — hamma narsani ikki shaklda yaxshi yoki yomon deb qabul qilish, dunyoni oq va qora rangda ko'rishdir. Aslida yaxshi yoki yomon narsaning o'zi mavjud emas, uni bizning fikrlarimiz shundayga aylantiradi. Har bir holat va jarayonning ijobiy va salbiy jihatleri bor. Bir tomonlama yondashuv, asoslanmagan xulosalar ham stereotiplar asosida fikrlashning ko'rinishlaridir.

Ijodkorlikni yuzaga keltirish uchun stereotiplarning ong osti darajasida ijoddan cheklovchi funktsiyasi, shablonlardagi to'siqni anglash, qoliplardan voz kechish zarur. Kumir, brend va modaga ergashish — mustaqil fikr kushandasi hisoblanadi. Kiyinish, o'zini tutish, kasb tanlash, hatto fikrlashda taqlid bunyodkorlik faoliyatidan cheklashi mumkin. Shuning uchun nega aynan shu kiyimni tanladim, nima uchun shu ichimlikni xarid qilyapman, deb OAV, reklama orqali insonni onggiga majburan singdirilayotgan ta'sirlardan voz kechish o'zining mustaqil qarorini qabul qilishga, media izolyatsiyasidan chiqishga sabab bo'ladi. Shunga o'xshagan kichik narsalardan boshlab keyin ijodiy jarayonlarda ham o'zgalar ta'siridan chiqishga o'rganish, o'zining ijodiy namunasini taqdim etish imkoni yaratiladi. Bunda “Predmetni boshqa sohada qo'lla” (“Stulni yana qaysi o'rinda qo'llash mumkin?”), “Belgilangan so'zlar ishtirokida gap” (“Tovuq”, “poyabzal”, “go'zallik” so'zlari bitta gapda ishtirok etsin, gap grammatik, stilistik jihatdan til qoidalariga javob bersin, mazmun anglashilsin”), “Aksi” (“Muammoning teskari tarafida nima yotibdi?”) mashqlari qo'l keladi.

Mashqlar. Tomas Edison “kreativlik g'ayriixtiyoriy jarayon” deydi. Lekin har kuni ko'plab mutaxassislar muammolarga noodatiy yechim topish zaruriyati bilan duch keladi. Ular mana shu g'ayriixtiyoriy jarayonni ixtiyoriylashtirishi mumkinmi? Tabiatda yangi fikrlarni yaratuvchi “sehrli tayoqcha” yo'q, biroq har qanday mutaxassisni kreativ bo'lishiga ko'maklashadigan ko'plab usullar mavjud. Buning uchun ijodkorlik uchun vaqt ajratish, ijodiy salohiyatni anglashingiz lozim. Jorj Bernard Shou hazillashib shunday deydi: "Ko'pchilik yiliga ikki-uch marta o'ylaydi. Mening butun dunyoga mashhurligim sababi haftada bir yoki ikki marta o'ylaganim". Demak, xayolga kelgan yangi fikrlarni e'tiborsiz qoldirmaslik, o'ylash uchun imkon yaratish muhim.

Ijodkorlik chegarasini belgilang. Muammoli masalaga duch kelgan paytingizda ijodkorlik chegaralarini belgilang. O'zingizdan “Eng oddiy yechim nimada?” deb so'rang. Keyin “Muammoni hal qilishning aql bovar qilmas varianti”ni tasavvur qiling. Oddiy va hayratlanarli yechim o'rtasida interval — sizga ijodiy maydon paydo bo'ldi. Endi yangi g'oya mavhum emas, uning chegaralari mavjud. Bu ijod jarayonidagi psixologik bosimni yengillashtiradi.

SCAMPER(Substitute Combine Adapt Modify Put Eliminate Reverse) usuli[2]. Bunda “substitute” — almashtirish ma'nosini bildiradi, masalan, natyurmort ustida ishlayotgan bo'lsangiz, stol ustidagi vazaga olmani boshqa sitrus meva yoki sarimsoqqiyozga almashtirasiz. “Combine”(birlashtirish) bosqichida natyurmort va portretni kombinatsiyalash mumkin. “Adapt” yangi funktsiyalar, elementlar qo'shiladi, masalan, stol ustiga noutbuk qo'yilishi mumkin. “Modify”(o'zgartirish)da hajm, shakl, rang o'zgartiriladi. Masalan, odatiy hajmdagi olma emas, juda katta yoki kichik olma, ko'k yoki qizil emas, pushti rangli navni tasvirlaysiz. “Put” boshqa sohada qo'llashni anglatib, siz natyurmort chizayotgan rassom suratini yaratasiz. “Eliminate” nimadir o'chirishni anglatadi, deylik olmalar o'rniga ularning po'chog'ini yoki vazani olib tashlab stol ustida yotgan olmalarni tasvirlash ham ijod namunasiga kreativlik bag'ishlaydi. “Reverse” eng so'nggi qadam bo'lib, o'rmini o'zgartirish, teskari o'girishni bildiradi. Bizning misolimizda tasvirni qiya chizish mumkin. Bu kabi ijod namunasi odatiy natyurmortlardan farqlanib, insonlarning alohida e'tiborini tortadi. Bu usulni boshqa ijodiy jarayonlarda ham qo'llab ko'rishingizni tavsiya qilamiz.

“Olti shlyapa” usuli. Edvard de Bono taklif etgan “6 xil rangli shlyapa usuli”da biror mavzu tanlanadi. Navbatma-navbat shapkalar kiyiladi: oq — diqqat bilan, hech qanday emotsiyasiz barcha faktlar tekshiriladi, qora — kamchiliklar aniqlanadi, sariq — mavjud holat tahlil etiladi, yashil — yana yangi bir necha g'oyalar qo'shiladi, qizil — emotsional munosabat bildiriladi, ko'k — ish xotimalanadi. Masalan, ta'lim tizimiga oid qonunchilikni takomillashtirish mavzusi ko'rilayotgan bo'lsa, mavjud qonunchilik o'rganiladi, kamchilik va bo'shliqlar aniqlanadi, qonuniy me'yorlarning real holat bilan mosligi yoki qarama-qarshiligi o'rganiladi, ta'lim sifatini oshirishga xizmat qiluvchi takliflar beriladi, ular amalga oshsa, qanday samara berishi izohlanadi, taklif loyiha shaklida rasmiylashtiriladi.

Uolt Disneyning kreativ fikrlash nazariyasi[3]. Uolt Disney ko'ngilochar sohada o'z sanoatini yaratgan, animatsion multfilmlari bilan butun dunyoga tanilgan shaxs. U dunyoga mashhur personajlarini yaratishda kreativlikning 3ta faza — xayolparast, realist, tanqidchi obrazidan foydalanadi. Ya'ni xayolparast rolida hech qanday chegarasiz xayol suradi, fantaziya yaratadi. Bu jarayonda u Baxning “Tokkata, fuga re minar” musiqasini eshitishini aytgan. Xayolida obrazlar yaratilgandan keyin uni reallik bilan uyg'unlashtiradi. Personaj qanday

harakatlanadi, qanday gapiradi barchasini konstruktor sifatida uni jonlantiradi, reallashtiradi. Shundan keyin xayolparast va realist ishini tanqidchi ko'rib chiqadi. Tanqidchi “filtr” vazifasini bajaradi. Uolt Diyneyning yutug'i ham xayolparast, realist, tanqidchini bitta shaxsda jamlay olganidadir. Odatiy fikrlovchi insonlarda ularning bittasi ustuvorlik qiladi.

Tasodiflarga befarq bo'lmang. Juda ko'plab ixtirolar favqulodda va tasodifiy holatlarda amalga oshirilgan. Ya'ni taqdirning o'zi insonga nozik ishoralar beradi. Bu Isaak Nyutonning boshiga tushgan olma, antibiotikni kashf etgan olim Aleksandr Flemingning yuvilmay qolib, mog'orlagan laboratoriya idishlari ko'rinishida bo'lishi mumkin[4].

Bir-biriga bog'liq bo'lmagan narsalarni bog'lash. Mobil telefon va kompyuter imkoniyatlarini birlashtirish orqali planshet, yuk mashinasiga antenna o'rnatilib ko'chma stantsiya, qayiqqa osib qo'yilgan mato tufayli yelkanli kemalar paydo bo'lgan. Shotlandiyalik shifokor J.Danlopning o'g'li tosh yo'ldan velosipedda yurib qiynalar edi. Daplop bog'ini shlang bilan sug'ora turib, uning yengil prujinasimon sakrashiga e'tibor berdi. Natijada birinchi bo'lib shinani kashf etdi.

Shuningdek, kreativlikning mikro va makro signallarini anglash[5], uning inson fiziologiyasi bilan bog'liq jihatlari ya'ni qanday holatlarda inson hayoliga yangi fikrlar kelishini bilish ham muhimdir.

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### **MEDIATA'LIM – TIL VA MADANIYATLARARO KOMMUNIKATSIYA KONTEKSIDA**

**(Media education - in the context of language and culture communication)**

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**Annotatsiya:** Maqolada madaniyatlararo kommunikatsiyani ta'minlashda medianing o'rni haqida so'z boradi. Mediasavodxonlik tolerantlik, madaniyatlararo hamjihatlik, tenglik, ijtimoiy integratsiya, moslashuvchanlik, tinchlik va barqaror rivojlanishning asosiy komponenti sifatida tadqiq etiladi.

**Annotation:** The article discusses the role of the media in ensuring intercultural communication. Media literacy is studied as its main component of tolerance, intercultural harmony, equality, social integration, flexibility, peace and sustainable development.

**Kalit so'zlar:** madaniyatlararo kommunikatsiya, reprezentatsiya, mediata'lim, mediasavodxonlik, super etnos, mediatizim.

**Keywords:** intercultural communication, representation, media education, media literacy, super ethnos, media system.

Globalashuv jarayonida davlat va xalqlar o'rtasidagi integratsiya va hamkorlik aloqalari kuchaymoqda. Bunda madaniyatlararo kommunikatsiyani ta'minlashda media, OAVning o'rni beqiyos. Zero, xalqaro hamjihatlik yo'lida har bir inson, jamoa va millat bashariyatning turli-tuman madaniyatlardan iborat ekanini anglashi va hurmat qilishi juda muhimdir. Uning original talqinini buyuk bobokalonimiz Abu Rayhon Beruniyning "Hindiston"[6, Beruniy: 1965, 538] asarida ko'rishimiz mumkin. Unda alloma Yer yuzini faqat o'zlariga tegishli deb bilguvchilarni, faqat o'z xalqinigina odam hisoblaguvchilarni, faqat o'z hukmdorlarini podsho deguvchilarni, faqat o'z e'tiqodlarini din hisoblaydiganlarni, o'zlarida mavjud narsalarnigina ilm sanaydiganlarni tanqid ostiga oladi.

Madaniyatlararo kommunikatsiya (ing. cross-cultural communication, intercultural communication) yoki madaniyatlarning o'zaro ta'siri deganda dunyo xalqlarining turli madaniyatlari vakillari o'rtasidagi turli shakllar (til, nutq, yozma, elektron va boshqa kommunikatsiya turlari)dagi bevosita va bilvosita kommunikatsiya, muloqot jarayoni tushuniladi. Madaniyatlararo kommunikatsiya fanlararo, masalan, falsafa, madaniyatshunoslik, psixologiya, lingvistika, etnologiya, antropologiya, sotsiologiya, kommunikatsiya vositalari ekologiyasi kabi yo'nalishlarda tadqiq etiladi.

Madaniyatlararo kommunikatsiya turli madaniyatlarga tegishli bo'lgan individlar va guruhlar o'rtasidagi munosabatlar va muloqotning turli-tuman shakllari majmuidir [2]. A. P. Sadoxinaning ta'kidlashicha, "Madaniyatlararo kommunikatsiya turli madaniyatlarga tegishli individ va guruhlar o'rtasidagi munosabat va muloqot shakllarining majmuidir" [11, Старыгина: 2014, 112]. T. B. Frik esa uni "turli madaniyat vakillarining muloqotidir" [12, Фрик: 2013, 100] deydi. I.V.Denisova va A.P.Yeremenko ham shunga yaqin tasnif beradi: "o'zaro

entikkommunikatsiya – turli xalq vakillari bo'lgan shaxslar o'rtasidagi muloqotdir”. [8, Денисова, Еременко: 2012]

V.S.Bibler [7, Библер: 1991, 417] madaniyatlararo kommunikatsiya to'g'risida so'z yuritarkan, madaniyatlararo muloqot maydonidagi erkin munosabatlarning alohida ijtimoiy shakli, madaniyatning yangi ko'rinishi sifatida ta'riflaydi. Bu o'rinda asosiy dolzarb masala muloqotni yo'lga qo'yishdagi to'siqlar hisoblanadi. T. N. Persikova mazkur tushunchani kommunikatsiya jarayoni ishtirokchilariga tegishli madaniy (milliy) yaqin munosabatlarga asoslangan madaniy jarayon sifatida ta'riflaydi. [10, Персикова: 2007]

Madaniyatlararo kommunikatsiya jarayonida axborot asosiy xomashyo, tovar, muloqot va munosabatlarni ta'minlab beruvchi omildir. Shuning uchun madaniyatlararo kommunikatsiya ommaviy kommunikatsiyaning bir bo'lagi, ko'rinishi sifatida jurnalistikada o'rganiladi. Madaniyatlararo kommunikatsiyani giperdiffuzionizm, madaniy shok, yuqori va past kontekstli madaniyat, madaniy apropiatsiya, madaniy diffuziya, madaniy-texnologik almashuv, madaniyatlararo kompetentsiya, neoevolyutsionizm kabi tushunchalar yordamida yanada chuqurroq tadqiq etish mumkin.

Axborot globallasuvi, barcha tizimlarning mobillashuvi, milliy chegaralarning yuvilishi madaniyat sohasiga ham bugun o'z ta'sirini o'tkazmay qolmayapti. Bu boradagi ziddiyatlar madaniyat sohasida ko'proq namoyon bo'lmoqda. Madaniy inqilob turli madaniyat xususiyatlarini o'zida jamlagan “super etnos”ning shakllanishiga xizmat qilayotir. Bir qarashda bunga muayyan asos bordek tuyuladi. Global axborot tizimining shakllanishi, ommaviy tus olgan axborot migratsiyasi kabi xodisalar ma'lum ma'noda “global inson”ni shakllantirmoqda. Masalan, o'zga yurtda tug'ilgan, boshqa millatga mansub inson AQSh yoki Germaniyada o'qigan, Yaponiya yoki Xitoyda ishlayotgan, har xil o'zi tushgan muhitga, u yerdagi xalqning urf-odatlariga moslashishi normal holatga aylanmoqda. Begona xalq yashash tarzini qabul qilishga majbur bo'lgan madaniyatlar chorrahasida qoladi. Globallasuvning madaniy ta'siri jiddiy ekanligi ko'rinmoqda.

Madaniyatlararo kommunikatsiya nihoyatda murakkab hodisa. Masalan, barcha G'arb mamlakatlari madaniyatida kulgi va tabassum hursandchilik, hazil, ijobiy emotsiyalar in'ikosi bo'lsa, Yaponiyada xijolat tortish, ishonchsizlik belgisidir [3].

Ko'plab odamlar ko'ngilli yoki majburiy ravishda u yoki bu ijtimoiy guruhlar tarkibiga kiradilar. Bu guruhlar o'z madaniyat xususiyatlariga ega bo'lib, tuzilmaviy nuqtai nazardan ular mikromadaniyat (submadaniyat) deb ataladi va makromadaniyatning tarkibiy qismi hisoblanadi. Har bir mikromadaniyat o'zining ona madaniyati bilan o'xshashliklar va farqlanishlarga ega bo'ladi. Ayni paytda ona madaniyat mikromadaniyatdan etnik va diniy mansublik, geografik

joylashuvi, iqtisodiy ahvoli jinsi va yoshi, oilaviy ahvoli va a'zolarining maqomi jihatidan farqlanadi.

Madaniyatlarning o'zaro amal qilishi, odamlarning turli guruhlarini birlashtiradi. Bir necha o'nlikdan iborat kamsonli etnoslardan to milliardlab aholiga ega bo'lgan xalqlargacha. Shuning uchun ham madaniyatlarning o'zaro amal qilishni tahlil qilganda etnik, milliy va sivilizatsiyaviy darajalarini inobatga olinadi.

Madaniyatshunos olimlarning fikricha “odamlar qancha bo'lsa, fikrlar ham shuncha”, odamlarning fikrlari bir biriga doimo qarama – qarshi turadi, ayrim hollarda mojaroni keltirib chiqaradi. Madaniyatshunoslikda mojarolar madaniyatlararo muomalada to'qnashuv yoki raqobat sifatida emas, balki kommunikatsiyaning buzilganli sifatida qaraladi.

G'arb olimi K.Delxes “Madaniyat nazariyasi” kitobida kommunikatsiyaviy mojarolarning uchta asosiy sabablarini ko'rsatadi, kommunikantlarning shaxsiy xususiyatlari, ijtimoiy (shaxslararo) munosabatlar va tashkiliy munosabatlar. [1, Delhes: 1994] Germaniya, Skandinaviya va Niderlandiyada madaniy kommunikatsiya aniqlik, Osiyo mamlakatlarida yopiqlik va hurmat, Buyuk Britaniyada yumshoq tanqid, AQShda natija va samaraga intilish kabilar bilan farqlanadi. [4]

Mojarolarni barataraf qilish ko'rinishlari uning ishtirokchilari madaniyatlarining xususiyatlari bilan belgilanadi. Masalan, Yaponiyada ishchan hamkorliklarning qoidalaridan biri murakkab masalalarni yechishda muzokara olib borish hisoblanib, uning turlari tomonlarning og'zaki shartlashib olish asosida amalga oshiriladi. Amerikalilar esa o'z majburiyatlarini bajarmagan hamkor bilan bir stol atrofida o'tirib, tinchgina gaplashish mumkinligini tasavvur ham qila olmaydilar. Xitoyliklar esa kompromiss yoki yon berishlik tarafdorlaridir.

Muomalaning har qanday ko'rinishi singari, madaniyatlararo kommunikatsiya har bir darajada o'z maqsadlariga ega bo'ladi. Ularning amalga oshirilishi esa kommunikatsiyaning samaradorligi yoki samarasizligini keltirib chiqaradi. bu holda “madaniyatlararo kompetentsiya” tushunchasi muhim rol o'ynaydi. Oddiygina telefonda muloqot qilishning ham nihoyatda katta nozikliklari mavjud. Masalan, rasmiy idoralarda telefondagi muloqotda “ahvolingiz yaxshimi” deb so'rash yaramaydi.

Kommunikativ kompetentsiya – bu insonning turli holatlarda kerakli yo'lni topa bilish qobiliyati hamda muomala madaniyati tushunilib, suhbat davomida vaziyatlarni to'g'ri baholay olishidir. Xulosa o'rnida aytish mumkinki, madaniyatlararo kompetentsiya deganda jamiyatda turli etnomadaniy guruhlar mavjudligiga ijobiy munosabatni, individning bu guruxlar vakillari bilan samarali muomalada bo'lish qobiliyati tushuniladi. Ayni bugungi tezkor jarayonda halqlarning yashab qolishi uchun muhim shartlardan biri integratsiya har bir xalq suverenligi uning

madaniyati qimmatli ekanligini tan olish hisoblanadi. Bunda albatta xalqlar va madaniyatlarning o'zaro amal qilishi tolerantlik tamoyili asosida rivojlanishi zarur [2].

Madaniyatlararo kommunikatsiyada OAVning roli va o'rnini A.N.Kachalkin, T.A.Komova T.V.Kozlova, V.V.Mironov va boshqalar o'rgangan. Ularning tadqiqotlarida OAVda milliy-madaniy asosda nutq madaniyati, ijtimoiy nominatsiya yaratishda OAVning roli, OAV kontekstida til va madaniyat masalalari, zamonaviy pop-madaniyatni shakllantirishda OAVning o'ri chuqur o'rganilgan. Ta'kidlash lozimki, zamonaviy madaniyatda ommaviy kommunikatsiya tizimi yetakchi omil hisoblanadi. Mass-media zamonaviy insonning olami, uning qadriyatlari, stereotiplarini shakllantiradi, madaniy muloqot kontekstida mediamahsulotlar mazmunida o'zaro ta'sir effekti kuzatiladi. Mediamatnlar o'zga ijtimoiy-madaniy jamiyatdagi o'ziga xosliklar xabar berishi yoki xorijiy auditoriya uchun yo'naltirilgan bo'lishi mumkin.

O.V.Zernetska fikricha, OAV madaniyatlararo kommunikatsiyani ta'minlashda quyidagi ko'rinishlarda o'zini namoyon etadi [McQuail: 2000, 137]:

- oyna, voqealar bir-biriga to'qnashuvi, jarayonlar uchrashuvi uchun ochiq (jarayonga hech kim xalaqit qilmaydi);
- jamiyatda va dunyoda yuz berayotgan voqealar ko'zgusi (haqqoniy tasvir aks etadi), materiallarda tasvir burchagini belgilash mumkin, ishtirokchilarning barchasi ham ko'rishi mumkin bo'lgan barcha tasvirlarni ko'ra olmaydi;
- filtr, darvozabon yoki soqchi (fakt va fikrlarni saralaydi, qarashlarni bo'rttirib yoki kichiklashtirib ko'rsatadi);
- yo'l ko'rsatuvchi, gid yoki tarjimon (jumboqli yoki to'mtoq kontekstlarni ochib ko'rsatadi);
- ekran yoki barer (bizni reallikdan uzib qo'yadi, olamda fantaziya yoki propaganda orqali soxta qarashni shakllantiradi).

Reprezentatsiya usullari madaniyatlar qarishuvi jarayonini kuchaytiradi. Diniy va etnik ziddiyatlar o'ta murakkab xalqaro muammolarga aylanib borayotgan hozirgi davrda madaniyatlararo, konfessiyalararo va millatlararo hamkorlik, muloqot turli negativ stereotiplarga qarshi, ziddiyatlarni bartaraf etishda turli madaniy va diniy birliklar va uyushmalar o'rtasidagi hamkorlikni shakllantirishda muhim vosita hisoblanadi.

OAV orqali auditoriyada madaniyatlararo kommunikatsiyani bag'rikenglik tamoyillarini shakllantirishda quyidagilarga e'tibor berish muhimdir:

- Auditoriyani boshqa madaniyatlarga integratsiyalashuvining sharti hisoblangan o'z xalqi madaniyatini chuqur va har tomonlama o'zlashtirishga ko'maklashish;
- Dunyo madaniyati rang-barangligi to'g'risidagi tasavvurni, madaniy tafovutlarga nisbatan ijobiy munosabatni shakllantirish;

- Turli madaniyat vakillari bilan o'zaro samarali ta'sirlashuv malakasini shakllantirish;
- Tinchlik, toqatlilik, insonparvar, millarlararo muloqot ruhini singdirish;
- O'z qadriyatlaridan uzoqlashgan holda, boshqa madaniyatlarning qadriyatlari, e'tiqodlari va odatlari ustidan hukm chiqarishga yo'l qo'ymaslik;
- O'z dinini boshqa dinlardan ustun qo'yish, boshqa e'tiqod vakillarini tahqirlashga, kamsitishga yo'l qo'ymaslik.

Bu jarayonda medianing yangi vazifasi — har qanday fuqaro ishtirok etish mumkin bo'lgan, tobora kengayib boruvchi, ko'p sonli ishtirokchilardan iborat “ijtimoiy orkestr”ning uyg'unligiga hissa qo'shishga harakat qilishdir. Bularni mediata'limsiz amalga oshirish imkonsizdir.

Bugungi dunyo manzarasini kuzata turib, amerikalik taniqli siyosatshunos Samyuel Xantingtonning Uchinchi jahon urushi haqidagi fikri esga tushadi: “Mening fikrimcha, – deb yozgan edi u, – yangi shakllanayotgan dunyoda ixtiloflar manbai mafkura ham, iqtisod ham bo'lmaydi. Insoniyatni ajratib turgan qaltis chegara va asosiy ixtilof manbai madaniyat bo'lib qoladi. Milliy davlatlar xalqaro munosabatlarda bosh ishtirokchi maqomida qolsa-da, global siyosatning eng yirik ixtiloflari turli millat va tamaddunga mansub guruhlar o'rtasida yuz beradi. Ushbu tamaddunlarni ajratib turuvchi chiziqlar kelajakda front chiziqlari bo'ladi”[Xantington: 1999, 552].

Mediata'lim va madaniyatlararo kommunikatsiya sohalari bog'liqligini quyidagicha izohlash mumkin:

1. Mediata'lim va madaniyatlararo muloqot tushunchalari doimo yondash keladi. Xalqaro media axboriy savodxonlik va madaniyatlararo muloqot universiteti tarmog'i bunga misoldir.

2. Mediata'lim bo'yicha Gryunvald Deklaratsiyasida “Axborot vositalarining muqarrar kuchini muhokama qilish yoki ma'qullash o'rniga biz uning hayotning barcha jabhalariga jiddiy ta'sir ko'rsatishi va singib borishini mavjud fakt sifatida tan olishimiz, shuningdek, ularning zamonaviy madaniyatning ajralmas elementi sifatidagi ahamiyatini hisobga olishimiz zarur.

Siyosiy va ta'limiy dasturlar shuni tan olishi kerakki, fuqarolar tomonidan kommunikatsiya hodisasini tanqidiy anglashga ko'maklashish ularning majburiyatini tashkil etadi... mediata'lim bo'yicha dalillar ongli fuqarolikni tayyorlash vositasi sifatida hozir muayyan ikkilanishlarga sabab bo'lsa, eng yaqin kelajakda, kommunikatsion texnologiyalarda sakrash ro'y bergach, ushbu dalillar muqarrar bo'lib qoladi”[Muratova: 2019, 112], deyiladi.

3. Eng muhimi, mediasavodxonlik dinlararo bag'rikenglik, madaniyatlararo hamjihatlik, tenglik, ijtimoiy integratsiya, moslashuvchanlik, tinchlik va barqaror rivojlanishni o'z asosiy komponenti sifatida namoyon etadi.

Mediata'limdan ko'zlangan asosiy maqsad mediasavodxonlikni shakllantirishdir. Boisi savodxonlikning aynan shu turi insonga axboriy maydonda televideniye, radio, video, kinematograf, matbuot, internet, mediamadaniyatning tilini tushunishga, axborotlarni tahlil etish yo'li bilan qabul etishga, axborotlardan faol foydalanishga yordam beradi. Mediasavodxon odam sotsiomadaniy, siyosiy kontekstdagi medianing faoliyatini tahlil etish, baho berish qobiliyatga ega bo'ladi.

Xo'sh, mediata'lim madaniyatlararo kommunikatsiya kontekstida, xususan, fan, ta'lim va madaniyatlararo kommunikatsiya jarayonlarida xavfsizlikni ta'minlashda qanday o'rin tutadi?

Bugun insoniyat uning ma'naviyati, badiiy-estetik didi, ijtimoiy va intellektual qadriyatlar va qiziqishlariga ta'sir etuvchi katta miqdordagi axboriy oqimga duch kelmoqda. Mediadagi axborot har bir millat, madaniyatning o'ziga xos tafakkuri va taraqqiyotini, dunyoni idrok etish shaklini namoyon etadi. Bir paytning o'zida media madaniyat tashuvchi vosita sifatida atrof-olamni noadekvat qabul qilish, kommunikativ xatoliklar va madaniyatlararo tushunmovchiliklarga yo'l qo'yish, kelgusida o'zaro konfliktlarga olib kelishi mumkin bo'lgan noturg'un vaziyatlarni yuzaga keltirishi mumkin.

Milliy madaniyatlar turfa. Shaxslararo muloqotlardan tortib millatlararo aloqalarning barcha darajalarida muvaffaqiyatli va xavfsiz madaniy kommunikatsiyada dunyoning madaniy xilma-xilligi, u yoki bu madaniyatning xarakterli belgilari to'g'risida tasavvurga ega bo'lish nihoyatda muhim. Xususan, o'zi va jamiyatni anglash (har bir madaniyat vakilida yorqin aks etuvchi qulay individual muhit, madaniyatning tuzilishi, shakli); tashqi ko'rinishi va kiyinishi (kiyimi, zeb-ziynat va pardozi); ovqatlanishi va dasturxon atrofida o'zini tutishi; vaqt va uni idrok qilish qonuniyatlari (sutkalik vaqt hisobi, yilning fasllarga bo'linishi, masalan, Yangi yil Yevpora mamlakatlarida qorli ob-havoda kutib olinsa, bu Avstraliyada jaziramaga to'g'ri keladi); mehnatni tashkil etish va ishga munosabat (mehnat va uning foydaliligini tushunish (ba'zi mamlakatlarda mehnat mashaqqat va ayrimlarida rohat deb qabul qilishini), mehnatning bo'linishi, ish turlari va printsiplari va h.k.); kommunikatsiya (verbal va noverbal) va til; o'zaro munosabatlar (yoshi, jinsi, mavqei, qarindoshlik darajasi, ijtimoiy ahvoli, bilim va salohiyatiga ko'ra; oila tushunchasi va uning boshi, gender tengligi va b.); me'yor va qadriyatlar (ijtimoiy talablar, axloqning ustuvor shakllari, qadriyatlar va urf-odatlar); diniy e'tiqod va tushunchalar tizimi; intellektual faoliyat va ta'lim usullari va boshqalar

E. Xoll va L. V. Kulikova olib borgan tadqiqot tahliliga ko'ra, madaniyatlar va ularni farqlovchi xususiyatlar bir-biridan izolyatsiyalanmagan. Shu bilan birga, ularni yaxlit kompleks sifatida ko'rish ham murakkab ish. Madaniyatlararo munosabatlar doimiy ravishda kengayib va chuqurlashib bormoqda. Bu bir madaniyatga taalluqli muloqotlarga qaraganda konfliktogen xususiyatga egadir. Bunday muammolar turli madaniyatga ega xalqlar o'rtasidagina emas, bitta lingvomadaniyatga tegishli submadaniyatlar o'rtasida ham uchrashi mumkin. Turli madaniyatlar o'rtasidagi verbal va noverbal belgilarni “to'g'ri o'qish”, pragmatik natija olish uchun hamkorlik faoliyatini tashkil etish madaniyatlararo kommunikatsiyaning muvaffaqiyatli mexanizmini ta'minlab beradi. Xorijiy tilni madaniyatlararo kommunikatsiyada bir-birini tushunish jarayonini sezilarli darajada yengillashtiradi, ziddiyat keltirib chiqaruvchi omillarni yumshoqlik bilan chetlab o'tish imkonini beradi.

Bugungi globallashuv davrida hech qaysi davlat ta'lim, fan, madaniyat sohasidagi millatlararo kommunikatsiyasiz taraqqiy eta olmaydi. Ayniqsa, siyosiy va iqtisodiy yetakchilikni qo'lga olgan qudratli davlatlarning boshqa mamlakatlarga ta'siri kattadir. Ularning tarixi, madaniyati, siyosiy va iqtisodiy tizimi, ta'lim va sog'liqni saqlash tizimini o'rganish, unga intilish kuchayib boradi.

Transmadaniy o'zaro ta'sir turli milliy ta'lim tizimlari o'rtasida ham kuzatilishi mumkin. Saudiya Arabistoni, Isroil, Yaponiya etnomilliy nuqtai nazardan gomogen emas. Madaniyatlararo kommunikatsiyada bu yorqin ko'zga tashlanadi. Bugungi kunda dunyoviy integratsiyalashgan taraqqiyot markazlarini aniqlash qiyin.

Ularning mediatizimlari ham OAV, kino orqali madaniyati, turli loyihalarda ta'limini ommalashtirib boradi. Mediata'lim mana shu ta'sirni yumshatib beradi. Avvalo, mediata'lim mediamatnlarning ta'lim va tarbiya sohasida, ongni rivojlantirish, xatti-harakatlar, qarashlar, reaksiyalar, javoblarni, axborot tarqatilishini shakllantirish va h.k. bo'yicha auditoriyaga ta'sirini yumshatadi. Auditoriyani verifikatsiya — mantiqiy usullar yordamida qabul qilingan va uzatilgan axborotlarning muvofiqligini aniqlash, faktcheking — faktlarni tekshirish, uning yordamida chop etilgan faktlar bilan haqiqatda mavjud bo'lgan faktlar o'rtasidagi nomutanosibliklarni tekshirishga o'rgatadi. Natijada auditoriya kinosanoati, reklama va medianing boshqa turlarida madaniy to'qnashuvlar yuzaga kelganida, turli axboriy metod va texnologiyalar yordamida tayyorlangan mahsulotning ta'siridan yaxshi himoyalanaadi. Madaniy turli-tumanliklarni yaxshi farqlaydi.

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**ЗНАЧЕНИЕ НАУЧНО-ПОПУЛЯРНОЙ СТАТЬИ**  
**(The importance of a popular scientific article)**

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**Аннотация:** В данной статье представлена языковая картина мира в текстах журнальных статей отличающихся большим разнообразием языковых средств. Языковая картина мира в текстах научно-популярных статей, публикуемых в интернете.

**Annotation:** This article presents the linguistic picture of the world in the texts of journal articles, characterized by a wide variety of linguistic means. The linguistic picture of the world in the texts of popular science articles published on the Internet.

**Ключевые слова:** научно-популярная статья, анализ, специфика, категория текста, публикации, синтаксические конструкции.

**Keywords:** popular science article, analysis, specificity, text category, publications, syntactic constructions.

При изучении особенностей языковой картины мира в тексте журнальных и Интернет-статей оптимальным является анализ способов языковой актуализации ментальной модели (ядро, маргинальная зона и периферия), лежащей в основе текста статьи. Это позволяет определить особенности представления информации в жанровых разновидностях статьи и дает возможность установить специфические способы репрезентации языковой картины мира в тексте научно-популярной статьи.

Категории текста, являющиеся наиболее релевантными для текста научно-популярной статьи (категории информативности, адресованности, эмотивности, позиции автора, модальности и интертекстуальности), реализуются неравномерно на разных уровнях ментальной модели (ядро, маргинальная зона, периферия). Специфика реализации данных категорий и их языковое оформление на уровне ядра, маргинальной зоны и периферии ментальной модели определяется способом публикации статьи (в журнале или на Интернет-сайтах), предметной отнесенностью статьи, коммуникативно-прагматическими целями и индивидуальными особенностями стиля автора.

Языковая картина мира в текстах журнальных статей отличается большим разнообразием языковых средств, реализующих категорию адресованности (разговорная лексика, клишированные выражения и фразеологизмы, разговорные синтаксические конструкции, элементы речевой образности и т. д.) и категорию модальности (окказионализмы, эксплицирующие авторскую оценку предмета сообщения, средства экспрессивного синтаксиса, языковые средства образности), которые актуализируются преимущественно на уровне маргинальной зоны и периферии ментальной модели. Категория интертекстуальности реализуется на всех уровнях ментальной модели. При этом

состав и частота употребляемых интертекстуальных включений варьируют на разных уровнях.

Языковая картина мира в текстах научно-популярных статей, публикуемых в Интернете, характеризуется большим разнообразием языковых средств, реализующих категории информативности и эмотивности, по сравнению с журнальной научно-популярной статьей. Это проявляется в тенденции к более частотному употреблению научных терминов (категория информативности), локализованных, как правило, в ядерной и маргинальной зонах ментальной модели, а также в использовании эмоционально-оценочной лексики, фразеологизмов, индивидуально-авторских новообразований, модальных глаголов, императивных конструкций и языковых средств образности (категория эмотивности), которые локализованы преимущественно на уровне маргинальной зоны и периферии.

Текст научно-популярной статьи позволяет определить особенности представления информации в журнальных и Интернет-статьях и, таким образом, дает возможность установить специфические способы объективации картины мира в текстах данного жанра научно-популярного подстиля.

Конкретный анализ функционирования определенных языковых единиц в тексте научно-популярной статьи может быть использован при проведении занятий по устной практике русского языка, в практике и теории преподавания стилистики, лексикологии, теоретической грамматики, перевода, лингвистики и интерпретации текста, а также при создании учебных пособий по данным дисциплинам [Алпатов, В.М., 2015: 44].

Лингвистическая наука справедливо утверждает, что особенности состояния и развития русского языка на рубеже XX - XXI веков наиболее четко отражены в публицистике - «голосе» общества [Анипкина, Л.Н., 2001: 24]. В настоящее время можно говорить о процессе формирования «новой русской» языковой «картины мира», характеризующейся высокой степенью оценочности; преобладанием отрицательных эмоций в их градации, реализуемых снижением и даже огрублением публичной речи, ее агрессивностью; повышенной экспрессией, создаваемой метафорическими и окказиональными образованиями; использованием фольклорно-значимых культурных символов, выражающих особую мифологию публицистических жанров посредством приема интертекстуальности; увеличением массива публичной фактической речи, детерминирующего прием языковой игры.

Газетно-публицистический стиль речи обладает особыми прагматическими и языковыми свойствами.

Оценочность - ведущая когнитивная и стилеобразующая черта га-зетно-публицистического стиля речи, реализуемая в языковой «картине мира» разнообразными средствами.

Оценочные средства на всех уровнях языка - средства прагматически маркированные, поскольку оценка - это мощнейший инструмент воздействия на аудиторию, на общественное сознание.

Воздействующая функция оценки и ее социальная мотивированность расширяет аксиологическое поле лексической структуры языка, развивая его экспрессивные средства.

Оценочно-ориентирующая функция газетно-публицистического стиля речи приобретает самостоятельный характер, репрезентируясь в текстах открытой и скрытой оценочностью.

Ядро оценочной «картины мира» составляют прагмемы, реализующие открытую оценочность. Сложность и разнообразие их стилистического функционирования (антитеза, оксюморон) обусловлены усилением субъективного оценочного начала газетных текстов, авторской модальностью, а также «смещением» стилей речи в рамках одного текста и сложной жанровой системой газеты [Бертякова, А.Н., 1999: 65].

Ядром скрытой оценочности являются метафоры, специфика которых в публицистической «картине мира» отличается социальным основанием оценки и ярко выраженной сензитивной природой; традиционностью тематических групп лексики, формирующих метафорический образ.

Периферия оценочной «картины мира» в публицистике характеризуется усилением экспрессивности реализующих ее средств - окказионализмов и языковой игры.

Аксиологическая функция актуализирует «безоценочную» семантику, слов и морфем в контексте, расширяя поле индивидуально-авторских новообразований в текстах газеты, повышая их воздействующую силу и прагматическую направленность.

Прагматическая функция сопутствует языковой игре, реализуя оценочное значение авторского дискурса журналиста: его интенцию одобрительного или неодобрительного отношения к явлению - объекту языковой игры. Основанная на принципе нарушения нормы, аллюзии, реминисценции, использовании «чужих слов», языковая игра репрезентирует экспрессивность оценочного фрагмента языковой «картины мира» в публицистике.

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**THE SIMILARITIES AND DIFFERENCES BETWEEN THE MEDIA OF THE  
UNITED STATES OF AMERICA AND CANADA**

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**Annotation:** This article reveals the role of the U.S. and Canadian media in human life, their history, the similarities and differences in the press. The purpose of this article is to show the role of the media in the most developed countries of society.

**Keywords:** media, internet, newspapers, magazines, marketing, freedom, circulation, multi-ethnic country, press.

Today, the media is basically an Internet database. However, not all information is the same as books when you want to read the original. The media has already become an integral part of human life. We can observe this in our daily lives. Yes, the internet has taken us one step further. There is even an online platform for newspapers and magazines, radio and television. The question of how such changes have occurred in developed countries and what they look like today may be on the minds of any researcher. In this article, we will compare and analyze the similarities and differences between the media of developed Western countries: the United States of America and Canada.

The emergence of newspapers and magazines among the media began to take shape mainly through news in the economy, mainly through articles such as how to profit from trade [Хуршид Дўстмухаммад, 2011: 15]. This situation is still popular in the United States today. Because at the same time, modern approaches such as stock exchange, investment are popular on the Internet.

At the beginning of the 21st century, the world's largest information and entertainment market continues to be the most successful financially, determining the direction of development of the media economy around the world. The information industry in all its forms continues to develop its influence on American business, which is reflected in the growing volume of publications affecting various aspects of the existence of the media in the specialized economic press. An important role in this process is played by the expansion of the presence of media enterprises on stock exchanges and capital markets, which, in turn, have attracted tens of millions of individual investors during this time. In this way, not only the product produced by the media, but also the activities of the enterprises that create it, has now become in demand and interesting for the mass audience. Articles in this field will be published in a separate journal. They are famous all over the world: “Forbes” - most business magazine “Bloomberg Business” - business & marketing, news & analytics “The economist” - world news, politics, economics, business and finance.

One of the main differences between the American media is that they are the fourth government in the country. There are no government restrictions on them. Instead, they serve as a bridge between the state and the people. Freedom of speech is the main criterion for life in the normal state of society. This was stated individually when they made changes in their Constitution: “US Congress will not accept laws limiting the freedom of speech or press”. Each newspaper published in the United States will belong to a particular area. Because it is only provided by news, announcements, ads related to that region and is provided to the population in this area. Such newspapers are free and are mainly advertising. There are also general spacious newspapers and magazines. They are “New York Times”, “USA Today” and “Wall Street Journal”. These are the national presents distributed throughout the states.

Circulation of American newspapers is small. The average circulation of the daily American newspaper is 35 thousand copies. Edition over 100 thousand only in 76 daily newspapers, and over 300 thousand - only in fourteen. In general, in terms of the number of copies of newspapers per thousand residents of the United States lag behind the other leading Western powers. In the United States accounts for 282 copies of newspapers per thousand inhabitants. This trend intensified even in connection with the financial crisis and the development of the Internet. Over the past one or two years, the circulations of American newspapers declined noticeably. And

the basic responsibility for it is the development of the Internet. Almost all US newspapers began to create the websites of their publications in the electronic network with the publication of basic materials. It was assumed that this practice would contribute to the popularization of the publication. And so it was originally and occurred. But in the future, part of the readers decided that it makes no sense to spend money and time to buy a newspaper if it can be found with its content for free, without leaving even from his apartment or office. Many newspapers are forced to now allow them to make any people who want only for a specific fee [Калягин Б.А, 2011: 10].

Another characteristic feature of the American press is the process of its monopolization. The number of cities in which competing newspapers are published. The number of daily newspapers is reduced.

The media is a leader not only in the United States, but also in neighboring Canada. When it comes to Canadian newspapers and magazines, we need to make sure they are published in two different languages. Although Canadians emphasize freedom of speech in the press in the first place, they promote equality and mutual respect between cultures and languages. That's the biggest difference between them and the U.S. press. The press is run by the state. But the responsibility still lies with the journalist. Newspapers are published daily in almost every town in Canada. For example, in bilingual cities: Montreal and Ottawa, the publication is published in English and French. There are currently two major national newspapers in Canada: The Globe and Mail and the National Post, Le Devoir, which, while not widely read outside Quebec, is the French equivalent of national newspapers. Due to the predominance of immigrants in this country, ethnic newspapers are also common. They are: Ming Pao, Sing Tao Daily, World Journal (Chinese) and Corriere Canadese (Italian). Newspapers in the media are mainly run by 3 major monopolists: Daily Newspapers, Community Newspapers, and Total Newspapers. This is also one of the differences in the management of Canadian and U.S. newspapers. Since 2000, many newspapers and magazines have started to have their own online platform. To this day newspapers have their readers, even if they are online. In Canada, you can even follow a newspaper published in Russian. Its name is "Express Gazeta v Kanade" - entertainment, television news and information about the lives of celebrities.

If we look at the similarities between the U.S. and Canadian media, we can see that they have freedom of speech, economic goals, and freedom of political thought. In contrast, we can cite a lot of freedom in the American press. It is no coincidence that it is called the Fourth Estate. Because Canada is a country rich in immigrants, they publish newspapers in different languages. The country's media use mostly English-language material. This prevents them from creating a whole national product. Another reason for this is that Canada is a multi-ethnic country. Given

their freedom, they were allowed to publish newspapers and magazines in their own language. In America, on the other hand, they are free to create in their own language. They are not hindered by the authorities or other forces. One of the similarities that unites the two countries is that students still love to read newspapers and magazines, because you can read all the links online.

To sum up, the high level of media attention in the U.S. and Canada, and the fact that people read traditional newspapers and magazines, is pleasing. This means that such manuscripts are still very much alive and useful to people.

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## **JURNALISTLARNI TAYYORLASHDA KREATIV YONDASHUV**

### **(Creative approach to training journalists)**

*Turg'unova E'zoza Ilg'or qizi*

O'zbekiston telekanali, madaniy-ma'rifiy va badiiy dam olish dasturlari jurnalisti

**Annotatsiya:** Ko'pchilik aniqlik, xolislik va halollik (tog'ri so'zlik) yaxshi jurnalistikaning asosiy tamoyillari deb bilishadi, shuningdek, IWPRda ham aynan shu prinsiplar jurnalistik ta'lim berishning asoslarini tashkil etadi. Jurnalistika o'zi yoritadigan dunyo kabi rang-barangdir. Zotan, unda kreativ fikrlaydigan kadrlarni tayyorlash ham bugungi kunning talabi, desak mubolag'a bo'lmaydi. Yangiliklarni yoritadigan jurnalistlar shov-shuvli materiallar tayyorlaydigan va taniqli shaxslar haqida yozadigan yoki haftalik jurnallarda ishlaydigan farqli ravishda boshqacha faoliyat yuritadilar. Aynan oddiy yangilikni ham kreativ tarzda ommaga yetkazish ham jurnalistik mahoratdir. Amerikalik muxbirning jurnalistik materiyali ko'pincha britaniyalik jurnalistning faoliyatidan tubdan farq qiladi. Boshqa qit'alar va mintaqalarning uslublari bundan ham ko'proq farq qilishi mumkin. Demak, jurnalist kadrlarni tayyorlashda kreativ usullarni izlash uchun xorij matbuotiga murojaat qilish ham yaxshi samara beradi.

**Annotation:** Many believe that accuracy, impartiality and honesty are the basic principles of good journalism, and that these same principles form the basis of journalism education at IWPR. Journalism is as diverse as the world it covers. It is no exaggeration to say that the training of creative thinking staff is a requirement of today. Journalists who cover the news do things differently than they do when they make sensational stories and write about celebrities or work for weekly magazines. It is a journalistic skill to deliver simple news in a creative way. An American journalist's journalistic material is often radically different from that of a British journalist. The styles of other continents and regions may be even more different. This means that it is better to turn to the foreign press to look for creative ways to train journalists.

**Kalit so'zlar:** Jurnalist, mahorat, fikrlash, qobiliyat, xolislik, tanqid qilish, kreativlik, tezkorlik.

**Keywords:** Journalist, skill, thinking, ability, objectivity, criticism, creativity, agility.

Bugungi kunda jurnalistlarni tayyorlashda kreativ yondashuv haqida so'z borar ekan, aytish joizki, kreativlik bu nafaqat ijodkorlikni, balki ma'lum muammolarni yechish qobiliyatini ham o'z ichiga oladi. Kreativlikka xos bo'lgan tezkor fikrlash, qiziquvchanlik, originallik va fantaziyaga boylilik kabi xususiyatlar jurnalistlar uchun eng kerakli omillardan desak, mubolag'a bo'lmaydi. Jurnalistikada kreativ fikrlashni o'rganish uchun intellect va intuitsiya kabi tushunchalardan ham xabardor bo'lish talab etiladi.

Bugungi axborot asrida barcha mexanik harakatlarda avtomatlashtirish imkoniyati paydo bo'lganligi bois, har kim o'z yo'lini topish uchun noodatiy, ijodiy va kreativ fikrlashiga ehtiyoj tug'ildi. To'rtinchi hokimiyat deya atalmish, xalqdan bir qadam oldinda yuruvchi jurnalistlar ham bundan mustasno emas, albatta. Kreativ fikrlay olish uchun esa har bir inson dastavval o'zini va fikr-mulohazalarini isloh qila olishi lozim. [Yulduz.O.2021.b.8-9]

Jurnalistlarni tayyorlashda kreativ yondashishga harakat qiluvchi har bir pedagog, chet elda journalist kadrlarni tayyorlashda e'tibor qaratiluvchi jihatlarni ham ko'zdan qochirmasliklari lozim.

- Gij-gijlashga va kamsitishlarga yo'l qo'ymaslik uchun ehtiyotkorlik Bosniya Matbuot Jurnalistlari Kodeksining ajralmas belgisidir.
- Xolislik va aniqlik BBC muxbirlari uchun asosiy prinsiplardir.
- Yaponiya gazeta noshirlari va muharrirlari uyushmasining jurnalistika qonunlari gazetalarni "farovon va tinch kelajakni ta'minlash uchun doimiy sa'y-harakatlarni" jurnalistlar zimmasiga yuklaydi.



Ushbu jurnalistik axloq kodekslarining barchasi jurnalistlar nimadan qochish kerakligi to'g'risida quyidagilarni taqdim etadi:

- tuhmat va haqorat (yomon otliq qilish)
- plagiat (boshqa odamlarning materiallarini o'zlariniki sifatida taqdim etish)
- pora olish
- hikoyalar to'qib chiqarish (uydirma va soxta ma'lumotlarga tayanish)

Jurnalistikada professional yondashuvlarni qo'llashning turli xil usullari mavjud – urush jinoyatlarini qanday yoritish, qurbonlar va jarohatlar haqida qanday so'zlab berish, ommaviy jurnalistika” bilan qanday shug'ullanish yoki “mas'uliyatli reportaj” ni qanday tayyorlash kerak – bu ayniqsa murakkab va ba'zan munozarali mavzudir, unda mojaroni qanday yoritish kerakligi va mojaroning oqibatlarini kelajakka qanday ta'sir qilishi haqida o'ylashga majbur qiladi. Ushbu mavzularning ba'zilari keyinchalik ushbu qo'llanmada muhokama qilinadi. Ammo bularning barchasida va ommaviy axborot vositalarining jamiyat rivojiga va demokratiya rivojiga qo'shgan hissasi asosida voqealarni faktlarga asoslangan xolda yoritilishi yotadi. Mas'uliyatli jamoatchilik muhokamasini ta'minlash uchun ishonchli ma'lumotlarni taqdim etish, mansabdor shaxslarning jamoatchilik oldida javobgarligi darajasini oshirish va elektoratni xabardor qilish – bular demokratik jamiyatdagi ommaviy axborot vositalarining asosiy vazifalaridir. Shubhasiz, ko'plab professional kodekslar ma'lumotlarning ishonchliligini ta'minlashda ommaviy axborot vositalarining yetakchi rolini ta'kidlaydi. [Mirziyoyev Sh.M.2017.Xalq so'zi.№11]

**Asosiy elementlar:** Jurnalistlar uchun har qanday axloqiy kodeksda jurnalistika amaliyotida kamida uchta asosiy omil mavjud deb belgilab qo'yilgan: xolislik, aniqlik va halollik. Ularni universal standartlar deb hisoblash mumkin. Axloqiy mezonlar ham yangilik to'plashda halollik va odillik zarurligini ta'kidlaydi. Ko'p kodekslar, shuningdek, ma'lumot to'plashning muhim tarkibiy qismi sifatida manbalarni himoya qilishni o'z ichiga oladi.

**Xolislik:** Ko'pgina jurnalistlarning odob-axloq kodeksi va odob-axloq qoidalari voqealarni tasvirlashda “xolislik” yoki “mustaqillik” ni ta'kidlaydi. Ammo bu tushunchani aniq qilib ta'riflab berish qiyin bo'lishi mumkin. Xolislik degani, reportaj bir siyosiy partiyani, dini, odamlarni yoki etnik guruhni boshqasiga zarar yetkazish uchun qo'llab-quvvatlamasligini anglatadi. Bu sizga partiyalarning siyosati va bayonotlari to'g'risida adolatli ma'lumot berishga imkon beradi va bir tomon yoki guruh boshqasiga nisbatan bildirishi mumkin bo'lgan sharhlarni o'z ichiga oladi. Ammo asosiy tamoyil shundaki, jurnalist to'g'ridan-to'g'ri o'z fikrini bildirmasligi, o'z sharhlarini aytmasligi yoki shaxsiy siyosiy xohishlarini ifoda qilmasligi kerak. [O'zbekiston Milliy Ensiklopediyasi.2000-2005]

Muvozanat saqlangan jurnalistika haqiqat bilan fikr o'rtasidagi aniq farqni ta'minlaydi. Ko'pgina mamlakatlarda tahririyatlar hech qanday moliyaviy yordamisiz yashab qolish mumkin emas deb hisoblashadi va siyosiy partiyalar, siyosatga ta'sir qiluvchi guruhlar yoki siyosiy manfaatlarga ega nufuzli ishbiarmonlar bunday qo'llab-quvvatlash uchun tabiiy nomzodlardek ko'riladi. Bunday holatlarda, gazetalar hech bo'lmaganda o'zlarining moliyaviy manbalari to'g'risida xalqni xabardor qilishlari kerak, shunda o'quvchilar ularning beg'arazligi to'g'risida o'z fikrlariga ega bo'lishlari mumkin. Mas'uliyatli nashrlar e'lon qilingan yangiliklar va tahririyat fikri o'rtasida aniq farqlarni belgilab qo'yishadi. Yangiliklar oldingi sahifada joylashtiriladi, kimningdir tahlili va fikrlari esa ichki sahifalarda joylashtiriladi va aniq qilib ko'rsatib qo'yiladi. Ba'zi gazetalarda "tahliliy" maqolalar chop etiladi va shu bilan ular muqarrar ravishda jurnalistning muayyan nuqtai nazarini aks ettiradi va ularni bevosita yangiliklardan ajratish uchun aniq "yangiliklar tahlili" deb nomlanadi. Ko'plab gazetalarda yangiliklarni tayyorlashda ishtirok etadigan va tahririy maqolalar va sharhlarni tayyorlaydigan guruhlar bir-birlaridan ajratilgan holda ishlaydi va hatto bir-biri bilan aloqada bo'lishiga ruxsat ham berilmaydi. [Xudoyqulov M.2000]

G'arbda ko'plab ommaviy axborot vositalari va nashrlar xususiy kompaniyalarga tegishli bo'lib va tijoriy mavzudagi ob'ektiv materiallarni nashr etish juda nozik yondashuvni talab qiladi. Tahririyat va tijorat yoki reklama bo'limlari bir-biridan mutlaqo ajratilib qo'yilgan. Nashriyotchi yoki OAV egasi nashr mazmuniga ta'sir ko'rsatmoqchi bo'lganligi sababli muharrir ishdan ketishga majbur bo'lgan paytlar ham bo'lgan. Va agar bunday aralashuvdan keyin muharrir o'z o'rnida qolsa, bu ba'zi nashrlarning obro'siga putur yetishiga sabab bo'lgan. Ko'pincha mojaroli vaziyat gazeta yoki teleradioeshittirish kompaniyasida gazeta sahifalarida yoki efir vaqtida katta miqdordagi reklama buyurtma qiladigan OAV egalari yoki kompaniyalar uchun noqulay yoki zararli bo'lgan material mavjud bo'lganda yuzaga keladi. Agar u tanqidiy materialni nashr etsa, u kelib turgan daromadini yo'qotishi mumkin. Ammo agar ma'lumot bosti-bosti qilinsa, unda bu ommaviy axborot vositasi noxolis bo'lib, o'z obro'sini yo'qotadi. Siyosiy ob'ektivlikni saqlash ko'p sabablarga ko'ra qiyin. Ba'zi mamlakatlarda ommaviy axborot vositalari to'g'ridan-to'g'ri bosim tagida qolishadi – agar ular hukumatni tanqid qilsalar va faqatgina mustaqil taraf bo'lishga harakat qilsalar ham, ular "xorijiy hukumatlarning malaylari" yoki tarafdorlari deb hisoblanishadi. [L. M. Makushin.2000.b.23-27]

Jamiyat juda qutblangan davrlarda o'z pozitsiyasini saqlab qolish ayniqsa qiyin. Obyektiv bo'lish boshqa oddiy sabablarga ko'ra ham qiyin bo'lishi mumkin. Davlat rahbari tomonidan aytilgan so'zlar, shubhasiz, davlat rahbari ochiq tashviqot olib borgan taqdirda ham, qishloq ahlining fikridan ko'ra ishonchli xabar deb qabul qilinadi, dehqon esa davlat siyosatining poydevori zaiflashib qolganiga taalluqli bo'lgan e'tiborsiz qolgan muammolar haqida

gapirayotgan bo'ladi. jurnalistik kodeks aniqlik zarurligini ta'kidlaydi. "To'g'ri ma'lumot berish" istagi har doim tezlikdan ustun keladi. Shoshilib, lekin noto'g'ri ish qilayotganlar mukofotni kutishmasa ham bo'ladi. Jurnalist uchun yozish qobiliyati – bu ma'lumotlarni aniq, lo'nda va samarali taqdim etish qobiliyatidir. Material ishonchli dalillarga asoslanishi kerak; shu sababli muxbir ishonchli ma'lumotni qayerdan va qanday topishni bilishi kerak. Bu yaxshi kuzatish, tinglash qobiliyati, puxta bilim va yaxshi zehnga ega bo'lish, eng muhimi, ishonchli ma'lumot izlashda to'g'ri odamlar bilan gaplashish qobiliyatiga ega bo'lish demakdir. Jurnalist uchun aksioma shundan iboratki, eng yaxshi muxbirlar shaxsiy aloqalari qanchalik yaxshiligiga bog'liq bo'lishadi. Shuning uchun bunday aloqalarni qanday yaxshilashni va taklif qilingan ma'lumotni qanday baholashni o'rganishingiz kerak. Bu sizga ishonchli (ularni ishonchni qozonishni) hamda ishonchsiz odamlarni aniqlashga qodir bo'lishingiz kerakligini anglatadi. Bitta hodisa to'g'risida qarama-qarshi fikrlar o'rtasida qanday qilib muvozanatni saqlash kerakligi juda qiyin masaladir. [Mirziyoyev Sh.M.Prezident nutqi.2017]

**Eslab qolish:** Materialni to'g'ri tayyorlash bilan siz aytilganlarning to'g'ri yozilganligiga ishonch hosil qilish uchun manbalarga kerak bo'lsa yana bir bor telefon qilishingiz kerak, ayniqsa boshqa manbalar bu haqda boshqacha fikr bildirsa. Bu faktlarni tekshirish deb ataladi va ba'zi nufuzli nashrlarda maqola uchun materiallar maxsus tadqiqotchi yoki yangi boshlovchi jurnalist tomonidan, ayniqsa murakkab va baxsli, sensatsion maqola haqida gap ketganda, dalillarning to'g'riligini tasdiqlash uchun yana bir bor to'planadi. Ba'zida, agar biron bir shubha bo'lsa, unda xatolarga yo'l qo'ymaslik uchun material kechiktirilishi mumkin. Noto'g'ri ma'lumot taqdim etilishi nashriyotning kelajakdagi obro'siga ta'sir qilishi mumkin va eng yomon holatda jiddiy shikast yetkazishi ham mumkin, shu jumladan sudgacha olib kelishi mumkin. Aniqlik nafaqat dalillarga taalluqli; bu kontekst bilan ham bog'liq. Saylov oldidan nomzod yoki kompaniyaning faoliyati uchun zararli ma'lumotlar jiddiy oqibatlariga olib keladi. O'quvchi bu material qayerdan kelganligini va ushbu manbaning noxolis maqsadlari bor yoki yo'qligini bilishi kerak. [Qozoqboyev T.2007.b.45-49]

**Doim quyidagi narsalarga e'tibor bering:**

■ Barcha manfaatdor tomonlarning fikrlarini yoritish. Agar biror–bir baxsli masala chiqsa, siz "ikkala tomon bilan" gaplashishga harakat qilishingiz kerak, ammo esda tutingki, bu yetarli bo'lmasligi mumkin. Mojaroda "yarashmaydigan guruhlar" bo'ladi.

Ammo rasmiy xalqaro kuzatuvchilar yoki diplomatlar, mustaqil nodavlat taraflar va mustaqil fuqarolar ham bo'ladi. Hech kim haqiqatga monopoliya yarata olmaydi, lekin eng kam manfaatdor odamning ma'lumotlari, qoida tariqasida, eng ishonchli hisoblanadi.

- Birovga qarshi ayblov qo'yilsa, adolatli tarzda ayblanganligiga ishonch hosil qiling. Bu balanslangan ma'lumotni yoki boshqa muhim omillarni, xususan har qanday da'volarga nisbatan adolatli javob berish huquqini o'z ichiga oladi.
- Jurnalistik ishda ochiq bo'ling. Siz jamiyatga xizmat qiladigan jurnalistisiz va qilayotgan ishlaringizda birinchi qatorda turishingiz kerak. Siz nima qilayotganingizni qanchalik aniq tushunsangiz, sizning manbalaringsizdan maxfiy ma'lumotlarni olishda shuncha ko'p muvaffaqiyatga erishasiz.
- Ziddiyatlarni keltirib chiqarishi mumkin bo'lgan manfaatlar to'qnashuvidan yoki vaziyatlardan qoching. Holis jurnalistlar o'zlarining kasblari bilan shug'ullanganda, siyosiy partiyalarda muhim lavozimlarni egallamasligi, ommaviy namoyishlarda qatnashmasligi, ular to'g'risida reportaj tayyorlayotganda yoki jamoatchilikka ularning faoliyatiga bu bog'liqliklar ta'sir qiladi deb o'ylashga imkon beradigan boshqa biron bir ish bilan shug'ullanmasliklari kerak, ayniqsa davlat ishida ishlamasliklari kerak. [Saidov H.2004.b.41-42]

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## ВЛИЯНИЕ НА УПРАВЛЕНИЕ ИННОВАЦИОННОЙ И ПЕДАГОГИЧЕСКОЙ ДЕЯТЕЛЬНОСТЬЮ

(INFLUENCE ON THE GOVERNANCE OF INNOVATIVE AND  
PEDAGOGICAL ACTIVITIES)

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**Аннотация:** В статье представлена система методов, обеспечивающая побуждающее воздействие в управлении инновационной деятельностью педагогов. Показаны интегративные свойства различных комбинаций методов, возможности их применения в управлении педагогическими инновациями.

**Annotation:** In the article the system of methods that provides the motivating impact in the management of innovative pedagogical activities is proposed. The author reveals integrative features of various combinations of the methods and possibilities of their application in the management of pedagogical innovations.

**Ключевые слова:** инновационно-педагогическая деятельность, побуждающее воздействие, методы побуждения, управление инновациями.

**Keywords:** innovative and pedagogical activities, motivating impact, methods of motivation, management of innovation.

Современные инновации в образовании требуют формирования нового педагогического мышления, новых качеств личности и взаимоотношений участников инновационных процессов на основе принципов демократизации и гуманизации управления. Реализация этих требований прослеживается, в частности, в усилении роли мотивационного управления персоналом, побуждающего воздействия при управлении инновационно-педагогической деятельностью.

Р. А. Фатхутдинов, разделяя методы управления персоналом по степени свободы исполнителя на методы принуждения, побуждения и убеждения, указывает, что побуждение даёт исполнителю свободу действий, большую по сравнению с принуждением и меньшую — по сравнению с убеждением. Применяя побуждение, руководитель создаёт у него мотивацию к выполнению деятельности.

Основываясь на общепризнанных трактовках побуждения в менеджменте [Т. С. Кабаченко, А. Я. Кибанов, Р. А. Фатхутдинов и др.] и учитывая специфику управления инновациями в образовании [В. С. Лазарев, Л. С. Подымова, М. М. Поташник и др.], мы выделяем следующие свойства побуждающего воздействия на педагогов, участвующих в инновационной деятельности:

- наиболее сильное влияние оказывает на мотивацию деятельности сотрудников;
- как и принуждение, стимулирует преимущественно внешнюю активность;
- создаёт внутреннюю установку (в этом его сходство с убеждением);
- побуждая к действиям, школьный менеджер ориентирует личность и коллектив в гораздо большей степени на процесс, чем на результат, а широкие возможности для мотивации создают предпосылки для гибкого регулирования процесса, корректирующего воздействия на организацию деятельности персонала.

Таким образом, управленческое взаимодействие при побуждении приобретает черты как субъект-объектных, так и субъект-субъектных отношений, а мотивационная составляющая влияния на личность и коллектив в побуждении проявляется наиболее отчётливо.

Исходя из совокупности выделенных нами признаков побуждения, побуждение в управлении персоналом мы рассматриваем как комплекс способов воздействия на сотрудников с целью формирования и развития у них внутренних стимулов. Иначе говоря, школьный инновационный менеджмент при использовании побуждения приобретает направленность на стимулирование внешней активности посредством создания внутренних установок. Это относится, прежде всего, к мотивации инновационно-педагогической деятельности.

В научной и учебно-методической литературе выделяются следующие основные причины, которые снижают мотивацию персонала даже при хорошем внешнем стимулировании труда:

- неясность для персонала целей деятельности, а также их личностной и социальной значимости;
- затруднения в работе, которые сотруднику никак не удаётся преодолеть;
- чрезмерно низкая самооценка педагога, неуверенность в своих силах;
- завышенная самооценка, самодовольство педагога, его уверенность в собственной непогрешимости, в том, что ему «дальше некуда расти»;
- плохая организация коллективной деятельности сотрудников, слабое взаимодействие педагогов в коллективе (например, в коллективе «каждый за себя», систематически никто

ни с кем сотрудничает и не соревнуется, неясно, к кому можно обратиться за советом по тому или иному вопросу, результаты деятельности сотрудников слабо связаны с существующей системой стимулирования и т. д.).

И наоборот: осознанность целей деятельности, взаимодействие, помощь в затруднениях, адекватная самооценка сотрудников, объективность управленческих оценок, чёткая организация труда являются причинами, позитивно влияющими на мотивацию персонала.

Средствами положительной мотивации могут выступать цели деятельности, сама деятельность как особым образом организованный процесс взаимодействия, оказание необходимой помощи, а также осмысление и эмоциональное переживание сотрудником своих успехов и неудач, приводящее к осознанию необходимости и возможности дальнейшего совершенствования своей работы. Исходя из вышесказанного, побуждение персонала может достигаться:

- посредством организации осмысления сотрудниками значимости целей деятельности;
- путём специальной организации совместной профессионально-педагогической деятельности;
- прямой или опосредованной помощью менеджера сотрудникам в выполнении работы;
- конструктивным, рациональным указанием достоинств и недостатков, при котором объективно выделяются позитивные и негативные стороны работы сотрудника;
- путём воздействия на настроение сотрудника, изменения его эмоционального состояния.

Целевая мотивация может достигаться с помощью методов эталона и показа перспектив. Организационная мотивация — с помощью методов соревнования и партнёрства. Методами мотивации помощью являются совет и содействие. Методы эмоциональной мотивации — это ободрение и пристыжение. К методам рациональной мотивации мы относим выделение достоинств и указание на недостатки.

Метод **эталона** относится к целевой мотивации и представляет собой предъявление персоналу чётких образцов желаемых результатов деятельности, того, что они могут достичь. Эталон обязательно должен быть наглядным, реально достижимым и обеспеченным методикой определения степени соответствия полученных результатов эталону. Эталоны могут быть негативными («так нельзя!»), однако для побуждения гораздо чаще применяются позитивные эталоны. Эталонами могут служить как реально существующие в школе достижения, так и показатели, сформулированные на основе анализа имеющихся в школе возможностей. Например, в школе могут существовать эталоны хороших результатов успеваемости по различным предметам для классов разных

уровней обучаемости, могут сложиться эталоны взаимоотношений в педагогическом коллективе, эталонной может быть признана применяемая некоторым педагогом методика решения определённой педагогической задачи и т. д.

Достоинство эталона как метода побуждения состоит в том, что его наглядность и очевидность позволяет избегать принуждения, добиваясь присущей методам принуждения чёткости требований к результату деятельности. Недостаток метода эталона — жёсткая регламентированность желаемых результатов, ограничивающая инициативу персонала: условно говоря, если результат не соответствует эталону, это «плохо». Однако не следует забывать, что однажды заданный эталон может со временем устареть или изначально быть неверно определённым. В частности, результат педагогической деятельности может превзойти эталонные требования; в этом случае менеджер должен принимать решение, либо отвергающее прежний эталон, либо отрицающее достижения сотрудника. Ещё один пример: никто из сотрудников в течение длительного времени не может приблизиться к заданному эталону; эта ситуация требует коррекции эталона и дополнительной мотивации персонала. Таким образом, жёсткость данного метода приводит к необходимости периодически пересматривать и корректировать задаваемые персоналу эталоны.

Более гибким методом целевой мотивации персонала является **показ перспектив**. Суть метода показа перспектив состоит в том, что менеджер раскрывает перед сотрудником личностную и социальную значимость целей деятельности, описывая или показывая, что ожидает школу, учащихся, педагогический коллектив и лично данного педагога в случае, если он поступит определённым образом, выберет некоторую модель поведения, освоит то или иное педагогическое новшество. Гибкость этого метода — несомненное достоинство, если речь идёт о побуждении к творческой деятельности, о стимулировании инициативы педагогов. Однако цель с помощью этого метода задаётся не так чётко, как при использовании метода эталона.

**Соревнование** служит для организации деятельности персонала. Целевая установка менеджера персоналу при организации соревнования может быть сформулирована следующим образом: «стремитесь быть лучше других или не оказаться хуже всех». Иначе говоря, в основе соревнования как метода управления персоналом лежит эксплуатация естественной для любого человека мотивации достижения успехов и (или) избегания неудач.

Данный метод мы относим к жёстким методам побуждения, поскольку его применение ставит сотрудников в условия противостояния, а профессиональную деятельность — в зависимость от правил соревнования, вынуждая всех участвующих в организованной таким



образом деятельности «играть по единым правилам», которые не для всех удобны в равной степени. Правила соревнования педагогов в школе — это своеобразные «правила игры в педагогическую деятельность», которые с большей или меньшей достоверностью отражают реалии данной школы. В результате соревнования всегда кто-то побеждает, а кто-то проигрывает. Поэтому личный успех или успех небольшой («своей») группы в глазах сотрудников по важности может заслонить успех школы и педагогического коллектива в целом («меня не радует, что школа в целом улучшила показатели обученности, потому что меня в личном соревновании обошли коллеги», «мне безразличны школьные проблемы, лишь бы я был на высоте» и т. п.). Это недостатки метода соревнования. В числе его достоинств — ярко выраженная направленность на высокие достижения, расширение возможностей стимулирования деятельности «изнутри коллектива», организации взаимоконтроля.

Метод **партнёрства**, в отличие от соревнования, организует в коллективе сотрудничество. Партнёрство во взаимодействии сотрудников предполагает взаимную ответственность, взаимопомощь, совместное решение общей для группы педагогов проблемы, выполнение каждой части общего дела, стремление не подвести коллегу-партнёра. Партнёрство — гибкий метод организационной мотивации персонала. Хотя организация партнёрства также предполагает выполнение некоторых правил, эти правила регламентируют главным образом взаимоотношения сотрудников. При использовании данного метода личные интересы не обособляются от общественных, а инновационно-педагогическая деятельность приобретает коллективный и самоуправляемый характер, что является его достоинствами. Главный недостаток партнёрства, по сравнению с соревнованием, состоит в относительно слабой ориентированности на достижение результата. Так, сотрудник может снизить темпы своего профессионального развития из чувства солидарности с коллегой, которому пока не удаётся достичь хороших результатов, а также из-за того, что тратит свои силы и время на помощь партнёру.

Рассмотренные выше методы побуждения персонала относятся к методам целевой и организационной мотивации и образуют одну пару жёстких методов (эталон и соревнование) и одну пару гибких методов (показ перспектив и партнёрство). Следующие две пары методов побуждения — это методы рациональной и эмоциональной мотивации. Они дифференцируются по признаку акцентирования положительных или отрицательных сторон персонала.

Сущность **выделения достоинств** как метода рациональной мотивации состоит в том, что менеджер признаёт и подчёркивает позитивные стороны профессиональной деятельности и личности сотрудника или группы сотрудников.

Выделение достоинств может происходить в индивидуальной беседе. Нередко сам педагог не видит успехов в своей деятельности из-за того, что не может посмотреть на неё «со стороны» или опасается афишировать свои успехи из-за боязни ошибиться. В этом случае выделение достоинств не только покажет ему истинную ценность его труда, но и повысит его самооценку.

Выделение достоинств может быть публичным; в этом случае оно часто сочетается с управленческим содействием: публичная похвала, исходящая от руководителя, может значительно повысить статус сотрудника в коллективе, обеспечить признание его успехов коллегами и т. д.

Использование этого метода позволяет менеджеру опираться на положительные качества сотрудников и культивировать эти качества в педагогическом коллективе. Недостаток метода — отказ от критики, которая также бывает необходимой в управлении персоналом.

**Указание на недостатки** — метод, полярный по отношению к предыдущему, поскольку в его основе лежит не положительная, а отрицательная оценка менеджером сотрудника и его профессиональной деятельности. Осознание педагогами своих ошибок, недочётов, недоработок пробелов в профессиональной компетентности является важным шагом для их устранения. Метод указания на недостатки призван помочь сделать этот шаг. Главное правило применения этого метода — правило конструктивной критики, которое состоит в том, что указание на недостатки должно показывать персоналу пути для профессионального и личностного совершенствования, а поиск недостатков ни в коем случае не должен становиться для руководителя самоцелью. Недостаток метода — отсутствие позитива, что при частом его использовании может привести сотрудников к снижению самооценки, разочарованию в отдельной инновации и профессиональной деятельности в целом.

В паре методов эмоциональной мотивации негативную побуждающую оценку несёт метод **пристыжения**. Однако негативная оценка при этом компенсируется в целом позитивным восприятием личности сотрудника, сочувствием ему и уверенностью менеджера в возможности преодоления допущенных сотрудником ошибок и просчётов.

**Ободрение** как метод эмоциональной мотивации представляет собой позитивную эмоциональную оценку в сочетании с ясно выраженной менеджером уверенностью в

достоинствах сотрудника, в его профессиональном потенциале и конечном успехе выполняемого им дела.

При использовании методов рациональной и эмоциональной мотивации сотрудник должен быть уверен, что в глазах руководителя он скорее «хороший», чем «плохой». Иначе говоря, общее правило применения этих методов состоит в том, что позитивные оценки должны значительно превалировать над негативными.

Ещё одна пара методов, используемых в системе побуждения, это методы мотивации помощью. Их общим признаком является непосредственная или опосредованная помощь менеджера сотрудникам. Применяя эти методы, следует помнить, что помощь усиливает мотивацию, если она своевременна (отвечает возникшей у человека потребности в получении помощи), тактична (не навязана вопреки желанию того, кому она оказывается), необходима и достаточна (не выполнение работы за сотрудника, не снятие с него ответственности за результат, а именно *помощь в самостоятельном преодолении затруднений*, которая приводит подчинённого к успеху). К методам помощи относятся совет (помощь словом) и содействие (помощь действием).

**Совет** как метод управления призван помочь персоналу упорядочить свою деятельность, правильно определить в ней приоритеты и в то же время оставить сотрудникам достаточную свободу выбора средств и способов деятельности. Совет в обычном, бытовом понимании — это подсказка, которую можно использовать в готовом виде, а можно лишь принять к сведению, интерпретировать или вовсе игнорировать, поступив по-своему. Это в значительной степени относится и к управленческому совету, отличая его от приказа. Однако даже в неформальном общении явное игнорирование совета может показаться обидным для того, кто дал этот совет. В управлении же игнорирование совета, данного руководителем, является признаком неудачи в применении данного метода. Советы руководителя обязательно должны быть действенными, целенаправленно помогающими улучшить работу (иначе зачем их давать? чтобы подчинённые решили, что слова руководителя — «пустой звук»?).

Применение данного метода допускает много вариантов: менеджер может дожидаться обращения сотрудника за советом, а может и сам проявить инициативу, может сформулировать совет сразу чётко и инструктивно, а может лишь подсказать источник необходимых сведений (например, назвать нужную книгу, журнал, автора, или посоветовать обратиться к коллеге, который владеет данной информацией), может привлечь для формулирования совета третье лицо и т. д.

Особое место в применении метода совета занимают ситуации, когда подчинённые сами обращаются за советом к руководителю. Сложность этих ситуаций определяется тем, что, во-первых, отказать в совете этом случае значит проигнорировать сотрудника или признать в свою некомпетентность в данном вопросе, во-вторых, истинные причины, по которым сотрудники обращаются за советом к руководителю, могут существенно отличаться. Так, причинами обращения сотрудника за советом могут быть:

- затруднение в работе и надежда на помощь специалиста, который «всё знает намного лучше»;
- желание получить от руководителя подтверждение собственных намерений;
- стремление снять с себя ответственность за результат;
- стремление показать руководителю свое восхищение его мудростью, польстить ему, чтобы приблизиться к руководителю и продемонстрировать коллегам свою «близость к начальству», повысив, таким образом, свой статус в коллективе;
- элементарное нежелание самостоятельно думать и решать профессиональные задачи (в этом случае, как и в предыдущем, сотрудник склонен обращаться за советом по малейшему поводу).

Очевидно, что приёмы, используемые менеджером для реализации совета, в каждом из перечисленных случаев должны отличаться.

**Содействие** предполагает активную, действенную помощь — от прямого вмешательства в процесс (например, руководитель методического объединения, хорошо владеющий новой методикой преподавания, помогает педагогу разработать урок по данной методике) до опосредованного воздействия (например, создание особо благоприятных условий для педагогов, занимающихся инновационной деятельностью). Таким образом, управленческое содействие может быть прямым либо опосредованным (косвенным). Опосредованное содействие обеспечивает оптимальные условия выполнения принятых управленческих решений. К таким условиям мы относим: социально-психологические условия (создание в управляемой системе благоприятного социально-психологического климата) и материальные условия (обеспечение необходимых для реализации решения финансирования, а также помещений, наглядных пособий, литературы, технических средств, оборудования).

Управленческое содействие охватывает разные стадии образовательных инициатив и педагогического творчества, приобретая на каждой стадии свою специфику благодаря своеобразию управленческих задач и сочетания приёмов управления педагогическим персоналом. В частности, можно выделить следующие виды содействия: содействие в

формировании идеи, в выдвижении идеи, в разработке инновационного проекта, в апробации, в организации внедрения новшества.

Сочетания методов побуждения, формирующих лучи «звезды мотивации» образуют следующие тактические схемы:

- **сотрудничество** (партнёрство + содействие): тактическая схема, при которой в совместную деятельность вовлекаются и подчинённые, и руководитель;
- **поддержка в затруднении** (ободрение + совет): сочетание этих методов помогает персоналу самостоятельно преодолевать возникающие в работе затруднения;
- **критика** (указание на недостатки + пристыжение);
- **возвышение** (выделение достоинств + показ перспектив): сочетание методов в этой схеме создаёт атмосферу доверия к возможностям сотрудников, повышает их самооценку, ведь их достоинства открывают новые перспективы развития и, очевидно, приведут к новым достижениям;
- **конкуренция** (эталон + соревнование): степень приближения к эталонным требованиям определяется в сравнении с достижениями коллег; данная тактическая схема позволяет организовать в коллективе оценивание и в какой-то мере компенсирует отсутствие в системе побуждения специальных методов для стимулирующего оценивания результатов деятельности.

В побуждении персонала часть методов основывается на доверии, а часть — на недоверии к персоналу (на рис. отрезки, изображающие эти методы, соприкасаются соответственно с «линиями доверия» и «линиями недоверия»). При доминировании методов одной из этих линий можно говорить о тактике доверия или недоверия к персоналу, а в сочетании с методами других групп — о стратегиях доверия / недоверия. Стратегии доверия и недоверия являются интегративными, объединяющими методы из разных групп: «линии доверия» показывают переход побуждения в убеждение, а «линии недоверия» — в принуждение.

Приведённые тактические схемы не исчерпывают всего разнообразия тактик, возможных при использовании менеджером стратегии побуждения. Так, характер поддержки в затруднении изменится при дополнении ободрения и совета содействием или замене совета содействием, а критика даст больший корректирующий эффект, если методы пристыжения и указания на недостатки дополнятся советом по устранению этих недостатков.

Проведённый нами анализ побуждения как интегративного способа влияния на личность и коллектив в управлении инновационно-педагогической деятельностью позволяет сделать ряд выводов.

1. При побуждающем воздействии в управлении инновационно-педагогической деятельностью:

- руководитель может находиться как «снаружи», так и «внутри» управляемой системы (методы совета и содействия однозначно требуют «нахождения внутри», остальные методы предполагают возможность такого выбора);

- цель персоналу задаётся с помощью введения эталонов и показа перспектив;

- специально организуется взаимодействие участников инновационно-педагогической деятельности (соревнование или партнёрство);

- мотивация может создаваться любым из методов побуждения на любом этапе процесса;

- регулирование и коррекция деятельности педагогов осуществляется посредством ободрения / пристыжения, выделения достоинств / указания на недостатки, а также совета и содействия;

- для оценивания конечных результатов специальных методов не предусмотрено.

2. Достоинствами убеждения являются преимущественно гибкий характер управленческих воздействий, разнообразие мотивации и эффективное регулирование профессиональной деятельности персонала, предоставление сотрудникам широких возможностей для образовательных инициатив и педагогического творчества, а также возможность управленческого воздействия как извне, так и изнутри управляемой системы.

3. Побуждение наиболее эффективно при условии, что методы «звезды мотивации» дополняются внешним стимулированием персонала: вознаграждением и наказанием. Это приводит к мысли о том, что в управлении инновационно-педагогической деятельностью наиболее предпочтительны интегративные стратегии управления инновационно-педагогической деятельностью, благодаря которым можно варьировать степень свободы исполнителей.

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## **HUDUDIY TELEKANALLARDAGI MUALLIFLIK KO'RSATUVLARIDA TIL VA USLUB MASALALARI**

**(Language and style issues in authorship on  
regional Tv channels)**

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**Annotatsiya:** Mazkur maqola suxandonlar nutqida til va uslub masalasi mavzusiga bag'ishlanadi. Nutqimizni adabiy til me'yorlari asosida to'g'ri va ravon qo'llashimiz, nafaqat xalqimizga, balki millatimizga ham hurmat hissini o'zida aks ettiradi. Televideniye va radioda faoliyat olib borayotgan jurnalistlar ham bunga e'tiborsiz bo'lmasliklari lozim. Televideniye va radio faoliyatini kuzatib, bevosita tinglovchi unga ergashadi va o'zi sezmagan holda taqlid qila boshlaydi. Natijada til buziladi. Shuning uchun har bir ziyoli, suxandon adabiy tilda gapirishi lozimligiga maqolada alohida urg'u berilgan.

**Annotation:** Language is a social phenomenon. Our use of our language in a fluent and literary language reflects a sense of respect not only for our people, but also for our nation. It is not for nothing that our great ancestor Alisher Navoi said, "You want the language, you pay attention to the people". Journalists working in television and radio should not ignore this either. While watching or listening to TV and radio, the direct listener follows him and unknowingly imitates him. As a result, the language is distorted. That is why every educated, sukhandon should speak a literary language.

**Kalit so'zlar:** televideniye, OAV tili, teleko'rsatuv, suxandon, adabiy til, adabiy norma, til normalari, dasturlar.

**Keywords:** television, media language, television, sukhandon, literary language, literary norm, language norms, programs.

Axborot jamiyatini rivojlantirish yo'lida, ommaviy axborot vositalari tilini o'rganish ijtimoiy va, ayniqsa, jurnalistika ta'limotining ajralmas qismiga aylandi. Hozirgi o'zbek tili normalarning keng tizimi: imlo, orfoepik, leksik, grammatik, stilistik jihatdan bugungi kunda gazeta, jurnallarda, radio va televideniya adabiy til me'yoriga amal qilish so'zlashuv madaniyatini talab qiladi. Ommaviy axborot vositalarining tili, asosan, yozma va og'zaki shaklda qo'llanadi. Tilimizning bugungi ko'rinishi, normaning holati yoki barqarorlikni yo'qotishning belgisi emas, balki moslashuvchanlik va oqilona ko'rsatkichdir. Bu me'yorni muloqotning hayotiy vaziyatiga moslashuvchanligidir. Adabiy norma shakllanish manbalarining o'zgarishi avvalgi qattiqqo'llik va muqarrarlikning me'yor bo'yicha yo'qolishini izohlaydi. Bir tomondan, ommaviy axborot vositalari, eng tezkor ommaviy axborot vositalari sifatida faoliyat olib bormoqda, albatta, birinchi navbatda, obyektiv ma'lumotlarning qayta takrorlanishi mavjud.

Leksik, grammatik faol jarayonlar va tildagi stilistik (og'zaki nutqdagi fonetik va aksentual) o'zgarishlar mavjud. Boshqa tomondan, xuddi shu foydalanish bo'yicha normativ cheklashlar so'zlashuv odobining yo'qligiga qadar tili buzilgan, qo'pol, jargon va odobsiz so'zlarni qo'llash odatiy holga aylangan edi. Ommaviy axborot vositalarida "og'zaki erkinlik" ham bevosita mavjudligi bilan birga so'zga beparvo munosabat va tahririyat ishiga yetarli darajada jiddiy munosabat natijasida paydo bo'ladigan nutqiy xatolardir.

An'anaviy ommaviy axborot vositalarining dinamik rivojlanishi bosma, radio, televideniye, yangi kompyuter axborot texnologiyalarining paydo bo'lishi, jahon axborotlarining globallashuvi so'zni ishlab chiqarish va tarqatish kosmik jarayoniga katta ta'sir etmoqda. Bu murakkab va ko'p qirrali jarayonlarning barchasi nafaqat ilmiy tushunishni, balki ommaviy axborot vositalari tilini amaliy tadqiq etishning yaxlit paradigmasini ishlab chiqishni ham talab etadi. Yozma va og'zaki nutqda til me'yorlariga amal qilish ommaviy axborot vositalari matnlarida fonetik, leksik, grammatik, stilistik jihatlarning xususiyatlari va qonuniyatlari, media tilining asosiy xususiyatlarini shakllantirish media belgilarida namoyon bo'ladi.

Zamonaviy dunyoda til muayyan maqsadga erishish va ma'lum oqibatlarni keltirib chiqarishga qaratilgan to'laqonli faoliyat sifatida qaraladi. Shuning uchun qonun bo'yicha bunday faoliyat bilan bog'liqligi nuqtayi nazaridan talqin qilinishi mumkin. Axloqiy va huquqiy normalarni buzish, masalan, tilni manipulyativ ishlatish haqiqatlarini o'z ichiga olishi mumkin bo'lgan ommaviy axborot vositalarida yoki nutq firibgarligida qasddan haqorat qilingan hollarda, huquqiy aralashuvga ehtiyoj tug'iladi.



Ommaviy axborot vositalari xodimlari (jurnalistlar, muharrirlar) gazeta matnlarida kommunikativ vazifa bajaradi. Shu bilan birga, u to'liq (yashirin, to'liq, nazarda tutilgan) sarmoya hodisasining tilda mavjudligi, ya'ni til birliklarida haqoratli ma'no ifodalash hollarini hisobga olish zarur.

Ommaviy axborot vositalari, jurnalistlar va muharrirlar huquqiy axborot yetishmasligidan, huquqiy normalarning holatini tushunarli tarzda ifodalaydigan yuqori sifatli uslubiy va tahliliy materiallar taqchilligini boshdan kechirmoqda. Tadqiqotchilar zamonaviy televizion yangiliklarni standartlashtirishni tobora ko'proq qayd etishyapti: matnlar ma'lum andoza bo'yicha quriladi, axborot materiali shu sxemaga muvofiq tuziladi [Kiria K.D., 2007: 24]. Axborot materiallari (notalar) kompozitsion tuzilishining bir xilligi ularning lingvistik va stilistik dizaynini birlashtirishni ham belgilaydi.

Asosiy axborot matnining ("qattiq" yangiliklar, voqealar yozuvlari) tasviri chirkin bo'lib, maxsus obrazni ishlatmasdan yaratilgan vositalar-troplar va ritorik raqamlarsiz ochib berish qiyin bo'ladi. Bo'lib o'tgan voqea faqat bitta ma'lumot beradi, jurnalist voqeani yoritishda nutq mavzusining yangi g'oyasini o'xshash hodisalarga nisbatan qiyoslab namoyish etadi [Romansova T.D., 2013: 141].

Axborot materiallari mualliflari tomonidan qo'llaniladigan majoziy vositalar, ko'p hollarda, uzoq vaqt voqea haqidagi tasavvurini yo'qotgan, o'chirilgan voqealar asosida metaforik tarzda taqqoslanadi: ...Real voqeani boshdan kechirganlar uni tan oladi.

Bu voqea haqidagi xabarni matn o'z ichiga olmaydi, degani emas, balki obrazli yoki ichki shaklga ega bo'lgan so'zlar bilan voqeani ochib beriladi. Ichki shakl tasvirning haqqoniy asosini o'zgartirmaydi. Voqelikning axborotli "modeli" leksemaning stilistik konnotatsiyasi (qo'shimcha baholovchi, ifodalovchi, emotsional orttirilishi) tufayli faqat yanada yaqqolroq tuzatiladi [Romansova T.D., 2013: 141-142].

Yangiliklar dasturida emotsional tushlarning namoyon bo'lishi va muallifning o'z-o'zini ifoda etishiga e'tibor qaratilgan, shunga qaramay, ayrim jarayonlar, obyektlar va dalillar baholovchi xususiyatlar bilan birga keladi va shu asosida qaror qabul qilinadi. Kuzatishlarimizga ko'ra, kirish so'z va so'z qismlari orasidagi munosabatni ko'rsatuvchi so'z birikmalari, ayniqsa, tez-tez uchrab turadi. Odatda, muxbirlar nutqi shaxsiy elementlardan ko'proq to'yinadi, chunki hisobotlarning maqsadi tinglovchilarga ko'rganlarini o'z ko'zi bilan yetkazishdir. Biroq shuni ta'kidlash kerakki, ayrim hollarda jurnalistlar biror mavzu asosida ko'rsatuv tayyorlashda u yerda ish yuritayotgan xodimlarning tilida bemalol muloqot qiladilar. Jamiyat rivojlanishi natijasida chet eldan kirib kelgan insonlar bilan bemalol uning tilida gaplashmoqdalar. Masalan, Namangan TVda tadbirkorlar bilan muloqotda chet eldan kelgan agronom bilan erkin tarzda muloqot qilinishiga

guvoh bo'lamiz. Badiiy obrazdan farqli o'laroq jurnalistik obraz o'z-o'zidan estetik yakun topmas ekan, u utilitar, amaliy vazifalarga xizmat qiladi: bo'layotgan voqealarning ijtimoiy ma'nosini ko'rsatish, siyosiy, madaniy hodisada tipik va farqli jihatlarni aniqlaydi [Romansova T.D., 2013: 146].

Morfologik jihatdan bayonni ifodalashning asosiy vositasida fe'l shakllari:

1. *O'tgan zamon*: Prezident Sh.Mirziyoyev tashrif buyurdi. Shahar va qishloqlarda yosh oilalar uchun inshootlar qurildi; O'zbekiston prezidentlik lavozimiga yana uchta nomzodni ro'yxatga oldi. Fe'lining aniq o'tgan zamon shakli mukammallik ma'nosiga ega, boshqacha aytganda, bir harakat natijalari keyingi vaqt rejasi uchun tegishli bo'ladi.

2. *Kelasi zamon*: O'zbekiston parlamenti respublikaning yangi bosh vaziri masalasini ko'rib chiqadi. Viloyat hokimi "Universiada – 2019" uchun tayyorgarlik qanday ketayotganini tekshiradi. Misollardan ayon bo'lmoqdaki, kelasi zamonda ifodalangan fe'llar hali amalga oshirilmagan harakat-holatni ifodalaydi.

3. *Hozirgi zamon*: Yoshlar bugungi tadbirda faol ishtirok etyaptilar. Chegara hududlarida keng ko'lamli qidiruv-qutqaruv operatsiyasi davom etmoqda. Bu o'rinda ayni vaqtda yuz berayotgan voqea-hodisa o'z aksini topgan [Dedaxanova M., 2016: 254].

Bu axborot dasturi so'zlovchining real pozitsiyasini vaqtga nisbatan ifodalovchi voqealar, nutq jarayoni esa tasvirlangan voqealarning vaqt markazi hisoblanadi. Dasturda tasvirlangan barcha voqealar sodir bo'ldi. Yaqin o'tmishda yoki hozirgi paytda sodir bo'layotgan, voqealarning o'zi va ularning oqibatlari esa tomoshabinlar tomonidan ko'rilayotgan vaqtda muhimdir.

Shunday qilib, yangiliklar dasturida tasvirlangan barcha voqealar o'tmish yoki hozirgi vaqt rejasi bilan bog'liq. Shu bilan birga, yangiliklar rivoji shunday tarzda quriladiki, voqealarning o'tgan rejasi hozirgi (gapirish payti) ramkaga joylashtiriladi.

Xulosa qilib shuni ta'kidlaymizki, hududiy telekanallarni faqat shu viloyat va qisman qo'shni viloyatlar ko'ra oladi. Bu kanallarda uslubiy xatolarni ko'p uchratamiz. Biz kattalar bunga befarq qarashimiz mumkin. Lekin uni kuzatib borayotgan yoshlar bu odatiy holdek, unga ergashib taqlid qilishlari tabiiy. Bu tendensiya lekin xafa bo'lish mumkin emas, chunkiadabiy o'zbek tili-xalqimizning mulki. Vatanimizga bo'lgan muhabbat ona tilimizga xurmat ruxini shakllantirish suxandonlarning asosiy vazifasi sanaladi. Chunki, ularni butun viloyatko'radi va ulardan ibrat oladi. ularga taqlid qiladi. Shunday ekan, ular o'z tilini mukammal bilishi va so'zlarni to'g'ri qo'llashlari lozim.

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## II. CHET TILLARINI O'QITISHDA INNOVATSION YONDASHUV VA METODLARDAN FOYDALANISH IMKONIYATLARI

### О ЯВЛЕНИИ КОНВЕРСИИ В СОВРЕМЕННОМ КИТАЙСКОМ ЯЗЫКЕ (On the phenomenon of conversion in modern Chinese)

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**Аннотация:** данная статья освещает особенности конверсии как одного из способов словообразования в современном китайском языке, раскрываются понятия морфологической и синтаксической транспозиции и отличительных черт в СКЯ.

**Annotation:** This article highlights the features of conversion as one of the ways of word formation in the modern Chinese language, reveals the concepts of morphological and syntactic transposition and distinctive features in the modern chinese language.

**Ключевые слова:** конверсия, транспозиция, деривация, парадигма, семантика, лексическая единица.

**Keywords:** conversion, transposition, derivation, paradigm, semantics, lexical unit.

Конверсия – это один из видов словообразования, при котором словообразовательным средством служит слово-парадигма. В словообразовании конверсия – это способ словообразования без специальных словообразовательных аффиксов; разновидность транспозиции, под которой понимают переход слова, относящегося к одному роду слов, в другой род слов, при котором форма слова не меняется. Например, такие немецкие слова,

как “leben” “жить” и “das Leben” “жизнь”, “salt” “соль” и “to salt” “солить” на английском языке, являются одними из них. Конверсия как безаффиксное словообразование противопоставляется аффиксации. Морфологическая парадигма как средство словообразования участвует в конверсии. Участие слова в новой синтаксической функции выражается не только в том, что оно используется в соответствующей синтаксической позиции, но и в том, что оно может принимать функции, присущие словам, относящимся к соответствующей части речи, новому морфологическому показателю. По этой причине конверсия выступает и как морфолого-синтаксический способ словообразования. В некоторых работах ученые отмечают “образующие в результате конверсии соответствующие омонимические формы” [陈光磊, 2001: 88-89], поскольку основа слова будет относиться к разным частям речи, например, если мы рассмотрим английское слово “round” “круглый”: “round the table” “вокруг стола” используется в качестве вспомогательного “круглый” в словосочетании “вокруг стола”, “круглый стол” - в качестве прилагательного в словосочетании “круглый стол”, “круг” - это существительное, а “круглый” - глагол “круглый” в словосочетании “окружать”. Собственно омонимия при этом не образуется, так как родственные единицы семантически сходны и связаны между собой только корневой основой [Ярцева, 1990: 235].

Конверсия широко распространена в различных языках мира, где это явление связано с тем, что а) какие категории слов связаны между собой и на какой тип деривации они опираются, б) какие морфологические парадигмы образуются в результате конверсии. Слова, образованные в результате конверсии имеют схожие основы, но разные по форме. Вопрос о семантических моделях преобразования в разных языках еще недостаточно изучен.

Под явлением конверсии понимается переход слова из одной части речи в другую и образование таким образом нового слова, не изменяющегося фонетически и морфологически [Хожиев, 2002: 51]. Н.Коротков называет такие слова поливалентными [Коротков, 1968: 301]. В.Солнцев предложил считать такие единицы не одним словом, а двумя словами – омонимами [Солнцева, 1963: 75]. В.Горелов называет использование слова в разных позициях транспозицией [Горелов, 198: 90]. Э.Кубрякова называет транспозицию словообразовательного характера конверсией: “Конверсия может быть определено как морфологическое транспозирование основы, следовательно, как процесс полного изменения парадигмы исходной единицы или как результат полного изменения в ней морфологического окружения” [Кубрякова, 1974: 75]. В работах В.Гака по французскому

языку, М.Степановой по немецкому языку, А.В.Уфимцевой по английскому языку были сделаны попытки разграничения семантических моделей.

Важное значение в расширении способов выражения языка имеет обращение: “ограничиваясь своими категориями, знаки служили достаточно ограниченным источником средств удовлетворения большого количества речевых потребностей. Но благодаря межкатегорийным обменам мысль становится свободной, а выражение обогащается и приобретает разнообразные оттенки” [Кубрякова, 1974: 75].

Согласно В.И.Горелову, “если транспозиция связана с лексико-морфологическим изменением и как следствие формируется парадигма словоизменения, ранее не свойственная лексической единице, но при этом проявляющаяся иными синтаксическими признаками, то транспозиция такого типа называется морфологической транспозицией” [Горелов, 1984: 95]. Морфологическую транспозицию часто называют “конверсией” (“конверсионной транспозицией”), так как в этом способе словообразования парадигма словоизменения реализуется без особой деривационной морфемы, то есть без особого структурного компонента. При этом образование нового слова происходит при переходе соответствующей словообразовательной основы в другую парадигму словоизменения. По этой причине конверсия определяется как процесс морфологической транспозиции.

Однако, с учетом того, что в китайском языке формообразование слова развито слабее, чем в других языках, конверсия не образует парадигмы взаимозависимых словоизменений. При этом им присуща только одна-две формы слова, то есть фрагменты парадигмы. При этом под “парадигмой” понимается “система языковых единиц, объединяющая грамматические формы по общему значению и различающая по частному значению”. В результате парадигмы образуется парадигматический ряд (ряд, состоящий из единиц или элементов, объединенных определенным свойством общности, контрастирующих по какому-то отличительному признаку и один из которых может быть заменен другим в соответствии с требованиями речевого общения) [Ҳожиёв, 2002: 83].

Как утверждает В.М.Солнцев, “говоря о способе словообразования преобразования, необходимо, чтобы соответствующие пары слов имели четко выраженные системы форм и формально-синтетические признаки” [Солнцев, 1957: 75]. “Именно по этой причине морфологическая транспозиция, имеющая свойство словообразования в китайском языке, с учетом особенностей ее проявления, как и в случае с полуаффиксией, может называться полуконверсией” [Горелов, 1984: 96].

Лексические единицы, присутствующие в современном китайском языке в конверсионном общении имеют индентичную звуковую и графическую форму, но различную словоформу, а также различаются по функциональным признакам.

В современном китайском языке в качестве особого вида лексических омонимов приводятся конверсионные омонимы, под которыми понимается появление в результате конверсии лексических единиц, имеющих как и данный термин ту же основу [Хаматова, 1987: 11].

В китайском языке, как и в других языках, можно выделить семантические модели конверсии. “Семантические модели – это такие широкие (концептуальные) значения моделей, которые определяют образование конкретных лексических единиц и вытекают из категориальной семантики слов” [Уфимцева, 1968: 125].

Конверсионные омонимы – это особый вид омонимов. Омонимы, образующиеся в результате преобразования, будут связаны между собой по смыслу, хотя для омонимов семантическая связь может вообще отсутствовать [Ярцева, 1990: 344]. Именно поэтому можно сказать, что омонимия – это когда под омонимией понимается синхронное совпадение нескольких слов, различных по значению в системе одного звукового комплекса, тогда как под конверсией понимается звуковое совпадение близких по значению слов в результате диахронического процесса.

В рамках морфологического способа словообразования Жэнь Сюэлян выделяет конверсию, характеризуя его термином 转类式 *zhuanleishi* [Ren Xueliang, 1980. – 127]. Он выделяет пять типов конверсии:

1) Существительное-глагол:

锁 *suo* – замок,

锁 *suo* – запереть

3) Глагол-существительное:

访问 *fangwen* – сделать визит,

访问 *fangwen* – визит

5) Прилагательное-  
существительное:

困难 *kunnan* – трудный,

2) Прилагательное-глагол:

丰富 *fengfu* – богатый,

丰富 *fengfu* – обогатить

4) Глагол-счетное слово:

挑 *tiao* – выбирать,

挑 *tiao* – счетное слово (корзина);

困难kunnan – трудность

Однако анализ китайско-русской лексики позволил выделить в современном китайском языке 13 видов конверсии. В частности:

1. Сущ. -прилагательное:

平等pingdeng – равноправие

平等pingdeng – равноправный

3. Сущ.-прил.-глагол:

毒du – яд, токсин

毒du – ядовитый

毒du – отравить

6. Сущ.-прил.-глагол:

重zhong – тяжесть, вес

重zhong – тяжелый

重zhong – сильный, особый, много

8. Глагол-сущ.:

开支kaizhi – тратить

开支kaizhi – трата, расход

10. Глагол-прил.-сущ.-наречие:

深shen – углубляться

深shen – глубокий

深shen – глубина

深shen – глубоко

12. Глагол-послеслог:

往wang – направлять

4. Сущ.-глагол:

锁suo – замок,

锁suo – запереть

5. Сущ.-наречие:

根本genben – основа, источник

根本genben – кардинально

7. Прил.-наречие:

切实qieshi – необходимый,  
настойчивый

切实qieshi – по сути

9. Глагол-сущ.-наречие:

开始kaishi – начинать

开始kaishi – начало

开始kaishi – в начале

11. Прил.-глагол:

奇怪qiguai – удивительный

奇怪qiguai – удивляться

13. Глагол-союз:

如ru – быть похожим, походить

往wang – к, на, в

如ru – если

Субстантивация - переход в разряд имён существительных других частей речи [Ҳожиев, 2002: 78].

Прилагательное (адъективация) - функциональная форма глагола, обозначающая признак предмета, присущий функции прилагательного.

Деепричастие (адвербализация) – функциональная форма глагола, обозначающая признак действия, присущий наречию, выполняемому заданию. Деепричастия определяют признак действия по-разному, например, с точки зрения момента, состояния, цели и т. д. [Ҳожиев, 2002: 83].

Исходя из вышесказанного можно сделать следующие выводы:

1) во многих языках (в том числе английском, русском, китайском) представлен рядом словообразовательных активных процессов, среди которых одно из важных мест занимает деривация, осуществляемая без добавления словообразовательного аффикса к смыслообразующей основе слова. Одним из наиболее продуктивных способов такого словообразования является конверсия – переход слова из одной части речи в другую без изменения своей внешней формы. Данный процесс словообразования также известен как способ образования с корнем или без суффикса. Хотя термин “конверсия”, по мнению некоторых лингвистов, не в полной мере отражает суть этого явления, он используется достаточно широко и поэтому, на наш взгляд, представляется более удачным по сравнению с другими терминами.

2) Основное отличие конверсии как способа словообразования состоит в том, что при нем слова образуются без словообразовательных суффиксов. Словообразовательным средством при конверсии является грамматическая сформированность слова. Но грамматическая сформированность будет состоять не только из парадигмы слова, но и из его грамматического сочетания с другими словами.

3) Для правильного понимания сущности конверсии необходимо учитывать семантические, морфологические и синтаксические факторы. Образование нового слова происходит именно за счет семантического изменения исходного слова, а затем происходит переосмысление или изменение содержания основы, что отмечается в парадигме и в грамматическом образовании нового слова.

4) Особенность конверсии заключается в том, что, сохраняя смысловую инвариантность высказывания, носитель языка может выбирать различные синтаксические структуры и способы выражения, исходя из коммуникативных задач и собственного



желания. В этом смысле конверсия, выражающее обратные отношения в языке и присвоившее понятие противоречия глубинного уровня, наряду с другими средствами занимает важное место в устной (вербальной) деятельности человека.

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**THE NEED FOR TECHNOLOGY IN THE DESIGN OF THE  
PEDAGOGICAL PROCESS**

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**Annotation.:** This article discusses about the need for a qualified pedagogical diagnosis, pedagogical task in preparation for the organization of the pedagogical process and curriculum or individual student learning as the basis for designing content.

**Keywords:** pedagogical process, pedagogical task, pedagogical diagnosis, decision-making process, design technology.

Projects differ in subject matter and direction. Analytical activities, which are carried out sequentially by the educator in the projects and end with the diagnosis; creative activities such as foresight and design. Diagnosis, foresight and design are an integral part of any pedagogical task. The purpose of the project will be reflected in advance on paper as a calendar, a brief written statement. The effective solution of strategic, tactical and operational tasks depends on the quality of design technology [Mishra P, Koehler, 2006]

The design of the pedagogical process should not only take into account the activities of the teacher, the content and capabilities of the use of pedagogical tools. It should focus on the content of the activities organized by the individual student and the group of students.

Design is a general strategy that reflects the pedagogical process, based on the social, pedagogical goals of education. Curricula, syllabi, textbooks, guidelines and other teaching aids are important sources in the design.

The pedagogical goal is accepted as a pedagogical task in preparation for the organization of the pedagogical process. The success of pedagogical activity depends on the understanding of the essence of different tasks in one way or another. It is important to identify common tasks for teaching. Then it is expedient to clearly define step-by-step tasks (separate stage tasks), which finally express the essence of a certain stage of the pedagogical process, and finally special (situational) pedagogical tasks [Xudoyqulov, 2012].

If the pedagogical situation is not sufficiently understood, then the ways of solving pedagogical problems are not defined correctly. Due to the inexperience of a teacher who has just started his / her professional career, he / she does not have the ability to understand the pedagogical situation and set tasks correctly. Therefore, they act on their own and try to solve the pedagogical task immediately, resulting in a serious mistake.

However, in some cases, even experienced educators do not pay attention to the correct understanding of the pedagogical situation. As a result, there is a disproportion in pedagogical activity: the teacher activates students, uses visual aids, controls knowledge, without thinking about whether his activity will ensure the achievement of pedagogical goals. Another asymmetry of pedagogical activity is that most educators replace pedagogical tasks with secondary, functional, transient tasks and focus only on them (lesson organization, organization of events).

Understanding the pedagogical task is the basis for analyzing and diagnosing available data.

In addition to identifying the situation, the analysis of the data should focus on identifying key components in the entire pedagogical process, such as the educator, the learner and the

relationship between them, and the content of education, effective tools, and pedagogical conditions.

Data analysis helps to gain scientific evidence, such as the nature of the pedagogical process, the systematic study of the state of team and individual student behavior in specific situations. This evidence forms the basis of practical activity. The available evidence allows to diagnose the course of the pedagogical activity and the guarantee of the expected result. In our opinion, it is appropriate to emphasize the essence of the concept of "diagnosis" here.

Diagnosis (Greek *diagnostikos* - quick comprehension) was originally a concept used in medicine and was recognized as a doctor's conclusion, which means a thorough study of the nature of the disease and the patient's condition.

In recent years, the concept of "diagnosis" is widely used in practical pedagogy.

Pedagogical diagnosis is usually made on the basis of taking into account the psychological, subjective features of the pedagogical process (psychodiagnostic examination). Psychodiagnostic examination is based on a holistic or specific coverage of the student's personality and activities.

The need for a qualified pedagogical diagnosis requires the teacher to study in depth the methods and special techniques of studying the individual student, the team, as well as the characteristics of the whole pedagogical process.

Diagnosis is a general requirement for addressing the goals and objectives of education (or upbringing). It is closely related to the accuracy, uniformity of goals, methods of achieving them, measurement and evaluation.

The basis of pedagogical diagnosis is a comprehensive knowledge of the student's personality, the study of the characteristics of the classroom as a team, the analysis of data in specific pedagogical situations, which are the transition to the next important stage of designing the educational process. allows you to anticipate the process. This situation leads to the formation of pedagogical goals and allows to define well-thought-out pedagogical tasks on the basis of goals. Preventing a pedagogical goal can only be achieved if the level of development of the individual is consistent with the goals of education. That is, the pedagogical goal, as an important factor in the pedagogical system, inevitably solves problems.

Pedagogical foresight is the process of learning information about an object in advance. Class, student, knowledge, attitude, etc. are selected as objects.

There are many types of foreknowledge and they need to be mastered by the teacher. Predictive methods include modeling, hypothesis, synthesis, proof, reasoning, and more.

These methods are closely related. Foresight is defined as the educator's assumption of the effective ways in which he or she will be able to think through pedagogical tasks.

Ability to anticipate is an important professional quality of a teacher. Although the ways to achieve it are complex, the goal of pedagogical activity is reflected as a modeled result of an activity that has not yet taken place and the pedagogical process as a project of quantitative and qualitative changes.

Pedagogical foresight is the end result of defining pedagogical tasks in relation to goal-orientation and directing them into a system of pedagogical tasks. This should take into account the information expressed in the pedagogical diagnosis, that is, the additional capabilities and readiness of the individual and the team. As a result, science-based foresight synthesizes the pedagogical task, the content of teacher and student activities, motivation, and aspects that need to be addressed in the short term. The pedagogical task is formed by the educator, first for himself, and then the focus is on solving the pedagogical task based on the abilities of the students.

Pedagogical design requires ensuring that the pedagogical task is solved as a whole in terms of content, organizational-methodical, material-technical and socio-psychological (emotional, communicative, etc.).

Curriculum or individual student learning is the basis for designing content, in which case the teacher makes an independent decision about what to offer students in accordance with the pedagogical activity, goals and conditions. It is advisable to take into account the following in the decision-making process [Joyce, 2008:44-47]

- 1) what and to what extent students should learn the proposed information;*
- 2) the initial level of preparation of students, their ability to receive educational information;*
- 3) personal material of the teacher, and also material and technical base of educational institution.*

Educational data design technology plays an important role here.

The problem of learning material and its structure plays an important role in the technological approach. To solve this problem, it is necessary to distinguish between the concepts of "didactic material" and "educational material". According to G.A.Ball, didactic material consists of a system of objects (i.e., a system of didactic material objects), each of which is used as a material or materialized model based on social knowledge and experience [Penny Thompson, 2018].

The curriculum consists of a system of materials (ie, a system of teaching materials), which is reflected in the material or materialized models of didactic material and is intended for use in educational activities.

Since learning activities are seen as a process of solving learning tasks, it is natural that the learning task is structured according to certain parts of the learning material. At the same time, the

curriculum can be considered as a pedagogically oriented system. Thus, in the teacher's work, the system of learning tasks is reflected in the design of teaching materials and the formation of didactic material.

Experimental analysis shows that designing a pedagogical process is a complex process. The complexity is reflected in the fact that the design of the pedagogical process takes into account two main factors: constraints and guidelines. The content of education meets the requirements of scientific and practical significance, is organized in accordance with the time allotted to the educational process, as well as the compatibility of the content of education and its level of acceptance by students. Therefore, the complexity of the situation, the ways to overcome the difficulties in mastering the basics of science, must be determined in advance.

Usually, an educator who strives for positive outcomes works on the content outlined in the curriculum. Based on this, he creates his own program of activities.

This means that the educator can only succeed in using design technology if he or she recognizes the needs of the students, the ability to prepare for the lesson at a certain stage of the learning process, and the development of students' self-development skills as key issues.

Future-oriented and fast-paced design in the teaching profession is adapted differently in different classes. The educator must be aware of the role of each pedagogical task in the system of the whole pedagogical process, whether it is a lesson or an educational event.

Educators with qualified, systematic modeling skills can create sustainable technologies. They are very different from educators who are able to perform local modeling according to specific conditions. Consequently, in the work of the second group of educators, the technology of the lesson (or educational event) takes the lead, not the whole science (or pedagogical process).

If the pedagogical activity is focused on meeting the needs of students, that is, on the final goals, then the educator will not have difficulty in designing a holistic pedagogical process or individual lessons and educational activities.

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**SCIENTIFIC TECHNOLOGY IN THE REPUBLIC OF UZBEKISTAN  
INFORMATION RESOURCES DEVELOPMENT  
HISTORICAL FEATURES (ON THE EXAMPLE OF 2000-2019)**

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**Abstract:** The article discusses the introduction of digital technologies in the context of the COVID-19 pandemic (IT), which has become one of the most pressing issues of today. end, front-end programs, the positive impact of the application on the development of the country's economy is studied. In this regard, the analysis of specific aspects of the history of development of scientific and technical information resources in the world, including mechanisms for their improvement, legal framework, current trends and problems, as well as scientific and technical information resources, their historical stages, assessment of existing scientific potential. a lot of research is being done on targeting. Also, the differences and peculiarities of the three types of directions (science, technology, innovation) were analyzed. In addition, the scientific and pedagogical potential of the Ministries and agencies and the participation of state scientific and technical programs were analyzed. In addition, conclusions and recommendations on the historical features of the development of scientific and technical information resources in the Republic of Uzbekistan (on the example of 2000-2019) were developed.

**Keywords:** national economy, COVID-19, blockchain technology, IT technologies, scientific and technical information resources, science and industry, history, information resources, scientific and pedagogical potential, scientific and technical information.

**Introduction**

In the process of economic development in the world, the field of science is also improving and improving. In particular, special attention is paid to the effective use of scientific and technical

information resources, their formation, the evolution of socio-economic development.

In the Republic of Uzbekistan, too, the development of each sector requires the use of scientific and technical information resources. In particular, it is important to ensure the continuous connection of education, science and industry, to establish effective cooperation. It also leads to the emergence of new innovative ideas and their implementation in practice [1]. As a result, a creative approach to existing problems is formed and new opportunities for further development of socio-economic spheres emerge. Such opportunities can be achieved by studying, comparing and forecasting the information resources of existing scientific research aimed at solving the socio-economic problems of the country. It serves to create a single platform for scientific and technical information. The results of fundamental, applied research, innovation, promising research of young scientists in the Republic of Uzbekistan in 2000-2019 are not formed in the form of a single database for each discipline and consumer enterprise.

President of the Republic of Uzbekistan Sh.M. As Mirziyoyev rightly noted, "Not all research conducted in our country fully meets the current high level of development of science. In order to implement high-tech scientific products, it is necessary to create new modern experimental-production, design and technological organizations and innovation centers [2]. Marketing and licensing services are not in demand. This is evident in the widespread implementation of scientific and innovative products of our country. " This situation requires the analysis of scientific and technical information resources collected in Uzbekistan from 2000 to 2019, their development, implementation, specific features in the context of historical processes. Improving the integration of science, education and industry, providing benefits and preferences to enterprises introducing new technologies will also play an important role in significantly increasing the number of enterprises investing in science [3].

It is important to analyze the resources of scientific and technical information, to show their historical stages, to assess the existing scientific potential, to direct funds to various sectors of the economy. To date, the historical features of the development of scientific and technical information resources in the history of Uzbekistan have not been studied separately, and this shows the relevance of scientific research.

Law of the Republic of Uzbekistan "On Science and Scientific Activity", Presidential Decree "On Approval of the Strategy of Innovative Development of the Republic of Uzbekistan for 2019-2021" No. PF-5544 of September 21, 2018, "Measures to improve archival work and record keeping in the Republic of Uzbekistan" Decree No. PF-5834 of September 20, 2019, "On measures to further strengthen the infrastructure of research institutions and the development of innovative activities" No. PP-3365 of November 1, 2017, "Organization of the Ministry of

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Иқтисодиётни рақамлаштириш мамлакат иқтисодиётининг to expand its capabilities, to solve its social, economic, political and environmental problems quickly and cheaply. In this process, the formation of a large database, their processing, increases the rate of exchange of transactions on different levels of platforms, leads to the transformation of value-added chains (Kobulov, 1998). It is through the digitization of the economy that it covers all existing platforms in society, influencing efficiency indicators, value added created in the economy, the problem of employment, the level of profitability, cost optimization and the acceleration of trade [5].

It should be noted that one of the main processes in the digitization of the economy is the transition to the use of blockchain technologies in the economy at the macro and micro levels. It is the introduction of blockchain technology in all sectors of the economy that is a guarantee of accelerating the process of digitization of our national economy. Blockchain is a revolutionary technology that can bring about new scientific and technological innovations by completely transforming the economy by serving to radically change the essence of all existing business models today. A blockchain is a large book of accounts in which each participant can enter their records, store data, and use, analyze, and monitor a large database using computer technology located anywhere in the world (Aripov, 2004). Blockchain is a software product that allows you to collect, store and secure large databases on the Internet without this centralized management structure [6]. The process of digitization and digitization of the economy, covering almost all sectors and industries, has allowed to dramatically increase productivity and labor efficiency, improve the quality of services, reduce their cost, and achieve global market coverage (Khodiev, 2007). In this process, the development of robotics, IT, cloud computing, the use of three-dimensional publications such as "large-scale databases" has been accelerated. We can see that the full automation of all work (services) and the full digitization of the process, as well as the ability to fully control all types of revenues and expenditures related to public activities, will allow us to continuously optimize these revenues and expenditures. Today, we can see that enterprises and



organizations achieve a number of benefits as a result of the application of IT technologies in their work [7]:

- the opportunity to choose a good specialist without being tied to the ground;
- Remote work with remote customers. It is much cheaper than going on a business trip;
- better service with the help of highly qualified specialists working in direct close communication;
- labor efficiency, round-the-clock customer service;
- No time spent going to work (traffic congestion, weather conditions), saving for the employer in the rent of electricity and office space, equipment of the workplace (Muminova et al., 2020).

Second, as a result of digitization through the principles of blockchain, it is possible to constantly monitor the state budget, to determine at what point the difference between revenues and expenditures occurs.

Third, it will be possible to increase production efficiency, introduce control regulations and other protocols that reduce the impact of the human factor, as well as increase energy consumption and resource efficiency, reduce energy consumption losses.

Fourth, the implementation of various levels of critical analysis using a comprehensive database of government activities, high-precision forecasting through science-based forecasts in the competitive market, as well as mathematical analytical forecasting methods to account for all impact factors provides an opportunity to identify situations in advance and make management decisions to address them.

### **Methods**

Scientific and technical information consists mainly of a set of documents and evidence obtained in the scientific, scientific-technical and innovative process. The Model Law "On Scientific and Technical Information" on scientific and technical information resources was adopted for the first time in the Commonwealth of Independent States (CIS) on June 13, 2000. According to it, the objects of scientific and technical information are the system of documented scientific and technical information, scientific and technical information resources, scientific and technical information. Some of the scientific and technical information includes information about documents and facts, scientific, scientific-technical, innovative and social activities, documented scientific and technical information [8].

The Central Asian region has long served as a link between East and West, connecting countries such as Mesopotamia, Iran, Egypt, Greece, Rome, India, China, and ensuring the intermingling of different cultures. As a result, in Khorezm, Bukhara, Sogd, Khorasan, unique

scientific schools were formed in the field of astronomy, mathematics, geometry, geography, medicine, philosophy, history. In particular, the ancient Khorezmians were the first to bring the achievements of Indian and ancient mathematics to the science of the Middle Ages, known as the "Muslim East", and to European science through it. In particular, Muhammad al-Khwarizmi (783-850) not only mastered the teachings of Ptolemy, but also enriched it with the achievements of Khorezmian astronomy and expressed his knowledge in the field of astronomy in an algorithmic way [9].

Ahmad al-Farghani (797-865), Abu Nasr al-Farabi (873-950), Abu Rayhan al-Biruni (973-1048), Abu Ali ibn Sina (980-1037), Mahmud Zamahshari (1075-1145), Mahmud Qashqari (XI century) encyclopedic scholars such as astronomers, mathematics, medicine, language, philosophy have made a worthy contribution to the development of many fields of science. The Bayt al-Hikma (House of the Wise), which operated in Baghdad in the 11th century, played an important role in their work. At the same time, it should be noted that the role of the Toledo school in the translation and study of the works of Central Asian scholars into European languages [10,11].

During the reign of Amir Temur and the Temurids, the second renaissance was founded, and Mirzo Ulugbek (1394-1449), Giyosiddin Kashi (1380-1429), Ali Kushchi (1404-1474) achieved great success in the fields of astronomy and mathematics. During the European Renaissance of the XV-XVI centuries, scientists such as Leonardo da Vinci, R. Bacon, T. Gobbs, N. Copernicus, J. Bruno, G. Galilei, I. Kepler, R. Descartes made a great contribution to the development of sciences such as physics, chemistry and medicine. added [12,13].

Due to radical changes in industry (late eighteenth century), a new stage in the development of science began. In the XIX century, new sciences (thermodynamics, classical electrodynamics) appeared in physics, evolutionary theory and cell theory emerged in biology, the law of conservation and change of energy was formed, new concepts were developed in astronomy and mathematics (J. Maxwell, M. Faraday, J. Lamarck, Ch. Darwin, T. Schwann, M. Shleyden, etc.). created a revolutionary doctrine in the field of geometry. By the end of the 19th century, science and technology began to be widely involved in joint production.

The concept of scientific and technical information was developed by Russian scientists who lived during the former Soviet regime. This concept also implies scientific and technical potential, and it is understood that it consists of a legal process. Scientific and technical potential occurs as a result of the interaction of two leading structural-institutional and fundamental approaches. In both cases, the "science-production" system of research is considered the starting point.

The formation of scientific and technical information base, which is a product of scientific potential and serves to increase it, was first created in the former USSR in 1976 within the

framework of the international information system of social sciences. These central scientific data include not only the countries of the USSR but also Bulgaria, Czechoslovakia, the German Democratic Republic (GDR), Mongolia, Hungary, Vietnam (1979), and Cuba (1985). At that time, the USSR Academy of Sciences created a central automated database for the social sciences "Institute of Scientific Information of the Academy of Sciences of the USSR (INION)", which contains about 1 million articles on economics, philosophy, history and law. This mainly served to strengthen Soviet ideology [15].

In order to provide the staff of research institutions with the necessary literature in the USSR, the Main Library of the Academy of Sciences of the Republic of Uzbekistan was established in 1933. Initially, its book fund consisted of 39,422 copies, and mainly literature on geology and botany was preserved. Later, in 1940, the book fund was increased to 53,600 and enriched with various publications.

In 1936, the library staff began to compile the "Index of bibliographic assistance." Also, in 1981, books were published on such topics as "On dissertations in Uzbekistan (1964-1968)", "Geology of Central Asia", "Nature and natural resources of Uzbekistan". Currently, the library is working on the electronic placement of existing literature, the preparation of duplicates, the exchange of information with other libraries. This library also plays an important role in the formation of scientific and technical information resources in Uzbekistan. One such resource center is the Alisher Navoi National Library of Uzbekistan.

In particular, the dissertation states that the main goal of science and technology policy is to ensure the growth of the country's economy, its competitiveness in the world market, solve social problems and ensure economic security.

Today, all over the world, scientific and technological progress is considered as an important factor in the development of the economy, and this situation is directly related to the concept of the innovation process. One of the main elements of the innovation process is the resources of scientific and technical information. The role of scientific and technical information plays a special role in ensuring the effective integration of science, education and industry, especially in the context of future development of innovative technologies. Developed countries rely on knowledge-based economic experience in developing strategies and processes to ensure the effective operation of national scientific and technical information systems. In particular, this can be seen in countries such as Switzerland, Sweden, the UAE, the Netherlands, Britain, Finland, Denmark, Singapore, Germany, Israel and South Korea.

It is known from world experience that the policy of scientific and technical information is mainly based on the following three directions. They are: science, technology and innovation. By

combining these three areas, it is possible to formulate a policy of scientific and technical information in the Republic of Uzbekistan.

Table 1.

**Differences and peculiarities of three types of directions (science, technology, innovation)**

<b>Directions</b>	<b>Science policy</b>	<b>Technology policy</b>	<b>Innovation policy</b>
<b>Theory</b>	Neoclassical	Value, Evaluation	Value, evaluation
<b>Objects</b>	Research (invention)	Technology (at the intersection of routes)	Innovation (commercialization, production process)
<b>Process participants</b>	Scientific organizations, higher education institutions	Industry	Incubators, accelerators, technoparks, laboratories
<b>Tools</b>	Research projects, science infrastructure	Technology transfer programs, results of scientific projects and patents for inventions	Incubators, Technology Transfer Programs
<b>Key indicators</b>	Research projects, research presentations and research staff	Research and technical staff, research and development in the industry	Costs for innovation, organizational work done for innovation, innovative developments

The first document defining the scientific and technical policy of independent Uzbekistan was the Decree of the President of the Republic of Uzbekistan No. PF-345 of February 18, 1992, according to which the State Committee for Science and Technology of the Republic of Uzbekistan was established. According to the decision of the State Committee for Science and Technology, the Committee on Economics and its affiliated scientific organizations, as well as the Republican Center for Science, Technology and Patent Licensing (UzFTPA) were included in the management of the State Committee for Science and Technology [18].

The main task of the Committee was to maintain the scientific and technical potential, to finance scientific research from the budget and to direct them to the implementation of state scientific and technical programs. Since 1997, the first steps have been taken to form an innovation system that provides for the introduction of research results into production.

For many years it was intended to serve only two types: fundamental - to discover new knowledge, to create theories or to enrich existing ones; Research projects aimed at creating a sample or the first part of a new development on the basis of practical and modern knowledge have been implemented.

In the context of modern globalization, there is a need to coordinate scientific, technical and innovative activities in Uzbekistan at the level of world standards. Therefore, in accordance with the Decree of the President of the Republic of Uzbekistan dated February 20, 2002 "On improving the organization of scientific research", the State Committee for Science and Technology was abolished and replaced by the Council for Coordination of Scientific and Technological Development under the Cabinet of Ministers. The Center for Science and Technology and the Council for Examination of Major Scientific and Investment Projects have been established under the Council. In accordance with this Decree, along with the State Committee for Science and Technology, the State Fund for Scientific and Technical Information also ceased its activities [19].

The State Patent Office within the Committee was transferred to the Cabinet of Ministers of the Republic of Uzbekistan in accordance with the Decree of the President of the Republic of Uzbekistan dated February 20, 2002 No. PF-3029 "On improving the organization of research activities" and the Government of the Republic of Uzbekistan Its activities were regulated by Resolution No. 209 of 14 June.

The only scientific and technical library in Central Asia within the Foundation has been added to the Alisher Navoi National Library. In fact, the fact that this library operated in a separate form would have made it more convenient for the scientific community. In particular, the Russian State Public Scientific and Technical Library (there is also a Siberian branch) and the State Scientific and Technical Library of Ukraine are currently operating.

During its four years of activity, the Coordinating Council for Scientific and Technological Development has approved a list of fundamental, practical and technological developments in the Republic, the priorities for the development of science and technology.

In accordance with the Regulations on the Council for Coordination of Scientific and Technological Development under the Cabinet of Ministers of the Republic of Uzbekistan, approved by the Cabinet of Ministers of March 4, 2002 No. 77, the Chairman of the Council is the

Prime Minister - Prime Minister of the Republic of Uzbekistan. Therefore, the efficiency of project implementation, execution discipline was high. However, the integrated system of examination of scientific projects and their monitoring has not been improved [21].

Resolution of the President of the Republic of Uzbekistan dated August 7, 2006 No PP-436 "On measures to improve the coordination and management of the development of science and technology" The Committee for Coordination of Science and Technology Development under the Cabinet of Ministers of the Republic of Uzbekistan was established on the basis of the Expert Council. However, the lack of a department for scientific and technical information resources in the committee did not allow the development of scientific research and innovation in the country at the level of modern requirements, the formation of scientific and technical information resources necessary for full integration between science, education and industry [22 ].

At the end of this period (2009), taking into account the need for an organization engaged in the formation of scientific and technical information resources, the Committee submitted a proposal to the Cabinet of Ministers to establish a state unitary enterprise "Scientific and Technical Information" under the Committee. In accordance with paragraph 6 of the minutes of the meeting of the Coordinating Working Group on the Republican Fair of Innovative Ideas, Technologies and Projects, chaired by the Prime Minister of the Republic of Uzbekistan on 13 August 2009, as well as The self-financing State Unitary Enterprise "Scientific and Technical Information" was established under the Committee for Coordination of Science and Technology Development [23].

Due to the termination of the Coordinating Committee for the Development of Science and Technology, the State Unitary Enterprise "Scientific and Technical Information" was closed on December 31, 2017.

The lack of a state body in charge of scientific and technical information resources in 2003-2019 has left Uzbekistan behind not only in developed countries, but also in the former Soviet Union and now the Commonwealth of Independent States.

There is a need to establish a separate state body to collect, replenish, form new ones and deliver scientific and technical information resources to consumers in the field of science, education and industry. In particular, the Center for Scientific and Technical Information under the Ministry of Innovative Development of the Republic of Uzbekistan has been operating since 2020, but in our opinion, such structures should operate independently, not as subordinate to any ministry or agency [24] . It is also necessary to set special annual programs by the government, given that this structure will serve to increase the cooperation and effectiveness of national science and technology policy. In our opinion, it is expedient to establish the Institute of Scientific and

Technical Information of the Republic of Uzbekistan under the Republican Council for Science and Technology.

### **Analysis of the relevant literature**

Scientific research on the history of the development of scientific and technical information resources is being conducted in many countries around the world. It should be noted that such research is rarely conducted in the Republic of Uzbekistan. In particular, research work on this topic can be divided into three groups: research in the Soviet period, the years of independence and foreign literature.

Among the research and publications published during the Soviet era was I. Mo'minov, A. Yushkevich, M. Hayrullaev, A. Irisov, Yu. Koplevich, P. Bulgakov, B. Rozendfeld, A. Ahmedov, G. Sodiqova, M. Madrahimova, X. It is possible to include the work done by the Yakubovas. They mainly reflect the life and work of Central Asian scientists, their scientific heritage, who have made a worthy contribution to the development of various fields of science. The spiritual and social aspects of scientific and technological progress have also been studied [25,26].

During the years of independence, F. Sulaymonova, A. Djumaxodjaev, B. Abduhalimov, S. Karimova, G. Masharipova, A. Azizkulov, T. Toshpo'latov, G. Reuka, T. Tursunmuratov, N. Nomozova, M. Niyazymbetov, A. Ahmedov, O. Mahmudov, M. Rakhmatullaevs conducted research on some aspects of the subject. Some collective articles on the subject have also been published [27,28].

As an example of foreign research on the issues under study, A. Rakitov, V. Polikarpov, N. Osipova, M. Shevchenko, A. Ryazanova. such as the work of researchers.

Although the above research covers certain areas of development of scientific and technical information resources, it is not enough to reveal the historical features of the development of scientific and technical information resources in the Republic of Uzbekistan in 2000-2019. This suggests that there is a need to study the problem as a separate research object [29,30].

### **Discussion of the results**

The word intellect is derived from the Latin word Intellectus, which means the human mind, consciousness, ability to think. Intellectual activity is related to the scientific and technological potential of different countries and determines the changes and rates of economic growth. At the same time, it sets tasks for the state to increase its scientific and technical potential, develop production, technically re-equip, and create competitive products. Intellectual activity is mainly closely related to inventive activity. This requires the strengthening of their rights to the results of intellectual activity, the legal regulation of patenting, use of inventions, sales [31].

In accordance with the Decree of the President of the Republic of Uzbekistan No. PF-345 of February 18, 1992, the Republican Center for Science and Technology and Patent License Information (UzFTP) was established under the State Committee for Science and Technology of the Republic of Uzbekistan. According to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 71 of February 19, 1992, the Tashkent branch of the All-Union Center for Patent Services of the USSR State Committee for Inventions was reorganized and its functions were transferred to the Republican Center for Science, Technology and Patent Licensing.

It is an institution under the State Committee for Science and Technology of the Republic of Uzbekistan. , organization of copyright protection system, coordination of patent-licensing activities, formation of a patent fund to protect the rights of citizens, modern structures of the information network focused on the needs of the national economy of scientific and technical, patent and economic information and relevant tasks of state scientific and technical policy issues such as formation [32].

On December 28, 1992, the Resolution of the Cabinet of Ministers No. 596 "On the development of inventions and rationalization activities" was published. According to him, the Society of Inventors and Rationalizers of the Republic of Uzbekistan is responsible for control over the normative-methodological, organizational support of inventors and innovators and protection of their interests [33].

“Trademarks, service marks and place names of origin”, “Inventions, utility models and industrial designs”, “Legal protection of computer and database programs”, “Selection achievements”, “Copyright” related to inventive activity and copyright and related rights, “Legal protection of the topology of integrated microcircuits, ”and other regulations [34].

The "legislative pyramid" in the field of protection of intellectual property rights is completed by the normative acts of the competent ministries and departments. These documents regulate the mechanism of certain processes related to the protection of intellectual property. Examples of such documents are the rules for filing and filing applications, various guidelines for conducting state examinations. In addition, the Republic of Uzbekistan has acceded to the Copyright Treaty of the World Intellectual Property Organization (Geneva, December 20, 1996) in order to protect the interests of phonogram producers from illegal duplication of their phonograms in order to protect copyright in the international arena.

In accordance with the Resolution of the President of the Republic of Uzbekistan dated February 8, 2019 No PP-4168 "On measures to improve public administration in the field of intellectual property", the activities of the Intellectual Property Agency and it was transferred to the Ministry of Justice system. Then, in accordance with the Decree of the President of the



Republic of Uzbekistan No PP-4380 (01.07.2019) "On measures to organize the activities of the Intellectual Property Agency under the Ministry of Justice of the Republic of Uzbekistan", the Intellectual Property Agency was established under the Ministry of Justice [36].

The study, in collaboration with the Agency and the State Unitary Enterprise "IP-Center", provides practical assistance in commercializing IMOs on the ground, legal protection of trademarks and service marks, advising manufacturers on issues related to their protection, improving the timing and quality of expertise, BPR - Research also focuses on the optimization of business processes, the regulatory framework of the industry and the systematic improvement of staff skills.

On the introduction of modern criteria for evaluating the activities of employees, improving the patent information system, ensuring the effective functioning of organizations managing property rights on a collective basis, the preparation of Uzbekistan to sign a TRIPS agreement with ministries and departments, ensuring copyright in digital environment in cooperation with WIPO measures such as conducting events, improving the system of monitoring violations, improving the legislation to increase liability for violations in the field of intellectual property, increasing legal literacy, strengthening advocacy, prioritizing the interests of the state in any decision-making. The research also analyzes the objects of intellectual property acquired in the Republic of Uzbekistan, the state, problems and prospects of their protection.

The law "Intellectual Property" is, in essence, a set of norms governing the relations related to the creation, use, circulation of products of human creativity, as well as the protection of rights to intellectual property.

The first law on the patent system of inventions and inventions in the world was the Declaration of Patent Law, adopted in Venice in 1774. According to him, the invention was patented for 10 years, during which time only the author had the right to produce his invention. By the end of the 19th century, when the products of intellectual activity became a determining factor in development, an international scientific and technological market emerged, and there was an objective need to harmonize the laws governing this field in different countries. As a specific expression of this, the concept of "industrial property" has emerged, the features of its legal regime are enshrined in the "Paris Convention for the Protection of Industrial Property" of March 20, 1883. In turn, such a process took place in the field of copyright, which is reflected in the 1886 Berne Convention for the Legal Protection of Literary and Artistic Works. The Convention on the Establishment of the World Intellectual Property Organization (WIPO), adopted in Stockholm on July 14, 1967, defines the scope of intellectual property rights .

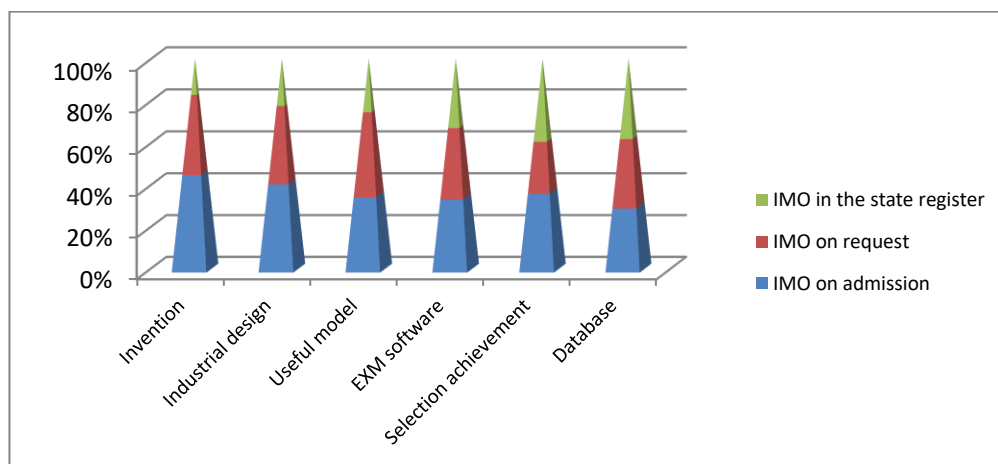
The Patent Law was passed in Japan in 1959, in Germany in 1980, in Spain in 1986, in the United States in 2011, and in France in 1992.

In Russia, Alexander I (1777-1825) signed the Manifesto "On Privileges for Various Inventions and Discoveries in Arts and Crafts" on June 29, 1812. The benefits under this law were 3.5 and 10 years, respectively.

In 1918, the Council of People's Commissars of the RSFSR adopted the "Temporary Procedure for Registration and Certification of Applications for Inventions", as well as the "Basic Principles of the Regulations on Inventions" (July 30, 1919). They were replaced on September 12, 1924 by the Law of the Central Executive Committee of the USSR and the Council of People's Commissars of the USSR "On Inventions". Subsequently, on April 9, 1931, the "Regulations on Inventions and Technical Improvement", on March 5, 1941, the new Law "On Inventions and Technical Improvement", on April 24, 1959, "On Inventions and Inventions" were approved. On March 8, 1965, the USSR acceded to the Paris Convention for the Protection of Industrial Property.

The Republic of Uzbekistan has been paying great attention to this issue since the early years of independence. In particular, the formation of legal mechanisms for the development of science and innovative technologies, the implementation and protection of intellectual property rights was important. On August 8, 1992, the first President of the Republic of Uzbekistan adopted a resolution "On state support of scientific and innovative activities." According to him, measures have been identified to further strengthen the scientific and technical potential, mobilize it to address the most pressing issues of socio-economic development and be one of the first in the Commonwealth to intensify innovative activities. In a short period of time, the legal framework for the protection of intellectual property owners and their rights has been formed in the country, and in 2003-2006 about 7,000 scientific and technological achievements were registered, while in the last 5 years the figure has exceeded 10,000. In particular, in the field of astronomy, a new planet was discovered in the solar system, 30 new variable stars were identified, and a table of stars was compiled, which required a lot of time for photometric monitoring.

In the field of physics, for the first time in the world, the mechanism of formation of solitons and soliton complexes was determined, the theory of optical solitons and the theory of propagation and evolution of nonlinear waves in different environments were developed. In the field of mathematics - new methods for solving problems of quantum probability theory have been discovered. The world's first information technology for the complete rarefaction of semi-rare minerals has been developed. As a result of the introduction of energy saving devices in Almalyk TMK, Navoi TMK and Uzmetkombinat, an average of 377.4 mln. It is possible to save 24 billion soums of energy per kWh of energy.



**1-Figure. According to the main indicators of the Agency for 2017**

- The number of applications for IMOs was 8059, which is 17.1% higher than in 2016. In particular, the invention - 553, utility model - 146, industrial design - 232, trademark - 6232, selection achievement - 38, computer program - 845, database - 12;

- State examinations of 8083 IMOs were conducted on applications, and compared to the end of last year, this figure increased by 2.7%. In particular, the invention - 455, utility model - 165, industrial design - 205, trademark - 6393, selection achievement - 25, computer program - 827, database - 13;

- 3590 IMOs were registered in the state registers, an increase of 24%. In particular, the invention - 205, utility model - 104, industrial design - 124, trademark - 2300, selection achievement - 40, computer program - 802, database - 15.

The development of science and technology is inextricably linked with the emergence and development of large-scale production in each field of science, which is based on the expansion of scientific and technological achievements. It enables the deployment of natural forces and resources through human service, turning them into a technological process of conscious application of scientific information in production.

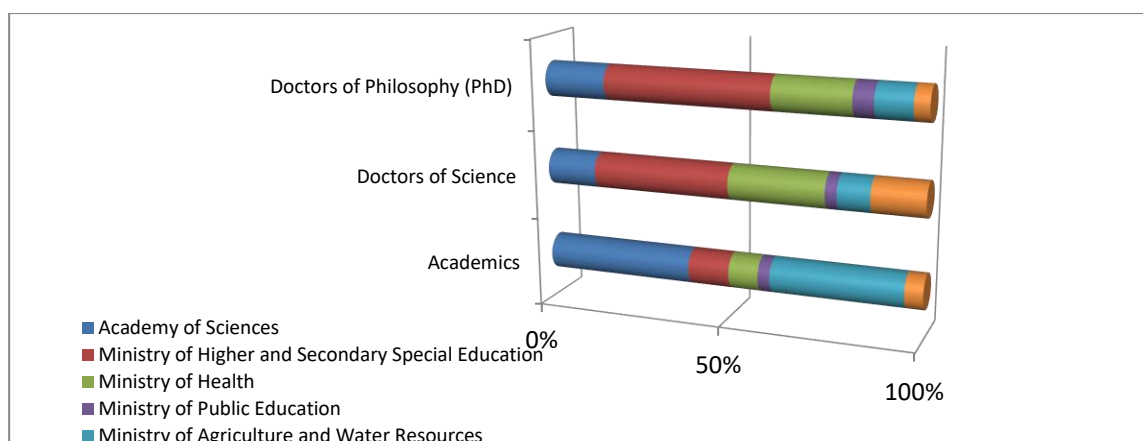
Scientific and technological progress has two forms: evolutionary and revolutionary. This involves a relatively slow and partial improvement of the traditional scientific and technical basis of production. These forms are interrelated, the quantitative accumulation of relatively small changes in science will eventually lead to fundamental qualitative changes in the field, and after the transition to a radically new technology, revolutionary changes will occur gradually.

The subjects of scientific and technological development are scientists, researchers, doctoral students and others. In order to reach the highest peak of scientific and technological progress, the scientific and technical potential must be high. There are 3 different forms of scientific potential:

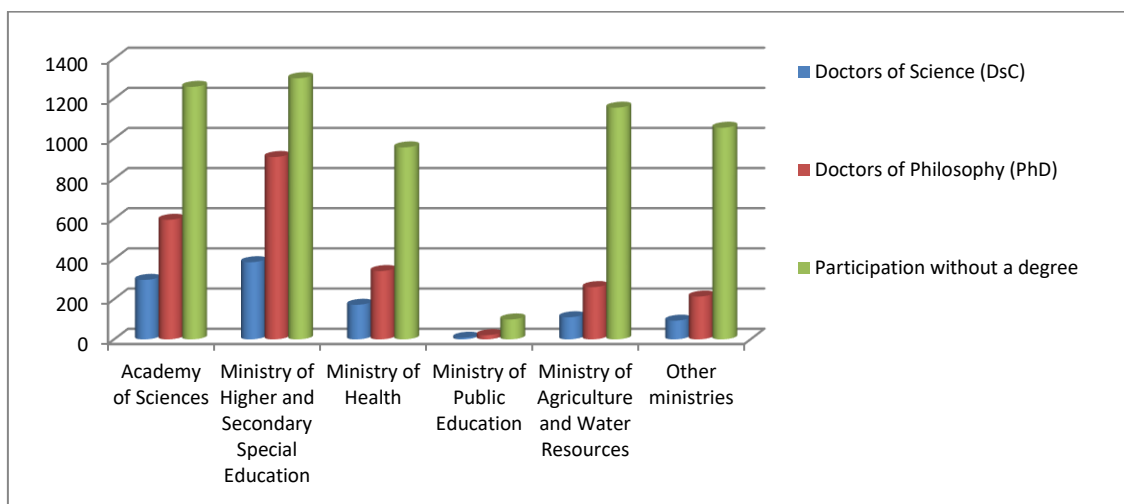
- Scientific potential - information on the number of personnel with a general scientific degree in the Republic;
- Scientific and pedagogical potential - the sum of scientific staff working in higher education institutions;
- Scientific and technical potential - Understands the participants of state scientific and technical programs.

On the basis of the Decree of the President of the Republic of Uzbekistan dated February 16, 2017 No PF-4958 "On further improvement of the system of postgraduate education" was transferred to 2 systematic academic degrees. In addition, the replenishment of higher education with potential scientific personnel ... decrees and decisions were made. As of July 1, 2017, when analyzing the scientific and pedagogical potential of the Republic, there are 64 academicians, 2187 doctors of sciences, 8169 doctors of philosophy (PhD).

Executors of state scientific and technical programs carry out fundamental, applied research and innovative scientific and technical projects, which are the state order, at the expense of funds allocated from the "FAN" part of the budget. Fundamental research is long-term (4 or 5 years), in which the most potential scientific staff conducts research.



**Figure 2 In ministries and departments  
scientific and pedagogical potential**



**Figure 3 State Scientific and Technical program participants**

The main scientific result of fundamental research is the introduction of new knowledge or laws into science. Applied research is medium-term (2 or 3 years) with the participation of both technical and research staff. The result of applied research is the creation of a prototype or industrial design of a particular scientific and technical product. It is the largest part of the funds allocated from the state budget will be used to finance applied research.

Innovation projects are short-term (1 or 2 years) and involve more technicians and designers. The main scientific result of these projects is the finished product. Funding for such projects is bilateral. That is, half is financed from the state budget, and the other half is financed by the enterprise or organization interested in the implementation of the development.

### **Conclusions**

Based on the results of the study, it is advisable to implement the following suggestions and recommendations on this topic:

First, it is necessary to develop a concept for the development of scientific and technical information in the Republic of Uzbekistan, to create a single database of scientific and technical information and to establish information exchange. This will create a science and technology information industry and help identify key national needs for the development of science and technology.

Second, in 2018, the scientific and technical sphere was systematized and a separate Ministry of Innovative Development was established. As a result, the demand for scientific and technical projects has increased, ie the transition to a mechanism for financing research based solely on socio-economic needs. However, in order for our country to find its place in the world community in the field of science and technology, it is necessary to create a single scientific

organization in the field of scientific and technical information and constantly form their electronic database.

Third, the validity of patents for inventions in the Republic of Uzbekistan is 20 years, with some exceptions, it can be extended to 10 years. Patents obtained in the world experience are given to the author for life and are valid for up to 50 years after his death. Of the 1,295 inventions and utility models registered between 2000 and 2019, it is necessary to recommend the commercialization of the most promising (regardless of the period of validity) of the patents obtained.

Fourth, there are still no specialists in the Republic of Uzbekistan engaged in the commercialization of research results. Therefore, based on the world experience, it is expedient to open special faculties at universities.

Fifth, in the Republic of Uzbekistan there are no forecasts on the prospects of "naucometry", ie scientific work in this area. Therefore, it is necessary to organize the implementation of PhD and DSc research in the field of science.

Sixth, in the context of age and gender equality, the number of researchers involved in state scientific and technical programs over the years was 12,000 in 2012, of which 4,200 participated in research projects. No attempt was made. He gets an academic degree to be permanently engaged in scientific work abroad, but in our country the academic degree is done to improve his social status. It is necessary to organize research projects not only from the state budget, but also from the private sector - venture funds.

Seventh, it is necessary to formulate scientific and technical problems based on the specific needs of each region of the Republic of Uzbekistan and to conduct targeted research aimed at solving them.

Eighth, it is expedient to analyze the results of fundamental, applied research, innovation, promising research of young scientists conducted in the Republic of Uzbekistan in 2000-2019 in the framework of state scientific and technical programs in the field of science and consumer enterprises.

Ninth, there is a need to develop a concept for the development of scientific and technical information in the Republic of Uzbekistan.

Tenth, it is necessary to create an opportunity to identify areas that may be a priority in the future through the historical study of scientific and technical information;

Eleventh, it is proposed to approve the concept of development of scientific and technical information on the basis of documents of the Cabinet of Ministers, which will create a solid foundation for the development of this sector and serve for its full dissemination.

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## INGLIZ TILINI O'RGANISHDA EKOLOGIK MADANIYATNI RIVOJLANISHINI TA'MINLOVCHI OMILLAR.

(Factors contributing to the development of environmental culture in English language learning)

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**Annotatsiya:** Ushbu maqolada ingliz tili fanini o'rganishda ekologik ta'lim usullarining muhim omillari haqida so'z boradi. Shuningdek, ingliz tilining o'qitishda ekologik madaniyatni takomillashtirish va rivojlantirishga hamda talabalarni atrof-muhitga bo'lgan muhabbatini oshirishga qaratilgan.

**Annotation:** This article highlights the important factors of ecological education in teaching a foreign language. It also discusses improving and developing an ecological culture in English language teaching and to increase students' love for the environment.

**Kalit so'zlar:** ekologik ta'lim, ekologik savodxonlik, gumanizasiya, ekologik tematika

**Keywords:** ecological education, ecological literacy, humanization, ecological themes

Zamonaviy pedagogika fanida ijtimoiy-gumanitar bilimlarni ekologiyalashtirish muammosi eng muhim tamoyillardan biridir. Pedagogika sohasi bo'yicha adabiyotlarida ta'lim-tarbiya tizimini ekologizasiyasi inson va atrof-muhit munosabatlarining innovasion tamoyillarni to'laqonli shakllantirish nazarda tutadi. Bu tamoyillar tabiatni saqlash va tiklashga oid shaxsiy javobgarlik tuyg'usi, tirik mavjudotlar hamda evolyusiyaga muhabbatga asoslangan bo'lishi

lozim. Bularning barchasi zamonaviy globalizasiya jarayonini tashkil qilishning eng muhim omillaridan hisoblanadi.

Ta'limni ekologizatsiyasi to'liq qaytmas jarayon bo'lib bormoqda. S.N.Glazachevning fikricha, davr talabiga mos ravishda jamiyat va shaxsda ekologik madaniyat qadriyatlarini ko'rsatish vazifasiga tayyorlash adabiyot, kimyo va fizika, gumanitar va tabiiy fanlar, jismoniy tarbiya o'qituvchisining kasbiy shakllanishining ichki, majburiy komponentidir. Ekologik ta'lim va tarbiyaning maqsadi ekologiya asoslarini o'qitish emas, balki ekologiya madaniyati, uning ma'naviy va axloqiy qadriyatlarini shakllantirishdan iborat.

Ta'limni ekologiyalashtirish global ta'limning g'oyasini amalga oshirish zarurati sifatida ham ko'rilishi mumkin, chunki aynan global ta'lim ekologik muammolarga ko'proq e'tibor berishga qodir. Global ta'lim, fikrimizcha, insonning ajralib turadigan faoliyati sifatida madaniyatning ziddiyatlarini yengib o'tishga oid faol urinishlarni amalga oshirishi mumkin. Sayyoramizning butun ekologik holati umuminsoniy manfaatlar va qadriyatlarning majburiy katalogiga kiradi. Insonning o'zi esa millati, tabaqasi yoki ijtimoiy kelib chiqishidan qat'iy nazar, dunyo xaritasining markazida bo'ladi, biroq bu markazning o'zi butun sayyoradagi hayotga majburiy kirish bilan sezilarli darajada kengayishi mumkin. Buning barchasi tadqiqotchi A.Shveyserning g'oyalari bilan hamohang. Uning hisoblashicha, hayotni asrab qolish, uni oldinga surish, rivojlanayotgan hayotni oliy pog'onagacha ko'tarish – insonga yaxshilik qilmoq degani; hayotni yo'q qilmoq, hayotni rivojlanishdan to'xtatish – unga yomonlik qilishdir.

Zamonaviy sharoitlarda oldimizda – yangi dunyo-qarash yondashuvlarni anglash va qabul qilish vazifasi turibdi, zero bashariyat o'ziga yaxshi kelajakni ta'minlay olishi uchun unga majburiy xatti-harakat tamoyil-larini almashtirishi zarur. Sayyoramizdagi butun bashariyatning ekologik muammolarni anglashga ehtiyoji mavjudligini ta'kidlab o'tish joiz. Akademik N.N.Moiseyev ta'kidlaganidek, umummadaniy nuqtai nazardan insoniyat tarixining kirib kelayotgan bosqichi biologik turimizning taqdirida va umumplanetar jamoaviy intellektni tarkib toptirishda aql rolini yanada oshishini anglatadi.

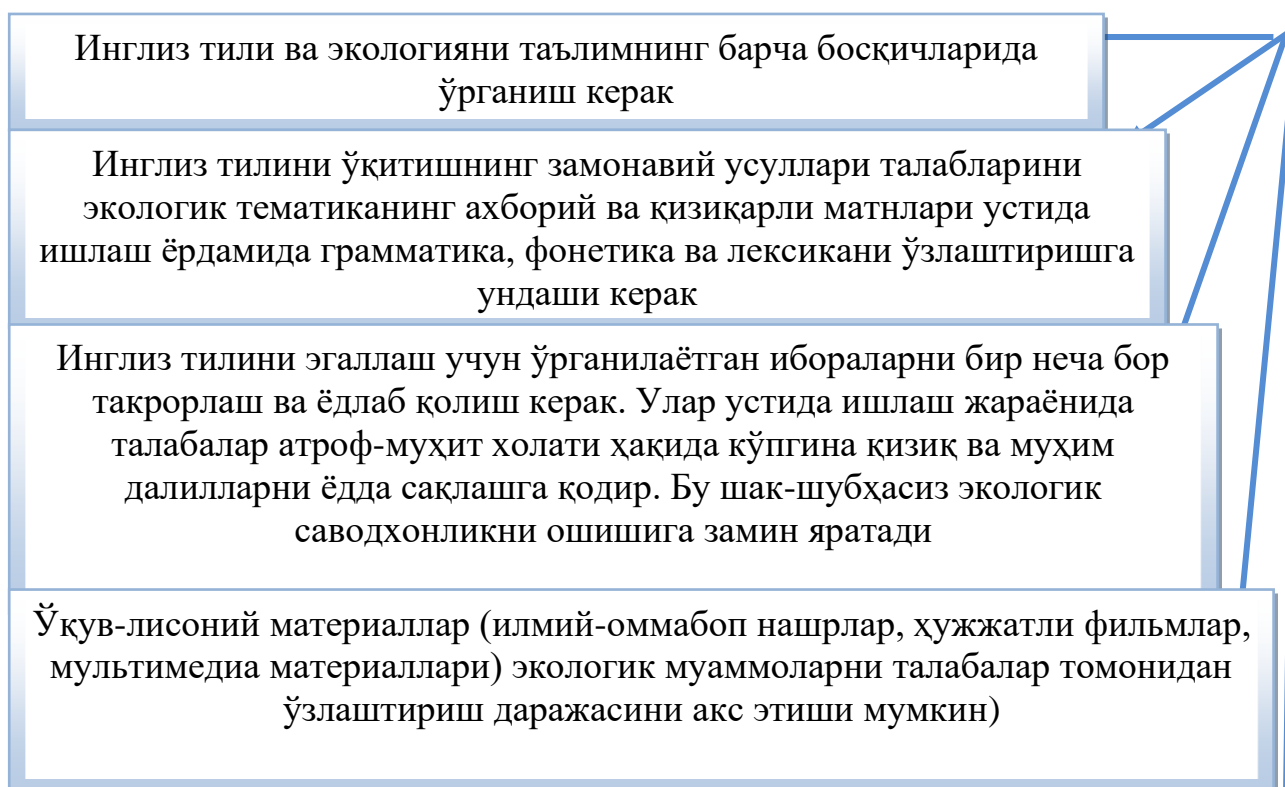
O'quv jarayonida ingliz tili darslarida talabalar turli bilim sohalaridagi muammolariga duch kelishi mumkin. Masalan, suv zaxiralariga oid turli muammolar bo'yicha matnlarni tahlil qilish, solishtirish, talabalarga tushuntirib berish va ularning vazifalari haqida tushuncha hosil qilishlari mumkin, hamda turli misollar keltirib o'tishni, analogiyalar (o'xshash holatlar) keltirishda umumiylikni topishga o'rganishadi.

Ta'kidlab o'tish muhimki, zamonaviy ta'limda global g'oyalarini amalga oshirish bir necha yo'nalishlar yordamida rivojlanishi mumkin:

- fanlararo modullarni yaratish;

- tegishli o'quv fanlari, vositalari bo'yicha global dunyo xaritasini yaratish.

Bundan tashqari, ingliz tili o'quv fani sifatida qanchalik muhim ta'limiy, tarbiyaviy va rivojlantiruvchi salohiyatga ega bo'lishi mumkin-ligi bizga ravshan bo'la boshlaydi. Metodik adabiyotlarda ingliz tilini o'rganishning ushbu imkoniyatlarini qo'llashning samarali vositalarini aniqlash muammosi hanuzgacha dolzarbligicha qolmoqda. Bu borada ta'kidlab o'tishimiz mumkinki, ekologik ta'limda vazifalarni to'g'ri bir biriga mosligini ta'minlash va ingliz tilining o'qitilishi ekologik madaniyatni oshirish va rivojlantirishga alohida hissa qo'shishi mumkin. Ushbu jarayonga quyidagi omillar misol bo'lishi mumkin.(1-rasm).



shakllantirishi mumkin. Ingliz tilini o'rganish doirasida uning gumantar salohiyatini ham aniqlash mumkin, ya'ni fanni insonning faqat kognitiv emas, balki ma'naviy-axloqiy xususiyatlarini shakllantirish imkoniyati aniqlanadi.

Bundan tashqari, boshqa o'quv fanlar singari ingliz tili faninig salohiyatini ham inobatga olish lozim. Masalan, ingliz tilidagi adabiyot amaliy ingliz tili bilan birgalikda ajoyib mazmun kashf etadi. Bu shakl uni global mazmun bilan to'ldirganda yaxshi o'zlashtiriladi.

Shuningdek, ingliz tili ekologik ta'limning mazmuni bo'lib kelishi ham mumkin. Shu tariqa u talabalarda yangi rakursda oddiy narsa va holatlarga o'zgacha xolis munosabatni shakllantiradi. Tabiiy fanlar yo'nalishlarida ingliz tili bo'yicha fan dasturi o'z ichiga:

- ta'limiy va tarbiyaviy maqsadlarni;
- boshqa tildagi muloqotni;

- amaliy faoliyatni amalga oshirishni olish kerak.

Ta'limiy maqsadlarga erishish uchun esa, yuqorida ta'kidlaganimizdek, oliy ta'limni gumanizasiya va gumanitarizasiya qilish orqali amalga oshirish kerak. Bu jarayon talabalar dunyoqarashini ularning umumiy ma'lumotini, madaniyat va muloqotini oshirish orqali kengaytirishni anglatadi.

Ingliz tili o'quv fani madaniyatning turli muammolariga nisbatan o'zgacha "ochiqlikka" ega bo'lishi mumkin, ya'ni u mazmun borasida eng universal va shuning uchun ham biz uchun eng yaxshi o'qitish mazmunini to'ldirish imkoniyatlarini taqdim etadi).

Ingliz tilini o'rganishda turli global muammolarni o'rgatish talabalar qiziqishi, hamda ularning so'z boyligini oshirishga muhim vosita bo'lib xizmat qiladi. Shu yo'sinda ular faol muloqotga jalb qilinadi. Bunda ekologik muammolar bilan tanishish xorijda sodir bo'lgan taqdirda, zarur o'xshashliklarni bizning mintaqa bilan o'tkazishning ham imkoni paydo bo'ladi. Bu har bir davlatning sog'liqni saqlash, biz uchun juda kerak bo'lgan ekologik tenglikni himoya qilish va ushlab turish sohasidagi ma'lum urinishlari va yutuqlarini ko'rib chiqishga yordam beradi. Yo'l-yo'lakay boshqa vazifa ham hal qilinishi mumkin, jumladan, alohida olingan joylarning ekologik muammolariga talabalarning yaxlit qarashini shakllantirish.v.h.k.

Ingliz tili boshqa fanlardan kommunikativ yo'nalganligi bilan ham ajralib turadi. Ingliz tilida ma'lumot olish, qayta izlash va uni uzatish bilan bog'liq bo'lgan intellektual-kommunikativ kompetensiyalarni ongli shakllantirish uchun asos bo'lib xizmat qilishi mumkin. Ingliz tilini o'rganish jarayonida talabalar o'quv va kommunikativ faoliyatni sintez qilishga o'rgatiladilar. Bu faoliyatni ekologiya bilan uyg'unlashtirish ingliz tilini o'rganish sohasini kengaytirish imkonini beradi. Boshqa til madaniyatini o'rganish inson shaxsining ma'naviy-axloqiy dunyosini boyitish vositasi sifatida ham qo'llanilishi mumkin. Ingliz tilini kommunikativ tarzda o'rganish muloqot modeli jarayonini tashkil qilishni nazarda tutishi kerak. O'qish jarayonida talabalar boshqa tilda muloqot qilish texnikasini o'rganishi, yakka va jamoa tartibda muloqot qilishda nutqiy madaniyat hamda etiket ko'nikmalariga ega bo'lishi lozim. Bu istalgan mutaxassislik bo'yicha bo'lajak o'qituvchilar uchun ayniqsa dolzarb. Chet tilida muloqotga o'rganish qanday tashkil qilinganiga ko'p jihatdan boshqa fanlar bo'yicha global ta'lim sohasining muvaffaqiyati bilan bog'liq bo'ladi. O'z navbatida boshqa fanlar mazmuni talabalarni ingliz tilida qidirilayotgan axborotlar to'plami bilan ta'minlashi mumkin. Shu munosabat bilan biz ingliz tilidan ta'lim jarayoniga muayyan mavzularni kiritilishi o'rganilayotgan matn va mavzularga (demografiya muammolari, tabiiy zaxiralarning cheklanganligi, urbanizasiya muammolari, tabiat qo'riqxonalarini asrash) sezilarli axborotlarni berishi mumkin. Bularning barchasi ta'lim oluvchilarning nafaqat o'rganilayotgan ingliz tili va ekologiya sohalarida dunyoqarashini kengaytirishi va so'z boyligini oshirishi

Xalqaro ilmiy-amaliy konferensiya to'plami

mumkin, balki geologiyada, geografiyada, sosiologiya va boshqa turkum fanlarda ham o'z samarasini berishi mumkin.

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## **TOPIC AND ASSIGNMENT BASED LEARNING MODEL TO CREATE PERUSING APTITUDES**

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**Annotation:** This article is devoted to topic and assignment based learning which are used in order to create students perusing aptitudes. The assignment based dialect learning is the spine in the classes arranging that let understudies be associated with significant open exercises. The substance focused direction permits to center around fascinating subjects for students and it offers

the advancement of testing psychological activities which wind up fundamental for any perusing cognizance movement.

**Keywords:** vogue, fruitful, hypothetical, cognizant learning, substance, dialect, plurilingualism, reconciliation, highlights.

Learning shares some vital standards and methodologies which supplement each other. The assignment based dialect learning is the spine in the classes arranging that let understudies be associated with significant open exercises. The Ministry of Education has directed the national state sanctioned test to assess understudies' capabilities, in which English is an essential part and it is assessed through perusing understanding inquiries. This is the best approach to gauge the accomplishment of the objectives proposed in the national bilingual arrangements. The significance of the accomplishment of the government sanctioned test includes the new required and necessary level for future scholastic lyceum gradutors in Uzbekistan that is B1 in the CEFR. In other words, scholastic lyceum understudies should achieve the middle of the road level of English to be graduated.

Subsequently, the reconciliation of two essential models in the English instructing hypothetical structure is introduced with a specific end goal to enhance the past circumstance. From one viewpoint, Theme Based Learning is likely the most prevalent model of Content Based Instruction approach - CBI, which has turned out to be across the board since its prosperity by utilizing the present learning content related with dialect aptitudes in a substance driven educational programs (Brinton, 2007; Duenas, 2004). CBI imparts its standards to Content and Language Integrated Learning - CLIL that is an in vogue approach in Europe to create plurilingualism in every one of the subjects through the incorporation of the educational modules content with the semantic. Then again, Task Based Language Learning is a turn off approach from Communicative Language Teaching - CLT and it has turned out to be famous for its displaying structure of lessons where the students are locked in to build up an arrangement of exercises in which consulting of significance is the intimation to build up the impart ability.

The idea of subject and assignment based dialect learning model has been actualized previously. Be that as it may, this was just a general proposition to build up an ESP educational programs through the use of subjects and assignments as a center to create informative skills in significant understudies. Consequently, this examination centers around the perusing perception aptitudes and its association with the incorporation of the joint models, and in addition their common standards and the huge open door for supplementing each other.

It has a wide hypothetical structure whose establishments depend on the Communicative Language Teaching and numerous victories have been appeared. This model emerges the possibility of important transaction of significance through a genuine dialect movement. Understudies learn via completing particular errands or ventures: for instance, "doing science" and not simply perusing about it [Banegas, D. L. 2012:52].

Numerous favorable circumstances of utilizing TBLT are set up after fruitful examinations around the globe, in this paper the focal points appeared by Ellis are considered:

- It offers the open door for 'normal' learning inside the classroom.
- It underscores importance over frame yet can likewise cook for learning structure.
- It bears students a rich contribution of target dialect.
- It is naturally rousing.
- It is perfect with a student focused instructive theory yet in addition takes into account instructor info and bearing.
- It takes into account the improvement of open familiarity while not ignoring precision.
- It can be utilized close by a more customary approach.

Other than the past centers of the Task - Based model that match precisely with the components found in the Theme-Based modification, Willis proposes an all around organized approach to build up a course through the right arranging of an errand in three distinctive critical minutes. [Willis, J., & Willis, D. 1996: 83]

Right off the bat, Theme based model has been fruitful around the globe by demonstrating the upsides of "underscoring finding out about an option that is as opposed to finding out about dialect" , in this manner "the objective is to help students in creating general scholarly dialect abilities through intriguing and significant substance". Furthermore, it is a reasonable model to use in English for Specific Purposes emerged as a requirement for preparing students for specific settings and occasions as indicated by their scholarly issue and interests. It is lucid as indicated by Richards and Rodgers when they say "The English for particular purposes (ESP) development moreover starts not from a basic hypothesis of dialect but rather from an utilitarian record of student needs . Well beyond, a standout amongst the most intriguing element of Task Based Language Learning is its attention on a dialect minute. It underpins the thought which specifically tended to two principal issues: the part of the express and cognizant learning and the clarification regarding why just a restricted info moves toward becoming disguised by student. [Brinton, D., Snow, M. An., and Wesche, M. 1989:142]

### **Fig. 3 Theme and Task Based Learning Model - TTL**



The focal point of the model is to get important and drawing in exercises class. On one hand, the substance and the course configuration coordinate the students' advantage and needs as a credible ESP process requests, other than the High Order Thinking Skills are come to through creating testing subjective exercises as per Bloom's scientific classification amendment [Brinton, D. 2007: 76] Then again, these exercises should center around the phonetic ability that is organized by the Task-based example (pre assignment, undertaking and dialect center).

Keeping in mind the end goal to make a guide proposition considering the highlights of the TTL show, four imperative stages recommended by Met (1999) were utilized: (1) choosing content, (2) deciding dialect results, (3) evaluation and (4) planning qualified instructors.

The substance focused direction permits to center around fascinating subjects for students and it offers the advancement of testing psychological activities which wind up fundamental for any perusing cognizance movement. Then again, the errands let build up important exercises where the students embrace the writings as significant wellspring of arranging sense. Therefore, the investigation of the outcomes about the present circumstance in the English program demonstrates the requirement for executing intriguing proposition that upgrade testing subjective procedures in understudies. The lesson arranging introduced for the usage demonstrates the huge relationship that could exist amongst substance and dialect. Along these lines, understudies' needs and intrigue assume an essential part in the accomplishment of the results. This emotional factor is crucial for the proposition due the effect that drawing in and rousing exercises have in dialect learning forms. The dialect results likewise speak to a critical change of the present syllabus of the course that don't present indispensable results, yet simply segregated semantic angles.

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## **LISTENING TECHNIQUES FOR COMPREHENSION APPROACH**

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**Annotation:** The aim of this paper is to show the importance of listening and speaking skills in the classroom in order to get a perfect acquisition of the second language. Although these skills have been explained separately, they are really connected and it is really important to put into practice together and integrate them with the rest of skills. Specially, for Uzbek speakers, listening and speaking tend to be more complicated than the acquisition of other skills, such as reading or writing, since the former are quite difficult to practice when the student does not live in an English speaking country. For this reason, this paper deals with some activities to develop with the students in order to develop these skills and show why it is important to develop and the difficulties the learners have.

**Keywords:** Listening, speaking, importance, development, difficulties, activities.

English has spread widely all over the world, first because of the influence of the British Empire and, second due to the pre-eminence of North American influence in the world. In Europe, English has advanced as an international language especially after World War II, leaving behind other preeminent languages such as French. English is now used by millions of speakers for a number of communicative functions across Europe. It has become the preferred language in a number of ambits like international business or EU institutions. Time and again it is also the language chosen for academic discussion as most scholars face the need to read and publish in English for international diffusion. English is also directly influencing other European languages at different levels but it is especially obvious in the field of technical terms – lexical borrowings are often introduced in many languages without the slightest adaptation. English seems to have been adopted as the language of globalization these days as the language of global culture and international economy. Proficiency in English is seen as a desirable goal for youngsters and elderly people in all EU countries and in many parts of the world, to the point of equating inability in the use of English to disability. A better knowledge of European modern languages will facilitate communication and interaction among Europeans and will promote mobility and mutual

understanding. The EU has already taken some action regarding the second/foreign language teaching and learning within the member states, and in a White Paper published in 1995 (Teaching and learning: towards the learning society) it is stated as a general objective that everyone, irrespective of his/her academic training should gain proficiency in two languages apart from their mother tongue so that they can communicate in those languages. It supports that "Proficiency in languages helps to build up the feeling of being European with all its cultural wealth and diversity and of understanding between the citizens of Europe" [White paper 1995: 47]

The Common European Framework of Reference for Languages is a document that provides a practical tool for establishing certain standards at successive stages of learning and evaluating language knowledge. It aims at providing the basis for setting common standards within the EU at an international level and supplies the basis for the mutual recognition of language qualifications within the EU. The Framework describes:

- a) The competences necessary for communication;
- b) The related knowledge and skills and
- c) The situations and domains of communication

The Framework paves the way for a comprehensive definition of teaching and learning objectives and methods and is, therefore, of special interest to the academic community as a whole. We have to bear in mind that nowadays university education has changed, and the Uzbek universities have been integrated in the European Space, so students will need a second language (B1 in CEFR) to finish their careers.

In spite of the fact that Uzbek students spend a lot of years studying English, from school to University, it has been always said that English is not well spoken in Uzbek and some of the learners can assure that they are not capable of speaking and expressing fluently in English. Uzbek people are not generally considered good at learning English, specially, when we refer to listening and speaking skills. Although most Uzbek people start to study English when they are children, in some cases when they are in Preschool Education and they usually go to language schools since they are three or four years old and they also study at school but in spite of it, English is an unsolved matter in our country.

One of the problems that Uzbek students suffer and other countries do not is that when students finish their English lessons, they forget the language. They are not in contact with the language because all the things that surround them are in Uzbek : television, films, TV series... A good option for the students to acquire and learn English is to study at a bilingual school because they allow children to get immersed in it naturally.

The aim of this study is to analyse the importance of listening and speaking skills in a foreign language acquisition in the Secondary Education classrooms in Uzbekistan. This research also proposes possible activities to be used by new generations of English teachers in order to facilitate a linguistic and cultural immersion essential for the acquisition of the English language. The main objective of this section is to explain the difference between listening and speaking skills and to justify their importance in a foreign language acquisition process. To do this, the section has been divided into different subsections to have a general overview about the listening/speaking processes, the way of teaching English through them and their assessments.

Comprehending and understanding a language is necessary when students are learning a new language due to the fact that people always need to communicate and interact with others in different moments or situations in their life. This paper will focus on listening and speaking skills, but always combined with grammar,

as a way of helping learners to understand the language system and to develop their ability by using it to communicate successfully inside and outside the classroom. Communication skills comprise receptive skills and productive skills. Listening and reading are receptive skills while speaking and writing are productive skills. Receptive skills are these in which students receive and process the information but do not need to produce a language to do this, while productive skills require the production, for instance, a speech [Hope, Geoffrey R 1984].

First of all, this paper mentions the most significant differences between listening and speaking skills and later, it offers an approach to how it is possible to integrate them. Listening, as we know, is the skill of understanding spoken language. Listening is an essential skill, present in most of the activities we carry out throughout our lives.

It has taken many years to give the listening skill the importance it deserves in second and foreign language learning among the teaching profession. Rivers (1966: 196) claimed, "Speaking does not of itself constitute communication unless what is said is comprehended by another person.

Teaching the comprehension of spoken speech is therefore a primary importance of the communication aim is to be reached". However, Morley (1972: 7) notes, "perhaps an assumption that listening is a reflex, a little like breathing - listening seldom receives overt teaching attention in one's native language - has marked the importance and complexity of listening with understanding in a nonnative language". Contrary to what everybody thinks about foreign language learning, listening competence is wider than speaking competence. This is the reason why; recently, the language teaching profession has brought into focus on listening comprehension. According to Nunan, (2001: 23) Listening is a six-staged process, consisting of

Hearing, Attending, Understanding, Remembering, Evaluating and Responding. These stages occur in sequence and rapid succession. The first one is Hearing and has to do with the response caused by sound waves stimulating the sensory receptors of the ear; hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear. For this, we have Attention. It refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus. The third stage is Understanding, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have perceived. Symbolic stimuli are not only words, they can be sounds like applause or even sights, like a blue uniform that have symbolic meanings as well. To do this, we have to stay in the right context and understand the intended meaning. The meaning attached to these symbols is a function of our past associations and of the context in which the symbols occur for successful interpersonal communication: the listener must understand the intended meaning and the context assumed by the sender. After following with the next stage, it is necessary to make a remark: as it has mentioned previously, the background knowledge is important and people have to take into account several points: general factual information, local factual information, socio-cultural knowledge and knowledge of context. With these factors, the information will be correctly received.

The next step, Remembering, is an important Listening process because it means that an individual, in addition to receiving and interpreting the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind.

But just as our attention is selective, so too is our memory, what is remembered may be quite different from what was originally heard or seen. In the penultimate stage, Evaluating, the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she does not begin this activity too soon, as beginning this stage of the process before a message is completed results in no longer hearing and attending to the incoming message and, as a result, the Listening process ceases. Finally, we have Responding, a stage in which, according to the response, the speaker checks if the message has been received correctly. This stage requires that the receiver complete the process through verbal or non verbal feedback, because the speaker has no other way to determine if a message has been received. Therefore, it is sometimes complicated as we do not have the opportunity to go back and check comprehension [Nunan: 2001, 23].

After my experience as a teacher, I have noticed that these skills are a very important part in relation to the acquisition of English and I have also asked my students in order to know their

thoughts in relation to my hypothesis and they assure that these skills need to be developed because students, during all the courses, study English but based on the development of reading and writing skills and sometimes, the teacher suggests doing some listening because the majority of the student's books include the typical listening (such as conversations) with the corresponding exercises which are very useful to check the listening comprehension but, they think they need to know how to be a good listener or speaker because if they travel abroad, they are going to communicate through listening and speaking and not reading or writing.

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**DEVELOPING CLT BASED LESSON PLANS**

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**Annotation:** This paper discusses the importance of designing lesson plans in order to create an effective learning and teaching atmosphere and to achieve a desired outcome which are required in National Standard for teaching and learning foreign languages. The analyses of the results of EFL teaching and learning in Uzbekistan within the last decade can point out some problems in this sphere as the task achievement of the NS is not fully responded. The conducted research on the particular topic may suggest the frame of lesson plan to analyse the quality of the lesson plan.

**Keywords:** CLT method, creating lesson plans, teacher-centered, effective teaching, outcomes, TTT (teacher talking time).

Literature review: It is stated that different types of the students have different language needs [Richards, 2001: 101p]. Technology is influencing language teaching and learning process as a medium of daily life conversation [Ralston, 2012: 223p].

#### I. The CEFR implementation in Education system in Uzbekistan

The curriculum designed in 2013 is based on National Education Standard on Foreign languages. The content objectives of the curriculum are to make learners be able to participate in job interviews, be aware of future their job etiquette, follow time management and etc. Although GTM method were replaced with CLT method, grammar was not ignored but integrated. Since the level is B1, B2, C1, C2 most grammar topics are considered to be acquired and selected due to the listening and reading materials.

Although the proper criteria have been mentioned in National Standard the desired outcomes are not as successful as expected. After analysing the teaching and learning process some problems and issues related to this process have been found. The most important reason for this particular situation is not paying attention to implementation process. Majority of the teachers were taught through GTM and ALM method while they were studying at secondary school, high school even at university. CLT method seem to be totally new method and approach for most of the teachers in Uzbekistan. As a result, while creating lesson plans most EFL teachers may ignore the criteria for CLT method. This misunderstanding leads to teacher-centered learning and teaching atmosphere which is mostly popular for GTM and ALM method. Although knowledge about language such as grammar and vocabulary teaching should be integrated according to CLT method, the dominant aspects of Language teaching remains grammar and vocabulary in observed lesson plans. The other problem with lesson plans might be similarity. Almost all English teachers in one region are required to use the same template or even the same lesson plan. This requirement may limit the Teacher's creativity. If the teacher cannot use and develop his/her creativity how he/she can help his learners thinking skills which are very important for productive skills.

#### **Creating effective lesson plans:**

Developing curriculum is just theoretical part of effective teaching. CEFR requirements for language proficiency level, objectives and desired outcomes of Language courses have been mentioned in National Standard. However, the question how to achieve the results or outcomes of this process has not been answered. That is to say, methodological guidelines about CLT methodology for teachers who mostly got their degree through ALM and GTM method should be

provided. In order to implement all these theories a teacher should design a lesson plan and must include language and content objectives of the course. While planning your lesson you must add or skip some activities because while you are following formal curriculum hidden curriculum should be kept in mind. While planning my lesson plan for new year teachers should change some activities in the textbooks taking into consideration their language learners individuality. Yet, language and content objectives were the same with the previous year lesson plan. It is very important that teachers must avoid TTT (teacher talking time) but I would not say the role of a teacher is passive. To support students with clear instructions, observe the learning process and supply learners with the feedback are also the feature of an effective lesson plan. Keeping portfolio task, the task for self-evaluation is really helpful for learners to make progress. Besides review tasks at the end of the unit and portfolio tasks, presentations prepared in the sub groups using CLT methods such as PBL (project based learning) and TBL (Task based learning) also can ensure successful learning outcome. As one of the criterion of CEFR to encourage EFL learners to use the languages in real life, lesson plans should cover both, language and content objectives. In order to increase the effectiveness lesson plans the other techniques scaffolding, differentiating the instructions should be reflected in learning and teaching process.

The lesson plan which is based on SIOP model can be one of the suggestions (not requirement) for EFL teachers whose aim to conduct CLT based lessons.

<b>Unit 1:</b> My country my pride	<b>Level:</b> Intermediate/B1	<b>Time:</b> 80 minutes
<b>Lesson 1.</b> Welcome to Uzbekistan		
<b>Teacher:</b> Tillayeva N. V		<b>Date:</b> 05.10.2019
<b>At the end of the lesson students will be able to...</b>		
<b>Content objective(s);</b> <ul style="list-style-type: none"> <li>✓ describe sightseeing of Uzbekistan</li> <li>✓ Working as guide.</li> </ul>	<b>Language objective(s):</b> <ul style="list-style-type: none"> <li>✓ <b>Listening</b>-listen and writing simultaneously/Note taking skills</li> <li>✓ <b>Reading</b>-identify the details</li> <li>✓ <b>Speaking</b>-describe locations</li> <li>✓ <b>Writing</b>- write a report about the places</li> </ul>	
<b>Target vocabulary:</b> <i>campsite, handmade, spiritual, ancient, stream, valley, seaside, port, oversea visitors, traditional houses, local produce, crystal clear, public transport, shopping malls, fresh air, traffic jam</i>		
<b>Equipments and supplemental materials:</b> white board, marker, laptop, projector, speaker, handouts, dictionaries, pens, posters,		



<b>Building background:</b>		
<ul style="list-style-type: none"> <li>• Talking about home town</li> </ul>		
<b>Scaffolding techniques:</b>		
<ul style="list-style-type: none"> <li>• Clear instruction</li> <li>• Discussion</li> <li>• Team building</li> <li>• Self-evaluation</li> <li>• Self-study</li> </ul>		
<b>Interaction</b>		
<ul style="list-style-type: none"> <li>• Whole class</li> <li>• Pair work</li> <li>• Mini groups</li> <li>• Individual</li> </ul>		
<b>Lesson preparation</b>		
<b>Time</b>	<b>Material</b>	<b>Instruction</b>
10 min.	Handouts1	<ul style="list-style-type: none"> <li>• Put students the students in 3 groups according to their date of birth. Each group should consist of 3-4 students</li> <li>• Ask the students to find the places on the map of Uzbekistan .</li> </ul>
10- min.	Handout 2	<ul style="list-style-type: none"> <li>• Ask the students to match the given words with their definitions. Have them to complete activity alone. Then ask them to compare their answers at the end. The students may use the dictionaries if some of them having difficulties due to their level.</li> </ul>
15-min.	Handout 3 <a href="http://www.travelbarefeet.co">www.travelbarefeet.co</a>	<ul style="list-style-type: none"> <li>• Play the video about Mickela Malozzi's travelling to Uzbekistan. Ask the students, to take notes while they are watching video.</li> <li>• Explain the students they should listen to for detailed information in order to answer the questions in Handout 3.No more than two words should be written to fill the gaps.</li> </ul>
15-min.		<ul style="list-style-type: none"> <li>• Ask the students to answer the questions below. Questions should be asked orally.</li> <li>• Why do people usually travel?</li> <li>• Why sightseeing places of Uzbekistan have you visited so far?</li> </ul>
10 minutes.	Handouts 4A	<ul style="list-style-type: none"> <li>• Ask the students to count turn by turn. Put the students in 2 groups. All even numbers should join in group A, all odd numbers should build the other team Group B. Explain the class that Group A is going to read the Passage about Yurt Camp Nurata while Group B is going to get information about Zamin by reading the given passagein Handout 4A. Give them 3 minutes for individual silent reading.</li> </ul>

		<ul style="list-style-type: none"> <li>Put the students in pairs. A student from Group A and a student from group B are to discuss the questions in Handout 4 B.</li> </ul>
	15 minutes.	<ul style="list-style-type: none"> <li>Encourage the students to make a list of place of sightseeing places of Uzbekistan that you would like to invite your oversea friend. Students will work in pair. High level students should interact with low level students. High level students prepare low level students to speak.</li> </ul>
	5 minutes.	<ul style="list-style-type: none"> <li>Ask the students to make a list of vocabulary which they have learned today</li> <li>Instruct the students to write a report about sightseeing places of Uzbekistan using the vocabulary and information that have been acquired during the class. Encourage them to use the link to get more information about writing a report <a href="http://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-b2-writing/report">http://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-b2-writing/report</a></li> </ul>

### HANDOUT 1.

Find the names of the places marked with the numbers.



### HANDOUT 2

Match the words with their definitions

1. ancient (adj)	a. to destroy or ruin
2. devastate (v)	b. shaking of the ground
3. handmade(adj)	c. something that makes <u>people want to go to a place</u>
4. massive (adj)	d. large and heavy
5. beauty (n)	e. made using the <u>hands rather than a machine</u>
6. attraction (n)	f. old or from a <u>long time ago</u>
7. earthquake (n)	g. <u>relating to deep feelings and beliefs</u>
8. spiritual (adj)	h. something that is an <u>excellent example of its type</u>

HANDOUT 3. Listen to the tape and complete the sentences. Write no more than two words

1. Mickela Malozzi is a \_\_\_\_\_ , \_\_\_\_\_.
2. Tashkent was devastated by \_\_\_\_\_.
3. The main attraction of Tashkent is \_\_\_\_\_.
4. The 14th century ruler is \_\_\_\_\_.
5. Shopping is a \_\_\_\_\_ activity in any city of Uzbekistan
6. Mausoleum of Amir Timur is a perfect example of \_\_\_\_\_.
7. Tamerlane's two sons and two grandsons and his \_\_\_\_\_ were also buried in the mausoleum
8. Samarkand is known for the \_\_\_\_\_.

**HANDOUT 4 Read the passage .**

#### **Yurt camp Nurata**

Explore the ancient sights from the time of Alexander Great in Nurata city. Stay in the Yurt camp and explore the desert landscape walking around the dunes or riding on the camels. Take a walk to the desert village 'Dungalak' (4 km / one way) to get to know the daily livelihood activities and land use practices of the desert inhabitants. Ride on the camel or drive by car to explore countries largest man-made Lake Aydarkul located 8 km to the south-east from the Yurt camp. Enjoy the evening around the camp fire listening to the traditional songs of local bard.

**Best time: April – end of June, September-November**

Welcome to Zamin Travel Uzbekistan!

**Uzbekistan**, in the heart of Central Asia, is a real civilization crossroad. It has a diverse cultural and architectural heritage due to its rich history and strategic location. Uzbekistan is the country of historical and cultural tourism. Moreover, Uzbekistan is mostly desert though, there are big mountains such as the Pamir mountain range extended to **Tajikistan** and the Tian-Shan mountain range extended to **Kirghizstan** which creates opportunity for hiking and trekking.

"Zamin Travel Uzbekistan", our travel agency, offers you to discover this unique region in the world where you can take **trekking, hiking and cultural tours** all together

**HANDOUT 4.B**

Read the text and find if the following sentences true (*T*) or false (*F*). Correct the false sentences.

- |  |       |
|--|-------|
| 1. Nurota is one of the modern part of Uzbekistan.                 | _____ |
| 2. Yurt Camp is a bright example of the lifestyle of Uzbek people. | _____ |
| 3. Camels are the main part of the entertainment of Nurota Camp.   | _____ |
| 4. There is nothing to do in the evenings in this camp.            | _____ |
| 5. Aydarkul is not a natural lake.                                 | _____ |
| 6. The culture of Uzbekistan is various                            | _____ |
| 7. The Pamir mountain range is situated between two countries.     | _____ |
| 8. Zamin is the part of the desert                                 | _____ |

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**ENHANCING TRANSACTIONAL AND INTERACTIONAL LISTENING SKILLS THROUGH CONTROVERSIAL POETRY**

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**Annotation:** This article proposes a controversial poetry-teaching (POT) framework for language practitioners to bridge the gap between literature and language teaching methodology. Step-by-step procedure followed in the framework aimed at helping prospective teachers

incorporate controversial poetry into language teaching, while at the same time offering various materials and activities to be used in their future teaching practices.

**Keywords:** transactional, interactional, controversial, poetry, authentic, equipped, criterion, facile.

Communicative competence approach will surely be a reacting factor in dealing with the possible problem in teaching listening and speaking practice lessons and any type of listening topics [Akyel, A, 1995]. When designing my lesson plans I take different types of approaches and principles into clear consideration and design my lesson plans according to these criterion.

As a teacher I usually use Task based language teaching in my everyday life. While teaching students I follow almost all type of tasks and try to be equipped with several handouts, articles and materials. In one lesson the theme was “Controversial Poetry” and practicing listening skills was analyzing authentic texts.

#### **Education For Leisure by Carol Ann Duffy**

Today I am going to kill something. Anything.  
I have had enough of being ignored and today  
I am going to play God. It is an ordinary day,  
a sort of grey with boredom stirring in the streets.  
I squash a fly against the window with my thumb.  
We did that at school. Shakespeare. It was in  
another language and now the fly is in another language.  
I breathe out talent on the glass to write my name.  
I am a genius. I could be anything at all, with half  
the chance. But today I am going to change the world.  
Something's world. The cat avoids me. The cat  
knows I am a genius, and has hidden itself.  
I pour the goldfish down the bog. I pull the chain.  
I see that it is good. The budgie is panicking.  
Once a fortnight, I walk the two miles into town  
for signing on. They don't appreciate my autograph.  
There is nothing left to kill. I dial the radio  
and tell the man he's talking to a superstar.

He cuts me off. I get our bread-knife and go out.

The pavements glitter suddenly. I touch your arm [Jorge Campos da Costa,2009]

I elucidate the main concepts of the theme and attract students' attention to controversial poem that had recently banned from public schools. They realize my comments – it is one characteristic of task, it means meaning is primary, it is central point in language teaching. Through understanding each other learning is facile. Afterwards, the students do a mock debate and decide whether or not this poem should be taught in public schools. One half of the room represent the teachers that want to keep it in the schools. The other half of the class represent the parents that want it banned, it signifies completing task is primary in TBLT. Then I give students a transcript of the poem and a few questions to get them started. I have the groups discuss what points they could use to support/ defend their argument. Groups also discuss what arguments the opposing group might present and prepare a counterargument. The last task students debate, using examples from the poem where appropriate. Each student has to speak, presenting an argument or counterargument.

During the lesson students watch the video of an enactment of Carol Ann Duffy's "Education for Leisure" :([http://www.youtube.com/watch?v=po0czXogq\\_Bk&feature=related](http://www.youtube.com/watch?v=po0czXogq_Bk&feature=related)). They focus on finding answers to the comprehension questions. As they do so, they do a practice the skills and techniques discussed on how to listen for specific details. The second time students watch the video; they focus on finding answers for the last three questions. As they do so they apply what they have discussed about listening for the general idea. After going through the questions I ask students how difficult the activity has been. I ask them which type of activity is more difficult, what skills work, what strategies they have used. At that time I feel that half of my students have a lack of expressing their ideas appropriately. As a consequence we, teachers, must feel an obligation in front of the students, that we should teach not only the language itself, but teach them how to overcome uneasy situations that they come across in real life situations while speaking with foreigners.

During the lesson I have chosen students will be able to practice both transactional and interactional listening skills by analyzing authentic text. Moreover, students will be able to enhance their speaking skills by discussing academic topic.

Besides that, students will be able to learn to listen for important details as well as overarching themes in order to better voice their opinions about the text and debate whether or not the poem should be taught in public schools, and in so doing will foster communicative competence.

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## HOW TO IMPROVE WRITING SKILLS IN ENGLISH

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**Annotation:** Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. Strong writing skills may enhance students' chances for success. Writing is an essential factor of language. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements.

**Keywords:** literacy, subject, writing skills, accurately, improve, process, input, chunking of words

Writing has always been seen as an important skill in English language acquisition. This importance is due to the fact that it reinforces grammatical structures and vocabulary that educators strive to teach their students. It is the area in which learners need to be offered adequate time to develop their writing skill, therefore more time should be devoted to it in classrooms so that they will be prepared to effectively communicate in real life as well as academic situations. Exposing them to the writing process itself through various venues is an excellent way to reach this goal. Additionally, writing skills can be developed when the learners' interests are acknowledged and when they are given frequent opportunities to actually practice writing. Because one of the main goals students is to learn to produce a well-thought-out piece of writing, a specific writing program must be in place in order to meet the needs of these learners.

Having a wide range of vocabulary is very important when you are writing in English. An excellent way to improve your vocabulary is to read as much as possible. Reading is a receptive skill that requires an individual to make meaning from the language input to which they are exposed. In writing, learners must actually create meaning and produce their own language. That is why writing is so hard, even for native speakers. If you read books, newspapers or magazines in English, you will learn many new words and common English idioms. Remember to write down the new words and expressions you read and their meanings so you can learn them.

Fortunately, the more often you write, the easier it will be to access the English you are looking for and express yourself accurately and fluently. Researchers know that if you are a strong writer in your first language, chances are you will also be a strong writer in English. That is because strategy use transfers. However, you can always learn to be more strategic as a writer and improve your skills by signing up for a class.

Mistakes in spelling, grammar and word choice are immediately evident. And while literacy skills are not a reflection of intelligence or knowledge, poor writing can cause a student to receive lower marks, despite their understanding of the subject being discussed. In a professional context, people may judge you as lazy or untrustworthy if you send emails full of mistakes. They are also likely to assume your spoken ability in English is quite low, though this may or may not be the case. That is why it is important to improve writing skills in English before they prevent you from reaching your full potential at school or in the workplace.

A composition course, even one aimed at native speakers, will help you improve the way you react to different texts, organize your ideas and bring together vocabulary, grammar and tone to enhance your writing. Spelling and fluency, when it comes to the actual process of putting words on paper, can be improved by taking an online course. Keep in mind that you cannot learn how to write overnight. It is a process and the more you write and receive feedback on your written work, the stronger you will become [Olson, C., & Land, R.2007]. It begins with translating ideas into language and moving them around so the reader can follow your train of thought. Next, comes the process of revising to find the most precise and convincing wording that renders ideas clearly and concisely. Finally, you need to make sure there are no grammar, spelling or formatting errors which will distract the reader from what you are saying.

Writing skill helps the learner gain independence, comprehensibility, fluency, and creativity in writing. If learners have mastered this skill, they will be able to write so that they cannot only read what they have written, but other speakers of that language can read and understand it. Here are some kinds of writing skill that the students are expected to master: comprehensibility skill for writing includes understanding that writing is communicating messages



or information [Cooper, K.,2014]. Fluency skill for writing includes recognizing the linear sequence of sounds, mastering writing motions and letter shapes, recognizing the chunking of words, recognizing the need for space between words, and writing quickly. Creativity skill for writing includes the ability to write freely anything the learner wants to write. Independence is the ability to function in a given area without depending upon another's help. Independence in reading and writing is the ability to read and write anything one can say or understand in his or her language without depending upon another's help. Comprehension is the ability to grasp something mentally and the capacity to understand ideas and facts. Fluency is the ability to read, speak, or write easily, smoothly, and expressively [Watkins, N., & Lindahl, K.,2010].

Thanks to technology, we currently have access to many tools that can help us improve every day. Writing tools can help us to fix small mistakes that we can have while writing, and even make us more efficient. Even great writers use these types of tools day by day. Practice makes a master. The more you practice, the more you learn. I recommend you write every day. It does not matter if you do not want to publish it anywhere, because the best way to be better at what you are doing is to keep doing it until you succeed.

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## **THE REGIONAL VALUE OF ENGLISH PHRASEOLOGICAL UNITS**

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**Annotation:** The phraseology of the English language is extremely diverse. It is used in all styles of speech due to the unique ability of phraseological units to say a lot in a few words, since they determine not only the subject, but also its sign, not only the action, but also its circumstances. English phraseology's versatility indicates, first of all, a rich historical heritage, embodies an incomprehensible English soul, because the most phraseological units have come to life among the people and that it is not by chance. Further, as writing and literature developed, phraseology was developed by publicists and writers, leaving behind a whole sheaf of new discoveries in this area. Mastering this cultural "archive" allows you to comprehend the lives of people of various stratum in a particular era, their richness of language and the power of meaning, and therefore is necessary for every educated person.

**Keywords:** Phrases, customs, traditions, idiomatic expressions, legends, culture, national culture, spiritual wealth, history, traditions

Undoubtedly, getting acquainted with a foreign language, assimilating, studying it, a person simultaneously penetrates into a new national culture, receives a huge spiritual wealth stored by the language being studied. In particular, a pupil, a student, a simple man in the street, mastering a foreign language, in this case English, gets a highly effective opportunity to join the national culture and history of the people of Great Britain. Phraseology, as an integral part and a kind of treasury of any language in the world, can contribute especially strongly to this communion.

Phraseological units and phraseological combinations reflect the centuries-old history of the English people, the uniqueness of their culture, way of life, traditions. Therefore, phraseological units are highly informative units of the English language. [Kunin A.V., 1986: 336]

The regional value of phraseological units consists of three components.

Firstly, phraseological units reflect the national culture in a fragmented way, by units of their composition. Some of these words belong to the number of non-equivalent.

- to drink like a lord-
- queen Ann is dead
- an Englishman's home (house) is his castle
- appeal to Caesar

Secondly, English phraseological units reflect the national culture in an undifferentiated, complex way, with all their elements taken together, that is, with their phraseological meanings.

- A penny for your thoughts - A penny for your thoughts
- A penny saved is a penny earned - Money you save today you can spend later

Finally, thirdly, phraseological units reflect the national culture with their prototypes, since genetically free phrases described certain customs, traditions, peculiarities of life and culture, historical events and much more. These include pure English names, English counties, islands, cities and rivers, attractions, as well as the words containing the phrases London, England, and English. [Bulakhovskiy L.A., 1952: 448]

- live in Bermudas
- in plain English
- a smart Aleck
- Tom and Jerry shop

For the most part, idiomatic expressions were created by the people, so they are closely related to the interests and daily activities of ordinary people.

- as cool as cucumber
- when pigs fly
- ships that pass in the night
- birds of a feather flock together
- if you run after 2 hares you will catch neither.

Many phraseological units are associated with beliefs and legends.

- Achilles' heel
- Speak of the devil
- Achilles' spear
- Neptune's sheep

However, most of the English phraseological units originated in professional speech.

Sport has always played an important role in the lives of the inhabitants of Foggy Albion. The British are proud that many sports originated in their country, and then spread around the world. The national British games are football, cricket, horse racing and billiards. Many phraseological units are associated with horse racing, cockfighting and boxing. They are characterized by humor, worldly wisdom, their content is our world, the environment, and the atmosphere is insightful, firm, devoid of romance common sense. [Korzyukova Z.V., 2003:486].

- the ball is in your court tennis
- bark up the wrong tree hunting
- blind-sided American football
- blow the competition away any spor

The focus is on luck and money. The satisfaction of wealth and success is expressed in many phraseological units.

- as good as gold
- Good things come to those who wait - To have patience
- Hang in there- Don't give up

Thus, English phraseological units can give us the key to the national character of the people of Great Britain, to their culture, history and political life.

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**MAIN PRINCIPLES OF LINGUOCULTURAL CONCEPTS IN LINGUISTICS**

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**Annotation:** This article is devoted to the different principles of linguocultural concepts which are used in theory of linguistics. The principal postulate of this science is the study of the organic unity of the ethnic group's language, mentality, and culture. Many writers and philosophers are always follow these principles and implement them in their research and daily

life. Moreover, it has given a lot of examples of various concepts and juxtaposition them in accordance with ethnic, cultural and mental facts in compare with Russian language. Great attention is given to the question of learning the principles of modern science. This is because scientists are increasingly interested in the issues of the nature of linguistic units, their functioning and the ability to store and transmit cultural information across generation.

**Keywords:** anthropocentrism, juxtaposition, linguocultural, Ethnic identity, semantic structure, etymology, word interpretation, homogeneous structure, key concept, heterogeneity, conviction.

Anthropocentrism has become the dominant scientific principle of linguistics in recent decades. Anthropocentrism as a particular principle of research consists in the fact that "scientific objects are studied primarily by their role for man, by their purpose in his life, by their functions for the development of the human personality. It marks the tendency. Putting the human being at the forefront in all theoretical premises of scientific research and determining its specific perspective" [Kubryakova, E.S.1995:212]. With this approach, language as the main object of linguistics is studied in order to better understand and explain the nature of man, his essence, as well as the reality that surrounds him. The single anthropocentric perspective of modern linguistics shows its heterogeneity: cognitive and cultural elements can be differentiated from each other. This study was carried out in the sense of linguoculturology, which, according to the general trend of modern linguistics, takes into account the phenomena of language in close contact with a person, his spiritual and practical activities. The principal postulate of this science is the study of the organic unity of the ethnic group's language, mentality, and culture. As V.V. Vorobyov writes, "language is a country (national identity)-culture is the core triad of linguoculturology, a field where important problems of this branch of knowledge intersect and can be resolved" [V.V.Vorobyov,1997:12]. Language has been the most striking feature defining an ethnic group at all times. This reflects the societies identity and the world's national dream. In accordance with the definition of E. Sepira B. Warf, the structure of the language and the systemic semantics of its units correlate with the structure of thought and the way of knowing a particular nation's outside world. This means language can sometimes only serve as a source of information about people's culture, psychology, and worldview. Via language lens one can see national characteristics, cultural patterns, ethical and moral behaviors, and so on. This allows scientists to view the language as an entity capable of explaining such phenomena as consciousness, thought and society, culture.

In studying different national cultures language is becoming more and more relevant. Most modern (Yu. A. Apresyan (1995), N.) scholars. D. (1976) Arutyunova, T. V. (1997), Bulygina, A.

Veshbitskaya, Yu (1997). N. Karaulov (2000), and E.S.Kubryakova(2009), A.YuM.Melerovich(2000)., S.Stepanov(2009)and others believe that a full understanding of people's soul and culture is only possible through language. Scientists in their work prove that language data play a decisive role in understanding the peculiarity of people's culture and mentality. In addition to the explicit content for which it is produced, the verbal text "implicitly contains information about its author's ethnic and person mindset and represents cultural significances, including ethnic ones"[A.T.Khrolenko,2000:7].The role of the linguist is to determine how cultural meanings accumulate in a word, and how the word contributes to cultural functioning.Research of the key concepts of culture, identified by the word "concept" in modern studies (N. M. Abakarova (2001), E. V. N. Bazylev (2001), V. Altabaeva (2001), A. B., helping to solve this problem... Bolkhoeva (2001), O. V. Ivashenko (1999). Concepts are the product of the synthesis of linguistic and ethnocultural knowledge according to the views of linguoculturologists. The contact medium, and idea creation, is language. Multilevel language units structure the concepts: words, phraseological units, instructional syntactic construction,etc. A concept can be expressed in all the richness of its content through a combination of language tools, each of which reveals a part thereof. We can study the essence and content of the concept after having revealed the composition of the language tools representing the concept and describing the semantics of those units.V. Kolesov, the description of verbal signs according to national mental concepts fundamentally new form of word interpretation, since the word(language unit) is the material of the concept [ Kolesov,1999:156].

Since the word is "not an object equivalent, but an equivalent of how it was understood by a recreational act at the time of the word's invention" (V. von Humboldt, cited in Zubkov 1989, p. 32), the concepts of different cultures differ even. The analysis of concepts allows to gain the most complete knowledge of a concept that exists in the minds of a language and culture's native speakers, and helps to recognize the systemic essence of their world picture and cultural stereotypes that represent the characteristics of a national character. Great attention is given to the question of learning the principles of modern science. This is because scientists are increasingly interested in the issues of the nature of linguistic units, their functioning and the ability to store and transmit cultural information across generations. Concepts are complex, multidimensional phenomena, as evidenced by the vast material of fact accumulated in today's science. Scholars are making attempts, along with general theoretical advances of the concept type, to provide a detailed description of different concepts. The concepts of "reality" (Lukin, 1993), "love," "surprise," "contempt" (Vorkachev, 1995, 1997, 2000), "joy," "pleasure" (Mikhailova, 1993), "language" (Yakovleva), 1995), "Russian" (Farkhutdinova, 2000) and many others. The concept of sin is

one of the essential to human consciousness and universal culture. It is present in many systems of mythology, theology, philosophy, and ethics. The idea has deep roots in history. Originating in pagan days, it has become one of the core principles of all religions in the world, including Christian dogma. The importance and necessity of the notion of sin. It is present in many systems of mythology, theology, philosophy, and ethics. The idea has deep roots in history. Originating in pagan days, it has become one of the core principles of all religions in the world, including Christian dogma. Thomas Aquinas, John of Damascus, Clement of Alexandria and others wrote about the importance and significance of the concept of sin for a Christian We sought to understand the concept of sin within a religion, to introduce it to people's consciousness, and to extend the limits of that concept as well. Thus, Tertullian (II c.) introduced the term "mortal sin" into the church's terminological apparatus (cf. Bible: "sin to death," John 5:16 First Epistle). Stepan Thebansky (VIII century), trying to socialize the idea, Stepan Thebansky (VIII century) compiled a list of sinful acts which are inappropriate to monks, trying to make this idea social. In the treatise "An Accurate Presentation of the Orthodox Faith" St. John of Damascus (VIII century), provided the definition of in a special section "On Fear."

There is also a natural scientific understanding of the concept of sin. Sin was interpreted by V. Vernadsky and his follower Teilhard de Chardin as a deviation from the normal state, comparing it with evolution [Stepanov, 1997;45-46]. The concept of sin has been and continues to be one of the most relevant to human daily consciousness. This definition governs actions and regulates individual and societal relationships, setting moral guidelines. It is personal and social, and it refers to a single ethnic group and to the whole of humanity. This concept simultaneously acts as a category of moral-ethical and socio-evaluation which has a verbal embodiment in different languages and is represented in different cultures. We may say that one element in Russian culture and in the minds of the Russian people is the idea of sin. The importance of this study is decided, first, by presenting to the Russian consciousness one of the most important concepts of spiritual culture in which the worldview of the Russian people, their psychology, ethical and moral values, religious and worldly experience are reflected; second, by applying a system functional approach to language learning and a comprehensive examination of the language units involved in the development of the definition and which contain information on it. The aim of this study is determined by relevance: to explain the Russian perception of sin, exposing the ethnic specificity of its interpretation of Russian consciousness. The initial theory for achieving this goal is the idea that Russian language is the reliable source of information about key concepts, as a keeper of knowledge about the Russian people's worldviews. V.V. made a fair point about this subject. Kolesov: Paying attention to the complex organization of Russian self-consciousness,

the scientist pointed out that the tension within consciousness itself is profoundly and repeatedly expressed in the language due to the convergence of elements of a pagan and Christian vision of the world in it. [Kolesov, 1999:119-120]. The focus of the research undertaken is the Russian idea of sin, defined by different linguistic means. Nevertheless, it is not appropriate to consider ethnic culture and national language as homogeneous structures. In the process of understanding N.Tolstoy's theory we have come to this conviction. Tolstoy on the character of ethnic culture as a stratum. The scientist noted that a comparison of language and culture phenomena makes it possible to detect a certain isomorphism in the functional and intrahierarchical context of their systems. Using the Slavic languages and cultures factuals, N. I. Tolstoy concluded that ethnic culture includes a variety of subsystems (cultural strata) each of which has its own linguistic embodiment. According to this theory, ethnic culture includes the culture of the educated layer ("book", elitist), the form of linguistic embodiment of which is a literary language; peasant folk culture"), the implementation form of which is the language of folklore, territorial dialects, dialects; an intermediate culture ("third" culture), the linguistic expression of which is urban vernacular and traditionally technical culture, reflected in the language of the argo and trade. Therefore, Ethnic identity is realized in different ways, remaining unified, kept together by the national language. .[ A.N.Tolstoy, 1995:16-17]

N. I. Tolstoy notes that his proposed model of isomorphism of language and culture is "somewhat simplified" and "oriented to the situation of the 19th – first half of the 20th centuries" , therefore, its application should take into account the historical variability of the language and society and the corresponding linguocultural situation. I. Tolstoy, the juxtaposition of the elite and the popular culture is still felt and observed, and is defined very explicitly where possible. Additionally, the nineteenth-century popular culture. This is "the most enduring aspect of an indigenous spiritual tradition, mostly preserved and transformed by language into today's environment" (Farkhutdinova, 2000, p.31). he concepts of "synchrony-diachrony," which are essential for a systemstructural (linguocentric) approach to language, are therefore neutralized, and multilevel language units can be used as sources of information about the Russian people's worldview not only in the past, but also in the present.

Taking all of these principles into consideration we can sum up the following:  
For achieving that goal, the following tasks need to be solved:

1. Revealing the features of understanding the corresponding term in an elite culture to conduct a lexicographic analysis of the word.
2. Tracing the dynamics of the word's semantic structure, having studied its etymology and its modern use of speech



3. Model the word's derivative field, define the path of "increments of the word's semantics"
4. Describe common understanding of the respective expression, embedded in the language's phraseological and paremic units.
5. To create a circle of concepts in folk and elite cultures which are associated with the meaning of this term. As a young scientific discipline, linguoculturology opens up broad perspectives for researching the basic concepts of cultural concepts, the study of which enables you to penetrate the foundations of people's beliefs, to expose their spiritual values and national identity.

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**TA'LIM TIZIMIDA «ASSESSMENT» HAMDA «EVALUATION»  
TUSHUNCHALARI VA ULARNING FARQI  
(The concepts of "assessment" and "evaluation" in the education system and their  
differences)**

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**Annotasiya:** Pedagogning faoliyat samaradorligini belgilab beradigan eng muhim omil bu uning pedagogik va baholash mahorati ekanligini aslo unutmasligimiz lozim. Talabalarning olgan bilimlarini baholash esa pedagogdan nafaqatdan xolislikni, balki, juda katta kompetentsiyani talab qilishini e'tirof etishimiz lozim. Talabalarning o'zlashtirishini, bo'lajak professional faoliyatini chuqur o'rganayotganligiga amin bo'lgan holda baholash, ularning har tomonlama bilim olishlarini rag'batlantirishning o'zi ham juda katta pedagogik kompetentsiyani talab qiladi. Baholash – bu og'zaki yoki yozma muloqot ko'nikmalari qo'llanilishi bilan autentik vazifalarning bajarilishini talab qiladigan, amalga oshirilgan ishlarga asoslanadi. Ushbu maqolada

«Assessment» hamda «Evaluation» tushunchalarining o'qitish ta'limotidagi o'rni va farqi yoritib berilgan.

**Annotation:** We must never forget that the most important factor that determines the effectiveness of a teacher's work is his pedagogical and evaluative skills. We must recognize that the assessment of students' knowledge requires not only impartiality, but also a great deal of competence from the teacher. Assessing students' mastery of their future careers with confidence that they are studying in depth, and encouraging them to acquire comprehensive knowledge, also requires a great deal of pedagogical competence. Assessment is based on work done that requires the performance of authentic tasks using oral or written communication skills. This article discusses the role and differences between the concepts of “Assessment” and “Evaluation” in teaching.

**Kalit so'zlar:** baholash, nazorat turlari, test turlari, ta'lim tizimi, yondashuvlar, assessment, evaluation.

**Keywords:** assessment, types of control, types of tests, education system, approaches, assessment, evaluation.

Bugungi kunda talabalarning fanlarni o'zlashtirishi, bilim va ko'nikmalarga ega bo'lishini baholash (assessment) ta'lim tizimining ajralmas qismiga aylanib ulgurdi. Baholash ta'limda o'qitishning markaziy elementi hisoblanadi. Baholash bevosita o'qituvchining o'quvchi yoki talabalar bilimi borasida o'quv qarorlarini qabul qilishda foydalanadigan, ma'lumotlarni to'playdigan jarayondir. Baholar qarorlar emas, aksincha qarorlarga axborot manbalari hisoblanadi. Doimiy baholash o'quvchilarda o'rganilgan kontentni saqlashni yaxshilashga yordam beradi. Doimiy baholash muntazam fidbek bilan birlashtirilganda, u talabalarning ta'limini yaxshilaydi.

Ta'lim jarayonida baho, baholash tizimi va baholash tamoyillari masalasi asosiy tadqiqot ob'ekti sifatida turli davrlarda olimlar (G.Henning, A.Hughes, Ch.Coombe A.Cohen, N.Efremova, I.Kameneva, A.Xutorskiy, J.Xasanboev, K.Muradkasimova) tomonidan tadqiq etilgan. Talabalarning yozuv malakasini baholash va ushbu jarayonni yanada takomillashtirish borasida olimlar tomonidan ko'plab metod va modellar ishlab chiqilgan. Biroq, baholash tizimi kontseptsiyasi taxsil oluvchi egallagan bilim va ta'limga qo'yilgan talab asosida takomillashadi [ Henning G. 2012:33].

Baholash tushunchasi dunyo hamjamiyatida keng talqin etilib, uning bir necha turlari ta'kidlanib kelinmoqda. Misol uchun, ingliz tili o'qituvchilari orasida keng tanilgan «Assessment» hamda «Evaluation» tushunchalari o'qitish ta'limotida, aksar holda bir hil, «baholash» deya

tarjima qilinadi. Ingliz- o'zbek lug'atlarida ikkisi ham huddi shu tartibda tarjima qilingan [<https://keydifferences.com/difference-between-assessment-and-evaluation.html>]. Bunda birinchi turdagi baholash, ya'ni «Assessment», ta'lim jarayonida o'rganuvchilarning o'zlashtirish jadalliklarini yoki o'zlashtirish jarayonini to'g'ri yo'nalganligini nazorat qilishni ko'zda tutsa, ikkinchi turimiz, «Evaluation», oldindan belgilangan talablar asosida o'zlashtirishdan erishilgan natijalarni aniqlashni maqsad qilib oladi va o'z xarakteriga ko'ra hozirgi kunda Respublikamizda talabalarni baholashda qo'llaniladigan usullar maqsadiga mos keladi. Manbalarda keltirilishicha «Assessment» tashhislash maqsadi bilan amalga oshiriladi, «Evaluation» esa erishilgan natijani aniqlashni ko'zlaydi.

Shundan kelib chiqib, aksar ishlarda o'z muqobil tarjimasini topmagan «Assessment» hamda «Evaluation» tushunchalari, bizning fikrimizcha, o'zbek tilida nazorat qilish hamda baholash kontseptlarini, keltirilgan ketma-ketlikda, o'zida kasb etadi. Ya'ni, «Assessment» – bu o'zlashtirish jarayonini nazorat qilish, «Evaluation» – jarayondan erishilgan natijalarni baholash. Albatta, bu muqobillikni faqat mazmunan mos deb aytishimiz mumkin. Chunki, amaliyotda Respublikamiz OTMlarida qo'llanilatgan «nazorat turlari» to'laqonli «Evaluation», ya'ni bizni talqinda aytilganda baholash ko'zda tutiladi.

O'zbekiston ta'lim tizimida keng qo'llanilayotgan «nazorat turlari» tushunchasi respublikamizga o'tgan asrning 90chi yillarning boshlarida kirib kelgan. Lekin, o'zining kelib chiqishidan farqli o'laroq, nazorat qilish tushunchasi ta'lim tizimimizda baholash tushunchasi bilan bir qatorda qo'llanilib kelinmoqda.

X.Broven ta'kidlaganidek «Samaradorlik assesment o'tkazishdan oldingi jarayon bilan bog'liq. Bu tamoyil assesment instrumentini tuzishda ketadigan mablag', ajratilgan vaqt va baholash jarayonini o'z ichiga oladi».[ Brown Ch.2002.] Olimning ilmiy ishlarida ishonchli baholash va uning vazifalari, maqsadlari yoritilgan.

Kanada davlati Alberta universiteti olimi, psixologiya fanlari doktori Leytonning fikricha, odamlar turli usulda o'rganadilar ma'lumot qabul qiladilar va turlicha yondashuvlarga egalar. Shuning uchun ham zamonaviy olimlar baholashda moslashuvchanlikka e'tibor berish kerak deb fikr yuritadilar. Buyuk Britaniyaning Glasgow universiteti olimlari Devid Nikol va Debra Diklarning fikriga ko'ra aynan joriy baholashning 7 ta asosiy tamoyili mavjud:

1. talab darajasida ishlash uchun aniqlik kiritish;
2. o'zini-o'zi baholash;
3. o'zlashtirishda doimiy ravishda ma'lumot berib borish;
4. tengdoshlari va o'qituvchi bilan muloqot qilish;
5. ijobiy motivatsiya berish;

6. kerakli joyda bo'shliqni to'ldirish;

7. jarayonni tashkillashtirishga yordam berish. [David J. 2006]

Manbalarda talabalarning malakasiga qo'yiladigan talablar turlicha tasniflangan. K.Muradkasimova tadqiqotida «Til bo'yicha bilimlarni baholash turlari va mezonlari» modulida talabaning malakasiga qo'yilgan talablar quyidagicha berilgan:

bilim va ko'nikmalarni baholashning asosiy tamoyillari;

test turlari (diagnostik, rivojlantiruvchi, nazorat testlari);

turli ta'lim yo'nalishlari xususiyatlariga mos muqobil baholash turlarini tahlil qilish;

nazorat turlari va shakllarining milliy va xalqaro tizimlari;

bilimni baholash uchun mezon belgilay olish va baholash jarayonini to'g'ri rejalashtirish bo'yicha bilimlarni o'zlashtirish;

baholash mezonlarini tanqidiy tahlil qilish va baholash mezonlarini yaratish malakalarini egallash. [Muradkasimova K.Sh. 2019:77.]

Tadqiqotchilar talabalar bilimini baholashda quyidagi ma'lumotlardan keng foydalanishi hamda ularni ta'lim jarayoni va davrini hisobga olgan holda takomillashtirib borishi ta'kidlanadi:

- O'qituvchilar tomonidan talabaga butun o'quv darvi davomida taqdim etgan kompetensiyalarni baholash;
- Ekspert tahlillari va talabalar o'rtasida ommaviy so'rovlar o'tkazilishi natijasidagi ma'lumotlar asosida qo'lga kiritilgan kompetensiyalarning ahamiyatligi koeffitsentlari. [Воробьев Е.В. 2016:294]

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## ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ В СОВРЕМЕННОМ ОБРАЗОВАНИИ

### (Innovative technologies in modern education)

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**Аннотация:** Инновационная деятельность в своей наиболее полном объёме предполагает систему взаимосвязанных видов работ, совокупность которых обеспечивает появление действительных инноваций.

**Annotation:** Innovation activity in its fullest extent presupposes a system of interrelated types of work, the totality of which ensures the emergence of real innovations.

**Ключевые слова:** виды работ, инновация, инновационная деятельность, инновационное образование, инновационная образовательная технология, научно-исследовательская деятельность, образовательная деятельность, проектная деятельность.

**Keywords:** types of work, innovation, innovative activity, innovative education, innovative educational technology, research activity, educational activity, project activity.

На сегодня «инновационное образование» – это такое образование, которое способно к саморазвитию и которое создаёт условия для полноценного развития всех своих участников; отсюда главный тезис: инновационное образование – это развивающее и развивающееся образование.

«Инновационная образовательная технология» – это комплекс из трёх взаимосвязанных составляющих:

1. Современное содержание, которое передаётся обучающимся, предполагает не столько освоение предметных знаний, сколько развитие компетенций, адекватных современной бизнес-практике.

Это содержание должно быть хорошо структурированным и представленным в виде мультимедийных учебных материалов, которые передаются с помощью современных средств коммуникации.

2. Современные методы обучения – активные методы формирования компетенций, основанные на взаимодействии обучающихся и их вовлечении в учебный процесс, а не только на пассивном восприятии материала.

3. Современная инфраструктура обучения, которая включает информационную, технологическую, организационную и коммуникационную составляющие, позволяющие эффективно использовать преимущества дистанционных форм обучения.

Инновационная деятельность в своей наиболее полном объеме предполагает систему взаимосвязанных видов работ, совокупность которых обеспечивает появление действительных инноваций, а именно:

- научно-исследовательская деятельность, направленная на получение нового знания о том, как нечто может быть («открытие»), и о том, как нечто можно сделать («изобретение»);

- проектная деятельность, направленная на разработку особого, инструментально-технологического знания о том, как на основе научного знания в заданных условиях необходимо действовать, чтобы получилось то, что может или должно быть («инновационный проект»);

- образовательная деятельность, направленная на профессиональное развитие субъектов определённой практики, на формирование у каждого личного знания (опыта) о том, что и как они должны делать, чтобы инновационный проект воплотился в практике («реализация») [Войниленко, 2010: 148].

В настоящий момент в вузовском образовании применяют самые различные педагогические инновации. Это зависит, прежде всего, от традиций и статусности учреждения. Тем не менее, можно выделить следующие наиболее характерные инновационные технологии.

1. Информационно-коммуникационные технологии (ИКТ) в предметном обучении.

Внедрение ИКТ в содержание образовательного процесса подразумевает интеграцию различных предметных областей с информатикой, что ведёт к информатизации сознания обучающихся и пониманию ими процессов информатизации в современном обществе (в его профессиональном аспекте).

Существенное значение имеет осознание складывающейся тенденции процесса информатизации школы: от освоения школьниками начальных сведений об информатике к использованию компьютерных программных средств при изучении общеобразовательных предметов, а затем к насыщению элементами информатики структуры и содержания

образования, осуществления коренной перестройки всего учебно-воспитательного процесса на базе применения информационных технологий.

В результате в школьной методической системе появляются новые информационные технологии, а выпускники школ имеют подготовку к освоению новых информационных технологий в будущей трудовой деятельности.

Данное направление реализуется посредством включения в учебный план новых предметов, направленных на изучение информатики и ИКТ.

Опыт применения показал:

а) информационная среда вуза открытого типа, включающая различные формы дистанционного образования, существенно повышает мотивацию обучающихся к изучению предметных дисциплин, особенно с использованием метода проектов;

б) информатизация обучения привлекательна для обучающихся в том, что снимается психологическое напряжение вузовского общения путём перехода от субъективных отношений "преподаватель – студент" к наиболее объективным отношениям "студент – компьютер – преподаватель", повышается эффективность студенческого труда, увеличивается доля творческих работ, расширяется возможность в получении дополнительного образования по предмету в стенах вуза, а в будущем осознаётся целенаправленный выбор направления магистратуры, престижной работы;

в) информатизация преподавания привлекательна для преподавателя тем, что позволяет повысить производительность его труда, повышает общую информационную культуру преподавателя.

Принципиальное различие необходимо провести между понятиями «*новация*» и «*инновация*».

Основанием такого различения должны служить конкретные формы, содержание и масштаб преобразовательной деятельности.

Так, если деятельность кратковременна, не носит целостного и системного характера, ставит своей задачей обновление (изменение) лишь отдельных элементов некоей системы, то мы имеем дело с *новацией*.

Если деятельность осуществляется на основе некоторого концептуального подхода, и её следствием становятся развитие данной системы или её принципиальное преобразование – то мы имеем дело с *инновацией*. Кроме того, можно ввести ряд и более конкретных критериев различения этих двух понятий.

Дополнительные различия в понятийном аппарате *инновационной* деятельности возможно осуществить, если выстроить схему полного цикла возникновения и реализации любой инновации в той или иной общественной практике:

- источник инноваций (наука, политика, производство, экономика и др.);
- инновационное предложение (новация, изобретение, открытие, рационализация);
- деятельность (технология) по реализации новации (обучение, внедрение, трансляция);
- инновационный процесс (формы и способы укоренения новации в практике);
- новый тип или новая форма общественной практики [Колюткин, 2002, 2003].

## 2. Личностно-ориентированные технологии в преподавании предмета.

Личностно-ориентированные технологии ставят в центр всей вузовской образовательной системы личность студента, обеспечение комфортных, бесконфликтных и безопасных условий её развития, реализации её природных потенциалов.

Личность студента в этой технологии не только субъект, но и субъект *приоритетный*; она является *целью* образовательной системы, а не средством достижения какой-либо отвлечённой цели.

Проявляется в освоении обучающимися индивидуальных образовательных программ в соответствии с их возможностями и потребностями.

3. Информационно-аналитическое обеспечение учебного процесса и управление качеством образования студента.

Применение такой инновационной технологии, как информационно-аналитическая методика управления качеством обучения позволяет объективно, беспристрастно проследить развитие во времени каждого студента в отдельности, группы / подгруппы, параллели, вуза в целом [Заир-Бек, 2010: 247].

При некоторой модификации может стать незаменимым средством при подготовке аудиторно-обобщающего контроля, изучении состояния преподавания любого предмета учебного плана, изучения системы работы отдельно взятого педагога.

## 4. Мониторинг интеллектуального развития.

Анализ и диагностика качества обучения каждого обучающегося при помощи тестирования и построения графиков динамики успеваемости.

5. Воспитательные технологии как ведущий механизм формирования современного студента.

Является неотъемлемым фактором в современных условиях обучения.



Реализуется в виде вовлечения обучающихся в дополнительные формы развития личности: участие в культурно-массовых мероприятиях по национальным традициям, театрах, центрах творчества и др.

6. Дидактические технологии как условие развития учебного процесса образовательного учреждения.

Здесь могут реализовываться как уже известные и зарекомендовавшие себя приёмы, так и новые – это самостоятельная работа с помощью учебной книги, игра, оформление и защита проектов, обучение с помощью аудиовизуальных технических средств, система «консультант», групповые, дифференцированные способы обучения – система «малых групп» и др.

Обычно в практике применяются различные комбинации этих приёмов.

7. Психолого-педагогическое сопровождение внедрения инновационных технологий в учебно-воспитательный процесс вуза.

Предполагается научно-педагогическое обоснование использования тех или иных инноваций. Их анализ на методических советах, семинарах, консультации с ведущими специалистами в этой области [Загашев, 2003: 56].

Таким образом, опыт современного вуза располагает широчайшим арсеналом применения педагогических инноваций в процессе обучения.

Эффективность их применения зависит от сложившихся традиций в образовательном учреждении, способности педагогического коллектива воспринимать эти инновации, материально-технической базы учреждения.

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**ZAMONAVIY TA'LIM METODLARI – TA'LIM SAMARADORLIGI KAFOLATI**  
**(Modern educational methods - a guarantee of educational efficiency)**

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**Annotatsiya:** Maqolada ta'lim samaradorligini oshirish maqsadida o'quv jarayoniga zamonaviy interfaol metodlardan foydalanishning ahamiyati to'g'risida fikr yuritilib, keng qamrovli taklif va tavsiyalar ishlab chiqilgan.

**Annotation:** The article discusses the problem of using interactive methods to improve the effectiveness of learning in educational institutions and gives advice and suggestions for their application.

**Kalit so'zlar:** zamonaviy ta'lim metodlari, ta'lim samaradorligi, interfaol metodlar, aqliy hujum, kichik guruhlarda ishlash, davra suhbat, ta'lim oluvchilar, ta'lim beruvchilar, bahs-munozara, muammoli vaziyat, o'quv material.

**Keywords:** modern teaching methods, teaching efficiency, interactive methods, brainstorming, work in small groups, round table, training, training, disputes, educational material.

Ta'lim oluvchilar bilimi, ko'nikmasi va malakalari zamon talablariga javob beradigan darajada bo'lishini ta'minlash maqsadida pedagog xodimlarga yuklangan vazifalar nihoyatda salmoqli va mas'uliyatlidir. Bu vazifani ado etish uchun o'qituvchilar qaysi turdagi ta'lim muassasasida mehnat qilishidan qat'iy nazar doimiy ravishda o'z ustilarida mustaqil ishlashlari, malakalarini oshirib borishlari va ilmiy ijodiy izlanishlari zarurdir. Davlat ta'lim standartlari talablarini bajarish majburiyligi nuqtai nazaridan ham o'qituvchining kasbiy kompetentlik darajasi davr talabiga mos kelishi muammo yechimini ijobiy hal etilishini ta'minlashi shubhasiz.

Ana shu maqsadda o'qituvchilar tomonidan ta'lim jarayonida o'qitishning zamonaviy metodlarini keng qo'llash zarurati mavjuddir. O'qitishning zamonaviy metodlarini qo'llash o'qitish jarayonida yuqori samaradorlikka erishishga olib keladi. Ta'lim metodlarini tanlashda har bir darsning didaktik vazifasidan kelib chiqib tanlash maqsadga muvofiq sanaladi. An'anaviy dars shaklini saqlab qolgan holda, unga turli-tuman ta'lim oluvchilar faoliyatini faollashtiradigan

metodlar bilan boyitish ta'lim oluvchilarning o'zlashtirish darajasining ko'tarilishiga olib keladi. Buning uchun dars jarayoni oqilona tashkil qilinishi, ta'lim beruvchi tomonidan ta'lim oluvchilarning qiziqishini orttirib, ularning ta'lim jarayonida faolligi muttasil rag'batlantirilib turilishi, o'quv materialini kichik-kichik bo'laklarga bo'lib, ularning mazmunini ochishda aqliy hujum, kichik guruhlarda ishlash, bahs-munozara, muammoli vaziyat, yo'naltiruvchi matn, loyiha, rolli o'yinlar kabi metodlarni qo'llash va ta'lim oluvchilarni amaliy mashqlarni mustaqil bajarishga undash talab etiladi.

Zamonaviy tilda bu metodlarni interfaol yoki interaktiv metodlar deb ham atashadi. Interfaol metodlar deganda – ta'lim oluvchilarni faollashtiruvchi va mustaqil fikrlashga undovchi, ta'lim jarayonining markazida ta'lim oluvchi bo'lgan metodlar tushuniladi. Bu metodlar qo'llanilganda ta'lim beruvchi ta'lim oluvchini faol ishtirok etishga chorlaydi. Ta'lim oluvchi esa butun jarayon davomida faol ishtirok etadi. Ta'lim oluvchi markazda bo'lgan yondoshuvning foydali jihatlari quyidagilarda namoyon bo'ladi:

- ta'lim samarasi yuqoriroq bo'lgan o'qish-o'rganish;
- ta'lim oluvchining yuqori darajada rag'batlantirilishi;
- ilgari orttirilgan bilimning ham e'tiborga olinishi;
- o'qish shiddatini ta'lim oluvchining ehtiyojiga muvofiq lashtirilishi;
- ta'lim oluvchining tashabbuskorligi va mas'uliyatining qo'llab-quvvatlanishi;
- amalda bajarish orqali o'rganilishi;
- ikki taraflama fikr-mulohazalarga sharoit yaratilishi [Muslimov N.A., Usmonboyeva

M.H. 2015: 81]

Masalan, "Aqliy hujum" metodi - biror muammo bo'yicha ta'lim oluvchilar tomonidan bildirilgan erkin fikr va mulohazalarni to'plab, ular orqali ma'lum bir yechimga kelinadigan metoddir.

"Aqliy hujum" metodining yozma va og'zaki shakllari mavjud. Og'zaki shaklida ta'lim beruvchi tomonidan berilgan savolga ta'lim oluvchilarning har biri o'z fikrini og'zaki bildiradi. Ta'lim oluvchilar o'z javoblarini aniq va qisqa tarzda bayon etadilar.

Yozma shaklida esa berilgan savolga ta'lim oluvchilar o'z javoblarini qog'oz kartochkalarga qisqa va barchaga ko'rinarli tarzda yozadilar. Javoblar doskaga (magnitlar yordamida) yoki doskasiga (ignalar yordamida) mahkamlanadi. "Aqliy hujum" metodining yozma shaklida javoblarni ma'lum belgilar bo'yicha guruhlab chiqish imkoniyati mavjuddir. Ushbu metod to'g'ri va ijobiy qo'llanilganda shaxsni erkin, ijodiy va nostandart fikrlashga o'rgatadi. "Aqliy hujum" metodidan foydalanilganda ta'lim oluvchilarning barchasini jalb etish imkoniyati bo'ladi, shu jumladan ta'lim oluvchilarda muloqot qilish va munozara olib borish madaniyati

shakllanadi. Ta'lim oluvchilar o'z fikrini faqat og'zaki emas, balki yozma ravishda bayon etish mahorati, mantiqiy va tizimli fikr yuritish ko'nikmasi rivojlanadi. Bildirilgan fikrlar baholanmasligi ta'lim oluvchilarda turli g'oyalar shakllanishiga olib keladi. Bu metod ta'lim oluvchilarda ijodiy tafakkurni rivojlantirish uchun xizmat qiladi. "Aqliy hujum" metodi ta'lim beruvchi tomonidan qo'yilgan maqsadga qarab amalga oshiriladi:

1. Ta'lim oluvchilarning boshlang'ich bilimlarini aniqlash maqsad qilib qo'yilganda, bu metod darsning mavzuga kirish qismida amalga oshiriladi.

2. Mavzuni takrorlash yoki bir mavzuni keyingi mavzu bilan bog'lash maqsad qilib qo'yilganda-yangi mavzuga o'tish qismida amalga oshiriladi.

3. O'tilgan mavzuni mustahkamlash maqsad qilib qo'yilganda mavzudan so'ng, darsning mustahkamlash qismida amalga oshiriladi.

"Aqliy hujum" metodini qo'llashdagi asosiy qoidalar:

1. Bildirilgan fikr-g'oyalar muhokama qilinmaydi va baholanmaydi. 2. Bildirilgan har qanday fikr-g'oyalar, ular hatto to'g'ri bo'lmasa ham inobatga olinadi.

3. Har bir ta'lim oluvchi qatnashishi shart. Quyida "Aqliy hujum" metodining tuzilmasi keltirilgan. Muammoli savol beriladi. Fikr va g'oyalar eshitiladi va jamlab boriladi. Fikr va g'oyalar guruhlanadi. Aniq va to'g'ri javob tanlab olinadi.

"Aqliy hujum" metodining tuzilmasi.

"Aqliy hujum" metodining bosqichlari quyidagilardan iborat:

1. Ta'lim oluvchilarga savol tashlanadi va ularga shu savol bo'yicha o'z javoblarini (fikr, g'oya va mulohaza) bildirishlarini so'raladi;

2. Ta'lim oluvchilar savol bo'yicha o'z fikr-mulohazalarini bildirishadi;

3. Ta'lim oluvchilarning fikr-g'oyalari (magnitafonga, videotasmaga, rangli qog'ozlarga yoki doskaga) to'planadi;

4. Fikr-g'oyalar ma'lum belgilar bo'yicha guruhlanadi;

5. Yuqorida qo'yilgan savolga aniq va to'g'ri javob tanlab olinadi.

"Aqliy hujum" metodining afzalliklari:

· natijalar baholanmasligi ta'lim oluvchilarda turli fikr-g'oyalarning shakllanishiga olib keladi;

· ta'lim oluvchilarning barchasi ishtirok etadi;

· fikr-g'oyalar vizuallashtirilib boriladi;

· ta'lim oluvchilarning boshlang'ich bilimlarini tekshirib ko'rish imkoniyati mavjud;

· ta'lim oluvchilarda mavzuga qiziqish uyg'otadi. "Aqliy hujum" metodining kamchiliklari:

- ta'lim beruvchi tomonidan savolni to'g'ri qo'ya olmaslik;
- ta'lim beruvchidan yuqori darajada eshitish qobiliyatining talab etilishi.

## 2. "Kichik guruhlarda ishlash" metodining tuzilmasi

"Kichik guruhlarda ishlash" metodining bosqichlari quyidagilardan iborat:

1. Faoliyat yo'nalishi aniqlanadi. Mavzu bo'yicha birbiriga bog'liq bo'lgan masalalar belgilanadi.

2. Kichik guruhlar belgilanadi. Ta'lim oluvchilar guruhlariga 3-6 kishidan bo'linishlari mumkin.

3. Kichik guruhlar topshiriqni bajarishga kirishadilar.

4. Ta'lim beruvchi tomonidan aniq ko'rsatmalar beriladi va yo'naltirib turiladi.

5. Kichik guruhlar taqdimot qiladilar.

6. Bajarilgan topshiriqlar muhokama va tahlil qilinadi.

7. Kichik guruhlar baholanadi.

«Kichik guruhlarda ishlash» metodining afzalligi:

- o'qitish mazmunini yaxshi o'zlashtirishga olib keladi;
- muloqotga kirishish ko'nikmasining takomillashishiga olib keladi;
- vaqtni tejash imkoniyati mavjud;

· barcha ta'lim oluvchilar jalb etiladi. [Ishmuhamedov R.J. 2004]

Kichik guruhlar shakllantiriladi. Mavzu yoritiladi. 1-guruhga topshiriq; 2- guruhga topshiriq; 3- guruhga topshiriq; 4- guruhga topshiriq beriladi. O'qituvchi tomonidan ko'rsatma berish va yo'naltirish; Muhokama va tahlil qilish; 1- guruh taqdimoti, 2- guruh taqdimoti, 3-guruh taqdimoti, 4- guruh taqdimoti o'tkazilib baholanadi.

Bunda:

· o'z-o'zini va guruhlararo baholash imkoniyati mavjud bo'ladi. «Kichik guruhlarda ishlash» metodining kamchiliklari:

· ba'zi kichik guruhlarda kuchsiz ta'lim oluvchilar bo'lganligi sababli kuchli ta'lim oluvchilarning ham past baho olish ehtimoli bor;

- barcha ta'lim oluvchilarni nazorat qilish imkoniyati past bo'ladi;
- guruhlararo o'zaro salbiy raqobatlar paydo bo'lib qolishi mumkin;
- guruh ichida o'zaro nizo paydo bo'lishi mumkin.

## 3. "Davra suhbat" metodi:

“Davra suhbat” metodi – aylana stol atrofida berilgan muammo yoki savollar yuzasidan ta’lim oluvchilar tomonidan o‘z fikr-mulohazalarini bildirish orqali olib boriladigan o‘qitish metodidir.[ Yo‘ldoshev J.G‘., Usmonov S. 2004]

“Davra suhbat” metodi qo‘llanilganda stol-stullarni doira shaklida joylashtirish kerak. Bu har bir ta’lim oluvchining bir-biri bilan “ko‘z aloqasi”ni o‘rnatib turishiga yordam beradi. Davra suhbatining og‘zaki va yozma shakllari mavjuddir. Og‘zaki davra suhbatida ta’lim beruvchi mavzuni boshlab beradi va ta’lim oluvchilardan ushbu savol bo‘yicha o‘z fikr-mulohazalarini bildirishlarini so‘raydi va aylana bo‘ylab har bir ta’lim oluvchi o‘z fikr-mulohazalarini og‘zaki bayon etadilar. So‘zlayotgan ta’lim oluvchini barcha diqqat bilan tinglaydi, agar muhokama qilish lozim bo‘lsa, barcha fikr-mulohazalar tinglanib bo‘lingandan so‘ng muhokama qilinadi. Bu esa ta’lim oluvchilarning mustaqil fikrlashiga va nutq madaniyatining rivojlanishiga yordam beradi.

Davra stolining tuzilmasi:

Yozma davra suhbatida ham stol-stullar aylana shaklida joylashtirilib, har bir ta’lim oluvchiga konvert qog‘ozi beriladi. Har bir ta’lim oluvchi konvert ustiga ma’lum bir mavzu bo‘yicha o‘z savolini beradi va “Javob varaqasi”ning biriga o‘z javobini yozib, konvert ichiga soladi va belgilar qo‘yadi.

Belgilar: 1-ta’lim oluvchilar 2-aylana stol solib qo‘yadi. Shundan so‘ng konvertni soat yo‘nalishi bo‘yicha yonidagi ta’lim oluvchiga uzatadi. Konvertni olgan ta’lim oluvchi o‘z javobini “Javoblar varaqasi”ning biriga yozib, konvert ichiga solib qo‘yadi va yonidagi ta’lim oluvchiga uzatadi. Barcha konvertlar aylana bo‘ylab harakatlanadi. Yakuniy qismda barcha konvertlar yig‘ib olinib, tahlil qilinadi.

Quyida “Davra suhbat” metodining tuzilmasi keltirilgan.

“Davra suhbat” metodining tuzilmasi

“Davra suhbat” metodining bosqichlari quyidagilardan iborat:

1. Mashg‘ulot mavzusi e‘lon qilinadi.
2. Ta’lim beruvchi ta’lim oluvchilarni mashg‘ulotni o‘tkazish tartibi bilan tanishtiradi.
3. Har bir ta’lim oluvchiga bittadan konvert va javoblar yozish uchun guruhda necha ta’lim oluvchi bo‘lsa, shunchadan “Javoblar varaqalari”ni tarqatilib, har bir javobni yozish uchun ajratilgan vaqt belgilab qo‘yiladi. Ta’lim oluvchi konvertga va “Javoblar varaqalari”ga o‘z ismi-sharifini yozadi.

4. Ta’lim oluvchi konvert ustiga mavzu bo‘yicha o‘z savolini yozadi va “Javoblar varaqasi”ga o‘z javobini yozib, konvert ichiga solib qo‘yadi.

5. Konvertga savol yozgan ta’lim oluvchi konvertni soat yo‘nalishi bo‘yicha yonidagi ta’lim oluvchiga uzatadi. Suhbatni o‘tkazish shartlari bilan tanishtirish: Konvertlar va “Javoblar

varaçalari”ni tarqatish; Konvertlarga savollar yozish; Savollarga javob yozish; Baholash va tahlil qilish. Konvertni yonidagi o‘quvchiga uzatishlarga savollar yozish.

6. Konvertni olgan ta’lim oluvchi konvert ustidagi savolga “Javoblar varaçalari”dan biriga javob yozadi va konvert ichiga solib qo‘yadi hamda yonidagi ta’lim oluvchiga uzatadi.

7. Konvert davra stoli bo‘ylab aylanib, yana savol yozgan ta’lim oluvchining o‘ziga qaytib keladi. Savol yozgan ta’lim oluvchi konvertdagi “Javoblar varaçalari”ni baholaydi.

8. Barcha konvertlar yig‘ib olinadi va tahlil qilinadi.

Ushbu metod orqali ta’lim oluvchilar berilgan mavzu bo‘yicha o‘zlarining bilimlarini qisqa va aniq ifoda eta oladilar. Bundan tashqari ushbu metod orqali ta’lim oluvchilarni muayyan mavzu bo‘yicha baholash imkoniyati yaratiladi. Bunda ta’lim oluvchilar o‘zlari bergan savollariga guruhdagi boshqa ta’lim oluvchilar bergan javoblarini baholashlari va ta’lim beruvchi ham ta’lim oluvchilarni ob‘yektiv baholashi mumkin.

“Davra suhbatlari” metodining afzalliklari:

- o‘tilgan materialining yaxshi esda qolishiga yordam beradi;
- barcha ta’lim oluvchilar ishtirok etadilar;
- har bir ta’lim oluvchi o‘zining baholanishi mas’uliyatini his etadi;
- o‘z fikrini erkin ifoda etish uchun imkoniyat yaratiladi. “Davra suhbatlari” metodining

kamchiliklari:

- ko‘p vaqt talab etiladi;
- ta’lim beruvchining o‘zi ham rivojlangan fikrlash qobiliyatiga ega bo‘lishi talab etiladi;
- ta’lim oluvchilarning bilim darajasiga mos va qiziqarli bo‘lgan mavzu tanlash talab etiladi

Ana shunday interfaol metodlar yordamida tashkil etilgan dars mashg‘ulotlari o‘quvchilar uchun qiziqarli bo‘lib, ularni yangi bilimlarni samaraliroq o‘zlashtirishlariga omil bo‘la oladi.

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**ИСПОЛЬЗОВАНИЕ ДИДАКТИЧЕСКИХ ИГР НА УРОКЕ ФРАНЦУЗСКОГО  
ЯЗЫКА - СОВРЕМЕННЫЙ ПОДХОД К ФОРМИРОВАНИЮ  
КОММУНИКАТИВНЫХ КОМПЕТЕНЦИЙ**  
(Use of didactic games on the lesson of the French language - a modern approach to  
the formation of communicative competencies)

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**Аннотация:** В этой статье мы поговорим о важности и необходимости дидактических игр при изучении одного из иностранных языков учащимися начальной школы и их эффективном использовании в процессе общения. Использование игр на занятиях способствует развитию коммуникативных навыков и умений у ученика, помогает ему расслабиться и избавиться от языковых барьеров и позволяет ему общаться со своими одноклассниками или учителем, проявлять фантазию и творческие способности учащихся.

**Annotation:** In this article, we will talk about the importance and necessity of didactic games in the study of one of the foreign languages by Primary School students and its effective use in the process of communication. The use of games in the classroom contributes to the development of communicative skills and skills in the student, helps him relax and get rid of language barriers and allows him to communicate with his classmates or teacher, to show the imagination and creativity of students.

**Ключевые слова:** коммуникативная компетентность, образовательный, воспитательные и развивающие цели, дидактическая игра:



**Keywords:** communicative competence, educational, educational and developmental goals, didactic game:

По мере эволюционного развития современного мира для людей, интересующихся культурой, наукой, историей, богатым культурным наследием и литературой других народов, открываются широкие возможности и это, в свою очередь, помогает им лучше понимать и общаться с ними.

Для достижения этой цели изучение иностранных языков стало необходимостью. Подчеркивается, что это должно быть сделано в первую очередь в дошкольных учреждениях и начальной школе, а также в среде и условиях, в которых можно легче учиться. Преподавание и изучение иностранных языков играет важную роль в школьных условиях. Его цель - дать ученикам возможность устно общаться на иностранном языке и сформировать коммуникативные знания и навыки, и эта задача требует интеграции. Конечно, этот процесс основан на учебных программах, адаптированных к уровню знаний учащихся, поскольку привлечь учащегося к изучению иностранного языка непросто. [Выготский., 1999: 45]

В нашей стране из года в год растет внимание к изучению иностранных языков, разрабатывается ряд постановлений и указов об образовании. В частности, преподавание французского языка как иностранного в начальной школе является ярким примером этого. Подчеркивается, что для того, чтобы преподавать и обучать любой язык, в первую очередь необходимо развивать устную речь, потому что для ученика начальной школы устное обучение - хороший инструмент для поддержки его воображения и понимания. Обучение французскому языку как иностранному осуществляется по двум направлениям развития устной речи.

Разнообразные средства, которые обогащают и облегчают задачу учителя, являются продуктом понимания прочитанного в слух и формирования речевых навыков. Адаптивная педагогика основана на творчестве учителя, что способствует когнитивному и психологическому развитию учащихся. Барьеры, возникающие при взаимодействии на занятиях, должны быть сведены к минимуму и, по возможности, устранены, так как это способствует развитию у ученика чувства удовлетворения, и это способствует, чтобы он развивался с помощью тех практик, которые стимулируют его в учебной деятельности и побуждают к мотивации. [Moirand, 1982: 114]

Процесс организации уроков иностранного языка на основе общения предполагает развитие аудирования, разговорной речи, чтения, письма и знаний, навыков и умений, а

также повышение познавательной активности языкового материала (фонетического, лексического, грамматического). Обучение общению на иностранном языке осуществляется через коммуникативные ситуации. Здесь необходимо обратить особое внимание на коммуникативные ситуации, которые могут возникнуть в жизни ученика.[Жалолов, 1996: 49]

В настоящее время дидактические игры являются важным средством стимулирования развития коммуникативной компетенции учащихся. Исследование важности дидактических игр помогло ученикам начальной школы создать истинно языковую среду в классе иностранного языка, во многом стимулируя устную речевую деятельность и развивая коммуникативные навыки учащихся с психологической точки зрения. Его также можно отметить как один из важных средств для хорошего усвоения и изучения языка. Дидактическая игра как средство мотивации и метод обучения отвечает педагогическим критериям, разработанным с учетом когнитивного развития учащихся, учитывает их психологические потребности и развивает взаимодействие и устное общение в языковом классе.

Дидактические игры, применяемые в учебном процессе, имеют следующие возможности для формирования коммуникативной компетенции младших школьников при изучении иностранного языка.

- Дидактическая игра обогащает учащихся новыми впечатлениями, добавляет эмоциональности их речи, активизирует словарный запас и играет развивающую роль;
- Дидактические игры позволяют всем активно учиться, привлекать «низкомотивированных, равнодушных, отстающих» учеников, проявлять знания;
- Изучение языка посредством дидактической игры улучшает самостоятельную деятельность учащихся, помогает запоминать до 90% информации;
- Дидактическая игра имеет уникальный результат и мотивирует учащегося и прокладывает путь к цели;
- Дидактическая игра - создает благоприятную среду на уроках иностранного языка и повышает мотивацию к эффективному изучению темы;
- Дидактическая игра активизирует умственные способности ученика и побуждает его искать разные ответы. [Ляпина, 1988: 65]

Сегодня преподавание и изучение французского языка как иностранного в начальной школе является одной из основных проблем системы образования, так как резко сократились объемы и часы преподавания французского языка в общеобразовательных школах. Преподавание французского языка как иностранного - это гарантия того, что

ученик может говорить на этом языке. Следует отметить, что в настоящее время в системе образования приоритет отдается устной речи. Конечно, говорить или общаться на языке - непростая задача, потому что ученик должен выучить определенное количество слов. По словам Мари-Клод Тревиль, профессора Оттавского университета, «изучение языка означает изучение словарного запаса этого языка». [ Marie-Claude Tréville. 2000:9]

Основываясь на этой цитате, словарный запас можно рассматривать как важное средство для общения в обществе. Таким образом, обучение лексике направлено в первую очередь на то, чтобы научить студентов понимать коммуникативные действия, умение творчески использовать лингвистические инструменты для удовлетворения коммуникативных потребностей. Речь идет не только об увеличении лексического слова читателя, но и о знаниях, которые приводят к грамматическому анализу и охватывают все аспекты лексической компетентности.

Поэтому, учитывая необходимость и важность изучения языка должно осуществляться в начальной школе, где это легче. Поэтому мы делаем акцент на:

- Что такое дидактическая игра и какие задания она выполняет на уроках?
- Как внедрить дидактическую игру в учебный процесс и кто её будет реализовать;?
- Какие дидактические игры наиболее часто используются в классе и в чем их преимущества.?

Наш взгляд на концепцию дидактических игр состоит в том, что использование игр на занятиях помогает ученику развить множество навыков, помогает ему расслабиться и избавиться от препятствий в языке, а также позволяет ему общаться со своими одноклассниками или учителем, проявлять воображение и творческие способности учащихся. Это поможет быстро и правильно запомнить новые знания и навыки, а также незнакомые слова на французском языке. Дидактическая игра усиливает мотивацию в изучении языка, ученики чувствуют себя уверенно, у них развивается желание выполнять поставленную перед ними задачу, не дожидаясь каких-либо стимулов, и повышает интерес к урокам.

Таким образом, на основе интереса и мотивации, испытываемых учениками во время дидактических игр и соревновательных аспектов, они легко интегрируются с другими, они считают себя энтузиастами и стремятся быстро учиться. Обучение через дидактическую игру кажется нам эффективным подходом и очень подходит для изучения и преподавания французского как иностранного, поскольку позволяет нам связать понятие удовольствия с процессом обучения. Использование дидактических игр считается необходимостью в

начальном образовании. В последнее время это рассматривается как необходимая методика, использующая игру как и средство, основанное на желании и стремлении учащегося играть. Дидактическая игра побуждает учеников лучше изучать французский язык как иностранный.

Использование дидактических игр в качестве источника мотивации важно для преподавания и изучения французского как иностранного в начальной школе, что позволяет учащемуся приобрести языковые и коммуникативные навыки, и это дает учащемуся реальную жизнь в миниатюре.

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## THE ROLE OF WORD FORMATION IN ENRICHING ENGLISH VOCABULARY

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**Annotation:** In the given article there were given a theoretical understanding about word-formation category and presented some methods, rules to form new words. The central idea of word formation is that it is mainly connected with grammar and grammatical structure of the language. There is ample evidence that new words appear in the language through the old ones and as a result of the formation of new meanings in old words. These ways of replenishment of language with words are the main, defining. Thus, in the language system the category of word formation is the area of complex and multidirectional interaction of lexical and grammatical categories.

**Keywords:** word formation category, new word, enrichment, grammar, grammatical structure, English vocabulary, language system.

Word formation is an important topic in the English language curriculum. It, in essence, permeates all themes of morphology and has great importance for understanding many phenomena of the language. Word formation is the main means of enriching the language. Therefore, studying word formation, we trace the ways and means of replenishing the dictionary. Word-building usually involves word-building elements (morphemes) that already exist in the language. This enables us to discover the meaning of new or unknown words faster and deeper. Consequently, the study of word formation is closely connected with the problems of the morphological structure of the word, and with the ways of replenishing the vocabulary of the language.

Word-formation processes in the language system are closely related to both vocabulary for which they serve, as well as with the grammar. There is not only a direct reflection of constant changes that occur in the vocabulary of the language in word production, but in connection with changes in social life and human activities. For example, the emergence of a new suffix *-er* received a new meaning, began to be used for education profession, occupation, property (teach-**teacher**, build-**builder**, own-**owner**, speak-**speaker**, joke-**joker**).

Presenting a collection of methods, rules for the formation of new words, word formation is no less closely connected, with the grammatical structure of the language. First of all, it is reflected in the fact that "new words are arranged in those grammatical categories that are characteristic to the language" [V.Vinogradov, 1952], any word that appears in the language always appears in it as a word of a certain and, which is especially important, already existing in the language of the grammatical class (name noun, adjective, verb, participle, adverb, etc.).

In addition, the complex connection of word production with the dictionary, on the one hand, and with grammar, on the other, is manifested in the variety of word formation methods that exist in the language. The lexical-semantic way of word formation is understood as the formation of new words as a result of changes in the semantic side of a word, by obtaining a new or new semantic meanings by a word already existing in the language, by splitting one word into two or more homonymous words. The processes of the formation of homonymous words, and hence the formation of new words, are manifested in the language due to the fact that the sound complex, receiving some new semantic meaning, often continues to be used with its old meaning.

Furthermore, it should be noted that morphological word formation does not lead to the appearance of new words in the language, neologisms in the full sense of the word; it essentially operates only with new types of combination of what already existed separately before. The word

*atomic*, for example, which is currently available in the English language, is undoubtedly a neologism, but this is not an absolutely new word, since the basis of this word is *atom* and the suffix is [-ic] with the help of which this word was formed, were known before. [Shansky N.M, 1959:4]

The morphological word formation in the English language that exists now includes the following: affixation, combining words (blending) and an affix-free way of word formation. A new word can be formed as a result of combining two or more root together (water+fall= waterfall, sun+light=sunlight, sun+rise=sunrise, etc.). In word-formation analysis, it is especially important to distinguish words formed by combining or blending, from words that formed by affixing, and secondly, from words that are a combination of a phrase of one word. Not every word that has two or more roots in its composition will be a new word formed by adding.

Moreover, one of the main process influencing the development of the vocabulary of the language, its enrichment and improvement is the process of constant growth of vocabulary due to the emergence of new words, its enrichment and improvement. Being connected with the history of the people, the vocabulary of the language reflects all diversities of life: changes in the socio-political structure, in the development of production, science, technology and culture. The process of expanding vocabulary of the language took important role during periods of deep socio-political upheavals and socio-cultural changes. Due to this, vocabulary of the language actively responds to the phenomena brought by these social changes.

It is obvious that in word formation, lexical unit that already exists in the language which forms derivatives, is not considered as a new word, but formation of new combinations and forms of these lexical units that are available in the existing language system build up word formation. Learning the types of word formation is the basis for organizing other language skills in accordance with the ability to fulfill the structural and semantic features of a word. It is necessary to maximize the potential of word formation in the assimilation of lexical material (since it helps the quantitative and qualitative enrichment of the vocabulary of students). Moreover, we must take into account the fact that the study of word formation helps to develop logical thinking, as well as the ability to analyze and synthesize.

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## INTERACTIVE APPROACHES IN TEACHING A FOREIGN LANGUAGE

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**Annotation:** The given article is aimed at analyzing the use of technology in teaching English in countries where English is not a native language. The use of interactive methods in teaching English is one of the best modern and technological approaches in learning a language and is especially methodologically expedient for the formation of communicative competence of students at the stage of teaching foreign languages and for the formation of sustainable motivation, the development of cognitive interests of students, intellectual skills of critical thinking, abilities of self - and mutual appreciation.

**Keywords:** English, approach, communicative competence, development, learning, method, technological approaches, education.

To begin with, the formation of innovative technologies for teaching foreign languages is caused by the need to overcome the crisis in education, which would contribute to the training of specialists of a new formation. The introduction of new technologies is also extremely important due to the fact that the new 21st century imposes different advanced requirements on university graduates than the technocratic society of the 20th century. The teaching technology of the last century, based on the logic of science, on the principle "from knowledge to skills" should turn into a technology based on the laws of students' cognitive activity, orientation in teaching, i.e. on the achievement by graduates of the heights of professional, creative and spiritual and moral other activities. All this made to fill the task of teaching the English language in the country with a new content and required the expansion of its functions as an academic subject, taking into account all the best world experience in teaching English and the socio-cultural characteristics of its study. Nowadays, in the world practice of teaching languages of international communication, the tasks of teaching English as a means of intercultural communication, as a tool for mutual enrichment of peoples, countries, continents, as a way of understanding the achievements of national and universal culture, as a way of understanding themselves by citizens of their country and members

of the world community. [Brophy, J.,2016:34] The successful formation of communicative competence is directly related to the formation of the student's educational competence, i.e. ability to manage their learning activities. A prerequisite for the formation of students' professional competence is the development of communicative competence, which is reflected in the state educational standards. Communicative competence provides for the formation of linguistic (linguistic), socio-cultural, pragmatic, general educational and compensatory competencies.

Nowadays, modern teaching technologies contribute to the solution of the task. In the practice of teaching foreign languages at the present stage of education, the following technologies are used:

cooperative learning;

discussions;

brain attacks (brain storming);

role-playing games of a problematic orientation;

method of situational analysis (case-study);

method of projects;

"Student portfolio" (E-Portfolio);

Information Technology.

Currently the above technologies are widely used in teaching English.

Thus, the ability to conduct a discussion, to defend one's point of view, supported by arguments, to concisely express one's thoughts, the ability to listen and hear an opponent are important skills necessary for the formation of communicative and sociocultural competencies. [Craig, R. J. ,2006:51.] In the lessons on oral practice of the English language, very often the final lessons are discussions on the problems of a certain topic. However, teaching a foreign language is relevant, etc. Some students choose one topic for discussion in advance, prepare arguments on their own. As a rule, students are divided into two groups (small cooperation groups - about 5 people per group), which defend opposing points of view on the chosen problem. First, students conduct a preliminary discussion in small groups and only then a general discussion is held.

Apart from this, to successfully conduct this type of work (discussion), it is necessary to carry out preparatory work: to teach students the ability to conduct a conversation, to choose convincing arguments. At the preliminary stage, a brainstorming method is used. All students' proposals on this problem (without discussion) are written out on the board, and then discussed by



the whole group. If the student's argumentation seems convincing enough, then the argument is accepted for further discussion, if not, then it is deleted. An important point is to summarize the discussion. In order to maintain and stimulate the activity of students during the discussion, each of them is assessed according to a rating system. The number of points that a student can receive for this type of assignment is determined in the technological chart of the teaching materials for a practical course of a foreign language. [Freeman, D. L. ,2000:31.]

This work helps them to understand that they can use English to talk about their own world; it improves their ability to think. Interactive approach creates a favorable environment for solving creative assignments, and also contributes to the development of versatile thinking. Students express their point of view and learn to defend your opinion. [ Fried-Booth, D., L. ,2002:36] During interactive skill learning, you may experience the contradictions, while students learn to interact with each other. The entire learning process, based on an interactive approach, characterized by the activity of students throughout the lesson.

To sum up, we can say that the main idea of the interactive and advanced approach is aimed at the development of speaking skills, especially in ensuring joint activities and increasing the motivation of students. This interactive learning forms contribute to effective assimilation of educational material. An interactive approach is considered the most effective and fruitful in teaching a foreign language. He helps to reduce the difficulties arising in the learning process. That is why most scientists and educators tend to assume that there is an increasing need for the use of interactive forms in learning.

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## **ADVANTAGES OF INNOVATIVE APPROACHES AND METHODS IN TEACHING FOREIGN LANGUAGES**

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**Annotation:** In this article discusses about innovative methods used in teaching foreign languages, especially English, modern pedagogical technologies and the advantages of organizing lessons based on them, innovative methods help students develop skills in four aspects of English: reading, writing, listening and speaking.

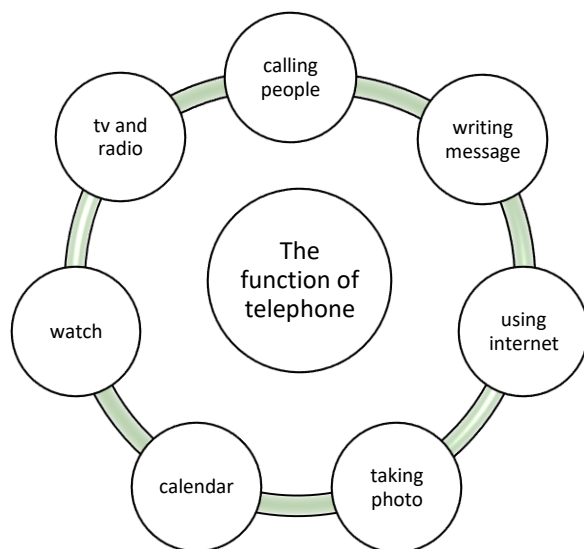
**Keywords:** innovation, method, pedagogical technology, innovation education, innovation teacher, aspect, reading, listening, speaking, writing, skill.

After independence, our country, like all other spheres, pays great attention to education at the state level. All educational institutions in the country have been renovated in a modern style, new educational buildings have been commissioned, and the material and technical base has been radically updated. Particular attention was paid to the system of learning foreign languages. Several decisions have been made by the head of our state and government to develop foreign languages. Our first President of the Republic of Uzbekistan adopted PD 1875 "On measures to further improve the system of learning foreign languages" [ I.Karimov,10.12.2012] opened a new way for the teaching and learning of foreign languages in the education system of our country. Following this decision, the Cabinet of Ministers adopted decision N 610 "On measures to further improve the quality of foreign language teaching in educational institutions." [A.Aripov 11.08.2017] Our esteemed President Sh. Mirziyoyev adopted PD 5117 on May 20, 2021. "On measures to bring the promotion of foreign language learning in the Republic of Uzbekistan to a qualitatively new level." [ Sh.Mirziyoyev 20.05.2020 ] These decisions were an important factor in mastering foreign languages, as well as the task of the foreign language teacher to become more skilled, self-reliant and improve the quality of lessons, to effectively organize lessons using innovative methods during the lesson.

We all know that every teacher needs to understand the essence of the topic in preparation for the lesson, to provide methodological and technical support of the lesson, as a result of which the teaching process is guaranteed to be effective in all respects. There are many ways to organize quality lessons. What methods and technologies are available to teach students in foreign language classes? When learning a foreign language, every student wants to be able to write, speak, listen, and write simple sentences in everyday language, family, reading, and other situations in the language they are learning. In turn, the teacher tries to create a foreign language environment for the student through the use of technical means (multimedia, audio-video materials, Internet

information, handouts and visual aids, etc.), as well as grammatical and lexical information in textbooks and textbooks. This is an important factor in creating a process of interaction. Innovative education is usually understand as the introduction of new (useful) elements into the learning process. Therefore, innovation in the education system is directly related to change. The education sector was one of the first in our country to launch an active innovation movement. This has been particularly evident in the teaching of foreign languages, including English, in general secondary schools since 2013 in the first grade. After that, the provision of English language classrooms in schools by the state with the latest information and communication technologies created an innovative teacher. New innovative methods, modern pedagogical technologies have emerged, and their emergence has greatly helped to develop in students the four aspects of teaching English: reading-reading, writing-writing, listening-listening, speaking-speaking.

Innovative technologies are the pedagogical process, as well as innovations and changes in the activities of teachers and students. The use of innovative methods is effective not only in the teaching of foreign languages but also in the teaching of other subjects. In English, I would like to point out which skills they can use to improve a student's skills and their advantages when they are used in English. It will be asked to write down his or her information and opinions.



**Venn diagram:** This technology develops students' ability to collect information on a topic, compare it, and reveal differences and commonalities. Through this method, students are taught to think critically, independently, creatively, and freely. [ Mahkamov U, Tillaboyeva N., 2003: 58]

**Advantages:** Reading can be used in tasks such as true or false, find differences between pictures, and thus improve students' speaking skills. Students can work in groups and in pairs.

**6x6x6 technology.** Students are divided into groups of 6. Assignments are given to the groups, a time is set. After completing the tasks, a new group is formed, representing one from each group. In the new group, each participant takes turns discussing the tasks in their group. The use of this technology in the educational process requires the teacher to be active, pedagogical skills, as well as the ability to form groups in accordance with the purpose.

**Advantages:** This technology allows you to train up to 36 students at a time and complete certain tasks. It is also possible to identify the capabilities of each group member, to learn about their knowledge. It helps to improve students' reading, writing, speaking, listening skills.

**Blits-questioning technology:** The teacher asks questions to the students, and the students have to answer them quickly and clearly. The visual medium can be a ball or a board.

M: The teacher says an Uzbek word and throws the ball to the student, and the student quickly says the English word and returns the ball. [ Nabiyeva,2020: 256 ]

**Advantages:** Can be used to reinforce new words or grammar rules in a given topic. The use of this technology in the learning process teaches students to be quick and responsive. Helps to improve speaking skills.

**Boomerang technology:** Procedure: 1. Students are divided into groups; 2. Students are introduced to the purpose and order of the lesson. 3. Students will be given materials to read independently. 4. After the students have read and discussed the material, a new group is formed from each group member; 5. The members of the newly formed group take turns exchanging information, that is, they tell each other about the information in their group. 6. New group members return to their original groups; 7. The teacher asks students questions to determine how well they have mastered all the texts; 8. Team members are evaluated based on the answers to the questions. For example: in reading lessons, the text is divided into parts and given to groups. Each group member reads the passage and understands the content. Tells new members what they understand. Other members of the group also share what they have read. In this way thoughts are gathered. [ Sh.Alimov,2009 : 93 ]

**Advantages:** This technology allows students to work with literature in the classroom, in extracurricular activities, to memorize information, to express ideas freely, to have a lot of information in a short time, and the teacher evaluates all students. helps to increase In conclusion, the peculiarity of the use of innovative methods in the classroom is that they are carried out through the interaction of teacher and student. consists of systematic work carried out on the surface. It is well known that each subject has its own technology, methods and tools. In order to achieve high

results in the training process, it is necessary to plan the training process in advance. In this case, the teacher must choose the specifics of the subject, the learning process, the needs and capabilities of students, the level of knowledge, the technology used depending on the situation. Using innovative technologies, students will be able to demonstrate their abilities and potential, develop a creative approach to work, work in a team, and learn to respect the opinions of others. This will increase the effectiveness of the lesson and ensure the quality of education.

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## LEARNER NEEDS RECOGNITION AS A REQUIREMENT IN MODERN LANGUAGE EDUCATION

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**Annotation:** Language acquisition success is associated with the recognition of learner peculiarities in the following areas: personality, aptitude, motivation, learning styles and strategies and the factor of age. It is essential to note that these learner traits should be taken into account in the process of language learning and teaching.

**Keywords:** learner variety, language acquisition, successful learning, motivation, aptitude, age, personality.

There are some key factors influencing language acquisition success in the procedure of language learning. These factors are mostly made up of some basic characteristics of a learner including personality, aptitude, motivation, learning styles and strategies and the factor of age [Zoltan Dornyei, 2005, p. 6]. From the perspective of age, it should be specifically noted that the relationship between age and success in second language acquisition is a complex and controversial subject matter dealt with in the research of language acquisition study. At this point, it is important to clarify the notion of language acquisition. The terms “language acquisition” and “language learning” are widely used in methodology, however, they carry different meanings and mostly understood in different senses. For example, Longman Dictionary of Language Teaching and Applied Linguistics defines these terms as the following way: **language acquisition (n)**-the learning and development of a person’s language. The learning of a native first language is called first language acquisition, and of a second or foreign language, second language acquisition. Some theorists use “learning” and “acquisition” synonymously. Others maintain a contrast between the two terms, using “learning” to mean a conscious process involving the study of explicit rules of language and monitoring one’s performance, as is often typical of classroom learning in a foreign language context, and using “acquisition” to refer to a nonconscious process of rule internalization resulting from exposure to comprehensible input when the learner’s attention is on meaning rather than form, as is more common in a second language context. Still others use “acquisition” only with reference to the learning of one’s first language [Jack C. Richards and Richard Schmidt, 2002, p. 284] Moreover, the same idea has also been supported by many other theorists. For instance, according to Stephen Krashen, there is a clear distinction between acquisition and learning. To be more concise, the former is subconscious and anxiety free, whereas learning is a conscious process where separate items from the language are studied and practised in sequence. Krashen also suggested that teachers should concentrate on acquisition rather than learning and that the role of the language teacher should be to provide the right kind of language exposure, namely **comprehensible input** (that is, language that the students understand more or less, even if it is a bit above their own level of production) [S.Krashen, 1982, p. 34]. From these arguments it is clear that the relationship between age and language acquisition is so interrelated that it is important for teachers to be aware of this so that they can choose the right choice of language teaching methods, approaches and techniques.

In addition to the age factor influencing the language acquisition process, there are other key issues of teaching individuals a foreign language that should be taken into consideration during the teaching procedure. In this connection, it should be highlighted that learning styles and

strategies are considered to be the most essential points to which English language teachers should pay much attention when they teach students a language. It is an irrefutable fact that the way students learn is different, therefore English language teachers should have the necessary skills for dealing with different learning styles and strategies in the classroom so as to enable their students to learn most efficiently according to their learning style and strategy preferences. The terms learning styles and learning strategies can be confusing. According to the standard definition, learning styles refer to "...an individual's natural, habitual, and preferred ways of absorbing, processing and retaining new information and skills. From this definition it is clear that every learner has their own way of learning something new and they apply them in the process of learning. These learning styles seem to be the root of the effectiveness and success of their learning. Therefore, the English language teachers' interest in learning styles has dramatically increased in recent years. Furthermore, in the last decade the number of the works specifically devoted to learning styles and English language teaching such as Reid (1995, 1997), Kinsella (1995), Oxford (1990), and Oxford and Anderson (1995) has increased significantly [J.M. O'Malley, A.U. Chamot, 1990, p. 23]. The perceptual learning styles such as visual, auditory, kinesthetic, and tactile are the most prevalent types of learning styles. However, they are only one piece of a much larger learning-style picture. Therefore, it is important to see the different learning styles as connected because learners will have more than one learning style. In addition, different tasks may be approached in different ways, more than one learning style can be significant to accomplish a given task. The following three broad categories of learning styles have been regarded as the best taxonomy working well for English language teachers [David Nunan, 2003, p. 270]

See the following table:

<b>Learning Style Classification for the Second Language Classroom</b>		
<b>Cognitive styles</b>	<b>Sensory styles</b>	<b>Personality styles</b>
<b>Field Dependent</b> —learns best when information is presented in context. They are often more fluent language learners	<b><i>1-Perceptual:</i></b> <b>Visual</b> -learns best when there is visual reinforcement such as charts, pictures, graphs, etc.	<b>Tolerance of Ambiguity:</b> refers to how comfortable a learner is with uncertainty; some students do well in situations where there are several possible answers; others prefer one correct answer

<p><b>Field Independent</b>-learns most effectively step-by-step and with sequential instruction. They are often more accurate language learners</p>	<p><b>Auditory</b>-learns more effectively by listening to information</p>	<p><i>Hemisphere Dominance:</i> <b>Left-brain dominant</b> learners tend to be more visual, analytical, reflective and self-reliant</p>
<p><b>Analytic</b>-works more effectively alone and at his/her own pace</p>	<p><b>Tactile</b>-learns more effectively when there is an opportunity to use manipulative resources</p>	<p><b>Right-brain dominant</b> learners tend to be more auditory, global, impulsive and interactive</p>
<p><b>Global</b>-works more effectively in groups</p>	<p><b>Kinesthetic</b>—learns more effectively when there is movement associated with Learning</p>	
<p><b>Reflective</b>-learns more effectively when they have time to consider new information before responding</p>	<p><i>2- Environmental:</i> <b>Physical</b>—sensitive to learning environment, such as light, temperature, furniture</p>	
<p><b>Impulsive</b>-learns more effectively when they can respond to new information immediately; as language learners, they are risk takers</p>	<p><b>Sociological</b>-sensitive to relationships within the learning environment</p>	

To sum up, it is reasonable to note that style preferences of learners should be recognized and taken into account by teachers while they select appropriate teaching methods and approaches to teach them effectively. Therefore, it should be particularly highlighted that in order to recognize different styles in their learners and create lesson plans and classroom activities that address these varied styles, teachers should have certain knowledge of the general categories of learning styles.



The main reason for this is that every student in the classroom will have cognitive, sensory, and personality type learning styles.

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## OLIV TA'LIMDA INNOVATSION USUL VA VOSITALAR INNOVATIVE METHODS AND TOOLS IN HIGHER EDUCATION

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**Annotatsiya:** Hozirgi axborot texnologiyalar davrida innovatsion va elektron dasturlardan foydalanish nafaqat IT sohasida, balki ta'lim tizimida ham o'z o'rnini topib bormoqda. Buning natijasida bir tomondan talabalar va professor o'qituvchilarning kompyuter savodxonligi oshirish, boshqa tomondan hozirgi COVID-19 pandemiyasi davrida o'z sog'lig'imizni saqlagan holda o'qitish va o'qitish jarayonini masofadan turib tashkil etish imkonini beradi. Maqolaning maqsadi oliy ta'lim tizimida olib borilayotgan bir qator o'zgarishlar asosida interfaol usul va vositalar orqali ta'lim samaradorligini oshirish, COVID-19 pandemiyasi davrida masofaviy ta'limni rivojlantirish bo'yicha ba'zi tavsiyalar berishdir. Bundan tashqari, o'qish va o'qishning ilg'or usullari, o'quv jarayonini masofaviy tashkil etish, oliy ta'limni innovatsion rivojlanishi uchun axborot kommunikatsion texnologiyalaridan foydalanish, ta'lim platformalari va bulardan foydalanish bo'yicha O'zbekiston oliy o'quv yurtlari tajribasi haqida fikr yuritiladi.

**Annotation:** In today's age of information technology, the use of innovative and electronic applications is finding its place not only in the field of IT, but also in the education system. As a result, on the one hand, it will increase the computer literacy of students and professors, on the other hand, it will allow us to remotely organize the teaching and learning process while maintaining our health during the current COVID-19 pandemic. The purpose of the article is to increase the effectiveness of education through interactive methods and tools based on a number of changes in the higher education system, to provide some recommendations for the development of distance learning in the COVID-19 pandemic. In addition, the Uzbek Institute of Higher Education on advanced methods of teaching and learning, remote organization of the educational process, the use of information and communication technologies for the innovative development of higher education, educational platforms and their use. The experience of the universities is discussed.

**Kalit so'zlar:** interfaol muloqot, pedagogik dasturiy vositalar, kommunikatsion xizmat, pedagogik qobiliyat, yaratuvchanlik, innovatsion metodlar, zamonaviy axborot texnologiyalari, web-texnologiyalar.

**Keywords:** interactive communication, pedagogical software, communication services, pedagogical skills, creativity, innovative methods, modern information technologies, web technologies.

**Kirish:** O'zbekiston Respublikasi hukumati tomonidan oliy ta'lim sohasi bo'yicha o'rtaga quyilayotgan vazifalarni bajarish ko'p jihatdan o'qituvchi shaxsiga bog'liq [Mirziyoyev, 2017: 47]. O'qituvchilik sharaflilik, lekin juda murakkab kasbdir. Bozor iqtisodiyotiga o'tish sharoitida ta'lim-tarbiyadan ko'zda tutilayotgan maqsadga erishish, talabalarning xilma xil faoliyatini uyushtirish, ularni bilimli, odobli, e'tiqodli, mehnatkash, ishbilarmon, barkamol inson qilib o'stirish o'qituvchi zimmasiga yuklatilgan. Xalqimizning kelajagi, O'zbekistonning istiqboli ko'p jihatdan o'qituvchiga, uning saviyasi, tayyorgarligi, fidoyiligiga, yosh avlodni o'qitish va tarbiyalash ishiga bo'lgan munosabatiga bog'liq. Yaxshi o'qituvchi bo'lish uchun pedagogik nazariyani egallashning o'zigina yetarli emas. Chunki pedagogik nazariyada bolalarni o'qitish va tarbiyalash haqida umumiy qonun-qoidalar, tamoyillar, umumlashtirilgan metodik g'oyalar bayon etiladi, talabalarning yosh va individual xususiyatlarini e'tiborga olish ta'kidlanadi [Mirziyoyev, 2017: 485]. Universitet hayoti, amaliy pedagogik jarayon esa juda xilma-xil, murakkabdir. Pedagogik nazariyaga mos kelmaydigan vaziyatlar ko'p uchrab turadi. Bu esa o'qituvchidan keng bilimdonlikni, puxta amaliy tayyorgarlik va yuksak pedagogik mahorat hamda ijodkorlikni talab

etadi. Biror kasbning haqiqiy ustasi bo'lish uchun kishida tabiiy qobiliyat, ma'lum jismoniy va ruhiy xislatlar, puxta tayyorgarlik, ayrim shaxsiy sifatlar bo'lishi kerak. Pedagoglik kasbini tanlagan kishi avvalo sog'lom bo'lishi, so'zlarni to'g'ri va yaxshi talaffuz qila olishi, bosiq va asablari joyida bo'lishi, boshqalar bilan muomalada o'zini tuta olishi zarur. Shuningdek, o'qituvchida talabalarni yoqtirish, ular bilan ishlashga mayli borlik, xushmuomalalik, kuzatuvchanlik, keng fikrlay olish, tashkilotchilik, o'ziga va boshqalarga nisbatan talabchanlik kabi shaxsiy sifatlar mavjud bo'lishi zarurdir [Aleks Muur, 2012: 202].

Texnologiyaning rivojlanishi bilan texnik vositalardan foydalanib o'qitish uchun birgina kompyuterning mavjudligi kifoya bo'lib qoldi. Qolaversa, axborotni uzatish, saqlash, tasvirlash sifati sezilarli darajada ortdi. Hozirgi kunga kelib, kompyuter savodxonligi madaniyatning muhim belgisiga aylanib ulgurdi, kelajakda esa u har bir insonga qayerda, qaysi uchastkada ishlamasin zaruratga aylanadi. Demak, kompyuter ishi, kompyuterdan foydalanishga o'rgatish eng yaqin vaqt ichida umumiy ishga aylanishi shubhasiz [Mirziyoyev, 2017: 29].

Zamonaviy axborot texnologiyalarining vositalari qatoriga: kompyuter, skaner, videokamera, LCD proyektor, interaktiv elektron doska, faks modem, telefon, elektron pochta, multimedia vositalari, Internet tarmoqalari, mobil aloqa tizimlari, ma'lumotlar omborini boshqarish tizimlari, sun'iy intellekt tizimlarini kiritish mumkin.

O'quv-tarbiya jarayonida kompyuterlar asosan to'rt tartibda:

- passiv qo'llash – kompyuter oddiy hisoblagich kabi;
- reaktiv muloqot – kompyuter imtihon oluvchi sifatida;
- faol muloqot – kompyuter talabaga yo'l – yo'riq berish va imtihon olishda;
- interfaol muloqot – kompyuter sun'iy intellekt sifatida, ya'ni talaba bilan muloqot qilishda foydalaniladi.

Ta'limda zamonaviy axborot va kommunikasiya texnologiyalarini keng joriy etilishi:

- fan sohalarini axborotlashtirishni;
- o'quv faoliyatni intellektuallashtirishni;
- integrasiya jarayonlarini chuqurlashtirishni;
- ta'lim tizimi infratuzilmasi va uni boshqarish mexanizmlarini takomillashtirishga olib keladi.

Pedagogik ta'lim jarayonlarini zamonaviy axborot texnologiyalari asosida samarali tashkil etish:

- masofaviy o'quv kurslarini va elektron adabiyotlarni yaratuvchi jamoaga pedagoglar, kompyuter dasturchilar, tegishli mutaxassislarning birlashuvini;
- pedagoglar o'rtasida vazifalarning taqsimlanishini;

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- ta'lim jarayonini tashkil qilishni takomillashtirish va pedagogik faoliyatning samaradorligini monitoring etishni taqozo etadi.

Zamonaviy axborot texnologiyalarining ta'lim jarayonlariga joriy etilishi:

- talabaga kasbiy bilimlarni egallashiga;
- o'rganilayotgan hodisa va jarayonlarni modellashtirish orqali fan sohasini chuqur o'zlashtirilishiga;
- o'quv faoliyatining xilma-xil tashkil etilishi hisobiga talabaning mustaqil faoliyati sohasining kengayishiga;
- interaktiv muloqot imkoniyatlarining joriy etilishi asosida o'qitish jarayonini individuallashtirish va differensiyalashtirishga;
- sun'iy intellekt tizimi imkoniyatlaridan foydalanish orqali talabaning o'quv materiallarini o'zlashtirish strategiyasini egallashiga;
- axborot jamiyati a'zosi sifatida unda axborot madaniyatining shakllanishiga;
- o'rganilayotgan jarayon va hodisalarni kompyuter texnologiyalari vositasida taqdim etish, talabalarda fan asoslariga qiziqishni va faollikni oshirishga olib kelishi bilan muhim ahamiyat kasb etadi.

### **Pedagogik dasturiy vositalar tushunchasi**

**Pedagogik dasturiy vositalar** – kompyuter texnologiyalari yordamida o'quv jarayonini qisman yoki to'liq avtomatlashtirish uchun mo'ljallangan didaktik vosita hisoblanadi. Ular ta'lim jarayonini samaradorligini oshirishning istiqbolli shakllaridan biri hisoblanib, zamonaviy texnologiyalarning o'qitish vositasi sifatida ishlatiladi. Pedagogik dasturiy vositalar tarkibiga: o'quv fani bo'yicha aniq didaktik maqsadlarga erishishga yo'naltirilgan dasturiy mahsulot (dasturlar majmuasi), texnik va metodik ta'minot, qo'shimcha yordamchi vositalar kiradi.

Pedagogik dasturiy vositalarni quyidagilarga ajratish mumkin:

- **o'rgatuvchi dasturlar** – o'quvchilarning bilim darajasi va qiziqishlaridan kelib chiqib yangi bilimlarni o'zlashtirishga yo'naltiradi;
- **test dasturlari** – egallangan bilim, malaka va ko'nikmalarni tekshirish yoki baholash maqsadlarida qo'llaniladi;
- **mashq qildiruvchi (trenejyor)lar** - avval o'zlashtirilgan o'quv materialini takrorlash va mustahkamlashga xizmat qiladi;
- **virtual borliq tizimlari** – o'qituvchi ishtirokidagi virtual o'quv muhitini shakllantiruvchi dasturlar.

### **Pedagogik faoliyatda amaliy va pedagogik dasturiy vositalardan foydalanish**

Pedagogik dasturiy vositalarni yaratish texnologiyasini amalga oshirish maqsadida ularning an'anaviy vositalardan ustunligini tasdiqlovchi qator ijobiy omillar mavjud. Mazkur omillar **didaktik, psixologik, iqtisodiy, fiziologik** guruhlarga ajratildi.

Pedagogik dasturiy vositalarga qo'yiladigan **didaktik talablarga** quyidagilar kiradi: ilmiylik, tushunarli, qat'iy va tizimli bayon etilishi bilan birgalikda (pedagogika, psixologiya, informatikaning asosiy tamoyillarini, zamonaviy fanning fundamental asoslarini hisobga olib, o'quv faoliyati mazmunini qurish imkoniyatini ta'minlash), uzluksizlik va yaxlitlik (ilgari o'rganilgan bilimlarning mantiqiy oqibati hamda to'ldiruvchisi hisoblanadi), izchillik, muammolilik, ko'rgazmalilik, faollashtirish (o'qitish mustaqilligi hamda faollilik xususiyatining mavjudligi), o'qitish natijalarini o'zlashtirish mustahkamliligi, muloqotning interfaolliligi, o'qitish, tarbiyalash, rivojlantirish va amaliyotning yaxlit birligi.

**Metodik talablarga** quyidagilar kiradi: aniq o'quv fanining o'ziga xos xususiyatlarini hisobga olish, ma'lum bir faning o'ziga xosligini hisobga olish, axborotni zamonaviy metodlari o'zaro bog'liqliligi, o'zaro aloqadorliligi, turli tumanligi, amalga oshirilishi.

**Psixologik talablarga** idrok etish (verbal-mantiqiy, sensor-perseptiv), tafakkur (tushunchaviy nazariy, ko'rgazmali-amaliy), diqqati (qat'iyliligi, boshqaga ko'chishi), motivasiya (ishlashda faol shakllari, yuqori darajada ko'rgazmalilik, o'z vaqtida qayta aloqa yordamida o'quvchilarning yuqori darajadagi motivasiyalarini doimiy ravishda rag'batlantirish), xotira, tasavvuri, yoshi va individual psixologik xususiyatlarini hisobga olish (egallagan bilim, ko'nikma va malakalarini hisobga olib, o'quv fani mazmuni hamda o'quv masalalari murakkablik darajasi talabalarning yosh imkoniyatlari va individual xususiyatlariga mos kelishi, o'quv materialini o'zlashtirishda ortiqcha his-hayajonli, asabiy, aqliy yuklamalardan ta'sirlanishdan himoyalash) kiradi.

**Texnik talablarga** zamonaviy universal shaxsiy kompyuterlar, tashqi qurilmalari, test o'tkaziladigan manbalar kiradi.

**Tarmoq talablariga** "mijoz-server" arxitekturasi, Internet-navigatolar, tarmoq operasion tizimlari, telekommunikasiya, boshqaruv vositalari (o'qitish jarayonini individual va jamoaviy ishlari, tashqi qayta aloqa) kiradi.

**Estetik talablarga** quyidagilar kiradi: tartiblilik va ifodalilik (elementlari, joylashishi, o'lchami, rangi), bezashning funksional vazifasi va ergonomik talablarga mosligi.

**Maxsus talablarga** quyidagilar kiradi: interfaollik, maqsadga yo'nalganlik, mustaqillik va moslashuvchanlik, audiolashtirish, ko'rgazmalilik, kirish nazorati, intellektual rivojlanish, differensiasiyalash (tabaqalashtirish), kreativlik, ochiqlik, qayta aloqa, funksionalilik, ishonchlilik.

**Ergonomik talablarga** quyidagilar kiradi: do'stonalik, foydalanuvchiga moslashish, ekran shakllarini tashkil etish.

**Metodik talablar** pedagogik dasturiy vositalar asosida o'qitishga mo'ljallangan o'quv fanining o'ziga xos xususiyatlarini, uning qonuniyatlarini, izlanish metodlari, axborotga ishlov berishning zamonaviy usullarini joriy qilish imkoniyatlarini hisobga olishni ko'zda tutadi.

### **Internet resurslaridan ta'lim jarayonida foydalanish**

O'quv jarayonlarida Web-saytlardan foydalanishning ko'pgina yutuqlari mavjud. Shu bois bunday saytlarni yaratish va mazmunan yangilab boorish oliy ta'lim muassasasi faoliyatida muhim ahamiyat kasb etadi. Shunday ekan o'quv muassasalari uchun bag'ishlangan saytlarni yaratish har bir ta'lim muassasasi oldida turgan birlamchi vazifalar qatoriga kiradi. Bunday saytlarni yaratish uni o'rganish mobaynida internet tizimi bilan bog'liq omillarni hisobga olish lozim. Bunday omillar sifatida quyidagilarni ko'rsatish mumkin:

- dunyo bo'yicha internet xizmati imkoniyatlarining kengligi;
- web-saytlar xizmatidan foydalanishning oddiyliigi;
- web-texnologiyalarni tarqatishdagi qulaylik;
- real vaqt masshtabida axborotlarga bo'lgan talablar;
- muassasa va xususiy shaxslarning o'zlari to'g'risidagi axborotlarni internetga joylashtirishga intilishi;
- tarmoq ma'lumotlar bazasida global mashstabdagi ixtiyoriy ma'lumotlarni to'plash [Toxtaxodjayeva, 2010].

### **O'quv muassasasi uchun yaratilgan saytlarning ahamiyati**

Internet texnologiyalarining imkoniyatlari kengligi va sodda ekanligi internetdan foydalanuvchilarning daqiqa sayin ortib borishiga olib kelmoqda. Bu foydalanuvchilar orasida ko'pchilik qismini albatta, talabalar, o'quvchilar, ilmiy izlanish bilan band bo'lgan xodimlar tashkil qiladi. Shundan kelib chiqib aytish mumkinki, ta'lim jarayonida Internet texnologiyalaridan, xususan o'quv muassasalariga bag'ishlangan web-saytlardan foydalanish ta'lim sifati va samaradorligini sezilarli darajada yuqori bosqichga olib chiqishga yordam beradi.

Yangi axborot texnologiyalar vositalari takomillashib va rivojlanib borayotgan hozirgi sharoitda o'quv muassasasida tahsil olayotgan talabalarning (umuman har qanday sohada faoliyat ko'rsatuvchilarning) zarur axborotlarni Internet tizimidan mustaqil ravishda topa olishi, ular duch keladigan mavjud mutaxassisligiga oid muammolarni to'la va to'g'ri hal qila olishidagi muhim sharoitlardan biriga aylanib bormoqda [Karimov, 2008: 148].

Ta'lim jarayonida Internet saytlaridan foydalanish imkoniyatlarini, uning samaradorligini aniqlashda avval Internet xizmatining turlari va ularning xarakterini aniqlab olish nihoyatda muhimdir. Aynan ana shu aniqlangan ma'lumotlar Internet tarmog'ida ishlashning tashkiliy jihatdan shakli va usullarini ajratib olishga yordam beradi. Klassifikasiyalashga asos qilib

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internetning ishlash uslubini olish mumkin. Bu holda Internet server xizmatlarini ikkiga: **axborotli** va **kommunikasion** xizmat turlariga ajratish kerak.

**Axborotli xizmatga** WWW (ma'lumotlar majmuasi) va G'TR (dasturlar majmuasi) lar kiritiladi.

**Kommunikasion xizmatni** esa ikkiga: **bevosita** (PC, chat) va **bilvosita** muloqot (elektron pochta, forum, telekonferensiya) turlariga ajratish mumkin.

Internetdagi barcha "o'quv muassasa uchun yaratilgan sayt" larni o'z navbatida bir necha turga ajratish mumkin:

- o'rgatuvchi internet manbalari;
- maslahat beruvchi internet manbalari;
- axborotli internet manbalari;
- baholovchi internet manbalari;
- taqdimotli internet manbalari;

Quyida ularning har biriga alohida to'xtalib o'tamiz.

**O'rgatuvchi internet manbalariga** masofaviy ta'lim, virtual maktablar, laboratoriyalar va web sinflarni misol sifatida keltirish mumkin.

**Maslahat beruvchi internet manbalariga** turli telekonferensiyalar, virtual pedagogik kengashlar, virtual uslubiy, birlashmalar muammoviy kengashlar, virtual kafelar va hokazolarni misol keltirish mumkin.

**Axborotli internet manbalariga** elektron o'quv qo'llanmalar, ma'lumotnomalar, elektron kutubxonalar, lug'atlar, kataloglar, virtual muzeylarni keltirish mumkin.

**Baholovchi internet manbalariga** teletesting, masofaviy konkurslar, turli viktorinalar, olimpiadalarni misol keltirish mumkin.

**Taqdimotli internet manbalariga** ta'lim muassasalarining ta'lim yo'nalishlari haqida atroflicha ma'lumotlar yoritilgan alohida sahifalarni keltirish mumkin [Egamberdiyeva, 2009].

O'quv muassasalari uchun yaratilgan saytlar yordamida o'qituvchilar ta'lim oluvchilarga masofadan turgan holda bilim olishlariga imkon yaratadilar. O'quv muassasalari uchun yaratilgan saytlar ayniqsa o'qitish joylariga qatnashi qiyin bo'lgan ta'lim oluvchilarga qulaydir. Bulardan tashqari ta'lim oluvchilar axborot texnologiyalari bilan ishlash madaniyati, ko'nikma va malakalariga ega bo'ladilar O'quv muassasalari uchun yaratilgan saytlardan dars jarayonida foydalanish juda katta imkoniyatlar yaratadi.

O'quv muassasalari uchun yaratilgan saytlar yordamida o'qitish, o'quv jarayonini a'naviy tashkil etishning asosiy shakllarini o'z ichiga oladi. Ma'ruza, seminar va amaliy mashg'ulotlar, laboratoriya amaliyoti, nazorat tizimi, tinglovchilarning ilmiy tadqiqot va mustaqil

ishlari shular jumlasidandir. O'quv jarayonini tashkil etishning ushbu barcha shakllari amaliyotda tinglovchilarni mustaqil bilish faoliyati turli axborot manbalari bilan osongina birlashtirishni, kurs olib borayotgan o'qituvchi bilan tezkor va tizimli aloqa qilish hamda tinglovchilarning guruh bo'lib ishlarni amalga oshirish imkoniyatini beradi [Hasanboyev, 2011].

O'quv jarayonida o'quv muassasalari uchun yaratilgan saytlardan foydalanish o'qituvchilarga:

- internet tarmog'i yordamida u yoki bu o'quv fanlardan to'plangan tajriba va uslublarni boshqa kasbdoshlari bilan almashish;

- bir vaqtning o'zida turli toifadagi talabalar uchun har xil o'qitish uslublarini amalga oshirish orqali o'quv jarayonini individuallashtirish;

- o'quv muassasalari uchun yaratilgan saytlardagi nazorat topshiriqlaridan mashq sifatida foydalanish natijasida talabalarda fan bo'yicha egallangan bilimlarni ko'nikma va malaka darajasiga yetkazish;

- qo'lda bajariladigan ishlarni kamaytirish hisobidan talabalarga yakka tartibda ishlash va o'z qobiliyatlarini namoyon qilish imkoniyatini yaratish;

- talabalarni mustaqil bilim olish jarayonini samarali tashkil etish kabi imkoniyatlarni yaratadi.

O'qitishda o'quv muassasalari uchun yaratilgan saytlardan foydalanish talabalarda:

- o'z xohishlariga qarab o'qish holatlarini tanlash;
- tayyorgarliklar va psixofizik xususiyatlaridan kelib chiqqan holda o'zlariga mos o'qish metodlari va bayon etish usullarini tanlash;

- oldin o'rganilgan materiallarga qaytish, o'qish jarayonini to'xtatib qo'yish va unga ixtiyoriy vaqtda murojaat qilish;

- turli jarayonlarning dinamikasini va mexanizmlarni o'zaro ta'sirini kuzatish;
- o'rganilayotgan obyektlarni boshqarish va ularning mos natijalarini ko'rib borish;
- kompyuterda muloqot qilish psixologik xarakterdagi to'siqlardan holi bo'lishga (kulgu bo'lmaslik, jur'at etmaslik, uyalmaslik kabilar) olib kelishi;

- tayyorgarlik darajalari yetarli bo'lgunga qadar kompyuterdan sabr bilan foydalanish kabi imkoniyatlarga ega bo'ladilar.

O'quv muassasalari uchun yaratilgan saytlarning ta'lim sohasidagi quyidagi afzalliklarini sanab o'tish mumkin:

- fanlarni o'zlashtirilishni yaxshilanishi;
- tarmoq savodxonligini ortishi (Kompyuter va Internet bilan muloqot qilishdagi yangiliklar);
- o'rganishga bo'lgan munosabatni yaxshilanishi;



- mustaqil ta'lim va tadqiqotlar malakasini takomillashishi;
- amaliy malaka samaradorligini oshirish.

### **Internet tizimida o'quv muassasasi uchun yaratilgan saytlar**

Bugungi kunda taraqqiyot juda tez rivojlanmoqda va juda tez o'zgarimoqda. Deyarli har daqiqada sayyoramizning turli burchaklarida o'zgarishlar, yangilanishlar va kutilmagan voqea hodisalar sodir bo'lmoqda. Har bir kunimiz kuchli axborot oqimi ostida kechmoqda. Axborot oqimi bizni uyda, ishxona va ta'tilda ta'qib etadi. Inson informasiya ta'siridan xoli normal faoliyat yurita olmaydi. Hayotni anglash, uni o'rganish informasialarni yig'ish va o'zlashtirish orqali kechadi. Insonning bilimlilik darajasi ham ma'lum davr ichida shaxs tomonidan o'zlashtirilgan informasialarning ko'p yoki ozligi bilan belgilanadi.

Shuning uchun zamonaviy bilimlar sari keng yo'l ochish, ta'limotni takomillashtirishda yangi axborot texnologiyalardan unumli foydalanish - bugungi kunning talabiga aylandi. Vaholanki, ta'lim tizimida sezilarli o'zgarishlar ro'y bermoqda. Ta'lim tizimida o'quv muassasalari uchun yaratilgan saytlardan foydalanish o'qitish qo'llanilmoqda.

O'quv muassasalari uchun yaratilgan saytlarning yana bir afzalligi shundaki, unda o'quvchi o'ziga qulay vaqtda va hattoki ishdan ajralmagan holda o'qishi mumkin.

O'quv muassasalari uchun yaratilgan saytlarning yana bir afzallik tomoni unda o'qish muddatini talaba o'zi belgilaydi, ya'ni talaba ixtiyoriy paytda o'qishni boshlaydi, materiallarni o'qituvchi nazoratida o'zlashtiradi. O'zlashtirish topshiriqlarni, testlarni bajarishiga qarab aniqlanadi. Talaba berilgan programmani qanchalik tez o'zlashtirsa, shunchalik tez o'qishni tugatadi va guvohnoma oladi. Dasturni o'zlashtira olmasa, unga mustaqil ishlab, o'qishni davom ettirishga imkoniyat beriladi.

O'quv muassasalari uchun yaratilgan saytlardagi berilgan materiallari asosan quyidagilardan iborat bo'ladi:

- Darslik;
- Audio va video darsliklar;
- Onlayn darslar (Internet sahifa);
- Elektron kutubxonalar;
- Testlar;
- Multimedia - elektron darsliklar [Mavlanova, 2010: 461].

Respublikamiz Oliy va o'rta maxsus bilim yurtlarida o'quv muassasalari uchun yaratilgan saytlar kataloglashtirish, respublika ta'lim muassasalarida tayyorlanayotgan elektron o'quv adabiyotlarini barcha ta'lim muassasalari orasida targ'ib qilish muhim va murakkab vazifa hisoblanadi. Davlatimiz rahbariyati tomonidan ushbu masalani ijobiy yechimini topish hamda

ta'lim muassasalari uchun yaratilgan elektron o'quv resurslari va ta'lim muassasalari saytlarini ta'lim jarayoniga tatbiq etishga jiddiy e'tibor berilmoqda. Buning natijasi sifatida O'zbekiston Respublikasi Prezidentining qaroriga binoan tashkil qilingan <http://www.ziyonet.uz/> axborot-ta'lim portali ishga tushirildi va bu portalda barcha ta'lim muassasalari uchun ta'lim resurslari joylashtirilganligi ahamiyatga molikdir.

An'anaviy va elektron shakldagi o'quv materiallari yagona ta'lim muhitining tarkibiy qismi sifatida bir-birlarini to'ldirishlari muhim sanaladi. Yangi axborot texnologiyalarining imkoniyatlaridan foydalanish ayrim pedagogik muammolarni bartaraf etishga xizmat qiladi.

Yagona axborot portalning yaratilishi quyidagi ijobiy natijalarga olib kelishi maqsad qilingan:

- Respublika pedagogika ta'lim muassasalarining yagona axborot muhiti yaratiladi;
- yagona kutubxona muxitini shakllantiradi (elektron kutubxonani yaratilishi, elektron darsliklar va noan'anaviy axborot tashuvchilar fondining shakllanishi, yagona ma'lumotlar bazasini yaratilishi va hakazo.);
- pedagogik ta'lim soxasida yagona telekommunikasiya tarmog'i muhiti shakllantiriladi;
- yangi axborot-ta'lim muhitini shakllantiradi, ta'limda axborot va kommunikasiya texnologiyalaridan foydalanishning ijtimoiy-psixologik asoslarini yaratadi;
- yangi axborot madaniyatiga ega pedagogik kadrlarini shakllantirish orqali pedagogik ta'lim sifatini oshiradi;
- yangi ta'lim texnologiyalarining ilmiy va metodik ta'minoti tizimini yaratadi;
- ta'lim axborotlariga, axborot resurslariga ommaviy tashrifni ta'minlashi, hujjatlarni uzatish, hisobga olish mexanizmini tizimlashtirishi, respublikada pedagogik ta'limning holati bo'yicha axborotlarni jamoatchilik uchun ochiqligini amalga oshiriladi;
- masofaviy ta'lim tizimi rivojlantiriladi.

Pedagogika ta'lim muassasalarining yagona axborot makonini joriy etilishi pedagogik ta'limning sifatini va axborot ta'minotini rivojlanishiga yaxshi sharoit yaratadi.

### **Xulosa**

Yuqoridagidan kelib chiqib xulosa qilish mumkinki, o'quv muassasalarida faoliyat yuritayotgan professor-o'qituvchilar ayniqsa, informatika o'qituvchilari hamda o'quv muassasasi talabalari orasida qiziqishi katta bo'lgan talabalar birgalikda ushbu o'quv muassasasining saytini yaratish, mazmunini yangilab borishda muhim ishtirokchilar hisoblanadilar. Shularni inobatga olgan holda yuqorida oliy ta'lim jarayonida innovatsion o'qitish usullari va interaktiv go'yalar asosida o'quv jarayonlarini samaradorligini oshirish bo'yicha ilmiy asoslangan fikr mulohazalar ko'rib chiqildi.

Ushbu ilmiy tadqiqot ishlarini tahlil qilish shuni ko'rsatadiki, oliy ta'lim tizimida axborot kommunikatsiya texnologiyalaridan foydalanish o'zining ijobiy va salbiy tomonlariga ega. Afzalliklari: vaqt va pulni tejash; masofaviy ta'lim texnologiyalarini rivojlantirish; o'qituvchilarning elektron kitob va kurslarni tayyorlashni takomillashtirish; kasal bo'lish xavfini kamaytirish; talabalarning bilim olishlari uchun teng imkoniyatlar yaratilishidir. Kamchiliklari: individual ishlash qiyinchiliklari; bilimlarni baholashning murakkabligi; ilmiy tadqiqot faoliyatining pasayishi; talabalar o'rtasidagi texnologik tengsizlik; talabalar bilan bevosita aloqaning yo'qligi.

Tajribalar shuni ko'rsatadiki, hozirgi zamon fan va texnika taraqqiyoti o'qituvchining ijodkor bo'lishini, o'z fanini innovatsion yondoshuv asosida o'qitishni, interaktiv usul va vositalardan unumli foydalanishi, fanning muhim muommolari yuzasidan erkin fikr yurita olishi, fan yutuqlarini talabalarga yetkaza olishi va nihoyat talabalarni ham ijodiy fikrlashga, tadqiqot ishlariga o'rgata olishini talab qiladi. Shuning uchun o'qituvchi avvalo axborot texnologiyalari malakalarini egallashi zarur.

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## THE MAIN IMPORTANCE OF GIVING AND RECEIVING EFFECTIVE FEEDBACK

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**Annotation:** Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. We consider that it's important to give effective feedback to language learners. Effective feedback is an aspect of communicative linguistics that is important for both the teacher and the learner in the language teaching process. In this study it was also attempted to investigate the impact of feedback on language learning process. Additionally, this analysis highlights several feedback patterns explaining the different contributions to the learning process.

**Annotatsiya:** Biz dars jarayonida til o'rganuvchilarga samarali fidbek berish muhim deb hisoblaymiz. Samarali fidbek - bu tilni o'qitish jarayonida ham o'qituvchi, ham o'quvchi uchun muhim bo'lgan kommunikativ lingvistikaning bir jihati. Fidbekning o'quv jarayonidagi muhim ahamiyatiga asoslanib, ushbu tadqiqot o'z maqsadini til o'qitish jarayonida aniq va to'g'ri fidbeklarni aniqlash va ularni amalda qo'llashga qaratadi. Mazkur ish o'qituvchi va o'rganuvchilarning samarali va munosib fidbek berish va qabul qilishni rivojlantirish usullarini tadqiq qilishni o'z oldiga maqsad qilgan. Ushbu tadqiqotda, shuningdek, til o'rganish jarayoniga fidbekning ta'sirini o'rganishga harakat qilindi. Shunga ko'ra, biz sinfdagi samarali fidbek yordamida o'quvchilarni turli ijtimoiy vaziyatlarda samarali muloqot qilish uchun o'zini qulay his qilishiga ishonamiz.

**Keywords:** Effective feedback, foreign language teaching, education system, praise, summative and formative feedback, corrective feedback;

**Kalit so'zlar:** samarali fidbek, chet tilni o'rganish, ta'lim tizimi, maqtov, umumlashtiruvchi va shakllantiruvchi fidbek, tuzatuvchi fidbek;

In these days, while implementing the reforms of preparing cadres, all new specialists undergoing the higher educational system are required to know one or several foreign languages. In connection with this, huge tasks are set before teachers of English language; teachers became one of the main subjects of educational reforms. Therefore, if a teacher is open to welcome new pedagogical innovations, he can provide goal-oriented introduction of innovative ideas into

educational process. English is one of the subjects being offered in the Uzbek education system and being taught in primary, secondary schools and higher educational establishments.

The authority of the Republic of Uzbekistan is paying a great attention on the development of foreign languages and has adopted many resolutions on this issue now. This year our president Sh. M. Mirziyoyev sent his "Murojaatnoma" to Oliy Majlis, as well as he met with gifted youth in the Forum, and set a lot of tasks for the improvement of foreign languages in our country.[Mirziyoyev,2021]

Particularly, in "Murojaatnoma" that was held on 6 January, 2021 was noted by our president: "It would be an understatement to say that such a goal could not be achieved today without a thorough study of foreign languages. Following this strict requirement, I propose to make the study of physics and foreign languages a priority next year. To this end, in the coming year, systematic work will be carried out at all levels of education, such as radically improving the quality of teaching these subjects, opening specialized schools, attracting qualified teachers".

The modern education system should form a holistic environment of knowledge, skills, as well as the experience of independent activity and personal responsibility of language learners. For the teacher, this is a transition from the transfer of knowledge to the creation of conditions for active knowledge and students to gain practical experience. For students - the transition from passive assimilation of information to its active search, critical reflection, use in practice. The main problem of the teacher is the search for methods for the development of educational competencies for students learning the language as a condition for ensuring the quality of the program.

We can mention that feedback is most effective when it explicitly communicates to students about some specific aspects of their performance relative to specific target criteria, and when it provides information that helps students progress toward meeting those criteria. This kind of feedback, which informs students' subsequent learning, is often called *formative* feedback. In contrast, *summative* feedback is that which gives a final judgment or evaluation of proficiency, such as grades or scores.

Feedback is a tool that gives an idea of how the learning process is going, informs the teacher about the achievements and problems of students, allowing you to determine the level of achievement of the goal and solution of educational problems. Teachers also take benefit from the feedback process. When providing feedback, teachers pay closer attention to what students do and do not understand well, and are better able to adjust teaching strategies to meet identified student needs. [Karimova,2021:378]

**Effective feedback-** clearly and accurately explains the main strengths and weaknesses of student performance; gives helpful tips for improvement.

**Signs of Successful Feedback:** a) timeliness; b) systematic; c) openness; d) cyclicality;

**Effective feedback:**

- Effective feedback is tailored to meet the needs of the individual and is directly linked to observable evidence – either a learner’s written or practical work or a performance of a given task.
- It focuses on individual action points.
- Effective feedback deals with one point at a time. When learners complete a piece of work and hand it in to the teacher, they expect two responses:
  - the assessment decision (grade or mark), but more importantly,
  - feedback on their performance.

Sometimes students put too much emphasis on grading or give a grade of 10 they were rewarded for a specific job without accepting required notice of the information contained in the written review who can help them improve their performance or influence their approach next task or task. Students should be guided to the correct use of feedback does not happen by accident. Students need to create opportunities to use feedback properly and take the necessary measures.

Feedback from teachers should support the development of student skills and the acquisition of knowledge. Providing support and feedback is an art and it definitely does not examines the solution to the problem as soon as they get stuck. Pupils should be able to independently think about the problem that is an important part of the learning process, so that part of the work is their own and the end result testifies to their learning, through which people can enjoy their progress and achievements.

The purpose of feedback is to correct the teacher's presentation of the content, methods of presenting information, student actions and improving the emotional background of the class. So feedback is a product analysis, reflection and observation received by the teacher from himself and from partners in joint activities.[Касаткин,2002:43]

**Characteristics of Effective feedback:**

- demonstrates strengths and weaknesses;
- gives helpful tips on how to improve;
- enhances effective learning;
- motivates students to learn;
- is prompt;
- evaluative;
- constructive;
- written clearly;
- ends on a positive note;

- specifically linked to task/assignment/unit assessment criteria ( cross-referenced to what teachers have asked learners to do)

There is no doubt that learners can and will benefit from effective feedback. The benefits of effective feedback are greatly improved when feedback is applied to multiple attempts so that progress can be tracked from one trying to next and illustrated by improving development.

Everybody requires feedback for the work that they have done so that they get to know that the things they want others to understand are really understandable to them and will work efficiently for their and others benefit.[Butler, 1995:245]

“To be effective, feedback needs to be clear, purposeful, meaningful, and compatible with students’ prior knowledge and to provide logical connections”[(Hattie & Timperley, 2007:104]

**Task specific** – feedback requires learning context and therefore needs to be task specific. There is no advantage to tangential conversations when providing feedback.

**Self-regulation** – feedback should encourage the learner’s self-regulation by enhancing self-efficacy and self-esteem. This concept corresponds with teaching learners how to learn.

**Low task complexity** – feedback should address tasks of low complexity. Goals should be broken down into manageable tasks, as this increases the effectiveness of feedback.

**Timing** – the timing of feedback is not as straightforward as some may think. Quick turnaround on the correctness of simple tasks benefits students. While students may prefer instantaneous feedback, the literature supports that task process feedback benefits from a delay where students have time to think about difficult tasks before receiving the feedback.

**Praise** – the most prevalent and least effective, praise disrupts the positive effects of feedback. It should be used cautiously, as students tend to enjoy private praise though it fails the need for task specificity.

**Technology enhanced** – used appropriately, technology has the ability to provide timely feedback, improve collaboration, increase social presence, increase dialogue, improve reflection, support learning principles, and increase student satisfaction. Consider using the technologies available at your school to optimize technology in providing students feedback.

### **Quantity and kind of feedback**

- Correct fewer errors and reduce your workload.
- Be more selective in giving feedback.
- Give more positive, and less corrective, feedback.
- Vary the focus of your feedback.
- Announce, in advance, what the focus of feedback will be.
- Experiment with different balances of direct and indirect, delayed and immediate feedback.

- Make feedback specific to different learning tasks (i.e. not always with a focus on grammatical accuracy).
- Take individual learner differences into account and personalize feedback.
- Encourage self-evaluation.
- Encourage peer feedback.
- Include more opportunities for spoken task repetition and redrafting of written work.

In our work we followed the theory of those scholars, who consider that feedback is important while teaching process. We should know in which situations and when to give effective feedback. It's important to know the level of style, whether feedback can be used in a formal or in an informal situation. Choice of feedback depends on the person, on the situation or place. The correct use of feedback should be the aim of all the English teachers and learners. To achieve this aim it's necessary to study carefully and observe the use of feedback criteria.

It is suggested for teachers to consider many things in giving corrective feedback to the students such as the time, the lesson objectives, the type of error the student commits, the characteristics and the learning styles of the students in order to provide effective feedback. It is also necessary to provide feedback in a good manner.

Feedback is a very important process of all we give feedback to others so that they get to understand about the desire of your mind and what are the changes that you would be needing. Feedback can also be seen as the response of one person from for the event happening in front of him.

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## **THE ROLE OF MODERN TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES.**

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**Annotation:** The purpose of this article is to review current trends in the development of methods of teaching foreign languages in higher education. The use of technology in foreign language learning and teaching, as some analysis show that ICT contribute in: improving reading comprehension and writing skills, develop listening comprehension and good speaking competences, supporting teacher-student collaboration, creativity, autonomous learning, as well as the activation of already acquired knowledge.

**Keywords:** communicative competence, reading comprehension, creative approach, software program, Kahoot

Today, a foreign language is not just a part of the culture of a certain nation, but it is also the key to success, the future successful career of students. Achieving a high level of proficiency in a foreign language is impossible without fundamental language training in higher education. At most universities in the country, students master at least two foreign languages. Language is the most important means of communication, the existence and development of human society is impossible without it. The current changes in social relations, communication means (the use of new information technologies) require increasing the communicative competence of students, improving their philological preparation. For this reason, we have decided to present the effective ways of using of ICT in foreign language teaching and learning. It is important for a teacher to know the newest methods of teaching a foreign language, special teaching techniques and techniques in order to optimally choose one or another teaching method in accordance with the level of knowledge, needs and interests of students. After all, teaching methods are not what simple, their rational and motivated use of foreign language lessons requires a creative approach on the part of the teacher, because “pedagogy is a science and art at the same time, therefore the approach to the choice of teaching methods should be based on the creativity of the teacher.

Today, the educational process in Uzbekistan's higher education institutions is being reformed in accordance with European requirements for the quality of education: informatization of the educational space, integration processes in modern domestic education, the establishment of cooperation with European educational institutions in the field of educational and scientific activities, student international exchanges, the possibility of obtaining a second higher education

institution. education and training in master's programs abroad. In the context of higher education reform, the educational technologies of teaching foreign languages should also change. Linguistic education itself is also gradually being modernized through the introduction of a modular-rating system of teaching foreign languages, interdisciplinary integration, democratization and economization of education bring to life innovations the components of teaching foreign languages. All this puts new requirements for teaching and foreign language teachers in universities. The goal of learning a foreign language in higher education at the present stage is to master students' communicative competences that will allow them to realize their knowledge, skills, and abilities to solve specific communicative tasks in real life situations.

Modern technologies in education are professionally-oriented teaching of a foreign language, employment in training, application of information and telecommunication technologies, work with educational computer programs in foreign languages (multimedia system), remote technologies in teaching foreign languages, creating presentations in PowerPoint, using Internet resources, learning a foreign language in a computer environment (forums, blogs, e-mail), the latest test technology. At this stage of development of methodical science, the main methods of teaching foreign languages are communicative and constructivist methods. Innovative teaching methods include: computer-assisted training, storyline method, simulation method, carousel method, station-based learning method, group puzzle method, role-playing method, Case study method (work on problem situations, students review the problem, analyze the situation, present their ideas and solutions to the problem during the discussion). Today, we cannot imagine our personal and professional lives without the use of computers and smart devices as they play a vital role in all spheres of modern life. The application of the information technology in foreign language learning and teaching has already become integral part of our language classroom. Consequently, a vast number of educational platforms and software programs have been created and become the perfect complement in reaching proficiency and fluency, and language courses integrated by technological support are the most effective and attractive for students who want to be successful in language learning. The use of ICT in language learning maximises a lot of new possibilities for effective communication for both teachers and the students not only to develop their language skills, but also they broaden knowledge of using ICT successfully to make teaching and learning better. For this reason, we have decided to present the effective ways of using of ICT in foreign language teaching and learning.[ Singhal, M.,1997]

The goal of learning a foreign language in higher education at the present stage is to master students' communicative competences that will allow them to realize their knowledge, skills, and abilities to solve specific communicative tasks in real life situations. Training is managed not

through grammar, but is directed by communicative intentions (intentions). The student is in the center of learning. Language plane: the dominance of language production over language correctness, correctness, mistakes are made. Language becomes a means of communication.). The ICT is an interactive and collaborative medium that allows the creation of text and activities that can easily be shared in public which helps students discover the language they are learning and its use. There are a number of online courses, educational platforms and software programs which assist learning and teaching foreign languages. In this regard, foreign language teachers of today should be ready to provide their students with the opportunity to learn using technology in the classroom. According to the implementation of the ICT in education, UNESCO, Microsoft and Intel have created the "UNESCO ICT COMPETENCY FRAMEWORK FOR TEACHERS" in 2015, which is a guide for teachers on how to become more effective in the ICT-based lessons. This competency framework explains to teachers a clear perspective how to use ICT to communicate and collaborate with students "to use ICT to communicate with other students, for example for them to submit their project reports online", and many others. Having read this framework, teachers they learn when and where to use the technology in the process of teaching, the use the ICT to create blogs and online platforms where the students can share their projects and as well, exchange information and notes with each other. Estling Vannestal lists several benefits of using ICT in the language classroom.[ Estling Vannerstal, 2009:17]

First of all, ICT helps to create more variation in the classroom, which might lead to increased motivation in the students and thus better conditions to learn the target language. As the Internet is full of free, authentic and up-to-date materials that language teachers can use in their teaching. The Internet provides a good opportunity for students from all over the world to interact with each other through emails, online calls or in a chat room. Despite what the means of communication chosen, ICT is likely to help develop the understanding of other cultures in the students that participate. Now, during the period of quarantine, the role of ICT in education is being promoted in our country). Mostly, pre-school and school multimedia lessons are being shown by local TV channels and via social online websites. One of the most efficient medium for teaching foreign languages is television. The television appeals both to the ears and eyes. The lessons are being recorded and being telecasted by TV channels. This shows significant impact on the minds of the students. Television plays as a companion, entertainer and instructor in present learning and teaching foreign languages. However, university students and teachers of higher education are using various educational platforms such as Google. Best practices of integrating ICT in learning and teaching foreign languages as being ESL/EFL teachers, we have the key role in facilitating in distance learning and teaching foreign languages. There is a wide array of free

educational software applications and platforms that make English learning resources more accessible and they promote more personalized and meaningful learning for students, along with a healthy dose of classroom collaboration. For example: Google Drive, Edmodo, Kahoot, wordpress, and etc. These tools can be used to enhance and facilitate deeper and more authentic learning. Edmodo as a free social learning platform for students and teachers where presentations, books, materials, essays, songs and what resources are used during academic year can be saved here and teachers can create a class library to give students easy access to these at any time. Students find Edmodo ([www.edmodo.com](http://www.edmodo.com)) as easy to work on it as it increases interest and motivation. Moreover, photos of group work projects of students or individuals, weekly spelling tests, multiple-choice quizzes can be posted so that all the students can see and do them for best practice. Kahoot ([www.kahoot.com](http://www.kahoot.com)) is a platform that is used to administer quizzes, discussions or surveys. It is a game-based classroom response system played by the whole group in real time as it is the perfect tool to engage students with a new topic. As a teacher, anyone can use Kahoot to create any educational games to encourage students towards competing in the classroom.

Summarizing, today we cannot imagine our personal and professional lives without the use of computers and smart devices as they play a vital role in all spheres of modern life. The application of the information technology in foreign language learning and teaching has already become integral part of our language classroom.

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**MODERN SHE'RIYAT TILIDA NOREAL IFODA SHAKLLARI**

**(Forms of abstract expression in the  
Language of modern poetry )**

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**Annotatsiya:** O'zbek modern she'riyatida ko'chma ma'no hosil qilish, konseptual metaforaning xususiyatlarini ko'rib chiqish kognitiv ahamiyat kasb etadi. Modernizm ijodkorlarining aksariyat she'rlari strukturasi asosini aynan metafora tashkil qiladi. Ular kitobxon tafakkurida turlicha tasavvur uyg'otadi va birgina yo'nalishdagi talqinga qarshilik ko'rsatadi. Shuning uchun majoziy obrazlilik asosiga qurilgan badiiy tafakkur tabiati bilan modernistik she'rlar tadqiqot manbai sifatida alohida e'tiborga loyiq. Shu bois mazkur maqola modernistik metaforalarning tahlili va o'ziga xos xususiyatlarini ochib berishga bag'ishlanadi.

**Abstract:** In modern Uzbek poetry, creating a figurative meaning, considering the features of a conceptual metaphor, has a cognitive significance. The structure of most modernist poems is based on metaphors. They evoke different perceptions in the mind of the reader and oppose one-sided interpretation. In this regard, modernist poems with the nature of artistic thinking based on figurative imagery deserve special attention as a source of research. Therefore, this article is devoted to the analysis of modernist metaphors and their peculiarities.

**Kalit so'zlar:** modernistik metafora, ko'chma ma'no, abstraksionizm, tashbeh, jonlantirish, sifatlash, majoziy obrazlilik.

**Keywords:** modernist metaphor, figurative meaning, abstractionism, allegory, animation, adjective, figurative imagery.

Modernizm XIX asrning ikkinchi yarmi, XX asrning 50—60-yillarida Yevropa, AQSH adabiyoti va san'atida rivoj topgan oqim va yo'nalishlarning umumiy nomi bo'lib, jahonda globallashuv jarayonlari boshlanayotgan bir vaqtda siyosiy, madaniy, iqtisodiy omillar o'zaro kesishgan nuqtada vujudga kelgan. Mazkur atama lotincha “modernus” — “zamonaviy, yangi” va italyanacha “modernismo” – “zamonaviy oqim” tarzida izohlanadi. Modernistlar olamni mantiqqa tayanmagan, hissiy “tafakkur” asosidagina to'laqonli tushunish mumkin, deb hisoblaydilar. Ular bunda mantiqiy-tahliliy mushohadaga qarshi turib, irratsional ongni yetakchi sanashadi. Shuning uchun modernistlar an'anaviy metodlarni inkor etib, abstrakt, noreal ifoda shakllarida ijod eta boshlaydilar. Bu yo'nalish vakillari ijtimoiylikdan chekinib, o'z shuuri tomon yuzlanadi. Ya'ni “bu o'rinda voqelikni aks ettirish emas, ijodkorning o'z-o'zini ifodalashi ustuvor ahamiyat kasb

etadi” [Куронов Д. va b., 2010: 201]. Dunyo falsafasi va adabiyotshunosligida modern she'riyat xususida R.Bart, F.Marinetti, X.Ortega-Gasset, R.Uellek, O.Uorren, G.Gesse, P.Rikyor, E.Xovardsxolm, E.Fromm kabi olimlar tomonidan tadqiqotlar olib borilgan [Ховардсхолм Э., 1986: 460].

O'zbek adabiyotiga modernizmning kirib kelishi, ta'siri borasida olimlarimizning qarashlari turlicha. Bu tabiiy hol, albatta. Ammo adabiy yo'nalishning muayyan davrga xosligi, bizningcha, unga tegishli xususiyatlarning uchrab turishi bilan emas, balki butun bir ijtimoiy guruhning shu yo'nalishga xos ijodiy kayfiyatda ekani bilan belgilanishi joiz [Куронов, 2018]. Shu ma'noda, M.Xolbekov [Xolbekov, 2018] va S.Quronov [Куронов, 2018] ko'rsatgan – o'tgan asrning 80-yillarini o'zbek adabiyotiga modernizmning kirib kelish davri deb hisoblash mumkin.

Modernistik ifodada badiiy sintezning ahamiyati boshqa metodlarga nisbatan kuchliroq sanaladi. XX asrning 70-80-yillari o'zbek she'riyatida bir qancha ijodkorlar bu sohada o'z qalamlarini sinab ko'rdilar. Buning birinchi sababi inson, ayniqsa, ijodkor shaxs tabiatidagi yangilikka intilish bo'lsa, ikkinchisi o'sha davrdagi ijtimoiy tuzumdan norozilik kayfiyatlarini moderncha uslubda gavdalantirish edi. Mana shu imkoniyat samarasi o'laroq, keyingi yillarda o'zbek adabiyotida, xususan, she'riyatimiz qiyofasi, ifoda va tasvir yo'sinida ham jiddiy o'zgarishlar bo'y ko'rsatdiki, o'tgan asrning oxiriga kelib o'zbek adabiyotida modernistik she'riyat alohida estetik hodisaga aylandi. Shunga ko'ra, o'zbek modernizmining “qaynagan” vaqti 90-yillarga to'g'ri keladi. Bunga sabab ijodkorlarni birlashtirgan bir xil kayfiyat va shu kayfiyatni ta'minlab turgan “o'tish davri” edi. R.Parfining “Adashgan ruh”, “Qora devor”, “Munojot”, “Sensiz”, A.Suyunning “Istig'for”, “Oq va qora”, A.Qutbiddinning “Tasavvur lahzalari”, “Izohsiz lug'at”, “Tasavvur lahzalari”, Sh.Rahmonning “Turkiylar”, “Iqror”, Aziz Saidning “Tush”, “Yo'l”, Faxriyorning “Ayolg'u”, “Bo'g'zimdan sirqirar tovush — qon...”, “Oyloq kecha...” kabi she'riy asarlari hamda “Muchal yoshi”, “Yoziq” kabi dostonlari, Bahrom Ro'zimuhammadning bir turkum she'rlari mustaqillik davri o'zbek modern nazmining yetuk namunalari hisoblanadi. Bu she'rlar shakliy izlanish qilishga, ijodiy tajribalar o'tkazishga moyilligi, Chiqish va Botish poeziyasining eng ilg'or yutuqlaridan samarali foydalanilganligi bilan ajralib turadi [Yo'ldoshev Q. va b., 2014: 187]. Jumladan, “Gurs etib tushadi ko'z yosh tomchisi...” (Asqad Muxtor), “Osmon toshib kirar ko'zga, sig'mas ko'zga, Pablo...” (Rauf Parfi), “Yurak.. erkka ixtisoslashgan” (Faxriyor), “Nahlarda etagi yirtiq Lo'li qizday qarg'anar osmon” (Abduvali Qutbiddin), “Hali mudrab yotgan dunyolaringni Uyg'otib uchadi ruhim ovozi!” (Zebo Mirzo), “kulayotgan kishining achchiq ko'z yoshi-yu, o'layotgan kishining tabassumiday sirlidir san'atning yuragi bilsang” (Ulug'bek Hamdam), “miltiq o'qlariday gumbir-gum qilib havodan qarsaklar yasardim doim” (Shavkat Rahmon), “Yuragimga kirgandim, Chiqolmay qolib ketdim.

Bu dunyoning dardida O'tinday yonib ketdim" (Usmon Azim) kabi kutilmagan tashbehlar, tafakkur torlarini chertadigan — tesha tegmagan metaforalar yuzaga keldiki, ular modern she'rning o'z qaddini tutib olishiga yo'l ochdi.

She'riyatdagi tub modern o'zgarishlar haqida keyingi o'n-o'n besh yil mobaynida bahs-munozaralarga boy maqolalar, adabiy suhbatlar e'lon qilindi. O.Sharafiddinovning "Modernizm jo'n hodisa emas", U.Normatov bilan U.Hamdamning "Dunyoni yangicha ko'rish ehtiyoji" suhbatlarida, B.Sarimsoqovning "Absurd ma'nisizlikdir", P.Qodirovning "Ma'naviyat, modernizm va absurd", Q.Yo'ldoshevning "Tishing o'tmasa, tosh chaynama...", "Anglashning azobli yo'li", D.To'rayevning "Davr va qahramon", E.Ochilning "Siz she'r aytasizmu yo odam qo'rqtasiz?" nomli maqolalarida o'zgarayotgan badiiy tafakkur mevasi bo'lib dunyoga kelayotgan modern she'riyat, uning tug'ilish sabablari va qonuniyatlarini ochib berishga harakat qilingan. Bu maqolalarning ayrimlari modernizm yo'nalishidagi asarlarni tanqid qilgani, ba'zilari esa yangicha she'riyatning muqim yashab qolishiga ishonch bildirishi nuqtayi nazaridan mazkur muammo xususidagi fikrlar xilma-xilligini ifodalaydi.

Nutqda shakllanuvchi tovushlar, belgi yoki ishoralar, jestlar, xususan, so'zlarning vujudga kelishi aynan metaforizatsiya orqali sodir bo'ladi. Shuning uchun ham amerikalik olimlar Jorj Lakoff va Mark Jonson har bir tushunchaning yuzaga kelish asosida metaforizatsiya jarayoni borligini ta'kidlashadi [Lakoff va b., 1983]. Shu jumladan, modern she'riyat tilining lingvistik jihatlariga ahamiyat berar ekanmiz, unda ko'chma ma'no tovlanishlari, so'zlardagi ramziylik e'tiborimizni tortadi. Ayniqsa, modernistik metafora ko'p qatlamli strukturaga ega. Modernizm lirikasida bir qadar ulg'aygan, ko'p subyektli va buning ortidan ko'p darajali bo'lgan metafora yangi vazifa – matnni tashkil etish funksiyasini o'z zimmasiga olgan. Bunday struktura turlicha anglashni namoyon qiladi va birgina yo'nalishdagi talqinga qarshilik ko'rsatadi. R.Parfi, A.Qutbiddin, Faxriyor kabi ijodkorlar aksariyat she'rlari strukturasi asosini aynan metafora tashkil qiladi. Bu shoirlar ijodida poetik til eksperiment tusini oldi, undan fikr tug'dirgan emas, aynan shu fikrni tug'diradigan kombinatsiyalar o'sib chiqa boshladi. Davr va zamondoshlarning qiyofasini yorqin chizish maqsadida modernistik she'riyat tiliga hamisha ham ohangdorlik, musiqiylikka jo'r bo'lavermaydigan neologizm(yangi so'z)lar, baynalmilal so'zlar, ilm-fanga oid atamalar, tarixiy, dialektal, undov, taqlidiy kabi so'z shakllari, kasb-hunarga doir tushunchalar nomi va boshqalar kirib keldi, badiiy tasvir vositalarining muayyan she'rda quyuq va tig'iz qo'llanishi natijasida metaforik fikrlash tarzi kuchaydi. Jumladan, A.Qutbiddin tomonidan butun tasvir, manzara modernistik uslubda "chizilgan" quyidagi she'rga diqqat qilaylik:

*Qor gulxani...*

*Big'illab qaynayotgan chovgun...*

*Bo'g'otlarda hakalab yurgan qish...*

*Qor chaqmog'i...*

*Etagi kuygan izg'irin...*

*Qor bo'roni...*

*O'yin tushayotgan ayol...*

*Charx urib... Charx urib...*

*Charx urib... [Qutbiddin, 2015]*

“Tasavvur lahzalari” she’riy turkumidan olingan ushbu parchada shoir qish manzaralarini bu faslga xos bo‘lmagan ko‘rinishlar bilan (“Qor gulxani...”, “Qor chaqmog‘i...” kabi) tasvirlashga uringan. Albatta, bu o‘rinda muayyan manzarani, shoir maqsad qilgan badiiy g‘oyani anglab olish juda qiyin. Chunki biz shundoq ham tushunish mushkul bo‘lgan misralarni katta hajmli she‘rdan ajratib olganmiz. Ammo “Tasavvur lahzalari” she‘rini to‘la o‘qib, gap 90-yillarning achchiq hayoti haqida ketayotganini tushungan o‘quvchi yuqoridagi “mantiqsiz” parchada ham muayyan manzarani ko‘radi, asosiysi, lirik subyekt kayfiyatini his qiladi [Куронов, 2018].

O‘zida modernizm oqimlariga xos barcha xususiyatlarni jamlagan katta bir yo‘nalishi sifatida abstraksionizmni ko‘rsatish mumkin. Mutaxassislar uni “predmetsiz tasvir” deb ham atashadi. Haqiqatan ham, bu yo‘nalishga mansub suratlarda hech qanday predmet tasvirlanmasligi mumkin. Abstraksionizm ham modernizmning ilk oqimlari bilan bir qatorda vujudga kelgan. Uning namoyandalari surati mavjud olamning real ko‘rinishlarini lahzaga muhrlashi mumkin, ammo olam mohiyatini tasvirda faqat o‘zlari, ya’ni abstraksionistlargina ifodalashga qodir deb bilganlar. Ko‘proq rassomchilikda ommalashgan bu oqimda musavvirning lirik, ayni damda parokanda qalb kechinmalari aks ettirilgan. Kartinalarda sarosimaga tushgan, shu bilan birga, mutlaqo yolg‘iz kishilar qalbi tasvirlangan. Abstraksionizmning boshqa yo‘nalishlardan farqi unda lirizmning mavjudligi edi [Куронов, 2018]. Faxriyorning “Kechinma” nomli quyidagi she‘rida tasvirning, deyarli, predmetlarsiz ekaniga guvoh bo‘lishimiz mumkin:

*kim o‘ylab topgan ekan bu so‘zni*

*idishga o‘xshash bir so‘z*

*nimani joylasang joylashaverar... [Faxriyor, 2015]*

She‘ridagi obrazlarni faqat uzun assotsiativ zanjir vositasidagina real olam tasviri bilan bog‘lash mumkin. Unda inson ruhiyatidagi alamli kechinma tug‘yoni aks etgan. Shoir, avvalo, uni idishga qiyoslab, o‘quvchida obrazli tasavvur uyg‘otadi va bu fikrini rivojlantirib boradi:

*kechinma*

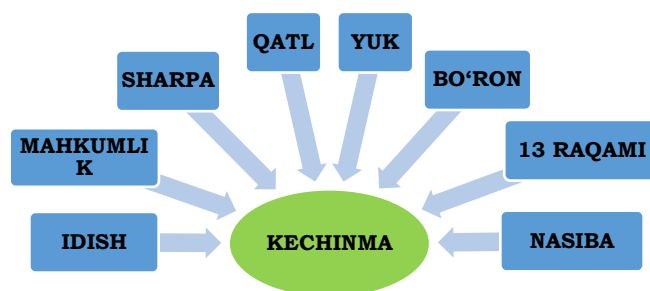
*sirtmoqday mahkumlik*



*o'qilmagan hukmning sharpasi  
muqarrar qatl  
Har kim bo'ynida  
bir sirtmoq qatlni ko'tarib yurar  
kechinma qilib...* [Faxriyor, 2015]

Tashbeh (idishga o'xshash, sirtmoqday, 13 raqami kabi), jonlantirish (tashxis) asosiga qurilgan metafora (kattalashib borayotgan, nasiba ulashadi) va sifatlash (sirtmoqday mahkumlik, o'qilmagan hukm, odil kechinma...) san'atlari orqali hissiy holatni tasvirlaydi:

*kechinma 13 raqami kabi  
hech narsaga bo'linmas, parchalanmas  
uning kattalashib borayotgan yaxlitligi  
yurakni yoradi qoq o'rtasidan  
hayot va mamotga tengdan nasiba ulashadi odil kechinma* [Faxriyor, 2015].



1.1-rasm.

Demak, shoir nazdida KECHINMA nafaqat IDISH, shuningdek, sirtmoqday MAHKUMLIK, o'qilmagan hukmning SHARPasi, muqarrar QATLga, balki hamma bo'ynida ko'tarib yuradigan YUK, ayrimlar irim qilib qo'rqadigan, xitoylar hatto mehmonxonalarida voz kechgan 13 RAQAMI, kattalashib borishi bilan yurakni qoq o'rtasidan yoradigan BO'RON, hayot va mamotga teng ulashilgan NASIBAdir. E'tiborli yana bir jihati shuki, ushbu "Kechinma" she'ri ham tinish belgisiz, qofiyasiz, kichik harfdagi so'zlar tizmasidan iborat. She'rning o'rta qismidagi ikki misra boshidagina bosh harf ishlatilgan, bunda qanday hikmat borligi yana bir jumboqli masalardan biridir.

Umuman olganda, so'z san'ati – ijtimoiy hodisa. Ijodkor qaysi davrda, qanday sharoitda va qanday istakda asar yaratmasin, unda baribir ijtimoiylik aks etaveradi. Chunki ijodkor shaxs mavjud jamiyatning bir bo'lagidir. Shu ma'noda, o'zbek modernizmiga muayyan milliy-ijtimoiy kayfiyatning mevasi sifatida qarash to'g'ri bo'ladi. Shunday ekan, G'arb modernizmi o'zbek zaminida aynan takrorlangan, deyish fikridan yiroqdamiz. Lekin 90-yillardagi ijtimoiy-madaniy hayot milliy adabiyotimizda modernizmga xos bo'lgan xususiyatlarning vujudga kelishiga turtki

Xalqaro ilmiy-amaliy konferensiya to'plami

bo'ldi. Buning natijasida zamonaviy o'zbek she'riyati yangi nomlar, betakror asarlar bilan boyidi. She'r matni tilining o'ziga xos lingvistik jihatlari yangicha tamoyillarda bo'y ko'rsatdi. Xullas, bugungi o'zbek modern she'riyati nafaqat adabiyotshunoslik, balki tilshunoslik nuqtayi nazaridan ham xolisona, chuqur tadqiq va tahlil etishga muhtojdir.

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## **ONA TILI DARSLARINI INNOVATSION YONDASHUV ASOSIDA TASHKIL ETISH AFZALLIKLARI**

**(Advantages of organization of mother tongue lessons on the basis of innovative approach)**

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Buxoro viloyati G'ijduvon tumani, 17-umumiy o'rta ta'lim maktabi

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**Annotatsiya:** Maqolada umumiy o'rta ta'lim maktablarida ona tili va adabiyot fanini innovatsion texnologiyalardan foydalangan holda o'qitish o'quvchi dunyoqarashining

shakllanishi, og'zaki nutqning rivojlanishi va ravon bo'lishida alohida ahamiyatga ega ekanligi haqida so'z boradi. Shuningdek, darsda turli o'yin va og'zaki so'rovlardan foydalanish, rasmlarga qarab gap tuzish, qiziqarli test savollariga javob topish, muammoli vaziyatlarni tahlil qilish, dars samaradorligini oshiribgina qolmay, balki mashg'ulotning qiziqarli kechishiga sabab bo'lishi misollar yordamida keng ochib berilgan.

**Annotation:** The article discusses the use of modern information technologies, taking into account individually-differentiated approach that creates a creative atmosphere on the lessons of their mother tongue. According to the author of the excellent subject knowledge, broad erudition, pedagogical culture will allow for high levels of teacher training. Also, use all the features of the contemporary lessons active forms and methods of education for the development of the individual student.

**Kalit so'zlar:** Innovatsiya, dunyoqarash, og'zaki nutq, yozma nutq, muammoli vaziyat, mustaqil o'rganish

**Keywords:** Language, tone, connective words, individually differentiated approach, modern lesson, pedagogical culture, the opportunity.

Ma'lumki, "Ta'lim to'g'risida" gi Qonun va "Kadrlar tayyorlash milliy dasturi" ni amaliyotga joriy qilishning keyingi bosqichlarida barcha o'quv fanlari bilan bir qatorda adabiy ta'lim tizimida ham ta'lim metodlarini ilg'or pedagogik texnologiyalar asosida ishlab chiqish, tabaqalashtirilgan ta'lim mazmuni va metodlarini yaratish, ularni ma'rifiy-ma'naviy tarbiyaga mos ravishda takomillashtirish ishlari davom ettirildi. Xususan, o'zbek tili o'quv mazmunida adabiy materialni o'rganishga bo'lgan e'tibor kuchaydi. Til ta'limi sohasida asosiy natija o'zbek adabiy tilining boy imkoniyatlaridan keng foydalangan holda fikrni og'zaki va yozma shakllarda to'g'ri va ravon ifodalash ko'nikmalarining shakllanganlik hamda rivojlanganlik darajasi bilan baholanadi. O'zbek tili mashg'ulotlarida nutqning asosiy materialini- so'z ustida ishlash, o'quvchilarning lug'at boyligini oshirish, so'zdan to'g'ri va o'rinli foydalanish malakalarini shakllantirish nutq madaniyatini rivojlantirish sohasida muhim ahamiyat kasb etadi.

Komil inson tarbiyalashda maktab ta'limida yetakchi fan hisoblangan ona tili fanining o'rni beqiyosdir. Ona tili ta'limining asosiy talablariga ko'ra, o'quvchi mavzu bo'yicha belgilangan bilim, malaka va ko'nikmalarni egallash uchun darslikdagi mashq va topshiriqlarni mustaqil, ijodiy fikrlash orqali bajarish kerak. Shuningdek, berilgan topshiriqlarni bajarishda kuzatish, umumiylikni topish, farqlarni aniqlash, qiyoslash, tasniflash, xulosa chiqarish, amaliyotda qo'llash kabi amallarni bajarish kerak. Afsuski, keying paytlarda til va nutq ta'limida quyidagi muammolarga duch kelyapmiz.

### O'quvchilar nutqidagi tipik kamchiliklar

- mavzuga uyg'un holda asosiy fikrni yoritib bera olmaslik;	Matnda
- tanlashdagi xatoliklar, ma'nodosh so'zlardan foydalana olmaslik;	So'z
- yoki yondosh gaplarda bir so'zni o'rinsiz takrorlash;	Bitta gap
- tuzishda so'zlar tartibiga e'tibor bermaslik ,gap bo'laklari o'rnini chalkashtirish;	Gap
- bir qolipdagi oddiy va sodda sintaktik qurilmalarni qo'llash;	Ko'proq
- nutqda murakkablashgan sodda gaplar qo'shma gaplarning deyarli ishlatilmasiligi;	Yozma
- tasvir vositalari ishlatilgan jumlarlar ,hissiy-ta'siriy bo'yoq bildiruvchi ifodalarning qo'llanmasligi.	Turli

Xo'sh, bunday vaziyatda nima qilish kerak, degan savol tug'iladi. Fikrimizcha, ayni chog'da, lo'nda qilib aytganda, umumiy o'rta ta'limda "Grammatika-grammatika uchun emas, balki "Grammatika –fikrning aniq va lo'nda ifodasi uchun" shioriga amal qilish maqsadga muvofiq. Buning uchun: O'quvchilarning aniq va ravon so'zlashlariga qaratilgan , o'z pedagogik faoliyatim davomida dars tashkil qilishda ayrim usullardan foydalanish xususidagi fikr-mulohazalarimni kasbdoshlarim e'tiboriga havola etmoqchiman.

Ona tili darslarini innovatsion ta'lim texnologiyalari asosida tashkil etish va o'quvchilarda mustaqil ishlash, shuningdek, ijodiy fikrlash kompetensiyasini shakllantirishda "Juftlikda ishlash", "Kichik guruhlarda ishlash", " Daraxt yechimi", "tugallanmagan gap mashqi", "Charxpalak", "Adashgan so'zni topish", "Chalkash ma'lumotlar", "Alifbo", "Tarozi", "Loto", "Qora quti" kabi metodlardan foydalanish o'quvchi mehnati samaradorligini ta'minlaydi. Shulardan o'z tajribamda sinalgan "Charxpalak" texnologiyasini ko'rib chiqamiz.

**Texnologiyaning tavsifi.** Ushbu texnologiya o'quvchilarni o'tilgan mavzularni yodga olishga, mantiqan fikrlab, berilgan savollarga mustaqil ravishda to'g'ri javob berishga va o'z-o'zini baholashga hamda qisqa vaqt ichida o'qituvchi tomonidan barcha o'quvchilarning egallagan bilimlarini baholashga qaratilgan.

**Texnologiyaning maqsadi.**Texnologiya o'quv mashg'ulotining barcha turlarida dars boshlanishi yoki dars oxirida yoki o'quv predmetning biron bir bo'limi tugallanganda, o'tilgan

Xalqaro ilmiy-amaliy konferensiya to'plami

mavzularni o'quvchilar tomonidan o'zlashtirilganlik darajasini baholash, oraliq va yakuniy nazorat o'tish uchun mo'ljallangan.

**Mashg'ulotni o'tkazish tartibi.** O'quvchilar guruhlariga bo'linadi, talab va qoidalar tushuntiriladi. Guruhlarga mos tarqatma materiallar tarqatiladi. Har bir guruh a'zosi o'zi ishlagan tarqatma materiallarining o'ng burchagiga guruh raqamini yozadi, chap burchagiga esa o'zining ramziy belgisini chizib qo'yadi. Vazifa bajarilgan tarqatma materiallar boshqa guruhlariga "charxpalak aylanmasi" yo'nalishida almashtiriladi. 11-sinfda "O'zbek tili va uning taraqqiyoti" mazusini o'tishda "Charxpalak" usulidan foydalanamiz. 1-guruh fikrini 2-guruh, 2-guruh fikrini 3-guruh, 3-guruh fikrini 1-guruh davom ettirib charxpalak hosil qiladi. Qaysi guruh fikr topa olmasa o'sha guruh o'yinni tark etadi.

**Izoh:** reja bo'yicha belgilangan mavzu asosida hamda o'qituvchining qo'ygan maqsadi (tekshirish, mustahkamlashga, mashqlar bajarishga, baholash)ga mos tayyorlangan tarqatma materiallar guruhlar soniga qarab tayyorlanadi. Biz mashqdan kelib chiqib barcha guruhlariga til deganda nimani tushunasiz? degan bir xil tarqatma berib har xil javob olishga harakat qildik. Fikrlar ketma-ket guruhlararo amalga oshiriladi. Masalan o'qituvchi tomonidan har bir guruh 20 ta fikr yig'ish kerak bo'lsa, 15-16 ta o'quvchilar tomonidan fikr yig'ilgan bo'lsa, o'quv materiali o'zlashtirilgan hisoblanadi. Har bir to'g'ri fikr uchun 1 ball beriladi va guruh baliga qo'shib boriladi. O'quvchilar matnga mos sarlavhalar topadilar. Agar e'tibor berayotgan bo'lsangiz darslikdagi har bir topshiriq va mashqlarga namuna berib, yosh o'qituvchilarimizga metodik tavsiyalar ham taklif qilib bormoqdamiz. Chunki mavzumiz mantiq, mustaqil fikrlash, izlanish, isbotlash, izohlash, tahlil qilish, yangiliklar yaratish, ruhiy holatlardan chiqish, manbalar bilan ishlash, ziddiyatsiz raqobatni yo'lga qo'yishni taqozo etadi. **(tajriba va izlanishlar asosida)**

**1-guruh** -Til dilga yo'l topadi. **2-guruh**-Til- insonni hayvondan ajratuvchi vosita.

**3-guruh** Til-yangi hayot mezon. **1-guruh** Til tufayli bilim avlodga o'tadi.

O'quvchilar o'z baholari yoki ballarini belgilab olishgach, o'qituvchi vazifa bajarilgan qog'ozlarni yig'ib oladi va baho (ballar)ni guruh jurnaliga ko'chirib qo'yadi.

**"Charxpalak"** texnologiyasidan foydalangan holda mashg'ulot o'tkazish uchun o'quvchilarga quyidagicha vazifa berish mumkin. Vazifa uchun zarur bo'lgan tarqatma materialni ilovada keltiramiz.

**Mavzu: O'zbek maqol va matallari.**

Vazifa. Berilgan maqol va matallarning mazmunini aniqlang va belgilang.

Maqol va matallar	Xudbin lik haqida	Mehn at haqida	Tarbi ya haqida	Vat an haqida	Il m olish haqida	Do'stl ik haqida
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O'zim degan o'zaksiz ketar	*					
Qush uyasida ko'rganini qiladi			*			
Ustoz bilimli- shogird ilmi					*	
Mehna t- mehnatning tagi rohat		*				
Har gulga o'z butasi aziz				*		
Do'stli k-boylikdan afzal						*

### “Charxpalak” texnologiyasining afzalligi

- 1.O'quvchilarni guruh bo'lib ishlashga, ya'ni hamjihatlikka o'rgatganligi;
2. Kafolatlangan natijaga yo'naltirilganligi;
- 3.O'quvchilarni o'rtasida sog'lom raqobatni yo'lga qo'yilganligi;
4. O'quvchilarda mustaqil ishlash va mantiqiy fikrlashga o'rgatish;
5. Komunikativ shaxs sifatida o'z-o'zini rivojlantirish;
6. O'quvchilarimizda milliy qadriyatlarni bilishga qaratilganligi;

Yuqoridagilardan kelib chiqib shuni aytish mumkinki, qo'llanilgan usullar o'quvchilarning intellektual faollik, qiziqishlari hamda moyilliklaridan kelib chiqqan holda bilimlarning ortishi va ko'nikmalarining malakaga aylana borishini ta'minlaydi. Ta'lim sifat samaradorligini oshirishga xizmat qiladi. Mamlakatimizda ta'lim-tarbiyani hozirgi zamon

talablari darajasida olib borishda mavjud barcha imkoniyatlar va vositalardan samarali foydalanganimizdagina ma'naviyati yuksak yoshlarni tarbiyalashga erishamiz.

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## **THE ROLE OF LINGUISTIC**

### **ONOMASTICS IN LEARNING PROCESS.**

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**Annotation:** This article is about semantically speaking, proper names have an identifying function, as they denote a single individual rather than classes of entities. They are often considered to be devoid of lexical meaning, even though they can regularly be traced back to descriptive lexical items (Oxford < originally "passage for oxen"). These etymological meanings, however, are synchronically irrelevant as far as the description of a referent is concerned; and, in many cases, they are no longer transparent.

**Keywords:** determiner phrases, corpus linguistics, grammar, methodology, homonymous.

Corpus linguistics is, to date, still an underexplored methodology in onomastics. This article seeks to advance the field through a theoretical discussion of onomastic issues from a corpus linguistic point of view. It presents an overview of the linguistic status, meaning and grammar of

proper names in order to highlight aspects that lend themselves to corpus linguistic inquiry. Earlier onomastic research is adduced, to highlight how corpus linguistic methods have substantially improved our understanding of names in language use. While previous onomastic work has often concentrated on the description of names in their own right, without necessarily taking the usage context into account, it is argued that the investigation of the semantics and the grammar of names needs to be complemented by work that draws on usage-based, corpus linguistic evidence. A stronger integration of four types of corpus linguistic analysis (frequency analysis, concordance analysis, collocation analysis, keyword analysis) is suggested for future research.

The function of direct referential identification is a characteristic that proper names share with pronouns and noun phrases [or determiner phrases] [Colman 2014, 50; Ghomeshi and Massam 2009; Lyons 1977, 179]. This similarity suggests that proper names are more similar to noun phrases than to nouns. This can also be seen in coordinative structures, where names can be combined with noun phrases (Tom and the dog) but not with bare nouns (\*Tom and dog) [Ghomeshi and Massam 2005, 1]. The referential function of proper names is independent of context [for example, Greece always refers to the same entity], whereas noun phrases and pronouns can only identify entities contextually [it depends on the context whether the noun phrase the country or the pronoun it refers to Greece or another country, for example]. Personal names, and in particular given names like Mary or John, are generally considered to be the most prototypical name categories, as they exhibit all of the criteria outlined above [Tse 2000, 494]. Place names like London, Austria, or Europe are also prototypical proper names. Among place names, however, the incidence of less prototypical cases – that is, cases which do not show some of the features discussed above – is much higher than it is among personal names.

The semantic status of proper names has been extensively discussed in linguistics and language philosophy [for detailed overviews of these debates, see Anderson 2007; van Langendonck 2007]. Most linguists agree that proper names are mainly used to refer to certain entities, not to describe them. A central issue in this respect is the question of whether proper names carry a meaning or not – a question that crucially hinges on the notion of “meaning” employed. On the one hand, there are proponents of the view that proper names do not possess a lexical meaning but directly refer to a certain entity. This perspective is sometimes called “the Millian approach”, in honor of its first prominent proponent in the 19th century, John Stuart Mill. In line with this view, names are frequently described as “rigid designators” [Kripke 1980] without any lexical meaning that would restrict the number of potential referents [as is typical of common nouns].



On the other hand, there are theorists who argue that proper names do carry certain meanings [e.g. Colman 2014; van Langendonck 2004, 2005]. Various types of meaning are potentially relevant here: denotational vs. connotational meanings; lexical vs. proprial meanings; and presuppositional meaning [Nyström 2016]. Denotation refers to the relation between a certain form and the class of entities to which it can be attributed [the so-called “denotata”]. Denotational meaning stays constant across usage contexts and, therefore, largely corresponds to the dictionary definition of a lexical item. Proper nouns are special in this respect, as they denote only one particular entity (and are not normally listed as entries in dictionaries). Of course, there may be several entities in the world that carry the same name (Cambridge in Massachusetts and in the UK; personal given names in general). However, this fact does not mean that the name denotes these referents as a class. For example, a noun like *boy* denotes all young male human beings, but a name like *George* does not create a similar, semantically based class of entities [Ghomeshi and Massam 2009, 74].

Besides their unique denotation, proper nouns may possess connotative meanings. Language users may have various associations with names depending on their personal knowledge and experience. Take the name *Oxford*, for instance: for some, it may be a place associated with an academic elite; for others, it may be the place where their grandmother lives. Such connotations can be quite individual (the grandmother association), but often they are shared by many people (the academic elite association). With regard to personal names, they frequently involve connotations concerning the social group to which the name bearer is thought to belong. For example, in German society, some English-based male names (*Justin*, *Kevin*) and French-based female names (*Chantal*, *Jacqueline*) are stereotypically connected to a lower social-class milieu, while other names like *Ronny*, *Maik*, *Mandy*, *Nancy*, *Dorit* or *Doreen* are stereotypically connected to Eastern Germany or the former GDR [Hayn 2016, 99–101].

Another meaning distinction that has a bearing on proper names is between lexical and proprial meanings. Names that are etymologically nontransparent possess a proprial meaning (e.g. *London*, *Prague*), as they are exclusively used to identify a certain entity. However, names may contain elements that are homonymous with parts of the lexicon of a language and thus carry a lexical meaning [e.g. *New York*, *Long Island*]. Even though these elements [*new*, *long*, *island*] may be thought to have no lexical meaning when they form parts of names, their descriptive meaning may in fact be contextually activated. For example, people may be startled if they find that *Long Island* is not literally a long island. This surprise bears witness to the fact that people treat the lexical meaning as potentially relevant. Finally, names may carry presuppositional meanings.

One such meaning type that is highly common in names is categorical meaning: the perception that a name is connected to a certain kind of basic-level concept category [Nyström 2016, 48; van Langendonck 2007, 86]. For example, even if someone does not know who the referent of a name like Stephanie or Christopher is, that person will still most likely assume that these names refer to a person and that that person may be female or male, respectively. Likewise, Smith is commonly perceived as a personal surname, Birmingham as a place name, Thames as a river name, Lassie as the name of a dog, etc. These categorical name meanings are presupposed, even though they may be contextually incorrect (sometimes Stephanie may be the name of a dog, or Birmingham may be a personal surname). The categorical meaning of names can often be made explicit through extension to a complex phrase [the city of Birmingham, the river Thames, Lassie the dog etc.] or an obligatory name part [e.g. the Czech Republic].<sup>1</sup>

One recent development in the onomastic discussion of name meaning is the “pragmatic approach”. This approach was developed by Coates [2005, 2006a, 2006b, 2009], who distinguishes between two types of referential modes: onymic reference and semantic reference. Both modes can, in principle, be expressed by both proper names and descriptive noun phrases, even though there is a strong tendency for onymic reference to be performed by means of the former and for semantic reference to be associated with the latter. In other words, “properhood” does not inherently reside in certain forms, but in the onymic use to which forms are put in a communication context. This usage mode is in principle applicable to all kinds of nouns, not just proper names [Coates 2006a]. Thus, language change processes that involve proper nouns turning into common nouns (Kleenex > kleenex, Band-Aid > band-aid), and vice versa (long island > Long Island) are associated with shifts in the dominant usage patterns of forms.

Using country names as an example, etymologically nontransparent, morphologically simple names like Greece or Norway are commonly used as proper names, that is, for purposes of onymic reference. They tend to denote a unique entity, namely the country in question. In certain contexts, however, these names may be used as common nouns that denote a certain type of the entity denoted by the name (the Greece I used to know, today’s Greece). Conversely, the noun phrase the old vicarage can be used either by exploiting its descriptive semantic content (“an old house where a vicar lives”), or by onymically referring to a specific house (The Old Vicarage), which may not be old or a vicarage but rather a newly established pub [Coates 2005, 130].

Van Langendonck [2005, 316] postulates an abstract lexematic category, the “proprial lemma”, which unites the various onymic and semantic referential uses of a certain form [see also Vandelanotte and Willemse 2002; van Langendonck 2007, 7–8; van Langendonck and van de Velde 2016, 19–20]. Proper names are defined as forms that are onymically used, while proprial

lemmas include a number of other usage types, including appellative [a different Oxford] and metalinguistic uses (This city is called Oxford) [van Langendonck 2005, 318–321]. Figure 1 illustrates the (prototypical) onymic and the (less prototypical) semantic mode with a country name example. In the semantic mode, the name potentially allows for grammatical constructions that would normally be reserved for common nouns [pluralization, restrictive modification; Vandelanotte and Willemse 2002, 10].

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## XITOIY TILIDAGI QIYOSLASH KONSTRUKSIYALARDA

### KLIMAKS VA ANTIKLIMAKS HODISALARI

(Comparative constructions in chinese

Climax and anticlimax events)

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**Annotatsiya:** Ushbu maqola hozirgi xitoy tilida qiyoslash konstruksiyalarida gradatsiya munosabatining ifodalanishiga qaratilgan bo'lib, qiyoslash konstruksiyaalri orqali gradatsiya sodir bo'lsa, qanday usullar orqali amalga oshishi haqida o'rganilgan. Zamonaviy xitoy tilida narsa va hodisalar, holat va sifatlar hamda darajalardagi o'zaro farqlarini yoki bir xilligini ifodalashning ko'p usullari mavjud bo'lib, ular asosan holat yoki xususiyatdagi farqlarning qay darajada yuqori yoki pastligini taqqoslashda qo'llaniladi. Shu bilan birga gapning stilistik jihatdan lo'nda va ravon bo'lishiga yordam beradi.

**Annotation:** This article focuses on the expression of the gradation relationship in comparative constructions in modern Chinese, and explores the methods by which gradation occurs when comparative constructions occur. In modern Chinese, there are many ways to express differences or similarities between things and events, situations and qualities, and also levels, to add they are mainly used to compare differences in high or low a situation. At the same time, it helps to make the speech stylistically brief and fluent.

**Kalit so'zlar:** qiyos, taqqos, o'xshatish, qiyosiy daraja, qiyos obyekti, qiyos subyekti, konstruksiya, gradatsiya.

**Keywords:** compare, comparison, analogy, comparative degree, object of comparison, subject of comparison, construction, gradation.

**Kirish.** Gradatsiya lisoniy birliklarning (yoki bir xil shakldagi nutq birliklarining) ifodada ma'noni, ahamiyatlilikni yoki his-tuyg'u to'lqinini "bosqichma-bosqich kuchaytirib yoki pasaytirib borishni ta'minlovchi tartibda joylashuvi"[ Galperin I.R, 1997,.219.] usulidir. Bunga ko'ra so'zlovchi berayotgan bahonining darajama daraja o'sib borishi yoki pasayib borishida

leksik birliklarni joylashuvi orqali yuzaga chiqadi. Lekin xitoy tili morfologik emas, balki sintaktik qurilishga ega bo'lgan til ekanligi sababli, yuqorida keltirilgan ta'rifga ko'ra, bosqichma-bosqich kuchaytirib yoki pasaytirib borishni ta'minlovchi tartibda joylashuvi konstruksiyalar orqali amalga oshadi [1:93]. Xoh badiiy nutq, hox ilmiy va xoh publistik nutq bo'lsin, unda gradatsiya hodisasi o'ziga xos tarzda yuzaga chiqadi. Nutq ko'rinishi qanday bo'lishidan qat'i nazar, unda o'zaro darajaviy tengsizlikka ega bo'lgan tushuncha yoki mazmun ifodalovchi til birliklari aniq bir maqsadni ko'zlagan holda yonma-yon, ketma-ket qo'llanilar ekan, natijada gradatsiya hodisasi yuzaga chiqishi tabiiydir.

**Asosiy qism.** Gradatsiya hodisasini ifoda usuliga ko'ra, uch guruhga bo'lib o'rganiladi. Ya'ni, bir matnda ma'no yoki mazmunning darajama-daraja o'sib yoki pasayib borishi quyidagi uch usul bilan ifodalanishi mumkin:

- mantiqiy (logik) usul;
- emotsional usul;
- miqdoriy (kvantativ) usul [2:34].

Mantiqiy gradatsiya tarkibiy qismlar o'rtasida ularning o'zlari aks ettirgan tushuncha va fikrlar nuqtai nazaridan qaraganda ko'rinuvchi nisbiy ahamiyat orqali yuzaga chiqariladi. Bu ko'rinishdagi gradatsiya ham obyektiv, ham subyektiv yondashuvni o'z ichiga oladi. Boshqacha qilib aytganda, gradatsiyaning tarkibiy qismlari o'rtasidagi nisbiy darajalash so'zlovchining nuqtai nazaridan kelib chiqib yoki ushbu tushuncha va fikrlarning asl nisbiy ahamiyatlari o'rtasidagi farqlardan kelib chiqqan holda hosil qilinishi mumkin. Masalan:

1. 这西门庆仔细端详那妇人, 比初见时越发标致。

Zhè Xīmén Qìng zǐxì duānxiáng nà fù rén, bǐ chū jiàn shí yuèfā biāozhì.

Simen Ching diqqat bilan ayolga qaradi. U birinchi marta ko'rganidan ham chiroyli edi.

2. 近两年来, 他越发显得瘦了。

Jìn liǎng niánlái, tā yuèfā xiǎndé shòule.

So'nggi ikki yil ichida, u yanada ozib ketgandek ko'rinadi.

3. 黑暗中, 桌上的明珠越发熠熠生辉。

Hēi'àn zhōng, zhuō shàng de míngzhū yuèfā yìyì shēng huī.

Qorong'ulikda, stol ustidagi marvarida yanada ko'proq porlaydi.

Bahor bayrami o'tgandan so'ng, havo xarorati yanada sovib ketdi.

Yuqoridagi misollarda ko'rishimiz mumkin-ki, birinchi gapda ayolning birinchi marotaba ko'rganidan chiroyli bo'lib borgani, ikkinchi gapda uning yanada ozib ketgandek ko'rinishi, qo'rong'u xonada marvaridning yanada ko'proq porlashi, nisbiy darajalash so'zlovchining nuqtai

nazaridan kelib chiqib yoki ushbu tushuncha va fikrlarning asl nisbiy ahamiyatlari o'rtasidagi farqlardan kelib chiqqan holda hosil qilingan [3:45].

Gradatsiya hodisasining yana boshqa bir turida his-tuyg'u to'liqlinini ifodalovchi tushunchalar bosqichma-bosqich tartibda joylashtirilganligi sababli, bu turga mansub holatlar emotsional gradatsiya ko'rinishlari deb ataladi. Emotsional gradatsiya his tuyg'u to'liqlinini tobora, bosqichma-bosqich kuchayib yoki pasayib borishi bilan yuzaga chiqadi. Masalan:

1. 我一天比一天想家。

Wǒ yītiān bǐ yītiān xiǎng jiā.

Men kundun kung uyimni sog'inib ketayapman.

2. 他越看越爱你。

Tā yuè kàn yuè ài nǐ.

U seni ko'rgani sari yaxshi ko'rib qolayapti.

3. 我的爸爸越来越冷静。

Wǒ de bàba yuè lái yuè lěngjìng.

Otam borgan sari sokin bo'lib bormoqda.

Yuqoridagi misollardan ko'rinib turibdi-ki, ushbu gaplarda his tuyg'u to'liqlinini tobora, bosqichma-bosqich kuchayib yoki pasayib borishi, birinchi gapda "men"i uyini sog'inayotgani, uni brogan sari yaxshi ko'rib qolayotganini, otasini sokin bo'lib borayotgani orqali emotsional gradatsiya ko'rinishi ifodalanmoqda.

Ifoda usuliga ko'ra gradatsiyaning uchunchi turi miqdoriy (kvantativ) gradatsiya hisoblanadi. Bunda ifodalanayotgan tushunchaning hajmi, miqdorining yaqqol o'sib yoki kamayib boeishini ko'rishimiz mumkin. Bunday gaplarda biror gap bo'lagi vazifasidagi sonlar yoki miqdor ravishlari tadrijiy ravishda oshib yoki kamayib boradi [4:121]. Masalan:

1. 发行数量一年比一年增加。

Fāxíng shùliàng yìnián bǐ yìnián zēngjiā.

Tarqatish miqdori yildan yilga ko'paymoqda.

Albatta, bu holatlarda gradatsiyani komponentlarini tashkil etuvchi so'zlar o'rtasida ma'lum bir semantik o'zgarish yuz bermaydi, lekin ifoda ahamiyati asosiy o'rin egallab, ular yuroridagi guruhlarga ajratishimiz mumkin.

Shu bilan birga gradatsiya usuli orqali yuzaga chiqqan nutq ko'rinishlarida ma'lum bir belgi darajalanadi. Boshqichma-bosqich kuchayib yoki pasayib boruvchi muayyan bir belgi, turli ko'rinishlarda ifodalanishi mumkin. Ifoda usuliga ko'ra, gradatsiya usulini ikkiga ajratib o'rganiladi: 1) leksik gradatsiya; 2) sintaktik gradatsiya [7:121].

Garchand ilmiy tadqiqot ishimiz leksik gradatsiyadan uzoq bo'lsada, shu o'rinda biroz ma'lumot berib o'tamiz. Gradatsiya usulining ba'zi ko'rinishlarida uni tashkil qiluvchi komponentlarning sintaktik jihati emas, balki leksik-semantik ahamiyati ortiqroq bo'ladi. Shu sababli bu holatda shakllangan gradatsiya hodisasini leksik gradatsiya, deb atash maqsadga muvofiqdir.

Leksik gradatsiya hodisasi ularning o'zaro sintajtik aloqasidan kelib chiqadigan natija emas, balki ularning har biri yakka-yakka holda ifodalanadigan ma'nolar o'rtasidagi leksik-semantik munosabatlarning mavjudligini yuzaga chiqaradi. Leksik gradatsiyalarni ham o'z ichida ikkiga bo'lib o'rganish mumkin. Ilmiy tadqiqot ishimiz sintaktik gradatsiya bilan bog'liq bo'lganligi uchun va xitoy tili boshqa tillardan farqli o'laroq iyerogliflardan tashkil topganligi sababli, ushbu ilmiy tadqiqot ishida sintaktik gradatsiya hodisasi, xitoy tilidagi qiyoslash mazmunidagi grammatik konstruksiyalar asosida amalga oshirilishini tahlil qilib chiqamiz. Sintaktik gradatsiya ko'rinishida ifoda material sintaktik butunlikdan iborat bo'ladi. Sintaktik gradatsiya usulini mazmuniy gradatsiya deb ham atash mumkin [5:98].

Shu ham ta'kidlab o'tishimiz lozim-ki, ilmiy tadqiqot ishimizning obykti qiyoslash mazmunidagi konstruksiyalar bo'lganligi sababli, biz ushbu sintaktik gradatsiya hodisasini, qiyoslash mazmunidagi grammatik konstruksiyalar orqali, ularning gapdagi o'rni, sintaktik xususiyatlariga ko'ra sintaktik tahlilga tortib ko'rib chiqamiz.

Qiyoslash mazmunidagi konstruksiyar o'zining hilma xilligi bilan boshqa konstruksiyalardan ajralib turadi. Lekin ularning hammasi ham gradatsiya munosabatni ifodalovchi konstruksiyalar qatoriga kirmaydi. Chunki, yuqorida keltirib o'tilgan bir qator gradatsiyaga keltirilgan ta'riflar, olimlarning yondoshuviga ko'ra, gradatsiya lisoniy birliklarning ifodada ma'noni, ahamiyatlilikni yoki his-tuyg'u to'lqinini "bosqichma-bosqich kuchaytirib yoki pasaytirib borishni ta'minlovchi tartibda joylashuvi" usulidir [6:143]. Bunga ko'ra so'zlovchi berayotgan bahonining darajama daraja o'sib borishi yoki pasayib borishida leksik birliklarni joylashuvhi orqali yuzaga chiqadi. Darajalash ma'lum bir uslubiy maqsadda muayyan bir muallif tomonidan yuzaga tadrijiy ketma-ketlikka ega bo'lgan kuchayish va pasayish usulidi bo'gani uchun ham, qiyoslash mazmunidagi konstruksiyalarning xammasi ham gradatsiya munosabatini ifodalamaydi. Faqatgina ifodalayotgan ma'nosi avvalgi holatiga nisbatan bosqichma-bosqich, tadrijiy yo'l bilan o'zgarib borishini ifodalaydigan konstruksiyalarni tanlab olib, ularni tahlil qilib chiqdik. Bular quyidagi konstruksiyalar:

1. [—yì + hisob so'z + 比bǐ + son —yì + hisob so'z].
2. [Ega+ 越来越yuèlái yuè+kesim (sifat yoki fe'l)].

3. [Ega+kesim(越发 yuèfā+X)] ushbu konstruksiyaning ifoda usuli va grammatik xususiyatiga ko'ra quyidagicha ko'rinishi ham mavjud:

**Birinchi konstruksiya:** [一yì + hisob so'z + 比bǐ + son 一yì + hisob so'z] orqali **darajaning asta sekinlik bilan o'zgarishi.** Gap tuzilishida:

1. 一年比一年 yìnián bǐ yìnián yildan yilga;
2. 一天比一天 yìtiān bǐ yìtiān kundan kunga;
3. 一次比一次 har safar, borgan sari degan ma'nolarni anglatadi.

Ushbu konstruksiyalardan foydalanganimizda, ular gapda hol vazifasida kelib, darajadagi farqni asta sekinlik bilan o'zgarib borayotganini bildiradi [刘月化等著. 实用现代汉语语法. – 北京: 商务印书馆, 2001;

839.]. Masalan:

1. 他身体 一天比一天 好了。

Tā shēntǐ yìtiān bǐ yìtiān hǎole .

Uning sogligi kundan kunga yaxshilanmoqda.

2. 发行数量 一年比一年 增加。

Fāxíng shùliàng yìnián bǐ yìnián zēngjiā.

Tarqatish miqdori yildan yilga ko'paymoqda.

Daraja asta sekinlik bilan o'zgarib borayotgan gaplarda, 比bǐ old ko'makchisining oldi va orqasidan bir vaqtda 一yì hisob so'z (yoki hisob so'z harakteridagi ot) ni qo'yish orqali foydalanamiz. Uning qabul qilingan ko'rinishi quyidagicha bo'lib, “一yì + hisob so'z + 比bǐ + son 一yì + hisob so'z” gapda to'liql o'vchi vazifasida keladi [8:99]. Unga quyidagilarni misol qila olamiz:

1. 他的病 一天比一天 厉害。

Tā de bìng yìtiān bǐ yìtiān lìhài.

Uning kasali kundan kunga kuchayib bormoqda.

2. 我们的生活 一天比一天 好。

Wǒmen de shēnghuó yìtiān bǐ yìtiān hǎo.

Bizning xayotimiz kundan kunga yaxshilashib bormoqda.

3. 尽管老师的身体 一天比一天 差, 却依然坚持为我们上课。

Jǐnguǎn lǎoshī de shēntǐ yìtiān bǐ yìtiān chā, què yīrán jiānchí wèi wǒmen shàngkè.

Garchand ustozning sog'liklari kundan kunga yomonlashib borsa ham, hali xam bizlar uchun sabot bilan dars o'tmoqdalar.



Lekin bunday formani egadan oldin qo'yish mumkin emas. Masalan:

1. 天气一天比一天凉快了。

Tiānqì yìtiān bǐ yìtiān liángkuài le.

×一天比一天天气凉快了。

Yìtiān bǐ yìtiān tiānqì liángkuài le.

Havo kundan kunga sovib bormoqda.

2. 人民的生活一年比一年丰富。

Rénmín de shēnghuó yìnián bǐ yìnián fēngfù.

×一年比一年人民的生活丰富。

Yìnián bǐ yìnián rénmin de shēnghuó fēngfù.

Aholining hayoti yildan yilga boyib bormoqda.

3. 他的考试成绩一次比一次好。

Tāde kǎoshì chéngjì yíci bǐ yíci hǎo.

×一次比一次他的考试成绩好。

Yíci bǐ yíci tāde kǎoshì chéngjì hǎo.

Uning imtixon natijalari har safar yaxshilanmoqda.

Yuqoridagi misollardan ko'rinib turibdiki, bunday usul orqali biz natijadagi darajaning birdaniga emas, balki asta sekinlik bilan o'zgarib borayotganini kuzatishimiz mumkin. Bunda qiyoslanayotgan bir holat yoki vaziyat avvalgisiga nisbatan teng emas. Shu bilan birga ortiq yoki kamligi ham asta sekinlik bilan o'zgarayotganini ifodalaydi.

Shuni ham ta'kidlab o'tishimiz lozim-ki, xitoy tilida [一yì + hisob so'z + 比bǐ + son 一yì + hisob so'z] konstruksiyasi orqali gradatsiya hodisasining amalga oshishi boshqa konstruksiyalarga qaraganda boydir. Ya'ni, agarda konstruksiyada berilgan hisob so'zni "kun 天 tiān" so'zini qo'yadigan bo'lsak 一天比一天yìtiān bǐ yìtiān kundan kunga, "yil 年nián" so'zini qo'yadigan bo'lsak 一年比一年yìnián bǐ yìnián yildan yilga, "martta 次" so'zini qo'yadigan bo'lsak 一次比一次 har safar degan ma'noni anglatadi va biror bir voqea, hodisa darajasini kundan-kunga, yildan-yilga, borgan sari o'zgarib borayotganini bildiradi.

**Ikkinchi konstruksiya:** [Ega+ 越来越yuèlái yuè+kesim (sifat yoki fe'l)]orqali darajaning asta sekinlik bilan o'zgarishi.越来越yuèlái yuè shaxs yoki predmetning so'nggi vaqtda to'xtovsiz rivojlanishi va o'zgarishlarini taqqoslab keladi. 越来越yuèlái yuè o'zbek tiliga borgan sari, tobora deb tarjima qilinib, biror holatning avvalgisiga nisbatan darajasini ko'tarilgani

yoki pasayganini ifodalaydi. Bunday gaplarning modeli quyidagicha ko'rinishga ega: [Ega+越来越yuèlái yuè+kesim (sifat yoki fe'l)]. Masalan:

1. 她越来越漂亮了。

Tā yuèlái yuè piàoliang le.

U borgan sari chiroyli bo'lib bormoqda.

2. 他越来越想学中文了。

Tā yuèlái yuè xiǎng xué zhōngwén le.

U borgan sari xitoy tilini o'rganishni hohlayapti.

Gaplarda越来越yuèlái yuè orqali qiyosni ifodalayotgan vaqtda,越来越yuèlái yuè oddiy fe'llar oldidan qo'llanilmaydi. Agarda fe'llar oldidan kelsa, quyidagicha ko'rinishda bo'lishi kerak [10:120]. Masalan:

风刮得越来越大了。

Fēng guāde yuèlái yuè dà le.

Shamol brogan sari kuchayib bormoqda.

越来越yuèlái yuè ketidan keluvchi kesim o'zgaruvchi tomonni ifodalashi kerak. Odatda sifat yoki ichki kechinmalarni ifodalovchi fe'l bilan to'ldirilib keladi. Bunga yuqorida keltirilgan misoldagi 大dà misol bo'la oladi.

越来越yuèlái yuè so'ngi vaqtlardagi darajaning o'zgarishini ifodalash bilan birga, o'zgarishning o'zini ham ifodalab keladi, undan keyin yana daraja ravishlari 很hěn, 非常fēicháng, 比较bǐjiào kabilarni qo'llanilmaydi.

Shu bilan bir qatorda [...越...越...] konstruksiya shaklida ham qo'llaniladi. Buni batafsuli quyidagi konstruksiyalar va misollar orqali ko'rib chiqamiz.

Birinchi konstruksiya [Ega+kesim(越yuè+fe'l+越yuè+sifat)]. Masalan:

1. 汉语越学越难了。

Hànyǔ yuè xué yuè nán le.

Xitoy tili o'rgangan sari qiyinlashdi.

2. 雪越下越大了。

Xuě yuè xià yuè dà le.

Qor yog'gan sari kattalashdi.

Bu yerdagi misollardan ko'rishimiz mumkin-ki, birinchi 越yuè dan so'ng fe'l. ikkinchi 越yuè dan so'ng sifat ishlatilgan va ushbu fe'lning sifatini borgan sari ko'tarilib borayotgani ifodalanmoqda.

Ikkinchi konstruktsiya [Ega+kesim(越yuè+sifat+越yuè+sifat)]. Masalan:

1. 苹果越大越甜。

Píngguǒ yuè dàyuè tián.

Olma kattalashgani sari shirinlashmoqda.

2. 挑战越大, 我越兴奋。

Tiǎozhàn yuè dà, wǒ yuè xīngfèn.

Qiyinchilik kattalashgani sari, tobora hayajonlanaman.

Ushbu misollarda sifatni borgan sari kuchaytirib qo'llanilmoqda.

Uchinchi konstruktsiya: [Ega+kesim(越yuè+sifat+越yuè+fe'l)]. Masalan:

1. 你越小气, 别人就越讨厌您。

Nǐ yuè xiǎo qì, biérén jiù yuè tǎoyàn nín.

Sen qanchalik qizg'anchiq bo'lsang, boshqa odamlarni shunchalik joniga tegasan.

2. 孩子越小越需要爱。

Háizi yuè xiǎo yuè xūyào ài.

Bolalar qanchalik kichkina bo'lsa, shunchalik yaxshi ko'riladi.

Yuqorida keltirilgan misolga ko'ra, sifatning borgan sari fe'l orqali darajasi ko'tarilishi keltirilmoqda.

To'rtinchi konstruktsiya: [Ega+kesim(越yuè+fe'l+越yuè+fe'l)]. Masalan:

1. 我越学中文, 越觉得中文很难。

Wǒ yuè xué zhōngwén, yuè juéde zhōngwén hěn nán.

Men xitoy tilini o'rganganim sari, tobora qiyinlashib borayotganini his qilayapman.

2. 我越看, 越喜欢。

Wǒ yuè kàn, yuè xǐhuān.

Ko'rganim sari, tobora yaxshi ko'rib bormoqdaman.

Ushbu misollardan shu ko'rinib turibdiki, bu yerda ikkita ish harakati bir biriga bog'liq holda rivojlanib, ko'tarilib bormoqda.

医生月老越有经验。

Yīshēng yuè lǎo yuè yǒu jīngyàn.

Doktor qanchalik qari bo'lsa shunchalik tajribasi boy bo'ladi.

**Uchinchi konstruktsiya: 越发 yuèfā orqali darajaning asta sekinlik bilan o'zgarishi.** 越发 yuèfā orqali qiyos ifodalanganda tobora, yanada degan ma'nolarni ifodalaydi va asosan hozirgi

vaqt o'tmish bilan qiyoslanadi. Ma'lum bir narsa, hodisaning avvalgiga nisbatan o'zgarganini bildiradi. Masalan:

1. 这西门庆仔细端详那妇人, 比初见时越发标致。

Zhè Xīmén Qìng zǐxì duānxiáng nà fù rén, bǐ chū jiàn shí yuèfā biāozhì.

Simen Ching diqqat bilan ayolga qaradi. U birinchi marta ko'rganidan ham chiroyli edi.

Shu bilan birga 越发 yuèfā tobora, yanada degan ma'nolarni ifodalaydi va biror bir inson, narsa yoki hodisaning avvalgiga nisbatan o'zarganini ifodalaydi. Shu bilan uning hozirga va avvalgi holati orasida qiyos amalga oshadi. Masalan:

1. 近两年来, 他越发显得瘦了。

Jìn liǎng niánlái, tā yuèfā xiǎndé shòule.

So'ngi ikki yil ichida, u yanada ozib ketgandek ko'rinadi.

2. 过了春节, 天气越发凉快了。

Guòle chūnjié, tiānqì yuèfā liángkuāile.

Bahor bayrami o'tgandan so'ng, havo xarorati yanada sovib ketdi.

越发 yuèfā qo'llanilishi jihatidan “越”yoki “越是” bilan qo'llanilib, “越...越...” konstruksiyasi kabi ma'noni ifodalaydi. [越(是)... 越发, 越...越...] ushbu shaklda, gapning birinchi qismida sodir bo'gan holat tufayli, ikkinchi qismida u holatning yanada chuqurlashganini bildiradi [11:76]. Masalan:

1. 观众越多, 他们演得越发卖力气。

Guānzhòng yuè duō, tāmen yǎn dé yuèfā mài lìqì.

Tomoshabinlar qanchalik ko'p bo'lsa, ular shunchalik bor kuchi bilan ijro qilishadi.

2. 越是性急, 越发容易出差错。

Yuè shì xìngjí, yuèfā róngyì chū chāi cuò.

Qanchalik shoshilsa, shunchalik xato qilish ehtimoli shunchalik yuqori bo'ladi.

Quyida yana bir necha misollar orqali 越发 yuèfā qo'llanilishini ko'rib chiqamiz:

1. 在小叔的努力下, 饭馆的生意蒸蒸日上, 越发红火。

Zài xiǎo shū de nǔlì xià, fànguǎn de shēngyì zhēngzhēngrìshàng, yuè fà hóng huó.

Kichkina amakimning sa'y-harakatlari tufayli restoran biznesi tobora rivojlanib, gullab-yashnamoqda.

2. 她穿上这条裙子, 越发楚楚动人了。

Tā chuān shàng zhè tiáo qúnzi, yuèfā chǔchǔ dòngrénle.

U bu yubkani kiyib, yanada maftunkor bo'lib qoldi.

3. 听到这一振奋人心的消息, 同学们越发有干劲了。

Tīng dào zhè yī zhèn fèn rén xīn de xiāo xī, tóng xué men yuè fā yǒu gàn jīng le.

Ushbu hayajonli yangilikni eshitib, talabalarda g'ayrat yanada kuchayib ketdi.

4. 黑暗中,桌上的明珠越发熠熠生辉。

Hēi'àn zhōng, zhuō shàng de míng zhū yuè fā yì yì shēng huī.

Qorong'ulikda, stol ustidagi marvarida yanada ko'proq porlaydi.

Yuqoridagi gaplarda 越发 yuèfā+sifat shaklida qo'llanilgan bo'lib, birinchi gapda restoran daromadi avvalgiga nisbatan yanada rivojlanganligi, ikkinchi gapda qiz shu yubkani kiygandan so'ng avvalgidanda go'zallashganini, uchinchi gapda yangilikni eshitganda so'ng talabalar avvalgiga nisbatan g'ayratli bo'lishganini, to'rtinchi gapda marvaridning qorong'uda yanada ko'proq porlashi yorug'dagiga nisbatan taqqoslanmoqda.

越发 yuèfā+X konstruksiyasini ayrim tilshunoslarning fikriga ko'ra qiyoslash tizimiga kiruvchi konstruksiyalar qatoriga kiritmaydilar. Chunki, 越发 yuèfā ma'noni yanada chuqurlashtirishda qo'llanadi. Lekin biz ushbu ilmiy tadqiqot ishimizda Zhāng Linjié fikriga qo'shilgan holda, uni qiyos tizimiga kiruvchi konstruksiyalarga kiritdik. Bunda hozirgi natija avvalgisiga nisbatan chuqurroq bo'lganligi, uni avvalgi holati bilan solishtirilayotgani uchun.

Shunday qilib, 越来越 yuè lái yuè lái, 越发 yuè fā, 一天比一天 yī tiān bǐ yī tiān darajaning asta sekinlik bilan o'zgarib borishini ifodalovchi sinonim qiyos konstruksiya hisoblanadi [12:59]. Ushbu konstruksiyalar ishtirokida yasalgan gaplarning tarjimasini, semantik kategoriyasi xususiyatlaridan kelib chiqib va undagi mavjud omillarni hisobga olgan holda amalga oshirish maqsadga muvofiq. Ular anglatayotgan ma'no gapning ichki va tashqi omillari bilan bevosita bog'liq.

**Xulosa.** Maqola tahlili natijalari quyidagi xulosalarni keltirib chiqardi:

1. Gradatsiya lisoniy birliklarning ifodada ma'noni, ahamiyatlilikni yoki his-tuyg'u to'liqlinini "bosqichma-bosqich kuchaytirib yoki pasaytirib borishni ta'minlovchi tartibda joylashuvi" usuli ekanligi, unga ko'ra so'zlovchi berayotgan bahonining darajama daraja o'sib borishi yoki pasayib borishida leksik birliklarni joylashuvi orqali yuzaga chiqishi va uning ikki turi: klimaks (ko'tarilish) va antiklimaks (pasayish) turi borligi aniqlandi.

2. Gradatsiya hodisasini ifoda usuliga ko'ra, uch guruhga: mantiqiy gradatsiya, miqdoriy gradatsiya, emotsional gradatsiyaga bo'linadi. Ifoda usuliga ko'ra: leksik gradatsiya va sintaktik gradatsiyaga bo'lib o'rganilishi keltirildi.

3. Darajaning asta sekinlik bilan o'zgarib borishini ifodalovchi konstruksiyalar 一天比一天 +X vaqt o'lcho'vida asta seki o'zgarib turadigan doimiy nuqta, 越来越+X konstruksiyasi vaqt o'lcho'vida cho'zilgan diogonal chiziq, 越发+X vaqt o'lchovining ikki nuqtasi ekanligi, bunda

ushbu konstruksiyalar orqali darajaning avvalgiga nisbatan ko'tarilib yoki pasayishini ifodalashi aniqlandi.

4. 越来越, 一天比一天, konstruksiyalari bilan birga darslik va o'quv adabiyotlariga kiritilmagan 越发yuèfā konstruksiyasi tahlil qilindi va ularning bir biridan farqli, o'xshash tomonlari va qo'llash usullari ko'rib chiqildi. Shu bilan birga o'zbekzabon talabalarning ushbu konstruksiyalarni qo'llashda kelib chiqadigan bir qator muammolar tahlil qilindi.

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## **INNOVATIVE APPROACHES IN THE TECHNIQUE OF TEACHING FOREIGN LANGUAGES**

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**Annotation:** This article discusses one of the creative approaches to teaching foreign Languages for Special Purposes (LSP), the so-called case - study method. The main point of this method is an independent foreign language activity of trainees arranged in artificially created professional environment. Case studies are extremely rich in content and can provide the learner with the potential to consolidate already acquired knowledge and train specific language and managerial skills. According to the results of the research, the case - study method proved to be invaluable one to meet the desired professional foreign language learning outcomes and intercultural adaptation.

**Keywords:** methods of teaching foreign languages, case-method, case-study

The transition to a multi-level system of training at the present stage dictates the need to change approaches to the content of the educational process, create new forms of its methodological support, as well as awareness of the role of the teacher in the innovative paradigm of personality-oriented, creative learning. The variety of methods and methods of mastering a foreign language in a higher educational institution leads to the need for a rational choice of one of them or an optimal combination of complementary methods and technologies, which implies the need to generalize knowledge about methods and techniques of organizing foreign language communication.

Currently, intensive foreign language teaching is being implemented in various developing, newly created and operating methodological systems. This method is intended for business people who expect to master specific language skills in a short time. Often, an intensive course is enough to use the language in the professional field: in business correspondence, during presentations and telephone conversations, drawing up commercial proposals.

The "direct" method is known as the Berlitz method, the basic principle is to completely exclude the student's native language from the learning process, the goal is to teach the student to think in a foreign language. The business (activity) approach involves learning a foreign language in combination with the practice of communication in the professional field. This opportunity is provided by language schools in New York, London, San Francisco, Toronto and other global business centers. The formation of a certain level of foreign-language professional communicative competence is an actual and effective basis for further foreign-language professionally oriented communication of university graduates. [Galustov A.R, 2012:17].

The case study method, which has won leading positions in the modern practice of studying abroad, by developing the mastery of these speech functions, makes it possible to master the knowledge of a specialty in a foreign language, to increase the level of their professional

competence and self-esteem. At the same time, the learning goals defined earlier in the methodology: a communicative attitude, a language goal, mental and educational goals, etc. - remain as relevant. The leading role in the theoretical development of the method and its practical application belongs to P. Duff, S. Faltis, J. Heap [ P. Duff, 2008:237; Faltis C, 1997:125; Heap J, 1997:219].

The "case method" (English case method, case study, case study method) is a teaching technique that uses a description of real (economic, social and business) situations. M. Dolgorukov refers the "case study" method to "advanced" active teaching methods [ Dolgorukov.A.M.,2002:21 ]. An increase in the student's "baggage" of analyzed cases increases the likelihood of using a ready-made scheme of solutions to the current situation, forms skills for solving more serious problems. Situational learning teaches the search and use of knowledge in a dynamic situation, developing flexibility of thinking. E.N. Zakharova believes that "competence-oriented vocational education is aimed at mastering activities that ensure readiness to solve problems and tasks based on knowledge, professional and life experience, values, other internal and external resources" [Zakharova E.N., 2011: 33].

The use of the case method in English classes in a professional environment pursues two complementary goals, namely: further improvement of communicative competence (linguistic and socio-cultural) and the formation of professional qualities of students. Familiarity with the case (reading a professionally directed text in which the task of the specialty is formulated, in the original or with small abbreviations and minor adaptation, and subsequent translation), independent search for a solution (internal monologue speech in English), the process of analyzing the situation during the lesson (monologue and dialogic speech, prepared and spontaneous, also in English) are all examples of communicative tasks. Classroom communication related to the work on the case, which is characterized by dispute, discussion, argumentation, description, comparison, persuasion and other speech acts, trains the skill of developing the correct strategy of speech behavior, compliance with the norms and rules of English-speaking communication. Students' comments on the content of the case are evaluated by the teacher according to the following skills: analytical, managerial, decision-making skills, interpersonal communication skills, creativity, oral and written communication skills in English (lexical and grammatical aspect). Therefore, the case study method includes both a special type of educational material and special ways of using it in the educational practice of the English language. The disadvantages of using this method of organizing training include the fact that it is difficult to guarantee the independence of performing all tasks in the case of individual students. The case method in foreign language classes is recommended to be used in groups with a certain stock of knowledge in the specialty and a



sufficient level of foreign language proficiency. In addition, being a complex and effective method of teaching, the case method is not universal and is effective only in combination with other methods of teaching foreign languages, because by itself it does not lay down a mandatory normative knowledge of the language. Nevertheless, the use of the case method in learning a foreign language increases the level of knowledge of a foreign language in general. The method develops creative thinking; develops presentation skills; develops the ability to conduct a discussion, argue answers; improves the skills of professional reading in a foreign language and information processing; teaches you to work in a team and develop a collective solution. In the conditions of interactive learning, students have a stronger sense of personal involvement in the educational process and responsibility for their own educational results is formed. Discussion, analysis of real situations, brainstorming, business game, project task lead to the creation of a favorable psychological atmosphere in the classroom, to strengthen the speech and intellectual activity of students, increase their sense of self-confidence and create a semantic context of communication. The pedagogical potential of the case study method is much greater than the pedagogical potential of traditional teaching methods. The case study method is an extremely effective tool that allows you to apply theoretical knowledge to solving practical problems.

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**CHET TILLARINI O'QITISHDA KOMMUNIKATIV YONDASHUV**  
**(Communicative approach to foreign language teaching)**

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**Annotatsiya:** Bu maqola ideal tarjima ma'nosi aniq va ishlatilgan retseptorlari til shakllari uchun tabiiy bo'lishi kerakligi haqida yozilgan va shu mavzuga bag'ishlanadi. Dastlabki matn bilan tanish bo'lmagan maqsadli auditoriya uni osonlikcha tushunadi. Tarjimaning muvaffaqiyati uning ushbu ideallarga qanchalik yaqin ekanligi bilan o'lchanadi. Shunday qilib, tarjima manba tili matnining leksikasini, grammatik tuzilishini, aloqa holatini va madaniy kontekstini o'rganish, uning ma'nosini aniqlash uchun tahlil qilish, so'ngra tegishli bo'lgan leksika va grammatik tuzilish yordamida shu ma'noni qayta tuzishdan iborat. retseptor tili va uning madaniy konteksti haqida ham ma'lumot berilgan. Quyidagi maqolada kommunikativ yondashuv va uning chet tillarini o'qitishda qanday foydalansih to'g'risida ham ma'lumot berilgan.

**Annotation:** This article is devoted to the topic of the ideal translation, in which the meaning is clear and the receptors used must be natural to the language forms. The target audience, unfamiliar with the original text, will easily understand it. The success of a translation is measured by how close it is to these ideals. Thus, translation consists of studying the lexicon, grammatical structure, state of communication, and cultural context of the source language text, analyzing it to determine its meaning, and then reconstructing that meaning using appropriate lexicon and grammatical structure. receptor language and its cultural context. The following article also discusses the communicative approach and how to use it in foreign language teaching.

**Kalit so'zlar:** Ideal tarjima, tarjima kompetensiyasi, leksika, grammatika, kommunikatsiya, kommunikativ yondashuv, tahlil va analiz.

**Keywords:** Ideal translation, translation competence, vocabulary, grammar, communication, communicative approach, analysis and analysis.

Hozirgi kunda jamiyatimizda talabalarni tarjima kompetensiyasini shakllantirishda ustozlar innovatsion texnologiyalar va g'oyalardan foydalanib, ta'lim berish jarayonida avval tilning fundamental bilimni shakllantirib, so'ngra bosqichma – bosqich ularda tarjima tushunchasini shakllantiradilar va tarjima kompetensiyasini rivojlantiradilar. Oxirgi paytlarda tarjimaga bo'lgan ehtiyoj ham avvalgiga qaraganda ancha katta. Bu esa o'z navbatida bizlardan jamiyatimizga yetuk mutaxassislarni ya'ni tarjimonlarni tayyorlab berishimizni talab etadi. Tarjimonlarni tayyorlashda xorijiy tillarni o'qitishda o'qituvchilar talabalarga xitoy tilidagi matnlarni audio yozuvlarni eshitish orqali va ularga xitoy filmlarini qo'yib berish orqali ham yuqori natijalarga erishish mumkin.

Mashxur olim S.I.Ojogov talabalarda tarjima kompetensiyasini shakllantirish uchun quyidagi jadvaldagi tushunchalarni shakllantirish kerak degan xulosaga keldi: (1.1 jadval)

### 1.1 jadval

<b>Talabalar uchun ishlangan maxsus tarjima kompetensiyasi</b>
<b>Talabalarga tarjima kompetensiyasini tushuntirish uchun yaratilgan dastur</b>
<b>Tarjima kompetensiyasi haqidagi ilk tushunchalar</b>

Jadvalda keltirilgan ta'rifga ko'ra, matn tarjimasi yoki og'zaki tarjimlar turlicha bo'lishi mumkin. Bunda bu talabalarning bilimiga bog'liq bo'ladi bu ularning xitoy tilini bilish darajasiga tayanadi. Tarjima qaysi soxaga tegishli ekanligi haqida gap ketadi. Bu ta'rifda quyidagi jadval misol bo'la oladi:

S.I.Ojogov yana quyidagi jadvalni ham talabalarda tarjima kompetensiyasini shakllantirishda foydalanishni tavsiya etadi. [Масловец, 2019:23 ]

Xitoylik olim 栋 刘 ( Dong Liu) tarjima kompetensiyasi amalga oshirish uchun quyidagilar zarur deb aytadi, ya'ni:

1. Tarjima qanday soxaga tegishliligi;
2. Qaysi kitobdan tarjima qilishni bilish va tarjima mahorati;
3. Terminologiya bilan ishlashni bilish;
4. Maxsus tarjima teoriyasini bilishdan iborat.

Yozma tarjima ilmiy–texnik matnlardan, ish jarayonidagi yozishmlarda, ustavlarda,shartnomalarda, iqtisodiy shartnomalarni tuzishda, proektlarni amalga oshirishda, sudlarda, aktlar tuzishda va ekspertizalarni yozishda ishlatiladi.

Sinxron tarjimada ko'rib o'g'zaki yoki yozma audio orqali ilmiy va amaliy konferensiyalarda va leksiyalarda ishtirok etishda ishlatiladi.

"Yondashuv" atamasi adabiyotda ham keng ma'noda, ham tor ma'noda ishlatilishi mumkin. So'zning keng ma'nosidagi yondashuv haqida gapirganda, biz ushbu kontseptsiyaning uchta tarkibiy qismini nazarda tutamiz:

Lingvistik tarkibiy qism - o'rganish uchun til vositalarini qanday tanlashimiz  
Didaktik komponent - biz qanday texnika va texnologiyalarni qo'llaymiz, o'quv materialini ishlab chiqishni qanday tashkil qilamiz.

O'qitishning psixolingvistik asoslari - talabalar va o'qituvchilarning o'rni qanday, ularning o'zaro munosabatlari qanday, talabalar tomonidan til materialini idrok etishning o'ziga xos xususiyatlari qanday hisobga olingan [Ochilova, 2019:24].

Kommunikativ yondashuv- bu usulning yetakchi yo'nalishi aloqa hisoblanadi. Talabalar o'zlarining til qobiliyatlari va ko'nikmalarini haqiqiy chet tillari bilan aloqa qilish sharoitlarida qo'llaydilar. Bunday imkoniyatlar tufayli o'quvchilar oldinroq olingan bilim va ko'nikmalardan foydalangan holda o'z fikrlarini chet tilida erkin bayon qilishlari mumkin [Савина,2017:45].

Kommunikativ yondashuv quyidagilar bilan tavsiflanadi:

Til o'rganish - bu muloqot qilishni o'rganish;

Til individual sinov va xatolar tufayli yaratiladi;

Kommunikativ kompetensiya - bu istalgan maqsad (til tizimidan samarali va to'g'ri foydalanish qobiliyati);

O'qituvchilar talabalarga til bilan ishlashga turtki beradigan tarzda yordam berishadi;

Til kontekstda o'qitiladi;

Muloqotga urinishlar boshidanoq rag'batlantiriladi.

Shuning uchun biz quyidagi xulosaga keldik, ya'ni kommunikativ yondashuv tarjima kompetensiyasi bilan bog'liqligi shundaki, bunda talabalar turli davlat vakillari bilan aloqa qilish maqsadida til – ularning quroli hisoblanadi, kommunikati yovdashuv esa talabalar va ta'lim berayotgan o'qituvchi tomonidan bo'lishi ham zarur.

### **Xitoy tilini o'rganishda kommunikativ yondashuv**

Kelajakda jamiyatga kerakli mutaxasislarni tayyorlashda biz kabi o'qituvchilar talabalarga xorijiy tillarni o'qitishimiz zarur. Bu esa faqatgina muloqot uchun emas, balki tildan tashqari ulaning shu xalqning o'rganayotgan til vakiklarining madaniyati bilan tanishishga ham juda katta imkoniyat yaratib beradi. Globallashuv jarayonida bu insoniyat tarixining faoliyati bilan bog'liq holda muloqot qiluvchilarning ko'payish jarayoniga olib keladi. Agar muloqot qiluvchilar tilni mukammal bilsalar bir-birlarini to'liq tushunadilar va so'zlashgan vaqtlarida hech qanday qiyinchiliklarga duch kelmaydilar. Buni amalga oshirishda nafaqat shaxsni shakllantirish ya'ni

talaba dialog madaniyatini ham rivojlantiradi. Xorijiy tillarni o'qitishda turli xil metodlar usullar qo'llaniladi. Ular yildan yilga o'zgaradi va yangilanib boradi [刘甜,2019:65].

Demak, bu usullarni ko'rsatishimizdan maqsad shuki, olimlar turli usullar yoradimda chet tilini tarjima kompetensiyasiga shakllantirishda usullar yordamida talabalarga matnlarni yozma va og'zaki tarjima qilish jarayonida shu usullar orqali mukammal bilim egallashlari mumkin.

Xitoy tilini o'qitish jarayonida birinchidan, o'z yurtida boshqa millat vakillarining madaniyatini qanday qabul qiladi. Ikkinchidan, talabaniq intellektual va psixofiziologik mexanizmlari qanday ishlaydi, yuksak aqliy faoliyati qay darajada ishlaydi bu juda muhimdir. Uchinchidan, - bu talabalarni o'zaro dialog madaniyatiga o'rgatadi, bu esa hozirgi zamonning eng dolzarb muamolaridan biridir. Biz bilim berayotganimzda nafaqat ularning og'zaki nutqini, shu bilan birga ularning aqliy faoliyati va muloqotga kirishish jarayonini ham ularga o'rgatishimiz lozim .

Bu ikkita olimlarning fikrlarini bir-biriga yaqin tomoni shundaki, talabalar xitoy tilini tarjima kompetensiyasini shakllanishida talabalar kommunikativ yondashuvdan foydalanib, matnlarni o'zi mustaqil holda o'qituvchining yo'llanmasi asosida tarjima qilishga kirishadi va uni a'lo darajadi bajarishga harakat qiladi. Kommunikativ usul orqali talabalar aqliy bilimlari asosida boshqa millat vakillari bilan muloqot jarayoniga kirishadi va ular bilan so'zlashish jarayonini boshlaydi. [Киров, 2018:56]

20-asrning 60-yillarida E.I.Passov xorijiy tillarni o'rganishda kommunikativ usuli ishlab chiqdi. Uning bu usuli 40 yil davomida Rossiya va boshqa shaharlarda ham foydalanib kelinmoqda. Xorijiy tillarni o'qitishdagi kommunikativ usul unda turli xil modifikatsiyalardan foydalaniladi. Kommunikativ usulning yondashuvi bu dasturlarni tuzib, xorijiy tillarni so'zlashuv uslubda qo'llash juda ham muhimdir. Bunda biz tanishuvni yo'lga qo'yamiz, yangilik eshitamiz, so'zlashuvchiga nisbatan o'z fikrimizni bildira olishimiz mumkin .

Muallim-metodist tavsiyasi bilan va bolalar boshchiligida talabalar "Metodik papka" tutadilar. Unda yozgan leksiya daftari, seminar va laborotoriya mashg'ulotlaridan konspekti, pedagogika amaliyotida o'tgan darslarning rejalari, qo'lbola albomlar, ko'rgazmalilik, didaktik tarrqatma materiallar jamlanadi. O'quv-metodik adabiyot, matbaa yo'li bilan chop etilgan va qo'lda yasalgan audiovisual (eshitish va ko'rishga mo'ljallangan ) vositalar amaliyot jarayonida yozilgan o'quv va tarbiyaviy rejalar talabaniq ish boshlashi uchun darkor "Metodik papka" ning ichiga kiradi [Синёва, 2016:45].

Biz mazkur tadqiqot ishimizda tarjima kompetensiyasi tushunchisiga ta'rif berishdan avval kompetensiya so'zining o'zi nimani anglatishini bilishimiz lozim. Shuning uchun biz bu so'z qanday ma'noni anglatishiga to'xtalib o'tamiz.

Berilgan ko'plab ta'riflarni umumlashtirgan holda, ushbu tushunchalarni sharxlashda quyidagi xulosaga keldik: "Kompetensiya" – ma'lum bir soxada faoliyat yuritish jarayonida shasiy sifatlar hamda bilim, ko'nikma va malakalarning samarali qo'llanilishi, "kompetentlik" esa muayyan faoliyatni amalga oshirish uchun mavjud hamda yuzaga chiqishi mumkin bo'lgan layoqatdir.

"**Kompetent yondashuv**" tushunchasi XXI asr boshida ta'limni modernizatsiya qilish muammolari va yo'llari borasidagi munozaralar jarayonida ommalashdi. Rus tilshunosligida ta'lim jarayoniga kompetent yondashuv masalasi dastlab I.Zimnaya, A.Xutorskiy, B.Elkonin kabi ko'plab olimlar tomonidan tadqiq etilgan bo'lib, ularning ishlarida kompetensiyaga ega mutaxassis malakali mutaxassisdan nafaqat ma'lum darajadagi bilim, ko'nikma va malakalarga egaligi, balki ularni ish faoliyatida qo'llay bilishi hamda samarali qo'llashi bilan samarali farq qilishi ta'qiqlanadi. Kompetent yondashuv ta'lim maqsadlarini belgilashning umumiy tamoyillari, ta'lim mazmunini tanlash, ta'lim jarayonini tashkil qilish va ta'lim natijalarini baxolash yig'indisidir.

O.Permyakov ta'rifida kompetentlik deganda shaxsning kasbiy ta'lim muassasi bitiruvchisini tayyorlash natijasi sifatida ma'lum sohalarada faoliyat yuritish uchun umumlashtirilgan sifatleri tavsifi tushuniladi. Uning fikricha, "**kompetensiya** – faoliyat subyektning layoqati, bilim, ko'nikma va malakalarni yaxlit ajralmas tarzda aks ettirib, uning muayyan faoliyat turi doirasidagi funksiyalarni bajarishdagi tayyorligini ko'rsatadi".

Iqtisodiy–sotsial o'zgarishlar va informatsion rivojlanish jarayonida O'zbekiston Respublikasida hozirgi kunda B1darajadagi talabalarda tarjima kompetensiyasini shakllantirish uchun yangi interaktiv metodlar yaratildi. Yangi kadrlarni tayyorlashda esa bu malakali kompetent ko'nikmaga ega bo'lgan kadrlarni tayyorlash dolzarb muammolardan biridir. Bunday natijaga erishish uchun biz o'quv jarayonida yangi texnologiya, usullar va o'qitishning yangi usullariga tayanamiz. Dunyo bo'yicha talabalar 2011-2020 yillardagi ta'lim jarayonidagi talabalar quyidagi kompetensiyalarga ega bo'lishilari kerak:

1. O'z kuchiga va bilimiga tayangan holda Vatani uchun bilim va ko'nikmalarini namoyon etish;
2. O'ziga tayangan holda qaror qabul qilish;
3. Texnologik va information bilimlaridan keng foydalanish;
4. Og'zaki va yozma jarayondagi muloqotga tayyor turish;
5. Kelajakdagi sotsial hamkorlikka tayyor turish;
6. O'zini –o'zi rivojlanirishga tayyor turish va yuksalishga erishish.

Bo'lajak kadrlarni va yetuk mutaxassislarni tayyorlashda bugungi kunda ustozlar ham interaktiv yangi usullarga tayanadilar. Yetuk mutaxassislar nafaqat tilni mukammal bilishi, undan tashqari kompyuter soxasini ham, ilmiy-amaliy ish olib borishni va uni tahlil qilishni ham bilishi

kerak. Shu sababli ham o'qituvchi ishlash jarayonida o'z pedagogik qo'llanmalari va interaktiv usullardan foydalangan holda dars beradilar. Bizning davlatimiz demokratik yo'lni tanlagani uchun, talabalarda biz ohirgi paytda interaktiv usullardan foydalanyapmiz. Bu interaktiv usullar oson ko'ringani bilan lekin juda ham murakkab va ularni qo'llash ham unchalik oson emas. Shuning uchun ham talabalar bu kabi kompetensiyalarga ega bo'lishlari uchun biz o'qituvchilar ularga tarjima kompetensiyasini shakllantirish jarayonida ularga modul texnologiyasi va interfaol usullardan foydalangan holda ta'lim berishimiz zarur.

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**NEW INFORMATION TECHNOLOGIES IN TEACHING  
FOREIGN LANGUAGES**

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**Annotation:** Every year more and more varieties of methods and forms of distance learning with the use of new information technologies which appear in the field of foreign language teaching. They are not only separate technical means or systems of information exchange and transmission, with the help of which the educational process is carried out, but also an integral system of teaching methods aimed at the development of students' communicative competencies, the development of speech skills. The main subject of learning a foreign language is the

development of all types of speech activity, starting with oral communication and ending with the development of abilities for diverse work with the text to extract information, as well as the formation of statements based on this information.

**Keywords:** distance learning, latest SMART technologies, modern information technologies, individual capabilities, skills, virtual environment

Work experience shows that the use of various electronic sources and means arouses interest among students, increases their motivation to study. However, it should be noted that their use in the educational process is different: from full distance learning to partial use in lectures and seminars.

Application of the latest SMART technologies (webinars, blogs, Twitter, videos- and audio podcasts, in asynchronous and online modes) in the process of teaching foreign languages allows you to simulate learning situations, increasingly complements traditional teaching methods, helps to form a communicative core or fundamental skills of foreign language communication from awareness of the ability to express thoughts in another language to the skills and abilities of self-solving communicative and cognitive tasks, increases students' motivation to study, makes them take a fresh look at the subjects studied, thus revealing their creative and intellectual potential.

In working with modern information technologies, the role of a teacher (tutor) is especially increasing as a coordinator and organizer of the learning process, who gets the opportunity to more flexibly direct the learning process, taking into account the individual capabilities of each student. When teaching a foreign language, it is necessary to take into account its features. Since the specifics of mastering a foreign language is its duality (on the one hand, the study of linguistic structure, on the other — the development of speech), the question arises of finding optimal teaching methods taking into account the psychological factors of speech development and conscious mastery of linguistic structures [Vladimirova L., 2002:35].

The communicative method involves the construction of the learning process as a model of the communication process. Therefore, we need to find a form within which the content of communication functions and it will be an adequate basis for the selection and organization of speech material.

Properly organized teamwork and communication-oriented construction of the educational process as a whole will be of great importance for the success of teaching communication in a foreign language. It is obvious that the success of the joint activity of the student and the teacher largely depends on the organization of this activity. And here independent work comes to the fore. Effective command of a foreign language presupposes, first of all, the ability to work independently on language learning, maintain and constantly replenish their knowledge, improve



skills, develop a communicative and information culture. In this regard, the independent educational activity of the student as the basis of productive language education becomes the most important component [Hazarova H.B. 2016:7].

A feature of the modern educational process at the university is a significant amount of individual independent work of the student, the possibilities of which are expanded today, including through the use of modern information and educational environment.

Teachers in all countries of the world are becoming more aware of the advantages that the skillful use of modern ICT in the field of education gives. ICTs help to solve the following problems: improving learning processes, increasing educational results and motivation, networking and joint projects, improving the organization and management of the educational process. And this is not surprising, since the opportunities that ICTs provide for the development of an innovative economy and modern society have also become available for education [Yoon, B. ,2008: 514].

We emphasize that the success of communication depends on:

- the desire to make contact, i.e. to realize the speech intention that has arisen, allowing to establish mutual understanding with other people;
- the degree of proficiency in structural and systemic formations at different levels of the language and on the ability to use them in appropriate communication situations;
- the possession of a set of formulas that organize both written and oral speech necessary for performing verbal procedures.

The teacher (tutor) needs to create communicative communication situations and bring acquired speech clichés into speech, compose different writing formats, form the ability to extract and process information from what he has read, prepare students for conducting a discussion in a foreign language. So, having studied the program topics in the classroom, the teacher (tutor) chooses a topic for organizing independent work of students in the forum. These can be a variety of topics of the specialty language: New Inventions in IT Technology, Business organizations, Forms of Business Organization and Companies, Law and others.[ Yamakawa, Y, 2005:189]

The essence of students' independent work is that they have the opportunity to prepare an answer using the Internet, check the structure and spelling of sentences, and the teacher (tutor) can correct them using various functions: underlining, highlighting speech errors in the text, changing the order of words in a sentence, etc. The teacher can also refer the student to the available materials, as well as pay attention to them in full-time classes in the classroom.

Oral communication is not carried out without such a type of speech activity as listening. This is the basis of communication, from which the mastery of oral speech begins. It consists of

the ability to differentiate perceived sounds, keep them in memory while listening, integrate them into semantic complexes, carry out probabilistic forecasting and, based on the communication situation, understand the perceived sound chain. At the same time, the process of perception takes place at a certain normal pace, characteristic of a given language, from different sources, with natural interference of a speech and non-speech nature.

The interest of teachers in new teaching tools allows us to see the educational possibilities of modern hardware and software in the process of teaching listening and writing in a foreign language.

Teaching foreign languages is a purposeful and organized process of interaction between students and teachers aimed at the formation of language competence. This is the interaction of a teacher and a student in the process of teaching foreign languages, aimed at the formation of linguistic, intercultural and communicative competence of students. This is not only a description of the educational process and the conditions for its implementation, but also the development, creation of new models of teaching foreign languages, the use of the latest information technologies of teaching.

The conditions of the modern educational environment provide students with significant opportunities for independent work on the language in order to ensure the difference at different levels using various electronic resources. This allows you to develop an individual trajectory and gives the student the opportunity to realize and improve. Thus, teaching students with the help of the latest information technologies allows them to increase motivation to study, promotes the development of their cognitive activity, significantly increases interest in learning and the level of creative self-realization, and also gives good results in the formation of communication skills compared to traditional methods.

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## FLUENCY AND ACCURACY IN SPEAKING

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**Annotation:** the article is devoted to the role of accuracy and fluency in speaking of learners. The paper focuses on the way of how students of higher education institution can be both fluent and accurate in speaking. In the Journalism and Mass Media University of Uzbekistan, foreign language instructors, guide the learners not only to improve their fluency and accuracy, but also students' professional competence in exact language. This article provides brief overview of the analysis of the role and ways of both accuracy and fluency in speaking, hardships and barriers that can be faced during it, bring studies closer to practice.

**Keywords:** competence, self-education, berries, practice, fluent oral language, the method of interrupting the content, specific points of language.

Speaking is one of the most important skills, and to speak and write both fluently and accurately is a skill, that not all of learners can achieve. Accuracy and fluency are two different aspect of learning English, student ask all the time which is more important. In speaking, fluency means production naturally, while accuracy is the speech, constructed on rules. Yuan and Ellis point out that accuracy is the level where the spoken language meets the standards of target language, involving correct use of pronunciation, grammar and vocabulary, while Skehan referred the fluency to the speaking without any hesitation [Yuan and Ellis 2003, Stekhan 1996]

There are times when one should focus on one more than the other, and producing fluent oral language has often meant a hardship and barrier for English learners. You can ask "Why?", as Hartmann and Stork mentioned that 'fluent' means when a speaker can use appropriate structure, using the pace of speech and natural way to deliver the content [Hartmann and Stork 1976]. As it is said about the pace of speech, here is must be mentioned about 3 aspects of fluency according to the Nation: "the speed and the flow of the language output", "the degree of control of language elements like rhythm and rhyme, volumes, stress and pronunciation of the words" and the last aspect is "the method of interrupting the content" [Nation 1989: 17]. The help of native

speakers to improve fluent speaking is great, and being able to communicate with them means even more support for learners. Most English language learners are actually familiar with the fact that the best way to develop ones speaking skills is to adapt to it in an English-speaking environment. Ones should follow this rule: "Practice makes man perfect", because learning languages is also like some skills as driving or knitting etc., the more you practice, the better you speak. Therefore, according to Hashemi "the teacher should practice with students at the core of the language so that they become automatic with them" [Hashemi 1991: 76].

Cunningham noted that "speaking needs that learners not only recognize how to produce specific points of language for example grammar, vocabulary or pronunciation (linguistic competence), but also they recognize when, why and in what ways to produce language (sociolinguistic competence)" [Cunningham 1999: 35]. People who know a language are referred to as speakers of this language, as if speaking integrated all other types of skills, and many, if not most foreign language learners are mainly interested in learning to speak. Nolasco mentions that being able to speak fairly correct English is one thing, and being able to engage in a continuous, interactive, mentally satisfying conversation is quite another [Nolasco, 1987]. Conversation is such a natural part of our life that many people are not aware of what is happening inside it. However, the conversation follows certain rules that must be followed.

Fluency and accuracy are closely related to each other, for construction successful communication, and there are two different teaching approaches: accuracy-oriented and fluency-oriented, as Willerman compares that the first one focuses on repetition of forms or grammatical structure, that are taught to help language learning, while the second one focuses on developing speaking skills through meaningful communication, not paying attention to the small, unnecessary mistakes [Willerman, 2011]. But he mentions that instructors using accuracy-oriented approach complained about ineffectiveness of it and the boredom found among learners.

Koponen and Riggenbach define four main terms of fluency, which can help to look at from different points in linguistic terms:

the first one is "smoothness of speech", this is primary term fluency, the second one is "fluency as proficiency", which is broader view, the next is "fluency as automaticity of psychological processes" and the last one of fluency is that "fluency as opposed to accuracy", which is supported by Brumfit that he showed the difference between accurate speech, in which the learner is focused on the language activity itself and fluent speech in which the learner is focused on communication [Koponen and Riggenbach, 2000: 8, 16, 17; Brumfit, 1984]

Also Koponen and Riggenbach pointed, as the definition of fluency will be different from situation to situation, the evaluation criteria will also be changed depending on the definition of used fluency [Koponen and Riggenbach, 2000].

Dr. Jeevan Kumar noted that “one might see someone speaking English fluently, and people can understand that person easily and clearly Dr. Jeevan Kumar, [2013]. But, if you ask a native speaker or a teacher, he will point out several wrong sings in grammar. Some other people will be very good at grammar and vocabulary, but if their pronunciation is not good, ones can misunderstand him though he uses the sentences in standard and correct English. Therefore, the teacher has to combine fluency and accuracy and meticulously design certain language tasks that may help the learner to improve the speaking skills”, both accuracy and fluency should be developed, as they are important teaching speaking skills in the class.

All things considered, developing fluency and accuracy is very essential in English speaking, they are connected with each other, and as a learner and instructor we must try to speak understandable and accurate.

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## NEMIS TILINI SAMARALI O'QITISHDA YOUTUBE PLATFORMASIDAN FOYDALANISH (Using youtube in effective teaching of german language)

*Qurbonova Nargiza Samadovna*

**Annotation:** The functions of YouTube to learn the German language are described in the article. Skills of language, which can be improved, with a help of technology are analyzed. Efficient language learning tips with a help of technology are proposed.

**Annotatsiya:** Ushbu maqolada YouTubening nemis tilini o'rganish funksiyalari tasvirlangan. Texnologiya yordamida takomillashtirilishi mumkin bo'lgan til ko'nikmalari tahlil qilinadi. Texnologiya yordamida til o'rganish bo'yicha samarali maslahatlar taklif qilingan.

**Keywords:** SMART education, foreign language learning, YouTube, self study, German language, Web resource

**Kalit so'zlar:** SMART ta'lim, chet til o'rganish, YouTube, mustaqil ta'lim, nemis tili, Veb –resurs.

Bugun biz yashab turgan axborot va texnologiyalar asrida dunyoning barcha burchaklarida ma'lumot almashinish jarayoni nihoyatda tezlashdi [Андреев А.А Тихомиров В.П., 1999: 164]. Aloqa va axborot texnologiyalari fanning turli sohalarida, xususan til o'rganish sohasida ham tubdan sifat o'zgarishlari sodir bo'lishiga hissa qo'shadi. Biz kundalik foydalanadigan mobil ilovalar chet tilini, xususan nemis tilini o'rganishda ham samara berishi mumkin.

Hozirgi vaqtda "SMART" tushunchasi ta'lim tizimini rivojlantirishdagi asosiy maqsadlardan biri hisoblanadi Bunda bilimning asosiy manbai – elektron, ta'limiy Internet-kontent, texnologik operatsiyalar orqali o'qituvchi va talabalarning o'zaro fikr va bilim almashinuvini ta'minlashdan iborat. SMART yoki Aqlli ta'lim - bu barcha ta'lim jarayonlarini, shuningdek usullarini har tomonlama modernizatsiya qilishni o'z ichiga oladigan tushuncha va bu jarayonlarda ishlatiladigan texnologiyalardir.

SMART ta'limi yuqori darajadagi ta'limni ta'minlay olishi, zamonaviy dunyoning qiyinchiliklari va imkoniyatlariga javob bera olishi bilan yoshlarga tez o'zgaruvchan, beqaror sharoitga moslashishga imkon beradi. Veb -resurslardan foydalanib quyidagi vazifalarni bajarish mumkin [Tony Erben, Ruth Ban and Martha Castaneda, 2009: 81]:

- dars mazmuniga tarmoq materiallarini kiritish;
- loyiha ustida ishlash doirasida o'rganuvchi tomonidan ma'lumotni mustaqil izlash;
- turli murakkablikdagi Internet materiallari yordamida o'qish ko'nikmalarini rivojlantirish
- Internetdagi audio matnlar asosida tinglab tushunish ko'nikmalarini yaxshilash;
- onlayn manbalar asosida so'z boyligini zamonaviy chet tilining qisqartmalari bilan boyitish;
- ma'lum bir til madaniyatini o'rganish.

Hozirgi vaqtda chet tillarini mustaqil o'rganishga bag'ishlangan ko'plab saytlar mavjud. Bunday saytlarda chet tili o'qituvchilarining tayyor darslari, mashqlar, audio yozuvlar, o'quvchiga tushunarsiz bo'lgan grammatik mavzularning batafsil bayonini topishingiz mumkin [Зайнутдинова М.Б., Хожиева Н.Ж., 2016: 182].

Bunga yorqin misol sifatida kompyuter texnologiyalari mutaxassislari tomonidan ishlab chiqilgan Youtube kabi dasturlarni ko'rsatish mumkin, platforma orqali tilni qisqa muddat ichida va nemis tilini ona tili sifatida so'zlashuvchilar tomonidan taqdim etilgan darslarni to'g'ridan-to'g'ri tomosha etib o'rganish imkoniyati mavjud. Bu kabi dasturlar axborot texnologiyalarining jadal rivojlanishi va internet tarmog'i va ijtimoiy tarmoqlar foydalanuvchilari sonining oshishi bilan yanada ommalashdi.

Nemis tilini sayohat qilish maqsadida bazaviy darajada o'rganish uchunmi, yoki o'z bilimlaringiz doirasini kengaytirish maqsadidami, yoki bo'lmasa imtihonlar topshirish oldidan puxta tayyorgarlik ko'rish uchun, xorijda ishlash istagida bo'lganlar uchun bo'ladimi, Youtubeda maqsadingizga mos kanalni tanlab o'zingizga mos vaqt va sharoitda ushbu dastur orqali darslarni ko'rib chiqishingiz mumkin.

Youtube platformasi orqali nemis tilini bir necha xil ta'lim shakllarida o'rganishingiz mumkin. Grammatika qoidalarini tushuntirish oldindan tuzib chiqilgan va saytga yuklangan taqdimotlar yoki video ko'rinishida bo'lib, o'rganuvchiga dras jarayonida kirib tanishib chiqishga imkon beriladi. Tinglab tushunish qobiliyati ham katta ahamiyatga egaligini hisobga olgan holda ma'lumotlar video ko'rinishida Powtoon dasturida yaratilgan lavhalar, qo'shiqlar va subtitrli nemis filmlari bo'lishi mumkin. O'tilgan mavzuni mustahkamlash bo'yicha qo'shimcha amaliyot

Xalqaro ilmiy-amaliy konferensiya to'plami

uchun uy vazifasi, albatta mashqlar ko'rinishida beriladi, buning asosida o'rganuvchi o'tilgan mavzuni yaxshi mustahkamlay oladi.

Youtube asosida nemis tilini o'rganishni rejalashtirgan o'rganuvchi yangi o'rganilgan materialni yaxshi o'zlashtirish uchun qulay sharoitda va joyda bo'lishi maqsadga muvofiq. Nemis tilini mustaqil uyda o'tirib onlayn tarzda o'rganish vaqtni tejashga imkon beradi. Quyida nemis tilini o'rganish uchun eng samarali deb topilgan kanallarni havola etamiz:

1. [Travlang.com](http://Travlang.com) — nemis tilining eng batafsil tematik bo'limlari mavjud ingliz tilidagi sayt.
2. [German.about.com](http://German.about.com) — eshitish va to'g'ri talaffuzni rivojlantirish uchun grammatika, mashqlar, treninglar.
3. [Mediasprut.ru](http://Mediasprut.ru) — tilni o'rganish va takomillashtirishga bag'ishlangan rus, nemis va xorijiy saytlarga havolalarning keng katalogi.
4. [Deutsch-uni.com.ru](http://Deutsch-uni.com.ru) — nemis tilini o'rganayotganlar uchun qiziqarli sayt, juda foydali va qiziqarli ma'lumotlar.
5. [Speakasap.com](http://Speakasap.com) — Yelena Shipilovaning sayti. Kim kamida bir marta nemis tilini mustaqil ravishda o'rganishni boshlagan bo'lsa, ehtimol uning ismini eshitgan.

Video darslarni tomosha qilish jarayonida o'rganuvchi o'z lug'at boyligini kengaytirishi mumkin. Bu videroliklarni doimiy ravishda ko'rib borish orqali passiv lug'at boyligidagi so'zlarni aktiv lug'atga o'tkazishni tezlashtiradi.

Ushbu platformaning eng asosiy ijobiy xususiyati shundaki, o'rganuvchi o'rganish tizimi grafigini va vaqtini mustaqil tanlashi, shuningdek, offlayn ko'rib chiqish uchun Youtube platformasining o'zida yoki, SaveFrom dasturi orqali kompyuter va boshqa qurilmaga saqlab olishi mumkin. Bu esa ta'lim sifatini oshirishga imkon yaratadi [Боратко Я.Н, 2012: 69]. Bu kabi mustaqil va interaktiv ta'lim turi nemis tilini o'rganish uchun o'quv markazlariga borish imkoniyatiga ega bo'lmagan sayohatchilar, yosh onalar, talabalar, biznesmenlar va homiladorlardan iborat bo'lgan til o'rganuvchilarning katta ommasi qiziqishlarini qamrab oladi.

Bu turdagi o'qitish tizimi orqali nemis tilini o'rgatish samarali, motivatsion va vaqt yaxshi o'tkazish vositasiga aylanishi mumkin.

O'quvchi videodarsni ko'rib chiqayotganda ular o'qituvchi bilan birga-bir ishlaydilar. Videoni ko'rib chiqib, ular mavzuga tegishli savollar va o'z izohlarini qoldirishi mumkin. Albatta, javoblar yozma ko'rinishda izohlar sifatida qaytarilishi yoki o'rganuvchilar savollari asosida yana bir qo'shimcha dars taqdim etilishi mumkin.

Albatta yaxshi natijaga erishish uchun dars mashg'ulotlari uchun aniq belgilangan vaqtni tanlab olish muhim.



Og'zaki nutqi yaxshi bo'lgan holda omma oldida so'zlashga qiynaladigan o'rganuvchilar o'z videolarini tasvirga olib YouTube platformasiga joylashtirishi mumkin.

Shunday qilib, hozirgi vaqtda ta'lim jarayonini innovatsion pedagogik texnologiyalarisiz tasavvur qilishning iloji yo'q. Bugungi kunda chet tili o'qituvchisi uchun darslarni yanada qiziqarli o'tkazishga yordam beradigan ko'plab imkoniyatlar yaratilgan. An'anaviy o'qitish usuli bilan solishtirganda, yangi usuldagi o'qitishga o'tish muqarrar ravishda o'qituvchining rolini o'zgartiradi [Aripov H, 2008: 146]. Uning vazifasi - talabalarning mustaqil ta'lim olish soatini oshirish, shaxsiyatini rivojlantirishda yordam berishdan iborat. Bunday mashg'ulotlar o'quvchida o'qishga bo'lgan qiziqishni sezilarli darajada oshirishga, an'anaviy usul bilan solishtirganda muloqot ko'nikmalarini shakllantirishga imkon beradi.

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## **ПОДКАСТ СРЕДСТВО ИНТЕРАКТИВНОЙ КОММУНИКАЦИИ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ**

**(Podcast means of interactive communication in teaching a foreign language)**

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**Аннотация:** Рассмотрены вопросы использования подкастов в обучении

иностранным языку студентов вузов. В статье а) дается определение понятия «подкаст»; б) описываются дидактические свойства и методические функции подкастов в обучении иностранному языку; в) рассматривается типология текстов для развития аудитивных умений обучающихся; г) разрабатывается алгоритм развития умений говорения и аудирования обучающихся на основе подкастов; д) предлагается номенклатура аудитивных умений и умений говорения, развиваемых у обучающихся на основе использования подкастов при изучении иностранного языка.

**Annotation:** The article deals with the issues of using podcasts in teaching a foreign language to university students. Article a) gives a definition of the concept of "podcast"; b) describes the didactic properties and methodological functions of podcasts in teaching a foreign language; c) the typology of texts for the development of students' auditory skills is considered; d) an algorithm is being developed for the development of students' speaking and listening skills based on podcasts; e) a nomenclature of auditory skills and speaking skills developed by students based on the use of podcasts in the study of a foreign language is proposed.

**Ключевые слова:** подкаст; аудитивные умения; умения говорения; ИКТ; информатизация языкового образования.

**Keywords:** podcast; auditory skills; speaking skills; ICT; informatization of language education.

Развитие Интернета в платформу активных пользователей с такими партиципативными приложениями, как блог или подкаст, открывает новые перспективы для изучения иностранного языка. Они связаны с возможностью созидать и желанием продемонстрировать собственную продукцию на изучаемом иностранном языке, поместив ее в сети Интернет. Успех в обучении посредством коммуникации в интернете доказан многими исследованиями и опросами, которые подтверждают не только повышение уровня владения языком или развитие межкультурной компетенции учащихся, но и рост мотивации учащегося, как только результаты его труда публикуются в интернете для широкого круга пользователей.

В настоящее время приоритет в обучении иностранным языкам отдается коммуникативной, аутентичности общения, изучению языка в культурном контексте, автономности и интерактивности обучения. Использование интернет-технологий в обучении иностранному языку не только помогает в формировании навыков разговорной речи, в обучении лексике и грамматике. Всё более актуальным и важным становится применение информационно-коммуникационных технологий в процессе обучения

иностранным языку как главного способа развития самостоятельной познавательной деятельности студентов. Здесь играют роль не только новые технические средства, но и новые формы и методы преподавания, новый подход к процессу обучения, связанный, прежде всего, с мыслительными операциями анализа, синтеза, абстрагирования, идентификации, сравнения, сопоставления, вербального и смыслового прогнозирования [Белая А, 2011: 284].

Цель данной статьи – осветить вопросы интеграции в процесс обучения иностранному языку (в частности английскому языку) технологии подкастинга, рассмотрев его дидактический потенциал в аспекте основных идей и принципов концепции Веб 2.0.

Одним из новых требований, предъявляемых к обучению иностранным языкам с использованием интернет-ресурсов, является создание взаимодействия на занятии, что принято называть в методике *интерактивностью*. Интерактивность – это «объединение, координация и взаимодополнение усилий коммуникативной цели и результата речевыми средствами» [Кытманова О, 2005 : 44]. Согласно этому определению Р.П. Мильруда можно говорить о том, что интерактивный подход в виртуальном пространстве служит одним из средств достижения коммуникативной цели на занятии, отличаясь при этом от принципа коммуникативности наличием истинного сотрудничества, где основной упор делается на развитие умений общения и групповой работы. В широком смысле термин «интерактивность» предполагает один из главных принципов обучения. Среди ведущих признаков и инструментов интерактивного взаимодействия выделяются полилог, диалог, мыследеятельность, смыслотворчество, межсубъектные отношения, свобода выбора, ситуация успеха, позитивность и оптимистичность оценивания, рефлексия и др. [Бедулина Г, 2011: 281]. Признавая интерактивный подход перспективным направлением в современной дидактике, исследователи отводят данному взаимодействию всех субъектов образовательного процесса роль фактора, повышающего эффективность обучения общению на иностранном языке [ Ковалёва Т, 2009: 65].

В аспекте функциональных особенностей современной развитой инфраструктуры сети Интернет «интерактивность» можно рассматривать как способ саморазвития через Интернет: возможность наблюдать и копировать использование языка, образцы поведения партнеров. Среди средств интерактивной коммуникации в сети Интернет выделяют средства синхронной коммуникации (средства, позволяющие общаться в режиме реального времени) и средства асинхронной коммуникации (средства общения, позволяющие обмениваться информацией с задержкой во времени) [Белая А, 2011: 285]. К последним, наряду с голосовой почтой и голосовым форумом, относятся аудиоблоги и подкасты.

*Подкастами* называют аудиоблоги или передачи, выкладываемые в сети в виде выпусков, которые можно легко скачать на MP3-плеер и слушать в любое удобное для пользователя время. Это отдельные файлы либо регулярно обновляемая серия таких файлов, публикуемых по одному адресу в сети Интернет. Слово подкаст (podcast) происходит от слов iPod (mp3-плеер фирмы Apple) и broadcast (повсеместное широкоформатное вещание). Таким образом, термин «*подкастинг*» (podcasting) приобрел следующее значение: «это способ распространения звуковой или видеоинформации в Интернете» [ Ковалёва Т, 2009: 50]. Подкастинг означает одновременно производство и предложение подкастов или видеокастов. Это выгодная альтернатива радиовещанию и телевидению, поскольку он не требует лицензирования частоты и доступен в любое удобное для слушателя время. Свои подкасты предлагают сегодня наряду с обычным вещанием радио и телестанции, печатные издания, сайты институтов, университетов, образовательных центров, а также подкаст-терминалы.

Технически подкастинг представляет простое внедрение мультимедиа-контента в rss-канал. Являясь синтезом преимуществ интернета и радио (телевидения), подкастинг открывает невероятные возможности для тех, кто желает слушать речь на иностранном языке и совершенствовать свои речевые навыки.

С появлением и распространением технологий Веб 2.0., в основе функционирования которых принципы автономности, продуктивности и интерактивности, традиционное использование аудиоматериалов с целью развития рецептивных умений перешло в разряд средств обучения, обеспечивающих развитие созидательных, творческих способностей учащегося. Целью такой модели, кроме того, становится формирование у учащегося осознания языкового обучения, самостоятельного выбора стратегии обучения, а также способности к саморефлексии и самооценке. А развитие или совершенствование аудитивных, произносительных навыков, навыков устной и письменной иноязычной речи являются более или менее успешным результатом такой учебной (изначально продуктивной) деятельности.

Дидактический потенциал подкастинга базируется на основных технических и дидактических характеристиках этой интернет-технологии:

1. *Аутентичность*. Подкасты могут заметно обогатить занятие по языку, т.к. они в большинстве своем представляют аутентичный материал, предназначенный для прослушивания на продвинутом этапе изучения языка. Огромное количество подкастов представляют собой дидактизированный материал с манускриптами и сопроводительными текстами, примечаниями о степени сложности и дидактическими рекомендациями, а также

заданиями к предлагаемому отрывку и могут использоваться на разных этапах изучения иностранного языка. Не раз замечено, что когда учащимся дается возможность оказываться в аутентичной ситуации, процесс изучения иностранного языка становится особенно увлекательным, мотивированным и эффективным.

2. *Актуальность.* Система подкастинга позволяет пользователям регулярно пополнять свой архив новыми аудио- и видео-материалами из Интернета. Подписавшись на получение подкастов, мы каждый день можем иметь на своем компьютере аудио- и видеофайлы с информацией об актуальных событиях в различных сферах жизни, которые могут быть использованы на занятии иностранного языка или вне его.

3. *Компетентность в области медиа.* Технические условия использования подкастов совершенно просты, нужно только скачать необходимый подкаст в формате MP3 на компьютер или другой медиа-носитель. Такое умение становится залогом огромного мотивационного потенциала: как только мы даем обучаемым понять их техническую подкованность и совместно с ними исследуем новое средство обучения, привлекательность средства и умение обращаться с техническими новинками сами по себе становятся мотивирующими к самостоятельной или групповой работе.

4. *Автономность.* Являясь одним из основных преимуществ интернета как обучающей платформы, автономность позволяет действовать в соответствии с потребностями в учебе, с темпами обучения и уровнем обученности. Если учащиеся сами могут определять условия своего обучения в аспекте принципов автономного обучения, автономная среда как фактор успешности обучения не только достойно конкурирует, но и превосходит традиционное коммуникативное занятие.

5. *Многоканальное восприятие.* Сервис подкастов часто предлагает учебные материалы, которые строятся на комбинации звукового ряда, фото- или видео-картинки, а также текстовых материалов. Это дает возможность использовать на одном занятии многоканальные учебные материалы, т.е. одновременно задействовать разные органы восприятия, что, безусловно, расширяет рецептивные возможности учащихся, становится важным ключом к пониманию информации на иностранном языке, и как следствие, стимулом к устному или письменному высказыванию по теме.

6. *Мобильность* используемого технического средства (MP3-плеера) позволяет обращаться к материалам подкаста в любое время и за пределами учебного заведения, в этом случае принято говорить о расширении среды обучения. Доступ к такому средству, как подкаст, за пределами учебных занятий дает шанс учиться в свободное время и возможность работать в соответствии с персональными рецептивными навыками,

адаптировать понимание сложного аудио-отрывка к индивидуальным особенностям восприятия информации. Это позволяет освободить аудирование от нимба неприятного обязательства или задания повышенной сложности.

7. *Многофункциональность.* Система подкастинга является многофункциональной, с ее помощью при обучении иностранным языкам можно развивать несколько видов речевой деятельности: наряду с классическим аудированием актуальным является совершенствование навыков устной и письменной речи, кроме того подкасты дают знания о многообразии самого языка и культуры изучаемого языка в удобной для слушающего обстановке.

8. *Продуктивность.* Использование воспроизведенных материалов - это одна сторона работы с подкастами на занятии иностранного языка, создание и дальнейшее распространение собственных подкастов – другая. С точки зрения продуктивности подкастинг является сильным импульсом для занятия иностранного языка в аспекте деятельностного подхода. Создавая и публикуя в сети аудио- или видеоматериалы, учащиеся работают с перспективной информационной технологией в реальной ситуации.

9. *Интерактивность.* На современном этапе развития интернета интерактивность представляется главной идеей концепции Веб 2.0, согласно которой важным является не только потребление, т.е. исключительное прослушивание, прочитывание или просматривание информации, но и активное взаимодействие между людьми в Интернете. Интеграция подкастинга в обучение иностранному языку с его возможностями кооперативного взаимодействия как нельзя лучше способствует интерактивности учебного процесса.

Опираясь на вышеприведенные определения и характеристики, раскроем дидактический потенциал подкастинга в системе обучения иностранному языку (на примере немецкого языка).

Преподаватели иностранного языка, использующие аудиоблоги в процессе обучения, говорят, как правило, о двух способах применения подкастов: слушание информации и создание собственных продуктов на занятии или вне его.

Наиболее реалистичной задачей использования подкастов в учебных целях остается развитие рецептивных аудитивных навыков. Подкасты дают возможность подойти к организации такого вида работы как аудирование по-новому. Тематика, объем подкастов чрезвычайно разнообразны, поэтому они могут быть использованы на разных ступенях изучения языка. В целом, технология работы с подкастом совпадает с технологией работы над аудиотекстом и имеет четкую последовательность в действиях преподавателя и

студентов (в соответствии с «трехступенчатой моделью обучения аудированию» [Евстигнеев М, 2010: 161]): предварительный инструктаж и предварительное задание; процесс восприятия и осмысления информации подкаста; задания, контролирующие понимание услышанного текста. Поэтому при отборе подкастов в содержание обучения и разработке заданий к ним преподавателю необходимо следовать основным принципам и требованиям работы с аудиотекстом [Ковалёва Т, 2010: 55]. Кроме того преподавателю иностранного языка при отборе содержания обучения необходимо учитывать тот факт, что в сети Интернет встречаются как профессионально созданные подкасты, так и любительские аудиоблоги, уступающие в качестве предлагаемого контента. Наиболее эффективный способ найти необходимый подкаст – обратиться к директории подкастов, выбрать категорию и просмотреть список подкастов, доступных к скачиванию. Для изучающих немецкий язык отправной точкой может стать сайт [www.podcastsinenglish.com](http://www.podcastsinenglish.com)

В условиях деятельностного подхода в обучении иностранному языку студентам может быть предложено из всего многообразия аудио- и видеоматериалов в сети самостоятельно выбрать необходимые отрывки на заданные темы для самостоятельного прослушивания, обработки и дидактического осмысления – подготовки заданий и упражнений для своих коллег (в духе метода «учение через обучение»). В этом случае реализуются принцип автономности обучения и саморегуляция обучаемых. На данном этапе они используют ресурсы аудиоблогов или подкаст-терминалов, а для создания упражнений специальные генераторы (напр., приложения Podcast Addict или <https://www.thisamericanlife.org>, инструментальные программы HotPotatoes или PurposeGames), позволяющие оформлять задания в онлайн-формате или в печатной версии.

Один из интереснейших вариантов использования технологии подкастинга - производство учащимися собственного подкаста. На этапе производства также используются интернет-ресурсы: чтобы с собственного компьютера отправить аудиоподкаст, необходимо интернет-подключение, микрофон, а также доступ к свободно предлагаемым программам для редактирования аудио, как например, Audacity (<http://audacity.sourceforge.net/>), при помощи которой совершается запись, обрабатывается и конвертируется в MP3-формат. MP3-файл загружается затем на вебсервер, например, Podhost (<http://www.podhoster.com>), там он автоматически заносится в rss-канал и может быть использован потребителями. Публикация самостоятельно подготовленного подкаста возможна в собственном аудиоблоге (например, на сервере <https://posterous.com>) или на созданной преподавателем платформе.

Процесс создания подкаста на занятии иностранного языка может протекать следующим образом: определение темы, разработка плана поиска нужного содержания и языкового оформления, поиск, запись, совместная рефлексия и отзывы всей группы, редактирование и завершение отрывка и в заключении публикация в интернете. Продуктивный подкастинг может быть предложен в форме групповой работы или проекта, тогда интенсивное занятие с материалами и коммуникация на изучаемом языке происходит уже на стадии совместной разработки идеи и формата. Для примера можем привести международный подкаст-проект RadioDaf, в котором могут участвовать молодые люди из разных стран, изучающие немецкий язык и желающие поместить созданные в совместных семинарах и проектах подкасты на интернет-портале, предлагающем свои материалы всем желающим: <http://radiodaf.podspot.com>.

В качестве одной из многоканальных инструментальных программ, может быть рекомендована платформа интерактивной коммуникации VoiceThread (<http://voicethread.com>), одна из опций предлагает возможность сделать и прослушать аудиокомментарий к изображению. Новаторство и функциональные возможности данного ресурса привлекают как преподавателя (это развитие навыков аудирования, письма, чтения и говорения, а также творческих способностей), так и учащегося (возможность проявить себя, поделиться своими наблюдениями и мыслями). Интеракция может происходить в рамках этой платформы как синхронно, так и асинхронно. К тем или иным продуктам, помещенным на сайте, можно обращаться в любое время. Данное техническое средство может быть задействовано как на занятиях иностранного языка, так и в самостоятельной работе студентов. Здесь важно отметить и фактор удовольствия, эффективности обучения без давления.

С тех пор, как в преподавании иностранных языков центральное место стали занимать когнитивные модели обучения, наряду с требованиями языковых навыков и коммуникативной компетенции в иноязычном образовании ставится цель – развитие «осознания языкового обучения». Это перевод термина «*language learning awareness*» (Sprachlernbewusstheit) [7, 26], описывающего процессы обучения, нацеленные на метакогнитивные рефлексии об изучении языка. Показательным в этом плане является проект-соревнование с использованием технологии подкастинга, успешно проведенный в 2010 в рамках интенсивного курса немецкого языка в японском университете Keio University. Продуктами интерактивного подкастинга стали созданные и помещенные студентам в специальном блоге короткие анимационные фильмы. Предложенная интерактивная модель подкастинга повлияла не только на мотивацию студентов, на



отношение к обучению и самооценку учащихся, новая учебная среда побудила также многих учащихся к тому, чтобы сравнивать их учебный процесс и результаты с результатами других участников, анализировать пути и стратегии обучения. Многими участниками проекта были отмечены изменения манеры обучения и появление осознания языкового обучения. Более того, интерактивному подкастингу отводится роль социального взаимодействия участников учебного процесса.

Подводя итог вышесказанному, можно заключить, что подкаст как медианоситель является, наряду с другими ресурсами, неотъемлемым техническим средством обучения иностранному языку, позволяющим решать комплексные задачи иноязычного образования. Навыки и умения, формируемые с помощью технологии подкастинга, выходят за пределы иноязычной компетенции даже в рамках языкового аспекта. Интернет развивает социальные и психологические качества обучающихся: их уверенность в себе и их способность работать в коллективе; создает благоприятную для обучения атмосферу, выступая как средство интерактивного подхода. Кроме того, использование подкастов в обучении демонстрирует мобильность современной системы образования в целом, ее адаптивный характер, т.е. своевременное приспособление к инновационным технологиям.

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## THE ROLE OF ICT IN TEACHING AND LEARNING FOREIGN LANGUAGES

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**Annotation:** This article discusses the role of ICT in teaching and learning foreign languages, the role of teacher and learner in it. The types of online resources and opportunities are presented in this article. Two ways of teaching: synchronous and asynchronous learning are explained with examples. Moreover the advantages and the disadvantages of using ICT in teaching and learning foreign languages are given as well.

**Keywords:** E- learning, online classes, ICT tools, blended learning, LMS, educational technology, target language

Uzbekistan is paying great attention on e-learning system, because it feels the need for mass introduction of e-learning. Firstly, despite the commercialization and growth of prices for higher education, its popularity in Uzbekistan is only growing. Therefore, it is necessary to implement modern technologies for more learners to reach the learning process and reduce the cost of education. Learners can get access to digital libraries to get much information through internet. Others can take online courses and degrees from open universities by distance. E-learning has the potential to change the educational paradigm. E-learning provides education and training without leaving one's home to access to educational resources worldwide, improves the educational potential of society and the quality of education, meets the quality of learners' outlook and level of consciousness. It has become an important factor in the development of education in our dynamic life.

"A new age demands a new paradigm" as Dr. Walter McKenz claims, it's an age of COVID-19 and ICT is becoming a great necessity. According to Pourhossein Gilakjani the use of technologies has the great potential to change the existing language teaching methods. They transformed classroom communication methods and transformed instruction strategies. [Pourhossein Gilakjani, A. 2013: 262] Information and Communication Technology/Technologies (ICTs) refers to all the technologies that permit to access, gather, manipulate and present or communicate information, these technologies could include hardwares such as computers and other devices and software applications and connectivity such as access to the internet, local networking infrastructure, video conferencing. [R. Toomey. 2001:115] It's important to use modern approaches and techniques of technology and information to develop a better understanding of all four skills of the target language. Language education is an area where open access resources, social networks, online classes and webinar courses based on information, communication and technology are being increasingly used to give access to learners to information, promote interaction and communication to improve their language proficiency. Furthermore, it has been demonstrated that the use of ICTs in education can help improve memory retention, increase motivation and generally deepens understanding. [M.Drent. 2005:20] Different web based ICT tools can be effective techniques to implement into teaching and learning the language. They are:

- Internet
- Computers, CALL, CMC, CALA
- YouTube, blogs
- Skype/zoom
- Interactive whiteboards
- Webinars, MOOC courses
- E-resources such as e- books, e- newspapers, e- magazines, e- libraries
- Social media, emails

Blended learning is different from differentiated learning, educational technology might not be necessarily instructional technology, a virtual classroom is different from an electronic classroom or flipped classroom. There is also asynchronous, synchronous, and personalized learning; these are some examples of the growing terminology in this field. Gamification, digital storytelling, virtual classrooms– special words that have become "trends" in the field of educational technology. A blended learning is a combination of face-to-face interaction and online classes which enables the users to get access these opportunities:

- Peer to peer coaching

- Direct instruction
- Global connections
- Tech integration
- Virtual learning platforms
- Focus on mastery
- Inquiry project based learning
- Game based learning

Theory of blended learning and teaching are:

- Behaviourism - learning and behaviour changes are acquired by linking stimuli and response
- Cognitivism - learning is internal and is a result of a student processing and organising new information
- Constructivism - knowledge is constructed by adapting new information based on previous experience.

Teachers should be very competent in presenting the new information to the learners and try to use all necessary methods and approaches. For example, in activity theory teacher should involve all the learners into the learning process by integrating simultaneously consciousness, learning and development strategies with the help of technology.

A wide range of online resources can be suggested to put into practice: quizzes to develop the learners' comprehension skills, video and audio materials to increase the learners' listening and speaking skills, different exercises which enables them to develop their writing skills and film extracts can also be used to let them work on various topics and enlarge their critical and analytical skills.

Teacher should keep strong agenda and curriculum by putting clear aims and objectives to each of her lesson to learn things quickly and successfully. Language learning program can be created to enable students to learn the lessons with guidance, instruction, information or further explanation. ICT in language learning used as a reference-book. Fitzpatrick and Davies (2002)in Hartoyo (2012)have enlisted seven ways in which ICT can be used in language learning namely. This media provides facility or example that enables an interaction between human and computer. People set up more interaction with computer in a more intuitive way with less effort-through writing, voice, touch, eye movements, and other gestures. [Hartoyo,2012:34]

- Presentation: Unlimited lessons and references such as text, songs, stories, etc. can be accessed accurately anytime and anywhere and can be presented in an appropriate manner.

- Practice: Different types of exercises can be provided with ICT, incorporating the presentation stimuli in varying combinations of text, audio and video format. ICT also offers the possibility of analysing learners' responses with appropriate feedback [Hartoyo, 2012:40].
- Authoring - Web pages can be created using web authoring tools.
- Computer-Aided Assessment (CAA) - CAA is playing a very important role in foreign language teaching and learning to test and assess students' performance.
- Publishing- word processors, DTP, PowerPoint presentations.vi)Communication – Email, Tandem learning, Video Conferencing.
- Simulations - Web Quest, Action Mazes, Adventure Games, Expodisc, Real-life

In presentation stage every teacher must be ready with presentation material, explain or answer all the questions asked by learners while delivering the information. Then in the practice stage the new material is presented with the help of technology and assessment also differs from traditional assessment. Teachers may use online tests, oral questions, case studies to assess the learners' knowledge. As for publication teachers may put into practice different materials such as, video and audio materials, songs, edit and alter interviews and discussions, using digital camera and camcorders to record presentation, drama, role play and so on. Power point presentations and web pages can be a great learning tools to design the lesson. Despite the fact that we are having online class teachers should seek various opportunities to increase the learners' communicative competence which is an urgent matter of learning a language. They should be actively involved into the practice the language by writing emails, discussing the questions on the discussion board and chatting via telegram and organising video conferencing. The last but not the least, teacher has to develop the learners' critical thinking by using simulation activities. For this they may take web quest, adventure games, action mazes, real life simulation or video conferencing.

The online classes may be organised asynchronously or synchronously:

- In asynchronous learning means when you don't have any mutual interaction, mostly the students actively engaged in the learning process talking to each other. The popular examples with asynchronous teaching techniques include the terms like: recording and accessing of screen-casts or podcasts, online discussion forums or message boards, blog assignments and e-mail communication. Asynchronous teaching techniques offer students and instructors unique advantages in the flexibility of the course schedule, but are best paired with activities designed to foster peer interaction and community. Here the instructor may send pre-recorded materials, emails, multimedia resources, electronic documents and virtual library can be suggested as well.

- In synchronous learning teacher has to be active by using text-based, multiple modalities or instant messaging. Synchronous or "real-time" activities refer to instruction or communication which takes place at the same time. Examples of synchronous teaching strategies include, for example, phone calls and web conferencing programs, internet-based collaborative software that combines audio, video, file share or other forms of interaction or 3-d virtual world environments.

Teacher's role in blended learning is instructor, facilitator and observer. Technology integrated learning requires certain strategies to make it effective in learners' learning and teachers' professional development. In this regard, [White and Ray. 2015, pp. 17-18] have presented following strategies:

- The teachers must have the knowledge of the subject.
- Similarly, they should appeal to all learning styles.
- In the same way, they should facilitate the content.
- They have to create platforms for learning.
- The course documents should be available to every student.
- They have to communicate clear goals.
- Teachers can establish social networking.
- They have to list the course pathways.
- They need to make effective usage of available resources.
- They should mention the clear expectations and establish a supportive community.

If the teachers follow the above strategies in their integrated ICT based instruction, of course, there will be positive outcomes in students learning. "With the help of technology teachers will be leaders in the transformation of education around the world" claims Craig R Barrett. Teachers also may have online classes to develop their professional development. In online classes they may share their experiences and learn from each other, be aware of new ways of teaching and learning. Teachers must provide technological support to learn using motion picture, animation, simulation training which helped student teachers to give model presentation. If the teacher is highly equipped with technology, the student will also be equipped with technology. It removes the traditional method of teaching and prepare teacher to apply modern method of teaching.

- ICT is plays an important role in student evaluation.
- ICT is store house of educational institution because all educational information can safely store through ICT.
- ICT helps Teacher to communicate properly with their students. So ICT bridge the gap between teacher and students.

- ICT helps Teacher to pass information to students within a very little time.
- ICT helps Teacher to design educational environment.
- ICT helps Teacher to identify creative child in educational institute.

There are a lot of advantages of using ICT in education, it gives the learners a chance of being flexible and learning self-paced. However both teachers and students be aware of the fact that they have to manage their time, check out their internet connection. The benefits of using ICT:

- facilitates exposure
- wider sources of information
- a learner-centered approach
- learners autonomy
- powerful motivation
- collaborative learning
- freedom of space and time
- enhancing students learning

As the coin has two sides, there are some disadvantages of using ICT:

- short span of attention
- lack in human interaction
- unnecessary websites
- play games
- lack of self-discipline and self-direction
- lack of good infrastructure and trained man power
- teacher is only an instructor

As a conclusion nowadays ICT in teaching and learning the languages plays a crucial role. It is one of the most important skills to be enhanced and improved as a means of effective communication. So as to increase students' attention and motivation, teachers ought to create a smoothing classroom atmosphere. And bringing ICTs into practice has a major impact to facilitate and improve learning. ICTs provide interaction between teachers and learners, provide comprehensible input and output, help learners to develop critical thinking skills, make learning and teaching become more student-centered, promote learners' autonomy and help them feel more confident, and increase learners' motivation to effectively learn a foreign language. The use of ICTs in education has to be highly encouraged as the present students are the future generation who are going to mould themselves, their society, and the world as a whole. Thus, ICTs are viable tools for enhancing the teaching of foreign language profeciency.

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**CHET TIL MASHG'ULOTLARIDA O'QISHNING LINGVOKULTUROLOGIK  
XUSUSIYATLARIGA DOIR MULOHAZALAR**  
(Comments on linguoculturological features of reading in foreign language training)

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**Annotatsiya:** mazkur maqola o'qishning lingvokulturologik xususiyatlariga bag'ishlangan. Muallif ko'pgina olimlar tomonidan taklif etilgan tavsif va tasniflariga to'xtalib o'tgan. Chet til matnidagi qiyinchiliklarni bartaraf etish usullari taklif etilgan.



**Annotation:** this article is devoted to the linguocultural peculiarities of reading. The author considers the characteristic and classification of reading suggested by the majority of scientists. The ways of overcoming foreign literature difficulties are considered.

**Kalit so'zlar:** nutq faoliyati, o'qish, tasnif, tavsif, matn, chet til, nemis tili, o'rganish, lingvokulturologik.

**Keywords:** speech activity, reading, types of reading, studying reading, classification, characteristic, text, foreign language, the German language, training, linguocultural.

Ta'lim oluvchilar chet tillarni o'rganish jarayonida albatta turli qiyinchiliklarga duch keladilar. Ularni asosan xorijliklar bilan muloqot qilishda yoki bo'lmasa biron-bir xorijiy matnni o'qish jarayonida kuzatishimiz mumkin. Chet tilni ma'lum bir maqsadda o'rganuvchilar tinglab tushunish va o'qish jarayonida, chet tilga oid bo'lgan ko'chma ma'nodagi so'z, ibora va frazeologizmlarga duch keladilar, ya'ni o'rganilayotgan tilning lingvokulturologik xususiyati namoyon bo'ladi. Bu esa o'z o'rnida matnda ifodalanayotgan fikrni tushunishda qiyinchiliklarni keltirib chiqaradi. Aslida chet tilni o'qitishdan maqsad – talabalarda chet tilni amaliy o'zlashtirish, ularda kommunikativ madaniyatni shakllantirish va rivojlantirish bilan birga o'rganilayotgan tilda o'qish va yozish ko'nikmalarini shakllantirish ekanligini unutmazlik lozim. Umumta'lim muassasalariga chet tilni o'rgatishda asosiy vazifalar quyidagilarda namoyon bo'ladi:

- chet tilni madaniyatlararo ta'lim vositasi sifatida o'rgatish;
- dunyo va o'z milliy madaniyati yutuqlarini idrok etish asosida o'rgatish;
- ta'lim oluvchi (o'quvchi, talaba, kursant, tinglovchi)larni o'zga til madaniyatini bag'rikenglik asosida, ya'ni milliy stereotiplarni tushunish va umuminsoniy qadriyatlarni idrok etish maqsadida egallash.

Hozirgi kunda nemiszabon mamlakatlarda o'qish nutq faoliyat turini o'rganilishiga doir ko'pgina ilmiy adabiyotlar mavjudlini kuzatishimiz mumkin. Jumladan, o'qish kompetensiyasining tuzilishi va shakllanishi [U.Shifele, 2000], matnlarni o'qish: matn tushunish – o'qish didaktikasi – o'qishning ijtimoiylashuvi [Garbe, Holle, Jesch, 2009], o'qishni o'rgatishda ko'nikma va kompetensiya [Bräuer, 2010], o'qish didaktikasi va tizimli o'rta ta'limda o'qishni shakllantirish asoslari [Rosebrock, Nix, 2014: 15], ona tili (Erstsprache), ikkinchi til (Zweitsprache) va chet til (Fremdsprache)da o'qish kompetensiyasi shakllantirish [Lutjeharms, Schmidt, 2010], o'qishni o'rganish va o'rgatish [Schenk, 2016], shu o'rinda mazkur muammo nemiszabon mamlakatlar, ya'ni Shveysariyada chet til o'qitish metodikasi vakillari tomonidan ham etarli darajada tadqiq etilgan, ya'ni o'qishga yo'naltirish [Filipp, 2012] va o'qishning

pedagogik psixologiyasi [Grissmann, 1986], Avstriya maktabi vakillari tomonidan o'qishning bugungi kundagi istiqboli [Beutner, Tanzer, 2010] masalalari atroflicha tahlilga tortilgan.

Xususan, O'zbekistonda chet til o'qitish metodikasida nutq faoliyat turlari maxsus ilmiy muammo sifatida o'rganilgan bo'lib, jumladan R.A.Zaripova, O'.H.Hoshimov, I.Ya.Yoqubov, S.Saydaliyev, J.Jalolovlarning ishlarida nutq faoliyat turlarining tavsif va tasnifi, o'rgatish prinsiplari, lingvistik va psixologik masalalariga to'xtalib o'tilgan. XXI-asrga kelib, tilda faqatgina leksik, grammatik va fonetik hodisalarni o'rgatish bilan birga umuman ta'lim tizimida yosh avlod (o'quvchi, talaba)ga o'rganilayotgan chet tilda qayd etilgan madaniy merosni o'zlashtirish, ya'ni madaniyatni til orqali o'rganish masalasi ustivor vazifa sifatida qaralmoqda. Mustaqillik yillarida mazkur masalani o'rganish va uzluksiz ta'lim tizimiga tatbiq etish yo'lida qo'yilgan ilk qadam, ya'ni 2012 yil 10 dekabrda O'zbekiston Respublikasi birinchi prezidentining qabul qilgan "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi qarori bilan hayotga tatbiq etish boshlandi. Bunday talab mamlakatimizni mustaqillik yillarida dunyo hamjamiyatning teng huquqli a'zosi sifatida jahonga yuz tutayotgan bir vaziyatda bozor iqtisodiyoti va axborot texnologiyalari taraqqiyoti sharoitida chet til o'rganishga ehtiyoj kuchaydi. Qaror ijrosini ta'minlash maqsadida ta'lim sohasida Umumiy o'rta ta'lim maktablari uchun I-IX sinflar uchun chet (ingliz, nemis, fransuz) til fanidan o'quv dasturi ishlab chiqildi.

Umuman olganda, chet tilni lingvomadaniy xususiyatlar orqali o'rganish masalasi pedagoglar oldida turgan mas'uliyatli vazifadir. Nutq faoliyati turlari haqida mulohaza qilar ekanmiz, o'qish reseptiv nutq faoliyat turi bo'lib, uning asosiy maqsadi – yozma matn ifodalangan ma'lumotlarni olish bo'lib, o'qish aslida – fikrni grafik shaklda ifodalash bo'lib, ilmiy adabiyotlarda shunday talqin etiladi, ya'ni "o'qish deganda harfiy belgilarda ifodalangan nutqiy axborotni idrok etish va uning mazmunini payqash jarayoni tushuniladi" [Jalolov, 2012: 252].

Ilmiy adabiyotlarni tahlili natijasida, o'qishning tushunish xarakteriga ko'ra ellikdan ortiq turi qayd etilgan. O'qishning asosiy turlariga „o'rganuv o'qish“, „ma'lumotli o'qish“, „ovoz chiqarib o'qish“, „ovoz chiqarmay o'qish“, „uyda o'qish“ va „individual o'qish“ kiradi. O'rganilayotgan tilga oid bo'lgan lingvokulturologik xususiyatlar asosan o'rganuv o'qish jarayonida kuzatiladi. Bu o'qish turidan maqsad – matn tarkibidagi turli lingvistik vositalar, shuningdek, makon va zamon bilan bog'liq tushunchalarni izlash, ularni kelib chiqishi va anglatgan ma'nolarini atroflicha o'rganish va tahlil qilishdan iborat. Misol tariqasida nemis adibi Y.V.Gyotening "Faust" tragediyasida makon bilan bog'liq nomlarni tahlilida quyidagilarni kuzatish mumkin: "Valpurgiya kechasi"(afsonaga ko'ra, 30 apreldan 1 mayga o'tar kechasi Broken tog'ida jinlar bazmi bo'ladigan joy), yoki bo'lmasa "Alvastining oshxonasi" bilan bog'liq holat shunday tasvirlangan, ya'ni pastak o'choqda yonayotgan katta qozon, undan chiqayotgan

bug'da sirli sharpalarni namoyon bo'lishi, urg'ochi maymun qozonning ko'pigini olib, shopirib turishi, erkak maymun esa, o'choq boshida bolalari bilan isinib o'tirishi va shift hamda devorlarda osilgan asboblarning fantastik ko'rinishga ega. Kulba bu tarzda tasvirlanishini ilohiylik bilan bog'lash mumkin. Bularni barchasi asarni ramziy ma'noga ekanligidan dalolat beradi. Shuningdek, toponimlarga ham alohida to'xtalish maqsadga muvofiqdir, misol uchun Leypsig maftunkorligini Parijga qiyoslanishi quyidagi misralarda kuzatish mumkin: Wahrhaftig, du hast recht! Mein Leipzig lob ich mir!//Es ist klein Paris und bildet seine Leute. Asliyatdagi shu misralar o'zbek tilidagi P.Usmon tarjimasida shunday berilgan: Sen haqlisan, darhaqiqat!// Leypsigim madh etsa bo'lur!//Kichik Parij deb sanalur,// Elga baxsh etar ma'rifat.

Shuningdek, ta'lim oluvchilar chet tildagi matnni tahlil qilar ekanlar, undagi mavjud lingvomadaniy so'z va iboralarga duch keladilar. Mazkur obrazli asosga ega turli vositalar orqali talaba chet tilga oid lingvomadaniy xususiyatlarni o'rganadi. Natijada mashg'ulotlar jarayonida talabalar sotsiokulturologik kompetentsiyaga ega bo'la boshlaydilar, o'rganilayotgan tilda qayd etilgan urf-odatlar, bayramlarni ma'nosini idrok qila boshlaydilar, ya'ni chet til orqali o'zga madaniyatga xos belgilarni o'zlashtiradilar, ya'ni turli obrazli asosga ega bo'lgan vositalarni, frazeologik birliklar, maqol va matallarni ona tili bilan qiyoslaydilar, misol uchun nemischa "Im Meer ertrinkt kein Fisch" maqoli o'zbek tilida shunday ekvivalentga ega "Karvon ko'p – risqi bo'lak". Maqollarni faqri va o'xshash taraflarini tahlil qilish orqali xorijiy tilga xos bo'lgan lingvokulturologik jihatlarni o'rganiladi.

Xulosa o'rnida aytish mumkinki, chet tillar hozirgi kunda zamon talabi bo'yicha o'rganish talab etilmoqda. Ta'lim jarayonida, ya'ni chet til mashg'ulotlarida mazkur masalani yechishini lingvokulturologiya fani doirasida amalga oshirish, ya'ni o'zga madaniyatga xos jihatlarni til orqali o'rgatish va o'rganishni talab qilmoqda.

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## THE ANALYSES OF LINGUOCULTUROLOGICAL ASPECTS IN PROVERBS

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**Annotation:** In this article the proverbs and sayings of four languages are analysed in a linguoculturological aspect and shows the difference of culture among languages using paremiology as the object of the analysis.

**Keywords:** proverbs, paremiology, linguoculturology, phraseological unit, practicality, analysis

Nowadays there are several branches of linguistics being discussed by philologists as linguoculturology, a wide branch of it. As the proof of our words, this branch of linguistics can be interconnected with many of other branches and most parts of this field haven't been discussed yet.

The interconnection of linguoculturology with phraseology were studied from different points of view as we, in our research, are learning it with the help of another branch of linguistics – paremiology. This branch was based on the proverbs of different topics and with the effort of

them we can be learnt about the culturology of the countries through their languages. As we know, linguoculturology is the branch which can discuss the relationship between the language and the culture.

One of the main phraseological units which are included in Phraseology by Koonin A. V. as phraseological units are proverbs and sayings. 'A proverb', as Arnold defines in her book "The English word", 'is a short familiar epigrammatic saying expressing popular wisdom, a truth or a moral lesson in a concise and imaginative way.[ Arnold, 1973 p.161] They have much in common with set expressions because their lexical components are also constant, their meaning is traditional and mostly figurative and they are introduced into speech readymade.' They are often borrowed from similar languages and cultures and sometimes come down to the present through more than one language. Every culture has its language picture of the world which differs from others and also is described in proverbs. While studying proverbs in a comparative way we can come across with the similarities and differences between them. The research on the topic "The analyses of linguoculturological aspects in proverbs" has newly being investigated although there were some other works by Vasleva S. , Antonova I. K., Putin A. A. done on the same topic, but in a different way of analysis.

According to J. Buranov and A. Muminov proverbs and sayings exist also as readymade units with a specialized meaning of their own which cannot be deduced from the meaning of their components.[ Buranov J, Muminov A 1990, p78] Therefore, they may be included in phraseological units. As for Koonin A. V. proverbs are always considered as sentences. They have didactical aims by which readers could be taught. Differing from other phraseological units, proverbs can often be complex sentences. Supporting this scientist's ideas one of the most famous German linguists Spirband G. K. says although they are complex sentences they can be used as phrases in sentences.

I.R. Galperin in his book "Stylistics" mentions that proverbs and sayings have certain purely linguistic features which must always be taken into account in order to distinguish from ordinary sentences.[ Galperin I. R. 1971 p 179] They are brief statements showing in condensed form the accumulated life experience of the community and serving as conventional practical symbols for abstract ideas. The scientist proved his ideas of proverbs having meter, rhyme and alliteration with the help of such examples as 'to cut one's coat according to one's cloth' or 'Early to bed, early to rise, makes the man healthy, wealthy and wise'.

In our research we try to compare English, German, Russian and Uzbek proverbs studying their linguoculturological aspects. For instance "Осла хоть в Париж, все будет рыж." "Eshak makkaga borgani bilan halol bo'lmas"(The donkey couldn't be honest after visiting Makka) In the

Uzbek and Russian proverbs a Donkey is symbolized as the symbol of stupidity. But differing from these two countries German people use another animal - A monkey in this way "Ein Affe bleibt ein Affe werder Konig oder Praffe" But this very animal is characterized as the symbol of activeness and cunning in the Uzbek language. English people avoid using animals as the symbol of stupidity in their proverbs and take examples from real life: All are not saint that go to the church. Some proverbs of these countries are similar in structure and meaning but differing from using words. For example, in German proverb "Besse ein Spatz in der Hand, Als eine Taube auf dem Dach" the birds Taube- a dove and Spatz-a sparrow are used in order to give the main meaning. Russian people use "Синица" and "Журавль" in

this way. "Лучше синицу в руки, чем журавля в небе". But English people take

this meaning generally and use a bird in this way. A bird in the hand is worth two in the bush. Differing from others Uzbek people don't use any bird in this proverb. They get this meaning with the help of reality "Uzoqdagi quyruqdan yaqindagi o'pka yaxshi" (It is better to have a lung nearer than a buttocks in farther)

In Uzbek proverbs "Daryo bo'yida quduq qazimoq» (To dig a well in the river) we can understand that it's no use of bringing something where it is out of use. But this very proverb is used in other three languages with proper names.

To carry coals to Newcastle.

Eulen nach Athen tragen.

Ехать в Тулу со своим самоваром.

The meaning of these proverbs shows that there is no use of carrying owls to Athens as it is the land of owls, coals to Newcastle where they are produced themselves *and* samovar to Tula as this city is famous for its samovars.

In proverbs the rhythm plays the main role to show the general meaning of it. Every language that have been discussing by us can come across with this as the most proverbs form lyrically and contain from one to four parts as poems do.

No pain, no gain.

**Ohne Fleiß, kein Preis.**

Без труда не вытащишь и рыбку из пруда.

**Мехнатсиз – рохат йук. (without labour there is no pleasure)**

Or poemically as English proverbs show:

Early to bed,

As early to rise,

Makes the man healthy,

Wealthy and Wise.

In some proverbs there is the similarity of forms and meanings, in four languages we can see their equal translations:

**One scabbed sheep will mar a whole flock.**

Ein räudiges Schaf steckt die ganze Herde an.

Паршивая овца все стадо портит.

Битта тирраки бузок бутун поани булгайди. (**One scabbed sheep will mar a whole flock.**)

**Gewohnheit wird zur zweiten Natur.**

Habit is second nature.

Привычка – вторая натура.

Одат – иккинчи табиат. (Habit is second nature)

**Рука руку моет.**

Ein Hand wäscht die andere.

One hand washes the other.

Кулни кул ювар. (One hand washes the other.)

**Кун хурган ит тишламас.** (A barking dog seldom bites.)

Hunde, die viel bellen, beißen nicht.

A barking dog seldom bites.

Брежливые собаки не кусаются.

Mainly in proverbs animals are used in order to express the characters of people as in the four languages they are given the same. For instance, in order to give the meaning that there is no use of teaching the man who is the best in his field 'fish' and 'bird' are taken in all languages being analyzed by us as there is no use of teaching a fish to swim or a bird to fly:

Lehre nicht die Fische schwimmen.

You teach a fish swim.

Не учи рыбу плавать( а голубя летать)

In some proverbs not only animals but also objects are given the meaning of people characters as in the following proverb the quickness of the youth is expressed as the symbol 'broom' saying that the new one sweeps cleaner than the old one:

Neue Besen kehren gut.

A new broom sweeps clean.

Новая метла чисто метет.

Янги супурги тоза супурап. (A new broom sweeps clean.)

Our research also raises the problem about proverbs that whether the components of them are given only in their transitive meanings or in direct meanings too. Thoroughly investigating this phraseological unit we could get some important results which would be facts for our future discussions. With the help of these results we can answer to the question about transitive and direct meanings. According to results, the components of the proverbs can be not always but rarely be in their direct meanings in English, German, Russian and Uzbek proverbs. With the help of our research we can analyze the unit of paremiology not only from their meanings but also their structure can also be learnt as the other new field of our further investigations. In this way, it can be the novelty of these two fields as we compare more languages belong to different families of languages in different fields of discussion.

The analysis has newly been made from this point of view and it is still being done in our further investigations.

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## **AXBOROT TEXNOLOGIYALARI VA ULARNING TA'LIM JARAYONIDAGI AHAMIYATI**

**(Information technologies and their importance in the educational process)**

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**Annotatsiya:** Chet tillarni o'qitishda innovatsion texnologiyalarni qo'llash va kommunikatsiya texnologiyalaridan foydalangan holda o'qitishning ilg'or usullarini joriy etish orqali yosh avlodga chet tillarini o'rgatish, ushbu tillarni mukammal biladigan mutaxassislarni tayyorlash tizimi zamonaviy uslub, texnologiya va uslublar. tubdan takomillashtirish va shu asosda ularning jahon sivilizatsiyasidagi yutuqlari va jahon axborot resurslaridan kengroq foydalanishi uchun shart-sharoit va imkoniyatlar yaratish, xalqaro hamkorlik va muloqotni rivojlantirish maqsadida chet tillarini o'qitish. yaratish va ta'lim jarayoniga joriy etish masalalari..

**Annotation:** Teaching foreign languages to the younger generation through the use of innovative technologies in the teaching of foreign languages and the introduction of advanced methods of teaching using communication technologies, the system of training specialists who are fluent in these languages modern methods, technologies and methods of teaching foreign languages in order to radically improve and on this basis to create conditions and opportunities for their achievements in world civilization and the wider use of world information resources, the development of international cooperation and dialogue. issues of creation and implementation in the educational process..

**Kalit so'zlar:** Imitatsion modellar, innovatsion texnologiyalar, o'quv-metodik, predmetlar, Asinxron elektron ta'lim, dasturiy qurilmalar.

**Keywords:** Imitation models, innovative technologies, teaching methods, subjects, Asynchronous e-learning, equipments.

Hozirgi kunda ta'limni rivojlantirish unda sifat darajasini oshirish maqsadida innovatsion texnologiyalarni qo'llanilishi keng tarqalgan metodik qo'llanmalardan biriga aylandi. Bugungi kunda innovatsion texnologiyalarni talimda kiritilishi ta'lim jarayonini osonlashtirdi desak adashmaymiz. Mustaqilligimizdan so'ng "kadrlar tayyorlash milliy dasturiga binoan ta'lim sifatiga e'tibor yanada kuchaydi. Unda o'qituvchi bilim malakalarini oshirish o'quvchilar, talabalar bilan ishlashda yetarlicha bilim va malakalarga ega bo'lish uchun alohida kurslar tashkil qilindi. Ushbu kurslar asosan ta'limda innovatsion qurilmalar ya'ni kompyuter imitatsion modellarni dars jarayonlarida foydalanash hamda zamonaviy texnologik qurilmalardan keng qo'llamda ishlatilish imkoniyatlarini berdi. So'nggi yillarda xorijiy tillarni o'qitishda yangi axborot texnologiyalarini qo'llash savol miqiyosida ko'tarildi.

Chet tili o'qitish asosiy maqsadi chet tilida amaliy mahoratini o'rganish, talabalar kommunikativ madaniyat shakllantirish va rivojlantirish hisoblanadi. Xorijiy tilda so'z o'rganish alohida ahamiyat kasb etadi. Bu faqat so'zni eslash va to'g'ri talaffuz qilish bilan birga qayerda va qanday qo'llashni bilish kerakligi haqida ham fikr yuritiladi. Yangi texnologiyalar amaliyotga faol va mustaqil ravishda xorijiy so'zlarni o'rganishda talabalar uchun ko'plab resurslarni yaratdi. Xususan chet tilini o'rganishda oldin

lingafon xonalardan foydalanilgan bo'lsa, hozirgi paytda uning o'rniga kompyuter laboratoriyalar faoliyat ko'rsatilmoqda.

O'zbekiston Respublikasi Prezidentining 2012 yil 10 dekabr PQ-1875 sonli "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida" gi qarorida " Zamonaviy pedagogik va axborot kommunikatsiya texnologiyalaridan foydalangan holda o'qitishning ilg'or uslublarini joriy etish yo'li bilan o'sib kelayotgan yosh avlodni chet tillarga o'qitish, shu tillarda erkin so'zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish va buning negizida ularning jahon sivilizatsiyasi yutuqlari hamda dunyo axborot resurslaridan keng ko'lamda foydalanishlari, xalqaro hamkorlik va muloqotni rivojlantirishlari uchun shart-sharoit va imkoniyatlar yaratish maqsadida"belgilangan vazifalar ijrosini ta'minlash maqsadida chet tillarni o'qitishning zamonaviy, texnologiyalarini, usullarini yaratish va o'quv jarayoniga joriy etish masalalari dolzarb bo'lib turibdi. Chet tilini o'qitish uchun o'quv-metodik adabiyotlarni yaratish muhim ahamiyatga ega bo'lib, unda o'quvchilarni rivojlanishini e'tiborga olgan holda maxsus o'quv dasturlar yaratish, ta'lim tizimini axborot va ilmiy-metodik ta'minlash, bazisli o'quv rejalarini va namunali kurs dasturlarini ishlab chiqish, o'quv adabiyotlarni chop etishni tashkillashtirish, o'quv qo'llanmalar va darsliklarni turli ko'rinishdagi taqdimotlarni axborot texnologiyalari asosida virtual resurslar ko'rinishida yaratish va o'quv jarayoniga joriy etish, ta'lim muassalarida qo'llaniladigan metodikalarni pedagogik texnologiyalardan foydalanib mukammallashtirish va masofali ta'lim texnologiyalarini yo'lga qo'yish kabi masalalarni yechishni talab qiladi. Chet tilini o'qitish uchun o'quv-metodik adabiyotlarni yaratish muhim ahamiyatga ega bo'lib, unda o'quvchilarni rivojlanishini e'tiborga olgan holda maxsus o'quv dasturlar yaratish, ta'lim tizimini axborot va ilmiy-metodik ta'minlash, bazisli o'quv rejalarini va namunali kurs dasturlarini ishlab chiqish, o'quv adabiyotlarni chop etishni tashkillashtirish, o'quv qo'llanmalarni yaratishni yo'lga qo'yish, ta'lim muassalarida qo'llaniladigan metodikadan foydalanish, ularni mukammallashtirish va masofali ta'lim texnologiyalarini yo'lga qo'yish kabi masalalarni echishni talab qiladi. Chet tilini (ingliz tilini) o'qitishda 5 yoshgacha bo'lgan bolalardan boshlab maktabgacha ta'lim muassasalari, umum ta'lim maktablari, kasb-hunar kollejlari, litseylar, oliy ta'limni qamrab oladigan o'qitish tizimini yaratish maqsadga muvofiq. Ushbu o'qitish tizimini yaratishdan maqsad farzand dunyoga kelgandan boshlab uning ulg'ayib borish davri mobaynida ta'lim muassalarining turli bo'g'inlarda bilim olishi ta'minlanadi. Ingliz tilini o'qitish va o'rganishda axborot-kommunikatsion texnologilardan (AKT) foydalanib o'quv-metodik adabiyotlar tizimini yaratish va o'quv jarayoniga qo'llash tamoyillarini ishlab chiqish va uning asosida dars jarayonini tashkil qilish maqsadga muvofiq. Albatta biz bilamizki yosh avlodni tarbiyalashda har tomonlama yetuk qilishda astoyidil e'tibor talab qiladi. Chunki ta'lim berishda hozirda qo'llanilayotgan metodlar yoki multimedia vositalari orqali ularga yoritib berilayotgan mavzular so'zimiz dalilidir. Hozirgi paytda maktabgacha ta'lim muassasalarida (MTM) ingliz tilini o'qitishni tashkil qilish masalasi

yotadi. 5 yoshgacha bo'lgan bolalarni ingliz tilini o'qitishda AKT asosida alifbodagi harflarni taqdimotlar ko'rinishida tashkil etishga e'tibor qaratish muhim ahamiyatga ega. Shuning bilan bir qatorda 5 yoshgacha bo'lgan bolalarga berilayotgan taqdimotlarni mantiqiy ravishda, uzluksiz va uzviy davom etdirib 1-sinfdagi bolalarga ingliz tili alifbosini o'qitishning AKT asosida tashkil qilish vositalarini yaratish maqsadga muvofiqdir. Chunki hozirgi davrda maktabgacha bo'lgan yosh avlod uchun visual materiallar orqali qabul qilish qobiliyati kuchliligi fanda ham amaliyotda ham tasdiqlab berilgan. Yoshlarga zamonaviy bilim berish va ularda amaliy ko'nikmani rivojlantirishda innovatsion texnologiyalarning o'рни beqiyos. Ilg'or pedagogik texnologiyalarni qo'llashda zamonaviy axborot texnologiyalari keng imkoniyatlar yaratmoqda.

Akademik litseylarning oliy ta'lim muassasalari qoshida tashkil etilgani ta'lim samaradorligini oshirishda o'ziga xos ahamiyat kasb etayotir. Litseylar universitet va institutlar bilan o'quv-uslubiy, tashkiliy masalalarda uzviy bog'langan. O'quv dasturlarining tabaqalashtirilgan variantlarini ishlab chiqish, zamonaviy ilg'or va innovatsion texnologiyalarga asoslangan o'quv-uslubiy majmualar yaratish va ekspertizadan o'tkazishda oliy o'quv yurtlari professor-o'qituvchilari tajribasidan keng foydalanilmoqda. O'quv jarayoniga texnologiyani kiritishga urinishlar o'tgan asr davomida to'xtovsiz bo'lgan. O'tgan asrning 50-yillarigacha ular bir texnik muhit –ananali ta'limning avtomatlashtirilgan vositalar jamlamasini yaratishga qaratilgan. 50-yillarda esa aynan o'quv jarayonini tashkil etishda yangicha texnologik yondashish paydo bo'ldi. Birinchi yo'nalish ham yangi informatsion texnologiyalarni o'zlashtirish yo'lida rivojlanib bormoqda. Ikkala yo'nalish tobora bir-biriga kirishib, ta'lim nazariyasini yangilamoqda. Aytish joizki, hozirgi kunda ta'lim texnologiyasi tushunchasini keng ma'noda tushunish mumkin, ham pedagogik fan sohasi sifatida, ham ma'lum o'qitish texnologiyasi sifatida ham zamonaviy elektron texnologiyalar sifatida. Chunki hozirda elektron texnologiyalar, elektron ta'lim tushunchalari nafaqat jamiyatda balki talimda ham o'z aksini topmoqda. Butun dunyoda elektron axborot ta'lim resurslarini yaratish va undan foydalanish ommalashib ketdi. Sababi bunday ma'lumotlar bilan ishlash qog'ozli ma'lumotlarga qaraganda bir qancha afzalliklarga ega:

1. Butun ma'lumotlar ichidan kerakli qismini tez topib olish;
2. Lozim bo'lganda uni tez tahrirlash, yangilash;
3. Internet orqali ko'zlangan boshqa manzilga tez yetkazib berish;
4. Elektron kutubxona yaratish.

Elektron axborot ta'lim resurslari bir necha turlarga bo'linadi:

1. Kompyuterdagi oddiy elektron variant;
2. Elektron darslik;
3. Elektron o'quv-uslubiy majmua.

Elektron darslik uning xususiyatiga qarab o'ziga xos nomlanadi, ya'ni, elektron darslik, elektron qo'llanma, elektron kitob, elektron dasturlar. Bularni barchasi albatta ta'lim sifatini oshirishga hamda undagi qog'oz emas balki elektron raqamli bazani yaratishda yordam beradigan vosita hisoblanadi. Yuqoridagi sanab o'tilgan elektron darsliklarni qulayliklari shundan iboratki, ularda vaqtni tejash ma'lumotlarni yetqazib berishni osonlashtirish, ko'nikmani hosil qilish hamda tushunchani paydo bo'lishda visual ko'maklashishni taminlashdir. Hozirgi paytda ayniqsa chet tili darslarida zamonaviy elektron multimedion texnologiyalarni qollash innovatsiyalari kirib kelmoqda. Bu hol nafaqat maktab yoki akademik kasb-hunar kollejlarda balki Oliy talim muassasalarida ham kirib kelmoqda. Shuning uchun Oliy ta'lim muassasalarida (OTM) ingliz tilini AKT asosida o'qitishning o'quv-uslubiy jihatlarini yaratishdan iborat bolgan muammolar hozirda oz yechimini topish arafasida turibdi. OTM larida ingliz tilini o'qitishda o'quv-adabiyotlarini AKT asosida tashkil qilishda turli ko'rinishdagi vositalardan foydalanish maqsadga muvofiq. OTM larida MED larni yaratishda kompyuter imitatsion modellari (KIM) yordamida ingliz tilida o'qitilayotgan mavzuning mazmun, mohiyatini ochib berishga e'tiborni qaratish lozim. KIM asosida o'quv jarayonini tashkil qilish imkoniyati ingliz tilini o'qitishda darslarni jonli tarzda o'tishga imkoniyat yaratadi. Ayrim mavzularni o'qitishda esa jarayonlarni kuzatish, ularni takror ko'rish kabi imkoniyatlarni yaratadi. Bundan tashqari KIM asosida olib borilgan tayyorgarlik natijasida berilgan mavzu bo'yicha tushunchalarni o'zlashtirish va grammatik qoidalarni esda qoldirish imkoniyati kengayadi. Ayniqsa talabalarda beriladigan visual mashqlar ularda tushuncha hosil bo'lishda oson ko'maklashadi, dars jarayonini faollashtiradi. Ushbu mavzulashtirilgan kompyuter imitatsion modellarning avfzalligi shundaki talabalarda tushuncha tezroq paydo bo'ladi, mavzuni analiz qilishlari yana osonlashadi. OO'MT larida ingliz tilini o'qitishda o'quv-adabiyotlarini AKT asosida tashkil qilishda turli ko'rinishdagi vositalardan foydalanish maqsadga muvofiq. OO'MT larida ingliz tili bo'yicha predmetlarni o'qitishda multimedia texnologiyalaridan samarali foydalanish, virtual resurslar yaratishda kompyuter imitatsion modellari (KIM) yordamida o'qitilayotgan mavzuning mazmun, mohiyatini ochib berishga qaratilgan texnologiyalardan foydalanish e'tiborga loyiq. KIM asosida o'quv jarayonini tashkil qilish, ingliz tilini o'qitishda darslarni jonli tarzda o'tishga imkoniyat beradi. Ayrim mavzularni o'qitishda esa dinamik jarayonlar uchun imitatsion modellar yaratish, kuzatish, ularni takror ko'rish kabi qulayliklarni yaratadi. Bundan tashqari bir tomondan, KIM asosida mavzularni tayyorlash va ularga tegishli tushunchalarni hamda grammatik qoidalarga oid sxemalarni o'zlashtirishga zamin yaratsa, ikkinchi tomondan esa talabalarni mustaqil o'qish va o'zlashtirishi uchun samarali vositalar yaratiladi. Ingliz tili predmetlaridan yaratilayotgan virtual resurslar o'quv jarayonida maruza, amaliyot darslarini birgalikda olib borishga qulaylik yaratishi bilan bir qatorda, ulardan ko'rgazmali qurol sifatida foydalanish imkonini ham beradi. Talabalar uchun bunday vositalarning yaratilishi ingliz tilini o'rganish va o'zlashtirishiga muhim asos bo'lib xizmat qiladi. Ushbu kompyuter imitatsion modlellarni talabalar

uyga olib ham foydalanishlari mumkin. Hozirgi kunda elektron darsliklarni flash tarqatuvchi vositalar orqali o'zlari mustaqil o'rganish imkoniyatlari ham mavjud. Bunda talabalar mustaqil ta'lim sifatida o'zlari mustaqil ravishda ham foydalanish imkoniyatlari mavjud. Bizda ma'lumki ta'lim jarayonida innovatsion ishlar juda kop kuzatilmoqda shularda masofaviy ta'lim olib uning ham qulayliklari juda kop o'rganuvchi xoxlagan paytida masofaviy ta'limda foydalanish imkoniyatiga egadir. Bunda qulayliklardan yana bittasi Oliy o'quv yurtlarida bormasdan ham foydalanish huquqi berilgan. Ushbu qulayliklar nafaqat talabaga, balki o'qituvchiga ham juda katta yordam beradi. Sababi ikkala tomon ham o'zaro kompyuter texnologiyasi orqali muloqotni amalga oshiradi ushbu muloqot jarayonida nafaqat yonaltirilgan fan balki innovatsion texnologiya orqali ham foydalanib o'zlarida ko'nikma hosil qiladi. Oliy ta'lim o'quv jarayonini tashkil etishda innovatsion texnologiyalarning roli kun sayin ortib bormoqda. Masofaviy texnologiyalardan foydalanish zamonaviy ta'limning imkoniyatlarini yanada kengaytirdi. Bugungi kunda Yer kurrasining istalgan joyidan turib, zamonaviy axborot-kommunikatsiya texnologiyalari (AKT) imkoniyatidan foydalangan holda ta'lim olish mumkin. Zero ananaviy ta'lim o'z mavqeini saqlab tursa ham, keyingi paytlarda masofaviy o'qitish texnologiyalari kundan-kun ommaviylashib bormoqda. Bugungi kunda mamlakatimizda yangi jahon axborot-ta'lim muhitiga integrallashishga yo'naltirilgan ta'lim tizimi barpo etilmoqda. Bu ta'lim jarayonini tashkil etishda zamonaviy texnik imkoniyatlarga javob beradigan sezilarli o'zgarishlar bilan kuzatilmoqda. Zamonaviy axborot texnologiyalarining ta'lim sohasiga kirib kelishi ta'lim usullari va o'qitish jarayonini yangicha yondashuv asosida tashkil etish shakllarini sifatli ravishda qulaylashtirib, o'zgartirish imkonini bermoqda. Axborot-kommunikatsiya texnologiyalari ta'lim tizimini modernizatsiyalashtirish jarayonining eng muhim qismidir. AKT bu turli texnik va dasturiy qurilmalar bilan axborotga ishlov berish usullaridir.

U birinchi navbatda, zarur dasturiy ta'minotga ega bo'lgan kompyuterlar va ma'lumotlar joylashtirilgan telekommunikatsiya vositalaridir. 1997-yil 29-avgustda qabul qilingan O'zbekiston Respublikasi «Ta'lim to'g'risidagi» Qonunining 1-moddasida fuqarolarga ta'lim, tarbiya berish, kasb-hunar o'rgatishning huquqiy asoslari belgilab berildi hamda har kimning bilim olishdek konstitutsiyaviy huquqini ta'minlashga qaratilganligi ta'kidlangan. Hozirgi davr ta'lim bosqichining yangi talablariga ehtiyoj yuqoriligini ko'rsatmoqda. Bunda masofaviy ta'lim texnologiyalarini ta'lim jarayonida qo'llash va uni boshqarish ham muhim o'rin tutadi. Bu borada, Respublikamizda qator dolzarb ishlar olib borilmoqda. 2012-yildan boshlab O'zbekiston Respublikasi barcha oliy ta'lim muassasalari (OTM) o'rtasida yagona videokonferensiya ta'lim texnologiyasi amalga oshirildi va hozirgi kunda bu borada elektron ta'limga katta e'tibor qaratilmoqda. Bunda OTM'larga yangi imkoniyatlar va istiqbollari ochib berish borasida rejali ishlar amalga oshirilmoqda. Masalan, hududlardagi kadrlar malakasini masofadan boshqarish bunga misol bo'la oladi. Elektron yoki masofaviy ta'limning yangi bosqichida nafaqat

axborot texnologiyalarini qo'llash, balki elektron shakldagi ta'lim manbalarini bilan ta'minlashni ko'zda tutiladi. Elektron va masofaviy texnologiyalar ta'limning axborot va kommunikatsiya texnologiyalari qo'llangan variantlaridir. Elektron ta'lim (E-Learning) avval «Elektron ta'lim» atamasi kompyuter yordamida o'qitish deb tushunilgan, biroq axborot texnologiyalari rivoji bilan bu tushuncha yanada kengaytirildi. Bugungi kunda elektron ta'lim ko'pgina ta'lim texnologiyalarini qamrab olmoqda, ularni shartli ravishda, 2 xil turga, ya'ni sinxron va asinxron turlarga bo'lish mumkin. Sinxron elektron ta'lim — masofaviy ta'lim hisoblanadi, lekin bu real vaqtda amalga oshiriladigan ta'limdir. U oddiy kunduzgi ta'limga o'xshaydi, farqi shundaki, ishtirokchilar bir-biridan uzoq masofada bo'ladi. Kundan-kunga keng tarqalib borayotgan vebinarlar mazkur ta'lim shaklining eng yorqin ko'rinishidir. Maruzalarni tashkillashtirishda maxsus dasturiy ta'minotlar qo'llaniladi. Asinxron elektron ta'lim — bu talaba barcha kerakli ma'lumotni onlayn-manbalardan yoki elektron axborot tashish vositalari (CD, DVD yoki flash-kartalar)dan olishi va materialni o'zlashtirish sur'ati va jadvalini o'zi mustaqil tashkil etishdir. Asinxron elektron ta'lim tizimiga barcha turdagi CD-kurslar va elektron o'qitish kurslari, ostkastlar vaskrinkastlar kiradi. Bugungi kunda elektron ta'lim ko'pchilik OTM'larda ta'lim jarayonining ajralmas qismi bo'lib qolgan, u shuningdek, malaka oshirish kurslarini tashkil etishda ham o'z o'rnini topgan, ba'zi korporatsiyalarda bo'linmalar mavjud bo'lib, ularning vazifasi xizmatchilar uchun elektron kurslar tashkil etishdir. Yashash joyidan turib, o'qish imkoniyati — chekka qishloqlarda yashovchilarda katta shaharlarga borib, universitetga kirib-o'qish imkoniyati har doim ham bo'lavermaydi. Masofaviy ta'lim texnologiyalari ularga o'z shahridan ketmasdan turib, o'qish imkoniyatini yaratib beradi. O'qish va ishni birga qo'shib olib borish — o'quvchilar ishdan ajralmagan holda ta'lim olish imkoniga ega bo'ladilar, bu, ayniqsa, malaka oshirish yoki ikkinchi oliy ma'lumot oluvchilarga juda qo'l keladi. Sifatli texnologiyalar va o'quv mazmunini egallash — talaba sifatli o'quv materiallari yordamida o'qitilishi, o'qituvchi bilan muloqat qilishi va o'z individual o'quv rejasini tuzishi mumkin. Baholashning xolisligi — masofaviy ta'lim texnologiyalari bilim sifatining doimiy nazorati, natijalarning baholanishi, inson omilidan xoli bo'lgan xolis avtomatlashtirilgan baholash joylarda moddiy manfaatdorlikni yo'qotishni ko'zda tutadi. Hech ikkilanmay ayta olamizki, hozirgi kunda axborot texnologiyalari va ularning ta'lim jarayonidagi ahamiyati juda ham yuqori bo'lib bormoqda.

**Foydalanilgan adabiyotlar ro'yxati:**

1. Turg'unboyev, 2010: 58,
2. Choriyev, 2010: 254-256,
3. Mavlonova, 2015: 235,
4. Tolipov, 2018: 26,
5. Asqarov, 2020: 67-69.

**MODERN EDUCATIONAL TECHNOLOGIES IN TEACHING  
FOREIGN LANGUAGES**

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**Annotation:** The article considers the term of technology and technology integration, explained the use of technology in language classroom, and stated certain recommendations for the better use of these technologies, which assist learners in improving their learning skills. The literature review indicated that the effective use of new technologies improves learners' language learning skills. This study focuses on the role of using new technologies in learning English as a second/foreign language. It discussed different attitudes which support English language learners to increase their learning skills through using technologies.

**Keywords:** modern educational technologies, international communication, motivating learners, integration, communicative competence, computer technology.

The use of technology has become an important part of the learning process in and out of the class. Every language class usually uses some form of technology. Technology has been used to both help and improve language learning. Technology enables teachers to adapt classroom activities, thus enhancing the language learning process. Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners.

Computers are regarded as an important instructional instrument in language classes in which teachers have convenient access, are sufficiently prepared, and have some freedom in the curriculum. Computer technology is regarded by a lot of teachers to be a significant part of providing a high-quality education. Technology provides offers unlimited resources to language learners. Teachers should encourage learners to find appropriate activities through using computer technology in order to be successful in language learning. The use of suitable technological materials can be useful for learners. Using computer-based language activities improve cooperative learning in learners. Furthermore, computer-based activities provide learners rapid information and appropriate materials. They continue that internet materials motivate learners to learn more. In addition, technology provides teaching resources and brings learning experience to the learners' world. Through using technology, many authentic materials can be provided to learners and they can be motivated in learning language. Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning. When we

talk about technology in teaching and learning, the word 'integration' is used. With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process. That is to say, technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to teaching and learning process. Language teaching method has been changed due to technology. The application of technology helps learners learn on the basis of their interests. It also satisfies both visual and auditory senses of the learners. Technology assists learners in adjusting their own learning process and they can have access to a lot of information that their teachers are not able to provide. The use of technologies has the great potential to change the existing language teaching methods. Learners can control their own learning process and have access to many information over which their teachers cannot control. Technology has an important role in promoting activities for learners and has a significant effect on teachers' teaching methods. If teachers do not use technologies in their teaching they will never be able to keep up with these technologies. Thus, it is very important for teachers to have a full knowledge of these technologies in teaching language skills. Developing learners' knowledge and skills pertinent to computer technology provides equity of opportunity, regardless of learners' background. Although learners have been born into a technologically rich world, they may not be skillful users of technology. In addition, just providing access to technology is not adequate. Meaningful development of technology-based knowledge is significant for all learners in order to maximize their learning. [Brown, D. 2001]

Language is the most important means of communication, the existence and development of human society is impossible without it. The current changes in social relations, communication means (the use of new information technologies) require increasing the communicative competence of students, improving their philological preparation. In order they could exchange their thoughts in different situations in the process of interaction with other communicators, using the system of language and speech norms and choosing communicative behavior adequate to the authentic situation of communication. [Arifah, A.,2014]

In this situation technology is an effective tool for learners. Learners must use technology as a significant part of their learning process. Teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills. Learners' cooperation can be increased through technology. Cooperation is one of the important tools for learning. Learners cooperatively work together to create tasks and learn from each other through reading their peers' work.

The use of computer technology leads to the improvement of teachers' teaching and learners' learning in the classes. The use of computer technology helps teachers meet their learners' educational



needs. The application of computer technology enables teachers and learners to make local and global societies that connect them with the people and expand opportunities for their learning. They continued that the positive effect of computer technology does not come automatically; it depends on how teachers use it in their language classrooms. [Jonassen, H., 1999:45]

The application of technology has considerably changed English teaching methods. It provides so many alternatives as making teaching interesting and more productive in terms of advancement. In traditional classrooms, teachers stand in front of learners and give lecture, explanation, and instruction through using blackboard or whiteboard. These methods must be changed concerning the development of technology. The usage of multimedia texts in classroom assists learners in become familiar with vocabulary and language structures. The application of multimedia also makes use of print texts, film, and internet to enhance learners' linguistic knowledge. The use of print, film, and internet gives learners the chance to collect information and offers them different materials for the analysis and interpretation of both language and contexts.

Using technology can create a learning atmosphere centered on the learner rather than the teacher that in turn creates positive changes. By using computer technology, language class becomes an active place full of meaningful tasks where the learners are responsible for their learning. Using computer technology indicates a true learning experience that enhances learners' responsibilities. Technology encourages learners to learn individually and to acquire responsible behaviors. The independent use of technologies gives learners self-direction.

The use of internet increases learners' motivation. The use of film in teaching helps learners to realize the topic with enthusiasm and develop their knowledge. Learners can learn meaningfully when technology is used in the process of learning through using computer and internet. When learners learn with technology, it assists them in developing their higher order thinking skills. It can be concluded that the true combination of multimedia and teaching methodology is very important to attract learners' attention towards English language learning.

In the following section, I present some recommendations for pupils to improve their language skills through using technology:

1. The computer technology is an integral part of the learning activity through which skills are transferred to learners.
3. Language teachers should urge their learners to use technology in developing their language skills.
4. Technology is one of the important tools of language learning activity; it helps learners to improve their language learning skills.
5. Teachers should encourage their learners to use technology in increasing their language abilities.

6. Teachers should create technology-integrated lesson materials. These materials should concentrate on teaching and learning, not just on technology issues.

7. Teachers should find the ways that technology can help them towards learner-centered instruction as opposed to teacher-centered instruction.

To sum up, the findings of this literature review showed that technology provides interaction between teachers and learners, provides comprehensible input and output, helps learners to develop thinking skills, makes learning and teaching becomes more student-centered, promotes learners' autonomy and helps them feel more confident, and increases learners' motivation to effectively learn a foreign language.

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## **INGLIZ TILIDA SO‘ZLASHUV FRAZEOLOGIK BIRLIKLARINING FUNKSIONAL XUSUSIYATLARI.**

**(Functional features of phraseological units of speech in English.)**

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**Annotatsiya:** Ingliz tilining og'zaki nutqi asosida frazeologik birliklarning funksional xususiyatlari tushuntiriladi. Frazeologik birliklarning til tizimidagi muhim vazifalari, o'zgaruvchanlik funksiyalari yoritilgan.

**Annotation.** The functional features of phraseological units are explained on the basis of spoken English. Important functions of phraseological units in the language system, variable functions are highlighted.

**Kalit so'zlar:** frazemalar, iboralar, til sistemasi, nominativ, rezultativ funksiya

**Keywords:** phrases, expressions, language system, nominative, resultative functions

Chet tilini o'qitishda ingliz tili so'zlashuvida qo'llaniladigan frazeologik birliklarni o'rganish muhim sanaladi. Shu kabi rang-baranglikni ingliz tili bilan bog'lasak, frazeologik birliklar, frazemalar, iboralar va maqollar tilimizni mazmunli va ta'sirchanligini oshiradi. Bunday birliklarni nutqda qo'llanilishi so'zlovchining intellektual salohiyatini ko'rsatib berish imkoniyatiga ega. Shu sababli frazeologik birliklarning til sistemasidagi funksiyalarini alohida ta'kidlash joiz.

1) Muqim funksiyalar

2) O'zgaruvchan funksiyalar

Barcha Frazeologik Birliklar uchun nominativ, kommunikativ va kognitiv funksiyalar xarakterlidir. Frazeologik Birliklarning kommunikativlik funksiyasi uning nutq jarayonida ma'lum bir fikr ifodalash uchun xizmat qilishida namoyon bo'ladi. Albatta Frazeologik Birliklardan nutq momentida ma'lum bir ma'lumotni tinglovchiga yetkazish uchun foydalaniladi va bu ularning kommunikativ birlik ekanligini tasdiqlaydi. Nominativ funksiya Frazeologik Birliklarning moddiy dunyodagi ma'lum bir obyektlar, harakat yoki holatlarni nomlash yoki ifodalab kelishida namoyon bo'ladi. Frazeologik Birliklarning nominativ funksiyasi tilning leksik qatlamidagi bo'shliqlarni to'ldirib kelishi bilan xarakterlanadi va ikki turga bo'linadi: neytral nominal va nominal .

Nominativ funksiya bilan bevosita bog'liq bo'lgan funksiya bu kognitiv funksiya hisoblanadi. Chunki borliqdagi narsa-predmetlarni jamiyatda tushunganimizdek aks ettiramiz. Ular ongimizda o'z inikosini topadi. Frazeologik Birliklar ham xuddi til kabi ijtimoiy hodisa hisoblanadi Frazeologik Birliklar uchun xos bo'lgan semantik funksiyaga volyuntativ (lot. voluntas-istak) deyktik, rezultativ va boshqa funksiyalar bevosita tegishli.

Volyuntativ funksiya-bu xohish, istak bildirish funksiyasidir. Bu funksiya ba'zi Frazeologik Birliklar uchun xarakterlidir. Masalan: wish smb. well- omad baxt tilamoq; Wish smb ill-muvaffaqiyasizlik tilamoq; I wish to God... — xudodan tilagim; Get one's wish- o'ylagan niyatiga erishmoq

1) I wish Jane Fairwax very well;but she tires me to death(Dickens Ch. Pickwick Papers, p. 112 2) I wish to Godwe knew what was in their mind (A.J. Cronin The stars look down, p.496 3) Fleur, I love you, Fleur! Fleur uttered a short laugh. Come again, she said,when I haven't got my wish? [Christie A. Easy to Kill. ch. 5, p.276 ]

If I would govern this country wisely, I must be posted in the details of its life, and not at second hand, but by personal observation and scrutiny [M. TwainThe Adventures of Tom Sawyer. ch, I, p. 254] Frazeologik birlik voqealarning baravar yuz berayotganini ifodalab ko'rsatmoqda; Ba'zi Frazeologik Birliklar uchun **rezultativ funksiya** ham xos bo'lib, u Frazeologik Birliklar ifodalab kelayotgan harakat yoki holatning sababini ko'rsatib berishidir. Masalan: come a cropper-muvvofaqiyatsizlikka uchramoq; Make one's bed and have to lie on it- qilgan ishiga javob bermoq; Set smb's teeth on edge-kimnidir asabiga o'ynamoq;

1) Gerald: I may as well tell you at once that I've had very bad luck. I wanted to make money and I've **come** an absolute **cropper**. [Maugham W.S. The Razors Edge,p.156] 2) She felt that... she must go on leading her strained, humdrum life. This was her punishment for having made a mistake. She **had made** her **bed, and she must lie on it** [O'Hara J. Assembly, p.266]. 3) The laugh, the first they have heard from him sets **Trench's teeth on edge** (G.B. Shaw).Tildagi barcha birliklar, jumladan FB lar uchun xos bo'lgan eng muhim funksiya bu **pragmatik funksiya** hisoblanadi. Pragmatik maqsadga yo'naltirilgalik Frazeologik Birliklar uchun xarakterli jihatlardan biridir.Rus tilshunosi S.G. Gavrin rus tilida Frazeologik Birliklarni tahlil qilganda, ularning bir necha funksiyalari mavjudligini ko'rsatib bergan. Ana shu funksiyalar ingliz tili Frazeologik Birliklari uchun ham xarakterli hisoblanadi He appears to know just how long he can torment me before I get my dender up [Mark Twain, The Adventures of Tom Sawyer, ch, IV, p.34] Hang it! You cut up quite nasty....[ W.Thackeray "Pendennis" ch.XII,p.169] Frazeologik Birliklarning emotsionalligi ularning turli xil his-tuyg'ulari, shaxs-predmetlarga nisbattan sub'yektiv munosabatlarini ifodalash bilan bog'liqdir. Frazeologik Birliklarning emotsionalligi bir vaqtning o'zida ikki ma'noning reallashuvi va obrazlilik natijasida yuzaga chiqadi.. Darhaqiqat.., Frazeologik Birliklar qo'rquv, shodlik, azoblanish, hayrat taajub kabi emotsional xususiyatlarni ifodalash imkoniyatiga ega. Masalan, "miserable as bandicoot", "over a barrel", " like a bastard" , "be for the high dive" kabi Frazeologik Birliklar dardu alam, xafagarchilik emotsional bo'yog'iga ega bo'lsa, "have a ball", "full of beans", "a guy bird" Frazeologik Birliklari quvonch, sevinch emotsional bo'yog'iga ega. Frazeologik Birliklar uchun xarakterli funksiyalardan bo'lgan stilistik funksiya tarkibiga giperbolizatsiya hamda intensivlik funksiyasi ham kiradi.Yuqorida keltirilgan barcha funksiyalarni Frazeologik Birliklar nutq momentida bir vaqtning o'zida namoyon eta olmaydi. Ba'zi jihatlarda doimiy , konstant vazifalar bo'lsa, ba'zilari faqat ma'lum bir Frazeologik Birliklar uchun xosdir.Tilning frazeologik fondida alohida o'rin tutadigan, maqol va matallar uchun **kumulyativ** funksiya xosdir.. Chunki ayanan maqollar xalq tarbiyasi umumlashmasi bo'lib, kishilarni to'g'ri yo'lga, yaxshilikka yetaklaydi.

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**SPECIFIC FEATURES OF DISTANCE LEARNING IN TEACHING FOREIGN LANGUAGES  
AT HIGHER EDUCATIONAL INSTITUTIONS**

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**Annotation:** The article discusses some aspects of the effective implementation of distance learning technologies in the educational process of higher educational institutions. Some specific features of the use of distance learning a foreign language are given on the example of foreign experiences. The constituent factors influencing the quality and the effectiveness of teaching a foreign language remotely are discussed.

**Keywords:** distance learning, educational technologies, computer technologies, electronic library, multimedia.

The introduction of modern information and communication technologies (ICT) into the education system of higher educational institutions requires the improvement of existing and the development of new distance learning technologies that serve to increase the efficiency of interaction between teachers and students. With the help of these technologies, an active influence on the learning process is exerted, since their application changes the scheme of knowledge transfer and teaching methods. Distance learning technologies are understood as educational technologies implemented mainly with the use of ICT with remote interaction of students and teachers [Mirolyubov, 2010: 464]. At the

same time, the use of ICT in the educational process requires a modern teacher to improve his knowledge and practical skills in computer technologies, as well as a creative approach to teaching. This is due to the creation of new means of teaching and storing information, which includes electronic textbooks and multimedia, electronic libraries, educational network, information retrieval systems, information and reference systems and others.

The use of ICTs in education significantly accelerates the transfer of knowledge, improving the quality of learning and education. The effective implementation of these technologies in education is an important factor in creating an education system that meets the requirements of informational education and the process of reforming the traditional education system in the light of the requirements of the modern information society. In distance learning, communication between a student and a teacher takes place through information technology and communication means. At the same time, they have the ability to use synchronous methods, which include chat and video conferencing. And they can also use non-synchronous methods, which include email and various instant messengers. It should be noted that in the educational systems of higher educational institutions of many leading countries of the world, instead of traditional forms, distance learning is increasingly being used under current conditions. It is especially convenient for representatives of those age and social groups who are forced to give preference to on-the-job training [Amirova, 2014: 15-17].

With the development of information technologies, communication networks, new learning opportunities have appeared that allow maintaining the educational process at the proper level. Improving online learning methods is an urgent task of the modern education system. For example, in foreign literature, the author [Luis Miguel Dos Santos, 2020: 104-109] draws attention to the fact that in today's digital age, the search for optimal and effective teaching methods and strategies is an integral part of teaching foreign languages. Other authors [Reni Puspitasari Dwi Lestariyana and Handoyo Puji Widodo, 2018: 489-495] note that modern students have a huge experience of actively using digital technologies through resources such as Facebook, Instagram, WhatsApp, and for them the online environment is familiar.

That is why, at present, many researchers in this area pay special attention to the problems of effective implementation of online learning in the educational process in universities. In this regard, the foreign expert Matthew Murdoch [Murdoch, 2012: 188] noted that currently humanity is going through an era of fundamental reforms in the education system, built on the basis of modern information technologies. This type of training is an affordable means of spreading ideas, innovations and education around the world. According to the researcher, the abundance of information retrieval options has stimulated the explosive wave of learning to move towards virtual classrooms and other similar online learning platforms.

Distance learning is an integral part of the modern educational model, requiring the educational institution and each teacher, in particular, to reconsider the techniques and methods of teaching in accordance

with new standards and technologies. Distance educational technologies using the Internet are used today both for mastering individual courses for advanced training of users and for obtaining higher education. Distance lessons, conferences, seminars, business games, laboratory work, workshops and other forms of training conducted with the help of computer technology and communication means increase the motivation of students in the discipline and qualitatively improve the learning outcomes.

When using computer technologies, the principle of visibility changes qualitatively, which, according to T.P. Leontyeva [Leontyeva, 2015: 164], becomes "the principle of hypermedia visibility", since the use of multimedia technologies offers, for example, the ability to present material accompanied by sound, graphic information and animation effects. Teachers post prepared theoretical materials, presentations, audio and video recordings, tests, test and examination materials in certain disciplines on the electronic portal of the educational institution. When choosing and presenting educational material, the teacher should remember that the "distance" student should feel "in the classroom". This effect can be achieved by combining audio and video material. When explaining the new educational material, the main attention should be paid to the quality and accessibility of audio or video recording, which the "remote" student, in contrast to the "traditional" one, can listen to or view at a convenient time for himself, reproduce as many times as necessary for better memorization and assimilation material. At the same time, the playback of audio and video materials can be carried out in different quality, depending on the quality of the connection and the data transfer rate.

In the modern system of higher education in our country, as in world practice, distance learning methods are widely used in the study of foreign languages. Of course, distance learning of foreign languages involves the use of modern information technologies. Even in the recent past, specialists in this area tried to create computer programs for studying certain aspects of the language, but now, due to the intensive development of computer technologies and communication facilities, more effective methods of online learning are being developed. Thanks to the Internet, millions of students constantly communicate on Internet forums, in various messengers, in video conferencing programs, for example, in Skype, Zoom, TEAM and others.

Existing distance learning methods can be roughly divided into two types:

first, it is the student's independent study of the English language using the materials provided in a different format;

second, by communicating a student with a teacher through computer technology and communication: webinars or online conferences.

The difficulty of self-education lies in the fact that without regular contact with the teacher, full-fledged assimilation of thematic materials by the student, even using the best materials, is unlikely. Without the help of the teacher, the student can easily spoil his pronunciation, in an attempt to memorize the words on his own. Self-study of the English language practically does not bring the expected results. Without systematic and

effective feedback from the teacher, no courses or teaching materials will help you learn the language at the proper level.

The overall effectiveness of teaching a foreign language, in particular English by distance, depends on several components, the main of which are:

- the use of interactive and classical teaching methods;
- simplification of communication between teacher and student;
- achieving maximum assimilation of the materials of the lesson, by using audio and video materials, as well as multimedia;
- creativity and professionalism of the teacher;
- personal motivation of the student.

Developed new methods of distance learning should always flexibly combine the systematic and operational interactions of a professional teacher and the cognitive work of a student. The student can study both the recommended literature and independently find information in the information network. One of the good ways to test your language skills is to watch a feature film or science program in a foreign language. If classes are held in small groups, it is necessary to ensure the interaction of group members within the framework of joint language projects, possibly with the participation of foreigners. You can organize video seminars on specific topics. In addition, the presentation of short videos during the class has a positive effect on the process of mastering the teaching materials.

Monitoring progress is one of the main elements of the educational process and should be carried out by the teacher systematically. Control can be carried out in the form of open and closed testing, listening in real time, writing reports and abstracts on various topics. Attention should be paid to some points that have a significant impact on the implementation of the competence-based approach, which are associated with increasing the effectiveness of training. This requires an analysis and revision of curricula and plans for the taught discipline, and, as a result, the search for new approaches and techniques in order to optimize the learning process in new conditions. It should be noted that the processes of integration and expansion of the educational space require the development and implementation of new methods and technologies of vocational education in general and teaching a foreign language in particular.

Thus, the quality of the knowledge gained and the overall success of distance learning directly depend on the methodological quality of the materials used and the method of organizing classes. The effectiveness of distance learning is significantly related to the professional training and creativity of the teacher, as well as the personal motivation of the student. The combination of the principles of accessibility and clarity, the presented educational materials and a clear worked out system of regular testing of knowledge, improve the quality of online classes and allow students to learn a foreign language without any particular difficulties.



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**CHINA'S ECONOMY CURRENT TRENDS AND POBLEMS**

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**Annotation:** This article describes the current trends and problems of the Chinese economy. China is a developing economy. And, of course, statistics are provided, with a focus on specific and ways to deal with the challenges of a systemic economic pandemic . The Economic Issues series aims to make available to a broad readership of nonspecialists some of the economic research being produced in the International Monetary Fund on topical issues.

**Keywords:** Current Trends, poblems, GDP, export, import, systemic economic, China reduced the value-added tax (VAT), growth, International Monetary Fund (IMF) business.

The economy of the People's Republic of China is a developing market-oriented economy that incorporates economic planning through industrial policies and strategic five-year plans. Dominated by state-owned enterprises and mixed-ownership enterprises, the economy also consists of a large domestic private sector and openness to foreign businesses in a system described as a socialist market economy.

China Growing So Fast, In 1978, after years of state control of all productive assets, the government of China embarked on a major program of economic reform. In an effort to awaken a dormant economic giant, it encouraged the formation of rural enterprises and private businesses, liberalized foreign trade and investment, relaxed state control over some prices, and invested in industrial production and the education of its workforce.[<https://www.railfreight.comchina>]. By nearly all accounts, the strategy has worked spectacularly. While pre-1978 China had seen annual growth of 6 percent a year (with some painful ups and downs along the way), post-1978 China saw average real growth of more than 9 percent a year with fewer and less painful ups and downs. In several peak years, the economy grew more than 13 percent. Per capita income has nearly quadrupled in the last 15 years, and a few analysts are even predicting that the Chinese economy will be larger than that of the United States in about 20 years. Such growth compares very favorably to that of the "Asian tigers"--Hong Kong, Korea, Singapore, and Taiwan Province of China--which, as a group, had an average growth rate of 7-8 percent over the last 15 years.[ Zuli Hu received his Ph.D. in economics] .Curious about why China has done so well, an IMF research team recently examined the sources of that nation's growth and arrived at a surprising conclusion. Although capital accumulation--the growth in the country's stock of capital assets, such as new factories, manufacturing machinery, and communications systems--was important, as were the number of Chinese workers, a sharp, sustained increase in productivity (that is, increased worker efficiency) was the driving force behind the economic boom. During 1979-94 productivity gains accounted for more than 42 percent of China's growth and by the early 1990s had overtaken capital as the most significant source of that growth. This marks a departure from the traditional view of development in which capital investment takes the lead.[ Kutbitdinov yu.Chinese vector economy.]. This jump in productivity originated in the economic reforms begun in 1978.

Measuring Growth Economists studying China face thorny theoretical and empirical issues, mostly deriving from the country's years of central planning and strict government control of many industries, which tend to distort prices and misallocate resources. In addition, since the Chinese national accounting system differs from the systems used in most Western nations, it is difficult to derive internationally comparable data on the Chinese economy. Figures for Chinese economic growth consequently vary depending on how an analyst decides to account for them.

Although economists have many ways of explaining--or modeling--economic growth, a common approach is the neoclassical framework, which describes how productive factors such as capital and labor

combine to generate output and which offers analytical simplicity and a well-developed methodology. Although commonly applied to market economies, the neoclassical model has also been used to analyze command economies. It is an appropriate first step in looking at the Chinese economy and yields useful "benchmark" estimates for future research. The framework does, however, have some limitations in the Chinese context.

Original data for the new IMF research came from material released from the State Statistical Bureau of China and other government agencies. Problematically, the component statistics used to compile the Chinese gross national product (GNP) have been kept only since 1978; before that, Chinese central planners worked under the concept of gross social output (GSO), which excluded many segments of the economy counted under GNP. Fortunately, China also compiled an intermediate output series called national income, which lies somewhere between GNP and GSO and is available from 1952 to 1993.[ Mohsin S. Khan macroeconomic models]. After making appropriate adjustments to the national income statistics, including adjusting for indirect business taxes, these data can be used to analyze the sources of Chinese economic growth.

China's recent productivity performance is remarkable. By comparison, productivity growth for the Asian tigers hovered around 2 percent, sometimes slightly more, for the 1966-91 period. China's rate of almost 4 percent simply puts it in a class by itself. Exactly how did China's economic reforms work to boost productivity, especially in an economy still burdened by extensive government controls. In the important rural sector the story is particularly interesting. Prior to the 1978 reforms, nearly four in five Chinese worked in agriculture; by 1994, only one in two did. Reforms expanded property rights in the countryside and touched off a race to form small nonagricultural businesses in rural areas. Decollectivization and higher prices for agricultural products also led to more productive (family) farms and more efficient use of labor. Together these forces induced many workers to move out of agriculture. The resulting rapid growth of village enterprises has drawn tens of millions of people from traditional agriculture into higher-value-added manufacturing.

Cumulative foreign direct investment, negligible before 1978, reached nearly US\$100 billion in 1994; annual inflows increased from less than 1 percent of total fixed investment in 1979 to 18 percent in 1994. This foreign money has built factories, created jobs, linked China to international markets, and led to important transfers of technology. These trends are especially apparent in the more than one dozen open coastal areas where foreign investors enjoy tax advantages.[ Saidbekova B .Chinese economy book Toshkent-2011]. In addition, economic liberalization has boosted exports--which rose 19 percent a year during 1981-94. Strong export growth, in turn, appears to have fueled productivity growth in domestic industries.

China emerged in June 2020 as the first major country to announce a return to economic growth since the outbreak of the COVID-19 pandemic. product (GDP) growth in the second quarter and 4.9% GDP growth in the third quarter of 2020. The International Monetary Fund (IMF) projects China's economy to grow by 1.9% in 2020. China is still grappling with a slow recovery of domestic demand and its top export markets and has relied on government spending and exports to boost growth. China is facing growing restrictions on its overseas commercial activities and access to foreign technology and pressures for firms to diversify China-based supply chains. Against this backdrop, China's leadership is deliberating the country's economic direction and industrial plans for the next 5 to 15 years.

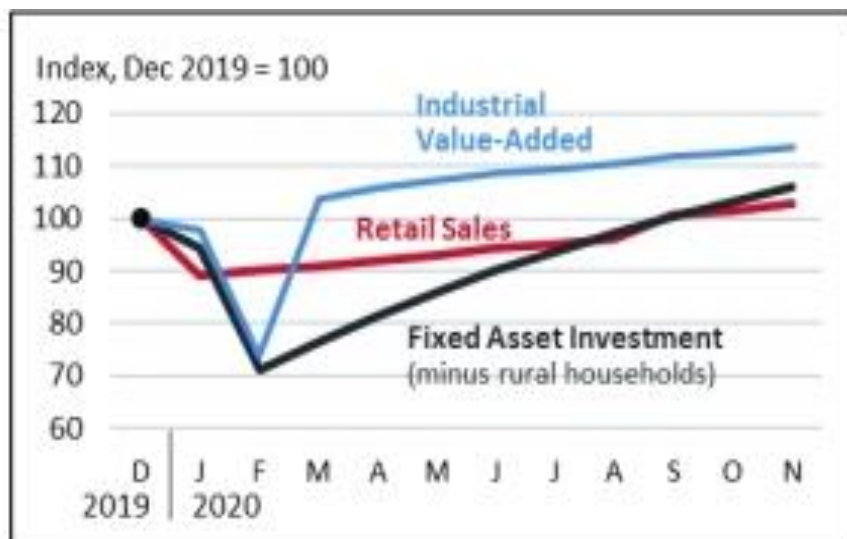
**COVID-19 Support Measures to Boost Growth** The IMF estimates that China's announced fiscal measures and financing plans amounted to \$740 billion, or 4.7% of its GDP, as of November 2020. The government increased its budget deficit target to a record high of 3.6% of GDP, up from 2.8% in 2019. Key measures included spending on epidemic control and medical equipment, unemployment insurance, tax relief, and public investment. Between January and November 2020, China's fixed asset investment grew over the same period in 2019 in ecommerce (32%), pharmaceuticals and medical products (27%), health (26%), computers (20%), and education (14%). China reduced the value-added tax (VAT) rate and introduced VAT exemptions for certain goods and services.

China's central bank extended monetary support with interest rate cuts, eased loan terms, and injected liquidity into banks. Shifting from efforts to reduce debt, the government announced the issuance of \$142.9 billion of special treasury bonds for the first time since 2007; increased the quota for local government special bonds (a source of infrastructure funding); and fast-tracked the issuance of corporate bonds to cover pandemic costs but with potential broader uses.[Liu, X. (2018, February). Analysis of logistics service supply chain for the of China. Transportation Research <https://doi.org/10.1016/j.tre.2020.01.09>].The government says it seeks to control credit risk but the need for additional fiscal and monetary support to boost growth may undermine this goal.

**Systemic Economic Challenges** China is grappling with economic challenges that predate the pandemic, including slowing domestic growth, rising labor costs, trade pressures including U.S. tariffs, rising consumer inflation, and rising corporate and government debt levels. In November 2020, China's Purchasing Manager's Index was 52.1% and value-added manufacturing was up by 7.7 percent over November 2019—in a sign of manufacturing expansion. November 2020 retail sales increased 5% over November 2019, but January to November 2020 sales were down 5% over the same period in 2019. The ongoing outbreak of African Swine Flu since 2018 has decimated over half of China's pork herd and led to acute shortages. The government initially tapped strategic pork reserves and increased imports from Europe and Brazil, but could not compensate for the drop in imports from the United States since China imposed tariffs in 2018. China has increased U.S. pork imports in 2020. In August 2020, President Xi

launched a campaign against food waste, signaling a focus on boosting domestic food supply and agricultural technology, including a focus on seeds. The Communist Party of China (CPC)'s Politburo meeting in April 2020 prioritized strengthening food, energy and supply chain security and stabilizing employment, financial and market operations, and foreign trade and investment.

**Figure 1. China's Industrial Production and Retail Sales (December 2019 to November 2020)**



[Statistic/china.com.912/ht.]

**Source:** CRS with data from China's National Bureau of Statistics.

Since 2019, the Chinese government has pursued a deleveraging campaign to reign in bad debt accrued by local governments, commercial banks, and unauthorized “shadow” lending. China's total debt across sectors— household, corporate, government, and financial sector— could reach 335% of GDP in 2020, according to the International Institute of Finance. China also has an estimated \$90 billion and another \$100 billion in U.S. dollar-denominated debt due in 2020 and 2021, respectively. Onshore, Chinese companies owe an estimated \$694.6 billion in 2020 and \$706 billion in 2021. The deleveraging campaign led to several regional bank bailouts in 2019. While the number of defaults dropped in 2020— likely due to stimulus measures and laxer rules— debt and nonperforming loan challenges persist and could grow if policies push loan forbearance and growth. In late 2020, the government reined in Alibaba's lending business, signaled it may increase its role in Ant Group, and took control of economically-troubled Hongxin Semiconductor and Honor, Huawei's smartphone business.

**Figure 2. Phase One Trade (January-November 2020)**



**Source:** CRS with U.S. export data from the U.S. Census Bureau.

**Notes:** This data does not include China’s \$67.8 billion commitment in services imports for 2020.

January 2020 Phase One Trade Deal The U.S.-China trade deal included a commitment for China to buy \$468 billion over 2 years of U.S. agriculture, energy, goods, and services. To date, China has purchased 55% of its 2020 commitment and some purchases fall below 2017 levels (e.g., coal). China’s efforts to diversify sources of agricultural imports—resulting in record imports from countries, such as Argentina and Brazil—may hinder its ability to meet its commitments.[ Zhuangzhi,S.(2007,January).Chinese economy, Retrieved from file:///C:/Users/Professional/Desktop/research%20materials/articles/%20china.pdf]. When global oil prices collapsed in March 2020, China imported 53.18 million tons of crude oil from non-U.S. sources to replenish its strategic reserves.[ Fazilov, X. C. (2018, December). Re-centering Central Asia: China’s “New Great Game” in the old Eurasian Heartland. Palgrave Communications, 4(1), 1-18. <https://doi.org/10.1057/s41599-018-0125-5> Hojaev, A. (2018, October 31). Svobodnoe mnenie. Retrieved January 2020, from <https://nuz.uz/svobodnoe-mnenie/36535-uzbekistan-i-novyy-shelkovyy-put.html#>]

In conclusion, in this article we have mainly discussed the current trends and problems of the Chinese economy, andAlthough China occupies a unique niche in the world’s political economy--its vast populace and large physical size alone mark it as a powerful global presence--it is still possible to look at the Chinese experience and draw some general lessons for other developing countries. Most important, while capital investment is crucial to growth, it becomes even more potent when accompanied by marketoriented reforms that introduce profit incentives to rural enterprises and small private businesses.

That combination can unleash a productivity boom that will propel aggregate growth. For countries with a large segment of the population underemployed in agriculture, the Chinese example may be particularly instructive. By encouraging the growth of rural enterprises and not focusing exclusively on the urban industrial sector, China has successfully moved millions of workers off farms and into factories without creating an urban crisis. Finally, China's open-door policy has spurred foreign direct investment in the country, creating still more jobs and linking the Chinese economy with international markets. China's strong productivity growth, spurred by the 1978 market-oriented reforms, is the leading cause of China's unprecedented economic performance. Despite significant obstacles relating to the measurement of economic variables in China, these findings hold up after various tests for robustness. As such, they offer an excellent jumping-off point for future research on the potential roles for productivity measures in other developing countries. the economy of the People's Republic of China grew by 1.9% in 2020 in a pandemic, which is a good result. China is still combating the slow recovery of domestic demand relying on high export markets and government spending and encourages export growth, which is certainly a clear indication that the Chinese economy is doing well.

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## THE SEMANTIC CHANGE OF WORDS

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**Annotation:** In this article, semantic change may also occur when native speakers of another language adopt English expressions and apply them to activities or conditions in their own social and cultural environment. Common types of semantic change include amelioration, pejoration, broadening, semantic narrowing, bleaching, metaphor, and metonymy. The categorization of semantic change – that is in this case the ways in which words can change their meanings – used to be the major field of interest in historical linguistics for a long time.

**Keywords:** semantic shift, lexical change, narrowing, bleaching, broadening.

In semantics and historical linguistics, semantic change refers to any change in the meaning(s) of a word over the course of time. Also called semantic shift, lexical change, and semantic progression. Common types of semantic change include amelioration, pejoration, broadening, semantic narrowing, bleaching, metaphor, and metonymy. Semantic change may also occur when native speakers of another language adopt English expressions and apply them to activities or conditions in their own social and cultural environment. Before actually entering the discussion about the reasons for semantic change in the English language, it is first helpful to give some background information on semantic change. The kinds of semantic change most extensively studied in the last 40 years are changes leading to grammatical, procedural meaning, typically in the context of work on grammaticalization, the study of work on morphosyntactic change.

Much of the work has been conducted from typological and cognitive-linguistic perspectives. It has revealed that semantic changes correlated with the types of morphosyntactic changes associated with grammaticalization are regular in the sense that they are replicated not only in the same language but cross-linguistically. They are almost exclusively unidirectional in that lexical meaning may become grammatical meaning. The changes are conceptualized as on a continuum, from contentful (lexical) to procedural (grammatical) meaning. In most languages, auxiliary verbs derive from lexical sources. Examples in English are *must*, *shall*, *can*, *will*, *may*, *be going to*, *have to*, etc. With the exception of *will* and *be going to*, the sources have obsolesced in Standard English. Another cross-linguistic generalization is that the equivalent of English prepositions for the front, back, top, and bottom regions often derive from terms for body parts, as in English *back*, *behind*. In many languages, the verb for FINISH comes to be used as a marker of completion, compare to Chinese *-le* 'completive' < *liao* 'finish.' Heine and Kuteva is a major source of information on grammatical concepts and their sources. Because



some of the languages cited do not have written histories until recently, we can only make hypotheses about their history. Therefore in some cases, sources are reconstructed based on polysemies in present-day languages. The category of semantic changes. The categorization of semantic change – that is in this case the ways in which words can change their meanings – used to be the major field of interest in historical linguistics for a long time. Therefore, there is a wide variety of literature available on this topic. But still, the different types of semantic change can be divided into basic types. All of them have in common that they only generate semantic change when the use of a word in a certain way becomes widespread among a speech community. As the most important or productive manner of semantic change there is a metaphor, which is “the transfer of a literal meaning to a figurative area”. A good example of this is the word *head*, which originally only referred to the top part of a living creature’s body. This distinct feature of the head could then be used metaphorically and transferred to other areas of life, as when using expressions like “head of the department”; thereby, the word *head* has extended its meaning capacity from only referring to a body part to also referring to people on high levels of professional life.

Another important way to change meanings is through metonymy, which is “the substitution of a word referring to an attribute for the thing that is meant”. An example is the use of the word *crown* for a monarch, relying on the common knowledge of speakers and listeners that it is normally only monarchs who wear crowns. The third major way in which words can change their meanings is by means of euphemisms. Speakers use euphemisms whenever they are in need of an inoffensive expression for an otherwise offensive utterance. For example, it is highly inappropriate in Western cultures to speak of bodily functions in polite conversations. Therefore, speakers use euphemisms – and teach them to their children – in order to be able to speak politely, e.g. the child can speak of “number one” or “number two” in order to express its need to go to the bathroom. Furthermore, speakers can use the stylistic device of irony to alter the meaning of a word; ironical use of words occurs when they are used in a way contradicting their normal use. An example is the use of intensifiers, such as *awfully* or *terribly*, which normally refer to something dreadful, to express that something is particularly good or nice, as in “he’s awfully handsome”.

Classifications of semantic change. Classifications of semantic change are the main empirical output of historical philological semantics, and an in-depth study of the historical-philological era (which is not what we are aiming for here) would primarily take the form of a classification of such classifications. Rather than give intricate overviews of how many different classifications of semantic change the historical-philological tradition produced and how they are related to each other, conceptually and genealogically, we will present the classificatory efforts in three steps, each time adding a level of complexity. In the first paragraph of the section, we present a panorama of some of the most common elements that may be found in such classifications: what are the phenomena that historical-philological

semantics predominantly tend to have a look at? The second paragraph adds one degree of nuance, illustrating that historical-philological semantics does not stop at the level where we find phenomena like metaphor and metonymy, but also search for lower-level patterns of semantic development. The third paragraph zooms in on the more elaborate schemas that appeared in the final stage of the development of historical-philological semantics. To get an idea of these culminating achievements, we will conclude the section with the classification suggested by Albert Carnoy (1927) and, contrasting it with Carnoy's, at the classification proposed by Gustaf Stern (1931). These sophisticated and detailed catalogs mark the end of a period, and they do so in a particularly symbolical way: Carnoy's *La science du mot* is exactly contemporaneous with Leo Weisgerber's vigorous attack against the tradition of historical semantics (Weisgerber 1927), an attack that marks the beginning of the structuralist era in lexical semantics. And the year of publication of Stern's *Meaning and the Change of Meaning* is the same year in which Jost Trier published his monograph *Der Deutsche Wortschatz im Sinnbereich des Verstandes* – the first major descriptive work in the new structuralist paradigm.

In this study, it is concluded that every single word has a general lexical meaning which itself is a linguistic category due to the concept which is a logical category. This general meaning is almost similar to the language function but again not equal to it. As it is closely related to different language functions, it is absolutely distinguishable as a linguistic unit from other main units of the language. It is also concluded that not only the main units of language have meaning but also the other classes of semantic-word formation or are responsible for the changes of meaning. In the end, we have some specific meanings that distinguish the language units from each – other. If the words are distinguished from their general meaning, they will not be called word; and if they will be distinguished from their grammatical meaning or lexical – grammatical; at the same time they are distinguished also from their specific meaning that every single word contains and which makes them different from each – other. The meaning shift is part of an onomasiological process, no matter if they are intentional or not. In both cases, these changes in meaning happen as a consequence of internal and external linguistic factors. In general, these changes have been classified based on a contrasting relation; widening and narrowing, metaphor–metonymy not allowing in this way another direction of meaning development.

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**О НЕКОТОРЫХ ПРОЦЕДУРНЫХ МОМЕНТАХ И ФОРМАТЕ ЗАДАНИЙ  
НАЦИОНАЛЬНОЙ ТЕСТОВОЙ СИСТЕМЫ ОЦЕНКИ УРОВНЯ ЗНАНИЯ  
ОБЩЕОБРАЗОВАТЕЛЬНЫХ ПРЕДМЕТОВ  
(НА ПРИМЕРЕ РУССКОГО ЯЗЫКА И ЛИТЕРАТУРЫ)**

**(About some procedural points and format of tasks of the national test system for assessing the  
level of knowledge of general educational subjects)  
(on the example of russian language and literature)**

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**Аннотация:** В последнее время на первый план вышли вопросы повышения качества и эффективности высших учебных заведений на основе внедрения международных стандартов обучения и оценки качества обучения. В статье рассматривается проблема поэтапного внедрения общегосударственной тестовой системы оценки знаний по общеобразовательным предметам. Особое внимание уделяется недавно введенным процедурным аспектам национальной системы тестирования и формату тестовых заданий.

**Annotation:** Recently, the issues of improving the quality and efficiency of higher educational institutions based on the introduction of international standards of education and assessment of the quality of teaching have come to the forefront. The article deals with the problem of phased implementation of the national test system for assessing knowledge in general education subjects. Special

attention is paid to the newly introduced procedural aspects of the national test system and the format of test tasks.

**Ключевые слова:** качество; эффективность; система; квота; оценка знаний; сертификация; национальная система; сертификат; регистрация; порядок; заявление; максимальный балл; конфиденциальность информации; платеж; договор оферты; выдача сертификата; видеозапись; формат заданий; чтение; литература; письменная грамотность.

**Keywords:** quality; efficiency; system; quota; Assessment of knowledge; certification; national system; certificate; registration; order; statement; maximum score; confidentiality of information; payment; contract offer; issuance of a certificate; video recording; format of tasks; reading; literature; written literacy

В целях последовательной реализации осуществляемых в интересах народа широкомасштабных реформ подготовлен проект Государственной программы по реализации [Стратегии](#) действий по пяти приоритетным направлениям развития Республики Узбекистан в 2017-2021 годах в "Год развития науки, просвещения и цифровой экономики". Так, в развитии сферы образования и науки предусматривается продолжение курса дальнейшего совершенствования системы непрерывного образования, повышения доступности качественных образовательных услуг, подготовки высококвалифицированных кадров в соответствии с современными потребностями рынка труда; повышение качества и эффективности деятельности высших образовательных учреждений на основе внедрения международных стандартов обучения и оценки качества преподавания, поэтапное увеличение квоты приема в высшие образовательные учреждения.

В аспекте поставленных задач и с целью выполнения ПП-5953 от 2 марта 2020 года было принято Постановление Кабинета Министров Республики Узбекистан № 646 от 12 октября 2020 года «О внедрении национальной тестовой системы оценки уровня знаний общеобразовательных предметов» о поэтапном внедрении национальной тестовой системы оценки знаний по общеобразовательным предметам в комплексе наук, соответствующих направлениям бакалавриата.

Начиная с приема в 2021/2022 учебном году абитуриенту, получившему национальный сертификат по общеобразовательным предметам, присваивается максимальный балл, установленный для данного предмета в тестовых испытаниях на поступление в бакалавриат высшего образовательного учреждения. При этом в рамках квот приема в бакалавриат высших образовательных учреждений обеспечивается приоритет по отношению к абитуриенту,

получившему высокий балл по сертификату, среди абитуриентов, имеющих одинаковый результат в рамках конкурса.

Сертификацию по родному языку и литературе (узбекский язык и литература, русский язык и литература, каракалпакский язык и литература) и математике предполагается провести в 2021 году, соответственно по химии, биологии, физике, географии и истории в 2022/2024 годах. По химии, биологии, физике, географии и истории в 2022/2024 годах.

Будет утверждено Положение о порядке оценки знаний и выдачи сертификатов по общеобразовательным предметам, устанавливающее порядок оценки знаний по общеобразовательным предметам и выдачи сертификата государственного образца.

Согласно положению, оценка знаний по общеобразовательным предметам и выдача сертификата государственного образца осуществляется Государственным тестовым центром при Кабинете Министров Республики Узбекистан на платной основе, сертификат выдается в электронной форме.

За выдачу сертификата с соискателя взимается плата в размере 1,5-кратного размера базовой расчетной величины на день подачи заявления.

Сертификат выдается сроком на 3 года лицам, набравшим не менее 60% от максимального балла по результатам тестирования.

Формат тестовых заданий по общеобразовательным предметам (содержание дисциплины, количество вопросов, тип заданий, норма времени), критерии оценки, а также форма заявления, заполняемая соискателем, утверждаются Государственным тестовым центром и размещаются на его официальном сайте.

В целях получения сертификата Соискатель подает электронное заявление и регистрируется посредством системы регистрации данных и заявлений абитуриентов для участия в тестировании.

Регистрация осуществляется на основании следующих документов:

- документ, удостоверяющий личность: гражданский паспорт, свидетельство о рождении, вид на жительство лица без гражданства;
- Электронная форма цветной фотографии на белом фоне, размером 3,5 x 4,5 см (свидетельство о рождении, при обращении с удостоверением лица без гражданства).

Для соискателя на официальном сайте Государственного тестового центра формируется личный кабинет.

После того, как Соискатель осуществит платеж, он будет считаться зарегистрированным, и заключившим договор публичной оферты с Государственным центром тестирования.

Ответственность за достоверность сведений о соискателе несет лично Соискатель.

Государственным центром тестирования обеспечивается конфиденциальность информации о соискателе. Сведения о заявителях представляются в порядке, установленном законодательством, только при официальном обращении уполномоченного государственного органа и суда.

Место и дата проведения тестирования определяются Государственным тестовым центром.

Дата проведения тестирования объявляется не менее чем за семь дней до его проведения.

Соискатель получает информацию о дате и месте проведения тестирования через свой личный кабинет.

Номер места соискателя на тестовом испытании, определяется государственным тестовым центром путем жеребьевки и оформляется акт.

Тест может быть проведен на бланках или дистанционно на компьютере, с использованием соответствующего программного обеспечения, в том числе через всемирную информационную сеть Интернет. Тестирование проводится с участием членов экзаменационной комиссии и наблюдателей, утвержденных государственным центром тестирования.

Экзаменационная комиссия формируется при назначении письменных или устных экзаменов.

Состав экзаменационной комиссии утверждается приказом директора Государственного тестового центра, в который включаются сотрудники Государственного тестового центра и опытные педагоги, квалифицированные специалисты.

Тестирование будет проведено на одном этапе, когда все разделы охватываются компьютером на основе соответствующего программного обеспечения.

Тестирование проводится под руководством и наблюдением ответственного сотрудника Государственного тестового центра.

Во время тестирования на каждом рабочем месте сидит по одному соискателю. Процесс проведения тестового теста постоянно снимается на видео.

Для проведения тестирования могут быть привлечены наблюдатели.

С членами экзаменационной комиссии и наблюдателями, участвующими в тестировании, заключается договор.

Соискатели допускаются к тестированию после проверки документа, удостоверяющего личность, с помощью устройства видеозаписи.

Категорически запрещается приносить в аудиторию, где проводится тестирование, любые пособия, литературу, телекоммуникационные и технические средства. В процессе проведения тестового испытания запрещается общаться с другими соискателями, вырывать листы книги

вопросов, передавать книгу вопросов другим соискателям, продолжать писать по истечении времени, отведенного на тестирование, передавать любые предметы другому соискателю.

Соискатель, не выполнивший данные требования, подлежит исключению с составлением соответствующего акта. Акт об исключении является основанием для не определения результатов соискателя.

Результаты тестовых испытаний будут опубликованы на официальном сайте Государственного тестового центра не позднее двадцати рабочих дней со дня их завершения.

Формат заданий по родному языку направлен на проверку когнитивных уровней в доменах «Русский язык и литература» разработан Министерством народного образования и Инспекцией по надзору за качеством образования. с

Вариант состоит из следующих разделов: **чтение и понимание** (часть 1,2), **литература** (часть 1,2,3), **письменная грамотность** на основе заданий по русскому языку и **тестовых заданий с развернутым ответом**.

Часть 1 раздела «Чтение» основана на тексте публицистического характера необходимого объёма. Задания направлены на нахождение и понимание информации явно и неявно выраженной в тексте, понимания общего смысла текста и отдельных его частей, значения лексических единиц в переносном значении и фразеологических единиц. Составителями использованы открытые тестовые задания с кратким ответом, с одним правильным ответом, на установление соответствия, дихотомные («верно-неверно»), с развернутым ответом.

В Части 2 данного раздела используется научно-публицистический текст соответствующего объёма. Здесь также имеют место задания направлены на нахождение и понимание информации явно и неявно выраженной в тексте, понимания общего смысла текста и отдельных его частей, значения лексических в прямом значении и фразеологических единиц, с одним правильным ответом, на установление соответствия, дихотомные («верно-неверно»).

Раздел «Литература» состоит из трёх частей.

В части 1 предполагается понимание прозы или драматургии (классической или современной); в части 2 – использовали тестовые задания с одним правильным ответом, с несколькими правильными ответами, на установление соответствия; в части 3 – произведения отечественной литературы. Они направлены на понимание общего смысла художественного текста, умение давать характеристику образам, понимание средств художественной выразительности и их задачу, понимание лингвистических и литературоведческих особенностей предложенного текста.

В разделе «Письменная грамотность» использованы задания с одним правильным ответом, направленные на умение выбирать лингвистические единицы (фонетические, лексические,

словообразовательные, морфологические и синтаксические), необходимые для данного контекста по структуре, смыслу и стилистике, умения правильно использовать орфографические нормы.

Тестовые задания с развернутым ответом проверяют у учащихся умения создавать целостный текст – деловое письмо или документ и написание эссе по заданной теме.

Мы надеемся, что данный формат тестовых заданий позволит выявить наиболее одаренных претендентов и послужит углублению развития уровня знаний и умений по русскому языку и литературе, что, в свою очередь, будет служить основой для оценки уровня знаний родного языка и литературы.

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## DIFFERENT PHASES OF APPLYING DIGITAL TECHNOLOGY TO LEARNING PROCESS WHILE DEVELOPING MATERIALS

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**Annotation:** In every stage of developing learning and teaching process you are supposed to address the material development. While making needs analysis you should consider effective materials used in teaching by collecting data, while designing a lesson plan you have to think over how to deliver the lesson and what material to use to make your students involved. Implementing multimedia materials into teaching is not an easy process as it requires time and experience to realize whether applied technology could contribute to step forward in education or it turns out to be just a waste of money and time. In this article we will discuss the three approaches of using digital technology in developing materials for teaching.

**Keywords:** designing materials, implement, digital technology, low-tech activity, moderate-tech activity, high-tech activity, Padlet wall, British National Corpus

Enhancement of technology provided us with an opportunity to apply digital technology into classrooms and to increase the effectiveness of the lesson with the help of modern technology that is considered to be one of the actual criteria of the 21st century. However, while applying one or another technology we sometimes forget to consider whether a particular technology is accessible, flexible for all learners and target group, whether instructional approaches meet learners' needs, whether technology provides interaction between learner and learner, learner and teacher, whether it is new, appealing enough to attract the learners, whether it is used purposely to develop language skills. Now we will look through 3 approaches of applying digital technology into learning process with different activities on the same topic:

### **1. Low tech approach**

It is stated that text-driven approach in materials development is considered to mean not only writing materials effectively, quickly, but also articulating and developing their own theories. This type of approach has its own framework which help materials developers to follow and create their own materials. Moreover, the activities developed on the basis of this approach enable learners to achieve interaction between the text and learner's sense, feelings, intuitions [Tomlinson, 2003: 109p.].

While designing the first activity which is considered to be low-tech activity, the steps stated in the framework of designing materials are followed:

1. Readiness activities: In this stage, we tried to use personalization that assists learners to associate their personal feelings, intuitions with the content of the text
2. Experiential activities: in this stage, we focused on linking the thought and facts expressed in the text from the readiness activity when they had a chance to be exposed to the situation
3. Intake response: in this stage learners had an opportunity to use their inner speech while interacting with their classmates
4. Development activity: students were supposed to do different tasks to relocate writer's view, and respond to it.

This activity states the learner in the center of the learning process which is one of the main principles CLT method.

Activity 1 Letter to generation (30 min.-low-tech activity)

*Pre-listening:*

- a) Ask students to think about the year 2100. Tell them to imagine that they survived and live at that time. Ask them to clearly picture the environment: What is it like? What are the cities, villages like? Ask them about their feelings about the time they are living.
- b) Pair work: Tell learners to work in pairs and describe the environment they imagined by sharing their feelings about 2100 year.

Assessment of the task: Informal. Give some feedback having listened to the opinions by supporting teacher-student interaction.

*While-listening:* Tell the learners they are going to listen to a poem about the environment in the future and ask them to compare the pictures in their mind with the poem as they listen. Ask them to find similarities and differences between the facts in the poems and their imagined picture.

Listening:

*Dear future generations, Sorry*

*(The extract from the poem "Dear future generations: Sorry by Prince Ea)*

*Dear future generations Sorry*

*I think I speak for the rest of us when I say*

*Sorry*

*Sorry, we left you with our mess of a planet*

*Sorry that we were too caught up in our own doings to do something*

*Sorry we listened to people who made excuses to do nothing....*

*I hope you forgive us.*

*We just didn't realize how special the Earth was like a marriage go wrong*

*Like, we don't know what we had until it was gone....*

*For example, I am guessing you probably know what is the Amazon desert  
Right?*

*We believe it or not it was once called the Amazon rainforest  
and there were billions of trees there*

*All of them gorgeous and ...*

*Oh... You don't know much about trees. Do you?*

*Well let me tell you trees are amazing. I mean we literally breathe the air they are creating*

*They clean up our pollution or carbon,*

*They store and purify water,*

*give us medicine that cures our diseases,*

*food that feeds us which is why I'm so sorry*

*To tell you that we burn them down*

*Cut them down with brutal machines horrific at a rate of 40 football fields every minute*

*That's 50 % of all the trees in the world gone in the last hundred years. Why?*

• Group learners into for small groups and ask them to work in group and discuss the similarities and differences between the imagined future and facts in the poems

• Illustrate the photos on the screen, hand out the printed version of the poem and ask each group to associate the photos with the facts in poem:

Picture I Environmental problems



*Post listening*

Assign each group with different tasks:

Group A: describe the main idea of the poem with illustrations

Group B: write a letter to the future generation and state what you are leaving them(using verbs and expressions of probability)

Group C: write a short newspaper report (of 60-80) words about one of the distractions to the nature

Group D: Role play. You are, TV-reporter, preparing a video about life in Africa. You are asking local people about damage that is done to the environment. Interview them.

## **2. High-tech approach**

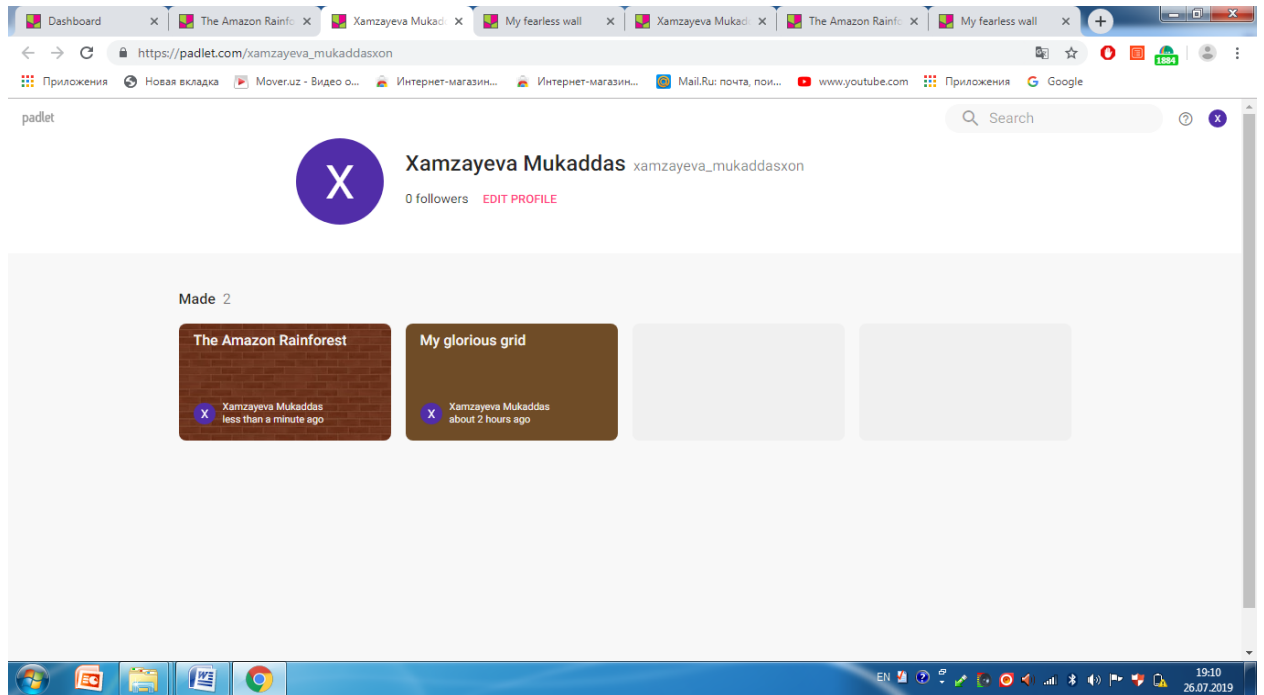
While preparing this activity, the proposed framework by Motteram was taken into consideration. According to his framework, one is supposed to make an emphasis on whether a particular technology is accessible, flexible for all learners and target group, whether instructional approaches meet learners' needs, whether technology provides interaction between learner and learner, learner and teacher, whether it is new, appealing enough to attract the learners, whether it is used purposely to develop language skills [Motteram, 2011:303p].

Taking into consideration these criteria, Padlet wall is used. This online tool allows teachers to prepare different tasks related to the language skills, upload, download materials for learners, to assign tasks, to conduct online discussions. Moreover, By connecting it to Corpus, learners are able to find themselves frequently used words, word collocations, grammar structures, share them with their classmates. That is to say it can help learners to learn language aspects in an inductive way. If the first activity was based on the enhancement of learner's listening and speaking skills in collaboration, the second one focuses on developing learners' reading, writing skills and lexical resource. Moreover, teachers can easily change the tasks and make it for learners who prefer to learn independently. This means that the used technology can meet learner's need not only in terms of language need, but also in terms of their multiple learning styles. Moreover, Padlet can be used for in-class activities or it can be utilized to be used outside the classroom.

Activity 2: (High-tech activity) Padlet wall

Ask students to enter the classroom Padlet wall

## Xalqaro ilmiy-amaliy konferensiya to'plami



### *Pre-reading*

Task: Ask students to watch the video posted on Padlet and post their comments on Padlet wall

What is the message conveyed in the video? Support your answer by providing the evidence

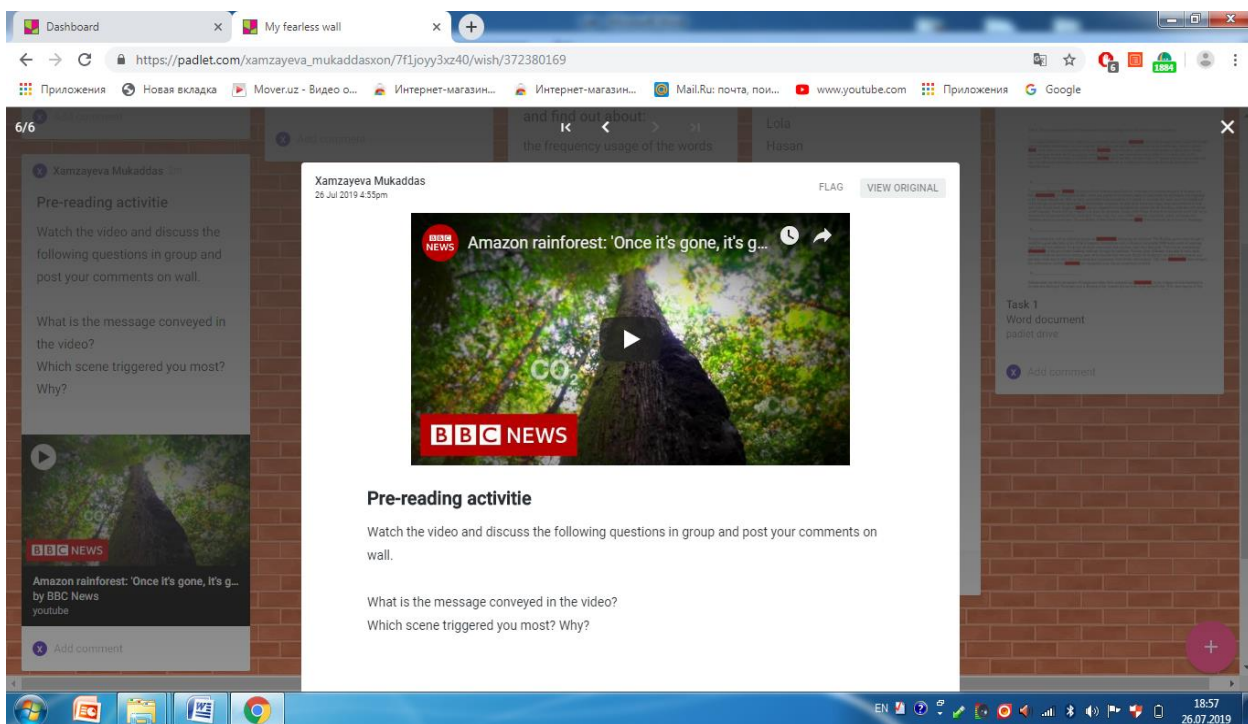
Which scene triggered you most? Why?

### *While reading*

Ask students to skim /scan the passage and do

- a) Matching exercise
- b) Answering the questions

## Xalqaro ilmiy-amaliy konferensiya to'plami



Assessment: Formal. Check the answers. Give 1 point per each correct answer (Matching Task- 4 questions,

Comprehension check 6 questions)

Vocabulary teaching: British National corpus

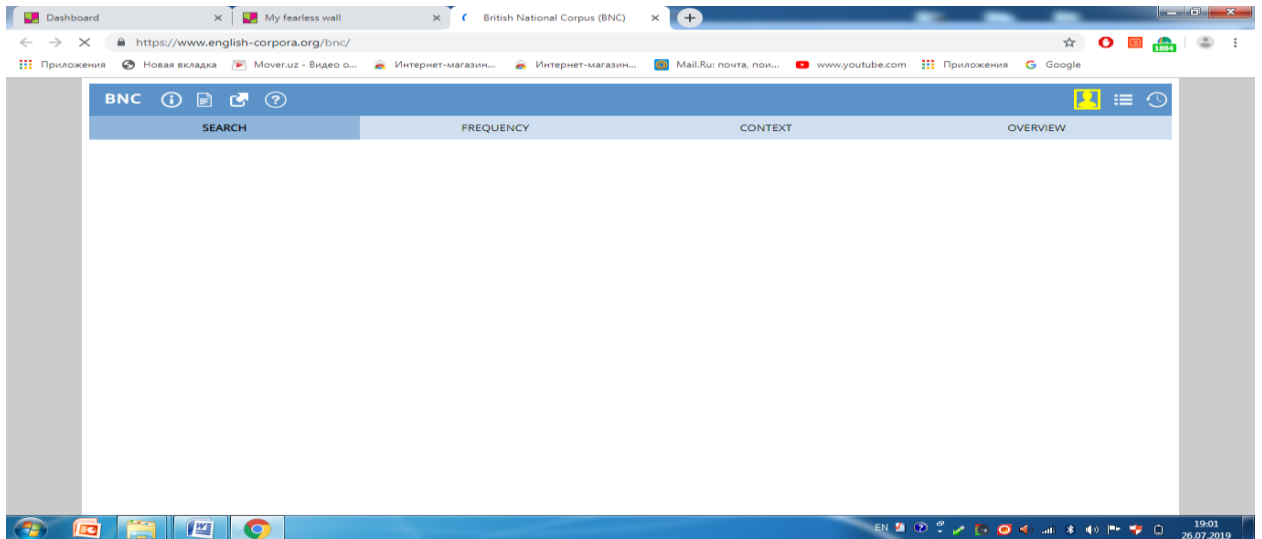
A. Group the class forming 4 small groups. Provide each group with words and word combinations highlighted in the passage. Ask each group to use link provided on Padlet wall and find out followings:

- The meaning of the word
- The frequency usage of the word
- The word formations
- Collocations
- Making up examples by using active vocabulary and expressions of certainty (must, may, to be supposed to, to be likely to)

B. Ask each group to share their findings on the Padlet wall

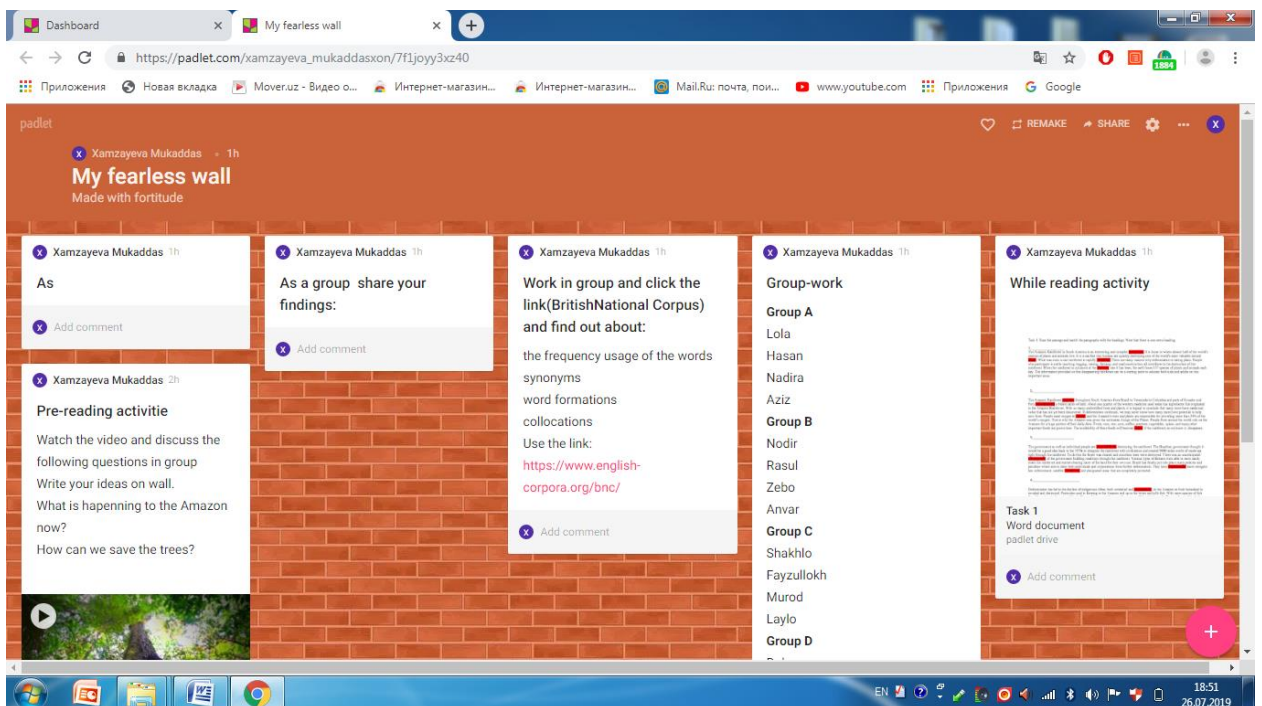
Assessment: Informal. Check examples provided by each group. Give oral feedback to each group and explain mistakes.

## Xalqaro ilmiy-amaliy konferensiya to'plami



### *Post- reading*

Commenting: Ask students to watch the video again and leave their comments about why and how people have to preserve the Amazon rainforest on the YouTube video shared by Padlet wall using active vocabulary they learned.



### **3. Moderate level of technology use**

The last activity which is considered to be re-design-based digital activity. According to Hockly (2012), this type of activities can enhance learners` skill of paraphrasing, and knowledge about issues of copyright, and plagiarism, which are also important skill to acquire[Hockly, 2012:108p.].

Activity 3. Parody (Moderate level of technology use)

(This task can also be used as a home task)

*Pre-task: Questionnaire:*

In Group of 4 develop 5 questions which you would like to ask from World Environment Conservation Organization.

Ask each group to change the questions and rewrite them by paraphrasing

Assessment: Check the used grammar, vocabulary and paraphrasing skills. Give oral feedback by explaining the mistakes.

*While task:*

Share the link of the video. Tell student to watch short video on You tube about the environment problems (2 minute videos) and take some notes. And rewrite the news by paraphrasing.

*Post task:*

Ask each group to make the parody of the video and post it on Padlet wall. Each student in the group should watch and put their “likes” by clicking. Aware them that they cannot vote for their own video prepared in their group.

### **Conclusion**

Before implementing one or another technology to class, the advantages and disadvantages of the material regarding to the content, matches with the principles of curriculum, and most important one the intelligibility of teachers how to use it should be taken into consideration so that it will not interfere learner and teacher role in the class. Of course, the appliance of multimedia that serves as a contribution to the teaching and learning process is likely to raise the productiveness of the lesson, yet the wrong use or not an appropriate choice on materials can cause the process to stifle. Moreover, teachers should be instructed how to use them and apply to their lessons. The most effective way to apply the technology is to piloting which can consider whether the material you are going to use is applicable in terms of teaching methods, course syllabus curriculum principles and of course, desired outcomes.

If teachers pay attention to every individual and design lessons taking into consideration of learners` needs, assessing their skills by differentiating instruction and giving opportunity to learners to assess themselves by working different level language learners they are supposed to receive positive washback and, in turn of course will be motivated. That is to say teachers manage to guide their learners to success. The role of those educators is a pursuer who search for the best way for language learners to learn second language through time and diverse spaces where all learners can feel confident, equal to learn, interact and acquire the language they are learning.

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## COMPARING TERMINOLOGY OF TECHNICAL PROFESSION OF TWO LANGUAGES

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**Annotation:** In the process of learning a foreign language, especially English, the terminology of subject matter or word is essential to acquire. As a matter of fact, we study languages by comparing their significant feature, foreign language with mother tongue we use in every speech. The main aim of ours is to find out its lexical-semantic differences within two languages which are not in the same family or location. Besides, sometimes the equivalence of English lexical terms in Uzbek language is found mismatching in translation, that`s why, some technical terms are used without any root or form changes.

**Keywords:** comparing terms, lexical-semantic feature, equivalence.

### Introduction

Languages comparison or comparative linguistics mean comparing two or more languages, for example, English with Russian, English with Spanish, English with German, and English with Uzbek or Russian languages in lexical-semantic, syntactic, morphologic and other ways. However, the importance of comparing two languages is to make further analysis their features on lexical-semantic or syntactic, or morphologic. In each language has its terminosystem in every sphere of domain which forms whole terminology of a specialty such as oil and gas. Terminosystem of oil and gas in English is more rich than

other languages because this sphere of working or studying was at first established in U.S. Furthermore, all terms denoting area of study mainly originated from Latin or French, or German languages but most of them came from Latin word such as “oil”. What’s more, terminosystem of Uzbek oil and gas is not so highly rich as English or Russian because lots of terms formed from terms of Russian languages, and English one and some even formed without root-changes. M.I. Rasulova, Z.I. Shukurova [2007] stated that comparative typology indicates a field of linguistics which explore and classifies languages according to their structural and functional features as it aims to explain the general characters and the structural diversity of the languages on the globe. By comparative linguistics we are able to investigate main distinction of languages according to their linguistic feature.

### **The feature of terminosystem**

Terminology is at present day, plays very essential role in Uzbek language. There are two views on the role of terminology in language vocabulary. According to the first one, term is recognized as an independent element of language, while other denotes as a rich element of language, and considered as a separated object, and they are similar in types of speech (dialect, slang, live speech). Additionally, the language of the system of terms is consciously formed. However, terms does not appear spontaneously in language, they are invented due to being needed by society

[H. Dadaboyev. 2019:4-11]. What’s more, terminology of each sphere differs from other disciplines regarding to their concept. Terms of oil and gas terminosystem play efficient role in learning and defining the unknown technical terms and its acquisition. Besides, terminology of oil and gas is very difficult understand because they are so technical which do not allow you to find any equivalents in L1 in dictionaries. While comparing terms of two languages, their similarities, relevant to one field, we can encounter with lots of difficulties in lexical-semantic, syntactic and morphological features. Consequently, terms are usually polysemantic in linguistic aspect. We often meet with the same terms which can have different meanings in sciences.

What’s more, terms denotes one field of profession which characterizes main properties of that specialty, but words signify universal phenomena. According to linguistics [Y.Pinxasov. 1960: M.Mirzaev, S, Usmonov, I. Rasulov 1970; R.Donoyorov.1977] terms indicates the expressions on technics, subject matter, profession and they are categorized into professional terms and scientific terms. Besides, term express exact notion of science and profession. Terms in general notions are associated with special areas of knowledge and activity, are an object that is inevitably dealt with by all sciences. These sciences are the natural, technical and social sciences, consequently, special concepts relating to the subject matter of specialty expresses scientific, technical, economic, socio-political terms, and notions of systems express terminological systems such as terminosystem of all professions.

Additionally, methodological sciences (philosophy, logic, semiotics, cybernetics, general systems theory), are adjacent to interdisciplinary fields of knowledge (such as mathematics, computer science, ecology). Besides, sciences, scientific disciplines associate with specific and general concepts and categories by terms — technical or common scientific [V. M . Leichik. 2009:15].

#### Terminological Borrowings

Lexical units as a terms borrowed from other languages. Terminological borrowings are terms, language units, reflecting cultural characteristics of a particular ethnic community (culture-specific, connotative vocabulary). The most important motive for borrowing is the fact that another language can be a source for acquiring values, achievements, or lifestyle. New meanings are built on the basis of existing ones, which serve as semantic analyzers of a knowable object and components of the generated meaning. Due to scientific and technical progress and improvement of oil and gas production processes develop various semantic processes in terminology, complicate them, contribute to formation of complex terms, borrowing of foreign terminological units [L.Z. Samigullina, E.F. Samigullina, O.V. Danilova, I.A. Latypova. 2019:58]. However, lexical borrowings from English and Russian languages into Uzbek languages are more. They are propane (propan in L1), butane (butan in L1), methane (metan in L1), ethane (etan in L1), asbestos (azbestoz in L1), asphalt (asphalt in L1) and others. According to the statement of H. Dadaboyev Uzbek language was enriched from different languages' terms: skaner, sayt, karate, internet aukcion, tomografiya, spektr, respirator, psixolingvistika, pragmatika, lingvokulturologiya, semema, parodontoz, bakteriya, videotelefon, katapulta, radiolokator, tatami, pley-off, gravatizatsiya, spagetizatsiya, transgender, freym, geshtalt, konsept, diskurs, lemmatizatsiya and akademik litsey, kollej, magistr, magistratura, bakalavr, tender, preferensiya, investitsiya, litsenziya, diler, megapolis, ekologiya, ekspert, demping, inflyatsiya, kliring, supermarket, minimarket, giper market, chat, paynet, elektorat, narkobiznes, milliy aviakompaniya, klasster, robot-taksi, drayver, elektron viza, tranzit biznes, trend, brend, logistika, vatsapp, rouming, instagram, telegram, mikrozaym, investor, onlayn, oflayn, onlayn-broker, onlayn rejim, keys-stadi, innovatsion texnoparkothers. However, in the system of oil and gas in Uzbek language, some terms were found; neft zaxirasi, neft koni, neft maxsulotlari, gaz kondensati, metan, og'ir neft, propan, butan, polimer materiallar, polietilen, polivinilxlorid, nitrilakril kislota, suyultirilgan gaz, xom neft [H. Dadaboyev. 2019:46].

#### **Comparison two Languages-English and Uzbek**

In comparing and contrasting languages by their similarities or differences within their language system, each of the language systems usually compared according to their material (sentences, words, terms, and texts). In this process, the language unit of comparing two languages and their equivalence with each other is highly considered.

There are some principles indicating the features of comparative linguistics and literature;

- 1) comparative linguistics includes the identification of universal principles for comparative description of national languages system but comparative literature establishes principles for national culture;
- 2) both of them contains the main features of the comparison, one represents language system but other indicates system within literatures;
- 3) both of them establish general patterns of typological similarity, which can be determined systemically, genetically areal
- 4) they study relationships and interactions of national languages with each other, and national literature;
- 5) typological forms is carried out within language and among ones [J. Buranov.1973:70].

**The lexical-sematic feature of comparing two languages; English and Uzbek in the contexts**

- 1) Crude oil goes from the well to a refinery [Lewis Lansford and D'Arcy Vallance: 2011:16].

Xom-neft neft quduqdan qayta tozalash uchun yuboriladi.

- 2) **Refineries separate crude oil** into light and heavy products, such as **petrol** (light) and **asphalt** (heavy) [Lewis Lansford and D'Arcy Vallance: 2011:16].

Tozalash neft zavodlari xom-neftni yengil (benzin) va og'ir (asphalt) maxsulotlariga ajratadi.

- 3) **Gas processing plants** separate the different **gases in natural gas** [Lewis Lansford and D'Arcy Vallance: 2011:16].

Gazni qayta ishlaydigan zavodlar tabiiy gazni turli xil turlarga ajratadi.

- 4) **Seismic waves** are sound waves, they can travel through rock layers [Lewis Lansford and D'Arcy Vallance: 2011:29].

Sesmik to'lqinlar tovush to'lqinlar bo'lib, yer qatlamidan utaoladi.

- 5) Most oil companies use **vibrator trucks** to make **seismic waves** [Lewis Lansford and D'Arcy Vallance: 2011:29].

Ko'pgina neft ishlab chiqaradigan tashkilotlar sesmik tadqiqot uchun tebranma mashinasidan foydalanishadi.

According to above-mentioned sentences technical terminology such as crude oil, well, and refinery, petrol, asphalt, gas processing plants, different gases, seismic waves have relevant equivalents in Uzbek language but vibrator truck has not equivalent in L1.

If we analyze the syntactic feature of two languages, we observe followings; English is from Romano-German family but Uzbek language originated from Oltoy languages, Turkish family and by typology it includes in the group of agglutinative, so the above-mentioned sentences in English

comparing with Uzbek translation mismatches because they are also different from each other by grammatical point of view which means syntactic-structural. In English grammar the function of predicative is mostly used after subject but in Uzbek grammar it is used at the end of the sentence.

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**YOVUZ BAHODIRO'G'LINING "BUHARA YANIYOR" (XORAZM O'T ICHIDA)  
ROMANINING TARJIMASIDA ASLIYAT USLUBINING BERILISHI**

**(The translation of the original style in the translation of Yovuz Bahodirogli's novel**

**"Bukhara Yaniyor" (in the fire of Khorezm)**

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**Annotatsiya:** Tarixiy mavzudagi asarlarni tarjima qilishda tarixiy taraqqiyot jarayonida ko'pgina so'z va iboralarning semantik vazifalari o'zgarib, keyinchalik ular butunlay boshqa tushunchalarni ifodalashga xizmat qila boshlashiga alohida e'tibor qaratish lozim. Badiiy asardagi obrazni

xarakterlashning asosiy vositalaridan biri portret obrazidir. Portret tasviriy san'at va badiiy adabiyotda hayot haqiqatini bevosita aks ettiruvchi muhim omillardan biridir.

**Annotation:** When translating works on historical themes, special attention should be paid to the fact that in the course of historical development, the semantic functions of many words and phrases change, and they later begin to serve to express completely different concepts. One of the main means of characterizing an image in a work of art is the portrait image. Portraiture is one of the most important factors in the visual arts and fiction to directly reflect the realities of life.

**Kalit so'zlar:** tarixiy, asliyat, portret, ijodkor, tarjimon.

**Keywords:** historical, original, portrait, creative, translator.

Jahon adabiyoti taraqqiyotida tarixiy roman alohida o'rin tutadi. Chunki, tarixiy voqea-hodisalarni haqqoniy, izchil hujjat va manbalar asosida tasvirlash yozuvchidan katta mahorat talab etadi. Shu bois ham, tarixchilar bilan ijodkorlarning tarixiy fakt va materiallarga munosabatlari turlicha bo'ladi. To'g'ri, tarixiy makon va zamondagi voqea-hodisalarni fakt hamda materiallar asosida sinchiklab, batafsil o'rganish borasida tarixchi ham birday mashaqqat chekadi, ko'p mehnat sarflaydi. Ammo, ijodkor mehnati tarixchilikiga nisbatan og'irroq va mas'uliyatliroqdir. Chunki, agar tarixchini, asosan, muhim tarixiy voqeaning mohiyati, mazmuni qiziqтира, ijodkor har bir kichik detalning haqqoniyliги borasida ham ko'p tashvish chekadi. Tarixchi ko'rganlarini, bilganlarini xolis, haqqoniylik bilan aks ettiradi. Ijodkor esa tarixiy faktlarga tayansa ham, baribir, asarda yangi bir olam yaratadi, bu olam ijodkor badiiy tafakkuri mahsuli bo'lib, unga o'z bahosini beradi.

Ijodkorning o'tmishga munosabati o'z-o'zidan paydo bo'lmaydi. Uning tarixiy manbalarni o'qishi, o'rganishi, o'tmishning makon va zamon manzaralarini chuqur his qilishi, anglashi, idrok etishi tufayli yuzaga keladi. Tarix haqiqati badiiy asarga shundayligicha kirib kelmaydi. U yozuvchi fantaziyasi bilan to'ldiriladi, muayyan g'oyaviy maqsadga bo'ysundirilishi barobarida, avvalo, ko'z o'ngimizda tirik odamday gavdalanishi kerak.

Tarixiy hamda tarixiy mavzularga bag'ishlangan asarlarni tarjima qilganda shunga alohida e'tibor berish lozimki, tarixiy taraqqiyot jarayonida ko'pchilik so'z va iboralarning ma'nova vazifalari o'zgarib, ular keyingi paytlarda mutlaqo o'zgacha tushunchalarni ifoda etish uchun xizmat qila boshlaydilar.

Tarixiy asarlardan biri taniqli turk tarixchi olimi va yozuvchi Yavuz Bahodiro'g'lining "Xorazm o't ichida" (Buhara yaniyor) romani bo'lib, uni o'zbek tiliga Boboxon Muhammad Sharif tarjima qilgan. "Xorazm o't ichida" (Buhara yaniyor) romani Buyuk Xorazmshohlar davlatining Chingizxon tarafidan qulatilishini kelajak avlodga katta saboq shaklida yetkazadi. Qudratli bir davlatning sultoni bo'lgan Olovuddin Muhammad o'z askarlarini to'plaganicha, Chingizxon bilan qarshilashmasdan qochib qolib, mamlakatni tanazzulga yuz tutishiga sababchi bo'ladi. O'g'li Jaloliddin, shu bilan birga roman bosh

qahramoni hisoblangan qo'mondon Temur Malikning harakatlari, Chingizxonning shavqatsizlig-u, zulmlari, buyuk davlatni uzoqni ko'ra olmaslik sababli parchalanib ketishi romanda ochib beriladi. Ushbu roman turk xalqi orasida juda iliq kutib olinadi. Muallifning bundan tashqari ko'plab romanlari, jumladan, "Elveda Buhara" (Alvido Xorazm), "Malazgirt'te Bir Cuma Sabahi" (Malazgirt'da bir juma tonggi), "Selaheddin Eyübi" (Salohiddin Ayyubiy) nomli asarlari mavjud va bu asarlarning barchasi tarjimon Boboxon Sharipov tomonidan o'zbek tiliga o'girilgan.

Ba'zan asar tarjimasi aslyiat asardan ko'ra kitobxonga ko'proq ta'sir ko'rsatishi mumkin. Obrazlilikni saqlab qolish, ta'sirchanlikni kuchaytirib, aslyiat ruhini kitobxonga yetkazish tarjimonga ulkan vazifa yuklaydi. O'rnak sifatida asardagi Turkon xonim portretiga e'tiborimizni qaratamiz:

*"İlerlemiş yaşına rağmen hayli dinç kalmıştı. Yüzü bir genç kızinki kadar düzgün, ellerinin derisi gergindi. Her haliyle rahat geçmiş bir ömrün sefasını sürdüğü belli idi. Başını, gümüş simlerle işlenmiş kar gibi beyaz bir eşarp çevreliyordu. Bir ucuqii zarafetini simgelemek istercesine sağ omuzundan beline doğru sarkıtmıştı. Başının tepesinde ise, küçük fakat çok kıymetli taşlarla bezeli altın bir taç bulunuyordu"* [Bahadıroğlu Y., 1998: 17]. Aslyiatda muallif Turkon Xotunni go'zal, salobatli, tetik qilib tasvirlagan. Asarni o'qish jarayonida kitobxonning ko'z oldiga viqorli, ko'rkam ayol keladi. Tarjimonning vazifasi aynan mana shu obrazni o'zi tarjima qilayotgan tiliga mukammal yetkazib berish. Asar tarjimasiga e'tiborimizni qaratamiz: *"Ancha yoshni qoralab qo'ygani qaramay, Turkon Xotun hali tetik. Yuzy yosh qizlarnikiday tarang, qo'llarining terisi yumshoq, silliq. Uning butun turish-turmushi rohatda o'tgan safoli umridan dalolat beradi. Turkon Xotunnig bo'ynida kumush bezakli qorday oppoq harir ro'mol. Ayol o'z zarofatini ko'z-koz etib, ro'molining bir uchini o'ng yelkasidan oshirib orqaga tashlagan. Turkon Xotunnig boshi ustida mo'jazgina, ammo nihoyada nodir javohirlar bilan bezatilgan oltin toj. Ustidaki qirmizi ko'ylagining uzun etagini orqada kelayotgan ikki xodima ko'tarib boradi"*[Sharif B.M., 2003: 14]. Guvohi bo'lganimizdek, tarjimon Turkon Xotun portretini asarga monand bera olgan. Turkon Xotunga xos detallarni o'zbek tilida berish uchun kerakli ifodalarni topgan. Masalan, "dinç kalmak"ni "tetik", "genç kızinki kadar düzgün"so'zini berishda "yosh qizlarnikiday tarang" jumlasini qo'llagan. Tarixiy asarlardagi so'zlar albatta o'sha davrga to'g'ri kelishi zarur. Tarixiy asarlarning boshqa turdagi asarlardan ajratib turadigan jihatlaridan biri ham aynan shu so'zlar hisoblanadi. Tarjimon o'z ishiga mohirona yondashgan bo'lishiga qaramay, so'zlarda ba'zi kamchiliklarni kuzatiladi. Turk tilidagi "nedime" so'zi xonlik, beklik davrdagi xotunlar, malikalarga yordamchi sifatida nasl-nasabli ayollar orasidan tanlab olinadigan xizmatkorlar ma'nosini anglatadi. Asarning tarixiyligidan kelib chiqadigan bo'lsak, ushbu so'zni tarjimon asar davriga mos ravishda "xodima" emas, "xizmatkor" shaklida o'girganda, nazarimizda, maqsadga muvofiq bo'lar edi. Navbatdagi misol: *"Temür Melik sanki taş kesilmişti. Bacaklarını germiş, bakışlarını Kıpçak süvarilerine mihlamıştı."*[Bahadıroğlu Y., 1998: 25]. Jumla o'zbek tiliga "Temur Malik go'yo mixlangandek qotib

*qolgan. Oyoqlarini kerganicha qipchoq suvoriylariga termulib turibdi.*" [Sharif B.M., 2003: 27] tarzida o'girilgan. Turk tilidagi *"taş kesilmek"* iborasini mutarjim o'zbek tilga *"mixlanib qolmoq"* tarzida o'girib, obrazlilikni saqlab qolgan. Bu bilan oldida qo'yilgan maqsadga to'laqonli erishgan.

Mohir tarjimon X.Hamidov o'zining "O'zbekchadan turkchaga nasriy tarjima muammolari" nomli monografiyasida mazkur romandan olingan aynan shu parchani o'zbekcha tarjimasini tahlil qilgan: "Agar tarjimon asliyat muallifining so'zni qanchalik mahorat bilan tanlaganini his eta olsa, tarjimada ham so'zni shunchalik ishonchli bera oladi.

*"Temür Melik Türkân Hatunun sarayındaki hali görüp Celaleddin'in azlettiğini duyunca bir an bocalamış, şaşırılmış ne yapacağını, ne söyleyeceğini bilememişti. Sonra acı acı gülmüştü. Kuruyan dudaklarını diliyle ıslatmış, etrafına bir göz daha atmış"* [Bahadıroğlu Y., 1998: 28]. Tarjima nusxasi quyidagicha: *"Jaloliddinning valiahdlikdan tushirilganini bilgach, bir necha daqiqa o'zini yo'qotdi, sarosimaga tushdi, ne deyarini bilmadi. So'ng achchiq kuldi. Qurigan lablarini yaladi, afrofdagilarga bir nazar tashladi:"* [Sharif B.M., 2003: 25]. Guvohi bo'lganimizdek, mutarjim asliyatdagi vaziyat, xolatnito'laqonli o'zbek tilida bera olgan. Asarning o'zbekcha tarjimasini o'qigan kitobxon Temur Malikning qiyin va sarosimali vaziyatini bemalol ko'z oldiga keltira oladi. Navbatdagi misolda Chingizxon portretini ko'rib chiqamiz:

*"Atılgandı, cesurdu, kurnazdı. Yer yatağında yatar, yamalı hırka giyerdi. Askerinin yediğini yerdi. Herhangi bir teb'asından farksızdı. Bu davranışları sayesinde kendini sevdirdi. Kendi inançlarına göre dindar da sayılabilir. Sık sık yüksek bir tepeye çıkıp Gök Tanrısına yalvardığı anlatılır. Dirayetlidir"* [Bahadıroğlu Y., 1998: 74].

*"Chingiz botir, jasur, ayyor edi. U yerga to'shalgan po'stakda uxlar, yirtiq – yamoq cho'pon kiyardi. Askari ne yesa u ham o'shani yerdi. Tabaasidan farqi yo'q edi. Bu fe'l – huyi tufayli u muhabbat qozondi. O'z diniga e'tiqodli. Tez-tez baland tepalikka chiqib, Ko'ktangriga iltijo etishi haqida gapirishadi. Zehni o'tkir..."* [Sharif B.M., 2003: 54]. Asliyatni o'qiganimizda ko'z oldimizga kelgan Chingizxon portretini tarjimon juda chiroyli va barchaga tushunarli tarzda o'girgan. Masalan, "yer yataği" o'zbek tiliga "yerga to'shalgan po'stak", "yamalı hırka" esa "yirtiq – yamoq cho'pon" tarzida berilgan. Bundan tashqari "dirayetli" so'zi "zehni o'tkir" tarzida berilgan. "Dirayetli" so'zi o'zbek tilida aslida qobiliyatli, uddabiron degan ma'nolarni anglatadi. Bu o'rinda mutarjim ushbu so'zni "zehni o'tkir" deb emas, balki, aynan tarjimasini hisoblangan "uddabron" yoki "qobiliyatli", "abjir" tarzida o'girganda ma'no to'liq qoplangan bo'lar edi. Yana bir misol:

*"— Uzun, ama çok uzun boylu... Zaten Moğolistan'da hemen herkes uzun. O, herkesten daha da uzun. Askerleri biraz da bunun için saygı duyar. Yeşil gözlü, ama ne gözler... Pırıl pırıl... İçinde Cehennem ateşi yanıyor sandım. Birkaç kıllık bir sakalı var. Uzun. Bazan ucunu kulağının ardına atar. Hele düşünceli olduğu zamanlar!.."* [Bahadıroğlu Y., 1998: 74]. Tarjimasini quyidagicha: "Uzun bo'yli,



*daroz odam. Zotan mo'g'ullarning ko'pi novcha. Biroq Chingiz hammasidan novcha. Balki, shuning uchun ham askarlari ham uni hurmat qilishadi. Ko'zlari ko'm-ko'k. Yana qanday ko'z de, naq do'zax olovi sochadi. Bir necha tukdan iborat uzun soqoli ham bor. Ba'zan, o'yga tolgan kezlari soqolini qulog'inin orqasiga tashlaydi*"[Sharif B.M., 2003: 55]. O'zbek xalqida *yashil* rangini *ko'k* rangga almashtirilishini uchratishimiz mumkin. Masalan, oddiy *ko'k* choy deb ichadigan choyimiz aslida *yashil* rangda. Mutarjim ham o'z tarjimasini o'zbek tushunchalaridan kelib chiqqan holda jumladagi "*yeşil gözli*" so'zini o'zbek tiliga "*ko'zlari ko'm-ko'k*" shaklida o'g'irgan. Bundan tashqari obrazlilikni saqlash niyatida "*uzun boylu*" ni "*novcha, daroz*" deb tarjima qilgan.

Xulosa qilib aytadigan bo'lsak, yuqorida ko'rib chiqqanimizdek, asar yuqori saviyada tarjima qilingan. Tarjimonning so'z tanlashdagi mahorati romanning badiiy ta'sirchanligini yo'qotmasligiga, balki yana-da samarador bo'lishiga zamin yaratgan.

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#### **UMAR SAYFIDDINNING "FARMON" HIKOYASI TARJIMASIDA TARJIMON MAHORATINING IFODALANISHI**

**(Expressing translation skills in translating the story of Umar Saifiddin "Farmon")**

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**Annotatsiya:** Shaxsiy ijod fikr, izlanish bilan paydo bo'lsa, tarjima asarlari mos so'zlar bilan vujudga keladi. Chunki tarjima qilinadigan asarda tayyor fikr, tayyor g'oya mavjud. Tarjimon unga

shakl va chiroyli ifodalanadigan mantiqan teran so'z topishi kerak. Bu so'z tanlashning o'zi ham ijodkorning lug'at boyligi, o'tkir didi, nozik ta'biga bog'liq ijodiy *jarayondir*.

**Annotation:** When personal creativity emerges through thought and research, translated works come into being with appropriate words. Because the work to be translated has a ready idea. The interpreter must find a logical word that is formally and beautifully expressed. The choice of the word itself is a creative process that depends on the vocabulary, sharp taste and delicate nature of the creator.

**Kalit so'zlar:** tarjimon mahorati, hikoya, madaniyat, tahlil, obrazlilik.

**Keywords:** interpreter skills, story, culture, analysis, imagery.

Turk hikoyachiligining mumtoz vakili, jurnalist Umar Sayfiddin 1884 yili Turkiyaning Belikesir shahrida dunyoga keldi. Avval Usmoniya maktabida, so'ngra harbiy bilim yurtlarida o'qigan Umarning ilk ijod mahsuli 1900 yili "Majmuai adabiyya"da chop etildi. 1906 yili Izmiridagi jandarm maktabiga o'qituvchi bo'lib ishga kirdi. Shu yillarda Izmirida chop etiladigan "Sebat", "Xizmat", "Sarbast" kabi gazetalarga maqolalar yozdi.

Umar Sayfiddin harbiy harakatlarda ishtirok etarkan, ijodni ham tark etmadi. 1911 yili "Yosh qalamkashlar" jurnalida uning "Yangi lison" nomli maqolasi chop etildi. Maqolada milliy tilni asrab qolish, boshqa tillardan so'z olgandan ko'ra, uning milliy muqobillarini topish, adabiyotni xalq tiliga yaqinlashtirish kabi jiddiy masalalar ko'tarilgan edi. Uning "Bahor va qaldirg'ochlar", "Qo'zg'olish xabari", "Primo Turk bolasi", "Ont" va "Ishq to'lqini" kabi hikoyalari ham ayni shu jurnalda bosildi. Xususan, muallining "Farmon" hikoyasi mohir tarjimon Xayrulla Hamidov va Gulnoza Mirsaidova tomonidan tarjima qilingan. Umar Sayfiddin o'z mamlakati va millatini qattiq sevgan va uning kelajagi uchun qayg'urgan vatanparvar yozuvchi edi. XX asr boshida turk jamiyatida katta siyosiy kuchga ega bo'lgan ayrim guruhlar tomonidan mamlakatni tarqoqlikka, xalqni mahdudlikka yetaklaydigan qarashlar targ'ib etilayotgan, millat va din tushunchalari inkor etilayotgan bir sharoitda milliy birlik g'oyasi, o'zlikni anglash, xalqni yagona milliy g'oya atrofida jipslashtirish ehtiyoji tug'igan edi. Umar Sayfiddin bu tarixiy zaruratni teran ilg'ab, o'z asarlarida millat rivojiga to'siq bo'layotgan illatlarning ildizlarini, vatanparvarlik, millatparvarlik tuyg'usini xiralashtirayotgan salbiy jihatlarni haqqoniy ko'rsatdi, zamondoshi ahloqiy-ma'naviy fazilatlarini tarbiyalashni eng muhim vazifa deb bildi.

Umar Sayfiddin asarlari bugungi kunda boshqa ko'plab davlatlar qatori o'zbek kitobxonlari uchun ham juda sevimlidir. Uning ko'plab asarlari allaqachon o'z o'quvchilarini topgan va ularning yuragidan joy olgan desak mubolag'a bo'lmaydi.

Umar Sayfiddinning tarixiy harakterga oid asarlaridan biri "Farmon" hikoyasi bo'lib, u, o'lim jazosiga hukm qilingan odamning o'z farmonini bir bekka yetkazib berish vazifasi yuklatilgan Tosun bey haqida. Podishohiga sadoqat bilan xizmat qilgan, xiyonat neligini bilmagan holda, tuxmat

girdobiga tushib qolgan shijoati-yu, jasurligi bilan tillarga doston bo'lgan Tosun bey haqida hikoya qilinadi.

Ma'lumki, bir tildan ikkinchi tilga ag'darish tarjimondan ulkan mahorat va ijodkorlik talab etadi. Prof. Safarboy Ro'zimboev aytganiday, "Shaxsiy ijod fikr, izlanish bilan paydo bo'lsa, tarjima asarlari mos so'zlar bilan vujudga keladi. Chunki tarjima qilinadigan asarda tayyor fikr, tayyor g'oya mavjud. Tarjimon unga shakl va chiroyli ifodalanadigan mantiqan teran so'z topishi kerak. Bu so'z tanlashning o'zi ham ijodkorning lug'at boyligi, o'tkir didi, nozik ta'biga bog'liq ijodiy jarayondir" [Ro'zimboev S., 2015: 34].

Tarjimonning mahorati asardagi har bir detalni tarjima qilish jarayonida namoyon bo'ladi. Eng muhimi esa asar qahramonini tasvirlash jarayonidir. "Tarjimon asar muallifining potret tasvirlarida qo'llagan chizgilardan hech birnini e'tibordan chetda qoldirmasligi kerak. Chunki portret xarakteristikasidagi har bir shtrix qahramon hayotida ro'y bergan o'zgarish, kesin burilish yoki ruhiy kechinmalarning izlarini aks ettirayotgan bo'lishi mumkin" [Hamidov X., 2014: 69]. Asarda muallif bosh qahramonni quyidagicha tasvirlaydi:

*"Dört yıl önce padişah, onu sipahiler arasında görmüş, güzelliğini, yürekli tavırlarını beğenerek yanına almış, ona birçok görev vermiş, hatta bir yıl içinde çavuşbaşığa kadar çıkarmıştı. Daha yirmi beş yaşındaydı. Gür siyah bıyıkları, şahin bakışlı iri ela gözleri, geniş ve kalın omuzları; gösterişli yürüyüşü, her göreni hayran bırakırdı. Savaşlarda, ayrı ayrı yerlerinden şimdiye kadar otuz yara almış ve pek çok general kafasını mızrağına takarak paşalara armağan getirmişti... O, bütün ordu içinde rakipsiz bir yüreklilik, kahramanlık ve çabukluk örneği idi. Yaşlı Zal Mahmut'tan daha güçlü olduğunu herkes biliyordu. Kuş gibi uçar, yıldırım gibi seğirtir, arslan gibi atılır, kaplan gibi parçalardı"* [Ömer Seyfettin, 2014: 2]. Adib o'z qahramonining portretini tasvirlar ekan, uning boshqalardan ajralib turuvchi jihatlariga urg'u beradi. Hikoyaning ilk sahifalaridanoq, hatti-harakati, tashqi qiyofasi bilan kitobxonni o'ziga jalb qiluvchi askar obrazi gavdalanadi. Ushbu jumla tarjimon tomonidan quyidagicha o'girilgan:

*"To'rt yil oldin podshohning o'zi uni sipohiyalar orasida ko'rib qolib, kelishgan qaddu basti, mardonavor yurish-turishiyu, o'zini tutishi yoqib qolib yoniga chaqirib olgan, bir necha vazifa topshirib sinab ko'rgach, bir yil ichida navkarboshi etib tayinlagan edi. To'sin bey hali o'shanda yigirma besh yoshlarda edi. Qalin qora mo'ylovi, lochin nigohiyu, katta qora ko'zlari, keng yelkalari, qaddini g'oz tutib qadam bosishini ko'rgan odamni o'ziga jalb qilmay qo'ymasdi. Janglarda tanasining turli yerlaridan o'tti zmartta yaralangan, dushman generallarining kallalarini nayzasiga sanchib qo'mondonlarga shaxsan topshirgan edi... U butun qo'shin ichida jasoratta tenggi yo'q, epchil, ibratli qahramon edi. Keksa Zal Mahmuddan ham kuchliroq ekanligini barcha tan olgandi. Qush kabi uchqur,*

*chaqmoq kabi tezkor harakat qilar, arslon kabi epchil, qoplon kabi yirtqich edi.* “[Umar Sayfiddin, 2018: 82].

Asar tarjimasini tahlil qiladigan bo'lsak, tarjimon qahramon portretini qoyilmaqom tarzda o'zbek tiliga tarjima qilgan deya olamiz. Xususan, asliyatni o'qigan kitobxon asarni o'qiyotib ko'z oldiga jasur, kuchli, qo'rqmas, kelishgan, epchil bir askarni keltirsa, tarjima qilingan asarni o'qigan kitobxonning ko'z oldida ham aynan o'sha qahramon gavdalanadi. Bunda tarjimonning mehnati-yu, mahorati katta. Asliyatdagi tarixiy so'z hisoblangan *çavuşbaşı* tarjimada *navkarboshi* shaklida berilgan va ma'no qoplangan.

*“Tosun Bey fena halde öfkelendi. Dişlerini sıktı. Padişahın otağı nasıl kaybolurdu. Bunu akli almıyordu. Padişah, onca pek kutsaldi. Otağ, gözünde yeri değiştirilen bir Kâbe'ydi. Kâbe'si yıkılan bir inançlının aceleciliğiyle ağır ve keskin mahmuzlarını atının karnına vurdu. Islak tuğlarıyla bayrak direkleri görünen sadrazam çadırına doğru saldırdı. Ama pek ileri gitmedi. Seğirdim ustaları yağmur içinde dolaşıyordu. Onu pek seven Kazasker Perviz Efendi'nin çadırını gördü. Yere atladi. Atını, koşan bir hizmetkâra verdi. Kahramanlık şiirlerini okuduğu Perviz Efendi, çadırın içinde ayaktaydı”* [Ömer Seyfettin, 2014: 4].

Tarjima nusxada ushbu jumla: *“To'sin bey g'azablendi. Lekin bir so'z demadi, tishini tishiga qo'ydi. Podshohdek shaxsning o'tovi o'z-o'zidan g'oyib bo'lishi mumkinligi uning aqliga sig'masdi. Podshoh uning nazarida shunchalik muqaddas zot edi-ki, uning o'tovi To'sin bey uchun bamisoli Ka'ba edi. Ka'basi buzilgan bir iymonli musulmon singari To'sin bey shahdga minib og'ir uzangisi bilan otning qorniga niqtadi. Yomg'ir ostida jiqqa xo'l bo'lgan bayroq yaqqol ko'rinib turgan bosh vazir chodir sari ot soldi. Ammo, uncha yaqinlashmadi. Xizmatkor ustalar yomg'irda uyoqdan-buyoqqa yurishardi. Uni ko'rganda samimiy ehtirom ko'rsatadigan Qoziaskar Parvez afandining chodiriga qaradi. Keyin otdan sakrab tushib jilovini yugurib kelib ta'zim qilgan xizmatkorning qo'liga tutqazdi. Qahramonlik haqidagi she'rlar o'qib yuradigan Parver afandi chodir ichida edi”* [Umar Sayfiddin, 2018: 83] shaklida o'zbek tiliga o'girilgan. *“Asar qaysi tilga tarjima qilinayotgan bo'lsa, o'sha tilda ravon yangrashi, o'sha tilga xos bo'lgan vositalar yordamida yoritilishi kerak”* [Isoqova Sh.I., 2004:14].

Obrazlilikni kuchaytirish maqsadida xizmatkorga nisbatan oddiygina *“yugurib kelgan”* so'zini qo'llamasdan, *“yugurib kelib ta'zim qilgan”* so'zidan foydalangan. Haqiqatdan ham xizmatkorlar o'z boshliqlarini oldiga kelib ta'zim qilib, ularga beriladigan vazifani kutib turishadi. Yoki bo'lmasa, *“Onu pek seven Kazasker Perviz Efendi”* (uni juda sevadigan Qoziaskar Perviz afandi) jumlasining o'rniga *“Uni ko'rganda samimiy ehtirom ko'rsatadigan Qoziaskar Parvez afandi”* jumlasini qo'llab tarjima mukammalligiga erishgan. Turk ilidagi *otağ* so'zi o'zbek tiliga ham *o'tov* shaklida *çadır* esa *chodir* shaklida tarjima qilingan.

*“Yaşlı Bey, bütin memlekette kahramanlığı dillere destan olan bu al yanaklı, güir bıyıklı, dağ parçası, görünüşü saygı uyandıran, yiğit güzel bahadıra ıslak gözleriyle uzun uzun baktı. Acaba niçin bu öfkeye uğramıştı? Böyle bir arslanı, celladın eline vermek ne büyük bir insafsızlıktı. Hangi vicdan buna razı olurdu?”* [Ömer Seyfettin, 2014: 2]. Jumlaning tarjima nusxasi quyidagicha:

*“Keksa bey mamlakatta qahramonligi tillarga doston bo‘lgan bu ol yonoqli, baroq mo‘ylovli, tog‘day gavdasiyu salobati har kimda ehtirom uyg‘otadigan, istarasi issiq bahodirga yoshli ko‘zlari bilan termulib turib o‘ylanib qoldi. Qiziq nima uchun podshohning g‘azabiga uchradi bu o‘g‘lon? .. Bunday arslonni jallokning qo‘llariga berish insofsizlikdan boshqa narsa emasdi. Qaysi vijdon bunday qabih ishga yo‘l qo‘yishi mumkin?”* [Umar Sayfiddin, 2018: 91]

Tarjimadan ko‘rinadiki, asardagi har bir so‘zni mutarjim asl nusxaga monand bera olgan. Xususan, jumladagi qahramon portretini o‘ziga xosligini o‘zbek tilida berish uchun kerakli ifodalarni topgan. Masalan, *al yanaklı* uchun *ol yonoqli*, *güir bıyıklı* ni ifodalash uchun *baroq mo‘ylovli*, *dağ parçası* uchun *tog‘day gavdasi*, *yiğit güzel bahadır* ni berish uchun esa *istarasi issiq bahodir* birikmalarini qo‘llagan vama’no asliyatdan uzoqlashmagan.

Keyingi misolga e’tibor qaratamiz:

*“Silahtar Cafer Ağa'nın da olabilirdi, padişahla onun yazısı, farksız derecede birbirine benzerdi... Fermanı katladı. Yine keseye soktu. Balmumunu hohladı. Mührü eski yerinden hafifçe yapıştırdı. Azrailin kanadından kopma kanlı bir tüy kadar hafif olan bu müthiş bez içinde, işte hayatı duruyordu. Evirdi çevirdi. Böyle... Bu müthiş şeye bakarken, kafasından hep eremediği dilekleri açıklayamadığı istekleri geçti. Bu dakikaya kadar ne mutluydu. Padişahın en sevgili gözdesiydi. Gördüğü iyilikleri düşündü. Süvarilik zamanlarını hatırladı. Daha on beş yaşındayken bile gücü, yiğitliği, görenleri şaşırtyordu. Cirit oyunlarında, güreşlerde, vuruşmalarda hep birinci geliyordu”* [Ömer Seyfettin, 2014: 7]. Tarjima nusxasi:

*“Alahador Jafar og‘aning husnixatimi? .. Podshoh bilan uning husnixatini farqlash qiyin edi... Farmonni buklab g‘ilofga soldi. Ustidagi mumni “kuh-kuh”lab, muhrni yana eski joyiga sekin yopishtirdi. Azroil qanotidan yulingan qonli patdek yengil va daxshatli mato ichida uning hayot-mamoti masalasi turar edi. Nomani olib u yoq bu yog‘iga qaradi. Bu daxshatli nomaga qarar ekan, hayolidan erisha olmagan orzulari, hali hech kimga ayta olmagan istaklari o‘tdi. Shu onnga qadar qanchalar baxtiyor edi u. Podshohning eng suyuqli askari edi u. Undan ko‘rgan yaxshiliklarini o‘yladi. Suvoriy bo‘lgan vaqtlarini esladi. O‘n besh yoshida uning kuchini, yigitligini ko‘rganlar xayron qolishar edi. Ot choptirishda, kurashlarda doim birinchi kelar edi”* [Umar Sayfiddin, 2018: 89].

Asliyatdagi ma’no o‘z ifodasini topgan deya olamiz. Turk tilidagi har bir so‘z tarjimon e’tiboridan chetda qolmay, o‘zbek tiliga o‘girilgan. Xususan, o‘yin nomlari *cirit oyunlari*, *ot choptirish*, *güreş* esa

*kurash* tarzida o'girilgan. Asliyatdagi *vurusma* so'zini esa o'zbek tilidagi *kurash* so'zi o'z ma'nosiga qamrab oladi. Shu boisdan tarjimon uni yana alohida berib o'tirmagan.

Guvohi bo'lganimizdek, asliyatdagi biron-bir detal tarjimon e'tiboridan chetda qolmay, mohirona shaklda tarjima qilingan. Personaj tasviriyu, oddiy so'zlarni ta'sirchanqilib o'girish, tarixiy leksikani aks ettirish borasida tarjimonning mahorati katta.

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#### **SAME CORRESPONDENCE SITES OF PROVERBS IN ENGLISH AND UZBEK LANGUAGE.**

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**Annotation:** Proverbs and sayings of different cultures have a lot in common, but besides there are specific features, characterizing the color of some original national culture, its centuries-old history. Proverbs and sayings contain deep sense and national wisdom, which have roots far in the past.

**Keywords:** Proverb, saying, folklore, mother, correspondences.

The study of proverbs has application in a number of fields. Clearly, those who study folklore and literature are interested in them, but scholars from a variety of fields have found ways to profitably incorporate the study proverbs. For example, they have been used to study abstract reasoning of children, acculturation of immigrants, intelligence, the differing mental processes in mental illness, cultural themes, etc. Proverbs have also been incorporated into the strategies of social workers, teachers, preachers, and even politicians.

As Dr. Panos Karagiorgos says, “Proverbs contain keen observations of everyday life, constitute popular philosophy of life, and provide an insight into human behavior and character. They survived thanks to their brevity, their rhyme and rhythm which delighted the ear and helped the memory”. We can see culture, traditions and history of the nation, to learn what is kind and evil and feel what a nice means for developing of man’s moral values and cultural level can proverbs and sayings be.[ Hrisztova-Gotthardt, H. (Ed.) & Aleksa Varga, M. (Ed.) 2015:350]

Mieder defines the term proverb as follows: A proverb is a short, generally known sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical, fixed and memorable form and which is handed down from generation to generation.

Sub-genres include proverbial comparisons (“as busy as a bee”), proverbial interrogatives (“Does a chicken have lips?”) and twin formulae (“give and take”).

Different scholars classify the proverbs of the English language differently. According to distribution degree, the proverbs can be classified in the following way:

*Universal proverbs*

*Regional proverbs*

*Local Proverbs*

In this article the most attention is paid to the translation of Uzbek proverbs and sayings into the English language, mainly the proverbs and sayings from the great dictionary “Devoni lugotit turk” by Mahmud al-Kashgari have been analysed. [Rabg‘uziy N.B,1991: 117]

Here are given some examples: Uzbek form: “ Qush qanoti bilan, er oti bilan”. English form: “The bird (reaches its goal) by wing (and similarly) the man (reaches his goal) by horse”. Uzbek form: ”Im bilsa, er olmas”. English form: “If a man knows the signal he wont be killed”-by mistake at the hand of one who will recognize it. Im ”Password” amara which the king designates among his troops; it is the name of a bird or a weapon, or some other word used as a challenge when two groups meet, so that each party may know their own men in order not to attack one another by mistake. When two men meet at night one asks the other the signal and if he answers with the right password, he lets him pass since he is of the same party; but if the one challenged mentions a signal which is different from the password of the challenger, he attacks him. Uzbek form: “Botir dushman bilan toqnashganda, olishganda, yuvosh-tirishishda sinaladi” The warrior (batal) (is tested only) when he confronts the enemy (just as the forbearance of) the gentle (is tried) in a dispute.

Uzbek form: “Yalqovga eshik ostonasi ham tog tepasidek korinadi”. English form: “For the lazy man a threshold becomes a mountain pass”. Uzbek form: “Ot degan bilan ogiz kuymas”. English form: “If one says “Fire” his mouth doesnt catch fire”. This is coined about someone who apologizes for something he said.[ Mirzayev T.va b.2005:76]

Uzbek form: “Zamon otar, kishi toymas, inson bolasi mangu qolmas”. English form: “Time passes and man does not perceive it, the sons of Adam do not live forever”. Uzbek form: “Igir bolsa odam olmaydi”. English form: “If a man has galingale he wont die” from stomach ache, since he can take it and find relief.

Galingale which is used as a medicine for stomach ache. This proverb is used as advice to prepare for something before the need for it arises.

Uzbek form:”Tulki oz uyasiga qarab irillasa (ulasa, hursa) qotir bo'ladi”.

English form: “When a fox yelps at its own den he becomes mangy”. This is coined about someone who blames his own tribe or clan or city, to rebuke him and his fault-finding.

Uzbek form: “Ogiz yesa, ko'z uyalur”. English form: “When the mouth eats the eye is ashamed”. This is coined about someone who has “eaten” another person's gift and then is ashamed for failing to do what he should in return. Having written about this theme I realized that, the role of proverbs and sayings in our life can hardly be overestimated. Nowadays there are a lot of ways to keep and transfer information: with the help of audio, visual carriers, and also in electronic version. But a lot of years ago, when writing even wasn't developed, the only way to gain the experience was our language. Even now we have our ancestors' messages in the form of songs, fairy-tales, and ceremonies. But the most brief, informative and perhaps the most frequently used messages are proverbs and sayings. Proverbs and sayings are an integral part of the process of mastering a foreign language.[ Madayev O, 2001:89]

Proverbs are used in conversation by adults more than children, partially because adults have learned more proverbs than children. Also, using proverbs well is a skill that is developed over years. Proverbs, because they are indirect, allow a speaker to disagree or give advice in a way that may be less offensive. Studying actual proverb use in conversation, however, is difficult since the researcher must wait for proverbs to happen. More homely, than aphorisms, proverbs generally refer to common experience and are often expressed in metaphor, alliteration, or rhyme, e.g., “A bird in the hand is worth two in the bush”, “When the cat's away, the mice will play”.

The analyses of proverbs showed that, the structure of English and Uzbek proverbs mainly may be: Partially corresponds and complete correspondence.

Partially corresponds is that measure thrice before you cut once -Yetti olchab bir kes; A man can only die once — Bir boshga bir olim; Every bean has it's black — Har zog'da bir dog'; The moon is not seen when the sun shines — Yetmish yulduz yarim oyga tanimas;

Complete correspondence of proverbs with numeral component is rarely observed:

Two heads are better than one — Bir boshdan ikki bosh yaxshi; There are two sides to every question- Har yaxshida bir ammo bor, Har yomonda bir lekin; Two of a trade never agree — Ikki qochqor kallasi bir qozonda qaynamas;



In most cases the structure of English and Uzbek proverbs containing numerals do not correspond, i.e. absence of correspondence is often observed: As a hen with one chick — Hovliqqanga sichqon teshigi ming tanga; There is not an ounce of love in a thousand pounds of law — Qozilashgan qarindosh bolmas;

Some English proverbs not containing numerals have numeric elements in Uzbek equivalents: Be up with the Lark- Uch kun barvaqt turgan bir kun yutar; No great loss without some small gain -Har bir qiyinchilikning rohati bor;

In its turn some other English proverbs do not contain numerals in Uzbek equivalents: Six of one and half a dozen of the other — Alixoja Xojali; It takes all sorts — Odamning odamdan farqi bor, Yuz ikki xil narxi bor; To take one down a peg or two — Kekkaygan yigitning gerdayishini ishida ko'r;[ Sadriddinova M. Z, 1995:125]

If I summing up my conclusion, language training should take place in the conditions of the real using of the language or should imitate these conditions as precisely as possible. Proverbs and sayings have been using in the educational process for a long time. They help to express the same thought by different words; they are irreplaceable in the mastering dialogical and monological speech, making it alive, colorful and acute. We can say that both English and Uzbek languages are rich in proverbs, the Uzbek proverbs contain more numerals than English ones.

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**TALABARDA IXTISOSLIK FANLARINI CHET TILIDA O'QITISHDAGI  
KOMMUNIKATIV YONDOSHUV**  
(A communicative approach to teaching students in english of their specialties)

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**Annotatsiya:** Ushbu maqolada maktab va oily ta'lim muassasalarida ixtisoslik fanlarni chet tilida o'qitishda innovatsion texnologiyalardan foydalanib o'qitish va bilim sifatini oshirishning o'ziga xos xususiyatlari. Talabalarning chet tilida mustaqil va erkin fikrlash hamda kreativ qobiliyatlarini rivojlantirish, kommunikativ kompetensiyani rivojlantirish hamda integratsiyalashgan ko'nikmalar yondashuvining dars jarayonidagi alohida o'rni yoritib berilgan.

**Annotation:** This article discusses the specifics of teaching and improving the quality of knowledge using innovative technologies in the teaching of special subjects in foreign languages in schools and universities. The special role of the approach to the development of students' independent and free thinking and creative abilities in a foreign language, the development of communicative competence and integrated skills approach in the teaching process is highlighted.

**Kalit so'zlar:** ixtisoslik fanlar, innovatsion texnologiyalar, kreativ qarash, kommunikativ kompetensiya, integratsiyalashgan ko'nikmalar, strategiya.

**Keywords:** specialty sciences, innovative technologies, creative approach, communicative competence, integrated skills, strategy.

Over time, language education has developed in schools and has become a part of the education curriculum around the world. In some countries language education (also referred to as World Languages) has become a core subject along with main subjects such as English, Mathematics and Science.

In the Communicative Approach, real communication and interaction is not only the objective in learning, but also the means through which it takes place. This approach started in the 70s and became prominent as it proposed an alternative to the then ubiquitous systems-oriented approaches, such as the Audio-lingual method. That means that, instead of focusing on the acquisition of grammar and vocabulary, the Communicative Approach aimed at developing the learner's competence to communicate in the target language, with an enhanced focus on real-life situations.

Developing communicative competence.

- Using language for different purposes and functions;
- Varying the use of language according to the setting and participants;
- Producing and understanding different types of text;
- Maintaining communication despite linguistic limitation through the use of different Strategies.

This change has had a huge impact on classroom materials, course books, teaching techniques and the teacher's role in the classroom, and still influences English language teaching and learning up to this day.

Some key features of the Communicative Approach.

Lessons have communicative aims. Communicating meaning is the main goal in communicative language teaching, and language is seen as a tool for learners to reach this aim. For this reason, the syllabus of courses that adopt a Communicative Approach to teaching favour lesson aims that will help students practice and develop their linguistic competence, rather than their grammatical competence. In order to achieve this, different types of syllabi were created, amongst them, the functional-notional syllabus, that enables learners to focus on the meaning of language and practice it in a realistic setting:

Functional-notional syllabus.

- Introducing yourself
- Ordering food at a restaurant
- Making a hotel reservation
- Apologizing and responding to apologies
- Making predictions about the future
- Making a complain

Besides that, the syllabus might also include work on the four skills (Reading, Writing, Listening and Speaking), as their development is vital for students to perform real-life goals. The skills are many times worked with simultaneously in what is known as integrated-skills approach. For instance, in a listening lesson, students can be asked to watch a video online and post their opinion about it in the comment section. Instead of just asking learners to leave their comment, the teacher might work on the appropriate language, vocabulary and register for this text explicitly, integrating the writing skill in a listening lesson.

This is desirable when adopting the Communicative Approach because it seems more realistic: in genuine communication, skills are seldom employed in isolation, and an integrated-skills approach simulates what happens in real life. The source of the texts in skills lessons is also important. In the

Communicative Approach, authentic texts are usually favored, as they might provide learners with exposure to a more genuine use of language.

Teacher acts as a facilitator in the learning process. [Richards, Rodgers: 1999, 64]

In the Communicative Approach, learners are at the centre of instruction. That means that the teacher's role has changed when compared to previous methodologies such as Audio lingualism and the Direct Method. The teacher is now seen as a facilitator in the learning process, and some of the responsibilities attributed to them are:

The role of the teachers in the Communicative Approach.

- Setting the communicative context of the lesson;
- Managing learners and creating opportunities for communications;
- Maintaining learner motivation;
- Establishing a welcoming and safe environment;
- Giving instructions and setting activities;
- Monitoring learning and providing constructive feedback.

Fluency and accuracy practice:

In order to help learners improve their communicative competence, it is important to provide a range of practice activities. Although the ultimate aim is genuine communication, there is room for activities and exercises that ensure students practice language in a more controlled manner, focusing on the development of accuracy. These should not, however, be the only source of language practice. Activities that focus on the development of fluency are a vital part of a Communicative Approach lesson, as they give learners the opportunity to communicate meaning. [Sayfullayeva, 2021: 58]

Activity types and classroom tips:

As the teacher is not the centre of instruction anymore, activities in the Communicative Approach usually favor student-student interaction and maximize learner's opportunities to speak. The activities below can be used to provide learners with practice of the language, and the level of support given might vary depending on the stage of the lesson, the lesson aim, and the students' level of ability. Nevertheless, it is important to stress that preparing students to perform tasks is a vital step for the successful completion of activities and the development of their communicative competence. [Sayfullayeva, 2017:154]

Here are some activities that can be used in a Communicative Approach lesson:

### **Role-plays**

In role-plays, learners are given an imaginary situation and are asked to perform a different role or act as themselves in a particular scenario. Role-plays enable learners to imagine themselves in realistic situations and “rehearse” before they need to use English in real life. They are also fun and motivating for some learners.

### **Information-gap activities**

Information-gap activities require learners to talk to each other and find out missing information they need to perform a certain task. The information missing might include words, numbers and even drawings. The main point is to get students to talk and work collaboratively to share all information they need.

### **Jigsaw activities**

Jigsaw activities involve learners reading, listening or performing different tasks at the same time and later sharing what they have done with their peers. For example, half of the students can be asked to watch a video on a certain topic and the other half can be asked to watch a different video, with a different viewpoint. After learners watch the videos and complete tasks for comprehension, they are asked to share what they had found out with their peers.

### **Open-ended discussions and debates**

Debates and discussions can be a useful tool for fluency practice. They enable learners to share their own views on topics and use their communicative resource to convey ideas, make points, and agree and disagree with others. Debates are usually engaging and provide a rich resource for teachers to assess their learners' communicative competence. However, preparation for debates should be done thoroughly to help students succeed. [Olimov, 2012:199-201]

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## **О ПОНЯТИИ «МОРФОНОЛОГИЯ» КАК ОСОБОЙ ЛИНГВИСТИЧЕСКОЙ ДИСЦИПЛИНЕ**

**(On the concept of «morphonology» as a special linguistic discipline)**

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**Аннотация:** В статье понятие «морфонология» рассматривается как особая лингвистическая дисциплина, пограничная между фонологией и морфологией. Также проводятся параллели между западными и российскими концепциями.

**Annotation:** In the article the concept of “morphonology” is considered as a special linguistic discipline, bordering between phonology and morphology. Parallels are also drawn between Western and Russian concepts.

**Ключевые слова:** морфонология, фонология, морфология, морфонологическое явление, чередование, усечение, морф.

**Keywords:** morphonology, phonology, morphology, morphonological phenomenon, alternation, truncation, morph.

Морфонология нередко характеризуется как особая научная дисциплина, хотя сфера морфонологии не нова для лингвистики. Достаточно сказать, что к числу традиционных лингвистических тем принадлежат такие, как чередования фонем, элизии, метатезы, а это наряду со многими другими – объект изучения морфонологии.

В.Б. Касевич справедливо отмечает, что «морфонология занимает скромное место в лингвистических трудах потому, что эту область принято считать периферией языка, не идущей в сравнение по своей важности с фонологией, морфологией, словообразованием, синтаксисом, семантикой» [Касевич, 1986: 3].

Основоположником морфонологии был Н.С. Трубецкой, писавший: «До сих пор морфонология была в Европе одной из самых заброшенных областей грамматики. Если сравнить в этом плане теории древних греков и римлян с теориями древнееврейских, арабских и в особенности древнеиндийских грамматистов, то бросается в глаза недостаточное понимание морфонологических проблем в период античности и средневековья в Европе. Однако и в новое время такое положение не претерпело существенных изменений. Современная семитология попросту позаимствовала морфонологические теории у арабских и древнееврейских грамматистов, не приведя их в соответствие с современными научными точками зрения.

Индоевропейцы положили в основу морфонологии индогерманского праязыка морфонологические теории индийцев, тщательно их разработав, вследствие чего возникла так называемая индоевропейская система аблаута и вся теория индоевропейских корней и суффиксов» [Трубецкой, 1967: 115].

Морфонологи стремились выявить факторы чередования морфов одной морфемы, не объяснимые чисто фонологически. В этом была новизна их подхода: предшественники Трубецкого не признавали, что «морфонология не только для праязыка, но и для каждого отдельного языка составляет особую и самостоятельную область грамматики: обычно морфонологию трактовали как результат компромисса или взаимодействия между историей звуков и историей форм и рассматривали одну часть морфонологических явлений в фонемике, а другую – в морфонологии» [Там же. – С. 115]. Морфонология же Трубецкого «заставила обратиться к поискам других причин, вызывающих чередования в составе морфов одной морфемы или же сохраняющих эти чередования, несмотря на мощные процессы унификации и нормирования речи; она помогла увидеть в числе этих факторов содержательные и функциональные» [Кубрякова, 1989: 12].

Как отмечает М.З. Закиев, термин «морфонология» имеет два основных значения, подобно названиям других разделов грамматики:

- все случаи или система определённых явлений языка,
- учение, исследование, описание или теория таких явлений, в том числе, исследование принципов, обуславливающих эти явления [Закиев, 1984: 42].

Известно, что к морфонологическим явлениям относятся:

1. Материальные аспекты морфемы: грамматические и традиционные чередования [Бернштейн, 1968: 59], - звуковые и фонемные модификации морфем, связанные с различными окружениями последних [Указ. соч. – С. 42]; то есть чередования соответственных фонем в рамках чередующихся форм одной и той же морфемы, для образования морфонологических

элементов [Ахманова, 1966: 52-53]. Это фонемное модифицирование морфем и зависит непосредственно от собственно позиций фонем.

2. Материальные аспекты слова: структура слова и составляющих его компонентов, заданные в терминах фонем и просодем; в частности, ударение, порядок следования и сочетаемость компонентов слова, правила их варьирования – чередования фонем, интерфиксация [Немченко, 1976: 7-49].

3. Материальные аспекты ещё более высокого уровня: морфологическое использование фонологических средств конкретного языка [Трубецкой, 1967: 115]. Такая формулировка дала основание считать, что формирование морфонологии как лингвистической дисциплины – результат «последовательного перенесения внимания исследователей с субстанции на структуру, на отношения» [Журавлёв, 1876: 486].

Можно сделать вывод, что классы объектов морфонологии аналогичны классам объектов морфологии, но ограничены, материальной стороной.

В связи с тем, что объекты морфонологии столь различны, естественно стремление классифицировать задачи этой дисциплины, а соответственно, и её разделы.

Полная морфонологическая теория, по Трубецкому, состоит из следующих трёх разделов:

1) теория фонологической структуры морфем; применительно к русской морфонологии – порядок и состав фонем корня, суффикса, префикса, окончания.

2) теория комбинаторных звуковых изменений, которым подвергаются отдельные морфемы в морфемных сочетаниях; по Чургановой, модификации порядка и состава фонем при связывании этих элементов в слово. Сюда относятся: регулярные модели таких модификаций и их место в системе словообразования и словоизменения; нерегулярные явления [Чурганова, 1973: 127-130], такие как:

- чередование конечного согласного основы: *новый – новь, вертолёт – вертеть, дикий – дичь*;

- сдвиг ударения: *водопровод – проводить*;

- усечение основы: *крепкий – крепость, глубокий – глубина, пятипалый – палец*;

- интерфиксы *-л-, -в-, -т-* в сложениях с нулевым суффиксом: *старожил, стеклодув, шерстобит*;

- наложение морфем: *лермонтовед*.

3) теория звуковых чередований, выполняющих морфологическую функцию – то, что иногда характеризуют как закономерности выбора морфологических элементов, зависящие от состава и порядка фонем в них. Эта «фонология морфологических процессов» описывает



фонологические отношения между различными формами реализации или алломорфами, входящими в слово.

Когда описание языка представляется в виде набора правил, работа которых организована по образцу формального механизма (прототипом в этой области часто является программа ЭВМ – в той степени, в какой она соответствует представлениям лингвистов о когнитивных способностях человека), неизбежен вопрос о том, где, в каком «компоненте» собраны морфонологические правила. В связи с этим можно выделить следующие группы концепций.

**«Морфонология слита с фонологией».** Данная концепция отражена в целом ряде работ конца 1950-х – начала 1960-х годов. М. Халле и его соратники по генеративной фонологии [Халле, 1965: 117-125.] пытались показать, что морфонология является частью фонологии, поскольку иначе придётся принять, что одни и те же правила входят в оба компонента грамматики, и описание будет пещрить повторяющимися деталями. Фактически это возврат к позиции Панини.

**«Морфонология – отдельный компонент».** В данной концепции морфонология понимается как автономная область [Donegan, 1979: 126-173]. Морфонология – место встречи морфонологии и фонологии языка. Задача морфонологии в рамках описания языка – показать, чем заканчивается в конкретных случаях поединок между противоборствующими тенденциями фонологии и морфологии. В частности – между стремлением к формальной прозрачности в морфологии и к наиболее полному соответствию языкового выражения правилам фонологии.

**«Морфонология слита с морфологией».** В данной концепции, как и в классической компаративистской позиции Е. Куриловича, морфонология считается частью морфологии [Курилович, 1962: 57-70]. Сторонники этой точки зрения сводят морфонологические чередования к чисто фонологическим условиям правильности, но вне функции этих чередований. Остальные же чередования относятся к морфологии, будучи результатом морфологических операций. Таким образом, ни фонологическая природа морфонологических чередований, ни стремление исследователей к экономии при организации грамматики не могут убедить в том, что морфонология полностью отделена от морфологии.

Итак, в зарубежной лингвистике область морфонологии исследователями понимается по-разному.

Необходимо отметить, что между западной и российской лингвистикой можно провести некоторые параллели. В частности, Е.А. Земская, подобно представителям второй концепции, понимает морфонологию как «раздел языкознания, изучающий связи между фонологией и морфологией, т.е. использование фонологических средств в словоизменении и

словообразовании» [Земская, 2008: 80]. Также она определяет задачи данной дисциплины, которые заключаются в том, чтобы установить:

- 1) фонемный состав морфов разных видов;
- 2) правила соединения морфов в слове, т.е. условия взаимоприспособления (варьирования) морфов при их объединении;
- 3) порядок следования морфов [Там же. – С. 80].

Таким образом, мы пришли к выводу, что отличительной чертой морфонологии как науки, обусловленной, с одной стороны, её относительной «молодостью», а с другой – неизбежной зависимостью трактовки морфонологических явлений представителями разных лингвистических школ от принятых в этих школах концепций морфологии и фонологии, является почти полное отсутствие общепринятых теоретических положений и разногласия даже по таким ключевым вопросам, как предмет морфонологии, её границы, наличие у морфонологии собственных единиц описания и их природа, существование особого морфонологического уровня представления словоформ.

Отмечая роль морфонологии в организации лингвистической системы и характеризуя причины устойчивости морфонологических явлений, можно указать на то, что «фонологическая система отличается тенденцией к предельному расподоблению форм, в идеале – к индивидуальному выражению каждой отдельной словоформы; грамматическая система, напротив, сводит целые ряды этих словоформ в единые классы, следствием чего является тенденция к идеальному единообразию всего парадигматического ряда... Морфонология как бы уравнивает действие этих разнонаправленных тенденций, и там, где вступают в силу морфонологические характеристики, они предрешают вопрос о том, какие из фонологических средств будут использованы в морфологических целях» [Макаев, Кубрякова, 1977: 15]. То есть целью морфонологии можно признать описание того, как разрешаются в конкретном языке конфликты, возникающие из-за столкновения фонологических и морфологических правил, и объяснение того, почему они разрешаются при соблюдении определённых условий и в определённых участках системы. Но взаимодействие фонетических и морфологических тенденций принимает не столько форму конфликта, сколько форму их согласования.

Таким образом, морфонология – это пограничная область между фонологией и морфологией.

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## **ОБ ИСПОЛЬЗОВАНИИ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА**

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**Аннотация:** Качество и эффективность образования непосредственно связаны с педагогическим мастерством учителя. Одна из наиболее значимых задач заключается в повышении уровня компетентности современного педагога. Каждый современный педагог должен быть ознакомлен с новыми инновационными технологиями для создания полноценного

педагогического процесса. В статье раскрыты методы качественного образования, определены этапы обучения урока.

**Annotation:** The quality and effectiveness of education are directly related to the pedagogical skill of the teacher. One of the most significant tasks is to increase the level of competence of a modern teacher. Every modern teacher should be familiar with new innovative technologies to create a full-fledged pedagogical process. The article reveals the methods of quality education, defines the stages of teaching a lesson.

**Ключевые слова:** педагогическая инновация, инновационная технология, качественное образование, методика и компетентность учителя, оценивание.

**Key words:** pedagogical innovation, innovative technology, quality education, methodology and teacher competence, assessment.

В последнее время мы наблюдаем как в образовательную систему входят информационно компьютерные технологии, ставшие неотъемлемой составляющей частью для создания полноценного педагогического процесса. Все мы конечно же замечаем, что сегодняшняя жизнь отличается быстрыми темпами развития, высокой мобильностью. Для молодого поколения появляется все больше и больше возможностей, уделяется им большое внимание для изучения иностранного языка. Роль языка как основного средства коммуникации особенно важна сейчас, когда расширяются культурные связи между государствами. Учитывая особенности языковой ситуации в Республике Узбекистан, нужно отметить благоприятность обучения, то есть ту ситуацию, когда ученики владеют иностранным языком еще со школьного возраста. [Богатикова Л.И:2006]

Включение инновационных методов обучения в образовательный процесс позволяет создать такую среду на занятии, которая даст возможность каждому студенту найти своё место, проявить инициативу и самостоятельность, свободно реализовать свои способности, своё творчество. Тенденции развития современного образования ставят на первое место задачу воспитания активной, творчески развитой личности, стремящейся к выявлению своих способностей и внутренних ресурсов. Основной акцент модернизации образования направлен на необходимость создания условий для наиболее полной самореализации личности. Одним из механизмов, побуждающих педагога к профессионально-творческому саморазвитию, является инновационная подготовленность и деятельность.

Специфика учебного предмета иностранный язык состоит в том, что будучи, как и все языковые предметы, деятельностным учебным предметом, он отличается от них тем, что ученики изначально не владеют иноязычной речевой деятельностью и что именно овладение ею в

условиях отсутствия иноязычной среды и составляет основную его трудность. [Абдуллаев Ю. Бушуй А: 2000] Поэтому независимо от того, какой это иностранный язык- английский, немецкий, французский, турецкий или другой, смысл овладения им не только и не сколько в овладении языковыми и страноведческими знаниями, сколько в овладении активной иноязычной речевой деятельностью с использованием этих знаний. Достижение высокого уровня владения иностранным языком невозможно без фундаментальной языковой подготовки в учебных заведениях. Преподавателю важно знать новейшие методы преподавания иностранного языка, специальные учебные техники и приемы, чтобы оптимально подобрать тот или иной метод преподавания в соответствии с уровнем знаний, потребностей, интересов студентов, он должен быть творческим человеком.

Зарождение идеи технологии педагогического процесса связано прежде всего с внедрением достижений научно-технического процесса в различные области теоритической и практической деятельности. Наибольший интерес среди инновационных технологий представляют игровые технологии. В настоящее время игровые технологии представляют огромный интерес для педагогов. Игровые технологии- принцип активности учащегося в процессе обучения был и остается одним из основных в дидактике. Под этим понятием подразумевается такое качество деятельности, которое характеризуется высоким уровнем мотивации, осознанной потребностью в усвоении знаний и умений, результативностью и соответствием социальным нормам.

Игровая деятельность на уроке иностранного языка не только организует процесс общения, но и максимально приближает его к естественной коммуникации.[Болдырев Н.Н:1998] С помощью игры хорошо отрабатывается произношение, активизируется лексический и грамматический материал, развиваются навыки аудирования и устной речи. С её помощью можно снять психологическое утомление, её можно использовать для мобилизации умственных усилий учащихся, для развития у них организаторских способностей. Благодаря игровым технологиям педагогу удастся заинтересовать учащихся в освоении новых знаний, применить уже имеющиеся знания в конкретных ситуациях, активизировать их познавательную деятельность, повысить самооценку и позволить им самореализоваться.

Хотим отметить, что использование разнообразных приёмов обучения способствуют закреплению языковых явлений в памяти, созданию более стойких зрительных и слуховых образов, поддержанию интереса и активности учащихся. Особую роль играют и раздаточные материалы, с их помощью ученик запоминает то, над чем работал. На сегодняшний день более распространенными педагогическими технологиями в образовательном процессе обучения иностранного языка являются также: проблемное преподнесение материала, деловые игры,

обсуждение за круглым столом, кластеры, диалоги и дискуссии. Это и является новой формой и методом преподавания, новый подход к процессу обучения.

Кроме этого, в последнее время мы часто встречаем синонимичные термины как, коммуникативное обучение и коммуникативно- ориентированное обучение. Коммуникативное обучение иностранным языкам представляет собой преподавание, организованное на основе заданий коммуникативного характера. Это методика обучения имеет цель научить иноязычной коммуникации, используя все необходимые для этого задания и приемы. Нужно отметить, что коммуникативная методика уделяет значительное внимание средствам общения, однако они практически полностью отождествляются с текстом. В общем в современных вузах не должно быть места для таких процессов, как бездумное заучивание текстов, диалогов или стихов на иностранном языке, не имеющие практической ценности для будущей жизнедеятельности студентов. Студенты должны быть подготовлены на основе качественного современного аутентичного учебного материала к сознательному использованию иностранного языка в дальнейшей жизни и работе. Ведь хорошее знание иностранных языков сейчас и будет продолжать оставаться в дальнейшем одним из ведущих требований работодателей. И в конце мы хотим отметить, что в практике преподавания иностранных языков на современном этапе наряду с апробированными традиционными методами ведется поиск новых подходов к обучению контактам с незнакомой культурой и достижению взаимопониманию. К числу таких подходов можно отнести создание коммуникативных ситуаций на занятиях, реализация которых развивает терпимость, лояльность, поддержку культурных ценностей, традиций и реалий.

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#### **КАТЕГОРИЯ ПОЛЯ В СОВРЕМЕННОЙ ЛИНГВИСТИКЕ**

**(Field category in modern linguistics)**

*Холматова Шохиста Собировна*

**Аннотация:** Фразеология любого языка является отражением духа и культуры народа на нем говорящего, а также ценностных ориентиров, присущих конкретной лингвокультуре. Эта работа посвящена исследованию национального характера и национальных ценностей русского и британского народов на материале фразеологических единиц с использованием сопоставительного метода, структурно-семантического, лингвокультурологического и аксиологического анализа материала. Материалом исследования послужили фразеологические единицы русского и английского языков, отражающие национальный характер и национальные ценности двух лингвокультур.

**Annotation:** The phraseology of any language is a reflection of the spirit and culture of the people speaking it, as well as the value orientations inherent in a particular linguistic culture. This work is devoted to the study of the national character and national values of the Russian and British peoples on the basis of phraseological units using a comparative method, structural-semantic, linguocultural and axiological analysis of the material. The research material was the phraseological units of the Russian and English languages, reflecting the national character and national values of the two linguistic cultures.

**Ключевые слова:** ментальность, языковая картина мира, лингвистика, культурология, философия, психология, наука, реальная картина мира.

**Keywords:** mentality, linguistic picture of the world, linguistics, cultural studies, philosophy, psychology, science, real picture of the world.

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Семантическое поле – это совокупность языковых единиц, объединенных общностью содержания (иногда также общностью формальных показателей) и отражающих понятийное, предметное или функциональное сходство обозначаемых явлений. Термин «поле» введен в лингвистику, где оно определялось как совокупность слов, которые обладают общим значением. В практике лингвистических исследований наиболее применительными оказались идеи поля, которые были изложены немецким ученым Й. Триром. Он определял семантическое поле как тесно связанный по смыслу раздел словаря, элементы которого покрывают все это поле и как бы делят между собой его участки. [Г. Ипсеном. 1924. 126-129]

Понятие поля используется при описании фрагментов языковой картины мира и при анализе различных концептов. Существуют самые разнообразные поля. Например: red, black, white и

другие цветообозначения образуют семантическое поле цвета; mother, father, brother, sister – семантическое поле родства.

Семантическое поле может включать слова и устойчивые словосочетания. Возможно, также исследовать семантические поля, которые образованы исключительно фразеологическими единицами. Семантические поля могут пересекаться или полностью входить одно в другое. Например: поле «Женские аксессуары» (сумка, очки, шарф) полностью входят в поле «Потребительские товары», которое включает, помимо наименований женских аксессуаров, наименования одежды (пальто, кофта, штаны), обуви (кроссовки, туфли, сапоги), и прочие наименования промышленных изделия, которыми люди пользуются в повседневном обиходе.

В поле могут быть представлены все виды семантических отношений. Например: в лексико-семантическом поле «Настроение» существуют синонимы: cheerful, jolly, merry, joyful, carefree; gloomy, miserable, sad, wretched. В этом же поле легко обнаружить антонимы: cheerful – sad, merry – gloomy.

Семантическое поле характеризуется наличием следующих признаков:

- семантическая связь слов или их значений в рамках поля, выраженная гиперлексемой;
- взаимозависимость и взаимоопределяемость лексических единиц;
- непрерывность смыслового пространства;
- относительная автономность поля;
- размытость границ;
- упорядоченность.

В современной лингвистике можно выделить следующие категории поля:

- 1) мотивационное поле;
- 2) грамматико-лексическое поле;
- 3) фразео-семантическое поле;
- 4) вариационное поле;
- 5) лексико-семантическое поле.

Рассмотри каждую категорию поля по отдельности.

Мотивационное поле – это иерархически устроенное системное образование, включающее в лексему-мотиватор и все образованные от нее вторичные слова. Центром мотивационного поля является польнозначная лексема-мотиватор, который входит первым компонентом во вторичные слова. Элементы поля отличаются от центра лишь одним деривационным шагом. Мотивационное поле может иметь как однородную структуру (если оно классифицируется одним мотиватором), так и неоднородную структуру (если оно классифицируется рядом мотиваторов).



Теорию грамматико-лексических полей разрабатывали в своих работах Е.В. Гулыга, Е.И. Шендельс, А.В. Бондаренко, М.М. Гухман, хотя в своих работах они по-разному определяли понятие «поле». Однако, эти исследователи сходятся в том, что «основанием при установлении полей служит общность выражаемых понятийных категорий, и поле в интерпретации выступает как межуровневое явление, где могут совмещаться разнопорядковые средства выражения понятия или значения, принятого в качестве базисного признака. [Е.В. Гулыга, Е.И. Шендельс, А.В. Бондаренко, М.М. Гухман. 2006. 124-132]

Е.В. Гулыга и Е.И. Шендельс особо отмечают, что разнообразные средства грамматического и лексического уровня связаны между собой отношениями, которые позволяют установить определенные закономерности. Совокупности взаимодействующих средств образуют систему грамматико-лексического поля. В своей книге они представляют шесть грамматико-лексических полей: поля множественности, времени, модальности, компаративности, одушевленности/неодушевленности и указательное поле. [Е.В. Гулыга и Е.И. Шендельс. 2008. 128]

Фразео-семантическое поле – это совокупность фразеологических единиц, которые объединены общим семантическим признаком. Исследователями фразео-семантических полей на современном этапе развития науки являются лингвисты А.К. Бирих и Н.А. Сабурова. Занимаясь исследованием фразеологизмов в диахронии, А.К. Бирих считает, что идеографический анализ фразеологии кажется наиболее перспективным на материале фразеосемантических полей. [А.К. Бирих и Н.А. Сабурова. 2004. 366]

Вариационное поле – это обязательное наличие в конкретной языковой системе еще одного или нескольких вариационных полей, в пределах которых каждый элемент первого поля максимально развертывается по вариантам. Вариационное поле является относительной категорией. Они построены относительно определенных структурных и функциональных принципов, а также существует только при соположении, соотношении с другими окружениями. Данная совокупность лексем может являться вариационным полем по отношению лишь к определенным окружениям, но не являться таковым по отношению к другим окружениям: являться вариационным полем относительно одного принципа варьирования и не являться им относительно другого принципа. [Гудков, Д.Б. 2003. 288]

Лексико-семантическое поле – это группа слов одного языка, которая тесно связана друг с другом по смыслу. Лексико-семантическое поле имеет ряд структурных свойств, отличающих его среди других различных лингвистических групп: взаимосвязанность элементов, их упорядоченность и иерархичность, незамкнутость, отсутствие четких границ, аттракция, наличие лакун, специфичность в разных языках. Лексико-семантическое поле по широте охвата

словарного материала бывают различных видов, однако, большинство авторов рассматривали слова одной части речи. В своей работе «Структура лексико-семантического поля» Ю.Н. Караулов дает структуру поля на уровне значения и смысловую структуру поля. Основой в построении лексико-семантического поля является значение слова.[ Караулов Ю.Н. 2006. 408] Значение представляется как некоторое множество дифференциальных семантических признаков или компонентов значения. Компоненты значения считаются элементами множества. В оппозиции друг с другом могут быть два множества. Ю.Н. Караулов выделяет следующие типы оппозиций между множествами: нулевая оппозиция (отношение равенства между множествами) и привативная оппозиция (отношение строгого включения). В нулевой оппозиции основные компоненты значений сравниваемых слов одинаковы. Во второй оппозиции находятся родовые и видовые наименования.

Применительно к настоящему исследованию, объектом которого являются фразеологические единицы, важной в работе является категория фразе-семантического поля.

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## **LEXICAL SEMANTIC AND THEMATIC FIELD OF WORDS DENOTING POSITIVE EMOTIONS**

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**Annotation:** The significance and importance of lexical and semantic analysis of the lexical field denoting positive emotions has been a core subject of the study in recent years to define thoroughly its role and essence in linguistics, to be precise, in acquisition properly. Although wellbeing tends to be associated with positive affect, the phenomenological terrain in this regard is often poorly differentiated. In the interest of bringing further granularity to this area, an enquiry was conducted into relevant concepts found across the world's cultures, focusing specifically on so-called untranslatable words.

**Keywords:** lexical structure, phenomena, subjective attitude, emotional-expressive attitude, evaluation attitude, phraseologisms, lexical analysis, semantic analysis.

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The lexical structure of language serves to understand all the objects and phenomena, processes in the objective being. Therefore, in the process of exchanging ideas, a person seeks to express his attitude to the being, to the things around him, to the events. In the process of exchanging ideas, the speaker selectively uses one of the words or phrases available in the language. It certainly depends on how or under what circumstances the speaker expresses this or that idea.

We know that the phraseological structure of our language is characterized by the abundance and diversity, the expression of different shades of meaning, but also rich in emotional-expressiveness. Indeed, if we look at the phraseological structure of our language, some of them not only name something, events, or the character of people, but also express the speaker's own assessment and attitude to this event, character. This relationship happens in a positive or negative way. [Bendix, E. H. 1966. 287-291]

It is well known that phraseologies are built on the metaphorical basis of the whole or of the portable meaning of one of its components. This leads to the emergence of bright emotional-expressive coloring in phraseology. We know that the transfer of meaning on the basis of the relative similarity between objects, events, is an important sign of metaphor. In particular, the use of the names of objects and their actions in relation to people (animal names, names of human body parts, names of objects) represents a certain subjective emotional-expressive evaluation attitude of the speaker to the object of speech. For example, the word crown meaning in the compound *musichadek beozor* is known to belong to the family of *musicha* birds. This bird species is characterized by innocence and harmlessness. Because of this portrayal of *musicha* in relation to people, human qualities such as meekness, innocence, which are inherent in the compound, are evaluated in a figurative, vivid, positive emotional sense.

Even by transferring the properties of certain objects to people, compounds form vivid, figurative, emotionally-expressive evaluative meanings of people. For example: a broom in a soft broom compound

has the property of bending in all directions. Based on its use in relation to people, this feature allows people to express figurative, emotionally-expressive meaning, such as indecision, hypocrisy. Ringing like a bag of nuts is used for cheerful, open-minded, cheerful, sincere people. This phraseology is based on figurative analogy. It is known that walnuts are characterized by a tingling sensation, especially when this condition is manifested in the bag. The openness in people is explained by the fact that sincerity occurs on the basis of the resemblance of this feature in the nut. The word that means crown in this compound is walnut. The rest of the components come together around that word. But another feature of phraseologies is that their grammatical function is determined on the basis of the general meaning of their components. This phraseology expresses the qualitative appearances of people. In this sense, this phraseology is a qualitative phraseology according to the lexical-grammatical feature.

Phraseologisms expressing positive emotional evaluation and attitude express emotionally-expressively all positive qualities in people, their qualitative manifestations. We have tried to study the phraseology, which expresses the positive qualities of people, such as sincerity, courage, courage, honesty, purity, loyalty, dedication, intelligence, intelligence, activism, perseverance, divided into semantic-thematic layers according to the purpose of expression.

Most of the phraseological structure of the Uzbek language is characterized by the expression of negative qualities of people. Phraseologisms in our language express figurative, emotional-expressive negative traits in people, such as stubbornness, stubbornness, frustration, inactivity, arrogance, boastfulness, arrogance, arrogance.

Phraseologisms that have a negative connotation have meaning that expresses an emotional evaluation that is understood in the process of evaluation and speech. If evaluation-meaning is a unit of language, then evaluation-relational meaning, which is understood in the process of speech, is a unit of speech. Phraseologisms in our language, such as high-pitched, soup-cooking, whip-like, hard-faced, idle boss, glandular, licking snake fat, have their own emotional value. Because there are such meanings in the semantic structure of these phraseologies, they can express such meanings even without other linguistic means. [Chomsky, N. 1965. 124]

While phraseology is formed in the integral connection of psychological, social, cultural, and linguistic phenomena, it is important to study the phraseological system of language from a cognitive scientific perspective. Cognitive education aimed at knowledge, understanding, creative thinking requires linguists to reanalyze language units. The study of the essence of language provides an opportunity to gain a deeper understanding of the spiritual heritage, history, national values, cultural and spiritual riches of any nation. It is cognitive linguistics that scientifically studies the relationship between language and thinking (consciousness), the organic connection of psychological, biological,

neurophysiological aspects in the occurrence of language (speech) with social, cultural and linguistic phenomena.

In particular, the study of somatic phraseology of the Uzbek language based on the lexical-semantic group field theory, stylistically and comparativelytypologically, is one of these urgent problems. Linguostylistic and semanticpragmatic analysis of phrases provides an in-depth understanding of the philosophical-epistemological, national-psychological and ethnocultural aspects of the Uzbek language.

While emphasizing the study of the formation of new words in word formation and the formation of new phraseologies in phraseological formation, we recognize that the formation of phraseologies is somewhat different from the formation or formation of words.

Indeed, the formation of phraseological units takes place in different periods and on the basis of the generalization of different socio-political events, perceptions, life experiences. Phraseologisms are based on a certain image, and in the embodiment of this image are used the names of various objects, events, imaginations. Therefore, the study of FBs in terms of the scope of formation is of particular importance.

The structural formation of phraseological units is based on the grammatical structure of the language and the distributive relations of word-components of their interconnected laws. Phraseological units are mainly related to the concept of personality and express a person's imagination, behavior, physiological and mental states in some way. FBs are also shaped in terms of embodying the image of animals and their dependence on a particular profession. We acknowledge that phraseologies formed in terms of their relation to the activity and psyche of the individual were also the basis for the formation of phraseologies with a direct eye component. [Armstrong, S. L., Gleitman, L. R., & Gleitman, H. 1983. 263-308]

It is recognized that the development and enrichment of phraseological units in the Uzbek language, as in other units of the language, occurs not only with the emergence of phraseological neologisms, but also on the basis of semantic, grammatical and functional renewal of existing phrases.

Phraseological units are a creative process, a product of human artistic and aesthetic thinking. Phenomena such as phraseological contamination, phraseological ellipsis is the product of these creative processes. Semantic changes expand their functional-pragmatic capabilities. [Clore, G. L., Ortony, A., & Foss, M. A. 1987. 751-766]

Linguistic facts have shown that phraseological units belonging to the mentioned phraseosemantic fields are structurally and lexically-grammatically divided into different groups. In terms of meaning, they unite into a phraseosemantic field. The above-mentioned phraseological semantic

fields are combined into a single field not only according to the nature of synonymy and variance, but also taking into account their meanings in the speech situation. [Davitz, J. R. 1969. 146]

The structures of phraseologies united in one phraseo-semantic field are characterized by the fact that they grow from one to another due to various lexical, grammatical changes, all united in one source, one basis, one image lies at the base. But their meaning can be different from each other in terms of strength and weakness, speech and stylistics.

The types, idioms, and antonyms of phraseologies in relation to other forms and meanings are not studied within each group, nor is it possible. Firstly, they are of the same type according to the nature of synonymy, secondly, because phraseologies consist of words, phraseological-homonyms in the language are very small, and thirdly, they cannot be studied antonymously within one field. But in relation to the other group, these phraseologies are antonymous. For example, phraseologies expressing joy have an antonymic relation to expressions expressing sadness.

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## **CHET TILLARINI O'QITISHDA INNOVATSION YONDASHUV.**

**(An innovative approach to foreign language teaching)**

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**Annotatsiya:** Ushbu maqolada chet til orqali ta'lim-tarbiya berish jarayoni va usullari, chet tilini o'rgatish ilmi, muallim va o'quvchi faoliyatini o'rganish metodi jumladan chet tilini o'qitish metodikasi

haqida, chet tilini o'qitish metodikasida qo'llanilayotgan zamonaviy metod turlari va ulardan foydalanish xususida so'z boradi.

**Annotation:** This article deals with the process and methods of teaching through a foreign language, the science of foreign language teaching, the method of studying the activities of teachers and students, the methodology of teaching a foreign language, the methods of teaching a foreign language types of modern methods and their use.

**Kalit so'zlar:** metodika, innovatsiya, chet tili, kommunikatsiya, ko'nikma, malaka, didaktika.

**Keywords:** methodology, innovation, foreign language, communication, skill, qualification, didactics.

Mamlakatimiz mustaqillikka erishganidan so'ng, istiqlolning ilk yillaridanoq O'zbekiston demokratik hayot qurishga kirishdi. Iqtisodiyot ham muhim ahamiyat kasb etdi. Amalga oshirilgan islohatlar salmog'i yildan yilga kerak bo'lsa kundan kunga ortdi. Faqat tub islohatlar emas balki boshqa javhalarda jumldan ta'lim tizimida ko'plab o'zgarishlar sodir bo'ldi. Ayniqsa chet tillarini o'rgatishga qiziqish oshdi va yoshlar uchun ko'plab sharoitlar yaratilib berildi berildi. Bundan asosiy maqsad yoshlarning bilim saviyasini oshirish, chet tiliga bo'lgan qiziqishiniyanada oshirish. Birinchi prezidentimiz Islom Karimov aytganlaridek, "Hozirgi paytda xorijiy tillarni o'rgatishga yurtimizda katta ahamiyat berilmoqda. Bugun jahon hamjamiyati o'ziga munosib o'rin egallashga intilayotgan mamlakatlarimiz uchun, chet ellik sheriklarimiz bilan hamjihatlikda, hamkorlikda o'z buyuk kelajagini qurayotgan xalqimiz uchun xorijiy tillarni mukammal bilishning ahamiyatini baholashning hojati yo'qdir". Jumladan shu fikrlarning davomi sifatida 2012 yil 10 dekabrda qabul qilingan "Chet tillarini" o'rgatish tizimini yanada takomillashtirish chora tadbirlari to'g'risida"gi Prezident Qarori qabul qilindi. Ushbu qaror chet tillarini o'rganish imkoniyatlarini yanada kengaytirdi. Bugungi kunga kelib chet tiliga bo'lgan talab judayam ortib bormoqda. [Xalq ta'lim vazirligining imiy metodik jurnali, 2019.53]

Hozirgi vatqda nafaqat chet tiliga o'qitish bo'yicha balki barcha fanlarga o'qitishni, o'rgatishni yangi-yangi metodlarini izlab topish va uni amalda sinab ko'rish to'g'risida ko'p ishlar qilinayapti. Bu hozirgi kundagi ta'lim tarbiya jarayonini yaxshilash, uchun xalq qilinishi kerak bo'lgan eng muhim muammolardan biridir. Agar avval chet tili o'qitish shu til sistemasini o'rganish deb qaralgan bo'lsa, keyingi yillarda o'qitishdagi muhim ko'zlangan narsa bu o'quvchilarni chet til nutqini o'stirishdan iborat bo'ldi. Shuni aytish kerakki chet til o'rganishdagi bu maqsadlar, o'z-o'zidan yoki boshqa kimsalar yoki shaxs tomonidan qo'yilmaydi, balki lingvistika va psixologiya fanlaridagi o'zgarishlar va jamiyatning ijtimoiy rivojlanib borishi bilan chambarchas bog'liqdir. Masalan: Audiolingval metodni olib ko'raylik. Bu metodning yuzaga kelishiga lingvistika fanidagi o'zgarishlar, ya'ni struktural oqimni ta'siri bo'ldi. U quyidagi omillarni o'z ichiga oladi:

Xalqaro ilmiy-amaliy konferensiya to'plami

- Chet til o'rgatish avval og'zaki nutqqa o'rgatishdan boshlanmog'i zarur;
- Til o'rganish turli strukturalar, nutq na'munalari asosida amalga oshiriladi;
- Mashqlar ham tilga asoslangan holda til materialini ko'p marta takrorlashni talab qiluvchi mashqlar bo'lishi kerakligini taqozo etadi;
- Grammanik namunalari va leksikani tanlash chet tili bilan ona tilini qiyoslashning natijalariga bog'liq bo'lishi kerak.
- Talaffuzga katta e'tibor talab etiladi.

Bu metodning asosiy kamchiligi, mexanik mashqlarning ko'pligi va haqiqiy nutq mashqlarining ozligidir. Bu metod asoschilari metodist olimlar Ch.Friz va R.Ladolardir.

Masalan: Ch.Friz: boshlang'ich etapning asosiy mazmuni strukturalarni o'rganishni tashkil qilishi kerak deydi. Grammatikaning ko'nikmalarni hosil qilish xam shunga asoslangan bo'lishi maqsadga muvofiq[Sh Alimov 2017.2-bet]

Chet til o'rganish ko'p qirrali ta'imot bo'lib, bu jarayonda inson murakkab psixologik o'zgarishlarni boshdan kechiradi. Jumladan ona tili bilan chet tilini taqqoslash jarayoni yuzaga keladi. Bu jarayonda o'rgatishning turli metod va texnologiyalaridan foydalaniladi. Zamonaviy pedagogik texnologiyalar yordamida chet til bilan ona tilini taqqoslab o'rgatish samarali natija beradi. Chet til o'rgatish uning metodikasiga oid bilimlarga ega bo'lishni taqozo etadi. Metodika va texnologiyalar chet til o'rganish jarayonida muhim ahamiyat kasb etadi. Darsni tashkil qilishda metodika fanining turli usullari mavjud. Chet til o'qitish metodikasida keng qo'llaniladigan metodlar: kommunikativ didaktika metodi, madaniyatlararo muloqotni tashkil qilish metodi va mashqni tashkil qilish metodi hisoblanadi.[Zayniddin Sanaqulov Baxromjon Jo'raboyev 2021.532-bet]

Zamonaviy jamiyatda chet tillari kasbiy ta'limning muhim tarkibiy qismiga aylanmoqda. Turli sohalaridagi mutaxassislarda chet ellik hamkorlar bilan hamkorlik qilish ko'rsatkichi yuqori bo'lganligi sababli, ularda til o'rganishga bo'lgan talab yuqoridir. Hozirda chet tillari maktab, kollej, litsey, oliy ta'lim muassasalarida o'rgatilmoqda. Turli darajadagi til bilimiga ega bo'lmoqchi bo'lganlar uchun o'quv materiallarning inavatsion turlari mavjud. Chet tilini mukammal bilish va ma'lum darajani olish o'qituvchilarning amaliy uslublari va malakasiga ham bog'liq. Axborot texnologiyalari va zamonaviy o'qitish usullaridan foydalanish qobiliyati yangi materiallarni tezkor tushunishga yordam beradi. Turli usullarni birlashtirib o'qituvchi muayyan ta'lim dasturlarini yechishga qodir bo'ladi. Shu munosabat bilan o'qituvchilar va talabalar xorijiy tillarni o'qitishning zamonaviy usullari bilan tanishishlari kerak. Natijada maqsadlariga erishish uchun eng samarali usullarni tanlay bilish ko'nikmalari shakillanadi. Bunda o'qitish va o'rganishning bir necha metodlaridan foydalanish yaxshi samara beradi. Zamonilgarilab borganisarihar bir sohada yangilik ko'paymoqda. [Feruza Zaipova, Sabohat O'rinova Xorijiy 2-bet]



Chet tilini o'rgatishda o'rganuvchining salohiyat va darajasi yoshidan kelib chiqqan holda bosqichma bosqich o'rgatish yaxshi natija beradi. Bunda o'quvchilar 1. boshlang'ich bosqichda o'qitish, 2 o'rta bosqichda o'qitish, 3 yuqori bosqichda o'qitish asosida guruhlarga bo'linadi. Har bir bosqich uchun o'qituvchi tomondan maxsus faol dastur ishlab chiqiladi. Ta'limning faol usullari nafaqat o'quv jarayonida o'quvchilarni faol fikrlashga va amaliy faoliyatga undashga yordam beradi, balki ijobiy o'qitish motivatsiyasini shakllantirishga, ijodiy qobiliyatlarni ochib berish va rivojlantirishga yordam beradi, o'quv materialini yuqori samaradorlik bilan o'zlashtirishga yordam beradi. Darsning har bir bosqichi uchun nafaqat o'qituvchi, balki o'quvchilar uchun ham samarali bo'lgan faol metodlardan foydalanish kerak. Ularning ba'zilari bilan tanishib chiqishingizni maslahat beraman, deyarli barcha texnikalar harakatchan ekanligini va nafaqat chet tili darslarida, balki boshqa o'quv fanlarida ham qo'llanilishi mumkinligini ta'kidlamoqchiman. 1. Tashkiliy bosqich. "Karusel" ("Merry Go Round") Ushbu texnika xayoliy fikrlash, xotiradan foydalanishga imkon beradi. Birinchi talaba o'qituvchidan kartani oladi va shu so'z bilan assotsiatsiyalarni nomlaydi. Karta o'qituvchiga qaytguncha zanjir bo'ylab uzatiladi. Har bir talaba o'z fikrlarini tez sur'atlarda ifoda etish imkoniyatiga ega. Ushbu bosqichda talabalar o'tgan materialni "eslab qolishadi". Gapirish qobiliyatini rivojlantirish uchun dars davomida "Intellectual isinish" tamoyilidan foydalanish mumkin. Qoida tariqasida, bunday mashqlarning leksik tayanchlari doskada, ayniqsa dastlabki bosqichda joylashgan. "Qor to'pi" ning o'sishi ikki yo'nalishda davom etishi mumkin: so'z boyligi ko'payishi va / yoki grammatikaning murakkabligi oshishi bilan. (O'RNAK: Men kitob o'qishni yaxshi ko'raman Elektron kitoblarni o'qishni yaxshiko'raman. Elektron kitoblarni o'qishni yaxshi ko'raman, chunki ulardan foydalanish oson.) Signal kartalari bilan ishlash Bu o'tgan materialni kartalar ko'rinishidagi taqdimoti. Ushbu uslub materialni tuzishga, o'quvchilar e'tiborini tiklashga yordam beradi.

Xulosa qilib aytganda, Ingliz tili darslarida innovatsion usullarni qo'llash natijasida o'quvchilarning mantiqiy fikrlash qobiliyatlari rivojlanadi, nutqi ravonlashadi, tez va to'g'ri javob berish malakasi shakllanadi. Bunday usullar va o'yinlar o'quvchida bilimga ishtiyoq uyg'otadi. O'quvchi darslarga puxta hozirlik ko'rishga intiladi. Bu esa o'quvchilarni ta'lim jarayonining sub'yektlariga aylantiradi. Chet tilini o'qitish jarayonida turli xil jadvallardan foydalanishning ham samarasi yuqoridir. Ta'lim jarayonida jadvallardan foydalanib, o'quvchilar ma'lum bir grammatik qoidani, masalan, zamonlardan foydalanib gaplar tuzish, yangi so'zlarni joylashtirib chiqishi mumkin. Chet tilini o'rganishga ehtiyoj yuqori bo'lgan bir davrda, ta'lim jarayonida zamonaviy axborot texnologiyalaridan, innovatsion ta'lim texnologiyalaridan unumli foydalanish bu jarayonni samarali bo'lishiga olib keldi. Innovatsion ta'lim texnologiyalarning samaradorligi ularning ta'lim jarayonida to'g'ri va unumli foydalanilganidadir. [Otoboyeva M.R. 2017. 36-37]

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## **COMMUNICATIVE APPROACH TO TEACHING FOREIGN LANGUAGES**

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**Annotation:** The origin of the Communicative Approach as a combination of different methods is clearly explained, as such as the role of the teacher and the students in a communicative English as a Second or Foreign Language class. In this article has given the importance of Communicative Approach to learning and teaching foreign languages as well as the objectives of communicative activities that can be developed in a class from the communicative point of view.

**Keywords:** Communicative Language Teaching (CLT), communicative competence, teaching strategies, approach, interaction, linguistic context.

The worldwide increasing demand for good communication in the English language has significantly enlarged the responsibility of both the English language teacher and learners. The application of Communicative Language Teaching (CLT) has faced problems in the as a Foreign Language context. A positive relationship between communicative competence and language learning strategies have been discussed several times.

In our daily communication, there exist no ideal speakers or hearers of a language. Without doubt, in the process of communication, we may come across a great number of problems. In order to overcome these problems, we should use some communicative strategies. Communicative strategies play a

significant role in foreign language acquisition. Communicative strategies can help to keep communicative channel open encourage hypothesis formation and automatization.

The successful language use for communication assumes the development of communicative competence in the users of that language and the use of language is required by the socio-cultural norms of the society where the language is used. It has been over three decades since the communicative approach to language teaching first appeared in English language teaching. In various types of language programs, language educators and curriculum researchers have implemented communication-oriented teaching syllabuses to seek for more effective ways for improving students' communication skills, to replace the traditional, grammar-oriented approach in the past.

This article will take a look at the communicative approach to the teaching of foreign languages. It is intended as an introduction to the communicative approach for teachers, learners and specialists who want to provide opportunities in the classroom for their students to engage in real-life communication in the target language. Questions to be dealt with include what the communicative approach is, where it came from, and how teachers' and students' roles differ from the roles they play in other teaching approaches.

Communicative language teaching makes use of real-life situations that demand communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the traditional methods of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

The experts in the field of communicative language teaching, writes in explaining views that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)" [Larsen-Freeman, 1986]

In a communicative classroom for beginners, the teacher might begin by passing out cards, each with a different name printed on it. The teacher then proceeds to model an exchange of introductions in the target language: "Good afternoon". What's your name?" Reply: "My name is ... ," for example. Using a combination of the target language and gestures, the teacher conveys the task at hand, and gets the students to introduce themselves and ask their classmates for information. They are responding in English to a question in English. They do not know the answers beforehand, as they are each holding cards with their new identities written on them; hence, there is an authentic exchange of information.

Teachers in communicative classrooms will find themselves talking less and listening more becoming active facilitators of their students' learning. The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task.

Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning [Larsen-Freeman, 1986].

Given below are some of the characteristics of CLT.

Communicative competence and fluency is the objective or goal: The primary objective of CLT is communicative competence. "Communicative competence is the desired goal (i.e. the ability to use the linguistic system effectively and appropriately)".

"Fluent and acceptable language is the primary goal: accuracy is judged not in the abstract but in context".

"... the ability to use real, appropriate language to communicate and interact with others is the primary goal". [D. Nunan, 1991]

To provide a unifying framework for stages which resulted in defining the key principles to be considered when organizing activities focused on the development of speaking. Two principles have been suggested:

1) firstly, each speaking activity comprises three stages – pre-activity stage, during activity stage, and conclusion stage;

2) secondly, each of the stages involves several focus areas that should be taken into consideration when organizing speaking activities, these involve – engage-instruct-initiate sequence, and grouping students (pre-activity stage);

3) the role of the teacher, feedback during the activity, and the use of mother tongue (during-activity stage); and, stopping the activity, feedback after the activity (conclusion stage). [Krashen, S., 2008]

Communicative activities help children learn English easily. They pick up language by taking part in an activity shared with an adult. They firstly make sense of the activity and then get meaning from the adult's shared language.

The age at which this change occurs depends greatly on the individual child's developmental levels as well as the expectations of their society.

When children learn English, there may be a similar 'silent period' when communication and understanding may take place before they actually speak any English words.

Gradually children build up phrases consisting of a single memorized word to which they add words from their vocabulary ('a cat', 'a black cat', 'a white and black cat') or a single memorized language to which they add their own input ('That's my chair', 'Time to play'). Depending on the frequency of exposure to English and the quality of experience, children gradually begin to create whole sentences.

Understanding is always greater than speaking. They may not understand everything they hear in their native language, children grasp the gist – that is they understand a few important words. With encouragement, they soon transfer their 'gist' understanding skills to interpret meaning in English.

Children should not be told they have made a mistake because any correction immediately demotivates. Mistakes may be part of the process of working out grammar rules of English or they may be a fault in pronunciation. 'I goed' soon becomes 'went' if the child hears the adult repeat back 'yes, you went'; or if the adult hears 'zee bus' and repeats 'the bus'. As in learning their native language, if children have an opportunity to hear the adult repeat the same piece of language correctly, they will self-correct in their own time.

Parents are in an ideal position to motivate and so help their children learn, even if they have only basic English themselves and are learning alongside their young children.

Finally, it is more than obvious that there are many other aspects or focus areas that should be taken into consideration when organizing activities that aim at developing speaking skills. Children are still using their individual, innate language-learning strategies to acquire their native language and soon find they can also use these strategies to pick up English.

CLT has allowed teachers to introduce purposeful communicative activities and principles within the classroom while retaining the best components of other methods and approaches rather than confining them to the linguistic waste bin. The approach therefore claims the best from both worlds as exemplified in its weak approach which has been the model from which classroom practice is based on and the recommended version for the EFL classroom.

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**TRANSLATION OF ECOLOGICAL TERMS: PROPORTIONS IN UZBEK,  
ENGLISH AND RUSSIAN LANGUAGES**

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**Annotation:** This article focuses on issues related to the use of ecological terms in different languages, their lexically and methodologically correct translation. Errors and omissions in green terminology are mentioned. At the same time, recommendations are given in the example of research conducted by experts in the field.

**Keywords:** Environmental protection, forest rangers, sustainable forest managers, semantics, stylistics, water stress, biology, chemistry, geology, simple and complex words, foreign terms, classifications, generalization, concretization, modulation.

The science of environmental protection has been evolving for many years. The STRATEGY OF ACTIONS of the President of the Republic of Uzbekistan on the five priority areas of development of the Republic of Uzbekistan for 2017-2021 pays special attention to the environment. [strategy.regulation.gov.uz/uz/document/2]. The ever-increasing number of problems related to environmental pollution is increasing the interest of Uzbek scientists in ecology. It is no coincidence that the Committee for Ecology and environmental protection and the Committee for Forestry have been established in our country. At present, scientists in the field are struggling to master the ecological terms that come from abroad.

In many countries of the world, scientists point out that the translation of ecological terms is a process of harmonization between the national language and foreign languages. The process of intensive growth in the industry over the last decade has made environmental issues a major concern in society today. There is a need for modern ecologists to translate various ecological terms from foreign sources.

Usually, when translating special texts, the skill of translating sentences exactly as required some sufficient difficulty. The reason is that most of the terms related to environmental protection come from foreign languages.

Scientists face various difficulties in translating terms from English and Russian into Uzbek. In such cases, the researcher is required to have a good understanding of the bilingual nature of a particular sentence. In Russia in particular, *forest hunters* are engaged in forest hunting, afforestation, pest and disease control. In Uzbekistan, *they* are involved in the protection of forest fauna and flora. In Canada, *sustainable forest managers* are responsible for protecting and preserving forests. One of the aspects that a translator should focus on that there are three different names and differences in the activities of the forestry profession in the three countries.

The subtle aspect of the art of translation is that it is an indicator of conformity. Conformity translation is a that accurately expresses the content and form of the original in their inseparable connection, showing both the semantic and stylistic aspect of the original source.

The accuracy of translation is not limited to word-for-word copying, mechanical repetition of words, and adherence to translated text forms. Instead, the sentences are highlighted by not repeating them directly. It is also important to compare the means of expression of the two languages, to determine their semantic and methodological functions. Indeed, we use dictionaries to translate environmental terms. If we pay attention to the information in it, we can see in dictionaries the exact translation, meaning, origin, or related phrases of the word. But we may not get complete information on how this word is used in various information mantles.

For example, there is the concept of *water stress* in nature conservation. If we look up this phrase in dictionaries, we will see that it is *an index of water scarcity*. However, in science, water stress is defined as the percentage of water resources used annually in each country as a norm relative to the total estimated amount of water resources. The translator should consult an industry expert and industry-specific sources to explain the topic more broadly. For example, on water stress we can consult a land reclamation specialist [Xojanazarov, 2020:132].

In the lexical systems of English, Russian and Uzbek there are differences in the semantic structure of the word and in the semantic volume of the word. In different languages, in the literal sense, there are often different signs of the same event or concept, which reflects an idea of the world specific to a particular language, whereas the mother tongue of that language inevitably causes difficulties in translation. We can give an example of this is the word *juniper(archa)*.

There is no foreign translation of this word in Uzbek. It is also translated as *archa* in other languages. But there are many types of juniper. We see more use of the term *juniper* in Russian sources

instead of archa, and more in English literature. Therefore, we need to differentiate according to the set of terms related to the field of ecology. [Muhsimov, 2021:61].

English-uzbek terms are indirectly related to, for example, biology (*biocenosis / biosenoz, aerobes / aeroblar, biomass / biomassa*); in chemistry (*radionuclides/ radionuklidlar, dioxins/dioksidlar, aerosols / aerezollar*); geography (*areal/areal, hydrosphere/gidrosfera, landscape/landshaft*); to physics (*absorption/absorbsiya, water cycle/suv aylanishi, energy resources/energiya resurslari*); on geology (*soil degradation/tuproq degredatsiyasi, croison/eroziya*). Also, many of the eco terms in English, Russian and Uzbek are considered to be derived from Latin and Greek. [Ayzenkon, Bagdasarova, 2003:1].

Foreign terms are classified according to their nature. When translating words, it is not easy to do while maintaining its structure. In English, terms are divided into simple and complex words and phrases. For example, simple terms consist of one word:

*forest / o'rmon (uzb)*

*flora / o'simliklar (uzb)*

*sea / dengiz (uzb)*

Compound terms consist of two or more words:

*river (daryo) + side (tomon) = riverside (daryo bo'yi)*

*over(ustida) + fall (tushmoq) = overfall (suv oqimi)*

*jelly (jele) + fish (baliq) = jellyfish (meduza)* [Grinev, 2008:304].

If we pay attention to the construction of words and compounds above, we can see that words have a different meaning when translated individually, and a completely different meaning when translated in addition.

In addition, depending on the use of foreign terms, it is reflected in three forms:

terms of the first type are used independently and do not lose their meaning:

The words *plant* (o'simlik) and *association* (birlashma) together translate to plant association (o'simlik dunyosi).

In the second type of compounds, the first word is from the scientific lexicon, the second word is used in general consumption or in various scientific fields:

In the combination of *geological age, geological geologik* - scientific vocabulary, *age/yosh* - are commonly used words.

In the third type of word combinations, both words refer to the common vocabulary: *green belt* – yashil maydon, *food chain* – oziq-ovqat zanjiri. [[http:// www.multitrans.ru](http://www.multitrans.ru)].



So what methods do you think modern linguists are using in the translation of eco-names today? Researchers are divided into the following categories:

1. **Literal word translation.** It is given by direct translation of international words in another language. In this case, the semantic and stylistic meaning of the word is preserved. For example:

Engl. *ecotoxicology* - uzb. and russ. Ekotoksikologiya (Department of Toxicology, which studies the effects of toxic substances on ecosystems and their circulation in the biosphere);

Engl. *ecotechnology* - uzb. and russ. Ekotexnologiya (actions, goods and services aimed at improving the life cycle and preventing harmful effects on the environment).

Engl. *ecosystem* - uzb. Ekotizim (refers to the legitimate connection between different organisms that live together and their habitat).

2. **Create an appropriate word or use an equivalent.** This preserves the core of the word. Side words, suffixes are processed. For example:

Engl. *Environmentalist* - uzb. and russ. Ekolog (researcher in the field of ecology)

Engl. *Ecoinnovation* – uzb. and russ. Ekoinnovatsiya (innovation in the field)

Engl. *Ecological-biological school* - uzb. Eko-biologik maktab.

3. **Transcription and transliteration.** Translation transliteration and translation transliteration are partially characteristic of the translation of foreign eco terms. In this case, certain ecological sentences are performed by metaphorical or metonymic transfer. For example:

Toponym-ecological catastrophe, explosion, dangerous place names: Chernobyl, Fukushima, Hiroshima, Nagasaki, Odessa.

Hurricane, typhoon and tsunami names - Catherine hurricane (the USA), typhon Haiyan (Phillipines), Sandy hurricane (Haiti), the Indian Ocean Tsunami.

4. **Lexical-semantic exchange (generalization, concretization, modulation).** In this category, the inversion state occurs during the translation process. The terms are taken into account on the basis of the appropriate unity in terms of the mentality, lifestyle, national culture of the people being translated. A given word is given the same meaning in another language (a paper-wrapped variant). This process is called modulation. [Terexova, Jabo, Nyu Chen 2003:1].

For example: engl. Disaster preparedness is translated into Uzbek with the phrase "disaster preparedness", which is given a softer (concretization) of the negative dye, and when expressed as "emergency preparedness" it is reflected in a more general, slightly frightening dye (generalization). English commit no nuisance! We can also take the phrase do not fight, do not cause inconvenience and compromise (modulation). That is, we adapt to our culture, our mentality.

Therefore, care should be taken when translating any industry terms. At a time when the field of ecology is developing rapidly, special attention should be paid to the meaning and application of new innovative words entering science. In view of the above, the following conclusions can be drawn.

1. The translator, specialist must have sufficient knowledge of foreign languages before translating sentences from one language to another.

2. It is advisable to be familiar with the field when translating texts related to environmental protection.

3. Must be able to analyze the lexical and grammatical structure of environmental terms, correctly use the units of communication.

4. It is necessary to form a list of abbreviations, abbreviations.

5. The meaning of the sentences should not overlook the cases of migration.

6. Obtaining a conclusion from a professional environmentalist on the text of the final translation ensures the perfection of the text.

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### **MODERN THEORETICAL REPRESENTATION OF SIMULTANEOUS INTERPRETATION.**

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**Annotation:** Today, developed countries are deeply committed to improving international relations and, as a result, to strengthening their state policy, economy, science and technology, science. As a result of international relations, dramatic changes are taking place around the world. All this is in interstate cooperation and exchange of views. And such an exchange takes place through translation.

**Keywords:** translation studies, interpretation, world languages, simultaneous translation, simultaneous interpreter, interpreter requirements.

The oral translation of speech is known as interpretation. The interpretation could also mean the translation of sign language into another language. An interpreter is, therefore, a person who converts the source language into the target language. An interpreter carries out this process either simultaneously, that is, in 'real time' or consecutively, that is, when the speaker takes a pause after completing a couple of sentences. [There are three modes of interpretation](#) widely used world over.

These are:

- Simultaneous
- Consecutive
- Whispered

It is the objective of the interpreter to successfully convey every semantic element of the speaker's speech as well as the tone and also register the intention of the message that the speaker is directing at the recipients. In cases where written speeches or lectures need to be interpreted, pre-translated texts are often used.

Simultaneous interpretation is one of the most common types of interpretation in the world, and the interpreter has to do the best within the time permitted by the pace of the speech, while at the same time not disturbing the natural flow of the speaker.

Simultaneous interpreters, consecutive interpreters, and whisper interpreters are all required for conferences. At international conferences, translators of different languages become dumb for each other.

It would be wrong to say that the conference interpreter is the host of the conference. A skilled translator will make the conference meaningful and interesting. This requires great care on the part of the interpreter. The reason is that the conference participants must listen carefully to what the speaker is saying, analyze it mentally, and then convey it clearly to the audience.

In the field of translation competence, a conference interpreter must have 3 qualities:

1. Linguistic, linguistic competence. This includes pragmatic competence.

2. Pragmatic competence is divided into:

a) pragmalinguistic competence is, in R. Setton's opinion, the knowledge of the "special nuances of the meaning" of a particular word or phrase.

b) sociopragmatic competence - this includes a wide range of concepts such as etiquette, knowledge of functional style.

c) Must have sufficient general knowledge to be able to construct a general and specific dictionary of a synchronizer. This is necessary in order to gain an understanding and translation on a specific topic in the context of the presentation of previously submitted documents and reports.

d) The ability of a simultaneous interpreter to process the message, or strategies, or abilities [6,10].

The training of simultaneous interpreters is very demanding. Because the speech they translate is a solution to conferences in two or more languages. They will need to have the following skills:

- Fluency in a foreign language and native language;
- Grammatically and phonetically well-pronounced speech;
- Deep vocabulary in both languages;
- Knowledge of fixed structures and clichés and their speed
- to find with;
- Be able to translate grammatically correctly into both native and foreign languages;
- Reaction rate;
- Concentration;
- Mental and physical endurance;
- Group translation activities are the pinnacle of interpreting
- Encyclopedic knowledge, such as simultaneous translation, is required.

The motto of simultaneous translation activities is “only success and no mistakes”, and there is no organization that controls the mistakes and misunderstandings that conferences allow. Usually, at the end of the conference, the organizing organization, the chairman of the meeting, experts, all the delegations thank the work of the simultaneous interpreter. If the translator's work is well done, they will applaud, and some will offer to work with them next time. If simultaneous translation is too weak, it will be possible to observe various reactions in the conference hall, such as the audience's footsteps, coughing, and talking [5,18].

In the process of simultaneous translation, even the smallest elements cannot be ignored. Because the microphone in the translation booth is so powerful, the sound of the movements in the booth should be very low. Even the pagination of the book, the slow sound of the big earrings worn by the female translator, makes a big noise in the ears of the listeners.

The most important tool for a translator for a conference is the word. For a speech to be perfect, a translator must first be fluent in his native language. If the interpreter's hearing is not fast and the comprehension reaction is not fast, there may be a lot of pressure. He may not be able to interpret the speech he understands. Such mistakes and shortcomings of the interpreter can weaken the results of the conference process, lead to disagreements among different members of the state and the inability to negotiate.

The number of interpreters for international councils and conferences may not be large. This is due to the lack of translation skills. There are very few quality personnel in this field. International relations is an important policy of a state. Improving these relationships is an important task not only for heads of state, but also for translators. To do this, the interpreter must be both mentally and physically very energetic, communicative and enterprising.

As far as we know, there are six official international languages:

- English language
- Chinese
- Arabic language
- French
- Russian
- Spanish

The translator of the international conference must know at least three of the following official world languages. This is one of the requirements for a translator. Only when a translator has acquired the skills and competencies can he always put into practice what he has learned. Because only the sum of knowledge requires research over time, and research builds skills and abilities. Everyone can have a direction and a speaker. However, no human being can be an interpreter without sufficient knowledge and skills, even without skills.

Today, many institutes and universities in our country have specialties for teaching foreign languages and translation. For example, English and a number of other languages are being taught in higher education institutions such as the University of World Economy and Diplomacy under the Ministry of Foreign Affairs, the University of World Languages, and the Institute of Oriental Studies. We can meet a number of foreign language institutes throughout the country. We can also see it in the conference-training center of the University of World Economy and Diplomacy. The university has a center for training simultaneous and serial translators for international conferences, which trains translators to improve and strengthen diplomatic and economic ties.

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## РОЛЬ СТИЛИСТИКИ В ИЗУЧЕНИИ ТЕКСТА

### (The role of stylistics in the study of text)

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**Аннотация:** В данной статье речь идет о тексте, как предмете научного исследования, дано понятие о сложном синтаксическом целом. Показано определение текста со стороны коммуникативно - функционального подхода. Классификация функциональных стилей.

**Annotation:** This article deals with the text as a subject of scientific research, the concept of a complex syntactic whole is given. The definition of the text from the side of the communicative - functional approach is shown. Classification of functional styles.

**Ключевые слова:** текст, функциональные стили, сложное синтаксическое целое, стилистика, лингвистика, наука..

**Keywords:** text, functional styles, complex syntactic whole, stylistics, linguistics, science.

Текст - одно из основных понятий современной лингвистики. Текст, как предмет научного исследования, рассматривается многими науками, такими как поэтика, семиотика, риторика, герменевтика, текстология, стилистика, прагматика. Однако, как объект лингвистического исследования, текст привлек внимание ученых только начиная с середины XX в.

На разных этапах развития лингвистики текста ученые давали различные определения этому понятию, однако единого, исчерпывающего определения, которое охватывало бы все аспекты текста, еще не было предложено. Одним из первых изучением текста, как объекта

лингвистического учения, занимался А.М. Пешковский, который предложил новое понятие «сложное целое», под которым понимал «сочетание предложений, соединенных союзами, союзными словами или союзными синтаксическими паузами и неразъединенными синтаксическими паузами».[Пешковский А.М., 2015: 344] Позднее его идеи были развиты такими учеными, как А.И. Белич (1947), Н.С. Пospelов (1949), И.А. Фигуровский (1948). Например, Н. С. Пospelов определял текст как сложное синтаксическое целое, «как синтаксическая единица, более независимая от окружающего ее контекста связной речи». (Пospelов 1949: 41) Сложное синтаксическое целое структурно оформлено, т.е. имеет «замкнутую синтаксическую структуру», формирует отдельное авторское высказывание «непосредственно адресованное слушателю или читателю». (Пospelов, 1949: 41) Таким образом, сложное синтаксическое целое представляет собой определенную последовательность связанных между собой предложений, которые образуют отдельную, более высокую единицу синтаксиса, затрагивающую и коммуникативно-прагматический аспект.

Так, И. Р. Гальперин дает следующее определение: «это письменное сообщение, объективированное в виде письменного документа, состоящее из ряда высказываний, объединённых разными типами лексической, грамматической и логической связи, имеющее определённый моральный характер, прагматическую установку и соответственно литературно обработанное».

Т.А. Казакова дает определение текста со стороны коммуникативно -функционального подхода, понимания под этим понятием: «упорядоченный комплекс знаков, обладающий способностью определенным образом активизировать в восприятии когнитивные или эмоциональные процессы, необходимые для реконструкции смысла».

О.И. Москальская при рассмотрении различных подходов к проблеме определения текста отмечает, что в лингвистике текста данное понятие используется для обозначения двух разных единиц, где понятие «текст» представляет собой «с одной стороны, любое высказывание, состоящее из одного или более предложений, несущее в себе по замыслу говорящего законченный смысл, с другой стороны, такое речевое произведение, как повесть, роман, газетная или журнальная статья, научная монография документы различного рода и т.п.».

Стиль - «это одно из свойств текста». По определению М.Н. Кожинной функциональный стиль - это «своеобразный характер речи, той или иной социальной ее разновидности, соответствующей определенной сфере общественной деятельности и соотносительной с ней формой сознания, создаваемой особенностями функционирования в этой сфере языковых средств и специфической речевой организацией». Г.Я. Солганик определяет это понятие, как «разновидность литературного языка, выполняющая определенную функцию в общении».

Интересен подход к определению ФС Е.А. Гончаровой, которая в рамках антропоцентрического подхода к изучению языка, определяет ФС как «выражение определенных мыслительных действий человека с помощью текста/ов, соответствующих по содержанию и форме обстоятельствам когнитивно-речевой деятельности носителя языка и выполняющих коммуникативно-прагматические функции, необходимые и достаточные для целей познания и общения с помощью языковых средств в условиях, заданных коммуникативной ситуацией».

Стоит сказать, что на сегодняшний день нет единой классификации функциональных стилей, и разные ученые включают в свои классификации различные стили. Например, И.Р. Гальперин выделяет четыре функциональных стиля, И.В. Арнольд - пять стилей, В.С. Виноградов - шесть, куда помимо пяти основных стилей входят также стиль религиозных текстов, А.Н. Мороховский - пять, М.Н. Лапшина - семь. Интересна классификация текстов В.Г. Адмони, в которой ученый выделяет разовые высказывания, характерные для устной речи и воспроизводимые высказывания, которые в большей степени относятся к письменным текстам [Адмони В.Г., 1994: 35]. Среди воспроизводимых высказываний, ученый различает сакральные (мифологические, религиозные и магические) и утилитарные тексты. К утилитарным относятся научные, производственные, административно-правовые, публицистические и рекламные тексты. В отдельную категорию исследователь выносит художественные тексты, также как и тексты в звуковой массовой информации.

Несмотря на различную трактовку ФС, а также их количества, все исследователи соглашаются в том, что нет жестких границ в отграничении одного ФС от другого, поскольку все стили сосуществуют вместе, влияют друг на друга и некоторые черты одного из ФС могут проникать в другие ФС. Соответственно, мы кратко рассмотрим характеристики официально-делового, научного, художественного, публицистического, свободно-разговорного, стиля ораторской речи, и отдельно и более подробно рассмотрим газетно -публицистический стиль. При этом стоит отметить, что М.Н. Лапшина выделяет в отдельную группу газетно-информационный стиль, в который входят статьи и сводки, не содержащие субъективных, оценочных компонентов. Газетно-публицистический стиль, куда входят не только нейтральные по своему коннотативному содержанию сообщения, но также различные аналитические статьи и очерки, содержащие оценку.

Официально-деловой стиль (ОДС) характерен для различной документации и обслуживает международную, государственную сферы коммуникации. Официально-деловой стиль представлен в таких документах как законы, постановления, уставы, договоры и т.д. В официально-деловом стиле выделяют, по крайней мере, три его разновидности (хотя существуют и более детальные классификации подстилей данного стиля): собственно официально-деловой



(канцелярский), юридический (язык законов и указов) и дипломатический. Функцией текстов официально -делового стиля является «урегулирование, узаконивание отношение между государственными учреждениями, между различными объединениями людей, между индивидуумами». Для ОДС характерно использование стилистически нейтральных и книжных средств, употребление терминов, различных штампов, нередко канцеляризм, обилие сложных конструкций, исключается использования экспрессивных и эмоциональных средств.

Разговорный стиль (РС) используется для неофициального, в том числе бытового общения. В разговорном стиле выделяют литературно-разговорный и фамильярно-разговорный, каждый из которых имеет свои стилистические особенности. Функцией разговорного стиля является коммуникативная, контактоустанавливающая и эмотивная функции, т.е. функция общения. Как указывает М.Н. Лапшина для РС в целом характерно с одной стороны использование компрессии, редуцированных форм, а с другой тенденция к избыточности на различных уровнях. Для лексики разговорного стиля характерно использование общеупотребительных, нейтральных слов, использование просторечных и разговорных слов, широкое использование слов с эмоционально-оценочной окраской, употребление метафор, использование фразеологизмов, употребление книжных слов со слабой стилистической окраской.

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## **THE USE OF CLASSROOM BLOG IN LANGUAGE TEACHING TO SECONDARY SCHOOL STUDENTS**

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**Annotation:** The article investigates student interaction over a classroom blog between secondary school students who are learning English as a foreign language.

**Keywords:** classroom blog, mobile group blog, second language learning, Web 2.0 technologies, interaction of teacher-to-learner, interaction of learner-to-learner

Although today the technology has become embedded in our everyday life, researchers and practitioners constantly strive to find ways of incorporating technology in education, with language learning being one of those fields [Garrett, 2009: 158]. Mobile technology offers learners free access to acquire linguistic phenomena not only in the present context but across contexts, retrieving and delivering information in everyday life. As Kukulska-Hulme noted: “Mobile learning promises to deliver closer integration of language learning with everyday communication needs and cultural experiences. Mobile devices may be used for learning at home, in a classroom, in a social space, on field trips, in museums and art galleries, in work contexts or as part of everyday learning [Kukulska-Hulme, 2006: 122].

From social-constructivist perspectives, language learning is regarded as the result of interactions between learners, teachers, and other sources of the target language in socio-educational contexts [Williams & Burden, 1997: 56]. Several studies found that mobile technology could improve the interaction of teacher-to-learner and learner-to-learner. However there is a significant gap between the way in which students engage with new media and ICTs in their daily lives and the way in which school practices rely mainly on print media.

Web 2.0 technologies (e.g., blogs, wikis, and social bookmarking) allow users to do more than just retrieve information with high levels of interactivity among people, allowing them to contribute, create and modify content collaboratively, share results and discover new and related content through informal relationships with others [Low, 2006; Solomon & Schrum, 2007: 12]. Among those web 2.0 services, blogs are commonly used by individuals for social purposes, the media, and organisations [Thorne & Payne, 2005: 41].

Blogs are increasingly being used for educational purposes [Murray & Hourigan, 2008: 24]. Blogging within an educational setting implies targeting certain assignments or specific interactive exchange aspects [Lee, 2010: 49]. Although these emerging web based tools generally require low level technical skills, they call for elaborated writing skills. The blog as a writing environment requires a certain style of posting. Accordingly, the discursive quality of posts in blogs can be both of a private nature, where

the person writes for personal reasons, as well as of a more social nature where there is an expectation of an audience being out there [Lantolf & Thorne, 2006:120].

Using social software such as a blog in a targeted way in language education allows for student engagement in a joint project. There are certain expectations from the students of what they are supposed to communicate in the blog. There is a clear connection between assignment descriptions and how the web based interaction is initiated by students in a blog. Therefore, it is possible to see that the students are concerned about following the instructions posted on the blog start page in their interaction, taking elements from the guidelines into account. Another aspect is the set form that blogging within an educational environment invites its users into. In the student postings, there are few deviations from the instructions given.

In educational purposes school teachers can design and develop a mobile group blog, by customising Wordpress 2.2 features, especially adding one plug-in for mobile devices. This web-based mobile application can be accessed from Internet-enabled mobile devices or PCs.

First, the teacher gives the students a writing task to be done after she explained the nature of web blog and let the students get familiar with the media. They are also asked to read through other people's blog entries and to give their comments. It leads into self-directed learning, as they individually and socially constructed meanings to develop their intercultural knowledge and skills. Language learning is emphasised in these activities. The teacher observes their activities online and gives some advice, acting as a member of the group particularly at the beginning, by giving a few examples of blog entries as semi-scaffoldings to the bloggers. Sticking to the set blog structure is something that the students generally do when contributing with content in their postings.

Moreover, the teacher can employ various kinds of ways in teaching writing using classroom blog. The activities are presented in the following table:

<b>№</b>	<b>Types of activities</b>
1.	Allowing students to post
2.	Allowing students to reflect on the blog entries sent by their peers
3.	Reflecting on the comments received
4.	Assigning prompts
5.	Remind students to preview their text before posting their entries

After the blogging finishes, learners can be asked to fulfill a questionnaire about their experiences of blogging and their comments and suggestions for improving this mobile group blog system.

<b>№</b>	<b>Questions</b>	<b>Answers</b>		
1.	Is classroom blog fun?	Yes	No	Comments

2.	Is classroom blog simple and easy to use?			
3.	I can get feedback from teacher and peers.			
4.	Classroom blog makes me easier to discuss with friends and teacher outside the classroom.			
5.	Classroom blog facilitate me to get more reference for my writing.			
6.	Classroom blog gives me more motivation to write.			
7.	Classroom blog feels like more real than the paper-based writing.			

The activities show indirectly the process of writing is created through the process of planning, drafting, revising, and editing. The teacher can allow the students to post their writing on the blog. It means that the students would go through the process of planning and drafting before they post their entries. The process of drafting based on prompts that the teacher gives is similar with the fourth activity which can be done by the teacher. Revising and editing process can be seen in the fifth strategy which is done by the teacher who reminds the students to preview their text before posting their entries.

The use of classroom blog in teaching writing enables the students to have their personal space to read and write in a community, they also find a room to share their ideas so that they could activate interaction with readers and create audiences and feedback for their writing.

It is also discovered that when the students do blogging, they indirectly create a sense of ownership in the blogging process which fosters the students to write more freely and interactively.

The classroom blog used in the writing session can be said a good source to increase the students' confidence in writing more than just paper based writing as they usually did. The confidence comes from the students' awareness of the existence of the real audience to read their posting.

Moreover, classroom blog is a motivating tool of learning where it could enhance the students' analytical and critical thinking skills. Their analytical and critical thinking skills are built from the teacher's instructions where they are assigned to give comment to each other, to at least five writings after they finished with their writing.

Thus, based on the data gained from the observations, interview, and document analysis, there are some difficulties found by the teachers who applied classroom blogs to their teaching process. Since laptop and modem or mobile phones are important tools to support the activity, the students who cannot bring the tools do not have an opportunity to participate in the activity. Also, when the students share their laptops or mobile phones to do the writing task, it ruins their time management to finish the task given by the teacher.

Also, Shao, Y. [2011: 144] argues that it would be more effective that learners in the home country can get immediate feedback and interactions with people in the second-language cultural context, to answer questions and remove doubts in good time.

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## **OPPORTUNITIES OF USING INNOVATIVE APPROACHES AND METHODS IN FOREIGN LANGUAGE TEACHING**

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**Annotation :** The article is devoted to description of innovative methods in foreign language teaching and technologies of teaching today are gaining increasing recognition and new opportunities associated with the establishment of interpersonal interaction. The author pays attention to choices of methods which should vary with different purposes, ages groups, and stages of mental development. A structure of modern process of teaching and its results is presented by the author. Some of the common learning characteristics of education.

**Keywords:** education, foreign language, methods, innovative techniques, process

Education is very important for our lives. Without education people couldn't have their high developed machine and would believe that the Earth is a planet around other planets. The Republic of Uzbekistan became an independent country in 1991. During the last 30 years of independence, many changes have taken place in the education system of our country, especially on the legal basis. Article 41 of the 1991 Constitution states that everyone has the right to education. Free general education is guaranteed by the state. School work is under state control.

A foreign language teaching method is a practical way of teaching a foreign language. Ensuring the achievement of general, educational and developmental goals the complex of teacher and student activities is understood. The term method is "education a set of methods "and" direction of education ". The first In the theory of education, the process is used in the sense of methods, in the second sense it. We can find it in works on the history of teaching methods. For example, a foreign language translation method of teaching, correct method, cognitive-comparative method, traditional method, intensive method and others. Linguistic education itself is also gradually being modernized through the introduction of a modular-rating system of teaching foreign languages, interdisciplinary integration, democratization and economization of education bring to life innovations the components of teaching foreign languages [Kuzminsky A.I., Omelyanenko V.L,2008,447]

Students should be prepared on the basis of high-quality modern authentic educational material for the conscious use of a foreign language in later life and work. After all, a good knowledge of foreign languages now will continue to remain one of the leading requirements of employers. In this regard, it is the universities that are responsible for providing high-quality students with a complex of language knowledge and skills, this requires, first of all, the educational institution to systematically create conditions for the professional development of their teaching staff, to provide the institution with an

adequate material and technical base. High-quality language training of students is impossible without the use of modern educational technologies [S.Y.Nikolaeva. – M,1999:320]

Today it is a tradition to teach interactive games in schools is turning. It is known that the lesson is based on different games demonstrate students 'abilities, focus, knowledge, and improve their skills and keep them strong. The basics of using game technology are activating the reader and constitute accelerating activity. Psychologists say that play is psychological mechanisms of self-expression, finding a stable place in life, self-government is fundamental to the realization of one's potential relies on the needs of. Every student is in the game, here are the things to look for when preparing: the purpose of the game; the task of the game; what topic the game is on in the plan; skills and abilities formed in previous games in subsequent games can also apply. We know that in the current educational process, the student must be a subject. Focusing on more interactive methods will increase the effectiveness of education increases. One of the most important requirements for English lessons is independence to teach thinking. Below we can see a number of innovative techniques:

- **BRAINSTORMING.** (in language teaching) a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas. Brainstorming often serves as preparation for 9 another activity [G.Suyunova, H.Nadirova,2019:21]
- **Creative problem solving** is the use of this method the beginning of the story will be read for students to find out how it ends, referred to the judgment of the students;
- **Merry riddles** are puzzles for students teaching is important in teaching English to those who are unfamiliar with themselves learn existing words and find the answer to a riddle; (Figure 1)
- **Quick answers** increase the effectiveness of the lesson helps;
- **Quiz cards** are cards based on the number of students which is distributed and allows all students to attend the lesson at the same time which saves time.
- **Method without translation.** Different views of this method are known historically. They can be divided into two major groups: natural and proper methods. In the natural method learning a foreign language should be similar to the conditions of mastering the native language. Methodning the main goal is to learn to read and write by learning to speak a foreign language The idea that it is possible to get is formed for practical purposes. Natural the most important of the principles included in the method is to create a language environment. Forward there are different approaches to the practical application of the methodological principles which was. This can be clearly seen in the creative work of the representatives of the method [Valiyeva M,2018:13].

The purpose of these interactive games is between the teacher and the student cooperation, active participation of the student in the educational process, and intelligence are the key to make the lesson fun and memorable.

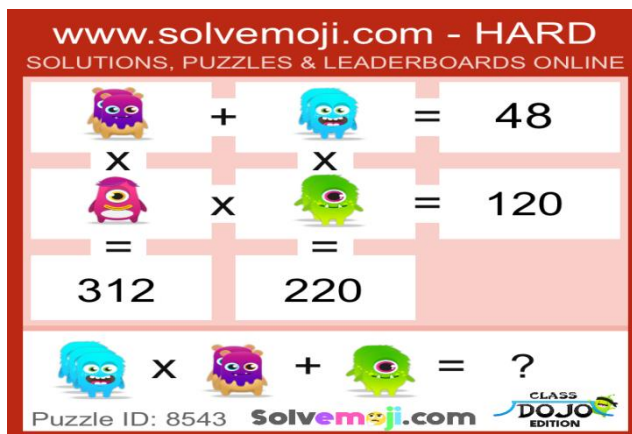


Figure 1

**Interactive game** for kids set themselves clear objectives:

To Improve communicative skills of the child.

To Allow him to better know himself and others of his children.

Learn to accomplish tasks through collective activities.

Master the basic rules of society.

To Learn better teaching material.

Learning a foreign language is a multifaceted doctrine, and the process is complex undergo psychological changes. Including native language and foreign language the comparison process occurs. Different methods of teaching and in this process technologies are used. With the help of modern pedagogical technologies teaching comparing a native language with a foreign language gives effective results. Foreign language teaching requires knowledge of its methodology. Methodology and technology plays an important role in the process of learning a foreign language. There are different methods of methodological science in the organization. Foreign language teaching Methods widely used in the methodology: the method of communicative didactics, the method of organizing intercultural communication and the method of organizing exercises is calculated. The three methods are closely related and complement each other. Since the science of methodology is related to the science of didactics, learning a foreign language is based on communicative and is a method of communicative didactics occurs.



Nowadays a lot of Universities are using modular technology of teaching. Importance of this teaching in all parts of lesson is great. Students can have an opportunity to work independently. Also the main aim is not only teaching but also to give students a chance to develop listening, speaking, reading, writing, analytic thinking skills. Training module consists of three structural parts which are often repeated as a learning cycle: introduction, speaking (dialogue) and the final part. Introduction part (introduction into the module of a subject). Speaking part (usually a dialog to form cognitive skills of students.) The final (reference work, test, dictation, etc.).

More precisely, in the introductory part the teacher introduces students the general structure of modular training, its purpose and responsibilities. After that, the teacher briefly (for 10-15 minutes), explains the study material of the module using drawings, tables, and data samples [Jalolov J.1996: 89] Summing up , the use of innovative methods in English lessons as a result, students develop logical thinking skills, speech develops the ability to respond quickly and accurately. Such methods and games stimulate the student's interest in knowledge. Careful preparation of students for lessons tries to see. This allows students to be involved in the learning process converts.

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### **ИННОВАЦИОННЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ ЯЗЫКОЗНАНИЯ В ГРУППАХ С РУССКИМ ЯЗЫКОМ ОБУЧЕНИЯ**

**(Innovative methods of teaching language in russian language teaching groups)**

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**Аннотация:** В статье рассматриваются инновационные методы преподавания, в частности, современные технологии и методы обучения фонетике в группах с русским языком

обучения. Задачей современной лингвистики является исследование языка в динамическом аспекте, что объясняется потребностью углубления и конкретизации лингвистических представлений о принципах и закономерностях использования языка человеком. Эта потребность, в свою очередь, диктуется очевидной необходимостью качественного улучшения обучения языку и более широко – необходимостью повышения гуманитарной и, в частности, филологической культуры общества.

**Annotation:** The article discusses innovative teaching methods, in particular, modern technologies and methods of teaching phonetics in groups with the Russian language of instruction. The task of modern linguistics is the study of language in a dynamic aspect, which is explained by the need to deepen and concretize linguistic ideas about the principles and patterns of human language use. This need, in turn, is dictated by the obvious need to improve the quality of language teaching and, more broadly, by the need to improve the humanitarian and, in particular, the philological culture of society.

**Ключевые слова:** фонетика, технология, метод, лингвистика, язык, ТРИЗ-технологии, индивидуализированное обучение.

**Keywords:** phonetics, technology, method, linguistics, language, TRIZ technologies, individualized teaching.

Президент Республики Узбекистан Шавкат Мирзиёев отметил важность просвещения и образования как ключа к процветанию народов: «Важнейшей целью построения в Узбекистане независимого и сильного государства мы видим создание справедливого общества, где главной ценностью является человек, его интересы, уважаются его права и свободы. Мы хотим занять достойное место как в мусульманском мире, так и в мировом сообществе. Мы хорошо понимаем, что это в первую очередь связано с совершенствованием системы образования и просвещения, приобщением нашей молодежи – будущего страны – к самым современным знаниям, воспитанием всесторонне и гармонично развитой личности» [Ш.Мирзиёев, 2016].

Язык, будучи социальным явлением, играет исключительно важную роль в духовной жизни человеческого общества. Поэтому всестороннее изучение языка как в теоретическом, так и в практическом плане является неотъемлемой частью подготовки будущих специалистов-лингвистов и филологов.

Изучение грамматики и одного из ее самостоятельных разделов – фонетики в наше время не утрачивает своей актуальности при обучении русского языка. На наш взгляд, внимание к изучению русского языка, к проблеме соблюдения фонетических норм в русском языке и случаев их нарушения обусловлено рядом объективных и субъективных причин, к которым можно отнести потерю интереса у некоторых учащихся к чтению художественной и познавательной

литературы, замену книжных источников знаний электронными аналогами и другие. Однако каждый человек должен владеть умением точно и лаконично выражать свои мысли.

Фонетика (от греч. φωνητικός – касающийся звуков; φωνή – звук, φωνεω– издаю звук) изучает звуковой строй языка, т.е. звуки речи и правила их сочетания в слове и потоке речи, инвентарь звуков языка, их систему, звуковые законы. Кроме звуков речи, фонетика изучает слог, ударение и интонацию. Звуки речи как природное явление имеют акустическую и артикуляционную стороны. Для обучения говорению важнее артикуляционная сторона – производство человеком звуков речи. Еще важнее функциональная сторона звуков речи [Полат, 2001: 55].

Рассмотрим современные методы преподавания фонетики на примере разработки семинарского занятия на тему «Фонетика. Фонетическое членение речи» по дисциплине «Русский язык» с применением методов и приемов технологии ТРИЗ.

Курс «Русский язык» является первым в системе всех лингвистических дисциплин и предполагает знакомство студентов с основными проблемами науки о языке, без знания которых невозможно осмысленное восприятие отдельных разделов этой науки.

Одной из действенных технологий, которую можно использовать в процессе изучения дисциплины «Русский язык» является технология «ТРИЗ».

Применение ТРИЗ-технологии на занятиях по языкознанию способствует индивидуальной коррекции знаний по изучаемым языкам, то есть позволяет глубже понять законы, свойства не только родного языка, но и других изучаемых языков, способствует развитию самостоятельности мышления, улучшению учебной мотивации, развитию познавательных интересов у обучающихся; формированию таких личностных качеств учащихся, как самостоятельность, трудолюбие, ответственность [Ахмедова, 2013: 127]. Технология ТРИЗ предполагает учет индивидуальных психологических особенностей учащихся, их способностей, интересов и потребностей. Индивидуализированное обучение является залогом повышения качества обучения различным дисциплинам, в том числе и русскому языку.

### Модель технологии обучения

#### 1. Прием «Толстые и тонкие вопросы»:

<b>Толстые вопросы.</b>	<b>Тонкие вопросы.</b>
<i>Предполагают однозначный краткий ответ.</i>	<i>Предполагает ответ развёрнутый. Вопросы эвристического характера.</i>
1. Назовите аспекты фонетики?	1. Что вы понимаете под акустической классификацией звуков речи?

2. Какие единицы фонетики вам известны?	2. Назовите фонетические процессы русского языка?
3. Что такое звук? Дайте определение.	3. Что вы понимаете под терминами «транскрипция», «артикуляция» и «редукция»?
4. Чем отличается звук от других единиц речи?	4. Из каких основных компонентов состоит речевой аппарат.

2. Прием «Мозговой штурм»:

1. Что такое комбинаторные изменения звуков?
2. Что такое позиционные изменения звуков?
3. Назовите суперсегментные единицы фонетики.
4. Как образуется носовые звуки русского языка?
5. Как устроен речевой аппарат?

3. Интеллектуальная игра «Дебаты» (вопросы-загадки):

1. Чем кончается день и ночь?
2. Что стоит посредине земли?
3. Чем кончается лето и начинается осень?
4. Что находится в начале книги?
5. Что мы слышим в начале урока?
6. Что у человека есть одно, а у вороны вдвое, в лисе не встретится оно, а в огороде втрое?
7. За какой сонорной буквой спрятано большое, просторное помещение?
8. Как из сорной травы сделать лебедя?
9. Во что превратятся глаголы берет, запрет, мёл, шлём, если букву Ё заменить в них буквой Ё?
10. В названии какого европейского государства стоит три я?
11. Какой буквой можно превратить геометрическую фигуру в топливо?

Активная мыслительная деятельность: критичность мышления, поиск нового, желание и умение приобретать знания самостоятельно является наиболее важным качеством современного человека. Познавательная деятельность развивает логическое мышление, внимание, память, речь, воображение, поддерживает интерес к обучению [Беспалько, 1995: 87].

Таким образом, необходимо активизировать познавательную деятельность студентов и повышать интерес к учению на каждом этапе занятия, применяя для этого различные методы, формы и виды работы: дифференцированный подход к обучающимся, индивидуальную работу на занятии, различный дидактический, иллюстрационный, раздаточный материал, технические

средства обучения и другие. Принципиально важно, чтобы студенты на каждом занятии переживали радость открытия, чтобы у них формировалась вера в свои силы и познавательный интерес.

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## **SOTSIOLINGVISTIK KOMPETENTSIYANI RIVOJLANTIRISHDA TOPSHIRIQQA ASOSLANGAN TIL O'QITISH TEXNOLOGIYALARIDAN FOYDALANISH (Use of assignment language teaching technologies in the development of sociolinguistic competence)**

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**Annotasiya:** Mazkur maqolada bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetentsiyalarini mustaqil ta'lim jarayonida rivojlantirishda topshiriqqa asoslangan til o'qitish texnologiyalaridan fan mazmuni va mohiyatidan kelib chiqib tashkil etish bosqichlari va xorij tajribalari va tavsiyalar yoritiladi.

**Annotation:** This article describes task-based language teaching technologies, the stages of organization and foreign experiences and recommendations in the development of sociolinguistic competencies of future English teachers in the process of independent learning, based on the content and

essence of the course.

**Kalit so'zlar:** topshiriqqa asoslangan til o'qitish, bo'lajak ingliz tili o'qituvchisi, mustaqil ta'lim, videodars, 21-asr ta'lim ko'nikmalari.

**Keywords:** task-based language teaching, future English teacher, independent learning, video lessons, 21st century teaching skills

Hozirgi kunda mamlakatimizda oliy ta'lim mazmunining sifat kategoriyasini yuqori bosqichga olib chiqish "amalda bo'lajak yuqori malakali mutaxassislarni tayyorlash tizimini yo'lga qo'yishda barcha oliy ta'lim yo'nalishlari qatorida filologik oliy ta'lim muxitida talabalarga zamonaviy axborot kommunikasiya, pedagogik texnologiyalar, turli yondashuvlar, metodlarni nazariy va amaliy tadqiqotlar natijalariga tayangan holda tadbiiq etish dolzarb ahamiyatga ega" [1] ekanligini ko'rsatmoqda.

O'rganilayotgan chet tilini muloqot tili sifatida turli ijtimoiy-madaniy kontekstlarda o'qitish ya'ni amerikalik olim Kler Kramsh tomonidan ilgari surilgan "ijtimoiylashuv yondashuvi" asosida tashkil etish, auditoriya va auditoriyadan tashqari mustaqil ta'lim jarayonida bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyalarini rivojlantirishda innovasion pedagogik texnologiyalar integrasiyasi ijobiy natijalarga erishishga zamin yaratadi. "Bu yondashuv hozirda madaniyatlararo yondashuv nomi bilan yuritilib, keng ko'lamda amaliyotda joriy etilmoqda" [Shamuratova, 2021]

Chet tillarni o'qitishda madaniyatlararo yondashuv nuqtai nazaridan bo'lajak ingliz tili o'qituvchilarining kommunikativ kompetensiyasi bir qator kompetensiyalarni birlashtiruvchi murakkab polimorf tushuncha sifatida qaraladi. "Sotsiolingvistik kompetensiya eng muhim komponentlardan biri bo'lib, shaxsning kommunikativ maqsadi, niyati, ijtimoiy statuslari, kommunikantlarning roli va muloqot muhitiga sotsiolingvistik norma va muayyan milliy lingvokultural jamoaning munosabatini hisobga olgan holda muloqot vaziyatlariga etarlicha nutq xatti-harakatini tashkil etish qobiliyatidir [K.Risqulova,2017].

Ma'lumki, hozirgi chet tili o'qitish metodikasining 21 asr yondashuvlari va metodlari asosida fan mazmunidan kelib chiqib har bir mavzu uchun turli interfaol pedagogik ta'lim texnologiyalari jumladan, keys-stadilar, mantiqiy fikrlash va tezkor savol va javoblar, gruxlarda ishlash, taqdimotlar qilish, individual va jamoaviy loyihalar, o'yinlar, rolli o'yinlar, debat va muhokamalar, muammoni echimini izlash, aqliy mushohada, Klaster, vebkvestlar kabi interfaol ta'lim texnologiyalari keng foydalaniladi. "Interfaol (inter-bu o'zaro, act-harakat qilmoq) bilish va kommunikativ faoliyat" [Abrahmanova M, 2017].

Jumladan, bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyalarini mustaqil ta'lim jarayonida rivojlantirish nuqtai nazaridan, kommunikativ maqsadlarni amalga oshirishga

qaratilgan topshiriqqa asoslangan til o'qitish (Task-based language teaching (TBLT) texnologiyalaridan foydalanish samarali ekanligi aniqlandi.

Topshiriqqa asoslangan til o'qitish metodi orqali talabalarni o'rganilayotgan tilda turli interaktiv topshiriqlarni auditoriya va auditoriyadan tashqari mustaqil ta'lim jarayonida individual, sheriklikda, gruxda yoki jamoada faol ishtirok etishni rag'batlantiradi. Lingvist-pedagog olimlar D.Nunan (2004), Larsen (2000), Richard va Rojers (2001), Rod Elliz (2003), Villiz (2004), Liver va Kaplan (2004) tadqiqotlarida topshiriqqa asoslangan til o'qitishni tashkil qilish, shakli, modeli o'rganilgan. Jumladan, D.Nunan (2004) va shuningdek, boshqa mutaxassislar tomonidan topshiriqlarni ikki turga: o'rganilayotgan tilda bajarishga mo'njallangan topshiriqlar va pedagogik topshiriqlarga ajratilgan bo'lib, o'rganilayotgan tilda bajarishga mo'njallangan topshiriqlar auditoriyadan tashqarida va jonli vaziyatda biror bir topshiriqni bajarishni anglatadi; pedagogik topshiriqlar esa talabalarning auditoriyada o'rganilayotgan til vositasida topshiriqlarni bajarishga ishora qiladi [Nunan, 2004]. Rod Elliz topshiriqlarni to'rtta asosiy xususiyatlarini aniqlaydi: 1) topshiriq birlamchi e'tiborini (pragmatik) ma'noga qaratadi; 2) topshiriqda tushirib qoldirilgan (gap) ma'no-mazmun to'ldiriladi. (Prabxu uch turdagi tushirib qoldirilgan ma'no-mazmuni ifodalovchi topshiriqlarni aniqlaydi: tushirib qoldirilgan axborot (information gap), tushirib qoldirilgan sabab (reasoning gap) va tushirib qoldirilgan fikr (opinion gap); 3) ishtirokchilar topshiriqni bajarish uchun zarur bo'lgan lingvistik resurslarni tanlaydilar. 4) topshiriqni bajarish natijasida aniq asoslangan natijaga erishiladi. Villiz (1996), Pika (1993) pedagogik topshiriqlarni olti turga: jigso'v, (jigsaw), tushirib qoldirilgan axborot (information gap), muammoni echimini topish (problem-solving), qaror qabul qilish (decision-making), fikr almashish (opinion exchange tasks) topshiriqlarga ajratadi.

Topshiriqqa asoslangan til o'qitishda bo'lajak ingliz tili o'qituvchisining sotsiolingvistik kompetentsiyasini rivojlantirishda:

- Topshiriqlar o'rganilayotgan tilda kommunikativ maqsadlarga yo'naltirilgan bo'lishi; Villiz, (2004).
- Topshiriqlar talabalarga motivasiya berishi va qiziqarli bo'lishi; Liver va Kaplan (2004);
- Topshiriqlar ma'lum muammo/ jumboqni echimini topish, xaritani olib aniq yo'nalish ko'rsatish, telefonda so'zlashish, xat yozish, qo'rsatma asosida o'yinchoqni yig'ish kabi Real kommunikasion vaziyatlarga tayyorlashi; Richard va Rojers (2001:177)
- Topshiriqlar talabalarning sotsiolingvistik kompetentsiyalarini rivojlantirishga ijodiy va erkin muhit yaratishi; Richard va Rojers (2001:185)

Darhaqiqat, tadqiqotimiz jarayonida bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetentsiyalarini topshiriqqa asoslangan til o'qitishda qator interfaol texnologiyalari aniqlandi.

Videodars - interfaol o'qitish usullaridan biri bo'lib, u ikki turdagi video yozuvlardan foydalanishni o'z ichiga oladi:

1) tayyor video materiallarni ko'rsatish (autentik, o'quv maqsadlari uchun mo'ljallanmagan yoki til o'rganuvchilar uchun metodistlar tomonidan maxsus yaratilgan);

2) talabalar tomonidan bajariladigan rolli vazifalarni yozib olish, uni ko'rib chiqish va tahlil qilish [Panfilova, 2009].

Autentik videoning o'ziga xos xususiyatlaridan biri bu chet tilining mintaqaviy va ijtimoiy-madaniy xususiyatlarini ko'rsatadigan butun syujet yoki alohida epizodlar mavjud bo'lib, bunday imkoniyat talabalarga urf-odat va an'analar, jamiyatda shakllangan qadriyatlar tizimi haqida bilim to'plash imkonini beradi; video-hikoya, ijtimoiy va madaniy voqeliklarni o'z mamlakati voqeligi bilan tushunish, tahlil qilish va solishtirish, bu esa tili o'rganilayotgan mamlakatlarning madaniyatiga nisbatan bag'rikenglik, tolerantlik munosabatini shakllantirishga olib keladi.

Videoda ko'rsatilgan har bir jonli kommunikativ vaziyat barcha turdagi og'zaki (tilning so'zlashuv shakllari, dialekt, sosiolekt) va noverbal (tana tili) aloqaning tegishli sohalariga, registr'larga, ijtimoiy munosabatlarga mos keladigan vositalar mavjudligi bilan tavsiflanadi. Talabalarga kundalik muloqotning ijtimoiy belgilangan lingvistik va nolingvistik vositalarini to'plash yoki ulardagi malaka darajasini aniqlash imkonini beruvchi topshiriqlar beriladi. Videomaterial bilan ishlash jarayonida talabalar taqdim etilgan syujetni tushunishi uchun ularning lingvistik qobiliyatini shakllantirishni rag'batlantiradigan va idrok etishni osonlashtiradigan beixtiyor, majoziy, semantik, hissiy kabi xotira turlari ishtirok etishi ham muhimdir. Bu esa ularning audiovizual vositalar bilan ishlash jarayonida qo'rquvning psixologik to'sig'ini engib o'tishga va o'quv jarayonini yanada samarali qilishga imkon beradi.

Chet tili darslarida autentik videolarning motivasion salohiyati ham muhimdir. Ushbu uslubiy vosita kundalik hayotdagi kommunikativ vaziyatlar bilan ifodalangan jonli til muhitida mavjud vaziyatlarni o'rganishga imkon beradi, bu esa o'quvchilarni o'rganilayotgan tildan Real sharoitlarda foydalanishga tayyorlaydi. Videolarda ko'rsatilgan ma'lumotlarga asoslangan muammoli vaziyatlarni sharhlash va muhokama qilish, qo'shimcha ma'lumotlarni topish va ularni guruh bilan baham ko'rish natijasida, talabalarda dunyoqarash, axloqiy va estetik tarbiya shakllanadi, shuningdek lingvistik ma'lumotlarni (verbal va noverbal aloqa vositalari), ijtimoiy-madaniy vaziyatlarda qo'llashga rag'batlantiradi.

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## INNOVATIONS IN ENGLISH LANGUAGE TEACHING OF STUDENTS IN NON-LINGUISTIC UNIVERSITIES

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**Annotation:** We investigate current problems related to the use of computer technologies in the teaching of foreign languages. These problems are due to the modification of foreign language

curriculum teaching content and an increase in the volume of the material to be studied. Particular attention is given to innovative teaching methods, including those based on the use of Skype and blogs.

**Keywords:** English language, educational computer technologies, blog, Skype, website.

With the development of society, the content of teaching foreign languages changes. The amount of information that students need to assimilate has increased dramatically and continues to grow. According to the new standards in education, more than 50% of the total number of hours is devoted to independent work of students. At the same time, the role of a personality-oriented approach, individualization of education is increasing. In new conditions, teachers seek and apply in practice new methods of solving problems, including using computer technologies in teaching English. Let us dwell on the following possibilities of computer technologies:

- 1) the use of a number of Internet sites in teaching English;
- 2) the use of Skype in teaching English;
- 3) students search for additional (to textbook) information on the Internet as instructed by the teacher;
- 4) search for additional (in relation to given in the textbook) information by the teacher on the Internet for use in English classes;
- 5) the role of blogs in self-study of the English language.

For effective teaching English, the most attractive, in our opinion, is the use of a number of sites. They help to solve a number of didactic problems: to form skills and reading skills using the materials of the global network; replenish vocabulary; to form a stable motivation for learning English ; expand the horizons of the student, thereby forming his socio-cultural competence. These are the factors that are required for the successful organization of the sociocultural work of students. At the same time, by independent work, we mean work organized by the student himself due to his internal cognitive motives and carried out at the most convenient, rational, from his point of view, time, activity controlled by him in the process and as a result, carried out on the basis of mediated systemic flexible management. by the teacher [Зимняя И.А.1991: 113].

For independent work of students, we can first of all recommend the unique website [bbclearningenglish.net](http://bbclearningenglish.net), which is successfully used in teaching English. So, when working with this site for students of the journalism department of the Faculty of Philology, the teacher now has no problem finding modern authentic material on the required topic. The site offers all kinds of educational and methodological materials and allows the student to test their knowledge. Distance and time are no longer obstacles: the student has access to information around the clock, can choose what and when to study. In teaching English in modern conditions, the importance of using Skype is great. Online communication undoubtedly contributes to enrichment of the vocabulary of students and awakening a keen interest in

the phraseology of the language being studied. An interest in linguistic facts is formed, the ability to see and hear vigilantly develops, to penetrate inquisitively into the meaning of the expressions encountered, as well as the desire to use them independently. Students have the opportunity to follow the gestures, facial expressions, intonation of the interlocutor, as well as observe the articulatory movements and catch the correct intonation, pay attention to the phrasal stress in the interlocutor's speech. This is a big plus of Skype in the event that communication is carried out by a native speaker for whom English is their first, first language. In the process of communication via Skype, students develop listening comprehension and speaking skills, increase vocabulary, learn grammar, learn to read and write (chat).

The more we talk to other people, the more they respond to us. Talking to peer students is one way to practice listening comprehension. Understanding most of the information heard allows you not only to learn new things about the world around you, but also to overcome existing language barriers. There are "language exchange" clubs on the Internet, where you can register and communicate with people who speak the target language, and in return help in learning Russian. Also, a good way to find communication with the same interests is foreign social networks. It should be agreed that information technologies have required teachers to master a new philosophy of education and pedagogy. This applies especially to teaching and learning languages. The very nature of the language, the communicative phenomenology of mastering foreign languages make the use of information and communication technologies extremely fruitful

[2, Бальхина Т.М. 2006: 32].

Skype, like Internet sites, helps to organize students' independent work and increase their motivation. At the same time, by independent work, we mean such a form of learning, which:

- forms the student at each stage of his movement from ignorance to knowledge the necessary volume and level of knowledge, skills and abilities ;
- develops the student's psychological mindset for independent systematic replenishment of their knowledge [Цатурова И.А. 2004: 94].

As scientific and pedagogical research in the fields of creating and using information resources for educational purposes and media education show, the use of new information and telecommunication technologies in the educational process allows:

- to present teaching materials in a foreign language not only in print , but also in a graphic, sound, animated form,

which gives many students a real opportunity to master the subject at a higher level;

- to automate the system of control, assessment and correction of students' knowledge;
- to automate the process of assimilation, consolidation and application of educational material, taking into account the interactivity of many electronic manuals;

Xalqaro ilmiy-amaliy konferensiya to'plami

- to differentiate and individualize learning;
- to significantly increase interest in learning a foreign language, which also determines the quality of education;
- to access and operate with a large amount of information;
- to form an information culture, including teaching art students to find and use various types of information, which is one of the most important skills in the modern world;
- to organize independent educational work;
- to provide distance learning opportunities for those who need it .

The use of e-mail in the educational process is gaining popularity. The advantages of such work are as follows:

- the exchange of letters by e-mail is familiar to students, thereby creating a natural environment for using a foreign language in a real life situation;
- creating an additional opportunity to apply the acquired language knowledge in a real communication situation in written speech, followed by a discussion of the work done in class;
- this type of work especially contributes to the development of written speech, as a result of which the statements gradually become more voluminous and meaningful;
- this work contributes to mastering intercultural competence. [Н.В. Корнилина.2010: 237].

Of course, the use of the Internet in teaching is not an alternative to traditional textbooks. The computer has become a technical means of teaching and can complement the traditional occupation. The use of the most advanced computer technologies can never replace an English teacher for a number of reasons, the main of which are the following:

- none of the existing computer technologies will not be able to imitate all the multifaceted educational activities of the teacher;
- it is impossible to replace the multidimensional emotional interaction (conducting a classroom lesson) with computer teaching aids.

One of the goals of teaching with a modern communicative approach to teaching languages is the development of the ability of foreign language communication as a form of intercultural interaction, the reproduction of which in in full within the framework of human-computer interaction is impossible [Сарапа Т.И. 2005:174].

Thus, computer technologies, becoming an integral part of the educational process, remain technologies that imply the key role of the teacher in the teaching students a foreign language.

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## **FEATURES OF TEACHING THE RUSSIAN LANGUAGE AS A FOREIGN AT THE INITIAL STAGE OF TEACHING**

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**Annotation:** The article discusses the urgent problem of organizing the modern process of teaching Russian as a foreign language, providing educational language training for students. The importance of using modern teaching technologies is noted, which helps to learn the language more effectively. The characteristic of the methodology of teaching the Russian language at the initial stage of training is given. The characteristics and advantages of the game form of training, the use of situational dialogues, as well as the importance and role of the grammar of the Russian language for the implementation of more effective communication practices are described.

**Keywords:** situational dialogue, communication skills, game teaching methods, Russian as a foreign language, educational process, grammar.

A huge amount of information about the modern world has been accumulated in Russian. In this language, the most advanced information is created, recorded, stored and disseminated today. Therefore, without knowledge of the Russian language it is very difficult to navigate in the modern world.

Teaching Russian in Uzbekistan is undergoing, like all other spheres of social life, a period of radical restructuring. This is a review of goals, objectives, methods, materials. New time, new conditions required a review of both the general methodology and specific methods and techniques of teaching foreign languages, including Russian. All this speaks in favor of the idea of the need for a special, more thoughtful approach to the problems of teaching Russian.

The goals of teaching Russian should be defined more broadly, including in the list of tasks to be solved, the education of future native speakers in the spirit of modern requirements. Language proficiency predetermines a special, attentive attitude to many factors – to the people whose language is being studied, to its culture, traditions, literature.

The main task of teaching Russian in Uzbekistan at present is teaching the language as a real and full-fledged means of communication, preparing a harmoniously developed generation with relevant personal qualities. Studying Russian contributes to the formation of a harmonious modern linguistic personality, expanding the possibilities of realizing one's abilities both in our republic and in the world as a whole. Currently, the relevance of it Russian as a foreign language is due to the need to establish international cooperation. In addition, Russian is a means of popularizing humanistic, spiritual values through works of Russian classics [Selevko, 1998: 122].

The teaching methodology of any discipline involves a set of methods of methods, forms and means of training, the choice of which is determined by the goals, objectives and content of the educational process [Starodumov, 2017: 97]. The main purpose of teaching Russian as a foreign language is to create conditions that ensure quick mastery of the language, its phonetic, lexical and grammatical components. Teaching Russian as a foreign language has a number of features and takes place in several stages with the choice of different approaches and teaching methods.

The first classes are for guidance only and require familiarity with the phonetic structure of the language and the development of articulation inherent in the sounds of the Russian language. Mastering the phonetic component is necessary for the speedy development of reading skills by students, which greatly facilitates the process of learning the language subsequently [Turik, 2009: 123].

The reproductive teaching method is also realized in the study of vocabulary. Learning vocabulary begins with the pronunciation of words by the teacher, followed by their repetition by students. In this case, visual aids should be used and, most importantly, work with the dictionary should be organized.

In the first classes in the study of Russian as a foreign language, students learn the traditional speech formulas of greeting, farewell, acquaintance. Moreover, the formulas of dating involve the communication of information about the name and surname, about age, family and homeland.

At the stage of studying vocabulary, the reproductive teaching method is combined with the communicative one. Mastering the speech formulas is carried out first by repeating after the teacher, then using the dialogue in pairs: one takes on the function of asking, the other – answering, the students change roles. This is the development of linguistic units in the process of communication [Selevko, 1998: 124].

A communicative approach to teaching Russian as a foreign language is also implemented when working with text. Work with the dictionary at this stage is the main one. The teacher asks to translate a small text into his native language, and then to retell it in Russian in his own words. Naturally, for such work, students need some vocabulary of Russian words.

One of the most affordable means in this case is the use of computer technology and the Internet. Means of information and computer technologies allow automating, and thereby simplifying the complex procedure that teachers of additional education and methodologists use when creating teaching aids. Thus, the presentation of various kinds of electronic textbooks, teaching aids on a computer has a number of important advantages. Firstly, it is the automation of both the process of creating such and storing data in any necessary form. Secondly, it is working with an almost unlimited amount of data. Thirdly, pupils of creative associations participate in the creation of these, acquiring many new skills for themselves and thereby benefiting not only themselves, but also the institution of additional education for students.

The possibility of using ICT in the educational process was considered in the articles by L.A. Malinova, K.E. Afanasyev, N.V. Novozhilova.

The use of the Internet gives access to various libraries, allows both students and teachers of additional education and methodologists to participate in videoconferences and discussions. The Internet allows all participants in the educational process to easily and quickly exchange information. Networked communities of teachers have gained great popularity in recent years. Already, there are a large number of resources on the Internet, created and supported by students of institutions of additional education for students, as well as by teachers. Such projects develop independence, collectivism, dedication.

Modern society requires not only an information literate person, but also a creatively independent person. Therefore, it is necessary to develop the independence and creativity of students. This task can be realized by means of information technology, involving students in the creation of electronic textbooks for an educational institution.

The importance and necessity of introducing ICT into the learning process are noted by international experts in the "World Report on Communication and Information 1999-2000" prepared by UNESCO and published at the end of the last millennium by the "Business Press" agency. In the introduction to the report, UNESCO Director-General Federico Mayor writes that new technologies should contribute to "creating a better world in which everyone will benefit from the achievements of

education, science and communication". ICTs affect all these areas, but, perhaps, the strongest positive impact they have on education, as "open up the possibility of completely new methods of teaching" [Vsemirnyj doklad YUNESKO po kommunikacii i informacii, 1999-2000].

An example of the successful implementation of ICT was the emergence of the Internet – a global computer network with its practically unlimited possibilities for collecting and storing information, transmitting it individually to each user [<https://www.prodenka.ru>].

The technology for developing critical thinking through reading and writing has a number of techniques that a Russian language teacher can use in his teaching practice. Such exercises are not associated with reproductive activity, but with analytical. Their application in the classes for studying the Russian language gives positive results, since students memorize linguistic material not by repeating it, but through critical reflection, in essence of which there is a need to accept, process and apply the proposed knowledge [Turik, 2009: 50].

Thus, teaching Russian as a foreign language involves the implementation of a number of pedagogical approaches that determine the choice of specific methods, techniques and forms of learning. It is also worth noting the important function of Russian teacher which becomes for students a guide to the world of centuries-old Russian culture, which is reflected in the exact and vibrant Russian word.

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## **ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ В ОБРАЗОВАНИИ**

### **(Innovative technologies in education)**

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**Аннотация:** В статье рассматриваются современные педагогические технологии, которые используются в процессе преподавания русского языка в иноязычной аудитории. Раскрывается проблема инновационного изменения образовательного процесса, акцентируется внимание на новых направлениях содержания образования.

**Annotation:** The article examines modern pedagogical technologies that are used in the process of teaching Russian in a foreign language audience. The problem of innovative changes in the educational process is revealed, attention is focused on new directions of the content of education.

**Ключевые слова:** образование, технология, инновация, адаптация, преподаватель, метод, информация, мотивация.

**Keywords:** education, technology, innovation, adaptation, teacher, method, information, motivation.

На современном этапе во многих профессиональных учебных заведениях разрабатываются и используются как отдельные программные продукты учебного назначения, так и автоматизированные обучающие системы (АОС) по различным учебным дисциплинам. АОС включает в себя комплекс учебно-методических материалов (демонстрационных, теоретических, практических, контролирующих), компьютерные программы, которые управляют процессом обучения.

Возросшая производительность персональных компьютеров сделала возможным достаточно широкое применение технологий мультимедиа. Современное профессиональное обучение уже трудно представить без этих технологий, которые позволяют расширить области применения компьютеров в учебном процессе. Новые возможности в системе профессионального образования открывает гипертекстовая технология. Гипертекст (от англ. hypertext - сверхтекст), или гипертекстовая система, - это совокупность разнообразной информации, которая может располагаться не только в разных файлах, но и на разных компьютерах. Основная черта гипертекста - это возможность переходов по так называемым гиперссылкам, которые представлены либо в виде специально сформированного текста, либо определенного графического изображения. Одновременно на экране компьютера может быть несколько гиперссылок, и каждая из них определяет свой маршрут «путешествия». Современную гипертекстовую обучающую систему отличает удобная среда обучения, в которой легко находить нужную информацию, возвращаться к уже пройденному материалу и т.п. [1, с. 210-212].

Изменение роли образования в обществе обусловило большую часть инновационных процессов. Из пассивного, совершающегося в традиционных социальных институтах, образование становится активным. Теперь образование все больше ориентируется на создание

таких технологий и способов влияния на личность, в которых обеспечивается баланс между социальными и индивидуальными потребностями и которые, запуская механизм саморазвития, подготавливают личность к реализации собственной индивидуальности и изменениям общества. Педагогика, как и любая другая наука, подвержена многочисленным изменениям, развитию. Это обусловлено, прежде всего, тем, что у общества появляются всё новые и новые требования к специалистам. [3, с. 12]. Следствием постоянного развития, совершенствования методов педагогики стали инновационные технологии, т.е. технологии, благодаря которым происходит интеграция новых идей в образование. Однако внедрение таких технологий сопряжено с рядом трудностей (финансовые средства, консерватизм некоторых чиновников в образовательной сфере, недостаточное развитие технологий). Кроме того, несмотря на очевидную необходимость в инновациях, всё же внедрять их следует с осторожностью. В противном случае неосторожная инновационная деятельность может привести к кризису образовательной системы. И, тем не менее, важно понимать, что педагогические инновации - это неотъемлемая часть развития педагогики, и они необходимы для совершенствования системы образования [2, с. 12].

Изменение роли образования в обществе обусловило большую часть инновационных процессов. Из пассивного, совершающегося в традиционных социальных институтах, образование становится активным. Актуализируется образовательный потенциал как социальных институтов, так и личностный потенциал. Раньше безусловным ориентиром образования в России было формирование знаний, навыков, умений, обеспечивающих готовность к жизни, понимаемую как способность адаптации личности в обществе. Теперь образование все больше ориентируется на создание таких технологий и способов влияния на личность, в которых обеспечивается баланс между социальными и индивидуальными потребностями и которые, запуская механизм саморазвития, подготавливают личность к реализации собственной индивидуальности и изменениям общества. С появлением операционной системы Windows в сфере профессионального обучения открылись новые возможности. Прежде всего, это доступность диалогового общения в так называемых интерактивных программах. Кроме того, стало осуществимым широкое использование графики (рисунков, схем, диаграмм, чертежей, карт, фотографий). Применение графических иллюстраций в учебных компьютерных системах позволяет на новом уровне передавать информацию обучаемому и улучшить ее понимание [5].

Возросшая производительность персональных компьютеров сделала возможным достаточно широкое применение технологий мультимедиа. Современное профессиональное обучение уже трудно представить без этих технологий, которые позволяют расширить области применения компьютеров в учебном процессе.

Основным приоритетом и ценностью в нашей стране всегда считалось получение качественного образования. Образование не стоит на месте, а модернизирует свои достижения, ориентируясь на личностный подход в процессе учебной деятельности. Инновационные технологии в образовании – это некий механизм, при помощи которого задействованы новые средства и способы образовательной системы, воплощаемые в реальном мире. У многих такие понятия, как «интерактивные технологии и методы», «инновации», мультимедийные учебные материалы», дело в том, что современная профессиональная школа на данном этапе образования должно отвечать определенным требованиям. Это в основном касается оснащенности в учебных кабинет компьютерами, проекторами, то есть информационными ресурсами. На всех занятиях используются здоровьесберегающие технологии смысл которых заключается в том, чтобы исключить негативное воздействие на здоровье обучающихся связанное с процессом учебно-воспитательной работы. На занятиях использование информационно-коммуникационных технологии дает возможность педагогу разнообразить дидактический материал, позволяет добиваться стопроцентного внимания всей аудитории, независимо от успеваемости обучающихся. Инновационные технологии в образовании играют важную роль для студентов, которые имеют проблемы со здоровьем. Теперь они могут овладевать знаниями предметных дисциплин через дистанционное обучение.

Можно указать следующие положительные стороны инновационных технологии в образовании.

1. Побуждают мотивацию у студентов к познавательной деятельности, особенно по проектированию;

2. Для студентов открыто творческое пространство, благодаря которому увеличивается число качественных и интересных работ;

3. Информатизация стимулирует не только студентов, но и привлекает педагогов из-за повышения производительности его труда и культуры;

4. Использование инновационных технологии в образовании создает более комфортный психологический климат для обучающихся и снимает напряжение при общении с преподавателем.

Таким образом использование современных инновационных технологий в образовании является одним из ключевых условий повышения качества образования и обеспечения функциональной грамотности обучающихся на основе приобретения ими компетентного профессионального опыта в сфере обучения.

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## ARAB TILIDA NUTQ MAHORATINI RIVOJLANTIRISH XUSUSIDA AYRIM FIKR- MULOHAZALAR

(Some views on the development of speaking skills in Arabic)

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**Annotatsiya:** Ma'lumki, dars jarayonida o'quvchilar hamda o'quvchilar va o'qituvchilar o'rtasida o'zaro munosabatlar yuqori darajada bo'lsa, o'qitish va ta'lim olish interaktiv hisoblanadi.

Amaliyot shuni ko'rsatadiki, interfaol o'qitish usullari, agar ular to'g'ri taqdim etilgan bo'lsa, ta'lim jarayonini faollashtiradigan eng muvaffaqiyatli pedagogik texnologiyalardan biridir. Maqola muallifi arab tilini o'qitishda og'zaki nutqni rivojlantirish va umuman olganda, kommunikativ kompetentsiyani shakllantirishga qaratilgan interfaol ta'lim samaradorligiga e'tibor qaratadi.

**Annotation:** As you know, teaching and learning is considered interactive if there is a high level of interaction between students and between students and teachers during the lesson.

As practice shows, interactive teaching methods, provided they are presented correctly, are one of the most successful pedagogical technologies that activate the educational process. The author of the article focuses on the effectiveness of interactive learning in teaching Arabic, aimed at the development of oral speech and, in general, the formation of communicative competence.

**Kalit so'zlar:** og'zaki nutq, pedagogik texnologiya, ta'lim vositalari, baholash me'zonlari

**Keywords:** oral speech, pedagogical technology, teaching aids, assessment criteria

O'zbekistonda arab tilini o'rganish uzoq tarixiy an'anaga ega [Халидов Б, 1981; Юсупов М., Иброхимов Н., 1997; Musayev O, 2000; Абдужабборов А., 2007; Ibrohimov B. O'zbekcha-arabcha so'zlashgich., 2010]. Bu hodisa ko'p qirrali bo'lib, tilshunoslik, tarixiy, diniy, falsafiy, madaniyat va boshqa fanlarning ob'yekti hisoblanadi.

Biz arab tili bilan bog'liq faqat bir jihatga, ya'ni arab tilini o'qitishga to'xtalamiz. Bu, xususan, keyingi yillarda O'zbekiston bilan arab mamlakatlari o'rtasida turli sohalardagi munosabatlar sezilarli darajada jonlanayotgani va kengayib borayotgani bilan bog'liq. Shu munosabat bilan arab tilini biladigan kadrlar tayyorlash masalasi tobora dolzarb bo'lib bormoqda.

Va bu erda arab tilini o'qitish jarayonini va shunga mos ravishda arab tilini o'qitish metodikasini takomillashtirish zarurati birinchi o'ringa chiqadi.

Hozirda mavjud darsliklar, o'quv qo'llanmalar, lug'atlar va boshqa shu kabi adabiyotlar zamon talablariga to'liq javob bermaydi. Xususan, bu o'quvchilarda og'zaki nutq ko'nikmalarini rivojlantirish usullariga taalluqlidir. Shu o'rinda shuni ta'kidlash kerakki, arab tili darsliklarida asosiy e'tibor shu til grammatikasini o'rganishga qaratilgan، مصر، – تتعلم اللغة العربية بسهولة. [2015]. Albatta, grammatikani bilmay turib, tilni o'zlashtirib bo'lmaydi. Universitetlardagi o'quv jarayonining bunday yo'nalishi, birinchi navbatda, arab filologlari, ko'proq ilmiy xodimlarni tayyorlashga qaratilgan edi. Bu esa arab tili darsliklarining ma'lum bir taraflamaligida namoyon bo'lmasdi. Shu bilan birga, hozirgi vaqtda so'zlashuv arab tilini yaxshi biladigan arab amaliyotchilariga ehtiyoj ortib bormoqda. Arab tilining o'ziga xos xususiyatlaridan kelib chiqib, til o'zlashtirishning bu jihati boshqa tillarga nisbatan katta qiyinchiliklar bilan bog'liq.

Amaliyot shuni ko'rsatadiki, o'quvchilar zarur grammatik asosga ega bo'lsalar ham, arab tilida kommunikativ faoliyatni amalga oshirishda sezilarli qiyinchiliklarga duch kelishadi. Biz bu yerda arab tilining so'zlashuv nutqini o'zlashtirishni qiyinlashtiradigan o'ziga xos xususiyatlarini eslatib o'tmaymiz – ular mutaxassislariga ma'lum. Biz shuni ta'kidlaymizki, bu holat ko'pincha talabalar o'rtasida arab tilini muvaffaqiyatli o'zlashtirish imkoniyatida noaniqlikning paydo bo'lishiga sabab bo'ladi. Talaba va arab tili o'rtasida psixologik to'siq paydo bo'ladi. Natijada o'quvchilarda arab tiliga nisbatan befarqlik paydo bo'ladi, bu esa davomatning pastligi va o'quv faoliyatining yomonligining asosiy sababidir. Kuzatishlarga ko'ra, bunday to'siq o'qitishning birinchi yilda paydo bo'ladi. O'qituvchining vazifasi esa paydo bo'lgan to'siqni o'z vaqtida payqash va uning oldini olishdir. Bundan kelib chiqadiki, boshlang'ich bosqich arab tilini o'rganishning juda muhim, balki eng muhim davri hisoblanadi.

Bu, shuningdek, grammatika va og'zaki nutq optimal va uyg'un tarzda uyg'unlashgan darsliklarga bo'lgan ehtiyojni anglatadi. Afsuski, bugungi kungacha zamonaviy talablarga javob beradigan darsliklarning soni juda kam. Bu, albatta, o'qituvchining vazifasini murakkablashtiradi, lekin

bu vazifani bajarib bo'lmaydi degani emas. Uni hal qilish uchun o'quv dasturini qayta ko'rib chiqishdan boshlash kerak, asosan o'qitish uchun mo'ljallangan va ikki yilga qaratilgan bazaviy darsliklardan uch yil, ya'ni 1-3 kurslar, davomida asosiy darsliklar sifatida foydalanilsa masadga muvofiq bo'ladi. Bu esa o'quv jarayonining boshidanoq og'zaki nutqni o'zlashtirish uchun bo'sh o'quv vaqtdan foydalanish imkonini beradi.

O'quv rejasiga bunday o'zgartirish kiritilsa, o'quvchilarning arab tiliga bo'lgan qiziqishi yanada ortishiga xizmat qiladi. Ma'lumki, bola avvalo ona tilida gapira boshlaydi, keyin esa bu tilni maktabda o'rganadi. Bu yerda, albatta, to'g'ridan-to'g'ri o'xshatish xato bo'ladi. Ammo tilni o'zlashtirishda aynan shu tamoyil ta'lim jarayonida qo'llanilishi kerak. Bunday sharoitda o'qituvchining o'quvchilarni o'ziga rom eta olishi, ularning dars jarayonida faol ishtirok etishini ta'minlashi muhim ahamiyat kasb etadi.

Bundan tashqari, turli texnik vositalardan foydalanish, ona tilida so'zlashuvchilar tomonidan o'qilgan matnlarni tinglash, yaxshisi yuqori darajadagi filmlar, arab tilidagi teledasturlarni tomosha qilish [Жалолов Ж..1996; Sayidahmedov H. 2003; Xashimova M.K. Oliy ta'lim tizimida o'quv-jarayoni va o'quv-uslubiy faoliyatni modernizatsiyalash va innovasion ta'lim texnologiyalarini joriy etish. Ma'ruza matni.,2016]. Arab qo'shiqlarini o'rganish va ijro etish, teatrlashtirilgan tomoshalar, she'rlar, maqollar, matallar, aforizmlar o'rganish, rasm va boshqa ko'rgazmali qurollardan foydalanish – bularning barchasi, shubhasiz, o'rinli va ba'zan zarurdir. Biroq, yuqorida ko'rsatilgan ta'lim vositalari va shakllaridan haddan tashqari foydalanish bilan, mohiyatni shakl bilan almashtirish xavfi mavjud. Masalan, ko'rgazmali materiallar yoki taqdimotlarni tarqatish vosita emas, balki darsning maqsadiga aylanadi. Afsuski, o'qituvchi mehnatini baholash mezonlarini belgilashda bunday tendentsiya tobora yaqqol namoyon bo'lmoqda. Bunday yondashuv o'qituvchini darsning rasmiy tomonini tashkil etishga ko'p vaqt sarflashga majbur qiladi, bu esa o'qitish sifatiga salbiy ta'sir qiladi.

Shu bilan birga, o'qitishda asosiy narsa o'qituvchi va talaba o'rtasidagi aloqadir. O'qituvchi o'quvchilarda arab tilini mukammal egallash mumkinligiga ishonch hosil qilishi kerak. U har bir talabani motivatsiyasini aniqlashi kerak, agar bo'lmasa, uni topishga yordam beradi. Har bir o'qituvchining o'qitish uslubi har xil. Ba'zilar sinfda qat'iy tartib-intizom va to'liq sukunatni talab qiladi, boshqalari esa talabalar ancha keksa odamlar bo'lganligi va o'zlari o'qish natijalari bilan qiziqqanligidan kelib chiqqan holda talabalarga ko'proq mustaqillik beradi. Ko'rinib turibdiki, optimal o'qitish uslubi o'rtada.

Yuqorida aytilganlarga asoslanib, birinchi darslardanoq og'zaki nutqni rivojlantirish tilni muvaffaqiyatli o'zlashtirish uchun katta ahamiyatga ega ekanligini ta'kidlash mumkin. Amaliyot shuni ko'rsatadiki, arab tilida gapirish qobiliyati talabalar uchun grammatika o'rganish yoki har qanday klassik matnlarni o'qishdan ko'ra ancha qiziqroq. O'quvchilar og'zaki nutqni o'zlashtirgani sari tilning ana shu jihatlari qiziqish uyg'otadi. Albatta, og'zaki nutqning malakasi o'rganilayotgan tilning turli jihatlari

qiziqish paydo bo'lishining omillaridan biri bo'lsa ham. Qiziqish, o'z navbatida, o'quvchilar faolligining namoyon bo'lishining asosiy shartidir. Talabalarning faolligi ta'lim jarayoni muvaffaqiyatining zaruriy sharti ekanligini ta'kidlash mumkin. Va bu erda zanjirni qurish mumkin edi: ***motivatsiya - qiziqish - faoliyat - muvaffaqiyat***.

Binobarin, o'quvchining ta'lim jarayonida ongli faol ishtirok etishi muvaffaqiyatning asosiy shartidir [Pўzieva Д.И., Усмонбоева М.Х., Ҳолиқова З. 2013; Панфилова А.П. – М., 2009]. . Nutq ko'nikmalarini boshidanoq rivojlantirish esa bu muvaffaqiyatga erishishga yordam beradi.

O'qituvchi (o'rgatuvchi shaxs)ga kelsak, u o'z shogirdlari bilan arab tilini puxta egallash maqsadini ko'zlagan hamfikrlar guruhini shakllantirishi kerak. Ana shunda yuqorida aytib o'tilgan psixologik to'siqning paydo bo'lish ehtimoli ham kamayadi.

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## **ДИСТАНЦИОННОЕ ОБУЧЕНИЕ – НОВЫЙ УРОВЕНЬ ПРЕПОДАВАНИЯ**

### **(Distance learning - a new level of teaching)**

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**Аннотация:** в данной статье рассматривается проблема неудовлетворенности обучением в высшем образовательном учреждении, а также подробно описаны причины возникновения данного явления. В статье предпринята попытка поиска решений описываемой

проблемы, которая находит свое отражение в дистанционном обучении. Описаны преимущества дистанционного обучения.

**Ключевые слова:** дистанционное обучение, качество образования, материально-техническая обеспеченность, методика преподавания, инновационные технологии.

**Annotation:** this article deals with the problem of dissatisfaction with learning at a higher educational institution, as well as describes in detail the causes of this phenomenon. The article attempts to find solutions to the described problem, which is reflected in distance learning. The advantages of distance learning are described.

**Keywords:** distance learning, quality of education, material and technical support, teaching methods, innovative technologies.

На сегодняшний день, со стороны студентов все чаще наблюдается проявление чувства неудовлетворенности методикой преподавания и организацией учебного процесса в вузах. Создание уникальной учебной программы, которая была бы гибкой и оптимальной для всех участников по тому или иному курсу (особенно по гуманитарным дисциплинам) стало необходимым умением для преподавателя и требованием, предъявляемым вузом. В свою очередь, со стороны преподавателей также часто наблюдается неуспеваемость, за требованиями времени, которые зачастую с негласного разрешения руководства вуза игнорируются (чаще всего из-за недостаточной материально-технической обеспеченности вуза или из-за так называемого «авторитета» преподавателя), либо влекут к ответственности одного из участников образовательного процесса (как правило, привлекается к ответственности слабейший, наименее «авторитетный» из участников). Описываемое явление «неудовлетворенности», часто наблюдается в странах с наименьшим числом хороших престижных вузов. Феномен «неудовлетворенности» может возникать по разным причинам:

- плохая материально-техническая обеспеченность вуза;
- нехватка высококвалифицированных кадров;
- отсутствие заинтересованности или недостаточная заинтересованность в подготовке и переподготовке высококвалифицированных кадров;
- неумелое руководство;
- нерациональное распределение средств вуза;
- отсутствие свободы при принятии решений на разных уровнях ответственности;
- отсутствие «права на ошибку»;
- коррупция (во всех формах и проявлениях);
- необоснованная, не приносящая пользу «авторитарность» и др.



В эпоху современных технологий невозможно не говорить о развитии инструментария преподавателя. 21 век диктует новые правила преподавания в высшей школе. Зачастую, следовать этим правилам и успевать понять их суть удастся далеко не всем. Сложнее всего приходится тем, кто имеет дело с жесткой, устаревшей образовательной системой и изжитыми неписанными правилами преподавания, действующими во многих вузах. К сожалению, под это описание попадает большое количество преподавателей, работающих в вузах СНГ. Как правило, в подобных образовательных учреждениях преподавателю приходится выполнять практически всю работу, поручаемую со стороны руководства (даже ту, которая, возможно, не будет входить в его компетенцию). Принципы оплаты труда преподавателя также символичны и размыты. Чаще всего оплачиваются только отработанные аудиторные часы, а прочие виды работ учитываются как само собой разумеющееся требование для поддержания «хороших отношений» с руководством и для сохранения гарантий места работы. Как результат, для удовлетворения общечеловеческих нужд появляется необходимость в увеличении количества аудиторных часов, что приводит в лучшем случае к нехватке времени для личностного роста преподавателя и повышения уровня компетенции, сюда относится знакомство с инновационными методами и технологиями преподавания, в худшем случае (все чаще и чаще) наблюдается понижение качества преподавания, который служит основной причиной возникновения феномена «неудовлетворенности».

Решением данной проблемы является повышение оплаты труда преподавателей за счет увеличения финансирования вузов, а также упрощение системы управления вузов (обеспечение самостоятельности вузов при выборе форм и содержаний обучения). Если первый пункт предложенного решения проблемы выполнить достаточно непросто, то последний вполне осуществим. Ключом к решению проблемы будет являться дистанционное обучение, основу которой составляет целенаправленная и контролируемая интенсивная самостоятельная работа обучающегося, который может учиться в удобном для себя месте, по индивидуальному расписанию, имея при себе комплект специальных средств обучения и согласованную возможность контакта с преподавателем. [Кузьмина Л.В., 2012:10]

Период во время пандемии показал, что вузам необходимо отказаться от излишней бюрократии и сложной системы ведения документаций. Дистанционное обучение благодаря использованию цифровых технологий позволит избежать бюрократии и сэкономит время преподавателя, которое он может использовать для более тщательной подготовки к предстоящим занятиям (таким образом повысится качество предлагаемого вузом образования), а также для улучшения, обновления или даже разработки новых авторских программ обучения по своей

специальности. Еще одним важным преимуществом дистанционного обучения является его прозрачность, что существенно уменьшит риск появления коррупции в вузе.

Пандемия показала, что необходимо упростить список обязанностей преподавателя и дать больше возможности для саморазвития, знакомства с инновациями в сфере преподавания, а также для повышения компьютерной грамотности. Принятие дистанционного обучения как одного из разновидностей предлагаемого вузом обучения, позволит учителям вести свою преподавательскую деятельность частично или даже полностью дистанционно, что существенно облегчит их работу. Кроме того, дистанционное обучение будет вынуждать преподавателей и обучающихся учиться работать на новейших образовательных платформах, что естественным образом будет повышать их компьютерную грамотность и держать их в курсе последних достижений науки.

Также, пандемия в период карантина показала насколько важна материально-техническая обеспеченность вуза при организации дистанционного обучения. Безусловно, дистанционное обучение имеет ряд недостатков, которые в основном связаны с материально-технической базой вуза и обеспеченностью студентов современными компьютерами и гаджетами. В этой связи у обучающихся может возникнуть сложность с приобретением необходимого для дистанционного обучения оборудования, а также оплатой за высокоскоростной интернет. Однако, благодаря большому количеству перечисленных выше преимуществ, в том числе уменьшению суммы оплаты за обучение и отсутствию транспортных расходов, большинство (как преподавателей, так и студентов) предпочтет дистанционное обучение.

Следует помнить, что дистанционное обучение как одна из форм получения высшего образования существуют достаточно долго. В развитых западных странах более десяти лет назад уже была апробирована успешно и принята законодательно данная форма получения высшего образования. Это свидетельствует о том, что уже имеется достаточно большой успешный опыт преподавания в данном формате. Безусловно, вначале необходимо изучить опыт других стран, необходимо подробно изучить особенности данной формы обучения. Однако, даже невооруженным глазом видно, что дистанционное обучение является совершенно новым, высоким уровнем преподавания, которое в недалеком будущем будет применяться повсеместно.

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## ВНЕДРЕНИЕ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ В ОБРАЗОВАНИЕ

### (Implementation of innovative technologies in education)

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**Аннотация:** В статье показаны пять периодов инновационного образования, семь источников инноваций, условия внедрения инновационного образования, процесс принятия инноваций, а также дается представление о процессе реализации внедрения инновационных технологий в образование.

**Annotation:** The article shows five periods of innovative education, seven sources of innovation, conditions for the introduction of innovative education, the process of adopting innovations, and also gives an idea of the process of implementing the introduction of innovative technologies in education.

**Ключевые слова:** инновационное образование, инновационный вклад, инновация, инновационная технология, современный подход, инновационная среда, инновационная педагогическая идея.

**Keywords:** innovative education, innovative contribution, innovation, innovative technology, modern approach, innovative environment, innovative pedagogical idea.

Применение инноваций в таких областях, как техника, технология, управление и организация труда на основе достижений науки и передового опыта, отражает инновации. Инновация – это процесс и деятельность по внедрению в жизнь инноваций, изменений, и в переводе с английского “Innovation” означает “внедренное новшество”, “изобретение”. В инновационном образовании-воспитании достигается новый показатель качества, достигается высокая эффективность и ориентация на творчество, а также повышение образовательных технологий на качественно новый уровень, а также организация современных подходов. [Ишмухамедов, 2008: 180]

Отсюда и инновационное образование

- 1) инновации, внедренные и внедряемые в сферу образования;
- 2) обновленный, организованный на основе новых технологий образовательный процесс.

Внедрение инноваций делится на семь основных источников:

1. Неожиданное изменение ситуации, чей-то успех или неудача, неожиданная реакция на внешнее воздействие;
2. Дисбаланс между фантазией людей, их мечтами и изменившимися планами;
3. Выявление недостатков направления, ритма и логики в ходе какого-либо процесса;
4. Изменение структуры производства или потребления;
5. Демографические изменения;
6. Изменения в сознании людей в обществе;
7. Формирование новых знаний.

Для внедрения инновации в образовательном учреждении требуется разработка комплекса изменений в технологии обучения; переоснащение (переоснащение) всего процесса деятельности; повышение квалификации персонала; изучение потребностей потребителей в сфере образовательных услуг. [Олимов, 2015: 136]

При внедрении инновационного образования прежде всего должна быть создана инновационная среда для возникновения педагогических инноваций, их интенсивного преобразования и внедрения в практику. На основе инновационной среды разрабатывается и утверждается в установленном порядке инновационный педагогический проект как принятая и фрагментированная инновационная педагогическая идея, комплекс идей. Утвержденный инновационный учебный проект называется инновационным учебным планом и служит основой для реализации инновационного обучения.

Инновационное обучение:

- новая система обучения;

- процесс обучения учащихся на основе внедренных технологий, при реализации которого должны учитываться особенности структуры инновационного процесса в образовании по периодам и базам.

Исходя из вышесказанного, инновации в образовании – это важные и системно самоорганизующиеся новые образования, возникающие на основе многообразия инициатив и инноваций, которые являются перспективными для эволюции образования и оказывают положительное влияние на его развитие, а также на развитие более всестороннего культурного масштаба образования. [Зеер, 1999: 240]

Процесс внедрения инноваций можно разделить на пять периодов:

осознание – человек знает о новой идее, но недостаточно информирован;

любопытство – человек интересуется идеей и ищет дополнительную информацию;

оценка – человек принимает оценочное решение, чтобы извлечь выгоду из инноваций в настоящее время и в будущем;

тестирование – человек пробует, пока не примет окончательное решение;

ассимиляция-способность сосуществовать с окружающей средой, окружающей средой, существующими ценностями и предыдущим опытом.

Инновации изучаются как педагогическая категория, хотя и прослеживаются с самого начала зарождения общества.

Процесс реализации внедрения инновационных технологий в образование основывается на:

- обеспечение приоритета личности учащегося, участвующего в образовательном процессе;

- реализация достижения (гарантированности) результата образовательной цели;

- достижение целенаправленной управляемости образовательного процесса исходя из того, что он является управляемым процессом;

- приведение в единую систему средств, методов и технологий, обеспечивающих содержание образования.

Непрерывный анализ факторов, повышающих эффективность образования, непрерывное повышение квалификации специалистов и правильная оценка соответствия предъявляемым методам-это путь к тому, чтобы мы могли определить принципы и выразить желаемый результат образования. [Очилов, 2006: 91]

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**III. NOFILOLOGIK TA'LIM YO'NALISHI TALABALARINING  
MADANIYATLARARO VA KOMMUNIKATIV KOMPETENSIYALARINI  
SHAKLLANTIRISHDA ZAMONAVIY YONDASHUVLAR**

**LISTENING COMPREHENSION IS AN INTEGRAL PART OF LANGUAGE LEARNING  
AND ITS GENERAL PRINCIPLES**

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**Annotation:** The aim of this paper is to show the importance of listening and speaking skills in the classroom in order to get a perfect acquisition of the second language. Although these skills have been explained separately, they are really connected and it is really important to put into practice together and integrate them with the rest of skills.

**Keywords:** communicative functions, listening skills, bottom up, top down, strategic competence.

In recent years teachers of English as a Foreign Language or English as a Second Language have been increasing attention to identifying the needs of the learners, to learners attitudes towards English and their reasons for learning it. This attention to learners' needs can be seen in countries in our country and is largely treated as an academic subjects in education system. English is now used by millions of speakers for a number of communicative functions in Uzbekistan. It has become the preferred language in a number of ambits like international business or institutions. Time and again it is also the language chosen for academic discussion as most scholars face the need to read and publish in English for international diffusion.

It is commonly believed that English is becoming a widely used language, and through it, one can participate in a variety of social activities, because language is more than simply a way of expression, it helps people form relationships and know how to interact in different social contexts depending on

sociolinguistic situations. English is one of the most important languages of the world. As stated by Brown, H.D. (1994), it is spoken by more than 380 million people in the United Kingdom, the United States, and the former British Empire. It is the largest of the Western languages. Many people are aware of the value that the English language has in today's world. For that reason, the demands for learning it are increasing every day. There are different factors which make that language dominant and important; some people see it as their window to the outside world in the sense that they can use it as a medium of communication with others from different countries because it is widely spread. Others believe that through that language they can check recent researches and read books from other countries so it represents for them a source of knowledge. It is widely recognized that the English language is becoming an effective means to communicate, to participate in international business activities, and to obtain information about the events all around the world.

Teaching English to non-native speakers is a challenging experience for teachers. Teaching education as Foreign Language refers to teaching English in formal contexts and English in that case represents a foreign language for learners. Stern defines language teaching as the activities which are intended to bring about language learning. In other words, language teaching is more than instructing a class, it is a process which involves different activities, and it is the responsibility of the teacher to discover when and how to engage learners in the classroom environment. EFL teachers are interested in providing their learners with the knowledge needed to be competent to a certain extent in the target language. According to Anderson, A. & T. Lynch (1988); to be competent is in terms of three dimensions. In other words, they have defined communicative competence as having knowledge of grammatical rules and vocabulary and they named that component the linguistic or grammatical competence. The second competence which is the sociolinguistic one, is concerned with knowledge of socio-cultural rules of the language in order to know how to use the language being taught in an appropriate way. Whereas the third is the strategic competence which is the ability to use certain strategies to compensate for breakdowns in communication. Developing communicatively competent learners is the goal that most EFL teachers wish to accomplish, but of course communicative competence is not sufficient. Learners need other dimensions to succeed, to be accurate and fluent and to achieve that, teachers are supposed to set a number of plans which should be designed with taking into consideration different goals and of course their learners levels and needs. Richards demonstrate that the last three decades witnessed the development of the field of TEFL, which aims at improving the quality of teaching, as well as of learning by focusing on learners' needs, their motivation, the strategies they use to learn and the processes they go through in learning, without neglecting the roles of teachers as course developers, the methods they use to transfer knowledge, and the materials they use to promote understanding. When teachers become aware of those dimensions, they can easily cope with the problems they face in their teaching career, and

can find ways to help their learners cope with their learning problems in order to achieve their educational goals and tasks. Teachers of English as a foreign language are the knowledge providers for learners, they are the ones who are able to make diagnosis for the psychological elements which intervene in the process of learning; when they understand the factors affecting learners' performance they can easily make a change. Teachers are the feedback givers for their learners; when giving them feedback of satisfaction vis-à-vis their performance, learners feel that they are praised. This may encourage them to work and participate in a variety of educational activities. According to Bueno, A.D. Madrid and N. McLaren listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously.

Jack Richards (1985) describes listening competency as being comprised of a set of "microskills". These are the skills effective listeners employ when trying to make sense of aural input. Let's examine potential correspondence between multi modal processing opportunities for language learners in a multimedia environment and how these can interact to complement listening skills acquisition.

Listening comprehension is regarded as a complex, interactive process in which listeners are involved in a dynamic construction of meaning. Listeners understand the oral input from sound discrimination, prior knowledge of vocabulary, grammatical structures, stress and intonation, as well as other use linguistic, paralinguistic, or even non-linguistic clues in contextual utterance.

According to Morley and Lawrence there are general principles for teaching listening comprehension. They are as follows:

1. Listening comprehension lessons should have definite goals and they should be clearly stated.
2. Listening comprehension lessons should be constructed with careful step by step planning. This suggests that listening activities move from the simple to the more complex ones; that the learners know what the activities are and are given directions as to "what to listen for, where to listen, when to listen, and how to listen"
3. Listening comprehension structure should demand active overt student participation. That is, the most active student participation. Includes his written answer to listening comprehension material and immediate feedback on performance helps keep learners' interest and motivation.
4. Listening comprehension lessons should provide a communicative necessity for remembering to develop concentration. This necessity should come from the lesson.
5. Listening comprehension lessons should emphasize conscious memory work. One of the objectives of the listening is to strengthen the learners' immediate recall to increase their memory spans



6. Listening comprehension lessons should “teach” not “test”. It means that the goal of checking the learners’ responses should be viewed only as feedback, as a way of allowing the learners understand how they did and how are they progressing.

According to Brown principles of teaching listening can be classified into following types:

1. Focus on fluency and accuracy in speaking (depending on lesson/activity objective).
2. Provide appropriate feedback and correction.
3. Optimize the natural link between listening and speaking.
4. Give students the opportunity to initiate oral communication.
5. Develop speaking strategies: Using fillers (“Well,” “Um,”); using conversation maintenance cues (“uh-huh,” “right,” “yeah,” “okay”); getting someone’s attention (“Excuse me”).

Listening is now taught because they are very important parts of being able to use English to communicate. Listening skills are also crucial to the development of speaking skills. Listening to other speakers helps students to develop their pronunciation and fluency in English. Successful listening skills are acquired over time and with lots of practice. Learners need exposure to spoken English to be able to develop their listening skills. However, some students may not have many opportunities to listen to English outside the classroom. So, teacher can use resources creatively to develop meaningful listening activities in your English classes that involve all pupils

According to Brown, H. D. (2000). “A Listening is an essential aspect of communicative competence and the most frequently used language skill”. A large proportion of second and foreign language research findings indicated that listening is the most important skill for language learning, because it is the most widely used language skill in normal daily life. Listening is not only the first of the language skills developed, it is also the skill most frequently used in the classroom. In a language classroom, listening ability plays a significant role in the development of other language skills. Because students receive so much important language input aurally, they should work to develop aural proficiency skills and strategies to help them manage the listening comprehension process. The listening skill had been neglected until 1970s; since then, more attention has been paid to listening comprehension, and the status of listening has changed from being incidental and peripheral to a status of utmost importance. On the other hand, over the past 30 years, one of the most important topics in L2 and FL research has been the use and development of language learning strategies.

.Besides, Listening is a complex process due to its double psychological and social nature: Listening is a psychological phenomenon, which takes place on a cognitive level inside people’s heads, and a social phenomenon, which develops interactively between people and the environment surrounding them. It considers listening as a complex process, which needs to be understood in order to teach it, and

subsequently, evaluate it before integrating it with phonological aspects and with the skill of speaking. [Bueno, Madrid and McLaren, 2006:282].

Rivers (1966: 196) claimed, "Listening does not of itself constitute communication unless what is said is comprehended by another person. Teaching the comprehension of spoken speech is therefore a primary importance of the communication aim is to be reached".

However, Morley (1972: 7) notes, "perhaps an assumption that listening is a reflex, a little like reathing - listening seldom receives overt teaching attention in one's native language – has marked the importance and complexity of listening with understanding in a non-native language".

Contrary to what everybody thinks about foreign language learning, listening competence is wider than speaking competence. This is the reason why; recently, the language teaching profession has brought into focus on listening comprehension. According to Nunan, (2001: 23) Listening is a six-staged process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Responding. These stages occur in sequence and rapid succession.

Despite its obvious importance to language learning, the listening skill was for a long time relegated to a marginal place in foreign language curricula. With the advent of communicative language teaching and the focus on proficiency, the learning and teaching of listening started to receive more attention. However, listening is not yet fully integrated into the curriculum and needs to be given more "prime time" in class and homework.

Variety must be allied to pace. A slow, boring lesson teaches very little, so it is important to keep everyone moving and challenged with something which is just a little beyond his capacity. No topic or device should be overworked, however good an idea it is or however much preparation it has entailed. It is always better to stop whilst everyone is enjoying it and wants more, rather than pursue it to the bitter end. Then a repetition on another day provokes eager anticipation rather than groans. The class atmosphere is very important, and is greatly helped by a less serious side to class activities. As well as more serious materials and teaching, there should always be room for games, songs and puzzles.

. In order to help students improve their listening ability, language teachers have to understand students' listening difficulties in comprehending spoken texts, and instruct effective listening strategies to help students solve their listening difficulties.

From his most observations and experiences of teaching the EFL listening skills however, the researchers has noticed that most of the students who enroll in have serious deficiencies in listening comprehension. This is especially observable when the students take the listening course entitled "Listening Skills" at first year level. The researcher observed that many students performed poorly in this course. They are unable to comprehend natural spoken English delivered at normal speed because they do not understand the spoken content of the lessons. Frequently such students lose all confidence as

foreign language practitioners. They have difficulty in concentration and maintaining concentration for a long time. This problem was noticed even by other instructors who were offering the same course to different groups. The same problem has also been observed in many countries [Buck, 2001 and Hayati, 2010]. The results of these studies have proved that difficulties in listening in a foreign language are typical to listeners from different language background. For example, Underwood (1989) and Flowerdew and Miller (1992) stated that inability to concentrate "is a major problem because even the shortest break in attention can seriously impair comprehension." Goh (2000) reported learners' difficulty in perception: students faced problems on recognition of familiar words. They stated that although they were familiar with some words, they were unable to remember their meaning immediately. They also expressed difficulty in understanding the intended message though they were familiar with literal meaning of words.

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## **THE ROLE OF ICT IN TEACHING AND LEARNING FOREIGN LANGUAGES**

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**Annotation:** This article discusses the role of ICT in teaching and learning foreign languages, the role of teacher and learner in it. The types of online resources and opportunities are presented in this article. Two ways of teaching: synchronous and asynchronous learning are explained with examples. Moreover the advantages and the disadvantages of using ICT in teaching and learning foreign languages are given as well.

**Keywords:** E- learning, online classes, ICT tools, blended learning, LMS, educational technology, target language

Uzbekistan is paying great attention on e-learning system, because it feels the need for mass introduction of e-learning. Firstly, despite the commercialization and growth of prices for higher education, its popularity in Uzbekistan is only growing. Therefore, it is necessary to implement modern technologies for more learners to reach the learning process and reduce the cost of education. Learners can get access to digital libraries to get much information through internet. Others can take online courses and degrees from open universities by distance. E-learning has the potential to change the educational paradigm. E-learning provides education and training without leaving one's home to access to educational resources worldwide, improves the educational potential of society and the quality of education, meets the quality of learners' outlook and level of consciousness. It has become an important factor in the development of education in our dynamic life.

"A new age demands a new paradigm" as Dr. Walter McKenz claims, it's an age of COVID-19 and ICT is becoming a great necessity. According to Pourhossein Gilakjani the use of technologies has the great potential to change the existing language teaching methods. They transformed classroom communication methods and transformed instruction strategies. [Pourhossein Gilakjani, A. 2013: 262] Information and Communication Technology/Technologies (ICTs) refers to all the technologies that permit to access, gather, manipulate and present or communicate information, these technologies could include hardwares such as computers and other devices and software applications and connectivity such as access to the internet, local networking infrastructure, video conferencing. [R. Toomey. 2001:115] It's important to use modern approaches and techniques of technology and information to develop a better understanding of all four skills of the target language. Language education is an area where open access resources, social networks, online classes and webinar courses based on information, communication and technology are being increasingly used to give access to learners to information, promote interaction and communication to improve their language proficiency. Furthermore, it has been demonstrated that the use of ICTs in education can help improve memory retention, increase motivation and generally deepens understanding. [M.Drent. 2005:20] Different web based ICT tools can be effective techniques to implement into teaching and learning the language. They are:

- Internet
- Computers, CALL, CMC, CALA
- YouTube, blogs
- Skype/zoom
- Interactive whiteboards
- Webinars, MOOC courses
- E-resources such as e- books, e- newspapers, e- magazines, e- libraries

- Social media, emails

Blended learning is different from differentiated learning, educational technology might not be necessarily instructional technology, a virtual classroom is different from an electronic classroom or flipped classroom. There is also asynchronous, synchronous, and personalized learning; these are some examples of the growing terminology in this field. Gamification, digital storytelling, virtual classrooms—special words that have become "trends" in the field of educational technology. A blended learning is a combination of face-to-face interaction and online classes which enables the users to get access these opportunities:

- Peer to peer coaching
- Direct instruction
- Global connections
- Tech integration
- Virtual learning platforms
- Focus on mastery
- Inquiry project based learning
- Game based learning

Theory of blended learning and teaching are:

- Behaviourism - learning and behaviour changes are acquired by linking stimuli and response
- Cognitivism - learning is internal and is a result of a student processing and organising new information
- Constructivism - knowledge is constructed by adapting new information based on previous experience.

Teachers should be very competent in presenting the new information to the learners and try to use all necessary methods and approaches. For example, in activity theory teacher should involve all the learners into the learning process by integrating simultaneously consciousness, learning and development strategies with the help of technology.

A wide range of online resources can be suggested to put into practice: quizzes to develop the learners' comprehension skills, video and audio materials to increase the learners' listening and speaking skills, different exercises which enables them to develop their writing skills and film extracts can also be used to let them work on various topics and enlarge their critical and analytical skills.

Teacher should keep strong agenda and curriculum by putting clear aims and objectives to each of her lesson to learn things quickly and successfully. Language learning program can be created to enable students to learn the lessons with guidance, instruction, information or further explanation. ICT in language learning used as a reference-book. Fitzpatrick and Davies (2002)in Hartoyo (2012)have enlisted

seven ways in which ICT can be used in language learning namely. This media provides facility or example that enables an interaction between human and computer. People set up more interaction with computer in a more intuitive way with less effort-through writing, voice, touch, eye movements, and other gestures. [Hartoyo,2012:34]

- Presentation: Unlimited lessons and references such as text, songs, stories, etc. can be accessed accurately anytime and anywhere and can be presented in an appropriate manner.
- Practice: Different types of exercises can be provided with ICT, incorporating the presentation stimuli in varying combinations of text, audio and video format. ICT also offers the possibility of analysing learners' responses with appropriate feedback [Hartoyo, 2012:40].
- Authoring - Web pages can be created using web authoring tools.
- Computer-Aided Assessment (CAA) - CAA is playing a very important role in foreign language teaching and learning to test and assess students' performance.
- Publishing- word processors, DTP, PowerPoint presentations.vi)Communication – Email, Tandem learning, Video Conferencing.
- Simulations - Web Quest, Action Mazes, Adventure Games, Expodisc, Real-life

In presentation stage every teacher must be ready with presentation material, explain or answer all the questions asked by learners while delivering the information. Then in the practice stage the new material is presented with the help of technology and assessment also differs from traditional assessment. Teachers may use online tests, oral questions, case studies to assess the learners' knowledge. As for publication teachers may put into practice different materials such as, video and audio materials, songs, edit and alter interviews and discussions, using digital camera and camcorders to record presentation, drama, role play and so on. Power point presentations and web pages can be a great learning tools to design the lesson. Despite the fact that we are having online class teachers should seek various opportunities to increase the learners' communicative competence which is an urgent matter of learning a language. They should be actively involved into the practice the language by writing emails, discussing the questions on the discussion board and chatting via telegram and organising video conferencing. The last but not the least, teacher has to develop the learners' critical thinking by using simulation activities. For this they may take web quest, adventure games, action mazes, real life simulation or video conferencing.

The online classes may be organised asynchronously or synchronously:

- In asynchronous learning means when you don't have any mutual interaction, mostly the students actively engaged in the learning process talking to each other. The popular examples with asynchronous teaching techniques include the terms like: recording and accessing of screen-casts or podcasts, online discussion forums or message boards, blog assignments and e-mail

communication. Asynchronous teaching techniques offer students and instructors unique advantages in the flexibility of the course schedule, but are best paired with activities designed to foster peer interaction and community. Here the instructor may send pre-recorded materials, emails, multimedia resources, electronic documents and virtual library can be suggested as well.

- In synchronous learning teacher has to be active by using text-based, multiple modalities or instant messaging. Synchronous or "real-time" activities refer to instruction or communication which takes place at the same time. Examples of synchronous teaching strategies include, for example, phone calls and web conferencing programs, internet-based collaborative software that combines audio, video, file share or other forms of interaction or 3-d virtual world environments.

Teacher's role in blended learning is instructor, facilitator and observer. Technology integrated learning requires certain strategies to make it effective in learners' learning and teachers' professional development. In this regard, [White and Ray. 2015, pp. 17-18] have presented following strategies:

- The teachers must have the knowledge of the subject.
- Similarly, they should appeal to all learning styles.
- In the same way, they should facilitate the content.
- They have to create platforms for learning.
- The course documents should be available to every student.
- They have to communicate clear goals.
- Teachers can establish social networking.
- They have to list the course pathways.
- They need to make effective usage of available resources.
- They should mention the clear expectations and establish a supportive community.

If the teachers follow the above strategies in their integrated ICT based instruction, of course, there will be positive outcomes in students learning. "With the help of technology teachers will be leaders in the transformation of education around the world" claims Craig R Barrett. Teachers also may have online classes to develop their professional development. In online classes they may share their experiences and learn from each other, be aware of new ways of teaching and learning.

Teachers must provide technological support to learn using motion picture, animation, simulation training which helped student teachers to give model presentation. If the teacher is highly equipped with technology, the student will also be equipped with technology. It removes the traditional method of teaching and prepare teacher to apply modern method of teaching.

- ICT is plays an important role in student evaluation.
- ICT is store house of educational institution because all educational information can safely store through ICT.

## Xalqaro ilmiy-amaliy konferensiya to'plami

- ICT helps Teacher to communicate properly with their students. So ICT bridge the gap between teacher and students.
- ICT helps Teacher to pass information to students within a very little time.
- ICT helps Teacher to design educational environment.
- ICT helps Teacher to identify creative child in educational institute.

There are a lot of advantages of using ICT in education, it gives the learners a chance of being flexible and learning self-paced. However both teachers and students be aware of the fact that they have to manage their time, check out their internet connection. The benefits of using ICT:

- facilitates exposure
- wider sources of information
- a learner-centered approach
- learners autonomy
- powerful motivation
- collaborative learning
- freedom of space and time
- enhancing students learning

As the coin has two sides, there are some disadvantages of using ICT:

- short span of attention
- lack in human interaction
- unnecessary websites
- play games
- lack of self-discipline and self-direction
- lack of good infrastructure and trained man power
- teacher is only an instructor

As a conclusion nowadays ICT in teaching and learning the languages plays a crucial role. It is one of the most important skills to be enhanced and improved as a means of effective communication. So as to increase students' attention and motivation, teachers ought to create a smoothing classroom atmosphere. And bringing ICTs into practice has a major impact to facilitate and improve learning. ICTs provide interaction between teachers and learners, provide comprehensible input and output, help learners to develop critical thinking skills, make learning and teaching become more student-centered, promote learners' autonomy and help them feel more confident, and increase learners' motivation to effectively learn a foreign language. The use of ICTs in education has to be highly encouraged as the



present students are the future generation who are going to mould themselves, their society, and the world as a whole. Thus, ICTs are viable tools for enhancing the teaching of foreign language proficiency.

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## **O'ZBEK TILIDAGI ANTONOMAZIYALARNING MA'NOSI THE MEANING OF ANTONOMASES IN UZBEK LANGUAGE**

**(Meaning of antonomasies in uzbek language)**

**The meaning of antonomases in uzbek language)**

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**Annotatsiya:** Maqolada antonomaziya hodisasining til va nutqda voqelanishi ochib berilgan, uning mohiyati va leksik-semantik xususiyatlari aniqlangan, inson lisoniy faoliyatida hamda badiiy

matnni shakllantirishdagi o'rni va vazifalari belgilangan, nominativ vazifasidan tashqari ramziy ma'nolarni anglatishi, badiiy san'atni voqelantirishdagi roli, ayrim lingvopoetik xususiyatlari hamda o'zbek lingvomadaniyatida tutgan o'rni kabi masalalar o'rganilgan. Antonomaziyalarni semantik xususiyatlariga ko'ra uch guruh, ya'ni a) mashhur tarixiy voqealar asosida shakllangan antonomaziyalar; b) afsonalar asosida yuzaga kelgan antonomaziyalar; v) adabiy asarlar, ulardagi obrazlar asosida shakllangan antonomaziyalar bo'yicha o'rganish maqsadga muvofiqligi bo'yicha tavsiya berilgan. O'zbek adabiyotidagi antonomaziyalarning ayrim uslubiy va lingvopoetik xususiyatlariga Alisher Navoiy asarlari misolida aniqlik kiritilgan.

**Annotation:** The article reveals the phenomenon of antonomasia in language and speech, defines its essence and lexical-semantic features, defines its role and functions in human linguistic activity and in the formation of literary texts issues such as location have been studied. There are three groups of antonomasia according to their semantic features: a) antonomasia formed on the basis of popular historical events; b) antonomasia based on myths; c) Literary works are recommended for study on the antonomasia formed on the basis of the images in them. Some methodological and linguo-poetic features of antonomasia in Uzbek literature are clarified in the works of Alisher Navoi.

**Kalit so'zlar:** trop, antonomaziya, talmih, o'xshatish, metafora, onomastika, antroponim, mifologiya, lingvopoetika, lingvokulturologiya.

**Keywords:** trop, antonomasia, talmih, analogy, metaphor, onomastics, anthroponomy, mythology, lingvopoetics, lingvoculturology.

Ijtimoiy ong taraqqiyoti til hodisalariga yangicha nuqtai nazarlar bilan qarash, ularni yangi ilmiy kontseptsiyalar va zamonaviy metodlar bilan tadqiq etish zaruratini yuzaga keltirdi. Shunga ko'ra keyingi davrlarda tilning inson hayotidagi mohiyatini chuqurroq va yanada ko'proq bilishga, til hodisalarini insonning ijtimoiy-iqtisodiy, ruhiy-ma'naviy hayoti bilan o'zaro bog'liq holda o'rganishga alohida e'tibor qaratilmoqda. Ijtimoiy hayotni shakllantiruvchi eng asosiy vosita – tilning asl tub mohiyatini to'liq anglash uchun uning zohiriy hodisalari bilan birga botinidagi hodisalarni o'rganish ham muhimligi ayon bo'lib qoldi.

Dunyo va milliy tilshunoslikda tadqiq etilishi muhim bo'lgan masalalardan biri antonomaziya hodisasidir. Bu hodisaning mohiyati shundaki, unda hammaga ma'lum va mashhur bo'lgan badiiy asar qahramonlariga, tarixiy voqea va afsonalarga ishora qilinadi. Antonomaziyaning asar badiiyatiga ta'sirini aniqlash, asosiy xususiyatlari, shakllanish, rivojlanish yo'llari va qonuniyatlarini tadqiq etish, unga oid mavjud mulohazalarni yangicha qarash, tamoyil, mezon va dalillar asosida tahlil etish, leksik-semantik va lingvopoetik aspektda maxsus o'rganish, mantiqiy-psixologik, lisoniy va poetik xususiyatlarini yaxlit tahlil etish, lisoniy va poetik xususiyatlari bo'yicha ilmiy fikrni shakllantirish

muhim bo'lib turibdi. Antonomaziya nomning ko'chishiga asoslangan, ya'ni ob'ektning ma'lum bir xususiyat-harakati boshqa ob'ektda namoyon bo'lishining alohida hodisasidir. Keyingi davrlarga qadar antonomaziyani shunday tushunilib kelindi, shunday ta'riflash bilan cheklanildi va faqat nutqning stilistik hodisasi hamda vositasi deb qabul qilindi. Hozirgi davrga kelib esa uning mohiyat-mazmuni to'g'risida qarama-qarshi fikrlar bildirilmoqda. Bunday yondashuvlar antonomaziyani noto'g'ri tushunishni anglatmaydi, balki uning ba'zi jihatlarini yanada kengroq yoritishni, stilistik voqelikdan yanada kengroq hodisa ekanligini bildiradi. Antonomaziya lingvistik nominatsiya vositasidir, uning natijasida mutlaqo yangi ma'no guruhlarining tarkibiy, semantik va pragmatik xususiyatlari namoyon bo'ladi.

Antonomaziyalar og'zaki nutqda ham, badiiy matnda ham qo'llaniladi. Biroq ularning badiiy nutqda qo'llanishi nisbatan ko'proq uchraydi. Antonomaziyalar badiiy matnda ijodkorning sub'ektiv munosabatini ifodalab kelib, matnni shakllantirishda muhim vosita vazifasini bajaradi. Ular badiiy matnda metaforik ma'noda qo'llanilib, badiiy san'atlar va uslubiy figuralar yaratishga asos bo'ladi. Antonomaziyalarda ishora qilinayotgan tarixiy yoki badiiy faktning mashhur, ya'ni ko'pchilikka tanish bo'lishi muhim ahamiyat kasb etadi. Ishora qilinayotgan faktning mashhurlik va ma'lumlik darajasi qancha yuqori bo'lsa, uning mohiyat-mazmunini, ko'chma ma'nosini tushunuvchilar doirasi ham shuncha keng bo'ladi. Antonomaziyalar badiiy matnda quyidagi maqsadlar uchun qo'llaniladi: 1) ijodkorning fikrini yorqin, ixcham, aniq, ta'sirchan va yaqqol tarzda ifodalash uchun; 2) badiiy san'atni voqelantirish uchun; 3) matnning intertekstualligini ta'minlash uchun; 4) salbiy yoki ijobiy bahoni ekspressiv ifodalash uchun; 5) kuchli his-hayajonni ifodalash uchun; 6) obraz xarakteriga xos ayrim jihat va belgilarni bo'rttirib ko'rsatish uchun; 7) fikrni izohlash, tasdiqlash, dalillash uchun; 8) kitobxonning badiiy-estetik didi va dunyoqarashini mukammallashtirish va boyitish uchun.

Antonomaziyalar tarkibiga kiruvchi badiiy asar obrazlarining nomi – antroponimlarni shartli tarzda uch guruhga ajratish mumkin: 1) tarixiy antroponimlar; 2) mifologik antroponimlar; 3) xayoliy-to'qima antroponimlar. Antonomaziya sifatida qo'llaniladigan tarixiy antroponimlarga Kolumb, Iskandar, Hotam, Cho'lpon; mifologik antroponimlarga Odam Ato, Momo Havo, Masih; xayoliy-to'qima antroponimlarga esa Otello, Buratino, Kumush, Otabek kabilarni misol tarzida aytib o'tish mumkin. Ayonki, ifoda vositalarining yolg'iz o'zi mustaqil holda badiiylik kasb etmaydi va badiiy nutqni tashkil qilmaydi. Ular faqat badiiy matn ichida, asar mazmuniga bog'liq holda, boshqa tasvir vositalari bilan birgalikda ma'lum ma'no kasb etadi, muayyan badiiy vazifani bajaradi, tasvirlanayotgan voqea-hodisani va unga xos xususiyatlarni yanada bo'rttirib va umumlashtirib ko'rsatishda muhim vosita bo'ladi. Ifodaviy vositalar, jumladan, antonomaziyalar badiiy nutq tarkibida o'z ma'nolaridan boshqa ma'no tovlanishlariga, ko'chma ma'nolarga, majoziy xususiyatlariga ega bo'lgan so'zlar bo'lib, ular badiiy nutq ta'sirchanligini, emotsionalligini oshirishga, tarbiyaviy-estetik vazifasini konkretlashtirishga

imkon beradi. Mubolag'asiz aytish mumkinki, o'zbek mumtoz adabiyotidagina emas, balki Sharq mumtoz adabiyotida, qolaversa, jahon adabiyotida miqdor nuqtai nazardan eng ko'p antonomaziyalarni qo'llagan shoir, shubhasiz, Alisher Navoiydir. Uning birgina "G'aroyib us-sig'ar" devonida yetmishga yaqin antonomaziya qo'llanilgan. Ayrim qiyosiy tahlillar shuni ko'rsatdiki, bunday miqdordagi antonomaziyalar Alisher Navoiydan avval ham, keyin ham ijod etgan shoirlar ijodida mavjud emas. Bu Alisher Navoiyning mazkur badiiy san'at turini yuksak darajada taraqqiy ettirganligini dalilovchi faktlardan biridir. "G'aroyib us-sig'ar" devonidagi antonomaziyalarni quyidagi guruhlar bo'yicha tasniflash mumkin:

1) tarixiy shaxslar nomi. Bunday antonomaziyalar real, ya'ni hayotiy shaxslar nomidan iborat bo'ladi. O'z o'rnida bu guruhdagi antonomaziyalarni ikkita kichik guruhga ajratish mumkin:

a) hukmdorlar va payg'ambarga yaqin kishilar nomi: Sikandar // Iskandar, Doro, Bilol, Suhayb va boshq.

Misol:

Qachonkim zohir etsang «tanzi' -ul -mulk»,

Sikandarning bo'lub mag'lubi Doro.

[Navoiy, 15]

Tavsifi: yomonlik va yaramasliklaringni ochiq-oshkor yuzaga chiqarsang, bilintirsang, paydo qilsang, bilgilki, Iskandarning mag'lubi Doro kabi bo'lasan. Ma'lumki, Doro qadimgi Erondagi axomaniylar sulolasiga mansub podshohlar bo'lib, ular miloddan avvalgi 522-331 yillarda hukmronlik qilgan. Axomaniylar sulolasining eng oxirgi podshosi Doro III (Kodoman) yunon hukmdori Iskandar Zulqarnayn bilan bo'lgan jangda (mil. av. 331) mag'lubiyatga uchraydi va Sharqiy Eronga qochadi. U yerda o'z amaldori, Baqtriya satrapi (hokimi) Bess tomonidan o'ldiriladi. Alisher Navoiy mazkur baytida ana shu tarixiy shaxs va voqeaga ishora etadi.

b) shoirlar nomlari va taxalluslari: Lutfiy, Mavlaviy, Nizomiy, Firdavsiy Amir Xusrav Dehlaviy, Hofiz Sheroziy va h.k.

2) badiiy asarlardagi to'qima obrazlar nomi: Farhod, Shirin, Layli, Majnun (Qays), Rustam, Bahrom, Xusrav h.k. Alisher Navoiy muhabbat mavzusidagi asarlarida ko'pincha Sharqda keng tarqalgan «Farhod va Shirin», «Layli va Majnun», «Tohir va Zuhro» kabi qissa va dostonlarning qahramonlari nomiga ishora qiladi.

Sendin o'rgangan kibi Laylou Shirin zulmi kin,

Mendin o'rganmak kerak Majnun bila, Farhod ishq.

[Navoiy, 87]

baytida shoir «Farhod va Shirin» hamda «Layli va Majnun» dostonlariga, ulardagi Farhod va Shirin, Layli va Majnunlarning ilohiy, beg'ubor, samimiy sevgisiga ishora etadi.

3) diniy-afsonaviy, mifologik qahramonlar nomi. Tilshunoslikda bunday nomlar agionim (yun. muqaddas, ilohiy nom)lar deb yuritiladi va unda muqaddas deb bilinadigan ob'ekt nomlari o'rganiladi. Alisher Navoiy devonida Odam, Iso, Nuh, Sulaymon, Xizr, Yusuf, Yaqub kabi payg'ambarlar nomlari antonomaziya sifatida keltirilgan. Misol:

Nuh umriyu Sulaymon mulkiga yo'qtur baqo,

Ich, Navoiy, bodakim olam g'ami behudadur.

[Navoiy, 118]

Shoir ushbu baytda aytmoqchi, Nuh umri va Sulaymon mulkiga boqiylik, abadiylik yo'q, ular o'tkinchi, ey, Navoiy, shu uchun boda (may) ich, olam g'amini yemoq behudadir. Baytda ikkita shaxs nomi: Nuh va Sulaymon tilga olingan. Ular bo'yicha Sharq xalqlarida turli afsona va rivoyatlar yaratilgan, "Qur'on"da ham bu rivoyatlar uchraydi. Ma'lumki, Nuh payg'ambar eng uzoq umr ko'rgan payg'ambar hisoblanadi. Sulaymon esa Dovud payg'ambarning o'g'li bo'lib, u o'n to'qqiz aka-uka orasida eng donishmandi bo'lgan. U barcha yer yuzidagi odamlarnigina emas, hayvon, qurt-qumursqa va qushlarga ham hukmronlik qilgan. Alisher Navoiy mazkur baytida Nuh payg'ambarning uzoq umriga, Sulaymon payg'ambarning esa cheksiz hokimiyatiga ishora etadi. She'rdagi antonomaziyalar shoirning xilma-xil, turli-tuman badiiy niyatlarini namoyon etuvchi muhim uslubiy vosita sifatida voqelangan. Yuqorida keltirilgan misollar shundan dalolat beradiki, antonomaziyalar o'zida ijtimoiy-tarixiy, madaniy, geografik, falsafiy, siyosiy, ma'rifiy, adabiy axborotni saqlovchi potentsial birliklardir. Ular xuddi metafora, o'xshatish, maqol, iboralar kabi tilimizning boyligi hisoblanadi va til egalarining xotirasida muntazam saqlanib turadi.

Alisher Navoiy badiiy asarlaridagi antonomaziyalar, asosan, ot so'z turkumidagi so'zlar asosida shakllantirilgan. Ularning ko'pchiligi arab tilidan o'zlashgan atoqli otlardir. Miqdor jihatdan to'qima obrazlar, diniy-afsonaviy (mifologik) qahramonlar nomlari hukmdorlar nomlariga nisbatan ko'p uchraydi. Adib asarlarida qo'llangan juda ko'plab antonomaziyalar hozirgi o'zbek badiiy adabiyotida an'anaviy tarzda hozir ham faol qo'llanishda davom etmoqda. Ular o'zbek xalqining turmush tarzi, madaniyati va adabiyotiga chuqur singib, uning ijtimoiy tafakkuri, estetik didi va ahloqiy qarashlari taraqqiyotiga ijobiy ta'sir ko'rsatib kelayotganligini alohida ta'kidlash o'rindir.

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## **IMPLEMENTING COMMUNICATIVE LANGUAGE TEACHING (CLT) AMONG THE STUDENTS OF MEDICAL UNIVERSITIES**

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**Annotation:** The article analyzes the possibilities of using the language for special purposes in improvement and training CLT and reveals the content of the basic concepts of the study. The drawbacks in traditional work on the lexical side of speech are highlighted. Justified the need creating methods that would allow building training communicative skills based on needs analysis students.

**Keywords:** CLT, trainer, medical university, skills, analyze, model, tests, methodology.

To become a modern medical specialist, possessing modern advanced and foreign medical technologies, largely depends on how a person able to extract professionally oriented information not only in native language, but also in a foreign language. In this regard, a problem is revealed in communicative teaching of English to medical students with a maximum understanding of special information.

Hence it follows that the priority direction of the system of improving education is currently associated with the development of theoretical and methodological foundations for the design of teaching technologies that ensure the diversified development of foreign language communication skills of students, as well as their ability to quickly and efficiently process foreign language information in effective ways and means. All this determines the training of new personal qualities, active life positions, a rational attitude to the world around, development of both professional thinking and outlook of trainees.

However, the successful teaching of students to this course is difficult due to the lack of the necessary psychological and pedagogical conditions: insufficient scientific and theoretical substantiation of the place and role of this discipline in the general system preparation of the future doctor, weak software and methodological support. The main disadvantages of organizing the language training of

students at a medical university are the lack of time for foreign language; low level of language competence of applicants; lack of the CLT methodology for a foreign language that takes into account the specifics of the interdisciplinary training of medical students.

Moreover, the article emphasizes the fact that implementing CLT for undergraduate medical students improves their competency, increases patient satisfaction and clinical outcome. CLT during formative years is a positive investment for the better future health of the society. "Regular courses on effective communication should be included in the medical school schedule and the CLT skills can be imparted to medical students by the faculty, practiced to increase competency, used to build doctor-patient relationships and enhance health outcomes" [A. Artyukhina].

The ability to communicate effectively is a core competency for medical practitioners. Advantages of effective communication cannot be emphasized enough. Despite of increasing awareness of communication skills in modern medical practice, the training of CLT has not been incorporated in their syllabus yet. Best teaching practices and evaluation methods to improve the CL skills of medical students, to communicate optimally with patients, families, and health team members can be included in undergraduate years. In this case, it is found out that student' skills and confidence in communicating with patients had increased after these trainings.

It is worth paying attention to the fact that the higher the level of interest of medical students in the study of a foreign language, which is based on internal (personal desire to learn a foreign language, interpersonal relationships in the study group, positive attitude towards professional training) and external motives (interdisciplinary connections, clear knowledge control, isolation and differentiation the learning process, the system of encouragement and incentives), the more effective the educational process.

The desire to get new knowledge based on CLT will be the motivation in the case when the student understands that the foreign language is a way to obtain professionally valuable information from foreign literature.

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**IMPLEMENTING INTERACTIVE LEARNING TECHNOLOGIES IN DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE IN TEACHING FOREIGN LANGUAGES.**

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**Annotation:** This article is discussed relevance interactive learning technologies in formation students' communicative competence in teaching foreign language. This dictates the need for a high-quality preparation of the teacher of English who is able to act as an active subject of the professional activity and who has high levels of communicative competence. Interactive learning within the English language teaching provides a full communication between the students and the formation of skills of solving communicative tasks. The communicative competence defined as a significant component of the key competencies and the result of modern education includes linguistic, discourse, sociolinguistic and sociocultural competences as well as socio-personal interactive component correlated with cooperation and tolerance of the student.

**Keywords:** communicative competence, interactive learning, foreign language communication, professional education, intercultural interaction, the English language, technology.

The modern requirements for the foreign language proficiency in high school include the presence of foreign language communicative competence of future specialists. It is defined as a certain level of language proficiency, speech and social-cultural set of knowledge, skills and abilities that enable to vary acceptably and appropriately their communicative behavior in a communicative way depending on the functional predictors of foreign language communication and creates the basis for the qualified information and creative activities in various fields. The structure and the levels of foreign language communicative competence of students are correlated with the willingness of the student to use the possibilities of foreign language for professional self-education [Morozova A.L. 2010;56].

The cognitive level of the development of this competence (pedagogical and linguistic knowledge) implies the development of theoretical readiness, operational (foreign language communicative skills)—the formation of the technological readiness, personal and professional (the qualities of the teacher and the experience of practice-based foreign language communication) reveals through the professional and personal readiness of the student. The analysis of the scientific research and the experience of practical activity in the field of foreign language training of students revealed the



contradiction between the objective need for the formation of students' foreign language communicative competence and the lack of the scientifically pedagogical bases and the complex of pedagogical conditions for its formation in the system of the high school education. The distinguished contradiction helped to define the research problem: what are the forms, methods and pedagogical conditions of the formation of foreign language communicative competence of students as future teachers of the English language through an interactive learning. The analysis of scientific studies has shown that the problems of formation of communicative competence arouse a constant interest in the field of foreign language education.

The requirements for professional communicative competence of future teachers of foreign language include such speech quality and speech behavior as the correctness, accuracy, clarity, expressiveness, richness of language; logic, argumentation, evidence of given conditions, the ability to defend own point of view in a dispute; the ability to listen to the communication partner, tact, care; the ability to build a strategy of speech behavior in different situations. A whole complex of forms and methods for developing students' communicative competence should be directed to the acquisition of speech skills which permit to effectively solve professional (in this case, teaching) tasks. The analysis of the structure of professional activity of future teachers of foreign language shows that it does not take into account the modern training requirements to the professional development which are expressed in the English language as an important part of their communicative competence [Emadi, M. F. 2013.p.87].

Teaching foreign language communication in the context of dialogue of cultures implies the creation of didactic methodological conditions for the comparative humanistic oriented study of foreign languages and native cultures while forming the integrative communicative skills of intercultural communication, whereas the methodical dominant is the orientation on the formation of future professionals as subjects of the dialogue of cultures.

The basic principles of the communicative-oriented socio-cultural education of students in the conditions of foreign language communication include the following:

- The principle of intensive intellectualization of the educational communicative activity of students;
- The principle of taking into account the profiles of preparing majors in language faculties;
- The principle of balance of the academic and extracurricular activities of students in obtaining the rules of intercultural communication;
- The principle of humanistic psychological component of foreign pedagogical language communication.

Sociocultural approach to the language education is that communicative-oriented teaching the English language as a mean of intercultural communication is closely connected to the intensive use of it as a tool of knowledge: global culture, national cultures and social subcultures of the people of the country of the studying language and its reflection in the way and style of life; spiritual heritage and

historical memory of the country and the people; the way of achieving intercultural understanding. Socio-cultural education in the process of learning English is first of all aimed at:

- 1) The development of the world view of students and their perception of the history of mankind, of their country, the self-perception as the holder of national values, the understanding of the interdependence between the personality and people;
- 2) The development of communicative culture of students, their spiritual potential, a global mindset, awareness of responsibility for their future, the future of their country;
- 3) The training the ethically acceptable forms of expression in society;
- 4) The teaching the ethics of discussion communication and the ethics of interaction with people having different views;
- 5) The development of needs in education

Socio-cultural education in the process of learning English is a part of language education with the students' development the integrative skills to communicate in this language in all forms of the educational process's organization.

In terms of the formation of socio-cultural competence of students in learning the English language there can be distinguished the following: the formation of ideas about the culture of oral and written communication in English; the knowledge of linguistic and linguistic variation of the English speech in terms of formal and informal communication; learning the rules of formal and informal speech behavior in English; the formation and development of skills to use language as a tool of intercultural communication; learning the ability to describe own culture in the English language adequately; learning the communicatively getting used to an English-speaking environment (within familiar topics, situations in domestic, administrative, educational or communication fields of communication); learning the strategies of self-education based on the use of remote means of language training (including communication with other cultures representatives via the Internet); the formation of concepts about equivalent and non-equivalent vocabulary; developing bilingual skills: to find English words to describe Russian realities in the English language; to identify non-equivalent vocabulary; to explain the value of the non-equivalent words in the foreign or in the native language; use correctly non-equivalent language in communicative situations in the language [Popova T.P. 1999:38].

The use of interactive technologies during the English language lessons implies the organization and the development of such a dialogue communication that leads to the understanding, interaction and cooperative solving the training tasks. The interactive form of teaching implies different methods: the method of problematic exposition; presentations, discussions, case studies, group work, brainstorming, the method of critical thinking, quizzes, mini-researches, business games, role plays, the method of questioning and others. The examples of such training can be the following: discussion of the text, the

method of quiz, work with documents and information sources, the analysis of the fellow student's written work, the method of specific situations, etc. Within the use of educational business games various aspects of the professional activities of the trainees are modeled, providing the conditions of an integrated application of existing knowledge of the language, the improvement of foreign language skills and the more complete proficiency in the English language as a mean of professional communication and the subject of study, in which the implementation of the roles and of the various game items takes place. There are also various modifications of business games: imitational, operational, role plays, "business theatre", psycho and sociodrama. [Chetverikova, 2004:137-141].

Cooperative learning is a model of organizing the activities of the trainees in small groups. One of the options is a "student team learning". This method pays special attention to the "team goals" and the success of the entire group (team success), which can be achieved only as a result of independent work of each member of the group (team) in constant interaction with other members of the same group while working on a subject or an issue of the study. As an interactive English teaching technology one can select the language portfolio. It is a new method of teaching, which allows the development of productive activities as well as the personal development of the student as the subject of the educational process. Language portfolio can be defined as a set of working materials, which reflects the result of student learning activities in a particular area of the English language, and the experience of training activities in this area as well.

The project method is based on modeling the students' social interaction in a study group during the class. The projects are divided into: creative, research, game, practically oriented, informational, etc. At the same time students take different roles and prepare for their implementation in the process of solving problems in real situations of interaction. Case-study is a method of active learning of life situations, based on the organization of discussions on the specific issues. Trainees are encouraged to understand the situations of professional activities, which need the solution of a problem. The case method is particularly successfully used only in combination with other methods of teaching foreign languages (modeling, system analysis, mental experiment, problem method, classification method, game methods, "brainstorming" and discussion). The satisfactory information about the effectiveness of the competence and interactive approaches in students' formation of foreign language communicative competence in learning the English language through interactive learning technologies was obtained while testing the separate components of the communicative competence. The intensifying the scientific ideas about the formation of foreign language communicative competence of students in the process of teaching foreign language, namely, the nature, content and structure of foreign language communicative competence are specified.

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**SIYOSIY TILNING IJTIMOIIY-MADANIY XUSUSIYATLARI**  
**(Socio-cultural features of political language)**

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**Annotatsiya:** Mazkur maqolada siyosiy tilning o'ziga xos jihatlari, siyosiy falsafiy asoslari va diskursning mazmun-mohiyati atroflicha o'rganilgan. Siyosiy til ijtimoiy-siyosiy o'zgarishlarni tahlil qilish va o'rganish uchun keng imkoniyat beradi, hodisalarni falsafiy jihatdan tadqiq etishga ko'maklashadi. Til vositasida ifodalangan siyosiy so'zlar yordamida siyosiy voqelikning ob'ektiv mazmun-mohiyatini chuqur o'rganib, bu borada muayyan dunyoqarashga ega bo'lamiz. Bunday tushunchalarning o'ziga xosligi murakkab xarakterdagi siyosiy voqelikning umumiy xossalarini o'rganishga, ular zamiridagi haqiqatni idrok etishga imkon beradi.

**Annotation:** This article examines the specifics of political language, political philosophical foundations and the content of discourse. Political language provides ample opportunity to analyze and study socio-political changes, facilitating the philosophical study of events. With the help of political words expressed through language, we can deeply study the objective content of political reality and gain a certain worldview in this regard. The specificity of such concepts allows us to study the general features of political reality of a complex nature, to understand the truth behind them.

**Kalit so'zlar:** siyosiy til, siyosiy mant, tabiiy til, ixtisoslashgan til, siyosiy jarayonlar, siyosiy madaniyat

**Keywords:** political language, political text, natural language, specialized language, political processes, political culture

Hozirgi kunda, buyuk qadriyatlarimizning mazmunini o'zida ifodalovchi milliy tilimizning boy imkoniyatlaridan samarali foydalanilmoqda. Bu borada mamlakatimizda e'tiborga molik ishlar amalga oshirildi. Istiqloq yillarida o'zbek tilining qo'llanish doirasi amalda nihoyatda kengaygani, uni ilmiy asosda rivojlantirishga qaratilgan tadqiqotlar, tilimizning o'ziga xos xususiyatlariga bag'ishlangan ilmiy va ommabop kitoblar, o'quv qo'llanmalari, yangi-yangi lug'atlar ko'plab chop etilayotgani jamiyat tafakkurini yuksaltirishga o'z hissasini qo'shmoqda.

Ayniqsa, davlat tilining xalqaro miqyosda ham faol muloqot vositasiga aylanib borayotgani e'tiborlidir. Xususan, xorijiy mamlakatlar rahbarlari bilan bo'ladigan uchrashuv va suhbatlar, muzokaralar, tegishli hujjatlarni imzolash marosimlarida, nufuzli sammitlarda, rasmiy matbuot anjumanlarida o'zbek tilining o'rni va ahamiyati ortib borayotgani hammamizga g'urur-iftixor bag'ishlaydi.

Shu nuqtai nazardan qaraganda, bugungi kunda mamlakatimiz ravnaqi tilimiz rivoji va hayotga joriy etilishi bilan chambarchas bog'liqdir. Til – siyosiy hayotning asosi, binobarin, milliy til rivojlanmasa siyosiy ong ham o'smaydi. Shu nuqtai nazardan, tilning siyosiy jihatlarini, ayniqsa, siyosiy lingvistikadagi muammoli masalalarning mazmunini, ular orasidagi o'zaro bog'liqlikni va siyosiy diskursning ma'nosini belgilaydigan asosiy g'oyalarni siyosiy-falsafiy jihatdan tadqiq qilish muhim ahamiyatga ega.

Siyosat va uning institutlari jamiyatdagi til imkoniyatlarisiz o'z maqsadlarini amalga oshirolmaydi. Ayni vaqtda, tilning o'zi ham siyosatning u yoki bu tarzidagi ta'siriga uchraydi. Ma'lumki, til davlat tomonidan alohida siyosat va rejalashtirish ob'ektiga aylanib boradi. Adabiyotlarda “maxsus siyosiy til”, “siyosatning funktsional uslubi”, “siyosatning maxsus lug'at tarkibi”, “maxsus siyosiy leksika” singari iboralar uchraydi. Bizning nazarimizda, “siyosat tili” va “siyosiy ibora” tushunchalari, birinchidan, sinonimlar, ikkinchidan, “maxsus siyosiy til” va “siyosatning funktsional uslubi” iboralariga nisbatan birmuncha umumiyroq tarzda namoyon bo'ladi. Binobarin, ular biz o'rganayotgan fenomenni imkon qadar to'la qamrab oladi. [Лыман, Н., 2001:23]

Endi siyosat tilining o'ziga xosligi nimadan iborat degan savolga javob berishga harakat qilamiz. V.Shmidt uni quyidagicha izohlaydi: “Siyosiy leksikaning umumiy alomati uning mafkuraviyligidadir”. Bu fikrga qo'shilish mumkin emas deb hisoblaymiz. Chunki, birinchidan, mafkuraning siyosiy, huquqiy, diniy va boshqa turlari mavjud. Albatta, V.Shmidt boshqacha mafkurani emas, aynan siyosiy mafkurani

nazarda tutayotganligi tushunarli. Ikkinchidan, siyosiy ong siyosiy mafkuraga borib taqaladimi? Bunga ham qo'shilib bo'lmaydi. Uchinchidan, mafkura shunday ma'naviy hosilaki, unda voqelik xususiy manfaatlar prizmasi orqali aks etadi. Ongda ijtimoiy voqelikni bunday ifodalash siyosiy ongdir. Biroq bu tugal xulosa emas, chunki unda esa ijtimoiy psixologiya qaror topgan. Endi yana siyosat tiliga qaytamiz. Buning uchun umumiy o'ziga xosligini aniqlab olishimiz zarur. Til doimiy o'zgarib turuvchi, jamiyat va madaniyatda qator, ya'ni ifodalash, anglatish, o'rganish, axborot yetkazish, kommunikativ kabi vazifalarni bajaruvchi tizimdir. U axborotni saqlash, jamlash va yetkazib berish, insoniy faoliyat, fe'l-atvorni boshqarishning o'ziga xos ijtimoiy-madaniy vositasi hamdir.

Odatda, tadqiqotchilar tilning amal qilishi va rivojlanishida "ikki o'zaro bog'liq tomonlarni ajratib ko'rsatadi: til tuzilmasi va til ijtimoiy funktsiyalarining rivojlanishi jarayonlarga ongli aralashish uchun imkon yaratadi". Bizning fikrimizcha, bunday mustaqillik garchi turli tarixiy davrlar va siyosiy tartibotlar sharoitida kechiksa-da, mutlaq mustaqil hodisa emas. Chunki til ijtimoiy va ijtimoiy-tarixiy fenomen sifatida namoyon bo'ladi. Ayni vaqtda, o'z tuzilmasi yoki qurilishi jihatidan olingan til ijtimoiy vazifalariga ko'ra tanlangan tilga nisbatan mustaqilroq bo'ladi. Biroq bu barcha tillarga tegishli xususiyat sifatida qabul qilinadi. Bundan esa siyosat tilining o'ziga xosligini ajratib ololmaymiz. Endilikda tilni jamiyat va madaniyat kontekstida qarash lozim. Bu yerda bir qator tillarni ajratib ko'rsatish mumkin. Bunday o'zgaruvchan holat jamiyat va madaniyat murakkab tuzilmaga ekanligidan kelib chiqadi. Shuningdek, madaniyatning ham turli sohalari (fan, din, san'at, siyosat, huquq va h.k.) mavjud. Bunday sohalarning har birida o'z tili shakllanadi. Jamiyatdagi bu ixtisoslashgan sohalar bilan bir qatorda kundalik hayotning uncha qat'iy belgilanmagan sohasi ham mavjud. Unda "tabiiy til" deb atalmish til, ya'ni ko'plab asrlar davomida shakllangan va kishilarning kundalik hayot faoliyati va o'zaro munosabatlari vositasi bo'lib xizmat qilgan faoliyat shakli sifatida namoyon bo'ladi. Rivojlangan madaniyatda bu til ikkita asosiy, ko'pincha aniq chegaralanmagan ko'rinishda mavjud bo'ladi: 1) oddiy xalq tili ko'rinishida; 2) adabiy til ko'rinishida. Tabiiy til ixtisoslashmagani uchun funktsional bo'lmagan til hisoblanadi. [Бахтин М.М., 1979]

Jamiyatning nisbatan mustaqil sohasiga xizmat ko'rsatuvchi tillar ushbu sohalar ichida yaratiladi va shuning uchun ham ixtisoslashgan tillar deb ataladi. Albatta, bunday til tabiiy tilsiz (birinchi navbatda, adabiy tilsiz) mavjud bula olmaydi. Biroq tabiiy til ham bu yerda o'zi qo'llanilayotgan til sohasiga bo'ysundirilgan bo'ladi. Ixtisoslashgan til maxsus soha va faoliyatga (kasbga, mashg'ulot turiga va h.k.) xizmat ko'rsatadi, shuning uchun funktsional tildir. Shu o'rinda ta'kidlash joizki, har qanday til - funktsional til ham, funktsional bo'lmagan til ham tuzilmali va funktsional tomonlarga ega. Binobarin, mazkur holatda gap tilning funktsional tizimi to'g'risida emas, balki butun tilning funktsionalligi to'g'risida bormoqda. Siyosat tili yoki siyosiy tilning o'ziga xosligi shundan iboratki, u siyosatni amalga oshirish, siyosiy maqsadlarga erishish vositasi sanaladi. Shu jihati bilan u yuridik, ilmiy, falsafiy tibbiyot

va boshqa har qanday funktsional tildan farq qiladi. Biroq siyosat tili tilning barcha qolgan qismlari, umumiy til lug'at tarkibi bilan chambarchas bog'liqdir. Ayni vaqtda, siyosat tili tibbiyot, texnika yoki yuristprudentsiya tilidek aniq ajralib turmaydi. Shu asnoda siyosat tili va umumiy til lug'at tarkibi o'rtasida doimiy o'zaro almashuv boradi: siyosiy atamalar, so'zlar va iboralar umumiy til lug'at tarkibi boyligiga aylanadi, aksincha, umumiy til lug'at tarkibidagi ko'p so'zlar va iboralar siyosat tili tarkibiga o'tadi. Shu tariqa, siyosiy atamalar u yoki bu darajada o'zining terminologik xususiyatini yo'qotadi, umumiy til lug'at tarkibidagi so'zlarga esa maxsus (siyosiy) ma'nolar beriladi. "Yuqorida keltirilgan qarama-qarshi tendentsiyalar natijasi,- deb ta'kidlaydi V.Shmidt, - siyosiy til va umumiy til omonimlarining birgalikda mavjud bo'lishidir". Siyosiy tilning o'ziga xos xususiyatlarini yana quyidagilar bilan izohlash mumkin, birinchidan, siyosat jamiyatning turli-tuman sohalari va darajalari bilan o'zaro munosabatga kirishadi, bu ko'pincha bevosita va boshqa sohalarga nisbatan ko'proq yuz beradi. Chunki siyosat butun jamiyat uchun mo'ljallangan (albatta, gap ichki siyosat to'g'risida bormoqda), siyosiy jarayonlar aholining barcha guruhlari va qatlamlarini qamrab oladi. Ikkinchidan, tilning bu shakli siyosiy kurash, munozaralarda, o'z yo'lini ishonchli qilib ko'rsatish va boshqa holatlarda ishlatiladi. Uchinchidan, siyosat tilining eng jiddiy xususiyatlaridan yana biri u kimga yo'naltirilgan bo'lsa, uni ishontirishdir.[ Шмидт В., 1979:45]

Siyosat tili bir turlik va yaxlit narsa emas. U muayyan tuzilishga ega. Bu tuzilishni: 1) yadro va uning atrofidagi bir qator jamlangan doiralar; 2) bir-biriga nisbatan bo'ysundirilgan qator bosqichlar ko'rinishida tasavvur qilish mumkin. Bizning nazarimizda, bu ikki model bir-birini to'ldiradi, alohida olinganda esa ular siyosat tilining butun tuzilmasini aks ettirmaydi. Birinchi modelda maxsus siyosiy atamalar asos vazifasini o'taydi. U siyosat sohasidagi muhim vazifani o'z zimmasiga oladi. M.M.Baxtin atamaning o'ziga xosligi haqida shunday yozadi: "Atamada u chet tildan kirib kelmagan bo'lsa-da, ma'nolarning barqarorlashuvi, metafora kuchining zaiflashuvi yuz beradi, ko'p ma'nolilik yo'qoladi. Atamaning bir ma'noli ekanligi uni boshqa tushunchalardan alohida ajratib turadi". Bizning nazarimizda, siyosiy atamalar doimo ham qat'iy bir ma'noli bo'lavermaydi. Turli siyosiy tizimlarda aynan bir ma'noli so'zlar butunlay qarama-qarshi fikrlarni ifodalashi mumkin. Bunday holatni huquq, tibbiyot va texnika va boshqa sohalarda ham uchratish qiyin. Ma'lumki, siyosat tashqi va ichki siyosatga, ichki siyosat esa bir qator bo'limlarga (iqtisodiy siyosat, madaniy siyosat ta'lim sohasidagi siyosat va boshqalarga) bo'linadi. Shuning uchun siyosat tilining negizida, uning terminologiyasida quyidagilar yotadi: a) barcha siyosat (ya'ni ham ichki, ham tashqi siyosat) uchun umumiy bo'lgan atamalar; b) tashqi va ichki siyosatga mansub bo'lgan atamalar ajratib ko'rsatiladi. Biroq ichki siyosat, o'z navbatida, tarmoqlarga bo'linadi. Binobarin, bu yerda ham butun ichki siyosat uchun umumiy bo'lgan atamalar va uning tarmoqlaridan faqat biriga xos bo'lgan atamalar ajratib ko'rsatiladi. Siyosat tilda madaniyatning turli sohalari va aholining turli qatlamlaridan o'zlashtirilgan, targ'ibot, siyosiy tadbirlar mohiyatini izohlash,

ommaga tanilish, ya'ni jamoatchilik bilan aloqalarni mustahkamlash maqsadlarida qo'llaniladigan leksika o'z ifodasini topadi.[ Бахтин М.М., 1979:36]

Siyosiy tilning yuqori bosqichini rasmiy til egallaydi. Bu tashqi siyosiy faoliyatda turli-tuman deklaratsiyalar, bayonotlar, memorandumlar, notalar, ichki siyosiy faoliyatda esa siyosiy dasturlar, dekretlar, qarorlar, farmonlar va boshqalar tilidir. Bu til qat'iy tanlab olingan, sinovdan o'tgan atamalardan tashkil topadi. Ular hissiy jihatdan betaraf va asosan tinglovchilarning intellektual darajasiga mo'ljallangan. Undan quyiroqda esa muloqotlar tili joylashadi. Uning vazifasi muloqotda ishtirok etuvchi tomonlar o'rtasida (bular boshqa davlatlar, partiyalar yoki tashkilotlarning vakillari bo'lishi mumkin) kelishuvga erishish yoxud loaqal til darajasida manfaatlar umumiyligini ta'minlashdir. Diplomatik muloqotlar tili ushbu darajaga mansubdir. Mazkur darajadagi til uncha rasmiy emas, atamalarda va shakllanishda birmuncha moslashuvchanroq. Undan yana quyida siyosiy tarbiya tili joylashadi. Uning vazifasi – me'yoriy tuzilmalarga erishish va fuqarolarda siyosiy yondashuvlarni shakllantirish hisoblanadi. Ushbu darajadagi til hissiyligi, ifodaliligi, moslashuvchanligi va dalil-isbotlarga tayanishi bilan xarakterlanadi. Siyosiy tarbiya tili ta'lim sohasida, ommaviy kommunikatsiya vositalarida keng qo'llaniladi. Siyosat tili tuzilmasining eng quyi darajasini siyosiy targ'ibot tili tashkil etadi. U siyosiy nutqlar, partiyalarning baholar va fikrlar tuzilmasini o'zgartirish yoki aksincha, ularni mustahkamlash uchun targ'ibot jarayonlarida ishlatiladi. U ko'p jihatdan siyosiy tarbiya tiliga o'xshashdir, ammo undek moslashuvchan va dalillarga to'la emas. Bu tilda maxsus siyosiy atamalar deyarli qo'llanilmaydi, biroq qochirim, kesatiq, baho berishdagi mubolag'a va boshqalardan foydalaniladi. Bu til saylov kampaniyalarida, xususan, RR texnologiyalardan foydalanilayotganda keng qo'llaniladi.[Xonazarov Q, 2009:136]b

Siyosiy targ'ibot darajasidagi til ancha mavhumdir. Buning sababi u imkon qadar keng auditoriyaga mo'ljallanganligidir. Unda shiorlar alohida o'rin egallaydi. Bular o'ta funktsional so'zlardir; bular fikrlarni shakllantirish va ularni o'zgartirish sohasidagi ommabop nutqning ajralmas qismidir. So'z o'z-o'zidan shiorga aylanmaydi. Masalan “demokratiya”, “taraqqiyot”, “birdamlik” kabi so'zlar fan tilida shior ma'nosida qo'llanilmaydi. Bular tushunchalar hisoblanadi. Shiorbop so'zlar esa tushunchalar emas, balki nutq, siyosiy nutq fenomenidir. Shu asnoda shiorbop so'zlarda ularning axborot jihati ikkinchi o'ringa tushib qoladi va hatto butunlay siqib chiqarilishi ham mumkin. Natijada, ularning o'rnini esa funktsional ahamiyatga ega bo'lgan mafkuraviy jihatlar egallaydi.

Xulosa qilib aytganda, insonning siyosiy madaniyati uning lisoniy olamida muhim o'rinni egallaydi. Ya'ni uning siyosiy madaniyat darajasi qanchalik yuqori bo'lsa, o'zining bu boradagi fikr-mulohazalarini ravon va mantiqiy izchillikda yetkazib beradi. Bu siyosiy g'oyalar sub'ektning o'z fikrini aniq tarzda yetkazib berish maqsadida til strukturasi, ayniqsa, uning lisoniy qurilishidagi o'zgarishlardan samarali foydala olishida namoyon bo'ladi.



Tilda siyosiy maqsad va manfaatlar, dunyoqarash, his-tuyg'ular o'z aksini topadi. Shuningdek, til har qaysi millatning ijtimoiy-siyosiy taraqqiyotiga mos tarzda rivojlanib boradi. Ya'ni til jamiyat hayotining barcha sohalarida amalda bo'lib, ijtimoiy-siyosiy taraqqiyot strategiyasini belgilashga xizmat qiladi. Zero, til halqning ruhiyati, yashash tarzi mahsulidir. Shu nuqtai nazardan qaraganda, har bir millat o'z tilining taraqqiyoti uchun qayg'uradi, rivojlanish asoslarini mustahkamlashga harakat qiladi. Bu jarayon esa tilning siyosiy-falsafiy asoslarini tadqiq etganda yanada chuqurroq ma'no-mazmun kasb etadi.

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### **THE USE OF MODERN TECHNOLOGIES IN THE FORMATION OF PROFESSIONAL COMPETENCIES OF ESP STUDENTS**

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**Annotation:** The article is devoted to the process of formation of the professional competence of students of pedagogical higher education institution. The paper focuses on the modern educational technologies. Foreign language teachers use modern educational technologies to form the professional competence of students in Journalism and Mass Communication University of Uzbekistan. This article gives a brief overview of the analysis of ways of acquiring new knowledge; provide an opportunity to master a higher level of personal social activity; create such learning conditions in which students cannot

fail to learn; stimulate students' creative abilities; help to bring studies closer to professional practice, form not only knowledge, skills and abilities in the specialty, but also an active life position.

**Keywords:** competence, professional competence, modern educational technologies, social and professional success, techniques, politician, political decisions, self-education.

One of the main tasks of the modern higher education system is the training of a specialist due to his\her own independence and originality of thinking is able to acquire new knowledge and analyze it independently, to be competitive in the labor market. Development and the use of modern educational technologies aimed at the training of a specialist of this level is becoming an important direction in the development of the modern system of higher education.

The application and integration of technology in English for Specific Purposes (ESP) contexts may pose challenges and create opportunities which might be different from the ones in English as a Foreign Language (EFL) contexts [Zimnaya, 2004]. Modern requirements in the labor market for graduates of educational institutions are radically changing the approach to training specialists. The secondary education system is designed to form a noble personality capable of achieving social and professional success in a competitive educational institution. According to the requirements of the State Educational Standard, a modern teacher must effectively manage the educational activities of students in order to obtain the planned result [Симаева, Н.П., 2010]

To achieve this goal, it is necessary to use various techniques and technologies. Studying the experience of using innovative methods in pedagogical activity, it is possible to highlight their advantages: they help to teach students active ways of acquiring new knowledge; provide an opportunity to master a higher level of personal social activity; create such learning conditions in which students cannot fail to learn; stimulate students' creative abilities; they help to bring studies closer to professional practice, form not only knowledge, skills and abilities in the specialty, but also an active life position [Selevko G.K, 2009: 286]. Using role-playing games in the lessons ("who are you", "plot-role-playing") as an active method of training, I was convinced of its necessity, because it helps to reveal the professional qualities of a future politician specialist. In practical classes on the "What makes a good politician?", students assign roles, gain skills for their future profession, and also learn the basics of making political decisions in conditions close to real ones, learn interaction, teamwork, responsibility for the result, develop stress tolerance, an active lifestyle. This method promotes rapid learning and self-education. When conducting classes in the form of organizing a "brainstorming", a dual task is solved: on the one hand, as a method, applied in the professional activity of politician, on the other hand, a teacher, because expert groups with the help of working hypotheses consider a wide variety of real situations, prove the importance of the decision made, gain professional experience. In the educational

process, I use personal and group projects (multimedia presentations, videos, thematic projects). The result of the projects is the development of the competence of social interaction, possession of professional terms, competencies.

It is known that a student learns when he works independently: solves professional tasks, draws up documents, communicates with external and internal users of information, etc. During the defense of their product, students learn to defend their position in a reasoned manner, to assess the facts of political activity. The project method is focused on achieving the goals of the students themselves, and therefore it is effective, since it forms the professional competencies of the future specialist. [Lakotsena T.P., Alimova E.E., Oganezova L.M., 2007:256]

In the formation of professional competencies of students, an important role is played by computer technologies involving the use of different educational programs [ Сидорова, Ю.В., 2012: 131–135]. In my lessons, I involve students in creating thematic presentations on the issues of educational material, using professional electronic resources of legal reference systems. This type of activity allows you to learn the ability to work with various sources of information, increase the level of knowledge and skills for making managerial decisions.

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**SAN'AT VA MADANIYAT MENEJMENTI (BOSHQARUV SAN'ATI) HAQIDA ILMIY  
YONDOSHUVLAR VA UNING ZAMONAVIY KLASSIFIKATSIYASI**  
**(Scientific approaches to art and cultural management and its modern classification)**

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**Annotatsiya:** San'at boshqaruvida qo'llanilayotgan amaliy boshqaruv usullarini o'rganish, umumlashtirish, xulosalar qilish. San'at boshqaruvida kreativlik yutuqlarini O'zbekiston sharoitiga moslashtirish, boshqaruvning yangi texnologik mexanizmlarini o'rganish asosida Respublikamizdagi barcha san'at muassasalari faoliyatini to'g'ri boshqarishga yordam beruvchi tavsiyalarni ishlab chiqish. Tanlangan mavzu nazariy muammolarga bag'ishlangan bo'lsada, maqola yozish davomida faqatgina nazariya bilan cheklanib qolmaslikka, qo'yilgan masalaning amaliy ahamiyatiga ham jiddiy e'tibor berildi. Zero har qanday nazariy fikrdan maqsad - amaliy holatni yaxshilash, erishilgan natijaning darajasini sifat jihatidan bir qadar oshirishdir. Mazkur tadqiqot davomida art menejment sohasining ilg'or tajriba va tavsiyalaridan keng foydalanildi.

**Annotation:** To study, generalize, draw conclusions about the practical management methods used in art management. Adaptation of creative achievements in art management to the conditions of Uzbekistan, the development of recommendations to help manage the activities of all art institutions in the country on the basis of the study of new technological mechanisms of management. Although the chosen topic is devoted to theoretical problems, during the writing of the article, serious attention was paid not only to the theory, but also to the practical significance of the problem. After all, the goal of any theoretical idea is to improve the practical situation, to increase the level of the achieved result in terms of quality. The study made extensive use of best practices and recommendations in the field of art management.

**Kalit so'zlar:** san'at, madaniyat, menejment, ilmiy yondoshuv

**Keywords:** art, culture, management, scientific approach

O'zbekiston Respublikasi birinchi Prezident I.A.Karimov va Prezident Sh.Mirziyoyevning asarlarida ilgari surilgan g'oya va fikrlar shuningdek, mavzu doirasidagi ilmiy adabiyotlar mavzuni keng yoritilishiga nazariy asos vazifasini o'tadi. Olingan mavzu yuzasidan san'at va madaniyat sohasi menejmenti va marketingi erishgan ilmiy yutuqlarni nazariy umumlashtirish, uning eng ilg'or usul va uslubiyotini ijodiy o'rganish, O'zbekiston san'ati va madaniyatining istiqbolida zamonaviy artmenejment tavsiyalaridan foydalanish. Mazkur ish avvalo madaniyat va san'at xodimlari uchun,

madaniy faoliyat va san'at faoliyatini yurituvchi ijodiy muassasalar uchun, madaniyat ishlari tizimining mutaxassislari uchun nazariy ahamiyat kasb etadi. Tadqiqot xulosalari, shuningdek san'at muassasalari, teatrlar, muzeylar, istirohat bog'lari, ko'rgazmalar, kontsert-gastrol birlashmalari faoliyatida ham nazariy jihatdan qo'llanilishi mumkin. Qolaversa san'atni boshqarish bilan, san'at bozori bilan shug'ullanuvchi artmenejerlar uchun bizning ishimiz amaliy ahamiyat kasb etishiga umid qilamiz.

Menejment - bu inglizcha so'z bo'lib, ingliz tilining Oksford lug'atida berilgan ta'rifga binoan u:

- boshqaruv xokimiyati va san'ati;
- resurslarni boshqarish bo'yicha a'loxida moxirlik va ma'muriy ko'nikmalar tushuniladi.

Madaniyat va san'at sohasi menejmenti esa madaniyat va san'at muassasalaridagi jarayonlarni va personallarni boshqarish demaktir.

Madaniyat va san'at sohasi tarixi qadimiydir. Uning tub ildizlari insoniyatning ilk uyushuvlari davriga borib taqaladi. Ilk uyushuv shakllari ilmiy adabiyotlarda tosh, bronza, temir davrlarida tarkib topganligi talqin etiladi. Bu davrda odamlarning madaniy ijtimoiylashuvi hayotni ta'minlash, uning barqaror davomiyligini belgilash zaruratidan yuzaga kelgan. Hayotning moddiy tomonlarini ta'minlash uchun odamlar bir-birlariga ov qilish, baliq tutish, ekin ekish, teskari insni o'ziga jalb etishga erishishni turli o'yinlar, mashqlar tarzida o'rganib borganlar. O'rgatish uzluksiz, doimiy davom etgan. O'rgatish uzluksizligi va doimiyliigi ta'limning alohida soha sifatida shakllanishiga sabab bo'lgan. Demak madaniyat sohasi faoliyatini ta'limning asosi deyish mumkin.

Hozirgi globallashuv jarayoni mehnat mentalitetiga ham o'z ta'sirini o'tkazadi. "Keyingi vaqtlarda tashkilot madaniyati degan termin ilmiy muomalaga ham kiritildi. Ushbu masala bo'yicha tadqiqot olib borayotgan taniqli sotsiolog M. Bekmurodovning fikricha, tashkilot madaniyati muassasaning nafaqat ishchanlik xususiyatini ifodalaydi, balki tashkilotga xos bo'lgan madaniyatning har bir xodim xatti-harakatlarida aks etishi, shaxsning fe'l-atvorlari motivi darajasiga yuksalishini nazarda tutadi. Tashkilot madaniyati xodimlar tomonidan o'z-o'zicha o'zlashtirilmaydi, balki rejali asoslarda izchillik bilan mutaxassislar ongi, ruhiyatiga singdirib boriladi".

Madaniyat doirasi - zamonaviy menedjment xam o'zidagi bor xususiyatlarga asoslanib, madaniyat doirasidagi muassasalar bilan juda muhim xamkorlik olib boradi: homiylikning keng yoyilishi, xayriya, jamoatchilik o'rtasidagi turli aloqalar (Public relations), bularsiz xech bir amal yuzaga chikmaydi.

Madaniyat va san'at sohasi menejmentining dastlabki ko'rinishlaridagi faoliyati hisoblangan madaniyat va san'at sohasi menejmentining yuqori bosqichi odamlarning bo'sh vaqtini mazmunli tashkil etish, qo'shimcha kasblar, hunarlarni o'rganish, qiziqishlar asosidagi klublar, to'garaklarda faoliyat yuritish singari mashg'ulliklar tarzida amal qila boshladi.

Shuningdek, madaniyat va san'at sohasi menejmenti turmush tarzini bezash, an'ana va urf-odatlarini o'tkazish, diniy marosimlarni, tabiat va rasmiy bayramlarni nishonlash shaklida ham namoyon bo'la bordi. Shu tariqa madaniyat va san'at sohasi menejmentining odamlar hayotida mustahkam joylashganligining asosiy omillari oydinlashdi.

San'at sohasi boshqaruvi kasbining imkoniyat doirasi keng bo'lib, bozor munosabatlarining talab va taklif tamoyili talablari asosida erkin faoliyatlarni yo'lga qo'yishga yo'naltirilgan.

San'at sohasi boshqaruvining tamoyillari bir-biridan aloxida xolda mavjud bo'lmaydi, ular yaxlit tizimni tashkil etadi va ularning xar biri bo'sh vaqt sharoitida ommaning madaniyat va san'at sohasi menejmentiida yagona jarayonning ajralmas qismini ifodalaydi. Ijtimoiy-madaniy faoliyatning tamoyillari madaniyat va san'at sohasi menejmentining mavjud konuniyatlarini aks ettiradi va barchasi birgalikda ijtimoiy-madaniy ishlarning xarakteri, mazmuni va shakllarini belgilaydi. Bu tamoyillardan birining bo'lmasligi umumiy bir butunlikning buzulishiga olib keladi.

San'at sohasi boshqaruvi aholining dam olishini tashkil kilish, ommaga axborot va bilim berish, ommani xavaskorlik ijodiyotiga jalb qilish kabi vazifalarni bajaradi.

Demak, madaniy-ommaviy tadbirlarni tayyorlashda ijtimoiy-madaniy faoliyatning o'ziga xos tashkiliy xususiyatlariga murojaat etish muhim urin tutadi. Ba'zi shakllarda ko'prok axborot beriladi, ba'zilari, asosan, dam olish uchun xizmat qiladi, boshqalari ko'prok madaniy-ijodiy jarayonga qatnashtirishga yordam beradi.

Agar teatrdan qo'yilgan pyesani yana bir necha yildan keyin qaytadan sahnalashtirish mumkin bo'lsa, ijtimoiy-madaniy muassasa tadbirlarida bu holat takrorlanmaydi. Biror tadbir stsenariysi sxemasini ikkinchisiga qo'llash mumkin emas. Har qanday yangi stsenariy yangi tuzilishni, yangi mehnatni talab qiladi.

Dunyo globallashib borar ekan, insonlar o'rtasida dunyo xalqlari madaniyatiga qiziqish ortib boraveradi. Kishilar tomonidan san'atning barcha soha va turlariga bo'lgan ishtiyoq va o'rganishlar hamda istemol qilishga talabning ortib borishi muhim ahamiyat kasb etmoqda.

Bu holat esa turli yutuq va muammolarni olib keladi hususan, chet ellik kontekstlarda nodir bo'lmagan san'at shakllari ular talqin qilinadigan tarzda talqin va qabul qilinadimi? Ular haqida tasavur va bilimlar yetarli? Globallashuv jarayonida ushbu jarayonlar qanday qilib insonlar ijtimoiy-maishiy turmush tarziga ta'sir etmoqda? Chet el san'ati shakllariga qiziqishning sabablari nima va ular mahalliy, xorijiy va xalqaro bozorga qanday ta'sir ko'rsatadi? Madaniy qadriyatlar va madaniy mablag' bilan taqqoslashning tor doirasi nima? Masalan, g'arb va sharq davlatlari san'at hizmati qay darajada qiyosiy tahlil eta olinyaptimi - degan turlicha savollarni qo'yimoqda bugungi kun.

Yuqoridagi savollar javobi birinchi navbatda san'at menejmenti rivoji va unga bo'lgan davlatning siyosati alohida ahamiyat kasb etib, rivojlangan davlatlar siyosatidan ham o'rin olganligini kuzatishimiz mumkin.

San'at menejmenti tanqidiy fikrlash qobiliyatlarini birlashtirib turish juda ko'plab rasmiy va norasmiy yondashuvlarda shaxslar va jamiyat uchun hayot sifatini yaxshilashda juda samarali bo'lishi mumkin.

San'at sohasi boshqaruvi jabhalarida tanqidiy fikrlashning ahamiyati muhim sanaladi. Tanqidiy fikrlash muammoni hal qilish yoki yakuniy natijaga erishish uchun strateglashtirishdan ko'ra katta. Tanqidiy fikrlash bizni intellektual, axloqiy va ijodiy fikrlashni o'rgatadi. San'at sohasi boshqaruvida AQShda xalqaro miqyosda ham san'at asarlarini yaratish yoki galereyalar, muzeylar va madaniyat markazlari uchun ishlashga alohida e'tibor qaratgan. San'atning insoniy sharoitga qanchalik muhim ekanligini tushunish uchun bor imkoniyatlarini ishga solishdi. Insonlar hayotida san'atga ega bo'lish san'atdan hayratlantirish imkoniyat beradi. San'at boshqaruvchilari tomonidan istemolchilarning qiziqish va istaklari doimiy ravishda turli tadqiqot va so'rovlar olib borishdi. Turlicha savollar bilan yondashishdi. Men nima izlayapman? Men nimani tinglayapman? Men nimani o'qiyman? Bu rassom nima deyishga urinadi? Qanday his etaman? Ushbu muallifni etkazishga harakat qilayotgan narsa nima? Reaksiyalar katta farq qilishi mumkin.

Odamlar ijodiy muhitda yanada qulayroq bo'ladi. Fikrimiz va tanamiz bo'shashganda, g'oyalar va ilhomlar bizga kuch-quvvat bag'ishlaydi. Ba'zilar bu tajribani ilohiy aralashuv yoki oqim ichida bo'lish deb hisoblashadi.

San'at va san'at boshqaruvi. Zamonaviy san'at sohasi bugungi kunda an'anaviy tasviriy san'at, mashhur va tijoriy san'at, folklor san'ati va raqamli san'atning yangi shakllarini o'z ichiga qamrab oladigan darajada rivojlanmoqda.

San'at menejmenti ko'p narsalar bir vaqtning o'zida sodir bo'lgan keng maydondir. Xorijlik olimlar tomonidan san'at menejmenti yuzasidan ko'plab ilmiy-amaliy tadqiqotlar olib borish bilan birgalikda kitoblar nashr etilmoqda.

DeVereauxning "Madaniy boshqaruv sohasi" deb nomlangan tadqiqotlari ko'pgina yozuvchilarni san'at va madaniyat sohalarida boshqaruv nazariyalari va amaliy ko'nikmalari tahlil qilingan.

Aleksandr Brkich tomonidan "San'at boshqaruvchisining o'limi" deb nomlangan asarida san'at menejerlari va rassomlar o'rtasidagi tortishuv va muammolarni, individual va kollektiv amaliyoti haqida ma'lumotlar olishimiz mumkin.

Goran Tomkinning yuqori darajadagi san'atga oid boshqaruv jurnallaridagi maqolalarida ham kreativ sa'at sohasi boshqaruvi haqida o'z nuqtai nazarlarini berib o'tgan.

Yuqoridagi olimlar tomonidan olib borilgan tadqiqotlarni o'rganish, san'at sohasi boshqaruvi va san'atni rivojlantirish, san'atni shakllantirish va qo'llab quvvatlashda muhim rol o'ynaydi va madaniy sektorning barcha sohalarida erkinlik va tenglikka erishishga yordam beradi. San'at siyosati va menejmenti bo'yicha san'at va san'at tamoyillari, metod va printsiplari haqidagi tushunchangizni chuqurlashtirishga hizmat qiladi.

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**PERSPECTIVES OF MODERN TECHNOLOGY IN TEACHING MEDICAL TERMS**

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**Annotation:** Medical education is rapidly changing, influenced by many factors including the changing health care environment, the changing role of the physician, altered societal expectations, rapidly changing medical science, and the diversity of pedagogical techniques. Changes in societal expectations put patient safety in the forefront, and raises the ethical issues of learning interactions and procedures on live patients, with the long-standing teaching method of "see one, do one, teach one" no longer acceptable. The educational goals of using technology in medical education include facilitating basic knowledge acquisition, improving decision making, enhancement of perceptual variation, improving skill coordination, practicing for rare or critical events, learning team training, and improving psychomotor skills. Different technologies can address these goals.

**Keywords:** physician, societal expectations, enhancement of perceptual variation, improving skill coordination



The use of technology in medical education has been developing over many years. The trend in the use of technology has primarily developed in response to the challenges facing medical education. These challenges to medical education are numerous. The changing healthcare environment, with the movement of medical care from the traditional hospital setting to ambulatory medicine, has necessitated the ability to provide care in a much shorter period of time and requires changes in documentation with all information, including both health knowledge and medical records, becoming digital. Emphasis on cost-containment and evidence-based use of resources is a national imperative. There are changes in societal expectations so that patient safety is a focus at all levels of medical education. This has also raised the ethical issues of learning interactions and procedures on live patients, with the long-standing teaching method of “see one, do one, teach one” no longer being acceptable.

The educational goals of using technology in medical education include facilitating basic knowledge acquisition, improving decision making, enhancement of perceptual variation, improving skill coordination, practicing for rare or critical events, learning team training, and improving psychomotor skills. Different technologies can address these goals. The task of medical educators is to use these new technologies effectively to transform learning into a more collaborative, personalized, and empowering experience. Bonk captures the essence of this new age of technology tools for education by stating “Anyone can learn anything from anyone at any time” [Bonk CJ. 2009.p234 ]

Education of undergraduate medical students can be enhanced through the use of computer-assisted learning. One example is the use of “flipped classrooms” in which students review an online lecture before the lecture session, and come to the classroom to have an interactive session with the teacher. This time can now be spent on further exploring complex issues or discussing and solving questions in a more personalized guidance and interaction with students, instead of lecturing. Research in this area has not been extensive. Although randomized trials in education suffer due to difficulty with standardization, contamination between two arms, inability to blind the participants, and difficulty measuring outcomes, a few randomized trials have been conducted asking outcome questions about flipped classrooms with some success. These studies showed a positive effect in the areas of student involvement, satisfaction, and knowledge acquisition. Bridge et al conducted a 5-year retrospective study of streaming video use at Wayne State.

University School of Medicine and found the student response to be overwhelmingly positive, with just a small percentage of students reporting that they rarely or never used streaming video of lectures.

Personal digital assistants (PDAs) are routinely used by students for medical questions, patient management, and treatment decisions. Medical apps for iPhones and Android devices are numerous. Although many focus on anatomy and physiology, some address medical problem solving, diagnosis, and treatment.[ [www.iMedicalApps.com](http://www.iMedicalApps.com) ]

The application of digital games for training medical professionals is on the rise. The so-called “serious” games provide training tools that provide challenging stimulating environments, and are often used for training for future surgeons. Use of serious games for surgical training improves eye-hand coordination and reflex times. At Florida State University College of Medicine, students in geriatric clerkships play Elder Quest, a role playing game in which players work to locate the Gray Sage, a powerful wizard in poor health that each player must nurse back to health. One published assessment of this tool was used to teach geriatric house calls to medical students. The investigators found that this method provided medical students with a fun and structured experience that had an effect not only on their learning, but also on their understanding of the particular needs of the elderly population.

The aim of simulation is to imitate real patients, anatomic regions, or clinical tasks, and/or mirror the real-life circumstances in which medical services are rendered. Simulations can fulfill a number of educational goals. A qualitative, systematic review by Issenberg et al, spanning 34 years and 670 peer-reviewed journal articles, found that the weight of the best available evidence suggests that high-fidelity medical simulations facilitate learning under the right conditions. The learning characteristics identified included providing feedback, repetitive practice, curriculum integrations, range of difficulty levels, multiple learning strategies, capture of clinical variation, individual learning, and the ability to define outcomes or benchmarks. Issenberg et al concluded that although research in this field needs improvement in terms of rigor and quality, high-fidelity medical simulations are educationally effective and simulation-based education complements medical education in patient care settings. Bradley has published a review on the history of simulation and Lane et al, a comprehensive review of simulation in medical education.

Medical education is rapidly changing, influenced by many factors including the changing healthcare environment, the changing role of the physician, altered societal expectations, rapidly changing medical science, and the diversity of pedagogical techniques. Societal influences and the changing healthcare environment are influenced by the internet, globalization, cost containment, aging of society, increasing public accountability, a medically informed public, demands of personalized care, population diversity, expansion of healthcare delivery by non-physicians, and changing boundaries between health and healthcare. Physicians now work in teams, are salaried, part of a complex organization, and must be highly accountable. Challenges of preparing the future doctor involve emphasis and standardization of competencies and learning outcomes, integration of formal knowledge and clinical experience, patient-centered care, population health, cost-conscious–high value care, and understanding the organization of health services.[ Elderquest. 2013. p.56]

Use of technologies for undergraduate, postgraduate, and continuing medical education has become increasingly prevalent. There are a number of educational

advantages. These modalities facilitate knowledge acquisition, improve decision making, enhance perceptual variation, improve skill coordination, and provide an educational environment that engages the learner and allows learning that does not endanger the patient. Use of computer technologies has the additional benefit of being able to assess competencies and milestones, and provide the student, at any level, with the tools to continue to access the medical knowledge necessary to deliver quality care and be a life-long learner.

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## INNOVATIVE APPROACHES TO TEACHING FOREIGN LANGUAGES AT HIGHER EDUCATIONAL ESTABLISHMENTS

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**Annotation:** The article is concerned with the substantiation of innovative approaches to teaching foreign languages at the university. It is established that during the professional training of specialists at the university, the special emphasis should be given to the application of innovative forms and methods of training aimed at qualitative mastering of knowledge, abilities, and skills, developing students' mental activities, identifying skills of critical addressing the problems, gaining experience of independent learning of training materials, conducting exploration work, and gaining qualities that will be useful in professional activities and later in life. It is proved that the effectiveness of teaching foreign languages at the university will depend on the desire and ability of teachers to take advantage of successful practices in the humanistic approach to teaching, understanding the need to abandon authoritarian and scholastic teaching methods.

**Keywords:** innovation, training, foreign language, professional training, abilities, skills, university

In modern society foreign languages is becoming an essential component of professional training. Experts in different fields interested in a high level of language proficiency, because it affects the successful solution of issues and professional growth. In many areas there is a need to establish contacts with foreign partners. School would provide a basic set of knowledge that will help to study foreign language in higher educational institutions, training courses or independently. Today, there is a large set of training materials for people with different levels of language knowledge. The success and the achievement of this goal depends on the applied methods and teacher qualifications. The ability to use information technology and modern teaching methods contributes to the rapid understanding of new material.

In the system of innovative changes taking place in society, one of the first places is occupied by updating the content of higher education to train competent and competitive graduates, who due to high-quality foreign language training, will be able to implement their social and language mobility in intercultural communication and cooperation. Consequently, in these circumstances, effective learning of foreign languages through the use of innovative forms and -methods of teaching in the educational process is particularly important. In this case, it is especially important to employ innovative forms and methods of teaching in the educational process along with the traditional ones, because they stimulate students' creative activity, teach them to think, help them

overcome diffidence, promote self-affirmation, make the learning process exciting and interesting, and most importantly, encourage students to engage in dialogue in a foreign language of professional communication. The study of innovative approaches in teaching foreign languages at the university is reflected in the works of E.V. Volodina (2018), V.V. Vonog (2018), E.V. Ignatova (2015), A.O. Klimenko (2017), V.V. Kotenko (2020), L.P. Khalyapina (2012), and others.

New information technologies, such as Internet, audio and video complexes, multimedia training computer programs are widely used at institutions of higher education. All these technologies help to create additional opportunities for students' creativity development, promotes their curiosity, and fosters their interest to the research work. Moreover, it gives an opportunity to effectively solve a number of following didactic tasks:

- improving reading skills;
- enlarging the vocabulary with the modern foreign words;
- improving monological and dialogical speech skills;
- discussing the materials of the web;
- forming stable motivation to foreign language activity while discussing the problems, interesting for everybody.

Use of modern technologies, such as computers, Internet-resources, special educational multimedia programs, as well as modern technical equipment allows to optimize the teaching process. The advantages of using innovative technologies are following:

- increase of motivation and enthusiasm of students and teachers through active involvement in the process of live communication, possibilities of language acquisition are increasing thanks to the cooperation, interaction and communication in learning language;
- great potential for a variety of teaching methods and teaching to the needs of each student;
- job satisfaction, where the result is visible after each section;
- self-education of student's personality through the skills to locate, retrieve, evaluate and analyze relevant information;
- intensification of the educational process that allows to rationally organize the educational process, both in the classroom and in the condition of independent work of students.
- professional development – communication skills of students and teachers. So, innovative technologies significantly enrich and diversify the process of teaching foreign languages. [E.V. Volodina.2018:164]. Intellectual, creative search comes up to take the place of monotonous work. It helps to create a personality of a new type, active, purposeful, directed on constant self-education and development. Thus, information technologies favour the efficiency increase of the study process, its individualization, active pedagogical cooperation of teachers and students; create

optimal conditions for creative use of information in students' independent cognitive activity. Computers application encourages the optimization of teaching management, efficiency increase of study process, saves teachers' time for the work with teaching material, simplifying its search, analysis, selection and gives an opportunity of application of new organizational forms of teaching. [Vonog, V. V.2018: 1711–1728].

With the development of high-tech usual methods of teaching through books, similar grammar exercises, reading and translation of texts go on the back burner. The humanistic approach eventually led to the formation of the communicative approach, on which is based the whole procedure. Traditional grammar translation methods do not form language skills. The student is capable to read and translate various texts at high-level, but he is not able to apply the knowledge of a foreign language in real life situations. The communicative approach allows the use of grammatical knowledge in a form of speaking and writing skills. One of the key tasks is the enriching of vocabulary. However, new words must be stored not only in a passive, but also in active form. In other words, the student must not only know the translation of a word, but should be able to use it in speech or in writing of own texts. As a simple exercise to develop skills can be noted spontaneous group dialogues. Students are divided into pairs and try to communicate on various topics. Usually the teacher oversees the conversation or helping with leading questions. During learning of new words used exercises with cards. On them written new words, and then they are turned and mixed. One student draws a card and tries to explain the meaning of a foreign word so the others can guess it. This exercise allows you to “feel” new words and remember situations in which they are used correctly. At a certain stage of development can be implemented into the learning process different movies in a foreign language. Students are asked questions, the answers to which should be identified directly from watched videos. Within the communicative approach there is almost no simple reading and translation of texts. Most often, teachers organize some group discussion. Teachers are moving away from the traditional grammar and translation exercises. They use a variety of techniques and combine them with each other to achieve the desired result. Students use grammar knowledge to form conversational skills. Exercises involve listening, reading, writing, and so on. [Kolkova M.K.2007:189]. The act of communication is the main unit of communication activities that play an important role in the development of foreign languages. The student must be able to communicate in a new language. In the training needs to be given enough attention to the formation of speech skills and development of communicative competence. Communication is always accompanied by a number of conditions to ensure the adequacy of:

- The individual characteristics of each person.
- Speech focus.
- Functionality.
- Contextuality.
- Novelty.

Subject to these conditions, we can talk about communication. Otherwise, the feasibility

of communication will be open to questioning. In learning these issues need to be addressed. Development of lexical speaking skills performed using specific exercises.

E.I. Passov and other scientists Innovative Methods and Techniques of Languages Teaching and Learning spoke about the appropriateness of conditional speech exercises. They can be divided into several subspecies: • Imitative (expression of thought on the model). • Substitution (selection of appropriate statements within the meaning). • Transformation (change replicas to transfer other information). • Self-reproductive (student independently makes suggestions for statements)[E.I. Passov.2010:568].

Students gradually pass the different stages of developing of their own skills. In the future, they need to engage dialogue on their own, using the acquired skills. The system of exercises helps to achieve a high level of speaking. They must be applied at various stages of training. This allows you to develop speaking to a proper level It has been proven that traditional studies directed only to the transfer and maintenance of knowledge, skills and abilities, and do not demonstrate adequate performance. Modern language education aimed at the formation of a multicultural identity, with the skills of self-analysis and systematization of new knowledge. Information and computer technology can improve efficiency and create the conditions for self-study. Innovative methods is an integral part of the modernization of the whole system. Teachers should familiarize themselves with the most progressive approaches and later combine them and use in work.

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## **THE IMPORTANCE OF TERMINOLOGY IN ACQUISITION OF SPECIALTY SUCH AS OIL AND GAS ENGINEERING**

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**Annotation:** Every language in the world contains a wide range of words denoting variety of circumstances regarding to the life of human kind. Each object of the universe we name as a word which presents different character of substance. Besides, we use some words characterizes the profession as a term in accordance with its specificity. Terminology of each human domain differs from each other by their meaning and scope. This paper highlights scholar's ideas according to peculiarities of words and terminology, with some instances.

**Keywords:** words, terms, terminology, oil and gas engineering.

In acquisition a profession in FL, especially in English is life-learning process, requires a good deal of affords and attempts to reach one's aim of learning. In English for Specific purposes learners are usually taught to learn terminology of specialty which they are going to gain. However, it is difficult to increase vocabulary knowledge in profession which involve us to use methods of teaching as well as specific (technical) terms. In order to enrich their knowledge in specialty in FL, particularly oil and gas engineering, they had better to learn an increasing number of terms concerning this sphere of study. What's more, naming process is especially widespread in the scientific sphere of human activity. A new invention, the creation of a new science or branch of knowledge requires new names and object-nomination. The naming process, or nominative, is a natural and integral part of the cognitive process. while discovering new object in nature, a person always needs to come up with an appropriate name for it. In the scientific and technical field, the main lexical unit is the term. In essence, the term is also a name. a person names a certain subject or phenomenon in any area of scientific knowledge. Additionally, a term is a special lexical unit that differs from others as it is capable of expressing professional, scientific or technical concept. It is the correlation of the term with a certain branch of knowledge which makes it possible to consider as a special lexical unit [ G.Y. Bartenev and I.V.Gredina. 2013:162].

### **Terms and its peculiarities**

Terminology presents as a scientific and technical but there are some differences between them such as level of thinking of a scientist and an engineer and, accordingly, correlates with different levels of abstraction, otherwise, the grounds for differentiating these two types of terminology seem to us not properly linguistic and therefore will not be taken into account in the construction of the linguistic concept of the term. Furthermore, this should be taken into account



in the case of the creation of a terminological phrase, when in the text is under consideration, as a rule, the content of the terminological unit is generated, and the generic component is only reproduced. In accordance with this classification, several specific types of terminological units are distinguished in the terminology: the actual terms, nomenclature, professionalisms, professional jargon, and even characterizations. In general, we see terminology as extension of a natural language. In this sense, both terms and terminoids together are included in the field of expansion of the language. Moreover, there is a reason to believe that the ways of forming terms and terminoids are similar in a certain sense. However, terms are means of denoting new knowledge. The foundations of the problem of the unambiguity / ambiguity of the term, of course, are laid in the most important conclusions made in the framework of two opposite directions of the analysis of the term - the study of the sphere of fixation and the sphere of functioning of the terms.

The exact meaning of a term is expressed primarily in semantic properties, while “both the change in the boundaries of the semantics of the term, and the emergence of new meanings are a natural phenomenon in the developing term system, since the term system reflects the process of cognition of a constantly evolving reality [ L.M. Alekseeva. 1998:120]. What’s more, a term can also be understood as a word or phrase that calls a special concept of any sphere of production, science, art. Each term is necessarily based on the definition (definition) of the reality it denotes, due to which the terms represent a capacious and at the same time succinct description of an object or phenomenon. Moreover, a term is a word and also part of the vocabulary of scientific and technical texts, especially terms of oil and gas engineering such as English and Russian languages: *gas oil-газойль*, *deadweight-дедвейт*, *tanker-танкер*, *stinger-стингер*, *aquifer- водоносный горизонт*, *strata-пласты*, *menstruum-растворитель*, *inhibitor-ингибитор*, *gasification- газификация*, *oil field-оилфилд*, *deadweight-дедвейт*, *additive-аддитив*, *derrick-буровая вышка*, *fish-poteryannyй в скважине инструмент. moon pool-буровую шахту. Drilling mud-буровой раствор*, *drilling table буровой стол*, *christmas tree-фонтанная арматура*, *wet tree морская фонтанная арматура*, *dry tree-сухая елка. sour crude, sour gas и sweet crude-высокосернистая нефть, высокосернистый газ и малосернистая нефть* [G.Y. Bartenev and I.V.Gredina. 2013:16-165]. According to R. Doniyorov (1977) the meaning of terminology not only specifies different subfields but also covers the concept of profession and its practice.

### **Nomenclature**

Nomenclature (Latin: nomenclatura - nomenclature) is a set of names, terms, areas of application and specializations on this topic. Terminology is a set of names related to any field. Nomenclature, in turn, is a set of names that are part of the terminological doctrine, for example: the nomenclature

of living things in oil and gas engineering, the nomenclature of drilling process, instruments engineers use such as *drill pusher, mud man, motor man, roustabout, roughneck, well, borehole, semi-submersible rig, offshore rig, drill pipe, drill string, platform, kelly, drill collar, monkeyboard, hook, swivel*. There are different opinions about nomenclature and terminology in a wide range of linguistic research. Some researchers disagree with such a distinction and such definitions. Linguist O. Akhmanova [ 1989] stated the term nomenclature as “Nomenclature is the name of objects in any field of science, a set of special terminological names, with their help, abstract concepts and categories related to this field of science will be named.

### **The Different characteristic elements of terminology**

Terminology is also affected by social changes which have had a major effect on linguistic needs:

- . The accelerated development of science and technology in recent times has been accompanied by the appearance of a large number of new concepts and even new conceptual fields which require new names.
- . Technology is growing rapidly and pervades all spheres of society. Technological developments in the fields of information and communication create the need for new ways of communication that did not previously exist; and the vocabularies of these languages require constant updating. This has brought about the appearance of new fields of activity, such as the so-called language industries.
- . Mass production is both the result of and the driving force behind the overriding importance of standardized products. The idea of “hand-crafted” is becoming outdated.
- . The transfer of knowledge and products, one of the most significant features of modern society, brings about, on the one hand, the appearance of new markets for scientific, technical, cultural and commercial exchange; on the other, the need to deal with the multilingualism of the new arenas for exchange. It also results in a need to standardize the elements that convey the exchange—the systems and basic units of transfer.
- . Information has become of the utmost importance and the amount of information has increased exponentially. This great mass of data requires powerful and effective support. Databases of all sorts are being created and require continuous updating. They must be easy to access and multidimensional. As a result, there arises a new need for information storage and retrieval, as well as for standardized systems for the automatic transfer of the contents of the increasingly sophisticated large stores of data.
- . The development of mass communication allows the widespread dissemination of terminology, with the resulting interaction between the general and specialized lexicons. Specific terms become part of popular culture through their use in the mass media.

Government intervention in language subjects terminology to standardization processes and makes it necessary to create official organizations to manage this work. The fact that scientific and technological creation occurs almost exclusively in the dominant economic powers means that there is a one-way transfer of knowledge and new products, entailing large-scale borrowings of technical and scientific vocabulary in other countries [M.Tereesa. Cabre. 1999:17].

LSP lexicography, which may only confuse matters, rendering the impression that the difference here lies between terminography and LGP lexicography. At one time the term terminological lexicography was used synonymously with terminography. Increasing number of terminologists use the term terminology in general without distinguishing between terminology and the subfields of terminology. Terminology is used to designate three different concepts; in the lexicographical terminology we will find either three homonyms or a polysemous lexeme:

1. the set of practises and methods used for the collection, description and presentation of terms
2. a theory [...] for explaining the relationships between concepts and terms
3. a vocabulary of a special subject field [Henning Bergenholtz and Uwe Kaufmann. 2017:91-127].

### **Authentic context which contains technical terminology of oil and gas**

Crude oil and natural gas are often found together. They are both made up of hydrocarbons, which are molecules that contain only carbon and hydrogen atoms. Hydrocarbons contain a lot of energy. We burn them, we get this energy. We use hydrocarbons for fuel for heating, cooking, and transportation.

Sedimentary rocks are composed of three parts-grains (natural minerals), natural cement ( bonds the grains together) and pores ( spaces filled with water, oil and gas). The pore space gives the rock porosity and determines the total volume of the field. The natural cement determines the rock permeability and the production rate from the field.

Photographs are taken from planes and satellites. These are then examined by geologists. They look for the special rock formations where oil is often found. These can be seen from the air. Afterwards, geologist on the ground collect rock samples and analyze them [Jon Naunton and Alison Pahl. 2015:17-23].

### **Conclusion**

In comparative linguistics terminology of different languages are very important to study and compare the similarities, relevance to each other. Particularly, while comparing profession based

terms of English and Uzbek language in the sphere of oil and gas engineering, we can see a good deal of distinction between them such as semantic, syntactic features. Terms we call denotes only specific character of a profession. Besides, terms characterize subfields such as engineering, petroleum engineering.

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## РЕЧЬ ПРЕПОДАВАТЕЛЯ КАК МОТИВАЦИЯ К ИЗУЧЕНИЮ НЕРОДНОГО ЯЗЫКА

(The teacher's speech as a motivation to learn non native language)

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**Аннотация:** В статье анализируется речь преподавателя: а) как мотивация процесса изучения неродного (русского) языка инофонной (тюркоязычной) аудиторией; б) как основной источник и передатчик знаний; в) темп, громкость, пауза, чистота дикции, повышение и понижение тона речи преподавателя, которые могут создать (или не создать) положительную мотивацию при освоении неродным языком.

**Annotation:** There is analyze teacher's speech in this article: a) as the motivation of process to study nonnative language (Russian) by inophone (turkicspeaking) audience; b) as basic source and transmitter of knowledge; c) tempo, volume, pause, purity of diction, rise and fall of tone of teacher's speech which can make (or cannot make) positive motivation to obsess nonnative language.

**Ключевые слова:** мотивация, неродной язык, иностранный язык, речь преподавателя, интерференция, инофон, билингвизм.

**Keywords:** motivation, nonnative language, foreign language, the speech of teacher, interference, inophone, bilingualism.

Овладение неродным языком может быть естественным (в языковой среде) и системно-искусственным, т.е. при отсутствии языковой среды, в условиях класса, аудитории, где основным носителем изучаемого неродного языка является преподаватель.

Языковой образовательный процесс – многоаспектное явление, охватывающее педагогические, дидактические, лингвистические культурологические, лингводидактические и методические проблемы. В этом плане большое значение имеет овладение неродным (или иностранным) языком, которым обучающийся будет пользоваться как средством общения как в сфере профессиональной деятельности, так и в других социальных сферах. Для этого необходимо, чтобы обучающийся овладел единицами неродного языка, как в их парадигматике, так и в синтагматике.

Единицы родного языка и неродного языка в сознании билингва могут быть сформированными автономно или субординативно [см.: Щерба, 2002]. В первом случае билингв одинаково хорошо владеет как родным языком, так и неродным. Во втором случае билингв неродным языком владеет слабо, т.е. с большими затруднениями осуществляет свою речевую деятельность или не может ее осуществлять, хотя устную речь на втором языке в той или иной степени понимает [о типах билингвизма см.: Азимов, Щукин, 2009; Джусупов, 1991; 2009; 2012; и др.].

В процессе обучения неродному языку часто возникают внутренние и внешние психологические препятствия, которые замедляют познавательную деятельность учащегося.

К внешним препятствиям можно отнести общество, окружение, в котором находится обучаемый:

1) Языковая среда. Если окружающие люди не используют язык, который изучает индивид, поэтому нет практической возможности его использования.

2) Окружение не поддерживает индивида в его стремлении изучить неродной язык или даже критикует его за те ошибки, которые он допускает в речи на втором языке, т.е. не поощряет.

К внутренним препятствиям можно отнести те затруднения, в результате которых внешний фактор (1 и 2) влияет на самооценку: в психике человека образуется непреодолимая стена, что останавливает его или серьезно тормозит его действия по овладению вторым языком.

В формировании билингва большую роль играет мотивация. Мотивация охватывает все аспекты процесса обучения дисциплине.

Кроме внутренней и внешней мотивации существует еще 2 вида мотивации – положительная и отрицательная. Положительная мотивация предполагает положительное воздействие на обучающегося. Например, учащегося стимулируют некоторой «наградой» за труд («Если хорошо выполните задание – получите оценку 5»). Отрицательная мотивация – напротив, предполагает «наказание» за невыполнение или неправильное выполнение задания («Если не выполните задание, получите оценку 2»).

Студенты, как правило, совершенно разные. Одним нужна положительная мотивация, другим – отрицательная, третьим ни та, ни другая. Но, в любом случае, положительная мотивация имеет большое воздействие на процесс усвоения какого-либо материала, темы, лекции, курса.

На наш взгляд, одним из основных факторов для создания положительной мотивации является педагогически выдержанная с ново-информативной и эмоционально-положительной силой воздействия, речь преподавателя, которая вызывает интерес у обучающегося к изучению дисциплины и призывает к учебной деятельности.

Одним из главных способов контактирования студента и преподавателя является речь. Посредством речи преподаватель контролирует аудиторию. Чтобы владеть аудиторией необходимо быть оратором, или хотя бы знать и использовать приемы ораторского искусства в процессе объяснения нового материала, проверки домашнего задания.

Умелое построение речи и публичное ее произнесение с целью достижения определенного результата и желаемого воздействия на слушателей есть ораторское искусство. Во время произнесения речи важно, чтобы внешний вид оратора соответствовал как характеру аудитории, так и теме выступления; важны дикция и артикуляция говорящего, интонация, громкость и выразительность речи. Речь должна быть свободной, четкой, грамотной, в меру эмоционально-экспрессивной. (Об этом подробно см.: Головин, 1988).

Например, на занятиях по русскому языку, в аудитории, где русский язык является неродным (например, узбекская аудитория), но обучающиеся в той или иной степени владеют русским языком, преподаватель должен интонационно, громко, четко выделять важные логико-смысловые моменты, термины и т.п. Например: «Фонетика – это раздел языкознания, который изучает звуки речи, слоги и ударение».

После слова «фонетика...» необходимо сделать небольшую паузу, чтобы слушающий настроился на получение важной информации. Далее, после слов «это раздел языкознания, который изучает...» нужно сделать еще одну паузу и громко, ясно произнести продолжение предложения «звуки речи...», пауза, «слоги...», пауза, «ударение...». И еще раз повторить предложение, но уже без пауз. Повторение дважды одной и той же мысли, термина, является обязательным, так как для инофона новые слова воспринимаются ошибочно, по причине интерференции, появляющейся под влиянием родного языка. А неоднократное произнесение слов, выражений, позволяет слушающим правильно воспринять на слух звуковую оболочку слова;

Выступление допускает чтение по подготовленному тексту, однако речь, произносимая без использования написанного текста воспринимается легче и вызывает доверие и уважение к выступающему.

Смысловое восприятие звучащей речи зависит от:

а) темпа произнесения. Самые важные мысли могут высказываться в замедленном темпе, менее важная информация – в обычном темпе, т.е. быстрее. Например: «В русском языке согласные звуки делятся на глухие и звонкие». Слова «В русском языке согласные звуки делятся на...» следует произносить в одной, средней по скорости произношения, интонации, а «глухие» и «звонкие» в замедленном темпе, с повышением голоса;

б) силы голоса: нельзя говорить ни слишком тихо, ни слишком громко. При тихой речи оратора могут просто не услышать. И, напротив, чрезмерно громкая и особенно крикливая речь может вызвать неприятие и т.п.

Преподаватель обязан следить за тоном и силой голоса. Речь не должна быть только тихой в небольшой аудитории, так же не должна быть только громкой в большой аудитории. Она должна постоянно логически меняться с тихой на громкую.

в) пространство и место, в котором выступает оратор также играют большую роль. Если помещение большое, то речь должна быть не очень быстрой, т.е. темп речи должен быть более медленным, чем в маленьком помещении, иначе аудитория может не все услышать. Нужно дать время для распространения звуковых волн в большом помещении.

Замедление речи осуществляется при помощи пауз. Это необходимо, чтобы звук успевал распространяться по аудитории и слова приобретали смысл. Например: «В речи звонкие согласные могут произноситься как глухие, глухие – как звонкие». «В речи...», пауза, «звонкие согласные...», пауза «могут произноситься...», пауза, «как глухие...», пауза, «глухие...», пауза, «как звонкие...».

Итак, речь преподавателя имеет большое значение для успешного овладения обучающимися неродным языком, так как наибольшую информацию об изучаемом втором языке учащиеся в аудитории получают из речи преподавателя, потому что:

- каждая новая тема объясняется преподавателем;
- каждому фрагменту новой темы преподаватель подбирает и предлагает соответствующие примеры языковых единиц, фрагменты устной и письменной речи и т.д.

Все это оформляется, как правило, устной речью преподавателя. Именно поэтому хорошая речь преподавателя – это положительная мотивация для овладения учащимися неродным языком как в плане лингвотеретическом, так и в плане устной и письменной практической речевой деятельности.

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## **LINGUODIDACTIC FEATURES OF ORAL SPEECH COMPETENCE OF STUDENTS OF EDUCATIONAL DIRECTION OF JOURNALISM**

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**Annotation:** This article deals with linguistic features of the development of oral speech competence of students of the direction of Journalism. The communicative approach is concerned with the unique individual needs of each learner. By making the language relevant to the world rather than the classroom, learners acquire the desired skills rapidly and agreeably. In this article is issued that the ways which help students can improve their oral speech in their native language, as well as, in foreign language.

**Keywords:** Journalism, education, development, speech, technology, method.

Vocabulary acquisition is increasingly viewed as crucial to language acquisition. However, there is much disagreement as to the effectiveness of different approaches for presenting vocabulary items.

Moreover, learning vocabulary is often perceived as a tedious and laborious process. In this article I would like to examine some traditional techniques and compare them with the use of language games for vocabulary presentation and revision, in order to determine whether they are more successful in presenting and revising vocabulary than other methods.

We can make a speech using appropriate vocabulary. Speech can be expressed or written. Most of students consider that expressing ideas orally is much more complicated compared to written one, due to the fact that they have no any adequate time to think or plan what they are going to speak. Nevertheless, while students are writing, not only they are able to conceive of their opinion, but also they can abrogate if they make a mistake. Unfortunately, no one can alter their speech, when they get confused, so speaking clearly and fluently is absolutely essential process for students, especially in the fields related to the journalism.

Oral speech requires that everyone must realize quickly the ideas of the interlocutor, designating necessary words, explain each word in contextual meaning, as well as, using synonyms of given words. Naturally, there is no enough time to “The main purpose of oral speech is to find appropriate vocabulary quickly which is expounded theory, to plan the speech which can be systemized, to teach one to explain their ideas firmly and credibly, and, lastly to improve readiness for students “ [ H. Uбайdullayev ]<sup>1i</sup>. It must be achieved that student should notice unfinished

opinions both their speech and their interlocutor's speech and they should manage to criticize the whole conversation which have made among interlocutors. Perceiving improper words in the speech is the aspect of students' conscious and logical approximation.

It is undoubtedly important that there is a pragmatic component in the structure of the communicative competence. However, it should be noted, that some scholars hold the opinion that the concept of "pragmatic" can be used as a synonym for the notion of "communicative", since the impact on the addressee is of paramount importance [Piepho, 1979]<sup>2</sup>. In our opinion, the broadest concept is the notion of communication; in other words, the concept of pragmatics is covered by the concept of communication. However, this does not call into question the validity of the simultaneous existence of these terms. In this regard, McCroskey<sup>3</sup> [1985] suggests the profound thesis distinguishing the function of influence (i.e. changing the ideas, perceptions and attitudes of a communication partner) among the communicative process functions. The idea is confirmed by the study of Stepanov [1981], who defines pragmatics as a system of means and techniques used to achieve the authors' goals "for the sake of influencing a listener in order to convince and motivate, etc.". Analyzing these propositions through the prism of linguo-didactics, it becomes obvious that the academic theory and practice demand to highlight the pragmatic competence along with its communicative counterpart.

The standards provide for the formation of cultural, professional and expert competencies that focus on training specialists to acquire the advanced knowledge in foreign languages considering the paradigm of continuous education of the "linguistic personality".

The comparative method allows to focus on the juxtaposition of the profound domestic and international experience in the social sciences field, comparing the major professional educational curriculums in the area of linguistics.

The modeling method is effectively implemented at the stage of practically applying the communicative-pragmatic learning model, which allows to simulate the communicative situations of the foreign language speech, as well as to master various types of discourses and the principles of their construction based on the parameters of the communicative situation.

The modeling method is implemented at the stage of testing the effectiveness in the course of the application of the communicative-pragmatic organization of training. It is viewed as a simulation of communicative situations, carried out in real-life communication conditions. Within

the framework of this research, the modeling of situations involves the classroom imitation of foreign language communication based on such pragmatic communication factors. The application of this technology in teaching practice allows students to more successfully establish and maintain foreign language communication, considering such parameters of the situation as: communicative roles, speaker's intention, social status, the degree of relationships between communicants, the given speech samples for the implementation of the communicative intention. The advantages of the modeling method are as follows: students are immersed into the authentic communication conditions, they are able to stimulate their speech activity and motivation, as well as achieve a more rapid effect. The implementation of this method in the educational process confirms the effectiveness in focusing on the presented teaching model and contributed to the formation of foreign language communicative-pragmatic competence in students and the successful mastering of dialogical discourse.

Procedurally, the teaching content of the communicative-pragmatic model highlights the intentional, interactive and affective learning strategies; their combined and integrated development leads to the formation of the communicative-pragmatic competence and mastery of the dialogical discourse. The intentional strategies focus on the development of the skills regarding the recognition and linguistic implementation of the intentions in discourse. The purpose of the interactive strategies is to establish contact between communicants, the ability to act as a speaker (“addresser”) and a listener (“addressee”), observing the rules and norms of the discourse. This type of strategy determines the nature of the communicants` interpersonal relations. Teaching the emotional aspects of discourse requires the affective strategies that regulate the behavior of the participants in the discourse. The emotions complement the linguistic means of communication, enhancing and strengthening the power of communication, and largely determine its result.

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V. MUSTAQIL TA'LIMNI TAKOMILLASHTIRISHDA XORIJIY TAJRIBANING  
AHAMIYATI

ON HELPING NON-LINGUISTIC STUDENTS BECOME MORE INSPIRED AND  
INDEPENDENT IN LEARNING ENGLISH

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**Annotation:** The student's motivation in learning the subject is an important psychological factor in the study of any subject. Cognitive interest is an incentive that contributes to increasing the activity of students, improving their skills and abilities.

Therefore, constant concern for the development of students' cognitive interest is one of the main responsibilities of every teacher. A number of factors form the cognitive interest of students, such as: the correct organization of the educational process, the relationship between the teacher and students, the individual characteristics of students, educating them in the need to acquire knowledge of English, the use of various forms of work in the classroom, and many others. Arousing interest in the subject being taught is a responsible and difficult task that requires the teacher's enthusiasm, will, and pedagogical skill.

**Keywords:** incentive, cognitive interest, educational process, to develop skills, to require enthusiasm and skills

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It is necessary to speak English to the students from the very start, so that they can see that you can really learn to speak a foreign language and maintain interest in learning the language at

every lesson. To do this, I think over how to build each lesson, what technical means to use. When planning a lesson, I try to find ways to maximize the activation of students' activities, the development of their interactivity at each stage of work.

Today I would like to draw your attention to audio-visual means. I am happy to use audio-visual means, as far as our technical capabilities allow. This can be watching TV news, any video episodes, listening to audio recordings. This arouses students' interest not only in what they see or hear at the moment, but also in the country of the language being studied, the countries where this language is spoken. Listening to or watching audio-video recordings allows you to work at students' pronunciation, activate lexical and grammatical material, work out speech structures, stimulate students' interactivity, develop their creative potential.

You can use the video to develop listening skills. We pay a lot of attention to the development of all types of communication, but we should admit that the development of listening suffers most of all. [Soikina, 2003, p.25]

Teachers give texts to listen to in order to develop speaking skills, but usually they do not aim at understanding. Our students may be perfect at grammatical forms, possess a certain vocabulary, but they can't catch well what they hear. Recently, teachers have focused their attention on the use of authentic materials – interviews with native speakers, excerpts from speeches of political and state figures, excerpts from films, advertising material, etc. The idea is that when listening to natural speech, students do not have to translate every word in order to understand the essence of what was told.

Teachers can use videos, which were taken by the students themselves, if there are camcorders or video cameras. They can compose their own video news programs, play scenes from plays, sketches, interview visiting celebrities and local residents, record them on videotape and use it in class. Students themselves are very a fertile material for interviews.

Interview topics can be very diverse, as well as exercises following or preceding the interview. So, for example, before the interview, you can work out the key words on the topic. Then show the videotape twice: the first time for a general presentation, the second time to discuss specific details. Then you can show certain scenes again for a more detailed discussion, reproduction of scenes in the form of a dialogue, a story, etc. You can offer students different types of tasks when watching a video, such as the choice of words and expressions, grammatical structures, speech models used in conversation and discussion.

It is important that the viewing is conscious. Students should be aimed at specific viewing or listening, while it is necessary to ensure that students achieve this goal and they are provided with the necessary assistance in time when viewing, so that the desire to complete the task is not lost.

Understanding what students see or hear can be achieved by performing various tasks during the viewing process. Students can decide themselves how many times they need to watch a movie or episodes from a movie.

Students do not only work at the language, but also learn the culture, customs, lifestyle of the people of the language being studied. This stimulates the work of students, because they see the importance of their efforts invested in learning a foreign language. [Kambarova, 1991, p.37]

The video material can be used in the development of students' scientific activities. The screening of the PBS science program "Battle of the Bison" shows a small area of forest in Poland, which has been preserved, as in prehistoric times, with bison, unusual trees and small beautiful horses. They cannot be seen anywhere else.

Excerpts from the PBS series "The Story of English" are related to the history of the development of the English language, how the language has evolved and changed over time and why people need to learn other languages.

Language is closely connected with history, art, and music. By showing students such video programs, teachers broaden the horizons of students. They help to feel the close connection of language and life.

Video technology will help the teacher to provide a better auditory perception of students. It is easier for students to make a semantic connection in cases when they did not understand some words. The video material should in no way completely replace the teacher in the lesson. The use of video material should be a sober pedagogical calculation of the teacher. Well-prepared and used video material will qualitatively change the perception of educational material by students and stimulate the study of a foreign language at the proper level.

The key task of teaching students a foreign language at university is not only their practical command of the language, but also the development of their conscious desire for this goal. Hence, an important point in our work is the development of students' interest in learning a foreign language.

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## **PROFILAKTIKA INSPEKTOR TALABALARIDA MUSTAQIL TA'LIMNI RIVOJLANTIRISH.**

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Toshkent davlat yuridik universitetining “ixtisoslashtirilgan” filiali

**Annotatsiya:** Ushbu maqolada ta'lim jarayonida foydalaniladigan, ayniqsa ingliz tili darslarida qo'llaniladigan axborot manbalarining imkoniyatlari yoritib berilgan. Ko'zlangan natijaga erishish uchun ingliz tili darslaridagi tanlangan metodlar talabaga har taraflama qulay sistematik to'g'ri yondashilgan bo'lishi lozim. Ingliz tilini o'rganishning asosiy maqsadlaridan biri talabalarning kommunikativ madaniyati va tajribalarini shakllantirish va rivojlantirishdan iborat.

**Annotation:** This article describes the possibilities of information sources used in the educational process, especially in English lessons. In order to achieve the desired result, the chosen methods in English lessons must be systematically correct in all respects. One of the main goals of learning English is to form and develop students' communicative culture and experiences.

**Kalit so'zlar:** metod, innovatsiya, innovatsion texnologiyalar, nazariya va amaliyot, dars, chet tili, ta'lim, talabalar, fan, kommunikativ madaniyat.

**Keywords:** method, innovation, innovative technologies, theory and practice, lesson, foreign language, education, students, science, communicative culture.

Yurtimizda ingliz tilini chuqur o'qitishga katta e'tibor qaratilib, ilm-fan, zamonaviy va uzluksiz ta'lim tizimini yanada takomillashtirishda bir qator islohotlar amalga oshirilmoqda. Xususan, «Aholi orasida xorijiy tillarni o'rganishni ommalashtirish va ularni mukammal o'zlashtirish uchun zarur sharoitlar yaratish, xorijiy tillarni o'qitishning xalqaro tan olingan dastur va darsliklari ta'limning barcha bosqichlarida joriy etilishini muvofiqlashtirish hamda o'qituvchilarda zamonaviy o'qitish ko'nikmalarini rivojlantirish» kabi vazifalar belgilangan. Mustaqil ta'limga talabalarni yo'naltirishning – bugungi kun zamonaviy ta'limining eng muhim va samarali yo'nalishlaridan biriga aylanib ulgurdi. Chunki u zamonaviy jamiyatdagi insoniyat taraqqiyotining asosiy va muhim shartlaridan biri sifatida shaxsning hayotdagi muvaffaqiyatlari omili bo'lib xizmat qilmoqda. Har bir inson hayoti davomida mustaqil ta'lim o'z hayotini rejalashtirish, tashkil qilish va tartibga solishda o'ta dolzarb ahamiyat kasb etuvchi jihatdir. Chunki, aynan mustaqil ta'lim shaxsning ta'lim tizimiga kirib borishini, o'z ustida ishlashini, ko'nikmalarini yuksaltirish borasida malakalarga, bilimlarga doimiy ega bo'lishini, ta'limning esa mustaqil ta'lim darajasiga o'sishini taqazo qiladigan jarayon ekanligini unutmasligimiz kerak. Profilaktika inspektor talabalarda mustaqil ta'limga bo'lgan intilishni shakllantirish, rivojlantirish, takomillashtirish va maqsadga erishish bilan bog'liq jarayonlar birinchi galda jamiyatning va insonning ehtiyoji natijasida paydo bo'lgan. Ammo, oliy ta'lim muassasalarining ko'pchilik talabaları o'zlarining mustaqil ta'limini tashkil qilish va uni samarali olib borishga tayyor emas, yoki imkoniyati ham yo'q. Shuningdek, ta'lim tizimining jadal sur'atlar bilan rivojlanib borayotganligi, ushbu sohada turli ilg'or pedagogik texnologiyalarning samarali qo'llanilishi va talabalarda kompetentsiyalarning jadal taraqqiy etishi bilan xarakterlanadigan bugungi sharoitda oliy ta'lim muassasalari talabalarining mustaqil ta'lim kompetentsiyasini shakllantirish va uning yordamida globallashtirish jarayonida mutaxassislariga nisbatan talabning o'zgarishi bilan bog'liq muammolarni yechish, mutaxassislik sifatlarini oshirish bilan bog'liq muammolarning dolzarb ahamiyat kasb etadi. Pedagoglar har bir talaba bilan mustaqil ishlash, ularni nafaqat auditoriyada, balki undan tashqarida ham ishlash va ta'lim olish ko'nikmalarini ham o'zlashtirishlarini o'rganish, monitoring qilish, to'g'ri yo'naltirishlari lozimligi bugungi kun pedagogikasining ajralmas qismi ekanligini ham bir necha marotaba ta'kidlab o'tdik. Zero, professional mutaxassis bo'lib yetishish bilan bog'liq jarayonlar nafaqat talabaning mehnatiga va intilishlariga, balki pedagogning talabani har tomonlama rivojlantira olish qobiliyatlariga va tahliliy salohiyatiga ham har tomonlama bog'liq ekanligini e'tibordan qochirmaslik lozim. Ayniqsa, bugungi talabalarining ma'lum bir qismi qaysi sohada ta'lim olishidan qat'iy nazar bo'lajak pedagog ekanligini hisobga olgan holda, ularda



mustaqil ravishda o'rganish, ta'lim olish, axborot qidirish va topish, axborot bilan ishlash tajribalarini qo'lga kiritish, mustaqil ta'lim faoliyatini yzlg qo'ya olish tajribasini shakllantirishga qaratilgan o'quv-tarbiyaviy jarayon vujudga kelishiga birinchi darajada e'tibor qaratish maqsadga muvofiq. [Медведев И.Ф., 2013:42]. Mustaqil ta'limning muvaffaqiyati talabalarning o'quv imkoniyatlariga bog'liq. Bu imkoniyatlarning talabalar tomonidan anglab yetilishi ularda o'z xatolari ustida ishlash va o'quv sur'atlarini aniqlashtirishlari uchun zaruriy omil hisoblanadi. Shaxsning eng muhim qobiliyatlaridan biri - bu uning ta'lim olish qobiliyatidir. Aynan u tufayli bilimlarni o'zlashtirish va o'quv faoliyatining imkoniyatlari baholanadi. Aynan bilim olish qobiliyati shaxsning bir muncha barqaror xususiyati bo'lish bilan bir qatorda, ularda ma'lum bir bilimlar shakllanish jarayonini tezlashtiradi, har qanday masalani aql bilan hal qilish sari intilishini kuchaytiradi. Ta'lim olishga bo'lgan layoqat aqliy faoliyatning usullariga hamda talabaning tafakkuri sur'atiga, tanqidiy yondashuviga, egiluvchanligiga, faolligi va mustaqilligiga, xotira imkoniyatlariga va diqqatiga ham bog'liq. Ta'lim olishga bo'lgan layoqatning muhim jihati oqilona tafakkurga va mantiqiy fikrlay olish salohiyati hisoblanadi. Yana bir muhim jihati bu tafakkur samaradorligi va aqliy barkamolligi hisoblanadi.

Talabalarning mustaqil ta'limga tayyorgarligini ularda faollik va mustaqillik belgilari borligi bilan aniqlash mumkin. Ba'zi mutaxassislarining fikricha, erkinlik va faollikni rivojlantirishning pedagogik sharti o'quv muassasasining butun bir o'quv-tarbiyaviy kompleksi orqali amalga oshiriladi. Erkinlik va faollikni rivojlantirishning pedagogik shartiga quyidagilarni kiritish mumkin:

- a) fanning asoslarini o'rganish jarayonida anglash vazifalarini qo'ya olish;
- b) talabaga bilimlarni o'zlashtirishda bosqichma-bosqich ildamlash yo'lini anglashga imkon beradigan o'quv jarayonining aniq bir mantig'i;
- d) ta'limning mos metodlari.

Oliy ta'lim tizimida o'qiyotgan talabalarning xorijiy tillarni o'rganishidagi professional kommunikativ tarkibiy qismni rivojlantirishda auditoriyadan tashqari ta'lim shaklining samaradorligini, ularni takomillashtirish zarurati bugungi kunda tobora dolzarb ahamiyat kasb etmoqda. Bu holat ayniqsa, xorijiy tillarni o'rganish zaruriyati yuqori bo'lgan, lekin nolingvist yo'nalishda ta'lim olayotgan talabalar uchun nihoyatda muhimdir. Salohiyati yetarli bo'lmagan pedagoglarning dars jarayonida talabalar bilan jonli muloqot qila olmasligi, buning uchun zaruriy kompetentsiyalarning yetishmasligi pedagoglarning nufuzi pasayishiga ham sabab bo'layotganligini qayd etishimiz lozim.[Watson J.,2008:16]. Mustaqil ta'lim olish jarayoniga turli metodologik uslublarni tatbiq qilish muammolari ham bugungi kunning eng dolzarb masalalaridan biri bo'lib qolmoqda. Zero, talabalar faqatgina auditoriyada olingan nazariy yoki laboratoriyalar,

seminar va amaliy mashg'ulotlar yordamida olgan bilimlarini to'liq mustahkamlay olmaydi. Buning uchun esa mustaqil ta'limni rivojlantirish, talabalarda mustaqil ta'lim olish ko'nikmalarini shakllantirish va eng asosiysi tizimni rivojlantirishga qaratilgan tadqiqotlarni kengaytirish masalasi ham kun tartibidagi asosiy vazifalar qatoridan o'rin olmoqda. Talabalarning mustaqil ta'lim olishga ishtiyoqini oshirish, bu tizimning, uslubning samaradorligini ko'rsata bilish, uning natijalarini talabalar ham his qilishlariga ko'maklashish va eng asosiysi talabalarning mustaqil ta'lim olish ko'nikmalarini shakllantirish va uni boshqarish metodlarini ishlab chiqish, mustaqil ta'lim texnologiyalarini takomillashtirish masalalari davlat ta'lim tizimi oldida turgan eng katta muammolardan biri bo'lib qolmoqda va uning yechimi kopmleks vazifalar yechimini talab qilmoqda. Mustaqil ta'limni tashkil qilish, samarador faoliyatga aylantirish va eng muhimi talabalar tomonidan doim ijobiy qabul qilinishi uchun uning motivatsion xususiyatlarini aniqlash va joriy qilish omillarini belgilab olish muhim ahamiyat kasb etadi. Talabalarda mustaqil ta'limga nisbatan ishtiyoqni vujudga keltiradigan motivatsion omillarning ahamiyati shundaki, ularni avvalo, natijalar bilan rag'batlantirish, talabalarda ro'y berayotgan o'zgarishlarni dinamik tahlil qilish va natijalarini ularning o'zlari bilan muhokama qilish, kamchilik va muammolarni birgalikda muhokama qilish, bartaraf etish kabi vazifalar pedagogning eng muhim vazifasiga aylanishi lozim.

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#### **LEADING DIRECTIONS FOR THE DEVELOPMENT OF INCLUSIVE EDUCATION**

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**Annotation:** The study of inclusive education is one of the new, most pressing problems in the field of pedagogy. This article discusses inclusive education, its approaches, key elements and principles.

**Keywords:** inclusive education, inclusive approach, Mainstreaming, integrated approach, principles of inclusive education.

At the present stage of the rapid socio-economic development of the world community, in the development of science, technology and culture, each state pays special attention to improving the requirements, content, forms and methods of teaching the education system. The concept of international education until 2030 includes “inclusive, access to quality education, the development of science, technology and innovation” [1], the UN Convention on the Rights of Persons with Disabilities and other internationally adopted regulatory legal acts. The implementation of these measures plays an important role in integrating inclusive education with the general education system, optimizing the educational process.

Strategies for the development of inclusive education in the world practice, conceptual features of inclusive education and the main directions of modernization, modern and global trends and reforms in the development of inclusive education, the formation of humane relations in families, communities and groups, effective scientific, technical and research pedagogical research is underway. In this regard, it is important to refer to the experience of almost half a century of foreign countries, to study and critically analyze it, to use it for the national education system, taking into account the specifics of the domestic situation.

Inclusive education is derived from the English word inclusive, inclusion, which means to harmonize, attract, encompass, and in Latin, include, to involve, that is, to remove barriers between special needs and ordinary children. Inclusive education is one of the issues that has risen to the level of public policy. It is an education system that represents the involvement of adolescents in the learning process aimed at adapting to social life, regardless of developmental disabilities or economic difficulties, which require special attention.

Inclusive education means open learning processes for all. Inclusive education also provides access to education for all types of children. In the process of inclusive education, children with disabilities are fully involved in the educational process. This in turn means that the conditions of an inclusive school need to be adapted for children with disabilities as well. However, in many cases the terms integration and inclusion are misleading. The difference of inclusion is that children with disabilities are fully involved in the educational process. The main purpose of the inclusion is to ensure that in the future, each school is ready to accept different children. This, in turn, requires a change in the attitude of school administration, teachers, parents towards children with disabilities.

In developed countries, since the 1970s, the process of adopting various normative legal acts on the development of inclusive education has begun. In this regard, there are 3 main approaches in the US and European countries to involve people with disabilities in society [6, 126-123].

1. Mainstreaming
2. Integration
3. Inclusive

According to Mainstreaming, students with disabilities meet with students with disabilities at various events and celebrations.

On this basis, they will be able to know each other's characteristics and requirements.

According to the integrated approach, children with disabilities are enrolled in secondary schools. However, the education system and conditions in schools will not change.

According to the inclusive approach, not only children with disabilities will be involved, but the schools that attract them will also be tailored to their needs.

According to the researchers, the development of inclusive education is also important in achieving economic efficiency in education. Today, there is a consensus in most developed countries on the need to develop inclusive education. State and municipal schools provide them with financial support [4,10].

Inclusive education means that all students, including those with disabilities, receive the support they need to receive an education appropriate to their age in ordinary classrooms in their district's secondary schools, and participate and contribute to all aspects of school life.

Inclusive education has a positive educational and social impact on all students - those with and without basic needs in education.

Inclusive education, as well as kindergarten, means that the school curriculum is designed and designed to ensure that all children participate in activities in school and preschool.

The key elements of inclusive education are: Children with disabilities do not have to enroll in these schools. The number of children in school with disabilities should be related to the natural child population. The fact that children study in mixed groups, that children are educated in classes appropriate to their age, that there is a decentralized model of teaching.

The basic principles of inclusive education include:

1. Succession of the education system;
2. The principle of social partnership;
3. The principle of complexity in creating a barrier-free learning environment;
4. Professional competence of teachers.

Thus, inclusion is the leading trend in the modern stage of development of the education system, which does not contradict the principle of integrated learning in the system of general and special education. As a result, a child with special educational needs should be able to exercise his right to education in any type of educational institution and receive the specialized assistance he needs.

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**THE ROLE OF INDEPENDENT WORK IN ENGLISH  
IN DEVELOPMENT OF INTERCULTURAL RELATIONSHIP**

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**Annotation:** The article presents the types of students' independent work of a country geographical character, which are used by teachers in the system of practical classes in the English

language. The forms of independent work of a country geographical character are of great educational and educational value in the development of intercultural relations among students in the process of learning English.

**Keywords:** practice, system, development, intercultural, relation, character, geographical.

In teaching practice, each type of students' independent work is represented by a wide variety of types of work used by teachers in the system of practical lessons in a foreign language. Such a variety of types of work undoubtedly includes types of students' independent work of a country geographic character, which contributes to the formation of intercultural relations among students. Let's list the most common and effective ones:

1) Working with the book. This is a work with a foreign text, including regional geographic material: retelling of the regional geographic content of a foreign text; preparation of a planned response to a read foreign text of a country geographic character; a short synopsis of a foreign text of a country-specific character; search for an answer to questions previously posed to the text; analysis, comparison, generalization and systematization of foreign material in several paragraphs. Working with foreign primary sources, reference books and popular science literature, taking notes and summarizing what has been read.

2) Exercises of a country geographic character: training, reproducing exercises according to the model; reconstructive exercises; compilation of various tasks and questions and their solution; peer review of students' answers, assessment of their activities in a practical lesson; various exercises aimed at developing practical skills and abilities.

3) Solving various tasks and performing practical work of a country geographic character.

4) Various students' independent verification works of a country geographic character, tests, dictations and essays.

5) Preparation of reports and essays of a country geographic character using foreign literature.

Most of the listed types of students' independent work of a regional character contributes to the development of intercultural relations among students. The listed types of independent work can be compiled for different levels of independent learning activities of students, i.e. assigned to each of the four types of independent work listed above. There is a huge arsenal of various independent works of regional geography for a variety of didactic purposes, available to the creatively working teacher. The variety of independent work excludes prescription instructions for their implementation [Grigorieva, 1971: 26]. However, any work of a country geographic character should begin with the students' awareness of the purpose of the action and the method of action.

Such work of a country geographic character contributes to the development of intercultural relations among students. The efficiency of all work largely depends on this.

The study of the work experience of leading teachers in a foreign language shows that one of the main features that distinguishes the level of their skill is the ability to use in their work a variety of complementary students' independent works of a country geographic character, which take into account the educational capabilities of students in the field of using foreign literature.

Today, a bad lesson is mainly characterized, first of all, by the fact that at this level the majority of students spend their time idly, do not work. In the lessons of the great masters, students perform a significant part of the lesson with a variety of independent work [Dobrovich, 1987: 15].

Observing the practice of organizing students' independent work of a country geographic character and analyzing the results of the performance of a large number of such works by students allow us to highlight the most common shortcomings in their organization: there is no system in the organization of work, they are random in content, quantity, and form; the level of the proposed independence of a country geographic character does not correspond to the educational capabilities of the student, the individual approach in the selection of tasks is poorly expressed; independent work of a country geographic character is monotonous, their duration is not optimal for this group.

In order for students to be able to independently describe a particular object or phenomenon while completing an educational assignment of a country-specific character, solving the educational problem and correctly performing all operations, it is necessary:

to clearly formulate the assignment for description, indicating its boundaries - minimized or expanded;

to present an object for observation in nature or a model, on a diagram, geographical map, drawing;

to give all the previously studied basic concepts, as well as present a ready-made map of the description language - the name of the object and its constituent parts, including terms of a country-specific character, symbols, code marks;

to define boundaries and provide guidelines for self-recognition of essential signs of similarity and difference; if necessary, give a hint - where, how and what signs to look for.

For the effective formation of intercultural relations among students, the teacher's task is, first of all, to create the necessary conditions for the implementation of students' independent work of a country geographic character in the lesson, the most important of which are:

- gradual introduction of types of students' independent work of a country geographic character, different in degree of complexity and stimulation of mental activity;

- the obligatory preparation of students to complete assignments (communication of initial knowledge and teaching general educational skills);

- a variety of types of autonomy of work of a country geographic character used in teaching each academic subject;
- selection of tasks that contribute to the awakening of interest in their implementation, containing feasible difficulties;
- familiarizing students with the sources of obtaining the information necessary to complete the assignment;
- provision of assistance by the teacher, if necessary, in the work;
- teaching students self-control techniques when performing work;
- the obligatory check by the teacher of students' independent work [Esipov, 1961: 22].

Consultations and additional classes are held with students outside of school hours, and are used in some cases to meet the need of some for in-depth study of some issues of the course that are not included in the content of optional classes, in others - to eliminate the lag of individual students in the apprenticeship, to eliminate gaps in their knowledge and prevention of academic failure [Myasishchev, 1970: 10]. A special category is represented by the forms of independent work - all kinds of subject circles, scientific societies, olympiads, competitions, etc. All the work of students is carried out here on a voluntary basis, the composition of students by age and group of study is heterogeneous. They are supervised by subject teachers, invited experts in a particular field of knowledge [Chark, 1977: 12].

The forms of independent work of a regional character are of great educational and educational value in the development of intercultural relations of students. They are diverse and require erudition and creativity from the teacher.

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**OTMLARDA KREDIT MODUL TIZIMI SHAROITIDA "MUSTAQIL TA'LIM  
KO'NIKMALARI" FANINING MAZMUNI VA MOHIYATI**

**(Content and significance of the subject "independent educational skills" in the  
context of credit module system in higher educational institutions)**

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**Annotasiya:** mazkur maqolada filologik oliy ta'lim muassasalarida kredit modul tizimi sharoitida "mustaqil ta'lim ko'nikmalari" fanining mazmuni va mohiyati, bo'lajak ingliz tili o'qituvchisining avtonomiyasini (mustaqil ta'lim ko'nikmalari) shakllantirish, zaruriy kommunikativ kompetentsiyalarini, lingvistik, sotsiolingvistik, pragmatik va strategik kompetentsiyalarni rivojlantirishda mustaqil ta'lim ko'nikmalarini fanining ahamiyati yuqori baxolanadi.

**Kalit so'zlar:** bo'lajak ingliz tili o'qituvchisi, mustaqil ta'lim, mustaqil ta'limni tashkil qilish, mustaqil ta'lim ko'nikmalari, kommunikativ kompetentsiya, o'qituvchig avtonomiyasi.

**Annotation:** This article highlights the content and essence of the subject "Independent learning skills" in the credit module system in philological higher education institutions, the formation of autonomy (independent learning skills) of a future English teacher and the development of communicative competencies including into linguistic, sociolinguistic, pragmatic and strategic competencies.

**Keywords:** future English teacher, independent learning, organization of independent learning, independent learning skills, communicative competence, teacher autonomy.

Darhaqiqat, amaldagi PreSETT o'quv dasturi umume'tirof etilgan xalqaro me'yorlarga ko'ra, bo'lajak til o'qituvchilari o'rganilayotgan chet tilini C1 darajada egallashlari uchun zaruriy til ko'nikmalarini integrallashgan tarzda o'rgatish, egallagan bilim va malakalarini amaliyotda mustaqil qo'llash va madaniyatlararo muloqot malakalarini turli ijtimoiy jonli vaziyatlarda o'rinli va faol qo'llay olishni nazarda tutadi. PreSETT o'quv dasturi tarkibiga kirgan o'quv fanlari va modullari shaxsga yo'naltirilgan ta'lim metodlari va chet tili o'qitishga kommunikativ yondashuvdan maksimal darajada foydalanishni talab etadi. Auditoriya mashg'ulotlarda darslik va o'quv qo'llanmalardan tashqari autentik materiallar: audio, video, gazeta va jurnallar, Internet manbalaridan, elektron ta'lim vositalari va interaktiv usullardan foydalangan holda aqliy hujum, keys-stadi, loyihalar tayyorlash, rolli o'yin, debatlar, prezentasiyalardan foydalanib, bo'lajak til

o'qituvchilariga tilning og'zaki va yozma shakllarini integrallashgan holda o'rgatish, turli kontekstlardagi muloqot malakalarini mustaqil rivojlantirish, o'rganilayotgan chet tili ko'nikmalari to'g'risidagi amaliy va nazariy bilimlarini takomillashtirish hamda egallangan bilim, ko'nikma, malakalarini kasbiy faoliyatida erkin qo'llay olishlarini ta'minlaydi.

O'qishning dastlabki bosqichida mustaqil ta'lim ko'nikmalari fanining mazmuni

Mazkur dasturga ko'ra, "mustaqil ta'lim ko'nikmalari" faniga 1-semestr davomida jami 60 soat (30 soat auditoriya mashg'ulotlari, 30 soat mustaqil ta'lim) o'quv yuklamasi ajratilib, talabalar 2 kredit jamg'arishlari kerak bo'ladi [1]. Ya'ni "mustaqil ta'lim ko'nikmalari" fani talabalarga oliy ta'lim muassasasida ta'lim olishning o'ziga xos jihatlari, o'z shaxsiy xususiyatlaridan kelib chiqib, o'qish va o'rganish usullarini mustaqil tanlash, ta'lim olishda refleksiyaning ahamiyati, o'z-o'zini baholash, bilimlarini takomillashtirish uchun maqsad va kelgusi rejalarni tuza olish borasida kerakli bilimlarni berish qatorida oliy ta'limdagi o'qish jarayonida o'z vaqtlarini to'g'ri rejalashtirish, vujudga kelishi mumkin bo'lgan stress bilan kurashish, motivasiya, vazifalarni o'z vaqtida bajarish va imtihonlarga tayyorgarlik ko'rish, samarali ta'lim olish, shuningdek, kelgusi kasbiy faoliyati bilan bog'liq malaka va ko'nikmalarini muntazam takomillashtirib borish yo'llarini o'rgatishda yetakchilik qiladi.

Mustaqil ta'lim ko'nikmalari fanini o'zlashtirilishi natijasida talabalar quyidagi bilim, ko'nikma va malakalarni, jumladan umumiy o'rta va o'rta maxsus (maktab, lisey, kollej va oliy ta'lim tizimlarida o'quv jarayoni va ularning farqli jihatlari taxlil qilish, o'qituvchiga tobelik tamoyilidan talaba mustaqilligiga tomon yo'lni tanlash, mustaqil bo'lishning (bilimlarni mustaqil o'zlashtirish) ahamiyati haqida tasavvurga ega bo'lish, ta'lim olish uslublari va moyilliklari, sensor ta'lim uslublari (vizual, audio, kinestet, taktil), ta'lim uslublarining Xani va Mamford tasnifi (nazariyotchi, aktivist, reflektor, pragmatik), introvert va ekstrovert ta'limni bilish, yaxshi bilim olish uchun ta'limning samarali uslublarini bilishi va ulardan oqilona foydalanish, o'zining til bilish darajasini umume'tirof etilgan xalqaro me'yorlar (CEFR) ga muvofiq baholash, Smart maqsadlarni aniqlash, chet tilini o'rganishdan maqsadni to'g'ri belgilash, refleksiya, ta'lim muassasasi va undan tashqarida vaqtdan unumli foydalanish, vazifalarni aniqlash va personalizasiya qilish, kutubxonalardan unumli foydalanish, internetdan maqsadli va samarali foydalanish, plagiat (ko'chirmakashlik) ga yo'l qo'ymaslik, imtihon va testga tayyorgarlik ko'rish kabi mustaqil ta'lim ko'nikmalarini bosqichma-bosqich egallab borish ko'nikmalariga ega bo'lishlarida tayanch vazifani bajaradi.

Mustaqil ta'limni tashkil etish, mustaqil ta'lim topshiriqlarini tanlash va ularga qo'yilgan talablar, bo'lajak ingliz tili o'qituvchilarining mustaqil ta'lim ko'nikmalarini, kommunikativ kompetentligini rivojlantirish muammosi xorijlik metodist, lingvist, pedagog olimlarning ilmiy

tadqiqod ishlarida o'rganilgan bo'lib, mazkur tadqiqotlar natijada ingliz tili o'qitishning talabaga yo'naltirilgan yondashuv kontekstida "avtonomlik", avtonom o'rganish (autonomous learning), "til o'rganuvchi avtonomiyasi" (learner autonomy), "mustaqil ta'lim ko'nikmalari" (independent study skills) kabi tushunchalar keng qo'llanila boshlandi. Avtonom o'rganish "mustaqil ta'lim olish", "o'z-o'zini tarbiyalash" xamda "mustaqil o'qish" uchun maksimal darajada mas'uliyatni olishi kerak degan tamoyilni anglatadi.

Yevropa Kengashining til siyosati dasturi tomonidan "chet tilini egallashning umumevropa kompetentsiyalari: o'rganish, o'rgatish va baholash" (CEFR) malaka talablari asosida ishlab chiqilgan "Yevropa tilining portfoliyosi" (The European Language Portfolio (ELP), 2009) ham talaba avtonomiyasi (learner autonomy), plurilingualizm va madaniyatlararo xabardorlik (intercultural awareness) va kommunikativ kompetentsiyalarini rivojlanishini takomillashtirishga qaratilgan bo'lib, ELP o'rganuvchilarni tilni o'rganish uchun mas'uliyatni o'z zimmasiga olishga undaydi ya'ni mustaqil ta'limni zaruratini nazarda tutadi. Shuningdek, talabalarning CEFR malaka talablari asosida o'z-o'zini baxolash va mustaqil ta'lim ko'nikmalarini rivojlantib borayotganligini aniq ko'rishga ko'maklashadi va talabada o'ziga ishonch va mamnuniyat hissini oshiradi. (Deskriptorlar talabalarning tushunishlari uchun nisbatan oson, shuning uchun ular nimani maqsad qilib olganliklarini va unga erishganliklarini ko'ra oladilar. Agar talabalar taraqqiyotga erishayotganliklarini ko'ra olsalar, ularda ko'proq qoniqish hosil bo'ladi.)

V. Littlvud (1997) ingliz tili o'qituvchilarining avtonom (mustaqil) ta'lim ko'nikmalariga ega bo'lishlarini va mustaqil ta'limni tashkil etishning zaruratini quyidagicha izohlaydi:

1. Ingliz tili o'qituvchilari o'quvchilarini tildan jonli vaziyatlarda mustaqil muloqot qilish qobiliyatlarini rivojlantirishni maqsad qiladilar.
2. Ingliz tili o'qituvchilari o'quvchilarini mustaqil ta'lim olishlari uchun sinfda va auditoriadan tashqari ishlarni mas'uliyat bilan mustaqil va faol tarzda bajarishlarida yordam berishni maqsad qiladilar.
3. Ingliz til o'qituvchilari o'quvchilariga ko'proq mustaqil muloqot qilish, ko'proq mustaqil o'rganish va shaxs sifatida mustaqil bo'lish uchun talab etiladigan motivasiya, ishonch, bilim va ko'nikmalarni rivojlantirishga yordam berishlari kerak. [Littlvud, 1997:111]

Demak, bo'lajak ingliz tili o'qituvchisining avtonomligi, mustaqil ta'lim ko'nikmalarining rivojlantirishi, o'z-o'zini tarbiyalashi, bilim, ko'nikma va malakalarini muntazam mustaqil ta'lim vositasida rivojlantirishi uni kasbiy faoliyati davomida faol va ijodkor o'qituvchi bo'lishga undaydi. Izlanishlarimiz shundan dalolat beradiki, OTMlarda kredit movul tizimi sharoitida bo'lajak ingliz tili o'qituvchisining o'rganilayotgan chet tilini muloqot tili hamda mutahassislik fani sidatida OTMda to'rt yil davomida C1 darajada egallashi uchun mustaqil ta'limni o'qishning dastlabki

bosqichida "mustaqil ta'lim ko'nikmalari" fani orqali mustaqil ravishda bilim, ko'nikma va malakalarni shakllantirib, zaruriy kommunikativ kompetentsiyalarini, lingvistik, sosiolingvistik, pragmatik va strategik kompetentsiyalarni rivojlantirishda mustaqil ta'lim ko'nikmalarini shakllantirishga asos bo'ladi.

OTMLlarda talaba mustaqil ishini tashkil etish, nazorat qilish va baxolash tartibi tug'risida namunaviy yo'riqnomada talabalar mustaqil ishlarini tashkil etishni ikki turga: auditoriyada amalga oshiriladigan mustaqil ta'lim va auditoriyadan tashqarida mustaqil ta'limga ajratilgan. Unga ko'ra, auditoriyada amalga oshiriladigan mustaqil ta'lim talabalarning nazariy va amaliy bilimlarini o'zlashtirish darajasini, amaliy mashg'ulot darslariga (seminar, amaliyot, laboratoriya) tayyorgarlik va uyga berilgan topshiriqlarning bajarilish sifatini tekshirish maqsadida joriy, oraliq va yakuniy nazorat ishlari olish, savol-javob, suhbat, munozara kabi usullardan foydalaniladi. Auditoriyadan tashqarida mustaqil ta'lim fanning ishchi o'quv dasturida belgilangan soatlar miqdorida mavzu bo'yicha qo'shimcha o'quv materiallarini mustaqil ravishda izlab topishi, taxlil qilishi, o'zlashtirishi, ijodiy yondashishini talab qiladigan amaliy topshiriqlarni bajarish ko'rinishida amalga oshiriladi.

OTMLlarda turli darajadagi mustaqil ish turlari farqlanadi:

1. Namuna asosidagi mustaqil ish-mustaqil faoliyatning past darajasi;
2. Yechimni aniqlashning taniqli usulini qo'llagan holda topshiriqlarni bajarish. Bu ishlar o'qituvchi tomonidan avval ko'rsatilgan hamda talabalar tomonidan tajribadan o'tkazilgan mustaqil ishlarni qayta takrorlash asosida bajariladi;
3. Rekonsruktiv-variantiv tip mustaqil faoliyatning boshlang'ich darajasi. Bilimlarni tipik vaziyatlarga ogli ravishda o'tkazish, turli hodisalar, voqealar, faktlarni tahlil qilish, bilish faoliyati metodlari va usullarini shakllantirish imkoniyatini beradi;
4. Evristik mustaqil ishlar-mustaqil faoliyatning harakatchan darajasi. Talabalarda ijodiy shaxsni shakllantirishga yordam beradi. Bu tipdagi ishlarni bajarishda doimiy ravishda yangi bilimlarni izlash, egallagan bilimlarni umumlashtirishva tizimlashtirish, ularni nostandart vaziyatlarga o'tkazishni taqozo etadi;
5. Predmet ichida va predmetlararo tadqiqot tipidagi mustaqil ishlar-mustaqil faoliyatning yuqori darajasi. Mustaqil ishlarni bajarishning eng yuqori bosqichi hisoblanib, bunday ishlarni bajarishda vazifa yechimini topish yo'llarini ishlab chiqish talab etiladi. [Qurbonova, 2021:10]

Demak, bilimlarni mustaqil ravishda egallashga yo'naltirilgan faoliyat ta'lim jarayonining ajiralmas qismi hisoblanadi. OTMLlarda o'qishning dastlabki bosqichida mustaqil ishni tashkil qilish bir qator vazifalar bilan bog'liq bo'lib, mazkur jarayonda xar bir professor-o'qituvchi dastlab talabada o'z qobiliyati va aqliy imkoniyatlariga ishonch uyg'otishi, ularni sabr-toqat bilan vosqichma-bosqich mustaqil ta'limni to'g'ri tashkil etishga o'rgatib borishi zarurligini isbotlaydi.

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**ОСОБЕННОСТИ ПРИМЕНЕНИЯ ТЕХНОЛОГИИ «ПОРТФОЛИО»  
(Features of application of technology "portfolio")**

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**Аннотация:** В современной методике наблюдается многообразие теоретических концепций и методологических подходов к созданию портфолио как способу фиксирования, накопления и оценки научных работ.

**Annotation:** In the modern methodology, there is a variety of theoretical concepts and methodological approaches to creating a portfolio as a way of recording, accumulating and evaluating scientific works.

**Ключевые слова:** инновационная технология, научная работа, портфолио, индивидуальные образовательные достижения.

**Keywords:** innovative technology, scientific work, portfolio, individual educational achievements.

Новые образовательные стандарты вводят новое направление оценочной деятельности – оценку личных достижений. Это связано с реализацией гуманистической парадигмы образования и личностно-ориентированного подхода к обучению. Для общества становится важным объективировать личные достижения каждого субъекта образовательного процесса: ученика, учителя, семьи. Введение оценки личных достижений обеспечивает развитие следующих компонентов личности: мотивации саморазвития, формирования позитивных ориентиров в структуре Я-концепции, развитие самооценки, волевой регуляции, ответственности.

В некоторых стандартах в итоговую оценку обучающихся включается и накопленная оценка, характеризующая динамику индивидуальных образовательных достижений на протяжении всех лет обучения, в частности в школе, колледже или вузе.

В качестве оптимального способа организации накопительной системы оценки выступает портфолио. Это способ фиксирования, накопления и оценки работ, результатов обучающегося, свидетельствующих о его усилиях, прогрессе и достижениях в различных областях за определённый период времени. Иными словами – это форма фиксации самовыражения и самореализации. Портфолио обеспечивает перенос «педагогического удара» с оценки на самооценку, с того, что человек не знает и не умеет на то, что он знает и умеет. Значимой характеристикой портфолио является его интегративность, включающая количественную и качественную оценки, предполагающая сотрудничество обучающегося, педагогов и родителей в ходе его создания, и непрерывность пополнения оценки [Загашев, 2003].

Технология «портфолио» реализует следующие функции в образовательном процессе:

- диагностическую (фиксируются изменения и рост (динамика) показателей за определённый период времени);
- целеполагания (поддерживает образовательные цели, сформулированные стандартом);
- мотивационную (поощряет обучающихся, педагогов и родителей к взаимодействию и достижению положительных результатов);
- содержательную (максимально раскрывает весь спектр достижений и выполняемых работ);

- развивающую (обеспечивает непрерывность процесса развития, обучения и воспитания от уровня к уровню);

- рейтинговую (показывает диапазон и уровень навыков и умений);

следует всё же добавить:

- обучающую (создаёт условия для формирования основ квалитетической компетентности);

- корректирующую (стимулирует развитие в условно задаваемых стандартом и обществом рамках).

Для обучающегося портфолио – это организатор его учебной деятельности, для преподавателя – средство обратной связи и инструмент оценочной деятельности.

В данном контексте учеником следует считать любого обучающегося, а учителем – руководителя процесса обучения [Колюткин, 2002, 2003].

Известны несколько типов портфолио. Наиболее популярны:

- портфолио достижений;

- портфолио – отчёт;

- портфолио – самооценка;

- портфолио – планирование моей работы.

(любой из них имеет все характеристики, но при планировании рекомендуется выбирать одну, ведущую).

Выбор типа портфолио зависит от цели его создания.

Отличительной особенностью портфолио является его личностно-ориентированный характер:

- обучающийся вместе с преподавателем определяет или уточняет цель создания портфолио;

- обучающийся собирает материал;

- в основе оценивания результатов лежит самооценка и взаимооценка.

Важной характеристикой технологии портфолио является её рефлексивность. Рефлексия является основным механизмом и способом самоаттестации и самоотчёта. Рефлексия – процесс познания на основе самонаблюдения своего внутреннего мира, «психологическое зеркало самого себя».

Кроме общеучебных умений собирать и анализировать информацию, структурировать и представлять её, портфолио позволяет выйти на развитие интеллектуальных умений более высокого порядка – метакогнитивные.

Обучающийся должен научиться:

- отбирать и оценивать информацию;
- точно определять цели, которые он хотел бы достичь;
- планировать свою деятельность;
- давать оценки и самооценки;
- отслеживать собственные ошибки и исправлять их.

В данном контексте мы рассматриваем портфолио как один из приёмов, наиболее соответствующих задачам технологии развития критического мышления. Именно он сочетает возможности важнейшей стратегии технологии развития критического мышления и современного метода оценки и даёт возможность диагностировать сформированность основных целей – способности к самообразованию.

Самым лучшим способом познакомиться с технологией портфолио является его практическое воплощение [Заир-Бек, 2010].

Классификация инновационной технологии «портфолио».

1. По отношению к структурным элементам образовательных систем:
  - в контроле, в оценке результатов.
2. По отношению к личностному становлению субъектов образования:
  - в области развития определённых способностей обучающихся и педагогов,
  - в сфере развития их знаний, умений, навыков, способов деятельности, компетентностей.
3. По области педагогического применения:
  - в учебном процессе.
4. По типам взаимодействия участников педагогического процесса:
  - в коллективном обучении (лично-ориентированно)
  - в индивидуальной, фронтальной, групповой форме;
  - в семейном обучении.
5. По функциональным возможностям:
  - нововведения-продукты (педагогические средства, проекты, технологии и т.п.).
6. По способам осуществления:
  - систематические.
7. По масштабности распространения:
  - в школе,
  - в колледже,
  - в вузе,
  - на городском уровне,



- на областном уровне,
- на республиканском уровне,
- на международном уровне [Метгус, 2009: 154].

8. Выделение признака масштабности (объёма) нововведения:

- системные (охватывающие всю школу или весь вуз как образовательную систему).

9. По социально-педагогической значимости:

- в образовательных учреждениях любого типа.

10. По признаку инновационного потенциала:

- комбинаторные,
- нововведения.

11. По отношению к своему предшественнику:

- замещающим,
- открывающим [Муштавинская, 2008].

Таким образом, эффективность их применения зависит от сложившихся традиций в образовательном учреждении, способности педагогического коллектива воспринимать такие инновации.

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## **V. TIL O‘QITISHDA MADANIYATLARARO MULOQOT MASALALARI.**

### **ИНТЕРНАЦИОНАЛИЗМЫ В ПРОИЗВЕДЕНИЯХ НИЗАМИ ГЯНДЖАВИ**

**(Internationalisms in the works of Nizami Ganjavi)**

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**Аннотация:** Статья основана на примерах из произведений Низами Гянджеви, как воспеваются китайская и китайская красота в образцах средневековой азербайджанской поэзии из исторических, литературных и культурных традиций народов Востока и какие метафорические фигуры отражены. В исследовании рассматривается концепция Китая в «Хамсе» с научно-художественной, историко-этнографической точек зрения. В процессе исследования информация о Китае и китайцах воспринималась как художественная метафора, средство художественного описания в системе метафор, красота Китая анализировалась как красивый художественный портрет, поэтический образ. В азербайджанской классической поэзии показано, что эта литературная традиция от Низами продолжается оригинальными поэтическими средствами.

**Annotation:** The article is based on examples from the works of Nizami Ganjavi, how Chinese and Chinese beauty are glorified in the examples of medieval Azerbaijan poetry from the historical, literary and cultural traditions of the peoples of the East and what metaphorical figures are reflected. The study approaches the concept of China in "Khamsah" from a scientific-artistic, historical-ethnographic point of view. In the process of research, information about China and the Chinese was taken as an artistic metaphor, a means of artistic description within the system of metaphors, China beauty was analyzed as a beautiful artistic portrait, a poetic image. It is shown in the Azerbaijan classical poetry that this literary tradition from Nizami is continued by original poetic means.

**Ключевые слова:** Китай, китаец, символ красоты, художественное определение, аналогия, локоны, родинка.

**Keywords:** China, Chinese, beauty symbol, artistic designation, analogy, hair, birthmark

В литературном мире Азербайджана еще с раннего средневековья время от времени наблюдалось интерес к национально-духовным ценностям китайского народа и литературно-эстетическое мировоззрение. Среди классической азербайджанской поэзии впервые в произведениях Низами Гянджеви (1141–1209) встречается образное представление и художественное описание китайской красавицы. И наиболее ярко выражены характерные черты, присущие китайцам в целом.

Академик Гамид Араслы, литературовед, который глубоко изучил историю литературных отношений между народами Азербайджана и Востока в своих исследовательских трудах, затрагивая тему о дружбе народов в произведениях великого поэта, писал: «Низами Гянджеви очень много писал о китайско-уйгурской культуре и Китайский Туркестан. В общем, в древние времена народ Азербайджана был хорошо знаком с Китаем. В своих произведениях поэт подытожил представления своего народа о китайско-уйгурской культуре и искусстве. И в заключении написал о могуществе и величии этих народов. В описаниях природы и образных выражениях слова «Китай» и «китаец» были использованы в положительном смысле. Поэт рассматривал Китай как цивилизованную страну. В своих самых ранних трудах он связывал такой важный вид изобразительного искусства, как художественная резьба с этой страной. И говоря о китайской резьбе, имел в виду воплощение высших образцов этого искусства» [Араслы Хамид, 1998: 219].

Как видно из этой цитаты, в наследии Низами Китай рассматривается обителью высоких культурных достижений. А китаянка - уникальным воплощением человеческой красоты. Однако не только эти качества, но и такие как отвага, мужество, смелость и бесстрашие, тоже важные свойства личности художественного образа китайца, созданного в «Хамсе».

Так, например персонаж Александра Македонского представлен в «Искендер-наме» как идеальный и справедливый царь, положительная личность. По сюжету поэмы, после мирных переговоров с Хаганом Китая Александр Македонский получает весть, о внезапном походе китайцев на свой военный лагерь. Он считает этот поступок китайского правителя предательством. Александр Македонский противостоит великой армии китайского хана и спрашивает причину этого неожиданного похода. На что Каган отвечает, что он согласился на перемирие не из-за безысходности и страха поражения перед армией Александра. А из-за миролюбия, и с целью предотвращения неоправданного кровопролития. И чтобы продемонстрировать военную мощь своей страны привел свою армию в боевую готовность. Благодаря мудрости китайского правителя между сторонами подписывается мирный договор, предотвратив военные действия между армиями Александра и Китая. Эти важные исторические данные в произведении сформулированы следующим литературно-художественным образом:

Мой порыв дружелюбный все так же безмерен,

Я все так же правдив, прямодушен и верен [Низами Гянджеви, 1953:331].

В «Искендер-наме» Низами цель визита Александра в Китай образно выражается так:

Я у Кейда сажал много мускусных ив,

Дам Китаю жасмин – он душист и красив.

[Низами Гянджеви, 1953:309].

Поэт хочет сказать, что правитель, покоривший Индию, теперь политикой хочет подчинить своей власти Китай. Здесь черный мускус можно считать показателем на темный цвет кожи индусов, а белый жасмин белизной китайцев.

В целом, в «Хамсе», в соответствии с классической литературно-художественными традициями Востока, города Китая представлены как земли, богатые и материально и духовно:

Из дома вожделений, похожего на Фархару

Сбывалось мгновенно все желанное [Низами Гянджеви, 1982: 305].

Фархар – это название города в Китае, известное своими красивыми женщинами. То есть в том пиршестве, как и в городе Фархар (здесь этот город отождествляется раем), каждый смог добиться всего желанного и вмиг [Низами Гянджеви, 1982: 647].

Эти историко-этимологические данные передаются изумительными метафорами. К ним относятся и черты характеров героев, и грезы об утопическом обществе. И представления о воображаемом государстве. В подтверждение нашей точке зрения приведем следующие примеры:

Не заметил он крови в степи, но она

Вся, увидел он, мускусом ценным полна.

Сотни мускусных мчались газелей. Охоту

Искендер запретил и, не ведая счету,

Собирали войска за харваром харвар

Ценный мускус, – всем людям желанный товар. [Низами Гянджеви, 1983:300].

Рассказывая о походе Александра из Индии в Китай, поэт воспекает очаровательную природу и географическую среду Китая, чарующий аромат мускуса, который добывают из пупа антилопы. На примере из поэмы выше, все эти прелести природы Китая оживает перед глазами как картина с кисти великого живописца.

В другом отрывке мы наблюдаем использование слово «Китай» как метафорический образ:

С этой отметиной мускусной я душа Китая,

По предание горящий факел сердце Рума [Низами Гянджеви, 1982: 370]. (Перевод наш)

В этих строках выражение «мускусная отметина» означает черное, а «китайка» красоту светлой кожи и белизну облика. А «Я счастливый свет в сердце Рума» означает, что

моя любовь овладела сердцем Искендера, что судьба моя связана с ним. В том смысле, что я понравилась Искендеру. В рассказе о пиршестве Искендера с китайской красавицей перед нами встает образ прекрасной девицы, которая восхваляет себя в сопровождении мелодии на сазе (музыкальный инструмент).

В поэме «Искендернаме» Н. Гянджеви создал интересный эпизод о встрече с китайско-тюркской наложницей. Китайский каган приносит в дар Искендеру порядочную китайско-тюркскую девушку с красивым голосом. И рассказывает о ее храбрости. Искендер сначала не верит его словам. Однако во время сражений с русскими он сам становится свидетелем этого. Он выражает ей свое восхищение и приветствует за отвагу в битве.

Следует отметить, что Низами воспевал жизнь своих героев не только в их странах. Поэт также переводил на стихотворный язык их походы в другие провинции и города, фрагменты войн и сражений. И повествовал об их взаимоотношениях с иными народностями. К примеру, в поэме Искендернаме есть отдельные рассказы со следующими названиями: «Поход Искендера из Индии в Китай», «Письмо Искендера китайскому хакану», «Хакан отвечает на письмо Искендера», «Состязание румского художника с художником китайским». В этих сюжетных линиях поэмы с пафосом рассказывается об ответных письмах правителя Китая письмам Искендера, о приходе Кагана к Искендеру в облинии посла и развитие событий по достижению перемирия. А также про саму страну Китай и ее древних традициях.

Следует особо отметить, что Н. Гянджеви впервые в истории народов Ближнего Востока в своих произведениях воспевал дружбу народов. И этим возвел в жемчужину творения чувства человечности и интернационализма. Известно, что поэт-мыслитель использовал исторические сведения о китайцах из письменных источников, а также из образцов устного фольклора. В сказке индийской принцессы из поэмы «Семь красавиц» рассказывается о событиях, происходящих в одном призрачном городе Китая. В сказке «Добро и Зло» китайская принцесса повествует о непременной и абсолютной победе гуманизма – добра над злом:

Шах китайской красавице дивными глазами

Сказал: «Сними пылинку моей души».

Начала рассказ свой девица китайская,

Сначала поцеловав руку правителя своему [Низами Гянджеви, 2004:224-225].

(Перевод наш)

Подобно сказкам, которые рассказали принцессы других стран, и в этой сказке отмечается положительное влияние Китайской девицы на мировоззрение и характер Бахрам Шаха. В заключение сказки китайской принцессы говорится:

Завершила сказку, та китайская девица

Сделав речь сладким и забавным.

Шах поместил ее подальше,

От дурных глаз и спрятал [Низами Гянджеви, 2004: 243]. (Перевод наш)

В другом отрывке поэмы, наряду с поучительной сказкой китайской красавицы, Низами рассказывает о походе Кагана Китая на земли Бахрам шаха. Бахрам Шах делает вид, как будто прячется и покидает свою страну. Этим он открывает путь своему врагу. Однако благодаря своему благоразумию и сдержанности Бахрам шах добивается уничтожения и изгнания врага из своей страны. Эта история представлена в поэме следующим образом:

Бахрам противостоял дни и ночи,

Не дремлют лазутчики зоркие.

Вести от китайского кагана,

Правителю доставил один из тех мужей [Низами Гянджеви, 2004:109-110]. (Перевод наш)

Даже сопротивление походам китайского народа и победы других народов, Низами Гянджеви восхвалял и славословил литературной тактичностью, присущей художественным гениям.

Именно такую позицию следует рассматривать как поэтическое выражение художественного гения азербайджанского поэта. Одна из историй и дастанов «Семи красавиц» сказка под названием «История шаха покупавшего и продававшего прислужницу», рассказанная Ягменазер, китаянки в желтом одеянии. Этот рассказ, поведанный Бахрам шаху, привлекает внимание особой поэтичностью, содержанию, а также по смыслу. По мнению исследователей, открыто констатируя происхождение образа воинственной девушки как «*тюркская принцесса*», Низами указывает на принадлежность ее к племени Хатай. Это племя считалось одной из древнейших тюркских племен. (Халисбейли Таги, 1991:58]. Следует также отметить, что в сказке китайско-тюркской принцессы «История шаха, покупавшего и продававшего прислужницу» мы видим, что поэт поднимает вопрос о защите человеческого достоинства. И основной задачей ставит проблему идеальной личности. Это великая миссия характерна для всего творчества гениального художника слова. И сегодня актуально, как всегда.

Взгляды, понятия и знания Низами о китайском народе, китайской красавице проявляются в описании образов китайских художников, архитекторов и представителей искусства.

В очередном примере любящий сравнивает китайский мускус прядью возлюбленной. Здесь воссоздается поэтический образ «Китайского мускуса» (Мишки-Чин). Поэт встречу китайского мускуса с благоухающими локонами возлюбленной передает следующим образом: «Что теперь поделать, черный раб твой не безгрешен». То есть эту ошибку совершил не кто-то представителей высшего класса. Представление «Мишки-Чин» в образе черного раба привлекает внимание как один из интересных поэтических фигур.

Особо следует отметить то, что в галерее поэтических образов в литературе Азербайджана существуют несколько лексических единиц, которые служат определением девичьих и женских имен. Такие определения как, «нигяр», «назенин», «мехбуба», «мехпара» и др. имеют гибкую функцию и занимают активную позицию. Среди таких лексических единиц определение «Китай» и «китайский» имеют также уникальную позицию, как очаровательные женские имена. При этом черты лица китайцев, особенно глаза, считаются эталоном красоты. Например, в поэме «Семь красавиц» Низами представляет китайскую прислужницу Бахрам шаха Фитнэ с определением «узкоглазая»:

«О, узкоглазая тюрчанка, — спросил ее царь —

Почему и взглядом не достаиваешь нашу добычу? [Низами Гянджеви, 1983:137].

В конце же поэмы «Семь красавиц» в «Посвящение шаху и конец книги» Низами описывает одеяние китайцев с элементом «хатай»:

Благословляю, небеса в услужении у твоих ворот,

Надев хатай, сокроете свои грехи [Низами Гянджеви, 2004: 298]. (Перевод наш)

Известно, что «Хатай» в современном понимании означает Китай. Поэтический смысл стиха в том, что самые красивые и драгоценные одеяния Китая с золотыми украшениями тоже принадлежат Вам. Вы настолько могущественны, что даже небеса являются вашими рабами. В разделе «Знакомство Бахрама изображениями семи девиц в Хаварнаке» поэт описывает картины семи девушек следующим образом:

На одной стене было изобрежено семь красавиц,

Каждая из них происхождением из одного края.

Вот дочь индийского раджи, по имени Фурак –

Красавица, прелестнее полной Луны.

И дочь хакана по имени Ягманаз,

Кто повергла в смятении куколок Китая и Тараза. [Низами Гянджеви, 1983:102].

Здесь поэт упоминает буддийские и манихейские храмы в Китае. Поэтический смысл украшены красочными линиями.

Согласно исследованиям ученых, слово «Китай» в поэзии Низами, вовсе не Китай в современной географической территории. В поэме слово «Китай» означает Восточный Туркестан. А фраза «Китайские тюрочи» в словаре Низами символ красоты, белизны и благородства. Тараз (ныне Талас), Ягма, Хотан – города Туркестана в Китае. Эти города всегда славились красотой своих девиц [Низами Гянджеви, 1982: 315].

По поэме «Хосров и Ширин» соперник шаха Ирана Хосрова Фархад был простым человеком. Он изучал архитектуру в Китае. Самопожертвование архитектора Фархада ради своей любви отразился также в его творчестве. Поэт устами Шапура, другого персонажа этого произведения, в следующих строках отмечает, что Китайский Туркестан славиться своими известными художниками и архитекторами:

Мы были ровесниками, в Китае

Вместе учились и состарились.

Мастер наш знал каждое ремесло,

Дал он ему клинок, а мне перо. [Низами Гянджеви, 1983: 183]. (Перевод наш)

Он твердит, что они своим творчеством не уступают Мани, который славился в Ближневосточной литературе как знаменитый художник. Согласно поэме, Мани приезжает из Рея в Китай, чтобы состязаться с китайскими художниками. Узнав об этом, местные художники строят в окраине города на пересохшей земле мраморный бассейн. И рисуют на нем фонтан, из которого струится вода. Когда Мани пересекает эту засушливую пустыню, чтобы утолить жажду старается наполнить кувшин с мраморного бассейна. Но кувшин разбивается об твердый мрамор.

В «Искендернаме» Низами рассказывает о состязании талантливых художников Искендера с китайскими живописцами. Члены жюри, следившие за творчеством соперников, заявили, что художники обеих стран находятся на высоком уровне.

Низами Гянджеви, словно географ, рассматривает Китайский Туркестан как одно из древнейших государств Азии. Он пишет о прекрасной природе этой страны. Особенно восхваляет тайны тибетского нагорья, ее древнюю культуру, изящное искусство и благородные традиции.

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**ВЛИЯНИЕ КОНФУЦИАНСКИХ ЦЕННОСТЕЙ НА ФОРМИРОВАНИЕ НОВЫХ  
ОБЩЕСТВЕННО-ПОЛИТИЧЕСКИХ ТЕРМИНОВ В СОВРЕМЕННОМ  
КИТАЙСКОМ ЯЗЫКЕ**

**(The influence of confusional values on the formation of new social and political terms in  
the modern chinese language)**

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**Аннотация:** Конфуцианские мысли легли в основу стратегии Поднебесной о глобальном управлении и международных отношениях. «Сообщество единой судьбы человечества» тесно связано с такими конфуцианскими концепциями как 和为贵 héwéigù гармония - наивысшая ценность, 世界大同 shìjìe dàtóng великое единение, 天人合一 tiānrén héyī гармония между небом и человеком. Конфуций понимает мир как единую большую семью. Идея великого Учителя 四海之内皆兄弟也 sìhǎi zhī nèi jiē xiōngdì уё «между четырьмя морями все люди - братья» прослеживается в докладе председателя Си Цзиньпина на 19-м съезде Коммунистической партии Китая в 2017 г., где он объявил о строительстве концепции «сообщества единой судьбы человечества». Эта концепция получила развитие в материалах 18-го съезда КПК, затем Си Цзиньпин повторял её уже в своих выступлениях в качестве руководителя КНР.

**Ключевые слова:** концепция, конфуцианские ценности, общественно-политическая терминология, прагматическая функция, идеология.

**Annotation:** Confucian thoughts formed the basis of the Celestial Empire's strategy on global governance and international relations. “Community of the common destiny of humanity” is closely related to such Confucian concepts as 和为贵 *héwéigù* harmony is the highest value, 世界大同 *shìjiè dàtóng* great unity, 天人合一 *tiānrén héyī* harmony between heaven and man. Confucius understands the world as one big family. The great Teacher's idea 四海之内皆兄弟也 *sìhǎi zhī nèi jiē xiōngdì yě* “between the four seas, all people are brothers” can be traced in the report of Chairman Xi Jinping at the 19th Congress of the Chinese Communist Party in 2017, where he announced the construction of the concept “communities of the common destiny of mankind”. This concept was developed in the materials of the 18th Congress of the CPC, then Xi Jinping repeated it already in his speeches as the leader of the PRC.

**Keywords:** concept, Confucian values, socio-political terminology, pragmatic function, ideology.

Истоки концепции лежат в древних идеях Поднебесной о её гармоничных отношениях с другими странами, взаимовыгодном сотрудничестве, обеспечении мира, развития, безопасности и стабильности государств, регионов и в мире в целом. Уже к III в. до. н.э. в Поднебесной сформировалась система «Тянься» (天下 *tiānxià*) – своеобразная древняя модель международных отношений. Своё обоснование и развитие она получила в период правления династии Чжоу, которая «стремилась к объединению всего мира под одной крышей». По мнению Чжао Тин Яна, это был способ устранения негативного внешнего влияния, либо конфликта в рамках того, что тогда считалось цивилизованным миром» [Gardels, 2018]. Чжао Тин Ян объясняет философскую основу этой концепции как конфуцианское понятие «жить и позволять жить другим странам», в основе которого лежит устранение конфликта вместо поощрения личных интересов. Такой способ сосуществования является наиболее рациональной формулой мира и стабильности [Бояркина, Печерица, 2011: 69-70]. «Мир в системе “тянься” в нашем гиперсвязном, взаимозависимом обществе...должен строиться на более широкой основе гармоничной разносторонности, которая охватывает все цивилизации, а не одностороннее требование одной цивилизации к универсальности» [Gardels, 2018]. Отметим, что Конфуций и его последователи внесли большой вклад в развитие идей гуманизма и в общую историю

человеческого рода [Савка, 2010:35]. Природу идеи «Великой гармонии», где все члены любят других членов общества и проявляют заботу и почтение, древнекитайские философы находят в «благе народа», его «обогащении» и «успокоении» в безграничном стремлении к светлому будущему всего человечества [Бояркина, Печерица, 2011: 59].

Взаимосвязь идей «между четырьмя морями все люди - братья» и «большая семья» находит отражение в гармоничном сосуществовании, где Китай играет роль *paterfamilias* – главы семейства. Однако Поднебесная «не вмешивается во внутренние дела других стран, не экспортирует социальную систему и модель развития или навязывает собственную волю другим». Согласно древним китайским классикам, человек по природе добр и своей деятельностью преодолевает зло и приходит к добру, и все «люди между четырьмя морями – братья», т.е. всё человечество - братья, а «гуманное начало» в каждом человеке рождает «любовь к людям» [Савка, 2010:35].

«Быть великой державой - означает нести большую ответственность за региональный и глобальный мир и развитие, а не стремиться к монополии управления региональным и мировым порядком» [Xi Jinping, 2015]. Профессор Чжан Дэнхуа считает данное заявление двусмысленным, подразумевающим как стремление Китая играть более значительную роль в международных делах, так и критику лидерства какой-либо другой великой державы. Поскольку Си Цзиньпин и дипломаты используют концепцию для обсуждения мира как единого целого, это выражение включает как развивающиеся, так и развитые страны [Zhang Denghua, 2018:199].

При изучении новых ОПТ современного китайского языка необходимо обратить внимание на их новизну и наличие в них китайских элементов. Один из главных подходов к пониманию сущности новых ОПТ в китайском языке состоит в определении их «новизны» или «свежести». За последние годы в связи с перманентно нестабильной международной обстановкой в различных частях планеты, ведущие политики, главы развитых государств формулируют новый взгляд, новую оценку тем или иным политическим событиям. Для оценки этих неординарных явлений используется большое количество новых терминов и слов. Хорошо известно, что между экономическими, общественно – политическими успехами страны, её культуры и языка существует определенная взаимосвязь, взаимовлияние и взаимозависимость. Установлено, что перспективы развития политики, экономики, промышленности, транспорта и связи, ИКТ, как науки в значительной степени зависят от унификации, стандартизации, упорядочения, рационализации имеющихся ключевых терминов, понятий, в целом и терминологических систем, в особенности. В этой связи в КНР придаётся большое значение работе по систематизации, стандартизации и

унификации терминов современного китайского языка. Нынешний этап развития китайских терминов, отмечают О.Очиров и Ч. Лин, характеризуется заметной активизацией терминологической деятельности [Очиров, Лин 2015:195]. Так, за последние 30 лет Всекитайский комитет научно-технических терминов (ВКНТТ) выпустил 58 сборников стандартизованных и нормативных терминов [Очиров, Лин 2015:197]. ОПТ в современном китайском языке, как правило, имеют глубокие исторические и культурные корни. Подавляющее большинство современных общественно-политических терминов в китайском языке в качестве своих компонентов использует лексику старого литературного языка, многие из которых имели нетерминологический характер, приобрели специализированное значение и стали терминами в современном китайском языке. К их числу относятся 军事 jūnshì *военное дело, воинский, военный*; 组织 zǔzhī *организация*; 知识 zhīshì *знание*; 经济 jīngjì *экономика*; 生产 shēngchǎn *производство* и целый ряд других. Иногда старое слово или выражение используется для обозначения нового термина по приблизительной аналогии со старым значением слова. А также возможны случаи, когда между новым и старым значением слова отсутствует какая-либо связь. Так, термин 经济 jīngjì *экономика* согласно китайскому толковому словарю «Цыхай» в старом языке имел вид 经世济民 jīng shì jì mǐn *букв. управлять миром и помогать народу*. Термин 国家 guójiā старое значение *государственная территория и дом князя*, новое значение *государство*; 国宪 guó xiàn старое значение *законы государства*, новое значение *государственная конституция*; 主席 zhǔxí старое значение *распорядитель, руководитель пира*, новое *председатель*; 部长 bùzhǎng старое значение *командир военного отряда (части)*, новое *министр* [Иванов, 1973:33-34].

Целесообразно остановиться на факте влияния конфуцианских ценностей в формировании идеологием общественно-политической сферы китайского языка. Эти ценности красной линией проходят во всех концепциях современных политиков КНР.

Так, например, идея заботы партии об интересах широких народных масс все активнее связывается ныне с понятием 以人为本 / 人本 yǐ rén wéi běn / rén běn *народ в качестве основного*, употребляемым наиболее часто как мыслителями более ранних периодов развития общества и государства в Китае, так и современными исследователями и

политическими деятелями. Конфуцианское понятие 人本 rénběn, как приоритетное направление в новом курсе *трёх представительств* 三个代表 sāngè dàibiǎo, нашло своё воплощение и на страницах партийной печати. Так, Цзянь Цзэмин отмечал, что “выражать коренные интересы китайского народа – главная линия при претворении в жизнь идей “трёх представительств”” [http://www.nj dj.longhoo.net]. Это прежде всего согласуется со старыми установками конфуцианской культуры о том, что правитель должен любить народ, быть близким к народу и всё делать для народа [Аллаберт, 2008:137].

В процессе включения конфуцианских ценностей в контекст современных политических реалий КНР высшее звено руководства КНР обратилось к старой конфуцианской формуле 依德治国 yī dé zhìguó *управление государством на основе добродетели (добродетельное правление)*, которая ныне непосредственно связывается с продолжением курса *строительства социалистической духовной цивилизации* и является наиболее общим выражением курса *трёх представительств* [Аллаберт, 2008:141]. Следует отметить, что у Конфуция термин 德 dé *добродетель* приобрёл значение морально-нравственного правления, правления на основе добродетели [Переломов, 1998:306]. Нынешние лидеры КНР обратились к данному постулату Конфуция, который сегодня провозглашён в качестве одного из приоритетных направлений в политической практике. Курс 依德治国 yī dé zhìguó *добродетельного правления* сегодня связывается с идейным строительством, а именно с построением 精神文明 jīngshén wénmíng *духовной цивилизации*.

Следующим этапом стал курс 三讲 sānjiǎng *три разъяснения*, в котором уделяется внимание культивированию правильного, здорового духа, высоких моральных качеств среди 干部 gàn bù *членов партии* оздоровления внутрипартийной атмосферы [王小锡, 2001:30]. В данном курсе прозвучал тезис 先进文化 xiānjìn wénhuà *о передовой культуре*, которая должна вобрать в себя лучшие стороны китайской национальной культуры и, прежде всего, распространять морально-нравственные идеалы в обществе. Комментируя это положение Цзянь Цзэмин не раз разъяснял, что передовая культура «означает прежде всего воспитание нового поколения граждан, обладающего высокими идеалами, моралью, культурой и дисциплиной..., а также патриотизм, коллективизм, социализм» [王小锡, 2001:32]. Всё это связывается с современным добродетельным правлением 德治 dézhì, а

именно относится к морально-нравственным категориям в китайской культуре [Аллаберт, 2008:148].

Концепция *социальной гармонии* 社会和谐 shèhuì héxié, объявленная сущностным атрибутом социализма с китайской спецификой (общество 小康 xiǎokāng), базируется на ценностных ориентирах раннего конфуцианства. В частности, в докладе Ху Цзиньтао впервые появился раздел, посвящённый проблемам народного благоденствия: «Словом, делать так, чтобы у всего народа было где получить образование, зарабатывать себе на жизнь, лечиться и жить, чтобы в старости он был обеспечен, а значит стимулировать строительство гармоничного общества» [Энциклопедия, 2009:216]. Большинство формулировок заимствовано из второй социальной утопии Конфуция – общества «Великого единения» 大同 dàtóng. Фактически Ху Цзиньтао и нынешнее руководство КПК, приняв эстафету от Дэн Сяопина, творчески развивают конфуцианскую оставляющую в идеологии КПК, постепенно продвигаясь от 小康 xiǎokāng к 大同 dàtóng.

Успехи Китая в сфере культурно-гуманитарного сотрудничества учёные связывают с концепцией 文化外交 wénhuà wàijiāo *культурная дипломатия* и 软实力 ruǎn shí lì *мягкая сила*. Эти термины появились в конце 90-х годов прошлого века и получили развитие в трудах бывшего Председателя КНР Ху Цзиньтао. В классическом смысле дипломатия может быть определена как субстанция, цель и отношения отношений государств с другими. *Культурная дипломатия* часто рассматривается как отрасль общественной дипломатии, охватывающая целый ряд инструментов, таких как искусство, образование, язык, спорт и религия. *Культурная дипломатия* рассматривается как важный элемент арсенала *мягкой силы*. Термин *культурная дипломатия* можно понимать, как способность воздействовать на других, чтобы получить результаты, которые вы хотите получить через привлечение, а не принуждение или выплаты, то есть без навязывания экономической и военной мощи. В сущности, *культурная дипломатия* раскрывает душу нации, которая в свою очередь, создает невообразимое влияние на международные отношения.

Цель культурной дипломатии Китая заключается в том, чтобы мировое сообщество правильно воспринимало национальные идеалы КНР и ее стремление обеспечить широкую поддержку экономических и политических целей. Культурная дипломатия и мягкая сила, в настоящее время занимают видное место в повестке дня китайского правительства. Например, на XVII съезде КПК Ху Цзиньтао подчеркнул необходимость поощрения привлекательности китайской культуры как способа усиления *мягкой силы* страны. 31

декабря 2012 было создано «Агентство государственной дипломатии Китая». В Китае придают важное значение использованию своей уникальной культуры и платформ для программ культурного обмена, фестивалей, фильмов, музыки, религиозных форумов, спорта и туризма с внешним миром. Культурная дипломатия является важной частью мягкой силы, и социальный капитал может рассматриваться как решающая роль мягкой власти. Таким образом, связь между культурной дипломатией и социальным капиталом не может быть проигнорирована.

Интересным представляется тот факт, что современное понятие *культуры* и по сей день трактуется как искусство правителя приводить всё в государстве в надлежащий порядок и гармонию прежде всего путём введения мер морального характера, поэтому искусство управления становится одной из ключевой функций такой культуры...в самом понятии 文化 wénhuà (образовывать или приводить в соответствие с помощью文 wén комплекса установок гуманитарного характера) заложен этот первоначальный смысл, поэтому когда речь идёт о проблемах культурного характера, следует обращать особое внимание на широкое семантическое поле современного понятия *культура*, которое имеют в виду китайские обществоведы [Аллаберт, 2008:139-140].

Прагматическая функция современного китайского языкового знака тесно связана с коммуникативной, она определяется связью знака с участниками коммуникации, конкретными условиями и сферой общения, зависит от той установки, который выбирает продуцент языка, воздействуя на реципиента: убедить, побудить к действию и т.п. Данную функцию общественно-политических терминов можно проследить в текстах выступлений ныне действующего Председателя КНР Си Цзиньпин, в которых он выступает в качестве суггестора. Председатель Си выступает как искусный манипулятор умов «китайской мечты». Эта особенность наблюдается непосредственно и во внесённых поправках в Устав КПК Си Цзиньпином. Например, в новой редакции Устава, там, где речь идёт о стратегических целях, повсеместно слово государство 国家 guójiā заменено на слово держава 强国 qiángguó. Хотя Китай продолжает говорить о себе как о самой крупной развивающейся стране, новая формулировка, явный сигнал о том, что в скором времени он начнёт позиционировать себя как общество растущей зажиточности, которое стремиться стать великой державой [Сыроежкин, 2018:55]. В категорию авторских неологизмов следует отнести термин 五位一体 wǔ wèi yītǐ пятиединое строительство – генеральный план китайского специфического социализма, предложенная Си

Цзиньпином в декабре 2014 года во время инспекторской поездки в провинцию Цзянсу. Концепция五位一体 wǔ wèi yītǐ *пятиединое строительство* рассматривается как новая формулировка строительства китайского специфического социализма, предусматривающая при всестороннем построении общества 小康 xiǎokāng *сяокан*, осуществлении 社会主义现代化 shèhuì zhǔyì xiàndàihuà социалистической модернизации и 中华民族伟大复兴 Zhōnghuá mínzú wěidà fùxīng *великом возрождении китайской нации* скоординированное экономическое, политическое, культурное, социальное и экоцивилизованное строительство.

Термин 四个全面 sì gè quánmiàn *четыре всесторонности*, сформулированный Си Цзиньпином и включающий в себя всестороннее построение общества сяокан, всестороннее углубление реформ, всестороннюю опору на закон при управлении государством и всестороннюю строгость при управлении партией также является авторским неологизмом.

Проведённый анализ авторских неологизмов, представленных в основном в качестве терминологических словосочетаний, позволяет судить о догматической функции философских традиций и канонов конфуцианства, оказывающих непосредственное влияние на формирование новых терминов ОПТ в современном китайском языке. Семантический характер данных терминов-неологизмов в рамках рассмотренных концепций нового политического курса КНР подтверждает влияние древней философии центризма КНР на современное ОПТ китайского политического эстеблишмента.

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## **КРАТКИЙ ОБЗОР ОБ ИССЛЕДОВАНИИ ЭПОСА «АЛПАМЫШ» В КИТАЕ**

**(Краткий обзор об исследовании эпоса «алпамыш» в Китае)**

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**Аннотация:** В данной статье рассматриваются вопросы по сбору, изданию и исследованию эпоса «Алпамыш» в КНР. В качестве литературы национальных меньшинств правительство постоянно уделяет большое внимание народной литературе в Синьцзян-Уйгурском автономном районе, а также под пером специалистов вышли научные статьи по исследованию данной поэмы. «Алпамыш» в качестве эпической традиции может сыграть важную роль на разных площадках при культурно-гуманитарном обмене между нашими странами.

**Annotation:** This article deals with the collection, publication and research of the epic "Alpamysh" in the PRC. As national minorities, the government constantly pays great attention to folk literature in the Xinjiang Uygur Autonomous Region, and also scientific articles on the study of this poem were published under the pen of specialists. "Alpamysh", as an epic one, can play a role at different sites in the cultural and humanitarian exchange between our countries.

**Ключевые слова:** «Алпамыш»; Эпическая традиция; Народная литература; Нематериальное культурное наследие; Культурно-гуманитарный обмен; ШОС.

**Keywords:** "Alpamysh"; Epic tradition; Folk literature; Intangible cultural heritage; Cultural and humanitarian exchange; SCO

На Великом шелковом пути богато море нематериального культурного наследия, в особенности народное эпическое творчество, такие, как «Алпамыш» «Китаби-Деде Горгуд» и др.

Всем известно, что Китай представляет собой многонациональную страну, особенно в Синьцзян-Уйгурском автономном районе веками проживают узбеки и другие тюркоязычные народы, среди которых испокон веков исполняется эпос «Алпамыш».

### **1. АЛПАМЫШ как часть многонациональной литературы в Китае**

Со времени образования КНР в 1949 г. литература тесно связана с созданием многонациональности страны, что приведет новое правительство КНР большое внимание к народному творчеству тех национальных меньшинств, у которых не было письменности.

В 1956 году известный писатель Лао Шэ на втором расширенном заседании членов правления союза писателей КНР сделал доклад по теме «Отчет о работе литературы братских народов», подчеркнув, что в данный момент мы должны делать упор на помощь сказителям тех народов, у которых не было письменности. Именно они как создатели одновременно, из поколения в поколение сохранили национальное наследие литературы. Как им помочь? Нам нужно еще разработать более подробный план. [1]

На таком фоне Ассоциация народных литературоведов Китая, Объединение литераторов-творческих деятелей Синьцзян-Уйгурского автономного района направляли неоднократно научные группы по поиску и сбору народной литературы. Специалисты заметили, что собранные разные варианты «Алпамыш» в Синьцзяне имеют свои особенности.

В 1987 году узбекский поэт Нимэтура, уйгурский поэт Шаудин, Шадыр и другие специалисты совместно корректировали собранный текст, изданный Синьцзянским народным издательством, насчитываясь более 800 страниц. Данный вариант также был переведен опытным переводчиком Хао Гуанчжун на китайском языке. Содержание состоит из двух частей, в первой части описываются торжественное рождение героя и героини Алпамыш и Барчин, также ломаный путь любви, а во второй части рассказываются объединение расщепленных племен и героические подвиги по сопротивлению вторжения иностранцев. В этой героической поэме прославляется дух солидарности, верности и стойкости. И до сегодняшнего дня не теряется научного значения в аспекте фольклористики и социологии при изучении данной поэмы.

## **2. Исследование АЛПАМЫШ в Китае**

До сих пор еще не опубликовывались монографии по исследованию эпоса «Алпамыш» в Китае, зато в пособиях, где рассказывается литература национальных меньшинств Китая, подробно описывается его исток, распространение и содержание. [2] Также вышла книга для широкого круга читателей по ознакомлению с литературой Средней Азии. Данная книга была издана под серией “Народная литература Востока”, автор Адыл Жуматурду как известный манасовед работает высшим научным сотрудником в Академии общественных наук КНР. В монографии «Народная литература Средней Азии» автор обрисовал общую картину по поиску, сбору, изданию и исследованию данной поэмы в странах Средней Азии, он также перевел вариант известного сказителя Фазила Юлдаша.[3]

Появляются и научные статьи по сравнению «Алпамыш» с другим народным творчеством тюркоязычных народов. По причине того, что в древности тюркоязычные народы поддержали тесные связи друг с другом, естественно они повлияли друг на друга в культуре, и это отражается в эпической традиции. В Китае поэма «Алпамыш» так и бытует не только среди узбеков, но и кыргызов, казахов, уйгуров и др. Вот и поэтому ученые исследуют эпос «Алпамыш» вместе с другими эпосами в Синьцзяне по разным мотивам, искусственным особенностям, формам народных поэм и др.

По статистике влиятельной научной платформы Чживан( cnki.net) перечисляем научные статьи, касающиеся поэму АЛПАМЫШ: «Формы сказительства и его искусственные

особенности народных поэм уйгурского народа» (1987 г., Абдукрым Рахман) [4]; «Мышление по эстетике в героических поэмах народов национальных меньшинств Северо-запада Китая» (1998г., Люй Ся)[5]; «Анализ по сонгу в героических эпических поэмах казахского народа» (1999 г., Чжоу Ячэн) [6]; «Интерпретация возникновения и распространения эпоса АЛПАМЫШ тюркоязычных народов» (2001 г., Тун Чжунмин) [7]; «Фольклорные характеристики народной героической поэмы АЛПАМЫШ» (2008 г., Хуан Чжунсян) [8]; «Исследование эстетического духа поэм западных народов» (2011 г., Ли Тяньдао, Лю Сяопин) [9]; «Сравнение поэм германских и казахского народов- со стороны женских образов из БЕОВУЛЬФ и АЛПАМЫШ»(2016 г., Пу Хунйин, Ван Цзисян)[10]; «Исследование особых тем узбекского эпоса АЛПАМЫШ» (2017г., Чанютан) [11].

### **3. Итог**

Оглядываясь на недолгий путь исследования эпоса «Алпамыш» в Китае, хотя изданных книг и статей про его не так много, если по сравнению с тремя хорошо распространенных грандиозных поэм («Манас»«Гесер»«Джангар»), но со времени мы уделяем больше и больше внимания нематериальному культурному наследию. Особенно при инициативе “Один пояс и Один путь” и на площадке ШОС мы можем расширить влияние эпического творчества. Например, при организации “народный форум дружбы ШОС” выставка по теме “Эпическая традиция в Китае”, включающая сотни фотографии и рекомендации про 60 поэм из 20 национальных меньшинств, демонстрировало основной облик эпического творчества, что позволило обменяться опытом Китая в области охраны нематериального культурного наследия на основе архивных работ и многочисленных практических мероприятий.[12]

Можно надеяться, что эпическая традиция между нашими странами покажет большой потенциал в рамках исследования, распространению и сотрудничеству.

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## МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

(Intercultural communication in teaching foreign languages)

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**Аннотация:** В статье раскрывается проблема межкультурной коммуникации при изучении иностранного языка. Рассмотрена взаимозависимость обучения иностранным языкам и межкультурной коммуникации как условие успешного общения представителей разных культурных сообществ.

**Ключевые слова:** межкультурная коммуникация, национальная культура, национально-культурная специфика, языковой барьер, паралингвистические средства.

**Annotation:** The article describes the problem of intercultural communication in learning foreign language. It considers the interdependence of teaching foreign languages and intercultural communication as a condition for successful communication between representatives of different cultural communities.

**Keywords:** intercultural communication, national culture, national-cultural specificity, language barrier, paralinguistic means.

Современный мир серьезно озабочен проблемами межкультурной коммуникации, под которой понимается общение языковых личностей, принадлежащих различным лингвокультурным сообществам, а также общение между этими сообществами. В условиях глобализации, когда миграционные процессы в мире приобрели небывалый размах и приводят к невиданному смешению довольно разных языков и культур, преподавание иностранных языков приобретает особое значение, поскольку именно изучение чужого языка может научить людей взаимопониманию и взаимоуважению через понимание других культур. Более того, в условиях военных действий многочисленные беженцы, переселенцы, становясь мигрантами, страдают не только от отсутствия работы, еды, крыши над головой, но и от конфликта с местным населением на почве различия культур и религий. Известный политолог и социолог С. Хантингтон предупреждал, что наиболее масштабные, важные и опасные конфликты произойдут не между социальными классами, бедными и богатыми, а между народами различной культурной идентификации и что «... столкновения цивилизаций являются наибольшей угрозой миру во всём мире, и международный порядок, основанный на цивилизациях, является самым надёжным средством предупреждения мировой войны» [Хантингтон, 2003: 7]. Из вышесказанного вытекает актуальность проблем межкультурной коммуникации, для успешного решения которых необходимо воспитывать терпимость к чужим культурам, пробуждать уважение и интерес к традициям и духовным ценностям других народов, преодолевать чувство раздражения и даже враждебности к ним по причине их непохожести на свои. Именно этим занимаются преподаватели иностранных языков, поскольку «каждый урок иностранного языка – это перекресток культур, это практика межкультурной коммуникации, потому что каждое иностранное слово отражает иностранный мир и иностранную культуру: за каждым словом стоит обусловленное национальным сознанием (опять же иностранным, если слово иностранное) представление о мире» [Тер-Минасова, 2000: 24].

Следовательно, между межкультурной коммуникацией и обучением иностранным языкам существует безусловная связь: знание иностранного языка позволяет преодолевать языковой барьер, а для преодоления культурного барьера важную роль приобретает учет особенностей национальной картины мира не только того народа, чей язык преподается, но и того народа, представителями которого являются обучаемые. Рассмотрим вопросы межкультурной коммуникации на занятиях по русскому языку как иностранному.

При обучении иностранным языкам следует принимать во внимание, что «две национальные культуры никогда не совпадают полностью..., изучение иностранного языка должно быть связано с изучением жизни и недавней истории страны, где данный язык господствует. Сюда должно входить изучение ... и культурной жизни страны» [Верещагин, Костомаров, 1990: 31].

Особенно ярко своеобразие национальной языковой картины мира проявляется во фразеологических оборотах. Как отмечал А.И. Молотков, «фразеологизмы, или фразеологические единицы ..., отражают национальную специфику языка, его самобытность. Во фразеологии запечатлен богатый исторический опыт народа, в ней отражены представления, связанные с трудовой деятельностью, бытом и культурой людей» [Молотков, 1986: 5]. Так, корейским студентам, не читавшим «Сказку о рыбаке и рыбке» А.С. Пушкина, непонятно, что значит «остаться у разбитого корыта», так же как носителям русского языка трудно догадаться, что корейская пословица *Три года мочит и ест палку, которой ударил косылу* означает «одну и ту же вещь использовать долго».

Нередко для одного и того же смысла в разных языках используются разные фразеологические единицы. Например, русское выражение *искать иголку в стоге сена* означает «заниматься бесполезным делом». Подобному значению в узбекском языке соответствует пословица – *В темной овчине трудно отыскать блоху*, а в корейском языке фразеологизм – *искать Кима в Сеуле*.

Нередко фразеологические обороты разных языков, на первый взгляд кажущиеся одинаковыми и по форме выражения, и по семантике, на самом деле имеют совершенно разный или даже противоположный смысл. Например, выражение *стреляный воробей* в русском языке имеет значение «очень опытный человек, которого трудно провести, обмануть». В китайском языке тоже есть близкое выражение – *стреляная птица*. Однако его значение другое – такое, как у русской пословицы *пуганая ворона куста боится* [Чжан Ци, 2002: 94].

Не менее ярко проявляется национально-культурная специфика паралингвистических средств общения, в частности жестов. Язык жестов тоже составляет

национально-специфическую особенность определенной культуры, традиций того или иного народа. В этой связи интересно сравнить, загибают или разгибают пальцы при счете и в какой последовательности представители разных культур. Так, русские загибают пальцы, начиная с мизинца, в то время как большинство европейцев разгибает пальцы, начиная с большого. Незнание этих различий может привести к непониманию или недоразумению. Приведем пример из собственной практики. Много лет назад в составе студенческой группы я побывала в Венгрии. Мы с подружкой заказали в кафе две бутылки тоника и, не зная языка, показали два пальца – указательный и безымянный. Когда нам принесли три бутылки, мы очень удивились и только позднее поняли, почему так получилось. Другой пример. Русские показывают число 10 при помощи пальцев обеих рук, тогда как китайцы – одной рукой, сжатой в кулак. Поэтому когда в ресторане в Китае англичанин показал на пиво и выставил большой и указательный пальцы (по-европейски «2»), то ему принесли 8 бутылок пива, так как по-китайски данная комбинация пальцев означает «8» [Чжан Ци, 2002: 95].

Перейдем к особенностям национально-культурного поведения. Речевое общение людей разных лингвокультурных сообществ основано на соблюдении определенных правил этикета, которые могут не совпадать. Например, в соответствии с русской традицией учащиеся и студенты на занятии обращаются к преподавателю по имени и отчеству. Это не соответствует узбекской и корейской традициям, согласно которым в подобной ситуации обращаются по должности. Ко мне, например, в узбекской аудитории нередко обращались: «Учительница!». Кроме того, преподаватель, отмечая и исправляя ошибки своих студентов-узбеков, должен учитывать тот факт, что для них почитание старших освящено традицией и является неотъемлемым качеством воспитанного человека. Это обстоятельство отражается в уважительном отношении как к преподавателю, так и к студентам, старшим по возрасту. Следует отнестись с пониманием к этой дистанции.

Таким образом, «одной из главных причин неудач в межкультурной коммуникации является слабое владение одним из коммуникантов знаниями о культуре другого, ибо к этим знаниям говорящий прямо или опосредованно постоянно обращается в своей речи, опирается на них при построении текста и ведении диалога, они отражаются и закрепляются в семантике языковых единиц, система ценностей и норм культуры задают правила вербального (речевого) и невербального поведения речевой личности и т.д.» [Гудков, 2003: 7]. Поэтому задача преподавателя заключается в том, чтобы иметь представление о том, что заложено студентам национально-культурными традициями, и опираться на их знание в



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### **ROLE AND STATUS OF SCIENCE, TECHNOLOGY AND INNOVATION IN PROMOTING SSC AND TRIANGULAR COOPERATION: CASE OF ZIMBABWE**

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**Annotation:** The Department of Science and Technology Development, with the Ministry of Higher Tertiary Education Science and Technology operates within the framework of the Science and Technology Policy with a mandate to promote, facilitate and coordinate the strategic application of Science and Technology into the main stream of the economic activities in Zimbabwe. In order to achieve the above goal the Department of Science and Technology Development works with all Science and Technology related sectors of economy chief among them; Agriculture, Energy, Research and Development Institutes, Mining, Information and

Communication Technology, Intellectual Property Organisations, Small to Medium Enterprises, Education, Health, Environment and Finance.

This paper seeks to present the impact, challenges and opportunities presented by use of Science and Technology Diplomacy to break political impasses by ensuring collaboration of all global nations through use of scientific solutions to local regional and global challenges using available material, technologies and capital and Science and Technology human resources. The term “Science and Technology diplomacy” is used to mean the provision of Science, Technology and Innovation advice to multilateral negotiations and the implementation of the results of such negotiations at the national level. It therefore covers activities at the both international level and national level pursuant to international commitment. Advances in Science and Technology have become key drivers in international relations, and knowledge of trends in key fields is an essential prerequisite to effective international negotiations. Knowledge of trends in Science, Technology and Innovation is also a key element for successful national implementation of international agreements. There are two key features of growth of Science, and Technology knowledge that are central to international negotiations. Firstly, scientific knowledge is becoming increasingly specialized and therefore demands greater expert input into international negotiations. Secondly, the application of Science and Technology to development requires the ability to integrate the divergent disciplines that are needed to solve specific problems. International Diplomacy now demands that the government negotiators deal with both specialisation and integration.

The main focus of the presentation would be on the continual lobbying and buy-in for realignment of Science and Technology in promoting SSC and Triangular Cooperation, as well as Foreign policies of developing nations, so as to be able to sustainably leap frog their economies through Science and Technology Diplomacy, and be able to achieve quick wins through initiatives in IPR, Commercialisation, exchange of information, capacity building and for technology sourcing and building of Science and Technology partnerships. Areas of leapfrogging development countries would be in emerging technologies of Nanotechnology, Biotechnology, and Indigenous knowledge system, Robotics, Mechatronics and Information Communication Technology. Finally a review of the current status of Science and Technology in various developing countries through identification of training needs and recommendation for suitable mechanisms of Triangular Cooperation through sharing the capabilities and experiences of developing countries on Science and Technology Diplomacy would be of necessity.

**Keywords:** Science, Diplomacy, Science diplomacy, Technology, Innovation, Impacts, Opportunities and Challenges

## **Introduction**

Zimbabwe is located in southern Africa. According to Sibanda(2011), Zimbabwe has a land area of 390,759sq.km(150,873 sq.mi). From north to south its greatest distance is 760km (470mi), and from east to west it is 820km (510mi). The country's east is mountainous with Mount Nyangani as the highest point at 2,592m. About 20 per cent of the country consists of the low veld less than 900m. Victoria Falls, one of the world's biggest and most spectacular waterfalls, is located in the country's northwest as part of the Zambezi River. The country has a tropical climate with a rainy season usually from late October to March. The climate is moderated by the altitude. Zimbabwe is faced with recurring droughts; and severe storms are rare.

The country borders Mozambique to east and Botswana to the west. South Africa is located to the south, and the Limpopo River forms the boundary between the two countries. In the north the border is formed by the Zambezi River, beyond which is Zambia. The map in figure 1 shows the location of Zimbabwe in Africa.

Zimbabwe has two major language dialects, Shona and Ndebele. Shona is the major dialect spoken by about three quarters of the Zimbabwean population which covers areas in the south, east and west of the country. The Ndebele occupy the western part of Zimbabwe. {7}



**Figure 1: Location of Zimbabwe in Africa**

## **Evolution of Science in Zimbabwe**

### **Colonial Period**

During the Rhodesian era, it was a time of low level technological transformation. Innovation and technologies were geared to immediate requirements of agriculture and industry. The history of SETI (Science, engineering, technology and Innovation) in Zimbabwe dates back to 1967 when the Prime Minister of Rhodesia established Scientific Liaison Office in the Office of the Prime Ministry. The office was tasked with the duty of advising the Prime Minister on scientific matters. The Rhodesian government established the Rhodesian Iron and Steel Commission (RISC) Cotton Industry and Research Board and Industrial Development Commission with the purpose of stimulating ideas for management of the industrialised economy but there was no sign of

technology development. During the UDI (Unilateral Declaration of Independence) era there was no explicit Science and Technology policy document. { 5 }

### **Post-colonial Period**

It took close to 22 years for Zimbabwe to produce the 1<sup>st</sup> Science and Technology policy document. Challenges retarding the process included; lack of a strong policy community making it impossible to make well defined plans, the formulation process was continuously being shifted to different ministries thus delaying the process. The policy making process was also a bit complex due to lack of institutional coherence and synergism. Other factors delaying the process included lack of funds, lack of consultation, participative and inclusive approach. The 1<sup>st</sup> S&T policy was launched by His Excellency the President Comrade Robert Gabriel Mugabe in 2002, and subsequently followed in 2004 with the establishment of a Department of Science and Technology under the Office of the President and Cabinet. In the same year 2004, due to the intensive advocacy for funding of inventions ready for commercialisation by ZAI (Zimbabwean Association Inventors) which had been born a year earlier than the policy in 2001, an Innovation and Commercialisation Fund (ICF) was established. The Department of Science and Technology was promoted to full-fledged Ministry of Science and Technology Development in 2005 as implementation to Science and Technology Diplomacy influenced at regional level by the Southern African Development Community (SADC). The Science and Technology policy was reviewed in 2012 into a Science, Technology and Innovation (STI) Policy. The reviewed STI Policy of 2012 was in line with global Science and Technology trends, being crafted through Technology and Innovation local, regional and global partners at very highest levels of SADC and UNESCO, as well as competent and highly skilled Zimbabwean Science and Technology human capital based in other countries. In summary the STI policy focuses on 6 main goals of: S&T capacity development; learning and utilizing emergent technologies in accelerating development; search for scientific solutions to global environmental challenges; mobilize resources and popularise S&T; and foster international collaboration in STI. { 11 }

### **Defining Science Diplomacy**

The growing complexity of science and innovation systems and the interface with society have been accompanied by a more complex policy environment. This results in a need for better coordination and coherence at national level. One of the most crucial factors is the increasingly global nature of the issues with which national policy-makers are confronted. In a whole series of areas such as the environment, telecommunications, health, energy, education and intellectual property, it no longer makes much sense to construe problems in purely sectorial and national terms. In a world that is becoming daily more interdependent, policy-making is inevitably assuming

an increasingly transversal and global dimension. In this context, science, technology and innovation (STI) policy systems have emerged as interconnections between knowledge, values national and international socio-economic, environmental, technological and organizational components. {11}

Science diplomacy is the issue of scientific interactions among nations to address the common problems facing humanity and to build constructive, knowledge based international partnerships. (Dr Nina Federoff, Science and Technology Adviser to US Secretary of State) {8} or Generally speaking, science diplomacy is the use science, its methods, and its philosophies in diplomacy as an avenue for establishment new connections and strengthening existing ones. Science is yet another field that can broaden horizons and diversity the international dialog, handily lending itself to problem solving, logical discourse, and the ongoing pursuit of understanding that diplomacy currently espouses.

The British Royal Society and the American Association for the Advancement of Science (AAAS), describe three major facets of science diplomacy in 2010 journal focused on providing a concise definition for the term science diplomacy. Science in diplomacy, science for diplomacy, and diplomacy for science are the tree pillars that provide a basis for science diplomacy. Science in diplomacy entails science informing and advising foreign policy, ultimately providing a more unimpeachable body of support for any given objective. Science for diplomacy is the notion that science can be used as a diplomatic tool, through the notion of soft power, to shape international dialogs and to create more channels of communication between communities. Finally, diplomacy for science consists of efforts to involve international actors in the pursuit of science. {6}

Perhaps most importantly is the maintenance of the philosophies in each word of the term. Science attempts to unravel the mysteries of the universe through reasoned approach, rigorous testing, and communal review and understanding. Diplomacy seeks to bridge the gaps between the world's communities, employing the pursuit of tolerance and understanding with the ultimate goal of resolving common differences. Science diplomacy primarily seeks to bring these two concepts together so that each individual aspect of their doctrines can enhance the other. {9}

### **Impact**

Scientific values of rationality, transparency and universality are the same the world over. They can help to underpin good governance and build trust between nations. Science provides a non-ideological environment for the participation and free exchange of ideas between people, regardless of cultural, national or religious backgrounds.

✿ Science is a source of what Joseph Nye, the former dean of the Kennedy School of Government at Harvard University, terms 'soft power' (Nye2004). The scientific community often

works beyond national boundaries on problems of common interest, so is well placed to support emerging forms of diplomacy that require non-traditional alliances of nations, sectors and non-governmental organizations. If aligned with wider foreign policy goals, these channels of scientific exchange can contribute to coalition building and conflict resolution.

✿ Science diplomacy seeks to strengthen the symbiosis between the interests and motivations of the scientific and foreign policy communities. For the former, international cooperation is often driven by desire to access the best people, research facilities or new sources of funding. Human-induced global problems that confront us cannot be solved by any one individual, group, agency or nation. It will take a large collective effort to change the course that we are on; nothing less will suffice. Our planet is facing several mammoth challenges: to its atmosphere, to its resources, to its inhabitants. Wicked problems such as climate change, over-population, disease, and food, water and energy security require concerted efforts and worldwide collaboration to find and implement effective, ethical and sustainable solutions. Given the long-established global trade of scientific information and results, many important international links are ready in place at a scientific level. These links can lead to coalition-building, trust and cooperation on sensitive scientific issues which, when supported at a political level, can provide a 'soft politics' route to other policy dialogues. That is, if nations are already working together on global science issues, they may be more likely to be open to collaboration on other global issues such as trade and security. {10}

✿ One other impact of science diplomacy is hope. Linkages and collaborations within science sector have given great hope to communities (especially marginalised ones) of the world can be a better place. Science diplomacy has led to development of programmes which takes into cognisance of both developed and developing nations.

#### **Achievements (Science Diplomacy in Action)**

✿ Pugwash Conference on Science and World Affairs is one success story on science diplomacy. It brings together influential policy, public figures and scientists to seek ways to eliminate nuclear weapons and reduce threats of war. {3}

✿ SAFARI 2000, which from 1998 to 2003 brought together two hundred scientists across sixteen countries. It was a multinational environmental and remote-sensing field campaign that observed a broad range of phenomena related to land-atmosphere interactions and biogeochemical functioning across southern Africa. Its objective was to better understand how aerosol and trace gas emissions affect local and regional climate and ecosystems. The initiative traced atmosphere emissions from source to deposition and involved coordinated satellite, aircraft, and ground-based observations during intensive field campaigns and long-term monitoring at core ground sites across the southern

African Development Community (SADC) region. Such regional networks create necessary and enabling conditions for favourable science diplomacy outcomes.

The Southern African Development Community (SADC) is an inter-governmental organization with a goal to further socio-economic cooperation and integration as well as political and security cooperation among 15 Southern African states of Angola, Botswana, Democratic Republic of Congo, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Zambia, Zimbabwe and Madagascar (currently suspended after the coup) and is headquartered in Gaborone, Botswana. It complements the role of the African Union.

The Southern African Development Co-ordination Conference, SADCC, the forerunner of the Southern African Development Community (SADC) was established in April 1980 by governments of the nine Southern African countries of Angola, Botswana, Lesotho, Malawi, Mozambique, Swaziland, Tanzania, Zambia and Zimbabwe. The SADCC was transformed into Southern African Development Community (SADC) on 17 August, 1992 and August 17 is celebrated as SADC day every year.

The formation of SADC was the culmination of a long process of consultations by the leaders of Southern Africa with the broader objective of pursuing economic and social development in the region namely, Energy, Tourism, Environment and Land Management, Water, Mining, Employment and Labour, Culture, Information, Sports, Transport and Communications and to implement programmes and projects at the national and regional level and to secure international understanding and support. Other sectors are Finance and Investment, Human Resource Development, Food, Agriculture and Natural Resources, Legal Affairs and Health.

The 30th Summit of SADC Heads of State and Government to celebrate the 30th anniversary of SADC was held in Windhoek on August 17, 2010 to take stock of the achievements up to that time and to chart out a course for effective implementation of the decision taken and develop strategies for economic and social development of the SADC region. The 31st SADC Summit was held in Luanda, Angola in August, 2011 and Chairmanship of SADC also passed from Namibia to Angola. The Summit was distinguished by two key developments: Angola's Chairmanship, a country whose foreign policy is often referred to as 'multi-vector', its diplomacy 'unconventional' and regional ambitions beyond oil exportation reticent; and South Africa chairing organ on Politics, Defence and Security Cooperation- the latter expected to recommend headways to the protracted deadlocks in Zimbabwe and Madagascar. The economic integration agenda was also discussed.

The importance of regional economic cooperation and integration as a means for accelerating and consolidating economic and social development has long been recognised by African decision-makers (Lebale et al, 2009). The Post-Independence era saw African governments embracing the

idea of regional integration, initially mainly for political reasons and later as a development strategy to rise above challenges of small markets, landlockedness and to benefit from economies of scale in production and trade.

Today's globalised world, as well as Africa's risk of further marginalisation in multi-polar world dominated trade blocks in North America, Europe, South East Asia and China, have presented African regional economic integration as an imperative (Madyo, 2008). Lebale et al (2009) also states that regional integration could lead to, inter alia, pooling of resources and enlarged local markets for stimulating production, trade and investment. Second, with the current financial and economic crisis affecting African economies through decreases in Official Development Assistance (ODA), imports and investments, the intensification of intra-African trade offers one development strategy for trade diversification.

world, as well as Africa's risk of further marginalization in a multi-polar world dominated by trading blocs in world, as well as Africa's risk of further marginalization in a multi-polar world dominated by trading blocs in

African States have entered into a number of regional integration agreements; and currently there is no country in Africa that is not a member of at least one regional economic group (Alemayehu and Haile, 2002).

Examples of regional integration arrangements currently in place in Africa include the East African Community (EAC) in East Africa, the Economic Community of West African States (ECOWAS) in West Africa, the Economic Community of Central African States (ECCAS) in Central Africa, the Southern African Development Community (SADC) and the Common Market for Eastern and Southern Africa (COMESA) in Southern and Eastern Africa.

In addition to agreements at a regional level, attempts have also been underway to create economic cooperation (and ultimately meaningful economic integration) among African countries at a continental level (Alemayehu and Haile, 2004). According to Hatzernberg (2011), the aspiration of African leaders to integrate Africa, provided the rationale for the Lagos Plan of Action (LPA). The LPA was an initiative of the Organization of African Unity (OAU), adopted by Heads of State in April 1980. The plan aimed at increasing Africa's self-sufficiency and reducing dependency on the Western countries. The Abuja Treaty was signed in 1991 and was the impetus for the African integration agenda. This treaty emphasized African solidarity, self-reliance and an endogenous development strategy through industrialisation. The treaty came into force in 1994 and envisaged the development of an African Economic Community by 2028. Leaders at the African Union (AU) Summit which took place in January 2012 under the theme „Boosting intra-African trade“ endorsed a plan



Xalqaro ilmiy-amaliy konferensiya to'plami

to set up a Continental Free Trade Area (CFTA) by 2017. The proposed CFTA would be a key component of the AU's strategy to boost trade within the region by at least 25-30 percent in the next decade (International Centre for Trade and Sustainable Development, 2012). There are serious efforts aimed at achieving regional integration in Africa, mainly with a view to alleviate poverty, generate employment, and improve per capita incomes and overall standard of living of African countries through boosting trade amongst African countries themselves. Despite such efforts, however, existing Regional Economic Communities (RECs) in Africa have not been successful in fully achieving their intended objectives.



**Figure 2: Southern African Development Community (SADC)**

**Opportunities**

- ✿ Development of new scientific partnership with other global partners
- ✿ address global challenges through international collaborations
- ✿ build research and education capacity in both developed and developing countries,
- ✿ extend communication networks to facilitate virtual research experimental and data sharing more broadly among the world's science and technology research communities,
- ✿ Inform policy makers through high-quality, interdisciplinary research.
- ✿ Trans-boundary issues and challenges or Governance of international spaces- International spaces beyond national jurisdictions- including, the high seas, the deep sea and outer space- cannot be managed through conventional models of governance and diplomacy, and will require flexible approaches to international cooperation, informed by the scientific evidence and underpinned by practical scientific partnerships. These issues not only present unique foreign policy challenges because of their proximate nature, but, given the strong domestic components, they have active and vocal domestic constituencies. These issues are often set in the context of the natural world, as reflected in the adage “nature knows no boundaries”, Science diplomacy is not one of the most

promising areas of innovation for how to deal with the great transnational challenges of this century, including nuclear disarmament, climate change, food security, disease and many other aspects of international peace building. {8}

✿ Science and Diplomacy can be a resource for foreign policy makers and analysts, scientists and research administrators, and educators and students in their effort to better bridge science and foreign affairs. Our goal is a foreign policy that can fully address the increasingly complex technical dimensions of twenty-first century international relations. {2}

✿ The formation of SADC was the culmination of a long process of consultations by the leaders of Southern Africa with the broader objective of pursuing economic and social development in the region namely, Energy, Tourism, Environment and Land Management, Water, Mining, Employment and Labour, Culture, Information, Sports, Transport and Communications and to implement programmes and projects at the national and regional level and to secure international understanding and support. Other sectors are Finance and Investment, Human Resource Development, Food, Agriculture and Natural Resources, Legal Affairs and Health.

✿ The Government of India signed the Memorandum of Understanding on economic cooperation with SADC on 14th Oct, 1997. Broadly areas of cooperation include: agriculture, water resources management, human resources development, entrepreneurial development, promotion of small and medium scale industries, non –conventional energy sources, communications, and commerce, and Banking, diplomacy and enterprises development through private sector involvement.

As a follow up to the MOU signed in Oct 1997, the First India SADC Forum meeting was held in Windhoek on 28th April 2006. The Forum agreed to focus cooperation in the sectors of Trade, Industry, Finance and Investment; Food, Agriculture and pharmaceuticals: Water Resource Management; and Information and Communications Technology.

✿ Science, Technology and Innovation (STI) in the East African Community (EAC) are key drivers of economic and social progress. The experience of successful developing countries shows that STI policies that are properly integrated into national development strategies and combined with institutional and organisational changes can help raise productivity, improve global competitiveness, support enhanced economic growth and facilitate employment creation.

The Treaty for the Establishment of the East African Community (EAC) identifies the widening and deepening of co-operation among Partner States in Science, Technology and Innovation (STI) as a key objective of the Community. This is informed by the recognition of the fundamental importance of science and technology in economic development. In order to facilitate co-operation in the development of science and technology within the Community, the Partner States have agreed to:

- a. Jointly establish and support scientific research and research institutions in the various disciplines of science and technology;
- b. Create a conducive environment for the promotion of science and technology in the Community;
- c. Encourage the use and development of indigenous science and technologies;
- d. Mobilise technical and financial support from local and foreign sources and from international organisations or agencies for the development of science and technology in the Community;
- e. Exchange scientific information, personnel and promote and publish research and scientific findings;
- f. Collaborate in the training of personnel in the various scientific and technological disciplines at all levels using existing institutions and newly established ones;
- g. Promote, develop and apply information technology and other new technologies throughout the Community;
- h. Establish common ethical guidelines for research;
- i. Harmonise policies on commercialisation of technologies and promotion and protection of intellectual property rights.

Co-operation in Science, Technology and Innovation has been further emphasised by other key documents of the Community. Article 42 of the Protocol on the Establishment of the East African Community Common Market commits the Partner States that make up the East African Community to the promotion of research and technological development through the implementation of market-led research, technological development and adaptation of technologies in the community. This is in order to facilitate the sustainable production of goods and services and enhance international competitiveness.

✿ The East African Science and Technology Commission (EASTECO) is semi-autonomous institution of the East African Community (EAC) that was established by the fifth Extra-Ordinary Summit of the EAC Heads of State on June 18, 2007. This was in accordance with the relevant provisions of the Treaty on the Establishment of the East African Community as set out in Chapter 16, Article 103 (a), where the Partner States undertook to promote co-operation in the development of science and technology within the Community's member states.

EASTECO's overall objective is to promote and coordinate the development, management and application of science and technology to support regional integration and socio-economic development. The specific objectives of the Commission include:

- a) The formulation of regional Science, Technology and Innovation (STI) policies;
- b) The joint development and application of science and technology;
- c) The promotion of regional research centres of excellence;
- d) The exchange and utilisation of scientific information;
- e) Promotion of public and private sector partnership in the development and application of STI;
- f) Mobilisation of resources for STI in the community;
- g) Fostering scientific and technological innovation in the Partner States (seeding for future growth);
- h) Development, adoption and utilisation of ICT and the adaptation of new and emerging technologies
- i) Supporting the dissemination of research and development findings in the Partner States.

### **Challenges**

- ✿ Regulatory barriers, such as visa restrictions and security controls, can also be a practical constraint to science diplomacy e.g. stringent visa requirement limit travelling opportunities for scientists and scholars.
- ✿ In Zimbabwe and other developing countries there is still need for a clearly defined system of innovation which shows linkage and a well-development. Absents of such a structure, affects and/or delays decision making hence progress is affected and development is hindered.
- ✿ Sanction-smart/ economic sanctions also impact negatively on diplomatic relations across all sectors.
- ✿ Lack of financial resources-the dwindling government coffers have impacted negatively on all sectors of the economy especially projects which would require long periods of time and resources for them to bring results. Government support on science research and development has been close to none, leaving researchers to source funds through their own networks. Lack of treasury support divorces the researcher from the diplomats. This then reduces the chances of science influencing foreign policy.
- ✿ Political influence-Many developing countries have unpredictable/harsh political climates and this impact negatively in trying to pursue any form of diplomacy. Unstable political environment chases away potential investors.

✿ SADC countries face many social, development, economic, health, diplomatic, defence, security and political challenges. Some of these challenges cannot be tackled effectively by individual members. Cattle disease and organized Gangs know no boundaries. War in one country can suck in its neighbours and damage their economies. The sustainable development that trade could bring is threatened by the existence of different product standards and tariff regime, weak customs infrastructure and bad roads. To achieve this, in 2008, the SADC agreed to establish a free trade zone with the East African Community (EAC=formed in 1999, the EAC consists of Burundi, Kenya, Rwanda, Tanzania, South Sudan and Uganda. It is the leading regional economic organization and it promotes broad-based growth and integration) and the Common Market of Eastern and Southern Africa (COMESA= comprises 19 African member states with the mission to “endeavour to achieve sustainable economic and social progress particularly in trade, customs and monetary affairs, transport, communication, information and technology, industry and energy, gender, agriculture, environment and natural resources.” ) including all members of each of organization.

Since 2000 began the formation of SADC Free Trade area with the participation of SACU countries (South Africa, Botswana, Lesotho, Namibia and Swaziland) and total number of countries joining are 12 except Angola, DR Congo and Seychelles.



**Figure 3: East African Community (EAC)**

✿ Brain drain- as most of the knowledgeable human resources is going for greener pastures, they leave vacuums in their own countries (Zimbabwe is not the exception). These vacuums mean less expertise to take charge of the science diplomacy process.

✿ Fear for technology-some of our political leaders fear science to extent they do not support research or absorption of emerging technologies as and when they come. If this is the case it means diplomacy in science related matters legs behind.

- ✿ Misinformation-most policy makers or diplomats are misinformed or lack the correct knowledge in science and technology such that they would not support it. (Issues related to biotechnology or use of ICTs).

- ✿ Inadequate science and technology infrastructure

- ✿ Science and technology issues are largely alien to, and most invisible within most multilateral institutions. Science and Technology, on one hand, and international policy, on the other hand are effectively two solitudes, existing in separate, floating worlds which rarely intersect. When diplomats or politicians talk about international policy, you rarely hear anything about S&T, and vice versa.

- ✿ Development problems are increasingly complex. It is essential to innovate and adapt technologies to resolve these problems, but successful tests of innovative solutions often fall short of expectations when made available to a larger population.

### **Recommendations**

- ✿ Science diplomacy in Africa needs support and encouragement at all levels of the science community. Younger scientist needs opportunities and career incentives to engage with policy debates from the earliest stage of their careers. There is much to learn from related debates over science communication and policy engagement by scientists, where there has been a culture change within science over the past ten years.

- ✿ Establishment of scientific liaison desk at all embassies so as to have an in-depth understanding of the policies, people and priorities of their host nation and create opportunities for scientists, universities and high-tech firms at home,

- ✿ Most of developing countries lack of science culture –there is need to demystify science and make it integral part of every individual in the community. In pursuit of a knowledge economy; all communities must be scientifically empowered. A lot of awareness is needed on the importance of science and technology in communities.

- ✿ Develop a science diplomacy policy-whose main objectives should be:

- ✿ Negotiating the participation of scientists in international research programmes;

- ✿ Providing scientific advice to international policymaking;

- ✿ Helping to build science capacity in developing countries and

- ✿ Using science to project power on the international stage, in ways that increasing prestige and attract inward investment.

### Conclusion

Together, science and diplomacy have enabled the human race to delve deeply into the nature of the world around us, to reach across borders and nationalities, and perhaps most importantly to delve deeply into ourselves. Science and technology diplomacy is very vital because it liberates scientific and technological knowledge from its rigid national and institutional enclosures and to unleash its progressive potential through collaboration and sharing with interested partners' world-wide.

Through science diplomacy, we can overcome any obstacle, bridge any chasm, and solve any problem. Through science diplomacy, we can take the next step forward in our own betterment. Through science diplomacy, we can truly make a difference.

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## THE ROLE OF AUDIO-VIDEO MATERIALS IN DEVELOPING INTERCULTURAL COMMUNICATION

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***Anotation:*** This article is devoted to the problem of the use of information technologies in the formation of intercultural communication in teaching. Some issues connected with the formation of intercultural communication in the process of teaching a foreign communication taking into account cultural and mental distinctions, that is a necessary condition for the successful dialogue of cultures of native speakers are mentioned in this article. The purpose of this thesis is to investigate the improvement of the language learners speaking in learning the English language with the using audio-video materials.

***Keywords:*** intercultural, issue, ambiguity, assess, theoretical dimensions, creativity, dissemination.

Formation of the intercultural communication, readiness to real foreign language communication, is the main aim of teaching foreign languages at the present stage. The formation of educational communications of high school learners, an important place among which is given to the intercultural communication, is considered to be an actual issue of the modern Uzbekistan pedagogical theory and practice.

The intercultural communication has a particular importance for modern education, so as it is school graduates who will carry out not only an intercultural communication in the professional sphere, but also to solve the problems of the formation and development of intercultural communication in their future professional activity. A modern education is designed to meet the challenges of educating cross-cultural personality, and also to provide the readiness of graduates to interact with other people in the process of exchanging the cultural values, knowledge, ways of activity. The use of various information technologies in a foreign language classes has a great role in the development of learners intercultural communication.

It is not necessary to convince teachers and learners in the importance of information technology for modern education. It is obvious that the development of intercultural communication in teaching foreign languages is unthinkable without becoming familiar computer classes, multimedia educational software, the Internet, distance learning. Information technologies act as innovative interactive learning tools that have the ability to visualize the phenomena, dynamically represent the process of explaining, to handle significant amounts of educational



information, contribute to the dynamics of learning process, turn the lesson into a colorful interactive activity.

Tasks of modernization of education cannot be solved without the optimal implementation of information technology in all its spheres. The introduction of the personal computer, multimedia technologies and global information network of Internet affects the educational system, causing significant changes in the content and teaching methods, including foreign languages.

The task of the teacher is to create the conditions of practical language learning for each learner, to choose such training methods that would allow each learner to show their activity, their creativity. The task of the teacher — to strengthen the cognitive activity of the learner in the process of learning foreign languages. Modern teaching techniques such as cooperative learning, project methodology, the use of new information technologies and Internet resources help to implement a learner-centered approach to learning, to provide individualization and differentiation of teaching taking into account the abilities of the learners, their level of training, aptitudes.

All of the properties of multimedia programs help to solve the main problem of language education, determined by the Program of foreign languages — formation of learners intercultural communication. In the “post”-ist paradigm (post-communist, post-colonial, post-modern), the ethos of our times is hard to pinpoint in terms of standardized phenomena and stable dimensions. This state of instability, which is manifest at political, economic, social and cultural level, breeds ambiguity and makes human life more complex. If there is anything that one can audio-video materials, that is the likelihood of change. Geert Hofstede in his unpacking of cultural differences, analyzed the attitude that people from different cultures have towards ambiguity. The two variations that he identified are “high uncertainty avoidance” and “low uncertainty avoidance” . Nowadays, it is quite problematic to remain in a high uncertainty avoidance paradigm. Rather than avoid uncertainty, one is more or less compelled to develop intercultural communication and thus learn how to adapt to ambiguity. In this section, we briefly tackle the issue of intercultural communication and the challenges posed by the objective of developing it in a formal educational setting.[ Geert Hofstede 2010:190]

Situations of intercultural encounter are intrinsically ambiguous and how one deals with the unknown and the non-familiar gives an estimate of his or her communication as intercultural communicator. Starting from the model of the Common European Framework of Reference for Languages, scholars of culture have designed similar grids to define and assess intercultural communication. Byrns pioneering research in the 1990s, materialized in his book entitled Teaching and Assessing Intercultural communication, inspired other academics to work on

definitions of intercultural communication and on the dimensions along which it can be measured. [Byram, M. 1997:112]

According to Champoux videotapes are nowadays easily accessible and easy to get in addition, for classroom use. In addition, the production quality of the films is high, they are an economical option and they offer both cognitive and affective experiences. Thus, the use of videotapes as teaching material has increased rapidly since the 1970s. He points out that films extend the range of classroom teaching techniques and resources and not only enhance, but in addition, diversify the curriculum. Champoux emphasizes that film scenes can make it easier to teach abstract themes and concepts because of their visuality. In addition, inexperienced pupils can benefit from films because of their greater feeling of reality. [ Champoux, J. 1999:206-217]

In addition, highlights the realistic examples that the films enable. Combining both audio and visuality makes film a comprehensive tool for language teaching. The visuality supports the pupils: it helps learners by supporting the verbal message and provides a focus of attention while they listen. For the intercultural trainer, the challenge is how to design courses which would develop the trainees intercultural communication within the time and resource limits that they have. As it is the case with learning a foreign language, one can best learn how to behave in a certain culture by living in it. Yet, such cultural “bath” would involve financial resources that one cannot expect all learners to have. Moreover, intercultural communication no longer presupposes going “there” to encounter “the other.” The Internet has brought “the other” “here” and “now.”

Though Intercultural Communication is rather new on the curricula of Romanian business schools and departments of communication or cultural studies, we can already differentiate between how it was taught in the beginning (five years ago, in the case of my institution) and how it is being taught nowadays. From a focus on knowledge about culture and cultures (definitions of culture, theoretical dimensions used to describe them, models and metaphors to interpret cultures), we are now increasingly concerned with developing the learners knowledge how to operate in a culture other than their own and how to operate in the global culture of international business, international media, world travel and consumption of global products.

In order to develop the knowledge, skills and the right attitude towards other cultures, trainers of intercultural communication ought to create opportunities for learners to become self-motivated in their discovery of other cultures, to interact with foreigners and to acquire the public virtues and values of a global, transcultural citizen. Such a citizen can navigate “the waves of culture” (to use Trompenaars metaphor) via Web 2.0 tools, so as to become more open, flexible, autonomous, transparent and sensitive in his or her communication. For trainers, an invaluable resource is the Moodle platform.

Moodle allows teachers/ trainers to design courses which give learners/trainees access to materials uploaded by the teacher/trainer or by other learners/trainees, to access links that are relevant to the topics suggested for discussion, and to input their own contribution. The trainer has more flexibility to facilitate learning not only by providing several alternative sources of information but also by creating simulations and scenarios and by enabling learners to create their own learning path, according to their creativity, style of learning and type of intelligence. The platform can be used in a blended-learning approach where learners work on the computer individually or in groups, at home and/or in the classroom/training room. Moodle and other similar platforms such as Curs and Blackboard are effective ways of developing learners communications of written intercultural communication, as well as their positive attitude and tolerance towards other cultures. Communications in oral intercultural communication, on the other hand, can be trained by creating opportunities for learners to interact in real time, using the voice call function in Skype or yahoo messenger. To increase intercultural interaction, trainers can capitalize on learners familiarity with Facebook and yahoo to create multinational groups in which learners learn from each other. This implies that, in the context of a provider of formal education, there are prior agreements with trainers in different countries to collaborate in e-twinning projects.

Another useful tool is YouTube, which functions as both a source for intercultural learning, when learners watch videos and comment on them, and as a venue for the dissemination of cultural knowledge produced by learners who make videos. The videos can be watched directly on YouTube or imbedded on other webpages. By resorting to simple film making software such as Windows Movie Maker and user-friendly sound-processing software such as Audacity, learners can create videos that express the values of their own culture or of other cultures, which they can then upload on YouTube, or embed on other sides. It is always a good idea to tag videos so as to facilitate the search for them. The labelling of videos can be done as a learner collaborative activity, which increases their group consciousness of the issues that they find the most relevant content-wise, and allows them to learn how to structure and organize their learning process. Information and Communication Technologies provide trainers with less conventional ways to evaluate the degree to which learners have acquired the concepts and the theoretical knowledge that they are required to master by the end of the course. Instead of asking learners to submit a summary of the intercultural material or extensive responses to it, the trainer/teacher can ask them to write tweets. This is a realistic exercise that re-contextualises summary-writing and makes it more appealing. The limited number of characters that a tweet can contain trains learners/learners to be concise and to the point in summarizing what they had to read or to do research on.

A very useful tool in the evaluation of intercultural communications is the electronic portfolio, which can be built on Mahara. This system allows users to upload files of their work (essays, videos, photos, relevant articles that they have downloaded, etc.), as well as to develop their own profile. Electronic portfolios make peer evaluation possible. According to the concern of the teachers and the pupils, the use of the video aids provides the learners opportunity to have background knowledge of any topic which is necessary for the learners. In addition, use of audio-visual aids gives the learners extended language exposure to the learners giving them better idea of the target language culture. The study of Cakir supports this result as he mentioned, "Moreover, the pupils have a general idea of the culture of the target language. It may be enjoyable for the learners to have something different for language learning apart from the course books and cassettes for listening" . [Cakir, I. 2006:69]

It has been found that the participants think that a great advantage of using the video materials is the contextualization of the lesson. Teachers can make the lessons effective and create contexts using audio-visual aids. Learners can easily make a correlation with the visual aids and the lessons. Moreover, it creates a long-term impact on learners mind if there are visuals with the lessons. Mathew and Alidmat found similar results in their study. They found that video materials could make lessons easy to understand. Images that a student views on the screen can be easily comprehended and remembered than descriptive reading materials. Student felt that information could be retained for longer duration due to the use of audio-visual aids. [Alidmat, A.O.H. & Mathew, N.G. 2013:128].

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**CHET TILI DARSLARIDA MADANIYATLARARO MULOQOTNI  
SHAKLLANTIRISHDA MILLIY-MADANIY MAQOL VA IBORALARNING O'RNI.**

**(The role of national-cultural proverbs and expressions in forming intercultural communication in foreign language classes)**

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**Annotasiya:** Ushbu maqolada ingliz va o'zbek maqol va iboralarining milliy madaniy o'ziga hosligi "Mehmondo'stlik" an'anasini chog'ishtirmma tahlilida madaniyatlararo muloqotning muhim qismlaridan biri ekanligi yoritib berilgan.

**Annotation:** This article highlights the national cultural specificity of English and Uzbek proverbs and phrases as an important part of cross-cultural communication in the comparative analysis of the tradition of "Hospitality".

**Kalit so'zlar:** Madaniyatlararo muloqot, an'ana, maqol va iboralar, milliy mentalitet, "mehmondo'stlik" an'anasi

**Keywords:** Cross-cultural communication, tradition, proverbs and idioms, national mentality, tradition of "Hospitality".

Madaniyatlararo muloqotni o'qitish bu o'zga madaniyat vakillarining madaniy o'ziga xos stereotip shakllarini tushunish va qabul qilish bilan bog'liq, shaxsning o'z xulq-atvori o'zgarishiga olib keladigan individual rivojlanish jarayoni tushuniladi. Demak, o'quv jarayonida shaxsiy tajribani egallashga alohida e'tibor qaratiladiki, bunda madaniyatlar orasidagi farqlar inson xulq-atvorini idrok etish, his etish, bunga ishonch hosil qilish, u haqda mulohaza yuritishning alohida aspektlari (boshqacha atganda, "madaniy spesifika") sifatida qaraladi. Bu borada esa, o'rganalayotgan til madaniyati, an'ana va odatlarini o'z ona tilisi bilan chog'ishtirib o'rganishda milliy, madaniy bo'yoqdorlikga ega frazeolgizmlarning o'rni katta.

Ingliz va o'zbek maqol va idiomalarida "mehmondo'stlik" an'anasining barcha belgilari ifodalangan. Hususan, mehmonlarni taklif qilish, mehmonlarni kutib olish, aytilgan va aytilmagan mehmon, sahiy va ziqna mezbbon, mehmonni kech yoki o'z vaqtida kelishi, mehmonning mezbbon dargohidagi odob-ahloqi va mehmondorchilikning ovqatlanish bilan bo'lgan jarayonlari. Maqollarning mazmuniga ko'ra ingliz va o'zbek madaniyatida mehmonnavozlik ham mehmon ham mezbonga zavq, shavq beruvchi an'ana deb hisoblanadi: Mehmondorchilik – turmush ziynati [Shomaqsudov, Shorahmedov, 2004: 214], inglizlarda esa Welcome is the best cheer [Ivanova, 2006: 234] (Hush kelibsiz deyish eng yahshi kutib olishdir).

Ingliz va o'zbek oilaviy an'alariga muvofiq mehmon chaqirish mehmondo'stlikning muhim taomillaridan biri hisoblanadi. Halqning ongida ushbu tartib mezbon tomonidan chaqiriladigan mehmona hurmat belgisi deb tushuniladi. Ushbu odob-ahloq stereotipi mehbon va mezbon o'rtasidagi do'stonalik ramzidir. Ingliz madaniyatida ayniqsa "hushmuomalalik" ingliz mentalitening yadrosi sifatida qadrlanadi. Bu ayniqsa mehbon va mezbon o'rtasidagi muloqotda aks etadi. Tabiiyki, mehmonlarni taklif qilishda ham shu kabi etiket qoidalarga rioya etish talab qilinadi va o'z navbatida bunda tartib va qoidalarga amal qilgan holda kamdan-kam vaziyatda mehmon taklifsiz keladi.

Yuqorida "mehmon", "host" so'zlarining mazmunini aniqlaganimiz sabab, ingliz tilidagi imloma yoki chaqirilmagan mehmon oppozitsiyasiga nisbatan maqollarga e'tibor qaratamiz: An unbidden guest knows not where to sit (Chaqirilmagan mehmonni o'tirgani joyi yo'q"; He comes uncalled sits unserved (Chaqirilmagan mehmonga hizmat ko'rsatilmaydi). Ingliz lingvomadaniyatida "chaqirilmagan mehmon" kuchli tanqidga olinadi, bunga sabab, albatta ingliz millatining mentaliteti, turmush tarzi va harakteri bilan bog'liqdir. "Masalan, ingliz jamiyatida, siz kimnidir uyiga agar oldindan qo'ng'iroq qilgan bo'lsangiz yoki uchrashuvni kelishib olgan bo'lgan taqdirdagina bora olasiz. Ushbu holda, sizga choy yoki qahva taklif qilishadi, ammo, oldindan tushlik yoki kechki ovqatga maxsus takli qilinmagan bo'lsangiz sizga yegulik taklif qilish majburiy emas" [Grainger, Kerkam, Mansor, Mills, 2015]. O'zbek oilaviy an'anasiga ko'ra chaqirilmagan mehmonga ham mezbon hushmuomalalik bilan munosabatda bo'ladi. O'zbek millatining har qanday vaziyatda ham mehmondo'st halq ekanligini o'zbek lingvomadaniyatida aks etgan quyidagi maqoldan tushunib olish mumkin: O'zi kelgan mehmon – mezbonning izzati; O'zi kelgan mehmon – atoyi xudo; Odam bor joyga odam keladi. Demak, o'zbek millati uchun mehmonni yahshi kutib olish nafaqat majburiyat, balki muqaddas burchdir. O'zbek millati mehmonning kelishini rizq, baraka kelishi bilan qiyoslaydi, shu tufayli, mehmonni qadrlaydi: Mehmon kelgan uydin baraka arimaydi; Mehmon kelgan uynin chirog'i ravshan yonadi [Suvonqulova, 2014:10]. Chaqirilmagan mehmon kelganda, hech ikkilanmadan o'zi uchun tayyorlagan yegulikni o'rtaga qo'yib mehmon bilan baham ko'rish va bundan mamnun bo'lishi o'zbek oilaviy an'anasiga aylanib ulgurgan, zero uning ongida mehmon o'z rizqi bilan kirib keladi va mehmonni yeguliksiz ketkazish odob doirasiga kirmaydi degan tushuncha yotadi: Mehmon o'z rizqi bilan keladi; Mehmonning rizqi o'zidan oldin keladi; Oshing oz bo'lsa ham, fe'ling soz bo'lsin. Iso Jabborning ta'kidlashicha, mehmonning kim bo'lishidan qat'iy nazar unga hechbo'lmaganda choy va non taklif qilinadi: "Odat bo'yicha o'zbekning xonadoniga kelgan kishi (tanishmi yoki notanishmi) dasturxonga, bir piyola choyga yoki non-tuz totishga taklif qilinadi" [Jabborov, 1994: 176]. Qoida bo'yicha, mehmon biror-bir tadbir munosabati bilan chaqiriladi. U qandaydir tantana (to'y, tug'ulgan kun, farzandning

tug'ulishi, biror-bir yutuqqa erishilganda hursandchilikni baham ko'rish uchun ziyofat, uy to'yi, diniy bayramlar, 8-mart, Yangli yil, inglizlarda esa Pasxa, Rojdestvo, chaqaloqning tug'ulishiga uyushtirilgan bazm, yangi uyga ko'chish munosabati bilan beriladigan ziyofat va hokozolar) yoki dam olish kuni tashkil qilingan oila a'zolar, qarindoshlar o'rtasida uyushtirilgan kamtarona ziyofatlar bo'lishi mumkin. Ingliz lingvomadaniyatida to give a tea party; to give a luncheon party; to give at home (imloma ziyofat uyushtirmoq) idiomalari ma'lum bir ziyofat uchun mehmon taklif qilish mazmunini beradi va o'z navbatida ingliz madaniyati uchun mehmon chaqirish hamda "chaqirilgan mehmon" tushunchasi mehmondo'stlik etketini bosh tamoyillaridan biri ekanligini ko'rsatadi. O'zbek millatida "chaqirilmagan mehmon" ingliz jamiyatida farqli ravishda qat'iy tanqidga olinmaydi, aksincha mehmonni uyidan tez ketishiga qarshilik qiladi, ketayotgan paytida esa qayta-qayta yana kelishini so'raydi: Mehmonning ketishini so'rama, kelishini so'ra; Kel demoq bor, ket demoq yo'q.

Mehmon kutish stereotip sifatida ingliz va o'zbek halqlarining oilaviy an'analarida o'z ifodasini topgan. Maqollar va idiomalarni tahlil qilib aytish mumkinki, o'zbeklarda mehmonni fahr va hursandchilik bilan kutib olish qoidasi borligini sezish mumkin. Masalan, Ochiq chehra bilan; Hush ko'rdik idiomalari va Ochiq yuz – ne'matdan yahshi; Oshing oz bo'lsa ham, fe'ling soz bo'lsin. Mehmonni kutib olish o'zbek madaniyati uni uyning eng yahshi joyiga o'tkazish bilan ham belgilanadi. Mehmonni ranjitib qo'ymaslik uchun, uni qulay, toza, chiroyli joyga o'tkazish maqsadida mezbbon shoshib qoladi. Odatda mehmon uyning "to'ri" sig'a taklif qilinda, bu mezbbonni mehmonga ko'rsagan hurmati deb tushuniladi. Chunki "to'ri" bu mezbbon xonadonidagi mehmonhonaning yuqori qismi bo'lib, quyi qismida, ya'ni xonadan chiqish uchun eshikga yaqin bo'lgan joy asosan hizmat qiladiganlar o'tiradi. Bu an'ana quyidagi ibora va maqollarda o'z aksini topgan: idiom: O'tkazgani joy topaolmaslik, maqol: Mehmonga ko'nglingni ber, uying to'rini ber. Iso Jabborning yozishicha: "O'zbek milliy odatiga binoan mehmonlarni o'tqazish asosan yoshiiga va el oldidagi hurmatiga qarab to'rdan boshlanadi" [Jabborov, 176], mehmonni to'g'ri joyga o'tqazish ham o'zbek mehmondo'stlik madaniyatining odoblaridan biridir. Bunday hayajon uyg'otuvchi stereotip ingliz lingvomadaniyatida ham ifodalanadi. Masalan, to play host (mehmonni kutmoq); to give a hospitable welcome; (mehmonni hurmat bilan kutib olmoq) Keep open door idiomalari va Good will and welcome is your best cheer (Ezgulik va "Hush kelibsiz" deyish eng yahshi kutib olish) maqolini aytib o'tish mumkin.

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## CONCEPTUAL APPROACHES TO THE STUDY OF CULTURE

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**Annotation:** This article is dedicated on indigenous and cultural, cross-cultural approaches which studies demographic and ethnographic sphere and cross-cultural obtain data in two or more cultures making the assumption that the constructs under investigation are universals which exist in all of the cultures studied. The variety of religions and languages present in the world today offers ample evidence that if anything human kind loves diversity.

**Keywords:** ethnolinguistics, linguoculturology ,anthropology, indigenous and cultural approaches, etics, emics, synchronical, generalizability, validity, paradigm

Globalization has led to increased interconnectedness among nations and we are much more interdependent than we were in the past. This interdependence requires us to work with people from different cultures, and it also requires many of us to live in cultures far away and quite different from our own. Despite the similarities offered by technology and urban centres, differences persist, and the vision of a homogeneous world is quite unlikely and perhaps flawed. The variety of religions and languages present in the world today offers ample evidence that if anything human kind loves diversity. So we need to prepare ourselves to have a meaningful dialogue with people from different cultures to help each other solve our problems and also to learn from each other.

V.V. Vorobiev in his monograph “Linguistics: Theory and Methods” offers the following definition: “cultural linguistics is the synthesizing complex scientific discipline, studying the relationship and interaction of culture and language” [Vorobyov V. V. 1997: 76 ]. In Telia’s opinion linguoculturology studies communicative processes in synchronical relationships with ethnical



mentality. The most essential notions are culture specific units, cultural concepts and national world picture [Telia V.N.2008:96].

V. A. Maslova defines cultural linguistics as a branch of linguistics which is based on cultural studies; as a humanitarian discipline that studies the material and spiritual culture that has been embodied in the national language and that appears in the linguistic processes. One of the new anthropologically oriented disciplines in the current research is linguoculturology. This discipline is of a synthesizing type and deals with the description of cultural and moral experience and ethnic mentality that are represented in a language by special cultural components in the meaning of language units. Under cultural linguistics V.A. Maslova also suggests "the integrative field of knowledge, absorbing the results of research in cultural studies and linguistics, ethnolinguistics and cultural anthropology" [Maslova V. A. 2001:38]

According to Triandis (2000), research that studies culture and, more specifically, cross-cultural and intercultural communication in its various forms and social contexts, can approach the theoretical foundations and methodological design of their work from three different perspectives: the indigenous one, the cultural one and the cross-cultural one.

The "indigenous" approach focuses on the meaning of concepts in a culture and how such meaning may change across demographics within a given culture context. The focus of such studies is the development of knowledge tailored to a specific culture without any special claims to generality beyond the confines of that particular cultural context. The main challenge with the indigenous approach is the difficulty involved in trying to avoid the influence of pre-given concepts, theories and methodologies and therefore the difficulty of determining what the term indigenous really means in any given culture.

The "cultural" approach is used to describe those studies which make special use of ethnographic methods. More traditional experimental methods can also be used in conjunction within this approach. Here again the meanings of constructs in a culture are the main focus of attention and there is little of direct comparison of constructs across cultures. The aim is to advance the understanding of the individual in a sociocultural context and to emphasize the importance of culture in understanding his or her behavior. The challenge with this approach is a lack of a widely accepted research methodology [Adamopolous & Lonner, 2001:12].

Triandis (2000) states that, when using "cross-cultural" approaches, studies obtain data in two or more cultures making the assumption that the constructs under investigation are universals which exist in all of the cultures studied. One positive point about this approach is that it purports to offer an increased understanding of the cross-cultural validity and generalizability of the theories and constructs under investigation. The main challenge, however, comes from the need to

demonstrate the equivalence of the constructs and measures used, and to minimize the evident biases that may threaten valid cross-cultural comparisons. Thus not only does the researcher conceptualize and operationalize, but also, and in addition, the differential factor is taken into account, that is to say, the way in which one and the same construct functions in a variety of different cultures [Casmir, Fred 1993:408].

Indigenous and cultural approaches focus on emics, or the things which are unique to a given culture. These approaches are relativistic in that their aim is the in-depth study of the local context and the meaning of constructs without imposing a priori definitions on the constructs themselves [Tanaka-Matsumi, 2001:265].

Scholars working within these approaches usually reject claims that the theories they work with are universal. On the other hand, in the cross-cultural approach the focus is on etics, or factors that are universal across cultures. Here the goal is to understand similarities and differences across cultures, and the comparability of cross-cultural categories or dimensions is emphasized).

Summing up, emics focus on "the native's point of view"; etics focus on the "comparative cross-cultural point of view." Emics and etics are perhaps the two most crucial constructs in the study of culture [Bhawuk & Triandis, 1996: 463].

TRIANDIS' classification, and the references to "emic" and "etic" questions remind us that "Malinowski's dilemma" is still as valid today as it ever was, and that the tensions between "cultural specificities" and "universal-general" continue to remain a challenge for the qualitative approach, and an even greater one, if that is possible, in the area of cross-cultural communication.

Having presented the conceptualization of culture in studies of cross-cultural communication, and examined how the issue of culture is handled in these studies we will now pass on to another key aspect of the relationship between culture and qualitative research into cross cultural communication, and that is how culture makes its presence felt in the process of qualitative research.

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## O‘ZBEK VA HINDIY TILLARIDA JINSNING IFODALANISHI

(Gender in uzbek and hindi languages)

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**Annotatsiya:** O‘zbek tilida grammatik jinsning yo‘qligi va turkiy tillarda faqat biologik jinsning lisoniy ifodasi mavjudligi haqida mulohazalar bildirilgan. Otlarda jinsning ifodalanishi masalasi o‘zbek tili darsliklaridan mutlaqo chiqarib tashlangan bo‘lsa-da, o‘zbek tilida jins tushunchasining ifodalanishi masalasi ayrim tadqiqotchilar ishlarida onda-sonda yoritib kelingan. Hindiyl tilida ikkita grammatik jins mavjud. Zamonaviy hind tilidagi jins kategoriyasi otlarning obyektiv ma’nosini ifodalashning asosiy vositasi bo‘lib xizmat qiladi va nutqning ushbu qismiga xos xususiyatdir.

**Annotation:** There is no grammatical gender in the Uzbek language and there is only a linguistic expression of the biological gender. Although the issue of the gender of nouns has been completely removed from Uzbek textbooks, the issue of gender in the Uzbek language has been raised from time to time in the works of some researchers. There are two grammatical genders in Hindi language. The gender category in modern Hindi serves as the main means of expressing the objective meaning of nouns and is a characteristic of this part of speech.

**Kalit so‘zlar:** gender, jins kategoriyasi, biologik jins, muzakkar jins, muannas jins.

**Keywords:** gender, gender category, biological gender, feminine, masculine.

Tadqiqotlarda o‘zbek tilida grammatik jinsning yo‘qligi va turkiy tillarda faqat biologik jinsning lisoniy ifodasi mavjudligi haqida mulohazalar bildirilgan. Ammo jins tushunchasi ifodasi o‘zbek tilida qay tariqa amalga oshishi, jinsni ifodalashda qanday lisoniy vositalar faol ishtirok

etishi, bunda oraliq hodisalar mavjudligi haqidagi savollar shu paytgacha yirik tadqiqot doirasida o'rganilgan emas. To'g'ri, bu boradagi ayrim fikrlarni grammatika darsliklarida, ayrim maqolalarda ko'rishimiz mumkin. Masalan, XX asrning 70-yillarigacha rus tili ta'sirida yaratilgan o'zbek tili grammatikalarida otlarda grammatik jins kategoriyasiga alohida o'rin berilgan va o'zbek tilida tirik mavjudotlar jinsini ifodalashda uchta: leksik, morfologik va sintaktik usullar mavjudligi ta'kidlangan. A.N. Kononov ham o'zining "O'zbek tili grammatikasi"da shunga yaqin fikrni bildirgan. Ammo keyingi davrda yaratilgan darsliklarda, grammatikalarda jins masalasiga umuman e'tibor qilinmagan [Musayeva F.T., 2019: 12].

Otlarda jinsning ifodalanishi masalasi o'zbek tili darsliklaridan mutlaqo chiqarib tashlangan bo'lsa-da, o'zbek tilida jins tushunchasining ifodalanishi masalasi ayrim tadqiqotchilar ishlarida onda-sonda yoritib kelingan. Masalan, 1975 yilda L.Reshetova va Q.Umurovlarning "Rod va jins kategoriyasining leksik-grammatik xususiyatlari" nomli maqolasi chop etiladi. Mazkur maqolada mualliflar grammatik rod qanday kelib chiqqan, nega ba'zi tillarda u barqaror emas, turkiy tillarda grammatik jins mavjudmi degan savollarga javob berishga urinib ko'rishadi. M.Rasulova o'zbek va ingliz tillari materiallari asosida tabiiy jinsning lisoniy ifodasi borasida izlanish olib borgan va jins tushunchasining ifodalanishini qiyosiy aspektida o'rgangan [Rasulova M., 1997: 66].

Yuqorida keltirilgan fikrlarni hisobga olgan holda, "pol" ma'nosida "biologik jins", "rod" ma'nosida "grammatik jins" atamalarini qo'llash maqsadga muvofiq bo'ladi.

XIX asr o'zbek tilida qisman bo'lsa-da grammatik jins kategoriyasi mavjud bo'lgan: 1. Muzakkar jins: mazkur elchi; 2. Muannas jins: mazkura qizlar

Hozirgi zamon o'zbek tilida shoir-shoira, muallim-muallima kabi ayrim jinsni ifodalovchi holatlar uchrab, ular faqat shaxsotlarigagina qo'shib, kishilarning biologik jinsi farqlanadi.

Hindiy tilida ikkita grammatik jins mavjud: पुल्लिंग - *pulling* muzakkar jinsi va स्त्रीलिंग - *striling* muannas jinsi. Hindiy tilida otlarning jinsini anglatuvchi ko'rsatkichlar mavjud emas. Shu sababli otlarning jinsini ularning ma'nolari bilan birga yodlab olish kerak. Gapda otlarning jinsiga qarab fe'l shakli o'zgaradi.

Zamonaviy hind tilidagi jins kategoriyasi otlarning obyektiv ma'nosini ifodalashning asosiy vositasi bo'lib xizmat qiladi va nutqning ushbu qismiga xos xususiyatdir. Agar o'zgaruvchan sifatlar, tartib sonlar, olmoshlar, ergash gaplar, fe'l shakllari faqat kelishuv asosida jins toifasini egallasa, ot uchun jins kategoriyasi dastlab o'ziga xos morfologik xususiyatdir. Hindiy tilida barcha otlar ikki grammatik jinsdan biriga – muzakkar yoki muannasga tegishli: masalan, बाप "ota", भाई "aka", बेटा "o'g'il", घर "uy", पेड़ "daraxt" otlari muzakkar va माता "ona", बहन "opa", बेटा "qiz", पुस्तक "kitob" – muannas jinsga mansub.

Hindiy tilida otlarning jinsi quyidagicha ifodalanadi:

a) sintaktik, ya'ni jinsga oid so'zlarning berilgan otga mos keladigan shakllari, ya'ni o'zgaruvchan sifatlar, tartib sonlari, olmoshlar, ergash gaplar, fe'l shakllari, ko'pinchasi, masalan, *यहाँ बड़ा बाग है* – bu yerda katta bog' bor, *यह दसवाँ घर है* – bu o'ninchi uy, *वह हमारा मित्र है* – u bizning do'stimiz, *लड़का हँसता है* – bola kulmoqda, *बेटा आयेगा* – o'g'il keladi, *यह मेरी किताब है* – bu mening kitobim, *लड़की रोती है* – qiz yig'lamoqda, *बहन आयेगी* – opa keladi, *मेरे पास सोने की अंगूठी है* – menda tilla uzuk bor, *पुस्तकालय में बहुत सी पुस्तकें हैं* – kutubxonada kitoblar juda ko'p [Dimshits Z.M., 1986: 46]. Misollarda keltirilgan “a” bilan tugagan otlar hamda ularga moslashtirilgan so'zlarning “a” bilan tugashi otlarning muzakkar jinsga tegishli ekanini ko'rsatadi, “i” bilan tugagan otlar hamda ularga moslashtirilgan so'zlarning “i” bilan tugashi otlarning muannas jinsga tegishli ekanini ko'rsatadi.

b) morfologik, odatda otlarning jinsini va so'zlarning jinsini aniqlashning aniq qoidalari yo'qligi sababli ular jinsi bilan yodga olinishi kerak, shuning uchun amaliy maqsadlar uchun otlarning umumiy tasnifining asosiy qonunlarini ikkala jihatidan ham ko'rib chiqish maqsadga muvofiqdir. Ularning semantik ma'nolari va grammatik tuzilishi. U yoki bu grammatik jinsga otlarni ularning semantikasi asosida berishda quyidagi qoliplar mavjud.

**Muzakkar jins.** Erkak shaxsiga xos so'zlar: *पती* – er, *आदमी* – odam, *स्वामी* – xo'jayin, *दादा* – buva, *सासा* – amaki, *बेटा* – o'g'il, *भतीजा* – jiyan. Erkak(nar) hayvonlarning nomlari: *भेड़* – qo'y, *बकरा* – taka, *बाघ* – yo'lbars, *बील्ला* – mushuk. Metallar, minerallar va qimmatbaho toshlar nomlari: *सोना* – oltin, *लोहा* – temir, *कोयला* – mis, *हीरा* – olmos, *लाल* – rubin va h.k., *चांदी* – kumush istisno hisoblanib muannas jinsga mansub. Ko'pchilik suyuqlik nomlari: *तेल* – neft, *दूध* – sut, *पानी* – suv. Daraxt nomlari: *सागवान* – tik daraxti, *देवदार* – kedr daraxti, *चीड़* – archa, *आम* – mango daraxti, *नीम* – nim daraxti va h.k., *इमली* – tamarind daraxti istisno hisoblanib muannas jinsga mansub. Donli o'simliklar nomlari: *गेहूँ* – bug'doy, *धान* – guruch, *मटर* – no'xat, *मक्का* – jo'xori, *जौ* – arpa, *बाजरा* – tariq; *जुवार* – tariq istisno hisoblanib muannas jinsga mansub. Osmondagi narsalar va sayyoralar nomlari: *सूर्य* – quyosh, *चाँद* – oy, *मंगल* – Mars, *बुध* – Merkuriy *शानि* – Saturn va h.k. Tog' va mamlakat nomlari: *हिमालय* – Himolay, *भारत* – Hindiston, *चीन* – Xitoy. Hind kalendaridagi oy va kun nomlari: *रविवार* – yakshanba, *सोमवार* – dushanba, *चैत्र* – chayt oyi ( mart-aprel), *बैसाख* – baysakh (aprel-may). Ayrim tana a'zolari nomlari: *कान* – quloq, *गाल* – yanoq, *पेट* – oshqozon, *qorin*, *मुँह* – og'iz, *सिर* – bosh, *हाथ* – qo'l, *होंठ* – lab). Hissiyotni anglatuvchi otlar: *प्रेम* – sevgi, *क्रोध* – g'azab, *आनंद* – xursandchilik [Dimshits Z.M., 1986: 47].

Hindiy tilida erkak shaxsiga xos soʻzlar, erkak(nar) hayvonlarning nomlari, metallar, minerallar va qimmatbaho toshlar nomlari, koʻpchilik suyuqlik nomlari, daraxt nomlari, donli oʻsimliklar nomlari, osmondagi narsalar va sayyoralar nomlari, togʻ va mamlakat nomlari, hind kalendaridagi oy va kun nomlari, ayrim tana aʼzolari nomlari, hissiyotni anglatuvchi otlar muzakkar jinsda boʻladi. Yuqorida keltirilgan tana aʼzolari nomlariga eʼtibor qaratadigan boʻlsak, qoʻpolroq tana aʼzolari nomlari muakkar jinsda.

**Muannas jins.** Ayol shaxsiga xos soʻzlar: *पत्नी* – xotin, *स्त्री* – ayol, *महिला* – ayol, *दादी* – buvi, *चाची* – xola, *बेटी* – qiz, *बहन* – opa, *भाभी* – kelin. Urgʻochi hayvonlarning nomlari: *गाय* – sigir, *भेड़* – urgʻochi qoʻy, *बकर* – echki, *बिल्ली* – urgʻochi mushuk. Daryo nomlari: गंगा – Ganga, जामुन – Yamuna, कृष्णा – Krishna, सिंधु – Sind; ब्रह्मपुत्र – Braxmaputra istisno hisoblanib muzakkar jinsga mansub. Ziravorlarning nomlari: *कस्तूरी* – mushk, *मिर्च* – murch, *रई* – xantal, *खीचरी* – kichri, *कड़ी* – kari. Ayrim tana aʼzolari va qismlarining nomi: *आँख* – koʻz, *नाक* – burun, *ज़बान* – til, *टांग* – oyoq, *ठोड़ी* – iyak, *गर्दन* – boʻyin, *छाती* – koʻkrak, *उँगली* – barmoq [Dimshits Z.M., 1986: 48].

Hindiy tilida ayol shaxsiga xos soʻzlar, urgʻochi hayvonlarning nomlari, daryo nomlari, ziravorlarning nomlari, ayrim tana aʼzolari va qismlarining nomi, ayrim kasalliklar nomlari, til nomlari muannas jinsda boʻladi. Yuqorida koʻrib turganimizdek nozik – nafis tana aʼzolari nomlari: *burun*, *koʻz*, *til*, *barmoq* kabi - muannas jins. *Quloq*, *oshqozon*, *qorin* kabi qoʻpolroq tana aʼzolari nomlari muzakkar jinsda ifodalangan.

Hindiy tilida boshqa tillardan oʻzlashgan soʻzlar juda koʻp. Ushbu tilga sanskrit tilidan koʻplab soʻzlar oʻtgan. Shuningdek, soʻzlarning katta qismi hindiy tiliga fors va ingliz tillaridan kirib kelgan. Fors tili orqali arabcha soʻzlar ham qabul qilingan.

**Sanskritcha** otlarning muannas va muzakkar jins shakli hindiy tilida grammatik jinsni saqlab qolgan. Masalan, *नियम* – qonun, *खण्ड* – boʻlak, *qism*, *आक्षेप* – taʼna soʻzlari muzakkar jinsga mansub; *भाषा* – til, *इच्छा* – istak, *रीति* – obraz soʻzlari muannas jinsga mansub; neytral jinsga tegishli koʻpchilik sanskritcha otlar hindiy tilida muzakkar jinsni qabul qilgan. Masalan, *दासत्व* – qullik, *रत्न* – qimmatbaho tosh, *साहित्य* – adabiyot [Dimshits Z.M., 1986: 53].

**Forscha** otlarning jinsi mavjud boʻlmaganligi sababli hindiy tiliga oʻzlashganda ikkita jinsdan bittasini qabul qiladi. Ikkita usul orqali otlarning jinsi aniqlanadi: semantik (oʻzlashayotgan soʻzning tilda mavjud sinonimi jinsiga qarab); morfologik (oxirgi qoʻshimchasi orqali); Semantik usulda muzakkar jinsga aylangan otlar: *लब* – lab (sinonimlari *आँठ*, *होंठ*), *गोश्त* – goʻsht (sinonim *मांस*), *खर्च* – xarajat (sinonim *व्यय*);

Muannas jinsga aylangan otlar: *जबान*-til (*sinonim जीभ, जिह्वा*), *शर्मा*-uyat (*sinonim लज्जा*), *ज़मीन*-yer (*sinonim भूमि*), *याद*-xotira (*sinonim धारणा*).

Forscha “-a” bilan tugaydigan otlar agar ular ayol shaxsiga xos hamda urg‘ochi hayvonlarning nomlari bo‘lmasa hindiy tiliga muzakkar jins bo‘lib o‘tadi. Masalan, *कारखाना* – korxonona, *पर्दा* – parda, *पर्चा* – barg, *पुरजा* – bo‘lak, qism, *सौदा* – kelishuv, bitim [Dimshits Z.M., 1986: 53].

**Arabcha** otlar hindiy tiliga o‘zlashganda asosan o‘z jinsini saqlab qoladi. Masalan, *खत* – xat, *फ़र्क* – farq, *शक* – shubha, *हिसाब* – hisob so‘zlari muzakkar jins; *मरम्मत* – tamirlash, *हालत* – holat, *हिफ़ाज़त* – muhofaza so‘zlari muannas jins.

**Inglizcha** otlar ham hindiy tiliga o‘zlashganda ikkita jinsdan bittasini qabul qiladi. Ikkita usul orqali otlarning jinsi aniqlanadi: semantik (o‘zlashayotgan so‘zning tilda mavjud sinonimi jinsiga qarab); morfologik (oxirgi qo‘shimchasi orqali). Semantik usulda muzakkar jinsga aylangan otlar: *बूट* – botinka (*sinonim जूता*), *लैंप* – lampa (*sinonim दिया*) *नम्बर* – nomer, raqam (*sinonim अंक*); Semantik usulda muannas jinsga aylangan otlar: *फ़्रीस* – to‘lov (*sinonim दक्षिण*), *मीटिंग* – uchrashuv (*sinonim सभा*);

“-a” bilan tugagan ingliz tilidan o‘zlashgan otlar muzakkar jinsga aylangan. Masalan, *सोडा* – soda, *कैमरा* – kamera;

“-i” bilan tugagan ingliz tilidan o‘zlashgan otlar agar ular erkak shaxsiga tegishli bo‘lmasa muannas jinsga aylangan. Masalan, *कम्पनी* – kompaniya, *कमेटी* – qo‘mita, *युनिवर्सिटी* – universitet;

“-i” bilan tugagan lekin erkak shaxsiga xos otlar hindiy tiliga muzakkar jins bo‘lib o‘tgan. Masalan, *डिप्टी* – deputat;

Ayrim ingliz tilidan o‘zlashgan otlar ikkita jinsga ham tegishli bo‘ladi. Masalan, *फ़िल्म* – film, *टूर्नामेंट* – turnir, musobaqa.

Xulosa qilib aytganda, sanskritcha otlarning jinsi o‘z holicha hindiy tilida saqlanib qolgan. Ayrim sabablarga ko‘ra jinsini o‘zgartirgan otlar ham mavjud. Forscha hamda inglizcha otlarning jinsi bo‘lmaganligi sababli ular hindiy tiliga o‘zlashganda ikki xil usulda o‘zlashadi. Semantik usul – ya‘ni o‘zlashayotgan so‘zning tilda mavjud bo‘lgan sinonimi jinsiga qarab hamda morfologik oxirgi qo‘shimchasi orqali. Arabcha otlar esa hindiy tiliga o‘zlashganda o‘z jinsini saqlab qolgan.

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## ERKAK VA AYOL NUTQIDA MUROJAAT SO‘ZLAR SEMANTIKASI

(Semantics of reference words in male and female speech)

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**Annatsiya:** Ayollar va erkaklar muloqot madaniyati o‘ziga xos xususiyatga ega. Ular nutqining farqli xususiyatlari borasida tilshunoslikda bir qancha ishlar amalga oshirilgan bo‘lib, ayrim xalqlarda ayollar nutqi alohida tadqiqot sifatida maydonga kelgan. Ushbu maqolada erkak va ayollarga xos murojaat so‘zlari tahlil qilingan.

**Annotation:** The culture of communication between women and men is unique. A lot of linguistic work has been done on various features of their speech, and in some countries, women’s speech has become a separate study. The article analyzes the reference words of men and women.

**Kalit so‘zlar:** murojaat so‘zlar, murojaat shakllari, erkaklarga xos murojaat so‘zlar, ayollarga xos murojaat so‘zlar, semantika.

**Keywords:** reference words, forms of reference words, masculine reference words, feminine reference words, semantics.

Ming yillardan beri bir turga mansub bo‘lgan erkak va ayol bajaradigan vazifasi, jamiyatda tutgan o‘rni jihatidan bir-biridan farqlanar ekan, tilshunoslik nuqtayi nazaridan ham bu ikki jins o‘zaro ajralib turadi. Xususan, lisoniy va nolisoniy birliklarning ularga nisbatan qo‘llanishi hamda ularning lisoniy hamda nolisoniy birliklarni qo‘llashlarida bu ikki jins vakillarida sezilarli farqlar kuzatiladi. Ko‘pgina lisoniy va nolisoniy birliklar u yoki bu jinsga tegishli ekanligi bilan gender xoslanishga ega.



Ayollarda mantiq urg'usi juda faol qo'llanadi, pauza esa erkaklar nutqiga nisbatan juda qisqa bo'ladi. Ayollar va erkaklar nutqida qo'llanuvchi leksemalar ham o'ziga xos ahamiyatga ega. Tildagi yangilanish jarayonlari ayollarga nisbatan erkaklar tomonidan tez qabul qilinib, ilmiy va kasb-hunarga oid yangi leksemalar erkaklar nutqida ko'proq va faolroq. Shuningdek, ayollar kundalik turmushda neologizmlardan unumli foydalangan holda, rasmiy muloqotda undan qochishga harakat qilishadi.

Ayol kishi tabiatan nafosat sohibalari bo'lganligi sababli, suhbat jarayonida ham jozibador va bo'yoqdor leksemalarni, shaxsiy munosabat ifodalovchi so'zlarni, ijobiy bo'yoqdor so'zlarni ko'proq qo'llaydi. Suhbat predmeti biroz bo'rttirilgan holda bo'ladi. Emotsional holatlar: hayratlanish, sevinish, qo'rqish, nafratlanish, xafa bo'lish kabi ruhiy-fiziologik jarayonlarni ularda kuzatishimiz mumkin.

Ayollar va erkaklar muloqot madaniyati o'ziga xos xususiyatga ega. Ular nutqining farqli xususiyatlari borasida tilshunoslikda bir qancha ishlar amalga oshirilgan bo'lib, ayrim xalqlarda ayollar nutqi alohida tadqiqot sifatida maydonga kelgan. Bunday farqlanish muhim ahamiyat kasb etib, muloqot madaniyatida muhim o'rin tutadi. O'zbek tilshunosligida keyingi yillardagi tadqiqotlarda oz bo'lsa-da, bu haqda yoritib o'tilgan. Jumladan, S.Mo'minov, Sh. Iskandarovalarning ilmiy tadqiqotlarida buni ko'rish mumkin. Muloqotning jins jihatidan xoslanishi muhim ahamiyat kasb etib, sotsiolingvistikaning o'rganish muammolaridan biri sanaladi. Murojaat shakllarini jins jihatidan tahlil qilganda, erkak va ayol kishilarning nutqida qo'llaniladigan murojaat shakllari hamda erkak va ayol kishiga nisbatan qo'llaniladigan murojaat shakllari tarzida tahlil qilish lozim.

Murojaat shakllari obyektning aniq yoki noaniqligiga ko'ra ikki turga ajratiladi:

- a) mavhum murojaat shakllari (ey, hoy, sen, siz);
- b) konkret murojaat shakllari.

Murojaatning bu turida ism, laqab, taxallus, insonga xos bo'lgan belgi-xususiyat bildiruvchi leksik, insonni atovchi nominativ birliklar murojaat shakli vazifasini bajaradi.

"अरे बाबू! तुमने तो अभी तस्वीर शुरू भी नहीं की, यह कागज़ तो अभी कोरा ही है।" \_\_ "अभी मैं तुम्हें समझने की कोशिश कर रहा हूँ। [कृष्ण चन्दर, 2013: 20]"

Tarjimasi. Ey bobu! Siz suvratni hali boshlamabsiz ham-ku, qog'oz oppoqligicha turibdi. – Hozircha seni tushunishga harakat qilayapman [Krishn Chandar, 2011: 12].

Tahlil: "Babu" so'zi Hindiston yarim orolida erkaklarga nisbatan hurmat belgisi sifatida ishlatiladi. Ayrim madaniyatlarda *babu* murojaati yaqin insoniga muloyim munasabatda bo'lishni bildiradi. Hurmat qo'shimchasi "ji" qo'shilib. *Babuji* hosil qilinadi. Bu so'z Hindistonning shimoliy va sharqiy qismlarida otasini hurmat qilganda ishlatiladi. *Babuji* har qanday hurmatli

oqsoqolga yoki erkakka hurmat atamasi sifatida ham ishlatilishi mumkin. Ba'zi Hindiston zamindorlari mulklarida Babu yoki Babu Shri unvonini uning hukmdorlari tomonidan ishlatilgan. Ko'pgina shohliklarda qirol oilasi a'zolari va qirollarning qarindoshlari ham ushbu nomdan foydalanganlar. Shuningdek, *babu* odamni ismini chaqirganda hurmat ko'rsatish uchun uning ismiga qo'shimchalar sifatida ishlatiladi, masalan: "*Mohan babu, iltimos, bu erga kelishingiz mumkinmi?*". Bengal tilida *babu* yoki *babushona* so'zi kengroq qo'llaniladi, ya'ni go'dak, ayniqsa yosh bolalarga tegishli. Ushbu jumlada ko'rinib turibdiki, murojaatning abstrakt hamda konkret shakli ishlatilgan. Ya'ni *ey* murojaat shakli abstrakt hamda *bobu* murojaati konkret hamda u erkaklarga nisbatan ishlatiladi.

Erkak kishiga nisbatan qo'llanuvchi nomlar orasida, ota semasini ifodalovchi leksik birliklar, ayniqsa, alohida e'tirof etiladi. Otaga yaqin oila a'zolari tomonidan murojaat qilinganida, odatda, uni ismini aytib chaqirish hurmatsizlik hisoblanadi. Eriga otasi, dadasi, dadajonisi, bobojonisi, buvasi, bovasi deb murojaat qilishda "farzandlarining otasi", "hurmat", "yosh pog'onasining yuqori bosqichiga mansublik" va "qarindoshik", "yaqinlik" kabi semalar namoyon bo'ladi.

Ma'no va tushunchasiz til mavjud bo'lmaydi. Kishilar o'z murojaat va munosabatlarida ana shu ma'noga asoslanadilar. Aks holda til o'z vazifasini bajara olmaydi, u o'zining asosiy vazifasini faqat ma'no va tushunchalar tufayli bajaradi, har qanday xabar, ma'lumot ma'no hamda tushuncha asosida shakllanadi va yuzaga chiqadi. Inson va jamiyatning o'zi ham ma'no va tushunchalar, til va nutq tufayli mavjuddir. Agar "...jamiyatning barcha a'zolari uchun umumiy va tushunarli til bo'lmasa, jamiyatdagi ishlab chiqarish to'xtaydi, jamiyat sifatida yashash tugaydi va u parchalanib ketadi" [Qurbonova M., 2014: 43]. Demak, insonning inson va jamiyatning shakllanish jarayonida ham tilning o'rni katta va shuning uchun ko'p olimlar "inson va jamiyat paydo bo'lishi jarayonidagi zaruriy komponentlardan biri til va nutqning shakllanishi bo'ldi" deb hisoblashadi.

Murojaatning mazmunan har xil shakllanishi – quvonch, qo'rqinch, gina, iltifot, nafrat kabi ma'no ottenkalari qo'shilgan holda ifodalanishi – eng avvalo ijtimoiy muhit va sharoitdan kelib chiqadigan munosabatga bog'liq. Til esa ana shu munosabatni qanday bo'lsa o'shanday, asliga mos holda ro'yobga chiqishi uchun vosita bo'ladi.

Odatda, murojaat shakli haqida gapirilganda, eng avval, tinglovchi nazarda tutiladi. Aslida bu murojaatning ikkinchi obyektidir. Tinglovchi ham ijtimoiy – mantiqiy obyekt sifatida, ham lingvistik obyekt sifatida bir-biriga to'la mos tushadi: tinglovchi – sen, ya'ni ijtimoiy shaxs sifatida – o'zga. Buning nutqdagi ifodalanishi – mantiqiy-grammatik shakllanishi ham o'zga, ya'ni ikkinchi shaxs, birlik yoki ko'plik. Bu ijtimoiy o'zga – grammatik ikkinchi shaxs so'zlovchining ziddi

Xalqaro ilmiy-amaliy konferensiya to'plami

bo'lib, u fikr qabul qiluvchi sifatidagi ijtimoiy figuradir – nutq va u orqali ifodalanayotgan fikr unga qaratilgan.

Yuqorida keltirilganlardan kelib chiqqan holda Krishan Chandarning “Bir qizga ming oshiq” romanida keltirilgan misollarga e'tiborimizni qarataylik. Tadqiqot jarayonida asarda uchragan murojaat so'zlarini erkaklarga nisbatan ishlatiladigani hamda ayollarga nisbatan ishlatiladiganlarga bo'lib o'rganib chiqildi.

Asarda keltirilgan erkaklarga nisbatan ishlatilgan murojaat so'zlar:

बचपन ही से उसे चित्रकला का बड़ा चाव था; मगर उसके पिता **रायबहादुर श्री** गंगासहाय डिप्टी इन्सपेक्टर जनरल जेलखाना थे और यह विभाग एक तरह से उनका अपना ही था और ज़माना अंग्रेज़ों का था। [कृष्ण चन्दर, 2013: 37]

Tarjimasi. Bolaligida rassomlikka qattiq qiziqardi, biroq otasi **roybahodur Shri** bo'lgani bilan zamona tizgini inglizlar qo'lida edi [Krishn Chandar, 2011: 33].

Tahlil: *Ray* - bu hukmdorlarga nisbatan ishlatilgan tarixiy unvon. Hindiston qit'asida ko'plab hukmdorlar va shahzodalar tomonidan ishlatilgan. Telugu tilidagi variant *Rao*. Mo'g'ullar hukmronligi davrida hindu yoki sihlar boshlig'iga unvon berish paytida shaxs nomiga *Raja* yoki *Rai* so'zlari qo'shilgan. Mo'gullarga unvon berish Dehli sultonlaridan meros bo'lib qolgan. *Rai* erkaklarga, ayollar uchun *Rani* murojaati qo'llaniladi.

*Ray Sahib* va *Rai Bahadur* rahbarlik xizmati uchun berilgan sharaf unvonlari bo'lgan. Ularga ulkan kuch beriladi hamda ularning feodal mulklari mahalliy hokimlarga teng bo'lgan. Yuqorida berilgan *Shri* murojaat so'zi ham hurmat ma'nosida ishlatiladi. Bu so'z insonga bo'lgan hurmatni yanada kuchli ifodalaydi. Ushbu so'z ayollarga nisbatan ham erkaklarga nisbatan ham qo'llaniladi.

"नहीं **भाई!**" -लाची ने बड़ी सख्ती से कहा- "इस मनीआर्डर को वापस कर दो, फौरन वापस कर दो!" -यह कहकर लाची ने बड़ी तेज़ी से दरवाज़ा अन्दर से बन्द कर लिया। [कृष्ण चन्दर, 2013: 41]

Tarjimasi. Yo'q, **og'a**, - dedi Laychiy g'oyat jiddiy ohangda, - bu pulni qaytarib yuboring, darrov qaytarib yuboring. – Shunday deb Laychiy shiddat bilan eshikni ichkarisidan yopib oldi. [Krishn Chandar, 2011: 36].

Tahlil: Jumlada keltirilgan **भाई** murojaat so'zi konkret murojaat shakli hisoblanadi. Uning so'zma-so'z tarjimasi *aka*. Ushbu murojaat so'zi qarindosh urug'chilikda ishlatiladi, bu so'z orqali notanish odamga ham murojaat qilinadi.

“ऐनकवाले **बाबू** एक आना, छातेवाली **बीबी** एक आना, दाढ़ी वाले सरदारजी एक आना....” जैसे वह भीख न माँग रही हो, क्यू में खड़े हुए लोगों को नीलाम कर रही हो। 'सारा माल लुटा दिया है एक आने में!'

Tarjimasi: Hoy ko'zoynak taqqan *janob*, bir anna xayr qiling! Hoy soyabon tutgan *xonim*, bir anna xayr qiling! Hoy soqolli sardorjiy bir anna xayr qiling.

Tahlil: *Janob* murojaat shakli suhbatdoshning ismini yoki familiyasini talab qilmaydi. Keksa odamlar, erkaklarga, teng yoki oqsoqollarga murojaat qilinadi.

“ऐनकवाले बाबू एक आत्रा, छातेवाली बीबी एक आत्रा दाढ़ी वाले सरदारजी एक आत्रा....” जैसे वह भीख न माँग रही हो, क्यू में खड़े हुए लोगों को नीलाम कर रही हो। [कृष्ण चन्दर, 2013: 91]

Tarjimasi. Hoy ko'zoynak taqqan *janob*, bir anna xayr qiling! Hoy soyabon tutgan *xonim*, bir anna xayr qiling! Hoy soqolli sardorjiy bir anna xayr qiling.

*Xonim* - erkakning ayolga murojaatining muloyim shakli bo'lib, ijtimoiy mavqeni anglatuvchi murojaat so'z hisoblanadi [Krishn Chandar, 2011: 90].

Yuqorida keltirilgan misollardan ko'rishimiz mumkin-ki, Krishan Chandarning “Bir qizga ming oshiq” romanida ko'rib chiqilgan misollarda murojaat so'zlarining turlari o'rganib chiqildi. Ularga ko'ra, ijtimoiy mavqeni anglatuvchi, erkalashni, kesatiqni, hurmatni anglatuvchi hamda unvonni anglatuvchi o'xshatishlar topildi va jins bo'yicha ishlatilishi ajratib olindi.

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## **DIFFICULTIES WHICH LEARNERS COME ACROSS WHILE LEARNING FOREIGN LANGUAGES, PROBLEMS WITH INTERLANGUAGE**

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**Annotation:** Having acquired basics of first language through imitating, people have to learn another language. Most of the time this language is considered as the second language, however, it is also learned through conversation, imitation and daily talks. The reason is this language is used in this area by most of the number of population. Moreover, people want to enlarge their language barrier with some international languages such as, English, Korean etc. This article illustrates some experiences of an English teacher while teaching this language and common challenges, misunderstandings and confusions among learners of foreign languages which are based on grammar rules and their cultural norms.

**Keywords:** foreign language, English language, interlanguage, word order, grammar, culture, phraseology, personality traits, language anxiety.

Year by year the number of English learners is increasing sharply. The one fact is that some students fail in learning foreign language while they are good at in other classes. But other students learn a foreign language successfully and efficiently. Arguing, that learners who have some problems in acquiring language, they have difficulties with their interlanguage and they compare everything with their first language. [Rafael, S. 2008:40] Besides, these kind of problems can be seen while they are comparing their cultural norms while making conversations and try to adapt some elements of daily conversation due to their own culture. [Tobias, S.1986: 24] Students who study in Russian groups are more confident when they are trying to use second languages, however, students of Uzbek groups first of all, try to understand the meaning in then employ these sentences. As a foreign language teacher I observed my students who doing well or have difficulties in learning languages. One of my students attracted my attention because of some problems with his first language which affect a lot to his second language learning. In this process, I have read and learnt some research based articles and compared other countries' and our case.

### **Literature Review:**

S.Rabia et.al. investigate and examine in their article the relation between linguistic skills, personality types, and language anxiety among Israeli Grade 11, students whose mother tongue is Hebrew and who are learning English as a second language. The participants were given various tests measuring their basic linguistic skills in Hebrew as their first language (L1), including phonological and morphological awareness. For instance: working memory, rapid naming and a series of language tests: vocabulary, word and text reading, pseudo-word reading, and spelling. They were also given tests in English as a foreign language (EFL): vocabulary, word recognition, letter identification, text reading, and pseudo-word reading. The findings demonstrated a

significant positive correlation between all the L1 and EFL linguistic skills. [Abu-Rabia, S. 2004: 711]

Furthermore, next investigation compared successful and unsuccessful college foreign language learners on measures of intelligence, language aptitude, native oral and written language and math. They were given Modern Language Aptitude Test, on tests of written and oral language in the syntactic and phonological domains and on math calculation. Authors suggest that students with difficulties in acquiring foreign language have problem especially in the areas of syntax and phonology. Moreover, they try to focus on their cultural norms while trying to use spoken language. Suggestions for analyzing a foreign language disability are made. [Mihalichek, V. & Wilson, C. (eds.). 2011: 55]

### **Learner's Profile:**

I observed my classes and I selected one student who faces some obstacles in acquiring a language. For confidentiality purpose, this student will be renamed as student A. He is 13 years old and studies at school number 160 at 7th class(Tashkent, Uzbekistan). He attends to math courses and his general intelligence is good. He interested in math, physics and geography. This student is an auditory learner who prefers listening to audiotapes and music. In addition, he showed good results in listening activities. However, while listening to some music and other podcasts, some words namely, related to cursing, intimacy, religion make him embarrassed as it is not normal for Uzbek content. Learner enjoys working in groups, interacting with other students. He has been learning English for four months and his level is Elementary. From the beginning of his learning he did well. He knows present and past simple, present and past continuous, present perfect very well. Moreover, he can differentiate these all tenses and he did significant results in learning adjectives and adverbs. He said that it was an easy theme for him because this topic is similar to his first language and he knew this topic very well in his native language. When it came to make sentences he confused in word order. This problem is cause of his native language. Uzbek language sentence structure differs from English. For example in Uzbek language in order to make sentence the structure below is used:

### **Subject+time+place+object+verb**

Place of 'time' changes according to the context. However, in English it is vice-verse

### **Subject+verb+object (present tense)**

When he makes sentences he does not give attention to the structure, he translates his speech from native language to foreign language without changing the structure. As a result, he makes many mistakes in writing and speaking as well. Before expressing his opinion, at first, he speaks in native language and he translates into target language. While observing I wanted to check his reading

skills and I gave him reading comprehensions which are appropriate to his level. While reading, he translated each word separately and at last, he made one meaning from the text. The main problem is, he always analyzes and compares every minor thing in his interlanguage, his main problems are connected with his interlanguage and language anxiety. During conversations he sets sentences according to criteria of his first language and while translating others words again he understands everything directly especially, phraseological units and idioms. Idioms, such as “kick the bucket,” “egghead,” “big cheese” and others caused some misunderstanding because of leaning on his first language. As the result, it is recommended to work on his weak sides tried to get rid of his learning habits. Authentic listening exercises, watching daily talks and cartoons and making small texts are used for eliminating these problems counted above. [Ishihara, N., & Cohen, A. 2010:80]

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## **XORIJIY TILLARNI O'QITISHDA MADANIYATLARARO MULOQOTNI SHAKLLANTIRISH AHAMIYATI**

**(The significance of forming intercultural competence in foreign language teaching)**

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Ilmiy rahbar: Shukurova Shohsanam Qaxramon qizi

**Til madaniyatning xaritasidir. U bizga millatning tarixi va kelajagi haqida so'zlaydi.**

**(R.M.Braun)**

*Annotsiya.* “Madaniyat” so'zi turli fanlarda turli xil ma'nolarni anglatadi va hayotdagi dastlabki ijtimoiylashuvimizning bir qismi sifatida madaniyat orqali har birimiz dunyoda muloqot qilish, harakat qilish, fikrlash, obyektlar va vositalardan foydalanish usullarini o'rganamiz. Ushbu maqolada til, madaniyat, madaniyatlar tipologiyasi, kommunikatsiya turlari, og'zaki muloqot, madaniyatga moslashish, madaniyatlararo to'siqlar va to'qnashuvlar kabi masalalar yoritilgan. Hozirgi kunda tilshunoslik ilmida barchaning e'tiborini tortayotgan til va madaniyat tushunchasi bilan bog'liq bo'lgan ligvokulturologiya masalalari ko'pchilik olimlar tomonidan tadqiq etilayotgan bo'lsa-da, biroq o'z yechimini topgan emas. Mazkur maqolamiz ayni mana shu masala – tilshunoslikning yangi sohasi - chet tilini o'qitish jarayonida madaniyatlararo munosabatiga qaratilganligi bilan e'tiborlidir.

*Annotation.* The word “culture” has different meanings in different disciplines, and as part of our socialization in life, by means of culture each of us learns ways to communicate, move, think, use objects and tools in the world. This article addresses issues such as language, culture, typology of cultures, types of communication, oral communication, cultural adaptation, and intercultural barriers and conflicts. Linguoculturological issues related to the concept of language and culture, which are currently attracting everyone's attention in linguistics, have been studied by many scholars, but have not been resolved. It is noteworthy that this article focuses on this issue - a new field of linguistics - intercultural relations in the process of teaching a foreign language.

*Kalit so'zlar:* madaniyat, ijtimoiy aloqa, madaniy aloqalar, kommunikativ kompetensiya, madaniyatlararo aloqa, lingvistik kompetensiya, sotsiolingvistik kompetensiya, ekzistensial kompetensiya.

*Keywords:* culture, social communication, cross-cultural communication, communicative competence, intercultural relations, linguistic competence, sociolinguistic competence, existential competence.

**Til va madaniyat o'rtasidagi aloqalar.** Til o'rganish nafaqat alifbo, lug'at va grammatikani o'z ichiga olgan murakkab jarayon bo'lib, matn mazmunini, masalan, xulq-atvor va madaniy me'yorlarini o'rganishni o'z ichiga qamrab olishi zarur. Yangi axborot texnologiyalari tufayli ish jarayonlari, kundalik hayot tarzi, ta'lim va kundalik muloqot jarayonlarida madaniyatlararo o'zaro ta'sirning barcha xususiyatlari ko'z o'ngimizda o'zgarib bormoqda. Masalan, talabalar qandaydir yangi tilni o'rganayotganlarida yangi til mazmuni haqida va bu tilni o'rganish jarayonida ushbu til xususiyatlari bilan birgalikda madaniyat bilan ham bevosita muloqot qilish qobiliyatiga ega



bo'ladilar. Har qanday tilni o'rganish uchun ular nafaqat tilni, balki u bilan bog'liq barcha xususiyatlarni: joy, makon, tarix va madaniyatni o'rganish jarayonidan o'tadilar. Shunday qilib, ular tilda gaplashish orqali o'sha til madaniyatiga, ya'ni til va madaniyat o'rtasidagi o'zaro bog'liqlik kuchi va mohiyatiga avtomatik ravishda singib ketishlari mumkin. Shuning uchun Gao, Tang va Xu kabi tilshunoslar [“Madaniyat va til”- 2009. 101-129 ] “Til - bu madaniyat va bu ikki atama bir-biri bilan chambarchas bog'liq” degan qat'iy fikr bildirgan edi. Brok va Nagasaka [“Til o'qitish asoslari” – 2005. 12-23] kabi boshqa mutaxassislar til o'rganishning barcha bosqichlarida madaniyatlararo yoki pragmatik kompetensiyani hisobga olish kerakligini ta'kidlaydilar. Ushbu dastur o'rganilayotgan xorijiy til o'rganuvchilarni ijtimoiy ko'nikmalarga ega qila oladi, chunki o'quvchilar bu ko'nikmalar orqali ijtimoiy aloqa o'rnatadilar va bu borada muvaffaqiyatga erisha oladilar. Til aloqa vositasi va madaniyat birligi sifatida qo'llaniladi. Ingliz tili o'qitish tizimi sohasida til va madaniyat o'rtasidagi munosabatlarga oid ikki qarama-qarshi nuqtai nazar mavjud: birinchi qarashda til va madaniyat uzviy bog'liqligi ta'kidlanadi. Ushbu fikr Biram va Grandi tomonidan 2003–yildagi maqolasidan olingan. “Biroq ikkinchi nuqtai nazarga ko'ra, ingliz tilini o'qitish madaniy kontekstlaridan individual ravishda o'rganish kerak”, - deb ta'kidlanadi Sardining 2002- yildagi kitobida. Ushbu mashhur munozaralar til va madaniyat tushunchalari bir- biriga bog'langan yoki bog'lanmaganligini ko'rib chiqadi. Til va madaniyat ajralmas tushunchalardir. Madaniyat tushunchasini o'quv dasturining asosiy mavzusi sifatida tushunmaslik kerakligi haqida berilgan eng so'nggi bahs 2003-yilda Bennet va boshqalar tomonidan taqdim etilgan. Ushbu olimlar madaniyat tushunchasini til o'qitish jarayonidan chetlatish uchun bir nechta noto'g'ri fikrlarni sanab o'tishgan. Birinchidan, ular til o'quv dasturlari allaqachon ishlab chiqilgani va uni butunlay o'zgartirib bo'lmasligini aytishadi. Shunday ekan, xorijiy til o'quv dasturiga madaniyat tushunchasini kiritish uchun o'quv dasturida qo'shimcha joy yo'q deb hisoblashadi. Ikkinchidan, ko'pgina o'qituvchilar uchun biror bir xalqning madaniyatini o'rgatish til o'rgatishdan ko'ra qiyin tuyuladi. O'qituvchilar odatda madaniyatlararo kompetensiyani o'rgatishga tayyor emasliklarini his qiladilar, shu tufayli madaniyat bilan bog'liq holatda o'qitish tajribasi deyarli yo'q. “Ular tajribaga ega bo'lgan taqdirda ham madaniyat tushunchasi va u haqidagi fikrlar o'zgarib turadi”, - deya fikr yuritadi Korbet [2003-54/64]. Uchinchidan, ba'zi oliy ta'lim muassasalari ham madaniyat va tilni chambarchas holda o'qitishni ma'qul ko'rishmaydi va ular ko'pincha talabalarni universal yoki milliy testlarda yuqori ball olishga tayyorlash kabi ta'limga oid ko'nikmalarni rivojlantirish bilan shug'ullanadilar va shu sababli talabalar o'rtasida madaniyat haqida yetarlicha ko'nikma hosil bo'lmaydi. Shuni ta'kidlash lozimki, yuqoridagi ma'lumotlar Bennet tomonidan emas, balki boshqa o'qituvchilar va amaliyotchilar tomonidan ham aytilgan dalillarga asoslangan. Til va madaniyat doirasida tildan tashqari, real dunyoda mavjud bo'lgan madaniy voqelikda

qo'llaniladigan lingvistik shakllar emas, balki boshqa ramziy tizimlar mavjuddir: biz madaniyat deb ataydigan odatlar, e'tiqodlar, yodgorliklar va madaniy hodisalar shular jumlasidandir. Madaniyatga aylanish uchun tildagi har bir tarkibiy qism ma'noga ega bo'lishi kerak. Bu xuddi biz kundalik turmushimizda hayotimiz uchun zarur bo'lgan narsalarga e'tibor qaratganimizdek gap", - deb munozara qiladi Kramsh.

Til o'rganish va o'qitishning dasturlari boy pedagogik tajribalarni hisobga olgan holda ishlab chiqilishi kerak:

- muloqotga kirishuvchi sifatida orttirilgan tajribasi;
- o'quv jarayonida vositachilik qobiliyati;
- o'quvchilarning ma'lumot qabul qilish jarayoni yoxud o'quvchining o'quv uslubini aniqlash;
- til va madaniyatni o'qitish jarayonida texnologiyalardan foydalanish;
- sinfda turli xil faol jamoalar tashkil etish;
- ta'lim va madaniyat o'rtasidagi bog'liqlikni o'rganish;
- vositalar (asboblari va texnologiyalar), faoliyat tizimlari va jamoalardagi amaliyot jarayonini o'z ichiga oladi. Til o'rganish orqali talabalar bir vaqtning o'zida kamida ikkita til va shu til tizimida madaniyat bilan hamohang tarzda ishlashni o'rganadilar. Xorijiy til o'rganish jarayonlariga ijtimoiy- madaniy yondashuv o'quvchilarning amaliyotda o'zlarining tajribalari, ishtiroklari, vositachiliklaridan foydalanishlariga yordam beradi.

Ijtimoiy-madaniy nuqtai nazar o'quvchilarning o'quv muassasalarida yangi akademik "madaniyatlar" (harakat qilish, o'zaro ta'sir o'tkazish, tilni, obyektlar va jarayonlarni baholash va ulardan foydalanishning yangi usullari)ni o'rganish jarayonida ta'sir qiladi. [Ji, 2008: 100].

**Madaniyat va til o'qitish-fikrlash doirasini o'zgartirish.** Til foydalanuvchining muloqot qilish qobiliyati va barcha ijtimoiy kompetensiyalari tomonidan shakllantiriladi, shuning uchun bularning barchasi kommunikativ kompetensiyaning aspektlari sifatida qaralishi mumkin. Umumiy kompetensiyalarga deklarativ bilimlar (zamonaviy texnologiyalarni qo'llay olish mahorati, ijtimoiy madaniy bilimlar va madaniyatlararo xabardorlik), ko'nikma va nou-xau, amaliy va madaniyatlararo ko'nikma, ekzistensial kompetensiya va o'rganish qobiliyati (tilni bilish va muloqotga kirishish, umumiy fonetik tushuncha va ko'nikmalar, o'rganish qobiliyatlari va ijodkorlik qobiliyatlari) kiradi. Kommunikativ til kompetensiyalariga lingvistik kompetensiyalar (leksik, grammatik, semantik, fonologik, orfografik va orfoepik), sotsiolingvistik kompetensiyalar (ijtimoiy munosabatlarning lingvistik belgilari, xushmuomalalik qoidalari, xalq donoligi ifodalari, farqlarni qayd etish, dialekt va urg'u) va pragmatik kompetensiyalar kiradi [CEFR 2002: 101-130]. Xorijiy til o'qituvchilari va tadqiqotchilari yuqorida sanab o'tilgan barcha toifalarda u yoki bu tarzda mavjud bo'lgan boshqa bir kompetensiyaga, ya'ni madaniy qobiliyat mavjudligiga butunlay

ishonishadi. Masalan, Bardos Kanal va Sveyn [1980: 23-32] tomonidan ishlab chiqilgan modelga beshinchi kompetensiya sifatida madaniyat tushunchasi qo'shildi. Ularning fikricha, madaniyat boshqa barcha kompetensiyalarda mavjud va uning ajralmas bir qismidir. Xorijiy til o'rgatish jarayonidagi madaniyat maqomi, ahamiyati va mazmuniga oid yana bir qancha mulohazalar va qarashlar shakllantirilib, bu masalaning qay darajada murakkab ekanligini ko'rsatadi. Ushbu keltirilgan talqinlar Rivers [1981:78], Biram [1989: 98] va Silay [1993: 67] ga tegishlidir. Riversning so'zlariga ko'ra, "Biz o'quvchilarga dars mazmunini o'zlashtirishga yordam beradigan mos rejaga ham, ijodkorlik qobiliyatiga ham e'tibor qaratishimiz kerak. Jarayonlar o'quvchilarni til muhitidan tashqariga chiqishga undashi kerak, shunda ular so'zlovchilarning madaniyat darajalarini chuqurroq idrok eta boshlaydilar. Bu jarayon hal qiluvchi ahamiyatga ega, chunki u o'quvchilarning o'rganilayotgan chet tilida turli xil oldingi tajribasi va malakalarini hamda o'quvchilarning muayyan tilda ona tili sifatida so'zlashishlari yoki munosabatlarini ko'rsatadi. Talabalarning til o'rganish jarayonida har xil darajada bo'lishlari ularning o'rganish uslublari har xil ekanligini anglatadi. Shunday qilib, tillarni o'rganish bo'yicha pedagogikani ishlab chiqishda o'qituvchilar o'rganish uslublari va talabalarning qobiliyatlarini, shuningdek, eng muhimi, til va madaniy xilma-xillikni hisobga olishlari kerak" [1981. 314]. "Chet tilini o'rgatish ta'lim sifatida mening o'quvchi va o'qituvchi sifatidagi tajribamda ham, pedagogik falsafamda ham o'z milliy yashash muhiti va madaniyati chegarasidan xalos bo'lishdir" [Byram 1989: 8]. Yuqoridagilardan ko'rinib turibdiki, o'rganilayotgan xorijiy tildan ona tilida so'zlashuvchi sifatida foydalanadigan odamlarning madaniyatini til o'rgatishda e'tibordan chetda qoldirib bo'lmaydi.

Bir qancha tilshunos olimlar xorijiy til o'qitish uslublarini til o'rganuvchilarning mahalliy va xalqaro madaniyatga kirishuvchanlik qobiliyatlari bilan birgalikda hisobga olgan holda ushbu jadvalni yaratishadi. Bu orqali nafaqat chet tili o'rganuvchilarining muvaffaqiyatga erishuv jarayonlari, balki foydali maslahatlar ham berib o'tiladi. Quyidagi jadvalda chet tilini o'rganish va o'rganilayotgan til madaniyatiga bevosita aralasha olish to'g'risida amalda sinalgan ma'lumotlar keltiriladi:

1. Til haqidagi nuqtai nazar				
Tilning strukturaviy va grammatik tizimi; kod.	↔	Amaliyotda tildan aloqa vositasi sifatida foydalanishning turli kontekstlari.	↔	Ijtimoiy amaliyotni ishlab chiqish; faqat jarayonni emas, balki til va madaniyat tushunchasini amaliyotdagi va muloqotdagi ma'nosi.

		Amaliyot ishtirokchilari	↔	Amaliyot ishtirokchilari nafaqat chet tilini o'rganish jarayonida birgalikda tajriba orttirishlari, balki muayyan til doirasidagi tajribalarini madaniyat haqidagi bilimlar bilan ham kengaytira olishlari lozim.
2.Madaniyat haqidagi nuqtai nazar				
Madaniy faktlar,artifaktlar	↔↔↔	Madaniyatni ijtimoiy amaliyot sifatida qo'llash usullari.	↔↔↔	Nafaqat xilma-xil amaliyotlari,balki madaniy amaliyotlarni odamlar orasida talqin qilishlari,yangiliklar yaratish jarayonida o'rganilayotgan xorijiy til madaniyatiga ham e'tibor qaratishlari lozim.
3.O'rganish jarayoni.				

Yangi bilimlarni o'zlashtirish	↔↔↔	O'zlashtirilgan bilimlardan qanday foydalanishni bilish.	↔↔↔	O'rganish jarayonida mantiqiy fikrlash,tushunish jarayonida o'quvchilar o'zlarining til a madaniyati orqali bilimlarni boshqalarga va o'zlariga o'zaro qanday izohlashlari,undan qay tarzda foydalanishlari va fikr yuritishni o'z ichiga oladi.
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Mulohaza o'quvchilarda til va madaniyatning muloqotdagi roli haqida tushunchani rivojlantirishga yordam beradi. Bilimlarni rivojlantirish, o'quv uslublarini yangilash va mulohaza yuritish orqali talabalar madaniyat va til o'rtasidagi tafovutlar va o'xshashliklarni oson anglaydilar. Bu Kramshning "Bugun o'qituvchilar uchun mavzuni qay tarzda o'quvchiga yetkazishni bilish yetarli emas ular qo'shimcha o'quv uslublarini yaratish amaliyotini o'rganishlari kerak"-degan fikriga mos keladi [ 2006: 251] . Ular nafaqat bilimni rivojlantirish va undan foydalanishni o'rganadilar, balki til, madaniyat va undan foydalanish haqida meta-ongni rivojlantiradilar. Bu meta-ong asta-sekin o'z-o'zini, o'z tilini, o'z madaniyatini anglashga aylanadi. [TfEL Frameworkning 1-domeni: 2012]. Talabalar o'quv dasturi davomida ijtimoiy aloqa o'rnatishlari va ta'lim maqsadlarini tushinishlari kerak va bu ma'nolar har doim talqin qilish uchun zarurdir. O'quvchilar mavzu haqida berilgan sharh bilan birga keladigan mulohaza, talqinlar, taxminlar, istiqbollor, pozitsiyalar xilma-xilligini o'rganadilar. Bu muloqotda almashinadigan narsa nafaqat faktik bilimlar, mavzular va g'oyalar, balki tajriba almashishda ishtirok etayotganlarning barchasining tajribasi, ijodkorona fikrlari va dunyoqarashini o'z ichiga oladi. [Liddikout va Sarino: 2013].

Xulosa o'rnida shuni ayta olamanki, ushbu maqola til va madaniyat o'rtasidagi munosabatlarga e'tibor qaratishga urinish, nega madaniyatni o'qitish chet tili o'quv dasturining ajralmas qismi bo'lishi kerakligini tushunish haqida ma'lumot beradi. Adabiyotlarni chuqur tahlil qilish madaniyat va uning chet tillarini o'rganish jarayonidagi ahamiyatli jihatlarni yaxshiroq tushunishga hissa qo'shishga qaratilgan edi. Til o'rganish yoki o'qitish talabalarning kommunikativ kompetensiyasini rivojlantirishga qaratilgan bo'lib, u faqat o'rganilayotgan chet tilining grammatik, leksik va fonologik xususiyatlarini bilish va tushunish bilan cheklanib qolmasligi, balki o'sha til madaniyatini o'rganish yoki o'rgatish bilan ham shug'ullanishi kerak. Politzer va Brusk kabi ba'zi olimlarning fikricha, "Til va madaniyat bir xil tushunchalardir". O'qituvchilar nafaqat o'z o'quvchilariga madaniyatlararo muloqot qanday sodir bo'lishini taqdim etishlari va tavsiflashlari kerak, balki madaniyatlararo muloqotda amalga oshirilishi mumkin bo'lgan o'yinlar yoki simulyatsiyalar kabi amaliy vositalarni ham qo'llashlari zarur. Madaniyatlararo va shaxslararo (o'zaro) samarali muloqotni ular haqida yetarlicha tushunchaga ega bo'lmasdan amalga oshirish mumkin emas. Xorijiy tilni madaniyat bilan birgalikda o'rganishdan maqsad – muloqot masalalarini asosan til va madaniyatga e'tibor bergan holda tahlil qilishdan, farqli madaniyatlar orasidagi kommunikatsiyani osonlashtirish va to'qnashuvlarni oldini olishdan iborat. Til va madaniyat tushunchalari o'zaro bog'liq bo'lib, bir-biridan ajratilmaydi, chunki tilning o'zi madaniyatdir. Madaniyatni o'qitish o'quvchilarga odamlarning turmush tarzi, qarashlari, e'tiqodlari va qadriyatlarini va til ko'nikmalari haqidagi bilimlarini oshirishga imkon beradi. Dalillar shuni ko'rsatadiki, agar o'qituvchilar til o'qitish metodiga madaniyat tushunchasini targ'ib qilsalar, o'quvchilar til o'rganishda muvaffaqiyat qozonishlari mumkin, ya'ni o'quvchilar bu bilan nafaqat til bo'yicha, balki o'rganayotgan tillari haqida barcha zarur manbaalarga ega bo'ladilar. Zero, madaniyat til yuzaga kelishidan oldin paydo bo'lgan tushunchadir.

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## **DINIY FRAZEOLGIK BIRLIKLAR MADANIYATLARARO ALOQA VOSITASI SIFATIDA**

**(Religious phraseological units as a means of intercultural communication.)**

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**Annotasiya:** Ushbu maqolada diniy frazeologik birliklar madaniyatlararo aloqa vositasining ayrim muammolari muhokama qilinadi. Olimlarning ushbu mavzu bo'yicha bir qator ishlari o'rganildi. Tushuncha xususida turli xil olimlarning fikrlari misol sifatida ko'rsatildi.

**Annotation:** This article examines religious phraseological units as a means of intercultural communication. Several works of scientists on this topic have been investigated. The views of various scholars on the concept have been cited as examples.

**Kalit so'zlar:** til; din; madaniyat; frazeologiya; lingvokul'turologiya; madaniyatlararo; frazeologik birliklar; tilshunoslik.

**Keywords:** language; religion; culture; phraseology; linguoculturology; intercultural; phraseological units; linguistics.

Til madaniyatni kengaytirish va uni dunyoda mashhur qilishda muhim kalit hisoblanadi. Ba'zi madaniyatlar o'z tillarining mashhurligi tufayli ko'proq mashhur. So'zlar va jumlar orasidagi tarjima sifatida til madaniyatlar orasidagi bog'lovchi vosita hisoblanadi. Vaqt o'tishi bilan barcha madaniyatlar o'zgarib turadi.

Milliy tillar milliy madaniy merosni aks ettiradi: til "o'ziga xos madaniy qadriyatga ega bo'lgan belgilar tizimi" sifatida tushuniladi [ C. Kramsh. 2000]. Xorijiy va rus olimlari tilning madaniy ma'lumotlarni tuzatish va saqlash qobiliyatiga ishora qiladilar [E.M. Vereshchagin, V.G.Kostomarov,1990., Gao Chang Jiang,1992: 86-91]. Tildagi madaniy ma'lumotlar ma'lum bir

millatning lingvistik dunyoqarashini shakllantiruvchi va madaniy bilimlarni tuzadigan madaniy kodlarda saqlanadi. Til inson hayotining turli tomonlarini, shu jumladan diniy hayotni aks ettiradi. Til va din ikki madaniy hodisa sifatida chambarchas bog'liq. Gao Chiang-Jiang ning fikricha, "til dinni yaratadi, din ham tilni yaratadi. Til aloqa va imo -ishora vositasi sifatida ma'naviy dunyoni qurish uchun asosdir. Din o'ziga xos madaniy funksiyaga ega bo'lgan ma'naviy tizim sifatida tilni yaratadi" [Gao Chang Jiang.,1992: 86-91].

Tillararo va madaniyatlararo muloqot jarayonida aynan diniy ma'no qiyinchilik keltirib chiqarishi mumkin, masalan: tarjimada [B.L. Reynolds, C.-C. Liao. 2014: 101–116], ayniqsa diniy dunyo manzarasining markaziy tushunchalari haqida gap ketganda, jumladan "ruh", "qalb" va h.k. singari [C. H.-y. Chan.,2017: 87-99]. Til - bu diniy madaniyatning bir turi. Frazeologik birliklar alohida so'zlarga qaraganda milliy xususiyatlarni o'zida yorqinroq aks ettiradi. Shuning uchun "frazeologik birliklarning madaniy ma'lumotlarini hisobga olish muhim ahamiyat kasb etadi" [A. Cowie, 2001].

Tarjima odatda tillar va madaniyatlar orasidagi farqni bartaraf etish vositasi sifatida qaraladi. Bunga qo'shimcha ravishda, bu kommunikativ jarayon bo'lib, manba tilidagi matnli xabarni maqsadli tilga o'tkazadi. Umuman olganda, tarjima ijodiy san'at ham, taqlid san'ati ham emas, balki ikkalasining o'rtasida turadi. Bundan tashqari, bu tuzilish va ma'noga juda katta ahamiyat beradigan fan. Shuning uchun tarjimon muayyan matnni tarjima qilishdan oldin uning tuzilishini ham, ma'nosini ham hisobga olishi kerak. Shu nuqtai nazardan, S.Bassnet, (1954) tarjima jarayonida ham tuzilmani, ham ma'noni hisobga olish kerak deb hisoblaydi (Bassnet, S.,1954: 2).

Ma'lumki, frazeologiya — tilning eng bo'yoqdor sohasidir.Uning yordamida biz nutqimizning go'zalligini ta'minlaymiz. Frazeologik birliklar xalqning tarixini, madaniyatini, kelib chiqishini va millat xarakterini yaqqol namoyon etadi. Frazeologik birliklarni chuqurroq tahlil etish va ularning turli tillardagi milliy-madaniy hamda umumbashariy qadriyatlarni aks ettirishi orqali o'rganish hozirgi zamon tilshunosligining dolzarb muammosi bo'lib kelmoqda. Turli xalqlarning dunyoni turlicha ko'rishlari, avvalo, tarixiy nominasiya bilan bog'liq bo'lib, etimologik tadqiqotlar orqaligina uning mazmunini chuqurroq anglash mumkin. Til vositalari orqali dunyoni ko'rishda frazeologik birliklar alohida o'rin tutadi.

Tilimizdagi ko'pchilik frazeologizmlar o'zbek xalqining milliy urf odatlari bilan bog'liq bo'ladi. Bu tabiiy hol, albatta, chunki har bir frazeologizm u yoki bu xalqning tarixi, milliy urf-odati, qadriyati bilan bog'liq holda vujudga kelgan.

Oldingi tadqiqotchilar bir madaniyat doirasida diniy manbalarni tadqiq etgan bo'lsalar, endilikda shiddat bilan rivoj topayotgan davr bizdan bir doirada cheklanib qolmay, noqardosh til



vakillari manbalarini ham o'rganib, o'z tilimizga tarjima qilib ikki turli tizimga xos birliklardagi tafovutlarni ko'rib chiqishni ham talab etmoqda.

Nemis tilshunosi V. fon Gumbol'dt til va madaniyat munosabatlarini ilk bor o'z asarlarida ifoda etdi: "Inson tili unga predmet haqidagi ma'lumotni qay tarzda etkazsa, shu bilan yashaydi. Har qanday til shaxs mansub bo'lgan xalqni, uning tarzini ifoda etadi" [V. fon Gumbol'dt. 2000: 38].

Ingliz va o'zbek tillaridagi diniy frazeologik birliklar ma'nolarining mos kelishi diniy frazeologik birliklar tarkibidagi komponentlarning o'xshashligi, ularning mazmuniy salmoqlarida umumiylik yoki aynanlik mavjudligini ko'rsatadi. Bu xususiyat inson tafakkurining yagona mantiqqa egaligidan va turli xalqlar turmush tarzida ob'ektiv o'xshashlik borligidan darak beradi.

V.A.Maslova ta'kidlaganidek: «Tilning frazeologik fondi xalqning madaniyati va mentaliteti haqidagi eng qimmatli manbadir, unda xalqning afsonalari, urf-odatlar, marosimlari, bayramlari, odob-axloqi va hokazolar mujassamlashgan» [Maslova, 2004: 204]. Darhaqiqat, frazeologik birliklar xalqning tarixini, madaniyatini, kelib chiqishini va millat xarakterini yaqqol namoyon etadi. Ayniqsa, biz tahlil qilayotgan diniy frazeologik birliklar milliy madaniyatning o'ziga xosligini, xalqning milliy an'analariga xos xususiyatlarini aks etadi.

Lingvokul'turologiya - bu til va madaniyatning o'zaro bog'liqligi va ta'siri natijasida yuzaga kelgan ilmiy bilimning kompleks majmuasi—hozirgi kunda rivojlanish jarayonini boshidan kechirmoqda [Karasik V.I.; Krasovskiy V.A. Slyshkin G.G., 2009: 350].

V.I.Karasikning fikricha, tilshunoslikning lingvokul'turologiyaga chiqishi til nimaning tarkibiy qismi hisoblanishi to'g'risidagi muqarrar muammo bilan izohlanadi. Ko'p qirrali tabiiy hosila bo'lish bilan birga til borliqning eng umumiy fenomeni hisoblanadi. Til muhim muloqot vositasi bo'lib, u kommunikativ faoliyat komponenti: dunyo yaralishining muhim tarkibiy qismi, axborot bilan ta'minlash va shaxslararo munosabatlarni boshqarish tarzi sifatida ta'sir o'tkazuvchi vosita sifatida tahlil qilinishi, insonlarni u yoki bu harakatlarga yo'naltiruvchi, ijtimoiy munosabatlarning qayd qilinishi, jamoa tajribasining muhim saqlaguvchisi sifatida til madaniyatning asosiy tarkibiy qismi hisoblanadi.

V.A.Maslova aytib o'tganidek, har bir til dunyoni o'zicha ko'rish va ifodalash xususiyatiga ega, ya'ni til egasi o'zi ifodalayotgan jumla mazmunini shu xalqqa mos bo'lgan dunyoni ko'rish tarziga muvofiqlashtiradi. Inson til tufayligina dunyoni va o'zini tushunishga qodir. Bunda so'zlovchining ijtimoiy-tarixiy tajribasi ham umuminsoniy, ham milliy omil sifatida ishtirok etadi. Milliy omil tilning barcha qatlamlarida namoyon bo'ladi. Tilning o'ziga xosligi ana shu tilda so'zlovchi shaxs ongida til vositalari orqali dunyoni ko'rish va uni ifodalash imkonini beradi. Til vositalari orqali dunyoni ko'rish insonning dunyoga bo'lgan munosabatini shakllantiradi. Har bir

til dunyoni ko'rish va his etishning muayyan usullarini tashkil etishi mumkin. Bu narsa kognitiv tilshunoslikda konseptualizasiya jarayoni deb ataladi. Bu tushunchaga qarashlar tizimidagi birlik, jamoaviylik falsafasi yotadi [Maslova, 2004: 204].

Til vositalari orqali dunyoni bilish, ko'rishga bo'lgan qiziqish V.Gumbol'dt ishlaridayoq o'z ifodasini topganligini ko'rishimiz mumkin. Olim shunday yozadi, "Turli tillar, millatlar uchun original tafakkur a'zosi hisoblanadi" [V. fon Gumbol'dt.1984: 397]. V. fon Gumbol'dt shunday xulosaga keladi: tilda madaniyatning o'ziga xos tomonlari namoyon bo'ladi. Olimning g'oyalari keyinchalik A.A. Potebnya, Sh. Balli, I. A. Boduen de Kurtene, R.Yakobson va boshqa tadqiqotchilar rivojlantiradilar. Bundan tashqari V. Gumbol'dtning g'oyalari asosida shakllangan nazariyalarni yaratgan E. Sepir va B. Uorfni ham alohida ta'kidlash lozim. Shunday qilib, til va madaniyatning o'zaro mustahkam ta'siri g'oyasi asosida tilshunoslikning yangi, mustaqil yo'nalishi – lingvokul'turologiya paydo bo'ldi.

B.A.Larin ta'kidlaganidek, frazeologik birliklar har doim odamlarning qarashlari, davrining ijtimoiy tartibi va mafkurasini bilvosita aks ettiradi [V.A.Maslova,2010: 43]. Millat madaniyatining uzoq davom etgan semantikasini aks ettiruvchi frazeologik birliklar madaniy munosabat va stereotiplarni, standartlar va arxetiplarni avlodlardan avlodga saqlaydi va o'tkazadi.

F.I.Buslayevning so'zlariga ko'ra, frazeologik birliklar o'ziga xos mikroolamdir. Ular "avlodlarga ota -bobolari ishonib topshirgan qisqa so'z bilan ifoda etilgan axloqiy qonunni ham, sog'lom fikrni" ham o'z ichiga oladi. Bu har qanday milliy tilning ruhidir, unda millatning ruhi va o'ziga xosligi o'ziga xos tarzda namoyon bo'ladi [F.I.Buslayev 1954: 176].

Diniy frazeologik birliklar chuqur va boy ma'noga ega bo'lishi bilan bir qatorda, nutqimizga alohida ko'rk va ta'sirchanlik bag'ishlaydi. Diniy frazeologik birliklarda milliy madaniyatning o'ziga xosligi, xalqning milliy an'analariga xos xususiyatlari aks etadi. Tilning diniy frazeologik birliklar qatlami har bir jamiyat a'zosi ongini shakllantirishda, jamiyatning miliy-madaniy qadriyatlarini saqlash va ifodalashda muhim o'rin tutadi.

Qaysi dinni o'rganmasligimizdan qat'iy nazar, haqiqat shundaki, ularning barchasi o'zlarining ibodat qilish madaniyati, ramzlari va jihatlarini aks ettiruvchi o'ziga xos iboralarga ega. Demak, ma'lum bir tilning frazeologik birliklarini bilish millat hayotiga kirish, uning odatlari, urf-odatlari va albatta dinini bilish demakdir.

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## **THE RELEVANCE OF INTERCULTURAL COMMUNICATION IN MODERN CONDITIONS**

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**Annotation:** This article is aimed at demonstrating the consistency of intercultural dialogue of all peoples over the years and the relevance of the wisdom of many peoples, that is, the undiscovered aspects of culture preserved in them and their languages passed down from generation to generation. The problem of the relationship between language and culture has been at the center of discussions for more than one century, but still remains unsolved.

**Keywords:** intensity, immemorial, ethnographic sense, cancellation, language proficiency, socio normative, intercultural communication, social behavior, unprecedented.

The importance of all cultural topics as gained a previously unparalleled intensity, relevance of all issues related to culture, has acquired an unprecedented urgency. Increased curiosity in researching various nations' cultures of different nations, bringing to the forefront of culture, which only recently erased a miserable existence in the margins of history, philosophy, philology; her selection in a scientific specialty. In recent years, social, political and economic shocks of a global scale have led to an unprecedented migration of peoples, their resettlement, resettlement, clash, confusion, which, of course, leads to a conflict of cultures. At the same time, scientific and technological progress and the efforts of a rational and peace-loving part of humanity are opening up new opportunities, types and forms of communication, the main condition for the effectiveness of which is mutual understanding, dialogue of cultures, tolerance and respect for the culture of communication partners.

All this taken together - both alarming and encouraging - and has led to especially close attention to issues of intercultural communication. However, these questions are eternal, they have worried humanity since time immemorial. As evidence, let us recall one proverb. Proverbs rightly consider clots of folk wisdom, that is, that same cultural experience that is stored in the language and transmitted from generation to generation. According to E. Sepir, "every cultural system and every single act of social behavior explicitly or implicitly implies communication". [ E.Sepir 1993:211].

Thus, we are already talking about the need for a deeper and more thorough study of the world (not the language, but also the media) of the speakers language, their culture in the broad ethnographic sense of the word, their way of life, national character, mentality, etc., because the real use of words in speech, real speech reproduction is largely determined by knowledge of the social and cultural life of the speech community speaking a given language. "Language does not exist outside of culture, that is, outside of a socially inherited set of practical skills and ideas that

characterize our way of life". Linguistic structures are based on sociocultural structures [E.Sepir 2002:185].

Culture and language, being sign systems, are forms of consciousness that reflect a person's worldview. Culture and language exist in dialogue with each other, but we must remember that culture and language are different semiotic systems. Culture and language are homomorphic (have similar structures), but not isomorphic (structurally not the same). They have much in common: 1) they have one subject - the user (individual or society); 2) historicism is inherent in them; 3) normativity is inherent. Since a native speaker is also a bearer of culture, linguistic signs acquire the ability to perform the functions of cultural signs.

To understand the essence of the term conflict of cultures, think about the Russian word foreign. Its internal form is absolutely transparent: from other countries. Native, not from other countries, culture unites people and at the same time separates them from other, foreign cultures. In other words, native culture is both a shield protecting the national identity of the people, and a dull fence, fencing off from other peoples and cultures. The whole world is thus divided into its own, united by the language and culture of people, and into strangers who do not know the language and culture. By the way, the indisputable fact is that, for various socio-historical reasons, it was English that became the main international means of communication and therefore it is used by millions of people for whom this language is not native, not only brought great political, economic and other benefits to the English-speaking world, but also as if deprived this world of a shield: made its culture open, exposed to the rest of humanity. With the British national love for closeness - "my home is my castle" - this seems to be a kind of paradox and irony of fate. Their national home was opened to everyone in the world through English tongue.

In Old Russian, all foreigners were called the word German. This is how the English proverb of the XII century characterizes the British: Aglins Germans are not self-serving people, but fight fierce. Subsequently, this word was supplanted by the word stranger, and the meaning of the word German was narrowed to only those foreigners who came from Germany. Interestingly, the root of the word German is dumb, from dumb, that is, German is a dumb person who cannot speak (does not know our language). Thus, the alien's definition was based on his inability to speak his native, in this case Russian, inability to express himself verbally [ G. A. Antipov, O. A. Donskikh, I. Yu. Markovina, Yu. A. Sorokin.2010:77].

A foreigner from foreign lands and then a foreigner from other countries, who replaced the German, shifted the emphasis from language proficiency (or rather, non-mastery) to origin: from a foreign land, from other countries. The meaning of this word becomes full and clear in contrast: native, own - foreign, that is, a stranger, alien, adopted in foreign countries. This opposition already

has a clash between one's own and another's charter, that is, a conflict of cultures, therefore all combinations with the words foreign or foreigner suggest this conflict.

The most obvious examples of cultural clashes are provided by real communication with foreigners both in their country and in their native country. Such conflicts give rise to many curiosities, jokes, funny stories ("ours abroad", foreigners in Russia, etc.), troubles, dramas and even tragedies. It is clear that this problem affects all types of human life and activity in any contact with other cultures, including "one-sided" ones: when reading foreign literature, getting to know foreign art, theater, cinema, the press, radio, television, and songs. Types and forms of intercultural communication are rapidly developing.

In a completely different field, such as medicine, the same law applies: it is better not to go to a foreign body with its charter / treatment. Since it is necessary to treat not the disease, but the patient, the treatment must take into account both the individual characteristics of the patient and the national-cultural features of his behavior, psychology, worldview, habitual environment, etc. The great Avicenna (Ibn Sina) a thousand years ago taught back that "if you give the Indian a Slavic nature, then the Indian will fall ill or even die. The same will happen with the Slav, if he is given the nature of an Indian"[ KolesovV.2019:353]. Obviously, by "nature" we mean national culture. Books forbidden (or burned at the stake) by one or another political regime vividly (the brighter the more bonfires) indicate a conflict of ideologies, the incompatibility of cultures (including within the same national culture). Of course, the reading of foreign authors is an invasion of a foreign monastery. We see and, most importantly, evaluate this alien world through the prism of our culture, which, accordingly, also turns out to be a conflict of cultures.

E. M. Vereshchagin and V. G. Kostomarov, fathers of linguistic and regional studies in Russia, formulated this most important aspect of language teaching as follows: "Two national cultures never completely coincide," this follows from the fact that each consists of national and international elements. The sets of coinciding (international) and diverging (national) units for each pair of comparable cultures will be different ... Therefore, we are talking about the inclusion of elements of regional geography in language teaching, but this is a qualitatively different kind of inclusion compared to general geography. Since we are talking about combining language and information from the sphere of national culture in the educational process, this type of teaching work is proposed to be called linguistic and regional teaching". [E.M. Vereshchagin, V.G. Kostomarov 1990:30]

Native speakers also cannot always adequately perceive the information encoded in the language and culture by our ancestors, they cannot always explain certain linguistic phenomena, understand what is the specificity of our mentality, our language picture of the world (the sun went

down - rose, went over the horizon - came out over the horizon, rose - fell). In order to understand their ancestors, who created a picture of the world reflected in language and culture, it is necessary to study human evolution, the peculiarities of mythological thinking and the structure of human cognition of the world in close interaction of language and culture.

In linguistics, a comprehensive study of the interaction of language and culture was formed in the nineteenth century. The foundations of the culturological and ethnolinguistic approach to the study of language were laid in the works of W. von Humboldt, who believed that "language is the world that lies between the world of external phenomena and the inner world of man". [W. von Humboldt 1985:349] .

The problem of the relationship between language and culture has been at the center of discussions for more than one century, but still remains unsolved. The space of interaction between language and culture often varies, reflecting different points of view on the correlation of these sign systems. Some believe that the language is part of the culture and changes with the change of culture; others believe that culture is completely determined by the language of the people, i.e. language determines the worldview of an ethnos, and, consequently, its culture; still others see in language and culture as independent phenomena that interact only in the field of literary language; most linguists, however, believe that language and culture almost completely overlap each other, they are viewed as deeply interacting with each other equal quantities, while remaining independent sign systems.

To sum up, in such an explosive situation, science and education face complex and noble tasks: firstly, to study the roots, manifestations, forms, types, development of cultures of different peoples and their contacts, and secondly, to teach people tolerance, respect, understanding of other cultures. To accomplish this task, conferences are held, associations of scientists and teachers are created, books are written, cultural studies are introduced in the curricula of both secondary and higher educational institutions. Of particular importance is the solution (or at least awareness) of the problems of intercultural communication for teaching foreign languages.

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## GENDER TUSHUNCHASI VA UNING ASOSIY MOHIYATI

### (The concept of gender and its essence)

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**Annotatsiya:** Ushbu maqolada gender tushunchasi mohiyati, gender va jins tushunchalariga berilgan ta'riflar, dunyo va o'zbek olimlarining gender bilan bog'liq tadqiqotlari, genderning hozirgi kundagi ahamiyati, gender-neytral til va uning muhimligi kabi masalalarga to'xtalib o'tilgan.

**Annotation:** This article focuses on the essence of the concept of gender, definitions of gender and gender, research of the world and Uzbek scientists on gender, the current importance of gender, gender-neutral language and its importance.

**Kalit so'zlar:** gender, jins, genderologiya, gender-neytral til, gender terminlar, grammatik gender, gender bo'yoqdorlik, gender tenglik.

**Keywords:** gender, sex, genealogy, gender-neutral language, gender terms, grammatical gender, gender coloring, gender equality.

Hozirgi kunda davlatlar rivojlanishida alohida e'tiborga molik bir qator masalalar sirasiga jamiyat, davlat, ta'lim, oila tuzilmalarida gender tenglikni ta'minlash masalalariga alohida e'tibor berilmoqda. Shunday ekan, gender rivojlanishda muhim ahamiyatga ega tushuncha sifatida o'rganilishi lozim.

Ilm-fan, tadqiqotlar maydoniga gender tushunchasi o'tgan asrning 70-yillarida kirib keldi. Bu davrga kelib feminist olimlar tomonidan turli qarashlar, g'oyalar ilgari surila boshlandi.



Gender tushunchasi, uning shakllanishi, o'rganilishi fanlararo bog'liqlik asosida tadqiq etishni talb qilgani asnosida, ushbu tushunchanini barcha fan sohalari nuqtai nazardan tadqiq etish kerakligini taqozo etadi. O'z davrida turli fan vakillari qatorida tilshunoslar ham ushbu masalaga alohida e'tibor bilan yondashib kelishgan. Bunday olimlar qatoriga V.Fon.Gumbold, A.A.Potebnya, Dj.Lakoff, T.A. van Deyk, L.Push, E.S.Kubryikova, V.A.Maslova, Yu.S.Stepanov, A.Vejbitskaya, A.V.Kirilina, I.Zikova, D.V.Semenova kabi olimlarni kirgizishimiz mumkin. Ular gender tushunchasini kognitiv tilshunoslik, lingvomadaniyatshunoslik va gender tilshunosligiga doir asarlarida turlicha tadqiq qilishgan.

O'zbek tilshunos olimlaridan esa Sh.Rahmatullayev, A.E.Mamatov, B.Yo'ldoshev, P.U.Bakirov, M.K.Xoliqova, A.R.Ismailov, G.S.Xakimova, K.D.To'xtayeva, B.M.Jo'rayev, N.Z.Nasrullayeva, N.D.Sagindikova, I.M. To'xtasinov, G.Ergasheva, U.S.Yigitaliyeva, Sh.K.Gulyamova, K.R.Aliyeva va boshqalar gender masalalarini turli aspektlar jihatidan tadqiq etishgan.

Xususan, o'zbek tilshunosligida frazeologizmlarni qiyosiy jihatdan leksik, semantic sathlarda tadqiq etish, ularning kognitiv, pragmatik va stilistik xususiyatlarini o'rganish borasida chuqur ilmiy izlanishlar olib borilgan.

Fanlararo bog'liqligi jihatidan gender tushunchasi o'zbek olimlari tomonidan keng o'rganilgan. Masalan, K.R.Aliyeva "O'zbekiston Respublikasida gender tengligini ta'minlashning konstitutsiyaviy-huquqiy asoslari" nomli ilmiy ishida ushbu tushunchaning yurtimizdagi konstitutsiyaviy jihatdan qay tarzda shakllanganiligni va davlatimiz qonunchiligida belgilangan tartibdagi ijrosini o'rganish masalalari olib chiqilgan. G.Ergasheva esa turli tillar tizimida gender terminologiyasining shakllanishidagi lingvistik va ekstralingvistik omillar nuqtai nazardan o'rganib, tadqiqotlar olib borgan. I.M.To'xtasinov Badiiy matnlardagi sleng so'zlarning lingvomadaniy va gender xususiyatlarini ingliz va o'zbek tili materiallari asosida tadqiq etgan.

Yuqoridagilardan ko'rinib turibdiki, gender juda keng va ko'p qirrali, tadqiq maydoni cheksiz tushunchadir.

Umumiy qilib olganda tilda "Jins" va "Gender" tushunchalari o'zaro sinonim sifatida bir-birining o'rnida qo'llanib kelingan. Lekin ushbu tushunchalar bir-biri bilan Gender tushunchasiga turli olimlar, tilshunoslar turlicha ta'rif berib kelishgan. Misol uchun Macmillan Advanced lug'atida "Gender" va "Jins" tushunchalariga quyidagicha ta'rif berilgan:

<b>Gender</b>	<i>N</i> -formallik jihatidan erkak yoki ayol bo'lish
	<i>N</i> -barcha erkaklar/barcha ayollar guruhiga kiruvchilar nazarda tutilganda

	<i>N</i> -soʻzning maʼlum bir genderga yaʼni maskulin, femin yoki neytral genderiga mansubligidir. Ingliz tilida faqatgina “he” va “she” olmoshlarida hamda “his” va “her” egalik aniqlovchilaridagina gender xoslik mavjud.
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<b>Jins</b>	N-Insonlarni maʼlum ayollar va erkaklar guruhlariga ajratuvchi birlik
	N-insonlar va hayvonlarni ikki guruhga boʻluvchi xususiyatlar va jihatlar

Koʻrinib turibdiki, lugʻatlarda ham berilayotgan taʼriflar bir-biriga oʻta yaqin va bir qarashda kishida ular sinonim degan fikrni uygʻotishi tabiiy xol. Lekin tilshunoslikda gender hamda jins terminlari alohida tushunchalar sifatida oʻrganiladi. Shuning natijasida Genderologiya fani vujudga kelgan va gender bilan bogʻliq barcha masalarni oʻrgatish bilan shugʻullanadi.

Tilshunoslikda gender tushunchasiga har xil munosabat bildirilgan. Bevosita xorijiy tillarni oʻrgatish va oʻrganishda ham ushbu jihatlar dolzarb boʻlib qolmoqda. Buning asosiy sababi esa Grammatik gender tushunchasining oʻzbek tili grammatikasida mavjud emasligidir. Chunki til oʻrganuvchilarga xorijiy tillar grammatikasini qiyoslab oʻrgatish ancha samarador va tushunarli usul hisoblanadi. Lekin grammatik gender tushunchasini oʻrgatishimiz uchun esa oʻzbek tili grammatikasida bunday birlik yoki kategoriya mavjud emas. Shunday ekan bu borada til oʻrganuvchilarga batafsil tushuncha berish muhimdir.

Bundan tashqari soʻnggi yillarda dunyo hamjamiyati gender tengligi kabi masalarni dolzarb deb bilib, bu borada alohida siyosiy, ijtimoiy, ilmiy tajribalar, qonunlar, oʻzgarishlar amalga oshirmoqda. Yaqqol misol qilib esa dunyo minbarlarida Gender-neytral til degan tushunchaning vujudga kelishi va aynan shu tildan foydalangan holda muloqot olib borishni talab sifatida qoʻyilayotganini keltirishimiz mumkin.

Xoʻsh, gender-neytral til oʻzi nima?

Gender-neytral til- bu bevosita kishining gender mansubligini koʻrsatmaydigan, u yoki bu jins vakillarini taxqirlamaydigan va alohida olib taʼkidlab, koʻrsatib oʻtmaydigan, gender boʻyoqdorlikdan holi boʻlgan tildir. Gender-neytral til termini bilan birga tilshunoslikka umuman tilning barcha sathlariga gender-neytral terminlar, atamalar va soʻzlar kirib keldi va mavjudlari alohida kategoriyalarga ajratildi.

Xorijiy tillarni oʻrganar ekanmiz bevosita oʻrganilayotgan til madaniyati, davlati hamda ijtimoiy oʻzgarishlari, qarashlari, normalari bilan birgalikda bizning kundalik hayotimizga biz istagan va istamagan holatda kirib kelishiga guvoh boʻlamiz. Shunday ekan, gender-neytral til. Gender terminlarini oʻrganish ham davr talabi boʻlib qolmoqda. Zero, mamlakatimizda ham gender

Xalqaro ilmiy-amaliy konferensiya to'plami

tenglik masalalariga alohida e'tibor qaratilmoqda. Bu borada mahalla, oila institutlari qatorida ta'lim, xalq ta'limi, oliy ta'lim muassasalarining ham o'rni beqiyosdir.

Xulosa o'rnida shuni ta'kidlab o'tish joizki, gender tenglikka qachon erishiladi?

Qachonki, gender, gender tenglik, gender terminlari kabi tushunchalar yoshlar, nafaqat yoshlar balki jamiyatning har bir a'zosiga to'g'ri va t'oliq holda tushuntirilgandagina singdirilgandagina erishish mumkin. Chunki bu davr, zamon talabi. Zamon bilan hamnafas yashash esa yurtimiz kelajagi uchun befarq emasligimizni namoyon qiluvchi ko'rsatkichdir.

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## **INNOVATIVE METHODS OF TEACHING TOLERANCE IN FOREIGN LANGUAGE TRAINING IN UZBEKISTAN**

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**Annotation:** This article discusses modern pedagogical technologies in the development of tolerant thinking of Uzbek students in the process of teaching foreign languages. There is also information about the stages of teaching tolerance in Uzbek schools and some teaching methods.

**Keywords:** tolerance, foreign language teaching process, modern pedagogical technologies, teaching methods, interactive methods.

For the successful introduction of teenagers to the culture and traditions of other peoples, it is necessary to study a foreign language as a means of intercultural communication and the main

way to comprehend the mentality of foreigners. However, despite the diversity of approaches to the concept of tolerance in various sciences, the issue of fostering tolerance in Uzbek teenagers in the process of learning a foreign language remains insufficiently studied. [Levanova, 2002: 224].

The manifestation of a tolerant attitude towards English-speaking peoples in the behaviour of Uzbek teenagers. So, for example, during the subject weeks, native speakers or those who have lived in an English-speaking country for a long time are invited to lessons or extracurricular activities. This makes it possible to get in touch in real life with a person (or people) from another culture and try to build a dialogue yourself. In such an activity plan, it becomes obvious to Uzbek teenagers that it is not easy to understand each other that efforts must be made for a successful dialogue.

Another way to develop tolerance at the level of behaviour is the preparation and participation of Uzbek teenagers in the celebration of traditional holidays - both in Uzbek and in the countries of the target language. Uzbek teenagers conclude that knowledge of the culture of other people's enriches and helps to better understand each other and live in peace with others, even if they are of a different nationality or religion [Chagall, 2001: 54].:

- forms - education of tolerance of Uzbek teenagers in the process of learning a foreign language is carried out in the classroom, excursions, with the help of assignments for independent work; on themed classroom hours, frontal classes; trainings; business games;

- methods - education of tolerance of Uzbek teenagers in the process of learning a foreign language is carried out using the following methods.

General pedagogical methods:

1. Persuasion - is applied both in the classroom and in extracurricular activities (thematic classroom hours, lecture halls, by jointly watching films, programs, news blocks in a foreign language, followed by discussion and exchange of views, listening to songs in a foreign language). Delivering educational and optional material to Uzbek teenagers, the teacher immerses them in culture, explains the specifics of the national character of Western countries, which contributes to the education of tolerance.

2. Conversation - assumes a certain level of preparation of Uzbek teenagers on a given topic for the subsequent exchange of views. One of the characteristics of tolerance is dialogical thinking, the development of which is facilitated by conducting conversations on the issues of cultural differences and characteristics of different peoples in the classroom and outside of them.

3. Encouragement - implemented traditionally in pedagogical assessment through marks for prepared homework in the subject, as well as through the teacher's indirect assessment of extracurricular activities [Dubrovina, 1993: 301]. Therefore, for example, for participating in a

foreign language week, preparing an educational event for a class hour, implementing creative ideas by Uzbek teenagers, they are awarded certificates of honour, medals, and thanks.

4. A positive example - a teacher himself must have a certain level of tolerance, which is transmitted to Uzbek teenagers through educational material, expressing his opinion about the events in the world [Davydov, 1979: 287]. In addition, in our opinion, the expression of this method is the organization of meetings with native speakers or those who have lived in English-speaking countries for a long time (graduates of foreign universities).

5. Control and self-control - consistent with the principle of cultural reflection, when Uzbek teenagers themselves seek to understand, as a result of their creative or educational activities, a tolerant attitude towards other cultures. Along with this, this method is expressed in the fact that the teacher controls not only the results of mastering the curriculum in a foreign language, but the development of tolerance among Uzbek teenagers.

Special:

1. Emotional stimulation - reflected in the desire to arouse the interest of Uzbek teenagers in the culture of English-speaking countries in the classroom and extracurricular activities, "infect" them not only with the subject, but also with its kind of context. The education of tolerance should be associated with the emotional response of Uzbek teenagers to the film shown in English or participation in a conversation about the peculiarities of the national character of Western countries.

2. Modelling the creative process - conducting creative competitions in a foreign language, preparing for holidays that are celebrated in the West, but not celebrated in Uzbek countries, participation in theatre performances in English and etc.

As for the means of teaching tolerance among Uzbek teenagers in the process of learning a foreign language in the classroom, the main thing here is the software and methodological support of the subject, based on modern educational standards in Uzbek countries. If you turn to extracurricular work to foster tolerance among Uzbek teenagers in the process of learning a foreign language, the most effective means will be to stay in the country of the target language. However, not all Uzbek teenagers have the opportunity to participate in educational and cultural exchange programs.

For this reason, teachers of a foreign language who have visited an English-speaking country are indirectly such a "tool". They are a kind of "visual aid" for students, because they "absorbed" the spirit of the society in which they were [Sysoev, 2004: 47]. In addition, traditionally, one of the most common means used in foreign language lessons is listening. If we turn to the history of its application in the pedagogical practice of learning a foreign language and fostering tolerance, it

should be noted that at first there were audio texts recorded in real situations of foreign communication or read by native speakers.

Then video materials appeared, which continue to be popular now, since they are a kind of cultural portraits of the country. However, at the present stage, immersion in the virtual space is an effective means of fostering tolerance among Uzbek teenagers [Gensitskaya, 2014: 45]. This also applies to various kinds of methodological developments using computer 3D modelling of the space in which Uzbek teenagers can complete tasks, take quests not only for knowledge of the language, but also for awareness of the cultural traditions of English-speaking countries. It is possible to use simulators and 3D glasses to create an immersive effect.

However, these are rather expensive technologies that cannot be introduced into all general education schools. More accessible multimedia teaching aids in the classroom (interactive whiteboard, presentations, etc.). In extracurricular work, the means are communication on the Internet with native speakers, participation in online educational and cultural projects, reading works of classics of English literature, reading foreign press and posts of famous foreign bloggers, commenting on publications on social networks of English-speaking users.

This is how the immersion into the "living" reality, the subculture of foreigners, penetration into their mentality, i.e. all this contributes to the education of tolerance.

The evaluation block contains criteria and indicators on the basis of which the education of tolerance of Uzbek teenagers is assessed in the process of learning a foreign language:

- cognitive - knowledge about the norms, traditions, values of English-speaking peoples, awareness of the importance of learning a foreign language for a better understanding of representatives of other nations, internal acceptance of the complexity and diversity of the surrounding world by comparing the characteristics of their culture and the culture of Western countries. Indicators - tolerance towards representatives of other nations, people from other places, representatives of other cultures; tolerance for other views, including the views and opinions of the minority; tolerance for deviations from generally accepted norms, rules and stereotypes; tolerance to the complexity and uncertainty of the surrounding world; knowledge of the characteristics of their ethnic group [Bozhovich, 1960: 31];

- emotional - the emotional attitude of Uzbek teenagers to the representatives of the West, interest in their culture, skills in managing their experiences related to tolerance (sympathy, trust, admiration, etc.), internal commitment to their own culture and, therefore, lack of fear of others. Indicators - ethnic tolerance, social tolerance, personal tolerance, ethnic identity;

- behavioural - the desire to actively learn about the culture, master the language of representatives of English-speaking countries, based on the assessment of closeness / alienation with them. Indicator - social distance with representatives of another culture.

The model presents the levels of education of tolerance of Uzbek teenagers in the process of learning a foreign language. It is worth noting that by good breeding we mean the result of upbringing.

Low level - Uzbek teenagers have insufficient or no knowledge of the norms, traditions, values of English-speaking peoples, they poorly understand the purpose of learning a foreign language, are internally not ready to accept the diversity of the world around them, they are obsessed only with the peculiarities of their culture, they reject the culture of Western countries. Students do not show interest in the culture of English-speaking peoples, do not experience experiences associated with a tolerant attitude towards them. They are dominated by an internal commitment only to their own culture and fear of others. They do not seek to actively learn the culture of the peoples of the West, master the language of representatives of English-speaking countries, feel alienated towards them.

Average level - Uzbek teenagers have rather well-formed indicators of cognitive and partially emotional criteria of tolerance. Thus, they show tolerance to representatives of other nations, to the complexity and diversity of the world around them, while maintaining their ethnic identity. However, at the level of behaviour, they are not yet ready for independent study of the cultural characteristics of the English-speaking peoples, because rather indifferent to the diversity of the world cultural heritage.

High level - Uzbek teenagers have formed a basic knowledge of the culture of the English-speaking peoples, they are ready to show emotional sensitivity, empathy, and tolerance towards the representatives of the West. Students recognize and respect their culture, are interested in understanding and accept the point of view of native English speakers, strive for knowledge and analysis of linguistic and cultural differences between peoples, show a positive attitude towards the cultural diversity of the world.

The model also shows the result - an increase in the level of education of tolerance among Uzbek teenagers in the process of learning a foreign language.

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## **TILLARNI O‘RGANISH VA MADANIYATLARARO MULOQOTNING IJTIMOIIY AHAMIYATI**

**(The social significance of language learning and intercultural communication)**

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**Annotasiya:** Maqolada muallif tomonidan til o‘rganish orqali shaxs o‘z madaniyatini shakllantirishi, insoniy fazilatlarini takomillashtirishi, boshqa xalq madaniyatini tushunish orqali hozirgi davrda muhim bo‘lgan tolerantlik fazilatlariga ega bo‘lishi mumkinligi yoritilgan

**Annotation:** The article explains that through language learning, a person can form his own culture, improve his human qualities, and acquire the qualities of tolerance that are important in modern times through understanding other people's cultures.

**Kalit so‘zlar:** til, madaniyat, tillarni o‘qitish va o‘rganish, madaniyatlararo muloqot, etnologiya va madaniy antropologiya.

**Keywords:** language, culture, language teaching and learning, intercultural communication, ethnology and cultural anthropology.



Olimlar “madaniyat” atamasini turli nuqtai nazardan izohlaydilar. Edvard Xoll madaniyatni “odamlarning hayot tarzi, ular tomonidan o'rganilgan xulq, munosabatlar va moddiy buyumlar namunalari yig'indisi” [E.Xoll, 1971: 235] sifatida ta'riflaydi. S.Shuls madaniyatni qo'yidagicha tasvirlab beradi: “Madaniyat insonlarga hayot va o'zlarini tushunishga yordam berish maqsadida umumiy odatlarga ega bo'lgan insonlar guruhining bilim va e'tiqodini o'z ichiga oladi. Barcha insonlarda shunga o'xshash ongosti bilimi mavjud, shu bilan birga, insonlar o'z tili haqidagi bilim sohiblari hisoblanadi” [S.Shuls, 2003: 32]. K.M.Shmitt va E.Ferning fikrlariga ko'ra, madaniyat “muayyan muhitda o'sha muhitga oid bo'lgan boshqa inson kabi o'zini tutish va harakat qilishni eplash maqsadida inson sezishi va bajarishi kerak bo'lgan narsalarning yig'indisidir” [K.M.Shmitt, E.Fer, 1999: 819]. P.Nyumark ta'kidlashicha, madaniyatni “muayyan tildan ifodalash vositasi sifatida foydalanilgan jamiyatga xos hayot tarzi va uning namoyon bo'lishi” [P.Nyumark, 1998: 94] mazmunida ta'riflash bo'ladi. Shunday qilib, madaniyat – insonlarni tarix, an'analar va qadriyatlarga muvofiq farqlovchi har qanday mamlakatning yagona ramzi yoki xususiyatlarning majmuasidir. Madaniyat inson hayotida hamda jamiyat taraqqiyotida ahamiyatli rolni o'taydi.

Keltirilgan jumladan ayonki, madaniyat va til tushunchalari yonma-yon va ajralmas tushunchalar hisoblanadi. Demak, tillarni o'qitish va o'rganishda madaniyatni o'rgatish, urf-odat va an'analarni hisobga olish asosiy talablardan biridir. Barchamizga ma'lumki, hozirgi davrda chet tillarini o'rganish nafaqat shaxsiy ehtiyoj, balki umumbashariy ahamiyatga ega bo'lgan hodisa deya e'tirof etilmoqda. Tilni bilish bu o'sha tilda so'zlashuvchi xalq vakillari bilan to'liq muloqotga kirisha oladi, degani emas. Chunki, yuqorida ta'kidlaganimizdek, til va madaniyat, xalqning an'analari, kundalik turmush tarzi tilni o'rganish, tilda gapirish va tilni tushunishga katta ta'sir ko'rsatadi. Bu jarayonda esa madaniyatlararo muloqotni shakllantirish hozirgi kundagi tillarni o'rganishda e'tibor qaratilishi muhim bo'lgan omil hisoblanadi.

Madaniyatlararo muloqotni shakllantirishda har bir shaxsning alohida ijtimoiy va psixologik xususiyatlarga ega ekanligini hisobga olish zarur. Bu xususiyatlar esa “faqatgina bir-biriga taqqoslash orqaligina namoyon bo'ladi va bu qiyoslashni amalga oshirish uchun madaniy aloqa bo'lishi kerak” [Azzi va Klein, 1998: 77]. Madaniy muloqot har bir shaxsning o'ziga xos va shu bilan birga boshqa shaxslarga, boshqa millat vakillariga o'xshash ekanligini namoyon qilishga xizmat qiladi va shu orqali inson jamiyatda o'z mavqei va o'rnini belgilab oladi. Til o'rganish orqali shaxs o'z madaniyatini shakllantirishi, insoniy fazilatlarini takomillashtirishi, boshqa xalq madaniyatini tushunish orqali hozirgi davrda muhim bo'lgan tolerantlik fazilatlariga ega bo'lishi mumkin. Madaniyatlararo muloqotning shaxsga bo'lgan ijobiy va salbiy ta'sirlari yuzasidan izlanishlar o'tgan asrning 60-yillarida Amerika olimlari tomonidan boshlangan. Muloqotga kirishishni to'g'ri amalga oshirish uchun o'z madaniyatini boshqa xalq madaniyati bilan faqatgina

solishtirib qolmasdan, o'sha madaniyatning o'xshashligi va farqlari, go'zalligi va qo'polligi, yaqinligi va o'z madaniyatidan yiroqligi o'rtasida mutanosiblikni belgilab olish ham muhim ahamiyat kasb etadi. Fransuz sosiologi Karmel Kamilyerining izlanishlari madaniyatlararo muloqot jarayonidagi aynan mana shu jihatlarga e'tibor qaratish zarurligini ta'kidlaydi.

Yuqoridagi sanab o'tilgan omillarni hisobga olib aytishimiz mumkinki, chet tillarini o'rganish bu insonlar va turli millatlar o'rtasidagi mavjud to'siq va chegaralarni bartaraf etishga, yer yuzidagi yashovchi barcha xalq vakillarining bir-birlarini to'g'ri tushunishlariga, hamjihatlik va o'zaro murosada yashashlariga ham xizmat qiladi. Shu sababdan, ingliz tilini o'rgatishda va o'rganishda ingliz tilida so'zlashuvchi barcha davlatlarda yashovchi xalqlarning urf-odatlarining xilma-xil ekanligini, masalan, Buyuk Britaniya va AQSHdagi madaniyat bir xil emasligi, fransuz tilini o'rganishda esa Fransiya madaniyati, Kanada va Afrika davlatlari madaniyatlari bir-biridan to'laligicha farq qilishligini e'tirof etishlik talab etiladi.

Chet tilini o'qitishda madaniyatlararo muloqotni shakllantirishda "madaniyatlararo kompetentlik" tushunchasiga urg'u beriladi. Bu atama orqali shaxsning ijtimoiy ko'nikma va layoqatlari kompleksi tushuniladi va uning yordamida shaxs o'zga madaniyat vakillari bilan ham ijtimoiy-maishiy, ham kasbiy o'zaro aloqa jarayonida muvaffaqiyatli muloqotni amalga oshiradi. Madaniyatlararo muloqotni shakllantirish o'zga madaniyat vakillarining madaniy o'ziga xos stereotip shakllarini tushunish va qabul qilish bilan bog'liq, shaxsning o'z xulq-atvori o'zgarishiga olib keladigan individual rivojlanish jarayoni tushuniladi. Madaniyatlararo muloqotni o'qitish quyidagi ko'nikmalarni o'zlashtirishga qaratilgan bir necha bosqichlardan iborat jarayon sifatida qaraladi [Sh.Xolmurodova, 2020: 12]:

1. inson xulq-atvorining madaniy spesifikasini anglash (madaniyatni tushunish);
2. o'z madaniyatiga xos bo'lgan stereotiplar tizimidan xabardor bo'lish (o'z-o'zini anglash);
3. o'zaro muloqotga kirishish jarayonida madaniy omillar ahamiyatini anglash (madaniyatlar to'qnashuvidan xabardor bo'lish).

Ushbu maqsadga erishish uchun til o'rganish jarayonida guruh bo'lib ishlash, turli mashq va rolli o'yinlar orqali kundalik turmushda uchrashi mumkin bo'lgan vaziyatlar yuzaga keltiriladi. Bundan tashqari, etnologiya va madaniy antropologiyada keng tarqalgan avtobiografik bayon qilish metodidan ham foydalaniladi: murabbiy va til o'rganuvchilar madaniyatlararo to'qnashuvlar bilan bog'liq o'z hayotiy kechinmalarini so'zlab beradilar, bunda ular o'zga madaniyatning yotligini his qilganlari, hatto "madaniy shok"ni boshdan o'tkazganlarini izohlab berishadi. Bunday epizodlar hayotiy bo'lganligi sababli madaniyatlararo muloqot muammolarini tasvirlash uchun qo'l keladi. Bunday usullar holatga kirish va madaniyatlararo ziddiyatlarda o'zlarini sinab ko'rishlari va his qilishlariga imkon beradi. Ushbu "haqiqiy hayotiy vaziyatni tiklash" antropologik usuli E. Xoll

tomonidan o'quv jarayonida madaniyatlararo to'qnashuvlarni mashq qilish uchun foydalanilgan.

Xulosa o'rnida shuni ta'kidlash joizki, til ijtimoiy hodisa sifatida insonlar orasidagi muloqotni yo'lga qo'yishda, ma'naviy yuksalish, ijtimoiy-iqtisodiy yutuqlarga erishish imkonini beradi. Bularning natijasida til (hodisa sifatida) bir hududda yashaydigan turli millatlarning o'zaro muloqoti, turli munosabatlari va oqibatda madaniyatlararo munosabatlarni yo'lga qo'yadi va shu jihatdan ham tillarni o'rganishda madaniyatlararo muloqotning ijtimoiy ahamiyati katta.

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## **THE CORRELATION BETWEEN LANGUAGE AND CULTURE**

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**Annotation:** This article is devoted to the language and culture and their correlation. Some claim that language relates to “part-wide” culture, others that language is only a form of cultural communication and another that language is not a component but feature of culture. Since the elements of culture appear as universal as well as subjective values before a person, the aim of the

first is to the individual all the available richness of the material of the human culture of the world, and the object of the second is to choose from it what seems to him important, then it is personally significant.

**Keywords:** ethno-psycholinguistics, equal phenomenon, spiritual integration, entire mindset, folklore language, storage, propagation, consumption, assimilation.

In modern linguistics, the question of “language and culture” is debatable and not completely resolved. For researches, the question of what culture is still a controversial issue. Representatives of the American school of “cultural anthropology” consider culture as the sum of all non-biological aspects of human life. Material culture is a combination of human labor’s material, visible works and spiritual culture is the production, distribution and consumption of spiritual values that is organic unity of material and spiritual culture. The specificity of human activity is culture, that which characterizes a person as a species. The search for man before culture is in vain: it is profoundly linked to the essence of man, is part of the definition of man as such. In addition to this the researcher can largely determine the understanding of culture purposes: “the totality of certain values.” It is profoundly linked to the essence of man, is part of the definition of man as such. “The understanding of culture can also be largely determined by the research setting of scientists, because culture is an object for a variety of sciences to study: philosophy, cultural studies, sociology, history, and so on.

The connection between the meanings of “language” and “culture” is also debatable: some claim that language relates to “part-wide” culture, others that language is only a form of cultural communication and another that language is not a component or feature of culture. From the viewpoint of the visibility of a different to this problem, one can demonstrate the statements made by the two largest representatives of cultural studies, the founders of the American and Russian ethnolinguistic schools E. Sepira, N.I. Tolstoy. “ Culture can be described as what a particular society is doing and doing, but language is how it thinks. He points out: “The relationship between language and culture can be seen as a relationship between the whole and its part [Tolstoy, L.N.1974:311].

“Language can be perceived as a component of culture an instrument of culture especially as regards literary language or folklore language. Nevertheless, the language is also antonymous in relation to the society as whole, and it can be treated as an equal phenomenon independently from the culture” [Sepir, E.1993:194].

Modern linguistics is characterized by a high level of achievement of areas such as ethno-psycholinguistics which indicates the possibility of classifying language as a social phenomenon

in the sphere of spiritual culture and considering it as one of its components. At the same time, it must be acknowledged that a number of cultural areas such is understood as a process and product of spiritual production. Concerning the production, storage, propagation and consumption of spiritual values, norms, information and ideas and it is important realize that it is the language directed at the development of the spiritual world of society and of human being that enables us to provide society with a differentiated knowledge system that contributes to the spiritual integration of culture as a whole of society too. Thus the language “acts as a kind of concentration of the nation’s culture, embodied in different groups within this cultural and linguistic community” [Likhachev, D.S.1996:28]. The language is a peculiar foundation of culture, because the assimilation of cultural norms and social roles that a person needs to live in society takes place with its help. The connection of language and culture in cultural science is defined as follows: “language is a mirror of culture, representing not only the real world surrounding a person, but also the entire mindset of the people, in other words, a particular way of perceiving the world, its national character, customs, practices and system of norms, values, morality and the picture of the world [Tolstoy, L.N. 2000:177].

A language can be recognized as a garrison, a treasure of culture, since all the knowledge, skills, material and spiritual values that people have accumulated are stored in their linguistic system, both written and oral speech. On the basis, a person does not start his development again each time, but it simply on the assimilation of the experience of previous generation. The language is recognized by the bearer of culture on the basis of fulfillment of the epistemic function of the language, transmitted from generation to generation. Language is intended to facilitate the identification, classification and streamlining of objects in the surrounding world. Moreover, language is intended to promote the human being to the environment and contributes to the correct assessment of the objects, phenomena and their relationships, language is to organize and coordinate objects and human relations. “Language is a cultural instrument that forms the personality of a person and through language directs that formation to the perception of the traditions and customs of the people and particular cultural image of the world”[Maslov, Yu. S.1998:7]. Therefore, based on the foregoing, it can be argued that there is a connection between language and real world. A person who is a carrier of language and culture, who perceives and classifies the world through the prism of his own “I”. In the language, contact between different cultures finds expression in the form of lexical borrowings, whereas the interaction and internalization of cultures is reflected in the formation of international vocabulary. Culture and language are connected in many ways and the interconnections can be studied from a variety of different perspectives.

To sum up, according to all statements of scientist “language and culture” is bound up with each other tightly because language without culture and culture without language cannot exist in the world. Based on the above, it can be inferred that this is fundamental: methods of education from a cultural and axiological point of view are substantially interconnected. Since the elements of culture appear as universal as well as subjective values before a person, the aim of the first is to the individual all the available richness of the material of the human culture of the world, and the object of the second is to choose from it what seems to him important, then it is personally significant. While the combined application of these strategies enables of universal culture through content of individual-personal education.

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**O'ZBEK MADANIYATIDA TA'ZIYA MAROSIMLARINING HUDUDIIY JIHATDAN FARQLANISHI VA O'ZIGA XOS XUSUSIYATLARI.**

**(Territorial differences and peculiarities of condolence ceremonies in Uzbek culture.)**

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**Annotatsiya:** Ma'lumki ta'ziya marosimlari turli hududlarda, ayniqsa musulmon mamlakatlarida turlicha bo'lib, ular tegishli urf-odatlar bilan bog'langandir. Maqola asosida o'zbek millatining ta'ziya marosimlarini o'tkazish tartibi, har bir hududda yaqinini yo'qotgan insonga o'ziga xos tarzda ta'ziya bildirish jarayoni haqida ma'lumotlar berilgan. Shuningdek, ta'ziya marosimida ishlatiladigan so'zlarning kelib chiqishi tarixi asosida etnolingvistikaga ham urg'u berilgan.

**Annotation:** It is well known that condolence ceremonies vary from region to region, especially in Muslim countries, and are associated with appropriate customs. The article provides information on the procedure for conducting condolences of the Uzbek nation, the process of expressing condolences to the bereaved in each region. Emphasis is also placed on ethnolinguistics based on the history of the words used in the condolence.

**Kalit so'zlar:** Ta'ziya, marosim, yig'i marosimi, madaniyatlararo, ekstralingvistika, urf-odat.

**Keywords:** condolence, ritual, mourning, intercultural, extralinguistic, ritual.

Ko'p ming yillik tarixga ega bo'lgan o'zbek xalqi asrlar davomida o'ziga xos xilma-xil urf-odatlar, marosimlarni yaratdi. Ular doimiy takrorlanishi va xalqning ularga amal qilib kelishi natijasida umrboqiydir. Turmushga, zamonga qarab ularning ayrimlari unutiladi. Zamonga qarab, yangilari paydo bo'ladi, eng xalqchillari esa avloddan-avlodga o'tib keladi.

Barchamizga ayonki, ta'ziya marosimlari bu inson olamdan o'tganidan keyin, ularni hurmat va ehtirom ila dafn etish jarayonidir. Ushbu marosim ingliz va o'zbek madaniyatida ham o'z ahamiyatiga ega hisoblanadi. Millatlar va madaniyatlararo ta'ziya marosimlarini o'rganish jarayonida ularni hududiy jihatdan ham turlicha o'tkazilishiga bevosita guvoh bo'lamiz. Milliy madaniyatimizga xos bo'lgan urf odat va an'analarimizda ta'ziya marosimlari 7kunlik aza, 20kunlik, 40kunlik, 52 kunlik, Payshanbasi, Jumasi kabi vaqt kesimini o'z ichiga oladi. [Madayev O. 2010. 152]

Dastavval O'zbekiston Respublikasi Navoiy viloyatida ta'ziya marosimi qanday tartibda o'tkazilishi haqida ma'lumot bermoqchiman. Navoiyliklar ta'ziya marosimida yaqin insoni ya'ni padari, volidasi yoki jigarbandlari olamdan o'tganida 40 kun davomida 7 kishi ko'k rangdagi uzun libos kiyadi, ayollar boshlariga kichik ro'mol o'ragan holatda paranji yopinib yurishadi. 40 kunlik aza davomida ular fasillarimizning qaysi biri bo'lishidan qat'iy nazar oyoqlariga mahsi va kalish kiyib yurishadi. Shuningdek bu hududning yana bir ajoyib an'anasi dafn marosimida volidasi, padari buzrikvori va farzandlaridan judo bo'lganida alohida qayg'uli ohangda, yig'i bilan she'r yoki qo'shiq aytishadi. [Madayev O. 2010. 152]

Xalqaro ilmiy-amaliy konferensiya to'plami

Onasidan ayrilganda farzand nolasi:

Huvillaydi xonalarim

Chirqillaydi bolalarim

Cheksiz ohu-nolalarim

Endi sizni qaydan topay

Onajon ayting sizni qaydan topay

Mehribonim.

Dardingizni topolmadim

Vaqtida ko'p borolmadim

Qol dedingiz qololmadim

Onajonim ayting sizni qaydan topay

Olloh sizni rahmat qilsin

Makoningiz Jannat bo'sin

Unutmasin sizni farzand

Mehribonim sizni qaydan topay

Borar edim o'tdek yonib

Ko'rar edim mehrim qonib

Endi yig'lay yonib-yonib

Onajon ayting sizni qaydan topay

So'zlaringiz qulog'imda

Hidlaringiz dimog'imda

O'lmagansiz hayolimda

Mehribonim sizni qaydan topay.

Otasi ya'ni padari buzrikvori vafot etganda uning farzandlari janoza vaqtida otasini eslab yig'i qilishadi.

Uyimizning parishtasi (farishtasi)

Saranjomu sarishtasi

Otajonim qo'rg'onim

Qo'rg'ondan baland ko'rganim



Xalqaro ilmiy-amaliy konferensiya to'plami

Suvga kelsam guzarim

Pulsiz kelsam bozorim

Oqshomlar yulduz sanardim

Kunduzlar yo'lga qarardim

Kelmaganin eshitib

Uylarga kirib yig'lardim

O'n yilda o'rni to'lmaydi

Qirq yilda qaytib kelmaydi

Qibladan kelgan shamoldek, panaga ololmadikmi?

Hudodan kelgan ajalga, o'rtaga tusholmadikmi?

Jigarlarini, aka, opalarini yo'qotganida quyidagicha aytib, aytib yig'lashadi:

Izlovchim, so'rovchim jigarlarim

Kelganimda kel degan

Sening joying tur degan

Burum, burum yo'llarga

Buralib kelgan jigarim

O'ng yengida tumori

O'ndirmaydi humori

Chap yengida tumori

Chalg'itadi humori

Samarqandliklar ham huddi Navoiy viloyati singari janoza kuni o'zlarining motam liboslarini kiyib, boshlariga oq ro'mol o'rab vafot etgan insoning yahshi fazilatlarini, qilgan ezgu ishlarini xotirlashadi. Vafot etgan insonning haqqiga duolar qilishadi. Otasi vafot etganida bag'ishlov aytib yig'lashadi. [Madayev O. 2010. 152]

Osmondagi bulutni yog'adi deb o'ylamabman

Esizgina otamni o'ladi deb o'ylamabman

Otajonim qo'rg'onim

Qo'rg'ondan baland ko'rganim

Otajonim jon degan

Xalqaro ilmiy-amaliy konferensiya to'plami

Jonim bilan teng degan

Hovlimdagi teragim

Hammamizga keragim

Ko'p ko'raman deganda

Kunning ko'zi tutildi

Yer bosaman deganda

Yer bag'riga yiqildi

Tut yog'ochdek mevali

Qayrag'ochdek qiyali

Soyasida yotganim

Mevasidan totganim

Chorxonada ko'ylak ustida

Chayqalib chiqsa bo'lmaydimi

Tengqurlari kelganda

Tenglashib chiqsa bo'lmaydimi

Mehribonim otam

Qiblagohim otam.

Haqiqatdan ham ta'ziya marosimlari turli hududlarda, ayniqsa musulmon mamlakatlarida turlicha bo'lib, ular tegishli urf-odatlar bilan bog'langandir. Shu o'rinda Xorazm vohasining urf-odatlariga to'xtaladigan bo'lsam, chaqaloqdan tortib, barcha marhum va marhumalar vafot etganlarida yoshi katta otaxon va onaxonlarimiz tomonidan mayit oldida o'tirib salovatlar o'qiladi. [Madayev O. 2010. 152]

Boshqa hududlardagi kabi Xorazm xalqi ham ta'ziya kuni erkaklari qora do'ppi, chopon kiyib belbog' o'rashadi. Ayollari ko'k rangli libos kiyishadi va oq rangli ro'mol o'rashadi. Agar erkak kishi vafot etganida anasi(onasi) "Jonim bolam, nurididam dab", ayoli "Ro'zg'orim, susangan tog'im dab", farzandlari "Kavam otam, darddoshim otam dab" yig'lashadilar. Ta'ziya marosimlaridagi umumiy jihatlari bilan o'xshash bo'lgan an'analar misolida: 3kunlik, 7 kunlik, Jumalik, 40 kunlik, 52 kunlik va Yil berish marosimlarini boshqa hududlardagi kabi Xorazmda ham kuzatishimiz mumkin. Azador xonadonda 9 oygacha televizor ko'rish va hursandchilik marosimlarini o'tkazish umuman mumkin emas.

Ta'ziya marosimini Farg'ona viloyati jihatidan olsak, bu hududda mayyit qabrga qo'yib kelingach o'lik egalari osh pishirishadi. Bu oshning nomi "Sabr oshi" yoki "Qora osh" deyiladi. Buni o'likning erkak qarindoshlari yeyishadi. Janoza kundan boshlab mayyitning umri o'tgan uyda yoki mayyit joni chiqqan paytda bo'lgan uyga hamon 40 kungacha chiroq yoqish bor. Ba'zilar bugungi kundagi elektr tokidan foydalanishsa, bazilar paxtani yog'ga botirib yoqib yoniga rayhon suv qo'yib qo'yiladi. Ta'zianing 3-kuni ma'raka marosimidan so'ng aza tugatilmay endi har payshanba uy egalari ertalabdan qozon osishib, ta'ziyaxonlarni kutishadi.

Qishloq ahli, tanishlari, yaqin-uzoq kim eshitgan bo'lsa ayollardan iborat jamoa ertalabdan, to shomgacha kelaverishadi. Bu ta'ziyaxonlik to "40 kunlik" marosim o'tguncha davom etadi. Shu "40 kunlik" marosimiga qo'shib "Qa'da" marosimi ham o'tkaziladi. Bu mahalliy ayollarning eng muhim marosimlari hisoblanib, unda o'lik egalari hali alamlari, azalarining o'rni bitmay, ham ma'naviy, ham moddiy qiyinchilikda bo'lsalar-da, ayollarni to'plab o'lik haqqiga deb bu marosimni o'tkazishadi. Keyin 52 yoki 53 deyilguvchi marosim bor, bu ham ayollar jamoasida davom etadi. Yana marosim boshqaruvchisi bo'lgan "otin oyi" deb nomlanuvchi ayol o'lik chiqqan xonaning poliga igna sanchib chiqadi. Keyin o'rtada biroz tin olishib musulmonlarning eng sevimli, eng shodon o'tadigan ikki bayrami Hayitlarning qaysi biri o'limdan so'ng kelgan bo'lsa, "Hayit oshi" tarqatiladi. Vodiy xalqi urf-odatlariga ko'ra azaxonlik, yana ta'ziyaxonlik uzoq vaqt davom etuvchi marosimlar sirasiga kiradi. Vodiyda bir maqol bor: "To'yniki bir kun, O'likniki bir umr". Yaqin insonlari olamdan o'tganida vodiyliklar ham aytib, aytib yig'lashadi. [Alaviya. M. 2009. 164]

O'limingdan har ko'ngilga tushdi motam,  
Favti uchun har burchakdan chiqdi fig'on,  
Temir bo'lsa, tosh bo'lsa ham bag'ri yondi,  
Bu dahshatli musibatni bildi zamon.

YIG'I MAROSIMI—o'lim va dafn marosimi bilan bog'liq udumlardan biri. O'lim oila boshiga tushgan og'ir musibat. Ko'p yerlarda, xususan, qishloq joylarda Yig'i marosimi odat usiga kirgan bo'lib, ma'lum tartibda o'tadi. Ayollar yakka tarzda yoki bir-birlari bilan ko'rishib yoki davra qurib o'tirib yig'laydilar. O'tirib yig'lashda katta davra quradilar. Odatda, qishloqda, shahar mahallalarida aza qo'shig'ini aytuvchi yig'ichi (go'yanda) ayollar bo'lgan. Ta'ziya marosimida yig'ini go'yanda boshlaydi, o'rtaga tushib va vafot etganning belbog'i, marhum, ayol bo'lsa, ro'molini bo'yniga tashlab, uning yaxshi xislatlarini, tirikligida qilgan ishlarini yaqinlari tilidan ta'sirli qilib aytib yig'laydi. Azador qiz va kelinlar yig'iga qo'shiladilar, boshqa ayollar ham jo'r bo'ladilar.

Yig'i marosimining ikkinchi ko'rinishi sadr (sadr tushish) nomi bilan ma'lum. Bunda marosimga yig'ilgan ayollar tik turib, davra qurib yig'laydilar. Aytuvchi davraning o'rtasida turadi, u bilann davra ichida shu xonadonning ayollaridan biri (onasi, xotini, qizi va b.) ham bo'lgan. Aytuvchi yuqoridagi tartibda, marhum nomini va uning yaxshi xislatlarini aytib yig'i boshlaydi. Ayollar aylanib, tepinib davrani buzmasdan, gir aylanib yig'laydilar. Aytuvchi yig'ining bu ko'rinishi qishloqda yoki mahallada bir yil davomida o'lgan kishilarning nomini navbat bilan aytib bo'lmaguncha davra yig'isi davom etgan. Bu odatlar Xorazm o'lkasida qadimdan mavjud bo'lib, bizgacha yetib kelgan. Ko'p joylarda, masalan O'zbekistonning janubiy viloyatlarida sadr tushish odati juda kam uchraydi. Bu marosimlarda marhumning el-yurtga qilgan yaxshi amallari, ezgu ishlari xotirlanib, unga Allohdan rahmat tilashga chaqiriladi. Yuqoridagi keltirib o'tilgan ta'ziya marosimidagi urf-odat va an'analar negizida inson qadri, uni oxirgi manzilga ham e'zoz, hurmat ila kuzatish yotadi.

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### **КАРТИНА МИРА И ЯЗЫКОВАЯ МЕНТАЛЬНОСТЬ**

**(World picture and linguistic mentality)**

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**Аннотация:** Фразеология любого языка является отражением духа и культуры народа на нем говорящего, а также ценностных ориентиров, присущих конкретной лингвокультуре. Эта работа посвящена исследованию национального характера и национальных ценностей русского и британского народов на материале фразеологических единиц с использованием сопоставительного метода, структурно-семантического, лингвокультурологического и

аксиологического анализа материала. Материалом исследования послужили фразеологические единицы русского и английского языков, отражающие национальный характер и национальные ценности двух лингвокультур.

**Annotation:** The phraseology of any language is a reflection of the spirit and culture of the people speaking it, as well as the value orientations inherent in a particular linguistic culture. This work is devoted to the study of the national character and national values of the Russian and British peoples on the basis of phraseological units using a comparative method, structural-semantic, linguocultural and axiological analysis of the material. The research material was the phraseological units of the Russian and English languages, reflecting the national character and national values of the two linguistic cultures.

**Ключевые слова:** ментальность, языковая картина мира, лингвистика, культурология, философия, психология, наука, реальная картина мира.

**Key words:** mentality, linguistic picture of the world, linguistics, cultural studies, philosophy, psychology, science, real picture of the world.

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В последние десятилетия появляется большой интерес к изучению языков как эпицентр национального мировидения.

Разные науки, например: лингвистика, культурология, философия, психология и др., дают определение «картине мира» с разных точек зрения: научной, общенаучной, исторической и др. [Баранов, А.Н. 2014. 312.]

Окружающий человека мир можно представить в трех формах:

- реальная картина мира;
- культурная картина мира;
- языковая картина мира.

Реальная картина мира – это объективная внечеловеческая данность, это мир, который окружает человека. Культурная картина мира – это отражение реальной картины мира через призму понятий, которые были сформированы на основе представлений человека, полученных с помощью органов чувств и прошедших через его коллективное и индивидуальное сознание. Культурная картина мира специфична и различается у разных народов. Это обусловлено целым рядом факторов: географией, традициями, историей, климатом, образом жизни и т.п. Языковая картина мира – это отражение реальности через культурную картину мира.

По мнению В. фон Гумбольдта, идея существования национальноспецифических языковых картин мира зародилась в немецкой филологии конца XVIII – начала XIXв. (Михаэлис, Гердер, Гумбольдт). Язык как идеальная, объективно существующая структура подчиняет себе, организует восприятие мира его носителями. Язык – это система чистых значимостей, которая образует собственный мир, как бы наклеенный на мир действительный.

Картины мира, которые создаются и отражаются в национальных языках, существенно различаются. С одной стороны, это связано с реальными условиями жизни этноса, а с другой стороны – с особенностями национального характера. В первом случае – это культура, которая описывается языком, а во втором – культура в языке. С понятием «картина мира» тесно связаны такие понятия, как: «менталитет», «языковая личность», «языковая ментальность».

«Менталитет – это категория, отражающая внутреннюю организацию и дифференциацию ментальности, склад ума, характер души народа».

«Языковая личность существует как коллективное сознание лингвокультурного сообщества и доступно наблюдению лишь тогда, когда оно опосредуется конкретной языковой личностью в ее деятельности. Языковая личность – это личность, проявляющая себя в речевой действительности».

По мнению Д.Б. Гудкова, языковая личность имеет три уровня:

- 1) вербально-семантический,
- 2) когнитивный,
- 3) прагматический.

Одной из ярких особенностей языковой личности является ее уникальность, т.е. каждая языковая личность имеет собственное когнитивное пространство, собственное «знание» языка. [Гудкова Д.Б. 2008. 267]

Национально-культурная ценность фразеологизмов складывается из трех составляющих:

1. Они отражают национальную культуру комплексно, всеми своими элементами, т.е. своими идиоматическими значениями.

2. Фразеологизмы отражают национальную культуру расчленено, единицами своего состава. Некоторые из таких слов принадлежат к числу безэквивалентных.

3. Фразеологизмы отражают национальную культуру своими прототипами, т.к. генетически свободные словосочетания описывают определенные обычаи, традиции, подробности быта и культуры, исторические события и многое другое.

Фразеологизмы могут содержать в себе национально-культурный компонент синхронно или диахронно.

Согласно Д.О. Добровольскому, «при исследовании национальнокультурной специфики фразеологических единиц в рамках сопоставительного подхода целесообразным представляется исключительно обращение к плану содержания, так как план выражения у единиц разных языков различен по определению». [Добровольский Д.О. 1998. 189]

Термин «языковая ментальность» утвердился в лингвистической литературе как та часть менталитета, которая детерминирована структурами языка. По мнению В.А. Масловой, ментальность представляет собой «миросозерцание в категориях и формах родного языка, которые соединяют в себе интеллектуальные, духовные и волевые качества национального характера». [Масловой В.А. 2010. 245]

Применительно к лингвистике «картина мира» должна представлять собой оформленную систематизацию плана содержания языка. Любой национальный язык выполняет несколько основных функций:

- функцию общения (коммуникативную),
- функцию сообщения (информативную),
- функцию воздействия (эмотивную),
- функцию фиксации и хранения всего комплекса знаний и представлений данного

языкового сообщества о мире. Результат осмысления мира каждым из видов осознания фиксируется в матрицах языка, обслуживающего данный вид сознания. Таким образом, можно говорить о множественности картин мира: о научной языковой картине мира, о языковой картине мира национального языка, о языковой картине мира отдельного человечества. [Верещагин, Е.М. 2005. 1040]

Фразеологическая картина мира – это часть языковой картины мира, в которой картина мира описывается средствами лексики и фразеологии, на которых базируется описание объективной действительности со всеми связями и отношениями в составе высказывания. Фразеологическая картина мира являет собой «наивную» картину мира, так как отражает знания о мире на уровне обыденного сознания. Ситуации, которые закреплены в устойчивых оборотах, которые в дальнейшем становятся стереотипами поведения человека, обусловленными национальным мировидением. Ядро данной картины мира составляют единицы более древнего происхождения, которые имеют утраченную, размытую (фразеологические сращения) или прозрачную (фразеологические единства) внутренние формы. [Габитова, Г.Ф. 2011. 127–132]

Фразеологическая картина мира наиболее ярко и точно отражает дух народа, его национальный менталитет, культурно-исторический опыт познания мира в силу своей экспрессивности и эмоциональности. Объекты реальной действительности осмысливаются по-разному: фрагмент фразеологической картины мира, характерный для одного народа, может игнорироваться во фразеологической картине мира другого народа, либо может рассматриваться другими средствами языкового выражения. Таким образом, можно сказать, что фразеологическая картина мира характерна для каждого языка.

Исходя из вышесказанного, можно сделать вывод, что языковая картина мира совпадает с логическим отражением мира в сознании людей. Но при этом сохраняются отдельные участки в языковой картине мира, к которым относится и фразеология. Фразеология индивидуальна в каждом языке. Фразеологизмы возникают, чтобы описывать мир, а также интерпретировать, оценивать и выражать к нему субъективное отношение.

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## **СОПОСТАВИТЕЛЬНЫЙ АНАЛИЗ АНГЛИЙСКИХ И РУССКИХ НАЦИОНАЛЬНЫХ ЦЕННОСТЕЙ**

**(Comparative analysis of English and Russian national values)**

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**Аннотация:** Фразеология любого языка является отражением духа и культуры народа на нем говорящего, а также ценностных ориентиров, присущих конкретной лингвокультуре. Эта работа посвящена исследованию национального характера и национальных ценностей русского и британского народов на материале фразеологических единиц с использованием сопоставительного метода, структурно-семантического, лингвокультурологического и аксиологического анализа материала. Материалом исследования послужили фразеологические единицы русского и английского языков, отражающие национальный характер и национальные ценности двух лингвокультур.

**Annotation:** The phraseology of any language is a reflection of the spirit and culture of the people speaking it, as well as the value orientations inherent in a particular linguistic culture. This work is devoted to the study of the national character and national values of the Russian and British peoples on the basis of phraseological units using a comparative method, structural-semantic, linguocultural and axiological analysis of the material. The research material was the phraseological units of the Russian and English languages, reflecting the national character and national values of the two linguistic cultures.

**Ключевые слова:** ментальность, языковая картина мира, лингвистика, культурология, философия, психология, наука, реальная картина мира.

**Key words:** mentality, linguistic picture of the world, linguistics, cultural studies, philosophy, psychology, science, real picture of the world.

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Сопоставление русских и английских фразеологических единиц позволяет выявить следующие общие уровни ценностей:

1. Физиологический уровень («Жизнь – Смерть», «Здоровье – Болезнь»): здоровье дороже всякого богатства; здоровье – первое богатство; здоров, как бык; в здоровом теле здоровый дух; появиться на свет; родиться в богатой семье; ради здоровья не стоит экономить на еде; полон жизни; быть в хорошей форме; здоровье и жизнерадостность рука об руку идут; смех – это лучшее лекарство; свою болезнь ищи на дне тарелки; тот здоровья не знает, кто болен не бывает; от здоровья не лечатся; приводить в чувство; здоровый человек; нездоровый вид; неважно чувствовать себя; простудиться; тяжелобольной; [Гудков, Д.Б. 2003. 288]good health is above wealt; wealth is nothing without health; fit as s fiddle; cleanliness is next to godliness; come into the world; be born in/to purple; better pay the

butcher than the doctor; to be alive and kicking/well; as fit as a fiddle; health and cheerfulness mutually beget each other; laughter is the best medicine; diseases are the interests of pleasures; health is not valued till sickness comes; the best is oftentimes the enemy of the good; bring (someone) around; as hard as nails; off-color; feel cheap; catch a cod; far gone.

2. Материальный уровень («Богатство – Бедность»): больше денег – больше хлопот; быть богатым и успешным; сорвать куш; заработать большие деньги; деньги куры не клюют; деньги меняют людей; богатство – ничто без здоровья; деньги все двери открывают; купаться в деньгах; деньга деньгу наживает; бедному да вору – всякая одежда впору; бедность не порок; бедность – не позор, но позор – стыдиться ее; долг – худший вид бедности; нищета порождает рознь; за чертой бедности; не испытывать финансовых трудностей; не в деньгах счастье; a great fortune is a great slavery; to be in clover; to be well-heeled; to break the bank; to make a killing; money to burn; honours change manners; wealth is nothing without health; to angle with a silver hook; to roll in money; money begets money; beggars cannot be choosers; poverty is no sin; poverty is not a shame, but the being ashamed of it is; debt is the worst poverty; poverty breeds strife; to be on the breadline; to be easy circumstances; money is not everything.

3. Социальный уровень («Труд – Отдых/Безделье/Лень»): трудолюбивый как пчелка; без труда нет плода; лиха беда – начало; труд человека кормит, а лень портит; трудолюбивый человек; плоды своего труда; трудиться без отдыха; бескорыстный труд; повседневный труд; лес рубят, щепки летят; кто ленив сохой, тому весь год плохой; делу время, потехе час; безделье ведет к бедности; палец о палец не ударить; дело мастера боится; не хотеть что-либо делать; проглотить-то хочется, да прожевать лень; дело мастера боится; леность наводит на бедность; лень до добра не доводит; работа с зубами, а лень с языком; to be busy as a bee; he that would eat the fruit must climb the tree; all things are difficult before they are easy; idleness rusts the mind; eager beaver; fruits of one's labor; keep one's nose to the grindstone; labor of love; leg work; you can't make an omelet without breaking the eggs; they must hunger in winter that will not work in summer; business before pleasure; by doing nothing we learn to do ill; not do a stroke of work; the work shows the workman; twiddle one's thumbs; the cat would eat fish and would not wet her paws; he works best who knows his trade; idleness is the key of beggary; of idleness comes no goodness; the tongue of idle persons is never idle.

4. Духовный уровень («Счастье – – Несчастье»): сиять от счастья; неожиданная удача; не родись красивой, а родись счастливой; смелым сопутствует удача; кто рано встает, того удача ждет; нет худа без добра; добиться большого успеха; случайно повезти; достичь успеха; быть счастливым; добиться успеха; на седьмом небе – от счастья; дуракам во всем

счастье; кому счастье служит, тот ни о чем не тужит; кто нужды не видал, и счастья не знает; несчастлив в игре, так счастлив в любви; счастлив тот, у кого совесть спокойна; burst with joy; fall/drop into one's lap; better be born lucky than rich; fortune favours the bold; the early bird catches the worm; a blessing in disguise; to hit the jackpot; to strike lucky; as happy as a clam; do well; on cloud nine – very happy; fortune favours fools; he dances well to whom fortune pipes; misfortunes tell us what fortune is; lucky at cards, unlucky in love; a good conscience is a continual feast;

5. Нравственный уровень («Правда – Ложь»): истинная правда; правда выйдет наружу; честный; правда милости не ищет; правда суда не боится; сушая правда; честность; честная игра; всеми правдами и неправдами; в каждой шутке есть доля правды; где суд, там и неправда; глупый да малый всегда говорят правду; говоришь правду, правду и делай; дружба крепка не лестью, а правдой и честью; ищи ветра в поле, а правду – на дне морском; лживый хоть правду скажет, никто не поверит; правда всегда перетянет; правда глаза колет; правда не стареет; правда свое возьмет; [Жуков, В.П. 2006. 408], gospel truth; truth will out; above board; a clean hand wants no washing; a good anvil does not fear the hammer; dinkum oil; clean hand; a fair play; by hook or by crook; many a true word is spoken in jest; much law, but little justice; children and fools tell the truth; practice what you preach; I cannot be your friend and your flatterer too; truth lies at the bottom of a well; a liar is not believed when he speaks the truth; truth is mighty and will prevail; truths and roses have thorns about them; truth never grows old; truth will out.

6. Интеллектуальный уровень («Ум – Глупость»): ум лучше богатства; кто силен, тот и умен; умный малый; умный понимает с полуслова; светлая голова; умен не по годам; знать как свои пять пальцев; обладать недюжинным умом; бывает, что и дурак умного надувает; и дурак может иногда сказать по делу; глупый болтает, умный думает; говори меньше, умнее будет; умный молчит, когда дурак ворчит; умный смиряется, глупый надувается; умный учится на чужих ошибках, а дурак на своих; wit is better than wealth; might goes before right; wise guy; word to the wise; a clear mind/head; an old head on young shoulders; to have something at one's fingertips; to have an unusual power of mind; none is so wise? But the fool overtakes him; a fool may sometimes speak to the purpose; foolish tongues talk by the dozen; fools are wise as long as silent; wise man silent, fools talk; a wise man cares not for what he cannot have; wise men learn by other men's mistakes: fools, by their own.

7. Мифологический уровень («Рай – Ад»): рай земной; райский уголок; ради Бога!; одному Богу известно; пройти через ад; an earthly paradise; Garden of paradise; for heaven's sake!; heaven knows; go through hell.

8. Эмоциональный уровень («Смех – Плач», «Любовь – Ненависть»): разразиться смехом; смеяться до упаду; от души смеяться; валяться со смеху; животы надрывать от смеха; смех – лучшее лекарство; хорошо смеётся тот, кто смеётся последним; улыбка до ушей; посмешишь – людей насмешишь; курам на смех; нет лучше шутки, как над собой; хорошо смеется тот, кто смеется последним; глазами плачет, а сердцем смеется; слезами горю не поможешь; что имеем – не храним, а потерявши – плачем; проливать крокодиловы слезы; любовь всей моей жизни; любовь слепа; в любви, как на войне, все средства хороши; любовь преодолет все преграды; настоящая любовь на расстоянии только крепнет; подростковая любовь; [Верещагин, Е.М. 2005. 1040]

Нами не выявлены специфичные для русского и английского языков уровни ценностей. Ценности – общепhilosophическая и общечеловеческая категория. Как отмечалось ранее, «ценности познаются человеком, а не приписываются предметам произвольно...» [Баранов, А.Н., 1966: 26]. Уровни ценностей выражают глубинные отношения между языком и мышлением, языком и окружающей действительностью, языком и психологией и выступают как языковая универсалия.

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## **КОМПЕТЕНЦИЯ В ОБЛАСТИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА И МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ**

**(Competence in teaching english and intercultural communication)**

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**Аннотация:** В этой статье обсуждается взаимосвязь между лингвистической компетенцией и компетенцией межкультурного общения, а затем о функциях обучения английскому языку в улучшении межкультурной коммуникативной компетенции учащихся. Наконец, в нем исследуется, как развить межкультурную коммуникативную компетенцию изучающих английский язык при преподавании английского языка, и даются некоторые полезные предложения, чтобы действительно реализовать конечную цель преподавания английского языка.

**Annotation.** This article discusses the relationship between linguistic competence and the competence of intercultural communication, and then about the functions of teaching English in improving the intercultural communicative competence of students. Finally, it explores how to develop the intercultural communicative competence of English language learners when teaching English and provides some helpful suggestions to truly realize the ultimate goal of teaching English.

**Ключевые слова:** обучение английскому языку, лингвистическая компетенция, межкультурная коммуникационная компетенция, идеология, вербальный и невербальный язык, речевое сообщество, концепция.

**Keywords:** teaching English, linguistic competence, intercultural communication competence, ideology, verbal and non-verbal language, speech community, concept.

Изменение статуса английского языка в мире как всемирного французского языка привело к смещению его позиции с иностранного или второго языка на средство международного общения. А преподавание английского языка было очень популярно от начальных школ до колледжей и университетов. Несомненно, цель преподавания английского языка как международного языка имеет много общего с межкультурным общением. Таким образом, обучение английскому языку должно быть ориентировано на продвижение межкультурного обучения компетенциям через английский язык. Между тем, межкультурная коммуникативная компетенция должна быть выделена как важная и неотъемлемая часть обучения английскому языку, потому что обучение английскому языку - это не только усвоение разнородной культуры, но и общение. Другая причина заключается в том, что «основная функция языка - это взаимодействие и общение» [Ричард и Роджерс, 1986: 71]. Он отражает функции и коммуникативное использование языка. От учащихся, изучающих английский язык, требуется, чтобы они бегло разговаривали на английском языке с другими студентами или, что более уместно, с иностранцами. Соответственно,

межкультурная коммуникационная компетенция становится все более важной в преподавании английского языка. В этой статье автор пытается обсудить взаимосвязь между лингвистической компетенцией и компетенцией межкультурного общения, а затем о функциях обучения английскому языку в улучшении межкультурной коммуникативной компетенции учащихся. Наконец, автор исследует, как развить межкультурную коммуникативную компетенцию учащихся, владеющих английским языком, при обучении английскому языку, и дает несколько полезных советов, чтобы действительно реализовать конечную цель обучения английскому языку.

Известный американский лингвист Чомский сказал: «... имплицитное языковое знание, поскольку лингвистика связана в первую очередь с идеальным слушанием говорящего, полностью однородным речевым сообществом, которое прекрасно знает свой язык и не подвержено влиянию таких грамматически несущественных условий, как ограничение памяти, отвлечения, смещения речи. внимание и интерес, а также ошибки (случайные или характерные) в применении его знания языка в реальной работе». [Чомский, Н.1965:86]

Напротив, Хаймс считает, что лингвистическая компетенция - это компетенция, которая имеет дело с делами с использованием языка, поэтому он выдвигает концепции коммуникативной компетенции как определение того, что говорящему необходимо знать, чтобы быть коммуникативно компетентным в речевом сообществе. По мнению Хаймса, человек с коммуникативной компетенцией приобретает как знания, так и способность использовать язык в отношении: 1) возможно ли (и в какой степени) что-то формально; 2) возможно ли (и в какой степени) что-то в силу имеющихся средств реализации; 3) является ли (и в какой степени) что-то подходящим (адекватным, счастливым, успешным) по отношению к контексту, в котором это используется и оценивается; 4) Делается ли (и в какой степени) что-то на самом деле, на самом деле выполняется, и что влечет за собой это действие. [Хаймс Д. 1972; 281]

Понятие коммуникативной компетенции, как и другие аспекты культуры и коммуникации, представляет собой разноплановую концепцию, которая различается в разных культурах в результате разных уровней ожидаемого участия, разных убеждений, разных социальных ситуаций, разных типов знаний и разных ценностей и стандарты. С учетом вышесказанного, межкультурная коммуникативная компетенция влечет за собой не только коммуникативную компетенцию в лингвистических и прагматических терминах языка, используемого в межкультурном взаимодействии, но, что более важно, она требует знания различных наборов культурных сценариев и способности быть посредником между

различными культурными идентичностями. Таким образом, межкультурная коммуникативная компетенция может быть определена как способность человека участвовать в продуктивном межкультурном диалоге смыслов и взаимоотношений с людьми из разных культур. Чтобы сделать межкультурное взаимодействие продуктивным, нужно иметь способность создавать смысл и взаимопонимание с людьми из разных культур посредством надлежащего и эффективного использования вербального и невербального языка. [Сонг Ли. 2009:268]

В настоящее время контакты и общение с людьми из разных культур - важный способ узнать больше о других людях и их образе жизни, включая их ценности, историю, привычки и даже сущность их личности. У всех людей одинаковые основные желания и потребности, просто у нас есть разные способы их достижения. Когда мы узнаем это, мы сможем развить терпимость к различиям. Это может быть достигнуто только тогда, когда мы начинаем отношения с людьми, которые отличаются от нас. Следовательно, цель обучения английскому языку должна заключаться в повышении коммуникативных навыков учащихся, которые будут включать не только лингвистические, но и межкультурные компетенции, которые, как правило, направлены на продвижение и облегчение общения между культурами. Также совершенно очевидно, что знание межкультурной коммуникации может помочь решить коммуникативные проблемы до того, как они возникнут. Усиление контактов с другими культурами в современном мире заставляет нас понимать людей, которые могут сильно отличаться от нас, и ладить с ними. Повышение осведомленности и понимания другой культуры и людей, которые могут не разделять наши взгляды, убеждения, ценности, обычаи, привычки и образ жизни, в конечном итоге повысит нашу способность мирно сосуществовать с людьми другого культурного происхождения и способствовать разрешению международных конфликтов. (Самовар Л.А., Портер Р.Е. и Стефани Л.А, 2000: 66-69].

Из приведенного выше анализа взаимосвязи между лингвистической компетенцией и компетенцией межкультурного общения мы можем легко узнать, что само преподавание английского языка является практикой не только повышения языковой компетенции учащихся, но и компетенции межкультурного общения, поскольку преподавание английского языка неизбежно включает в себя преподавание культуры из англоязычных стран. Более того, обучение английскому языку играет уникальную роль в развитии языковой компетенции учащихся и помогает учащимся расширить их кругозор, погрузиться в сущность иностранной культуры и, наконец, улучшить межкультурную коммуникативную компетенцию учащихся.

В то же время английский язык стал международным языком. Английский язык всегда используется разными людьми из разных культур и языков для выражения своих идей и мнений. Когда обучение английскому языку используют разные люди из разных культур, различные ценности, убеждения, мировоззрения, способы мышления и модели жизни, встроенные в языковые формы, и способ, которым выбранные языковые формы воплощаются в речи или текст, также может быть доведен до понимания межкультурного общения учащихся.

Во-первых, обучение английскому языку может предоставить студентам возможность познакомиться с другими культурами и людьми в классах, не выезжая за границу, потому что культура англоязычных стран знакомится с учащимися через различные учебные материалы по английскому языку. , классная деятельность и личное общение с иностранными учителями и студентами из англоязычных стран. Излишне говорить, что в межкультурном взаимодействии посредством различных типов преподавания английского языка и изучения английского языка разворачиваются альтернативные способы межкультурного общения и образа жизни (со своими учителями иностранного языка), и, таким образом, идеология культурной относительности будет постепенно формироваться у студентов с повышением не только их осведомленности о межкультурном общении, но и их компетентности в межкультурном общении. На протяжении всего процесса преподаватели английского языка и студенты участвуют в переговорах по поводу установления определений или восстановления культурной самобытности между своей лингвокультурой и других. Обучение английскому языку предлагает уникальные и важные возможности для межкультурного опыта студентов, а также превращает студентов в необходимый опыт их личностного роста в межкультурную личность.

В целом, обучение английскому языку является наиболее эффективным средством развития межкультурной коммуникативной компетенции учащихся. В частности, английский язык стал международным языком и наиболее широко используется для межкультурного общения во всем мире. В то же время изучение английского языка было обязательным курсом в колледжах и университетах для большинства стран, улучшение и развитие межкультурной коммуникативной компетенции посредством преподавания английского языка действительно может принести пользу большему количеству студентов, чем преподавание любого другого языка или любого другого языка. Более того, студенты, изучающие и использующие английский язык, получают фундаментальные знания и навыки



для эффективного межкультурного общения и успешной карьеры в межкультурном коммуникативном мире.

Обучение английскому языку включает не только набор грамматических правил и лексических элементов, но и набор социальных условностей, регулирующих языковые формы и поведение в коммуникативной группе. Иными словами, обучение английскому языку развивает у учащихся лингвистическую компетентность, но также и компетенцию в области межкультурного общения. В результате учителя английского языка должны знать взаимосвязь между лингвистической компетенцией и компетенцией межкультурного общения и понимать, что преподавание английского языка само по себе является практикой не только повышения языковой компетенции учащихся, но и компетенции межкультурного общения, поскольку преподавание английского языка неизбежно включает в себя обучение культур из англоязычных стран. Кроме того, преподавание английского языка играет решающую роль в развитии у студентов межкультурной коммуникативной компетенции, которая может помочь студентам расширить кругозор, изучить прекрасные культуры и проникнуться превосходной культурной сутью англоязычных стран. Кроме того, учителя английского языка должны принять некоторые эффективные меры для развития у учащихся базовых знаний и навыков межкультурного общения, повышения осведомленности учащихся о межкультурном общении с помощью различных методов обучения, чтобы реализовать цель преподавания английского языка для развития навыков межкультурного общения.

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**PEDAGOGIK KONFLIKTLARNI OLDINI OLIHDA MUOMALA MADANIYATI VA  
MULOQOT QOIDALARINING AHAMIYATI XUSUSIDA**

**(On the importance of culture of communication and rules of communication in the  
prevention of pedagogical conflicts)**

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**Annatsiya:** Maqolada talabalarda muomala madaniyati va muloqot qoidalarini shakllantirish orqali pedagogik kasbiy kompetentlikka erishish tamoyillari, usullari va pedagogik shart-sharoitlari to'g'risida fikr yuritilib, tavsiyalar berilgan.

**Annotation.** The article discusses the principles, methods and pedagogical conditions for students to achieve pedagogical professional competence through the formation of a culture of behavior and rules of communication.

**Kalit so'zlar.** pedagogik konflikt, muloqot, muomila madaniyati, o'zgani anglash, ziddiyatlar, konfliktli vaziyatlar, maslahat, suhbat, sabr-qanoat, konflikt yechimi, raqobat, tana zaboni, tahdid, axborotlarni sintez qilish.

**Keywords:** pedagogical conflict, communication, communication culture, understanding, contradictions, conflict situations, advice, conversation, patience, conflict resolution, competition, body language, threat, information synthesis.

Milliy mentalitetimizda muomala madaniyati asosan o'zaro hurmat asosida "Assalomu alaykum. Va alaykum assalom" dan boshlanadi. Ana shu so'zlar orqali insonlar bir-birlari bilan muloqotga kirishadi, bir-birlari bilan tanishadi va o'z muammolari, ehtiyojlarini qondirib, muammolarini ham hal qilishlari mumkin. Bu so'zlarni kishi tomonidan yoqimli va beg'araz ifoda etilishi suhbatdoshining ham kayfiyatini ko'tarib, murojaat qilayotgan insonga nisbatan mehrini oshiradi. Shuning uchun ham xalqimizda "Salom qanday bo'lsa, alik ham shunday", degan naql bor. Salomlashish odobiga rioya qilish, suhbatdoshga nisbatan iliq va do'stona munosabatda bo'lish kishilar ko'nglidagi ko'pgina ilmoqli tugunlarni yechish uchun sharoit yaratadi.

Ma'lumki, yoshlarga ta'lim-tarbiya berish, ularni barkamol shaxslar sifatida shakllantirish muammosi har doim ham, har qanday jamiyatning asosiy vazifasi bo'lib kelgan. Bugungi kunda Oliy ta'lim muassasalarida "Pedagogik konfliktologiya" fanini o'qitishdan maqsad asosan o'quv jarayoni sharoitida turli shakl va turdagi nizolarning oldini olish orqali ta'lim samaradorligiga

erishish, pedagogik va o'quvchilar jamoasida do'stona ruhiy barqarorlikni ta'minlashni ko'zda tutadi. Ushbu maqsadlarga erishishning zaminida o'zaro muomala madaniyati va muloqot qoidalari yotadi.

Shaxs ma'naviyatining uzviy bir bo'lagi muomala madaniyati bo'lsa, xulq-atvor, odob-axloq, nutqiy faoliyat tushunchalari uning zamiriga kiradi. Asrlar osha har bir xalqqa xos bo'lgan, milliy-ma'naviy qadriyatlar yuksak madaniyat ramziga aylangan urf-odatlar, yurish-turish, yashash tarzi barchasi kishi shaxsiyatida aks etishi tabiiy.

Munosabat, shubhasizki, shaxsning muomala madaniyatidan kelib chiqadi. Bu esa barkamollik belgisi bo'lgan ta'lim va tarbiyaga, ma'naviyat va ma'rifatga borib bog'lanadi. Aqlan, ruhan va jismonan sog'lom avlodgina yurtning porloq kelajagidir. Qushning parvozini qo'sh qanotisiz tasavvur qilish mumkin bo'lmaganidek, insonning iqboli va yurt istiqbolini ham ta'lim-tarbiya va ma'naviyat-ma'rifatsiz tushunish, idrok etish mushkul.

Allomalarimizning e'tirof etishlaricha, mulk sohibi bo'lishdan ko'ra, ko'ngil sohibi bo'lish sharofati haqida mumtoz adabiy merosimizda ibratomiz fikrlar bisyor. Inson dilini ovlash, unga mehr berish, samimiy tilaklar izhor etish ilinji sharq adabiyotida juda sharaflanib, ta'riflangan. Sababi, dunyoda bir ilm borki, bu adabiyotning bosh mavzusi bo'lib kelgan. Bu insonshunoslikdir. Ushbu ilmning ibtidosi esa inson diliga yo'l izlashdir. Ilmu fan ham, ma'naviy madaniyat va san'at ham shu haqda bosh qotirib kelgan. Bu esa komil inson konsepsiyasidir.

Inson qalbiga yo'l topilmasa, barcha sohalarning rivoji, jamiyat taraqqiyoti haqidagi so'z puchga aylanadi. Insonning ongu shuuri, qalbigina ulug' va qutlug' ishlarga qodirdir. Bu qalbda dunyoqarash va tafakkur qudrati bor. Tafakkur va ongning yuksakligiga erishmasdan turib oldimizga qo'yilgan maqsadlarimizning ro'yobini tasavvur etish mushkul.

“Inson xushfe'l, kamsuqum, xokisor, oliyhimmat, muloyim, beozor bo'lsa, ko'pchilikning e'tirofu e'tiboriga tushadi. Chunki, e'tirof e'tiborga, e'tibor ehtiromga, ehtirom esa e'zozga eshik, ezgulikka beshikdir. Odamzotning kimligini, ma'naviyatini atrof-dagilariga bo'lgan munosabatidan anglab olish qiyin emas. Chunki, muomala inson xulq-atvorining ziynatidir. Kishi xulqi bilan nazarga ham, hazarga ham duchor bo'lishi hech gap emas” [Jumaniyozov R.2015: 20].

Dunyo go'zallik qonuniyatlariga binoan qurilarkan, demak, insonning xulqi va nutqi ham, ko'rinishi va kiyinishi ham, munosabati va muloqoti ham go'zal bo'lishi maqsadga muvofiq. Xalqimizning “O'zingga qarab kutarlar, so'zingga qarab kuzatarlar” — degan o'giti bejiz emas. “Til yarasi bitmas, tig' yarasi bitar” — deganida ham inson uchun zarur bo'lgan muomala jarayoniga e'tibor zaruriyatini sezish qiyin emas.

“Qalbgaga yo'l ma'rifatdan boshlanadi. Ma'naviyatli inson kimga, nima haqda, qachon, qayerda, qanday qilib va qancha aytishni biladi va amal qiladi, shu asnoda obro' qozonadi,

e'tiborga tushadi. Bir so'z va bir xatti-harakat e'tirofqa yoxud e'tirozga, nazarga yoxud hazarga, yaxshilikka yoxud vahshiylikka sababkor qilishi hech gap emas. Shundagina voizning o'zi ham, so'zi ham joiz bo'ladi, suhbatdoshi qalbida iz qoldiradi. Ma'rifatli inson madaniyatli ayni damda ma'naviyatlidir. So'zlash ma'rifatdan, tinglash madaniyatdan, anglash ma'naviyatdandir. Johil kishi so'zning qiymatini va o'zining qadrini bilmagani uchun xushmuomalada bo'lolmaydi. Jaholatga qarshi ma'rifat bilan kurashish va olishish uchun esa bilim, tafakkur, yuksak darajadagi xulqiy va nutqiy madaniyat zarur;" [Jumaniyozov R.2015:23].

“G‘urbat izlaganga–g‘urbat bu dunyo,

Illat izlaganga–illat bu dunyo,

Kim neni izlasa, topar begumon,

Hikmat izlaganga–hikmat bu dunyo” – deb yozadi shoir Sadridin Salim Buxoriy.

Ma'rifatparvar adib Abdulla Avloniy “Turkiy guliston yoxud axloq” asarida odamzot tabiatidagi maqbul va nomaqbul xislatlarni qayd eta turib, insonlarni yaxshilikka chaqiruvchi, yomonliklardan qaytarguvchi ilm bu axloq ekanini ta'kidlaydi. “Inson ikki narsadan murakkabdur. Biri jasad, ikkinchisi nafsdur. Jasad ko'z ila bor narsalarni ko'rur. Ammo nafs idrok ila yaxshini yomondan, oqni qoradan ayirur. Jasadning ham, nafsning ham biror surati bordurki, yo yaxshi va yo yomon bo'ladur. Jasadning surati hammaga ma'lum bir narsadurki, har vaqt ko'zga ko'rinib turadur. Ammo nafsning surati ko'zga ko'rinmaydurgan, aql ila o'lehanadurgan bir narsadurki, buni xulq deb atalur. Agar bir kishi yoshligida nafsi buzulub, tarbiyasiz, axloqsiz bo'lib o'sdimi, bunday kishilardan yaxshilik kutmak yerdan turib yulduzlarga qo'l uzatmak kabitur [Jumaniyozov R.2015: 25].

Ma'rifatli, ma'naviyati yuksak bo'lgan o'qituvchilar muomala madaniyati ko'pchilikka ibrat bo'la oladi. Bunday toifadagi o'qituvchilarni o'quvchilar jon-dilidan yaxshi ko'rib, bergan topshiriqlarini bekamu-ko'st bajaradilar. Xushmuomalalik, xushfe'llik, beozorlik, muloyimlik, hayo-ibolilik har doim ham ularning husniga husn, obro'siga obro' qo'shgan. Alisher Navoiy “Mahbub ul-qulub” asarida “Vafosizda hayo yo'q, hayosizda vafo yo'q” – deya bejiz ta'kidlamagan. Beandishalilik, befahmlik, befarosatlik esa kishini aqldan, hayodan judo qiladi. Sharq odobnomasida qayerga borish, qanday so'rashish, qayerda o'tirish, qanday so'zlash, kimlarning suhbatida bo'lish muomala madaniyatining mezonlari sifatida ko'p bor tilga olingan. Sa'diy Sheroziy “Shirin so'zli shilgay dushman po'stini, dag'al so'zli dushman qilgay do'stini” — deya o'rinli ta'kidlagan.

Bugungi Yangi O'zbekiston sharoitida yoshlarini uchinchi renesans poydevorini yaratishga qodir raqobatbardosh mutaxassislar etib tayyorlash muammosi oliy ta'lim muassasalari professor-o'qituvchilariga mas'uliyatli vazifalarni yuklaydi.

Oliy pedagogik ta'lim muassasalarida tarbiyaga oid fanlarni o'qitish jarayonida talabalarga xushmuomalalilikni, inson qalbiga yo'l topish tilsimlarini o'rgatish zarurati mavjudligini unutmaslik kerak. O'zaro do'stona munosabatlar, shirinsuxanlik, dilkashlik orqali har doim ham sodir bo'ladigan pedagogik konfliktlarni oldini olish imkoniyati paydo bo'ladi. O'quv jarayonida pedagogik nizolarning oldi olinishi talabalarining nafaqat ta'lim samaradorligini ta'minlaydi, balki muomala madaniyatlarini takomillashishiga ham xizmat qiladi.

Ma'lumki, konfliktlar inson hayotining ajralmas tarkibiy qismi sifatida e'tirof etiladi. Bo'lajak o'qituvchilarda sodir bo'lishi mumkin bo'lgan pedagogik konfliktlarni profilaktika qilish, korreksiyalash va bartaraf etish ko'nikmalarini shakllantirib borish muhim ahamiyat kasb etadi.

Chirchiq davlat pedagogika instituti "Pedagogika va menejment" kafedrasida professor-o'qituvchilari tomonidan bu borada olib borilayotgan ishlar diqqatga sazavordir. "Pedagogika va psixologiya" hamda "Ta'lim muassasasini boshqarish" yo'nalishidagi ikkinchi va uchinchi kurs talabalar bilan bevosita o'quv jarayonida o'zaro hamkorlik asosida dual darslarni tashkil etish orqali sodir bo'lishi mumkin bo'lgan nizolarni oldini olish ko'nikmalari shakllantirib borilmoqda. Talabalar passiv ravishda tayyor bilimlarni o'zlashtiruvchi sub'yekt sifatida emas, balki mustaqil ravishda fikrlab, ilm izlash sirlaridan voqif bo'lish, mulohaza yuritish va xulosa qilish kabi ko'nikmalarga ega bo'lmoqdalar. Yangi zamonaviy pedagogik va axborot texnologiyalaridan keng foydalangan holda ma'ruza va amaliy mashg'ulotlarni olib borish o'zining ijobiy samarasini bermoqda.

Xulosa o'rnida aytish mumkinki, bugungi kunda institut auditoriyalarida tahsil olayotgan talabalar – Yangi O'zbekistonning bo'lajak o'qituvchilari mashg'ulotlarda egallagan bilim, ko'nikma va malakalari orqali o'quvchi-yoshlarni barkamol insonlar qilib tarbiyalashdyek jamiyat buyurtmasini muvaffaqiyatli hal eta olishlariga ishonamiz.

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**YOSH AVLODGA INGLIZ TILINI O'RGATISHDA MADANIYATLARARO  
MULOQOT MASALALARINING O'RNI VA AHAMIYATI.**

**(The role and importance of intercultural communication in teaching English to the  
younger generation.)**

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**Annotatsiya:** Ushbu maqola orqali bugungi kunda xalqaro til maqomiga ega bo'lgan ingliz tilini o'rgatishda madaniyatlararo muloqot masalalariga e'tibor qaratilgan. Ma'lumki, madaniyatlararo muloqot - bu turli madaniyatlar va ijtimoiy guruhlar o'rtasida ma'lumot almashishga qaratilgan muloqot shakli hisoblanadi. Shuningdek, maqolada til va madaniyat o'rtasidagi bog'liqlikni ilmiy jihatdan tahlil qilishga yondoshilgan.

**Annotation:** This article focuses on intercultural communication in the teaching of English, which today has international language status. It is well known that intercultural communication is a form of communication aimed at exchanging information between different cultures and social groups. The article also focuses on a scientific analysis of the relationship between language and culture.

**Kalit so'zlar:** til, muloqot, madaniyat, urf-odat, millatlararo, madaniyatlararo munosabatlar, kommunikatsiya, intellektual salohiyat, kreativ yondashuv.

**Keywords:** language, communication, culture, customs, intercultural relations, communication, intellectual potential, creative approach.

Zamon shiddat bilan rivojlanayotgan bir vaqtda, chet el fuqarolari bilan iqtisodiy, madaniy, fan va ta'lim yo'nalishlarida hamkorlik munosabatlarini o'rnatishga bo'lgan ehtiyoj tobora

ortmoqda. Bu esa o'z navbatida xalqaro miqyosida chet tilini o'rganishga bo'lgan talabni ortishiga, jamoalar kundan -kunga ko'p tilli va ko'p madaniyatli bo'lib borishiga va madaniyatlararo muloqot ko'nikmalarini shakillanishiga sabab bo'lmoqda. Har qanday ta'lim yo'nalishida tahsil olayotgan talabalar o'rganayotgan tilining madaniyati va xalqlarining urf-odatlariga haqida ma'lumotga ega bo'lsalargina muloqotga kirishganda to'siq va tushinmovchiliklarga duch kelishmaydi. Ahamiyatlisi, o'zga til vakillari bilan munosabat o'rnatishdan avval madaniyatlararo aloqa bo'shliqlari natijasida yuzaga keladigan munosabatlarning buzilishining oldini olish uchun mavjud bo'lgan madaniy farqlarni to'liq tushunish juda muhimdir. Biz har doim bilishimiz kerakki, har qanday guruhning me'yorlari, e'tiqodi, amaliyoti va tili statik emas, balki dinamikdir. Lingvistik jihatdan nazar soladigan bo'lsak, madaniyat chet tilini o'qitish va o'rganishda muhim o'rin egallaydi. Ma'lumki, til madaniyatning asosiy vositasi sifatida ishlatiladi. Chet tillarni o'rganish va o'qitishda madaniyatlararo muloqot nima ekanligini tushunish uchun, birinchi navbatda, madaniyatning sof tushunchasini hisobga olish kerak. Shuningdek, chet tillarini o'rganish va o'qitishda madaniyatlararo muloqotning asosiy omili sifatida tilning ma'nosi haqida ma'lumot olishni talab qiladi. Ko'pincha talabalarga til qoidalariga o'rgatiladi, lekin ular yetarli darajada muloqot qila olmaydilar, chunki ular maqsadli madaniyat haqida yetarli ma'lumotga ega emaslar. Bu masalani inobatga olgan holda, talabalarining boshidanoq o'rganilayotgan til madaniyati haqida ma'lumotga ega bo'lishi juda muhim hisoblanadi.

Ta'lim tizimi isloh etishda xalqaro aloqalarning rivojlanishini hisobga olishi kerak, shu bilan birga o'rgatilayotgan mamlakat til normalari, ularning urf –odatlariga va an'analariga haqida talabalarda bilim va ko'nikmalar shakillantirishimiz darkor.

Dunyo hamjamiyatida xalqaro til maqomiga ega bo'lgan ingliz tili, butun dunyo hayotining intellektual, iqtisodiy, tijorat va madaniy jihatlarida foydalanuvchilari yuqori darajadagi tillar sirasiga kiradi. Bu tilni o'rganish millatlararo madaniyat munosabatlarni o'rnatishda, xalqaro turizm salohiyatini oshirishda, ommaviy axborot vositalari orqali ma'lumot yetkazishda va nihoyat ta'lim tizimini rivojlantirishda juda muhim hisoblanadi. Ta'lim sharoitida, mintaqaviy va global miqyosida samarali muloqot qilish istagi bo'lgan o'qituvchi va talabalar, birinchi navbatda, suhbatdoshining tili va madaniyatini yetarli darajada o'rganishi lozim.

Madaniyatlararo muloqot - bu turli madaniyatlar va ijtimoiy guruhlar o'rtasida ma'lumot almashishga qaratilgan muloqot shakli. Ushbu muloqot turli diniy, ijtimoiy, etnik va ta'lim oluvchi shaxslardan tashkil topgan tashkilot yoki ijtimoiy kontekstda tabiiy ravishda paydo bo'ladigan muloqot jarayonlari va muammolarining keng doirasini tasvirlash uchun ishlatiladi. Madaniyatlararo muloqot ba'zan madaniyatlararo aloqa bilan sinonim sifatida ishlatiladi. Bu atama o'ziga xos muammolarni, boshqaruv texnikasini va turli madaniyatli odamlar o'rtasidagi o'zaro

munosabatlarga bag'ishlangan akademik tadqiqotlarni tasvirlash uchun ishlatilgan. Madaniyatlararo muloqotning turli jihatlarini mavjud, masalan, lingvistik tafovutlar, turlicha stereotiplar, ijtimoiy rollar va e'tiqod tizimlari tushunmovchilik va nizolarga olib keladi va shu tariqa hal qilishni osonlashtirish maqsadida ko'rib chiqiladi.

Madaniyatlararo muloqotga xos bo'lgan umumiy muammolar ta'lim, turizm, biznes va diplomatiya kabi ko'plab insoniy faoliyatlarda mavjud. Madaniyatlararo muloqot muammolarini hal qilish fanlararo xarakterga ega va ular ishtirok etadigan madaniy omillarni yahshi tushunishni talab qiladi.

Madaniy kompetentsiya, ya'ni, boshqa mamlakatning konvensiyalari, urf -odatlarini, e'tiqodlari va ma'no tizimlarini bilish, shubhasiz, chet tillarini o'rganishning ajralmas qismi va ko'plab o'qituvchilar o'zlarining ta'lim dasturlariga o'z maqsadlari sifatida madaniyat ta'limini chet el tiliga kiritishni maqsad qilib qo'yishgan. Til va madaniyat o'rtasida bog'liqlik mavjud.

Oliy ma'lumotli talabalarga imkon qadar o'z salohiyatini rivojlantirishga yordam berish va ularni hayotining ta'lim davrida muammolar bilan ishlashga, o'zgarishga va o'zgarishlarga dosh berishga tayyorlash, o'quvchilarni o'z o'quv faoliyatini rejalashtirishga, boshqarishga va o'ylashga o'rgatish darkor. O'quvchilarning ijodkorlikdagi o'rni va ularning tajribalarini tushunish, ijodkorlik jarayoni bilan o'zaro bog'liq bo'lgan faoliyat, tajriba va munosabatlar majmuasini o'z ichiga olishi mumkin:

- a) oldindan o'ylash va nima qilishni rejalashtirish-vazifalarni tahlil qilish, maqsadlarni aniqlash, erishish strategiyasini yaratish;
- b) rejalashtirilgan niyatlarga muvofiq ishlarni bajarish;
- c) o'rganish uchun nima qilingan va nimaga erishilganligi haqida mulohaza yuritish (aks ettirish, ko'rib chiqish va baholash; tajribani his qilish);
- d) o'z-o'zini kuzatish va yozib olish- fikrlar, g'oyalar, tajribalar, harakatlar va ularning ta'sirini tahlil qilish, tajriba o'tkazish;
- e) tadbirlarda qatnashish (shaxsiy intellektni shakillantirish);
- f) doimiy muloqot qilish (kommunikativ qobiliyatlarni rivojlantirish).

Xalqaro tilni o'rganish jarayoni ikki yo'nalishda amalga oshiriladi:

- 1) boshqa madaniyat materiallarini tahlil qilish va talqin qilish;
  - 2) har ikki hodisaning o'xshashliklari va turlarini solishtirish orqali o'z madaniyatini aks ettirish.
- Bu ikki tomonlama harakat juda muhim ahamiyatga ega, chunki madaniy xilma-xillikka barqaror yondashish bilan madaniy nutq asosidagi tadqiqotlar rivojlanib boradi.

Madaniyatlararo muloqot qobiliyatini o'quvchining turli madaniyatlarni idrok etish, tahlil qilish va ularni o'z ona tili va millatiga bog'lash qobiliyati deb ta'riflash mumkin. Zamonaviy odam qanchalik globallashtirilgan dunyoda yashashidan qat'iy nazar baribir, hozir odamlar birinchi navbatda



Xalqaro ilmiy-amaliy konferensiya to'plami

o'z oilasini, mintaqasini, millatini, mamlakatini, yoki madaniyatga aloqadorlik axborot xabarlarini bilishi darkor deb hisoblayman. O'zining madaniy ildizlari to'g'risida doimiy xabardor bo'lmasdan, odam boshqa millatning madaniyatini tushuna olmaydi.

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**XITOIY LINGVOMADANIYATIDA GENDER TUSHUNCHASI**

**(The concept of gender in chinese linguoculture)**

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**Annotatsiya:** Ushbu maqola Xitoy madaniyatining gender an'analari, gender stereotiplari va ularni xitoy tilining og'zaki nutqida namoyon bo'lishi va verbal vositalarida aktuallashuvi haqida ma'lumot beradi. Maqolada xitoy gender madaniyatining milliy va madaniy xususiyatlari va ularni lingvistik birliklarga tarjima qilish usullari: so'z, barqaror iboralar, shuningdek, maqol va matallar keltirilgan. Lingvistik birliklarning tavsiflashda lingvomadaniy tadqiqotlar uchun umumiy bo'lgan quyidagi usullar qo'llaniladi: tavsif, semantik ta'rif va lingvistik talqin. Maqola maqsadi - xitoyliklarning gender madaniyatining milliy va madaniy xususiyatlarini va ularni so'z boyligi, frazeologiya, evfemizmlar, shuningdek paremiyada mujassamlash usullarini namoyish etishdir.

**Annotation:** This article provides information on gender traditions, gender stereotypes of Chinese culture and their manifestation in Chinese oral speech and their actualization in verbal means. The article presents the national and cultural features of Chinese gender culture and ways to translate them into linguistic units: words, regular expressions, as well as proverbs and sayings. The following methods, common to linguocultural research, are used to describe linguistic units: description, semantic definition, and linguistic interpretation. The aim of the article is to show the

national and cultural features of Chinese gender culture and ways to integrate them into vocabulary, phraseology, euphemisms, as well as paremia.

**Kalit so'zlar:** xitoy tili, gender stereotiplari, ayol obrazi, milliy-madaniy xususiyatlar, lingvomadaniyat

**Keywords:** Chinese language, gender stereotypes, female image, national-cultural features, linguoculture

Erkaklik va ayollik tushunchasi va ularning o'ziga xos xususiyatlari har qanday milliy madaniyat uchun dolzarbdir. Jinslarga marosimlarda, folklorda, mifologik ongda umuman dunyo tushunchasida muhim joy berilgan. Shu bilan birga, turli madaniyatlarda stereotiplar va jinsning qiymat o'lchovlari sezilarli darajada farq qiladi. Chunki turli madaniyatlarda erkaklar va ayollarning ijtimoiy rollari turlicha. Ular odatda tartibga solinadi; bunday tartibga solish stereotip bo'lib, keyinchalik kollektiv ongda ishlaydi. [Войченко В.М. 2009:66]

Ayrim etnik guruhlar mentalitetining milliy va madaniy xususiyatlarining o'ziga xos xususiyatlarini o'rganishga imkon beradigan zamonaviy tilshunoslikning dolzarb yo'nalishlaridan biri bu lingvomadaniy aspektda gender stereotiplari deb nomlangan. Gender stereotiplari - bu erkaklar va ayollarning jamiyatdagi o'rni, ularning funksiyalari va ijtimoiy vazifalariga nisbatan ichki munosabatdir. Stereotiplarning o'ziga xos xususiyati shundaki, ular ong ostiga shu qadar mahkam kirib boradiki, ularni nafaqat yengish, balki ularni obyektiv amalga oshirish ham juda qiyin. Olimlarning antropologik muammolarga bo'lgan qiziqishi ortgani sababli, gender diskursi inson mohiyatini anglashda ham, madaniyat va sivilizatsiya rivojlanish yo'llarini belgilashda ham markaziy o'rinlardan birini egallay boshladi. Ko'pgina tadqiqotchilar ta'kidlashlaricha, gender so'zi inson dunyoqarashining asosiy tarkibiy qismlaridan biri bo'lib, u eng qadimiy va umumbashariy narsalardan biridir. Shuning uchun ushbu muammoni o'rganish insonning ma'naviy, madaniy va ijtimoiy mohiyatini to'liqroq o'rganishga yordam beradi.

Xitoylik mualliflar orasida Sun Rujian (2012) asarlari, ayniqsa uning "Xitoy gender lingvistikasi" (汉语性别语言学) monografiyasi ajralib turadi hamda bu xitoy gender lingvistikasining ilmiy asoslari bo'lgan birinchi asar deb atash mumkin. Psixolingvistika va sotsiolingvistikada qo'llaniladigan nazariy va uslubiy asoslarga tayanib, muallif zamonaviy xitoy tilida genderning aksini har tomonlama tahlil qiladi, shuningdek, xitoycha iyerogliflarni etimologik tahlil qilish orqali o'tgan asrlarda xitoy lingvistik madaniyatida hukmronlik qilgan gender kamsitish muammosini keltiradi. Tadqiqotlar doirasi, shuningdek, gender kamsitish etimologiyasi va uning iyerogliflarda aks etishi, fonetika, leksika va so'z shakllanishida genderning aks etishi

kabi muammolarni o'z ichiga olgan bu asar gender sohasida yozilgan lingvistik izlanishlarning asoslaridandir. [Sun R. 2012:234]

Shuningdek, Zhao Ronghuining "Til va jins" monografiyasi diqqatga sazovordir. Ushbu monografiyada xitoy tilshunosligining gender diskursi birinchi marta qiyosiy usulda taqdim etilgan. Tadqiqotda sotsiolingvistika nuqtai nazaridan xitoy tilida so'zlashuv nutqida erkak va ayol deb ataladigan tillarning farqlari keltirilgan va ularning ijtimoiy mohiyati har tomonlama tavsiflangan. Ushbu monografiyaning nazariy asoslari gender farqlari va nutq, so'z, shuningdek turli xil nutq uslublari o'rtasidagi munosabatlarni o'rganishning asosiy jihatlarini qamrab oladi. [Zhao R. 2003:318]

A.V. Kirilining so'zlariga ko'ra, gender kontsepsiyasining asosiy nazariy va uslubiy qoidalari quyidagilarga asoslangan: 1) madaniy belgilar ya'ni irogliflar; 2) ushbu ramzlarni mumkin bo'lgancha talqin qilish yo'nalishlarini belgilaydigan diniy, ilmiy, huquqiy va siyosiy ta'limotlarda ifodalangan normativ bayonotlar; 3) ijtimoiy muassasalar va tashkilotlar; 4) shaxsning o'z ini o'zi identifikatsiyasi. [Кирилина А.В. 1999:46]

Gender stereotiplarining mohiyati va mavjudligini o'rganish lingvistik genderologiya, psixologiya, sotsiologiya va boshqa gumanitar fanlar uchun dolzarb va munozarali muammo hisoblanadi. Jamoatchilik ongida asrlar davomida shakllanib kelgan stereotiplarga asoslangan erkaklar va ayollar tasvirlari mavjud. Ushbu stereotiplar garchi ular hali ijtimoiy-madaniy jihatdan muhim erkak yoki ayol xususiyatlariga ega bo'lmagan bo'lsalar-da, go'daklarga ham tegishli. Erkaklar va ayollarning ijtimoiy maqsadi, ularning ijtimoiy va huquqiy maqomidagi tengsizlik va ushbu tengsizlikning sabablari to'g'risida jamiyatning qarashlari hamon munozarali. Erkaklar va ayollar o'rtasidagi farqlarning tabiati haqida savol qolmoqda, ya'ni jinslarning qobiliyatlari va xatti-harakatlaridagi mavjud farqlarga turli xil omillarning ta'sir darajasi to'g'risida chuqur bahs munozalar mavjud.

Shunday qilib, adabiyotlarni tahlil qilish shuni ko'rsatadiki, zamonaviy tilshunoslikda genderni lingvistik aks ettirishga bag'ishlangan tadqiqotlar quyidagi ikki yo'nalishda olib boriladi: 1) birinchi navbatda nominativ tizim, leksika, sintaksis, jins toifasi va boshqalar o'rganildi, shuningdek, erkaklar va ayollarga qanday baho berilganligi va ular qaysi semantik sohalarda eng aniq ifodalanganligi o'rganiladi. Bunday tadqiqotning asosiy maqsadi - turli xil jinsdagi kishilarning mavjudligi tilda qanday aks etishini tavsiflash va tushuntirishdir; 2) erkaklar va ayollarning kommunikativ xulq-atvorini o'rganish, bu yerda odatiy strategiya va taktikalar ajralib turadi, leksik birliklarni, sintaktik konstruksiyalarni va boshqalarni jinsiga qarab tanlash.

Ma'lumki, xitoy yozuvi boshqa xalqlarning yozuvlaridan farqi qiladi. U xitoy sivilizatsiyasi, ma'naviy va moddiy madaniyati rivojlanishining butun tarixini o'zida mujassam etgan. Masalan,

qadimgi Xitoyda ayolning ijtimoiy mavqeini tushunish uchun iyeroglifga qarash yetarlidir. 女 nǚ - "ayol" iyeroglifi, qadimgi suyakka o'yilgan yozuvlarida itoatkorlikni anglatuvchi holatda o'tirgan, oyoqlari ostiga bukilgan, qo'llari ko'ksiga qiyilgan ayol qiyofasi tasvirlangan. Qadimgi Xitoyda bu odob-axloq va erkakka bo'ysunishni ramzi ma'nosida ayolning an'anaviy holati edi. Djaguvendagi (toshbaqa chig'anoqlari va suyaklariga yozuv, miloddan avvalgi XIV-XI asrlarda) erkak kishi quyidagicha tasvirlangan: iyeroglifning yuqori qismi dalani, pastki qismi kuchni anglatar edi, chunki qadimgi jamiyatda erkak kishi an'anaviy ravishda qishloq xo'jaligi bilan shug'ullangan, ayol kishi esa - uy xo'jaligi bilan. Ushbu gender ttuzilmasi quyidagi frazeologik birlikda mujassamlashgan: 男耕女织 nángēng nǚ zhī - erkaklar yer haydaydi, ayollar esa to'qishadi.

Cihai (辞海) lug'atida ayol grafemasi bor 257 ta iyeroglif mavjud. Ularning orasida ijobiy ma'noga ega 47 ta iyeroglif bo'lib, ular ko'pincha ayolning jozibali qiyofasi va fazilatini tasvirlaydi. Masalan: 娇jiāo - chiroyli, jozibali; ayol; 好hǎo- yaxshi; yoqimli; chiroyli; mehribon, mos; qulay; 妥tuǒ - to'g'ri, mos, xotirjam, tinch; 妙miào - chiroyli, go'zal, hiyla-nayrang, ingichka, mohir, epchil, yaqin, yashirin; 妍yán - fazilatli; 姝shū - chiroyli, yoqimli; 娥é - chiroyli, go'zallik; 姊zǐ - chiroyli qiz; 妆zhuāng - kosmetika, pardoz qilmoq.

Salbiy ma'noga ega bo'lgan iyerogliflar – 35 ta (masalan: 嫉jí - hasad, nafrat; 黜chù - hazillashish, ko'z suzish; 奸jiān - yomonlik, illatlar, yomon odam; 奴nú - qul; 妄wàng - bema'ni, beparvo; 奴nú - urishmoq, janjal; yomon, ahmoq; 嬾lǎn - dangasa; 妨fáng- zarar yetkazish; jabr yetkazish, baxtsizlik keltirish, aralashish, xalaqit berish; 妒dù - hasad; 媿chī - xunuk, jirkanch va boshqalar.

Ushbu iyerogliflar ham salbiy ham ijobiy ma'nolarga egasi 18 ta. Ular orasida "jozibali", "maftunkor" ma'nosida ishlatiladigan 妖yāo iyeroglifi ham bor va u shu bilan birga, tushunarsiz, mash'um ma'nolarni anglatadi. 媿 (媿) yu, tōu iyeroglifi "zavq", "quvonch" ma'nosini anglatishi mumkin, ammo "o'g'irlamoq" ma'nosida ham kelishimumkin. 媿mián, miǎn ayollarning chiroyli ko'zlarini tasvirlaydi va shu bilan birga, u "hasad" ma'nosida ishlatilishi mumkin. [ Cihai. Shanghai 1989:2572]

Agar xitoy tilining leksik qatlamiga chuqurroq nazar tashlasak, qadimgi xitoy jamiyatida ayolning taqdiri juda qayg'uli bo'lganini ko'rishingiz mumkin. Masalan, 溺嬰 nì yīng - "bolani cho'ktirish" so'zini olaylik. 嬰 yīng ikkinchi iyeroglifi tarkibida ayol degan ma'noni anglatuvchi kalitni ko'ramiz, bu qadimgi davrlarda faqat ayol chaqaloqlar shu tarzda o'ldirilganligidan dalolatdir. Boladan qutulish uchun bunday g'ayriinsoniy yondashuv, bizning fikrimizcha, qadimgi xitoylarning diniy hayotining asosiy qismiga aylangan ajdodlar sig'inishiga bog'liq bo'lishi mumkin. Ma'lumki, ajdodlarga sig'inish ularni farzandlik taqvodorligiga majbur qilgan - xiao (孝), bu hayot davomida ota-onalarga ko'r-ko'rona itoat qilishni va o'limdan keyin - barcha sharaflar bilan dafn marosimini va keyinchalik ularning ruhlariga qurbonliklar keltirishni talab qilgan (jibai zuxian 拜祖先, maxsus so'z - li (礼) bilan ifodalangan o'ziga xos qoidalar doirasida). Li tushunchasiga ko'ra, qiz bola ota-onasi vafotidan keyin ularga qurbonlik qilishga haqli emas edi. Ehtimol shuning uchun ham qadimgi Xitoyda qiz farzand aksariyat hollarda istalmagan bola bo'lgan. Qadimgi jamiyatda kambag'al dehqon, uni sharaf bilan dafn etadigan va qurbonlik beradigan o'g'il tug'ilguniga qadar, qiz chaqaloqlarni o'ldiradigan holatlar juda ko'p bo'lgan.

Qadimgi Xitoyda qiz farzandli bo'lish iqtisodiy jihatdan zararli edi. Faqatgina bu emas, balki qiz yetuk bo'lib, boshqa birovga turmushga chiqib ota-ona uyini tark etayotganda ham ota-onalar mahr tayyorlashlari kerak edi - jiazhuang (嫁妆), bu ko'pincha qiz bola ota-onasining fikriga ko'ra zarar edi. Xitoyning mashhur maqolida deyiladiki- 嫁出去的女, 泼出去的水 jià chūqù de nǚ, pō chū qù de shuǐ - "Turmushga chiqqan qiz tashqariga sepib yuborilgan suvga o'xshaydi". Bu muammolarni boshidanoq to'xtatishning yagona usuli yangi tug'ilgan qizni o'ldirish edi. Ota-onalar qizlarini o'zlari o'ldirishar, yoki bu ishni boshqalarga ishonib topshirishar, yoki shunchaki ularni hovliga olib chiqib qo'yib qoldirishar edi. Moddiy muammolarni hal qilishning bunday g'ayriinsoniy usuli vaqti-vaqti bilan nikoh yoshidagi odamlar o'rtasidagi jinsiy tarkibdagi muvozanatning buzilishini keltirib chiqargan. Masalan, xitoylik etnograf Fey Syaotong ta'kidlashicha, o'tgan asrning ba'zi xitoy qishloqlarida nikoh yoshidagi har 140 erkak uchun 100 ta teng yoshdagi qizlar to'g'ri kelgan. [Фэй С. 1989:44]

Qadimgi Xitoyda hukm surgan gender tengsizligi to'g'risida batafsilroq ma'lumotni quyidagi lingvistik birliklarda topish mumkin:

Xalqaro ilmiy-amaliy konferensiya to'plami

1) so'zlar: 家里人jiā lǐ rén yoki 屋里人wū lǐ rén - uyda o'tirgan, uy ichidagi odam (ayol); 孩子他娘háizi tā niáng - bolalar onasi; 贱内jiàn nèi- mening ayolim; 拙荆zhuō jīng - mening (faqir) xotinim;

2) frazeologik birliklar: 重男轻女zhòng nán qīng nǚ - erkaklarni hurmat qilish, ayollarni kamsitish; 男尊女卑nán zūn nǚ bēi - erkakni hurmat qilish, ayolni xo'rlash; 红颜命薄hóng yán mìng báo - go'zal ayolning taqdiri og'ir;

3) maqol va matallar: 女子无才便是德 nǚ zǐ wú cái biàn shì dé - eng fazilatli ayol o'rtamiyona ayoldir; 女人头发长见识短nǚ rén tóu fǎ cháng jiànshì duǎn - ayolning sochlari uzun, aqli kalta; 好女不嫁二夫hǎo nǚ bù jiàèr fū - yaxshi ayol ikki marta turmushga chiqmaydi; 打老婆, 骂老婆, 手内无钱卖老婆dǎ lǎo pó, mà lǎo pó, shǒu nèi wú qián mài lǎo pó - xotiningizni urishingiz mumkin, unga tanbeh berishingiz mumkin, agar pul qolmasa, uni sotishingiz mumkin; 菜刀不磨成死铁 女人不打成妖孽cài dāo bù mó chéng sǐ tiě, nǚ rén bù dǎ chéng yāo niè - agar pichoqni charxlamasangiz, u xiralashadi, agar xotiningizni kaltaklamasangiz, bo'ri odamga aylanadi; 美色从来是祸胎měi sè cónglái shì huò tāi - go'zal ayol har doim yovuzlikning manbai; 十个女子九个妒shí gè nǚ zǐ jiǔ gè dù - ayol juda hasad qiluvchi jonzot va boshqalar.

Yuqoridagi lingvistik faktlarni o'rganish shuni ko'rsatadiki, Xitoy madaniyatidagi gender stereotiplari nafaqat umumiy madaniy, balki xitoy tilining leksik-semantik tizimidagi ramziy ma'nolar bilan mustahkamlangan umumiy lingvistik xususiyatlarga ham ega. Berilgan misollardan ko'rinib turibdiki, zamonaviy xitoy tilida gender stereotiplari ulkan va yaxshi tuzilgan leksik va frazeologik maydon, ko'plab paremiyalar, pretsedent matnlar va boshqa lingvistik vositalar bilan obyektivlashadi.

Lingvistik materialni tahlil qilish shuni ko'rsatdiki, gender stereotiplari Xitoy lingvistik madaniyatining markaziy qismlaridan biridir. Ular Xitoy xalqining ijtimoiy qadriyatlarini himoya qilishda muhim rol o'ynaydi, hamda hissiyootliligi va yuqori darajada barqarorligi bilan ajralib turadi.

Shunday qilib, gender stereotiplari va genderni asoslangan so'z boyligini o'rganish turli xil milliy madaniyatlarda yuzaga keladigan kognitiv jarayonlarni, ona tilida so'zlashuvchilarning aqliy dunyosining o'ziga xos xususiyatlarini tushunishga yordam berishi mumkinligini ta'kidlash

mumkin. Zero, gender lug'ati inson tomonidan atrofdagi dunyoni kontseptualizatsiya qilishning asosi bo'lgan va insonning aqliy dunyosida madaniyatning muhim birligi bo'lgan muhim qatlamdirdir.

Gender stereotiplari real holatni sezilarli darajada soddalashtiradi, ammo jamoaviy ongda ular qat'iy ravishda o'rnatilgan va juda sekin o'zgaradi. Milliy tilning leksik fondiga kiritilgan ma'lumotlar xitoy tilida so'zlashuvchilarning duny qarashida chuqur iz qoldiradi va ular kiradigan aloqa jarayonlarining sifatiga bevosita ta'sir qiladi.

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