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Articles

ABOUT THE MONUMENT TO THE KAZAKH POET ABAI KUNANONBOEV

Akhmedov Tokhirjon
1-3

AXIOLOGICAL SIGNIFICANCE OF THE CONCEPT OF BEHAVIOUR

Alimuhammedova Khabiba Rustamovna
4-5

IMPROVEMENT OF TECHNOLOGIES FOR TEACHING FINE ART TEACHERS TO IMAGE IMAGES IN GRAPHIC MATERIALS

Botir Boltaboyevich Baymetov, Ulfat Shuhratovich Ismatov
6-10

PEDAGOGICAL EDUCATION IN THE TEACHING OF MOTHER TONGUE AND LITERARY SCIENCES IN SECONDARY SCHOOLS THE IMPORTANCE OF CLUSTER

Alisher Narmanov Khasanovich
11-13

STUDY OF DRAMATIC WORKS IN A GENERAL EDUCATION SCHOOL ("WOE FROM WIT" BY A.S. GRIBOYEDOV)

Khadzhimetova. D.D.
14-17

WORD FORMATION AS A TEACHING ABOUT THE WAYS OF FORMING WORDS

Ochildieva D.Sh. , Saparova Z.I
18-21

USE OF INTERACTIVE METHODS IN TEACHING PHYSICS.

Nurillayeva Mavjudaxon Muhiddinova
22-23

RISK MANAGEMENT IN EMERGENCIES

Tinibekov M.Kh., Razhabov O.R.
24-26

TYPES OF USE OF CONNECTORS IN UZBEK AND KARAKALPAK LANGUAGES

Roza Aytbayeva
27-29

ANALYZING VIEWS ON ENGLISH AND UZBEK CONJUNCTIONS

Ataboyev Ahadjon Djumakuziyevich
30-31

ADVANTAGES OF USING MODERN INFORMATION TECHNOLOGIES IN PRIMARY SCHOOLS

Durmanova Gulchehra Dusiyarovna, Turdiyev Azamat Gayratovich
32-35

TOURISM KNOWLEDGE and BEAUTIFUL TOURISTIC DESTINATIONS

Poziljanov Xumoyunmirzo Gayratjon ogli
36-37

TURA SULAYMAN IS FOLK POET

Vazira Ahmadqulova, Ilmiy rahbar: Husniddin Hayitov
38-41

INCREASING STUDENT CREATIVITY IN THE INTEGRATION OF DRAWING AND DESIGN SCIENCES.

B.R.Haqberdiyev, Sh.F.Otaxonova, D.I.Qodirova
42-43

RESEARCH ADSORPTION OF PROPERTIES AL- INTERCALLED MONTMORILLONITOV

Utashev Yolkin Ishnazarovich, Mamataliev Nozim Nimadjonovich, Abdikamalova Aziza Bakhtiyarovna
44-45

THE ISSUE OF ANADIPLOSIS STYLISTIC TOOL IN MODERN ENGLISH

Eshchonov Sanjar Erkinbayevich
46-47

THEORETICAL ANALYSIS OF THE STUDY OF THE RELATIONSHIP OF
LANGUAGE AND CULTURE IN LINGUISTICS

Pulatova Sarvinoz Botir kizi, Yusupova Shoira Batirovna
48-49

FUNCTIONAL-SEMANTIC ANALYSIS OF ONOMASTICS IN ENGLISH
AND UZBEK LANGUAGES

Ibratov Bakhrombek Bayzakovich
50-51

SOME PROBLEMS THAT THREATEN THE SPIRITUAL SECURITY OF
SOCIETY

Mahammatov Otabek Saidalievich
52-55

A POETIC IMAGE IN THE POEMS OF HALIMA KHUDOIBERDIYEVA

Nafosat Muhammadiyeva, Ilmiy rahbar: Xusniddin Xaitov
56-58

PSYCHOLOGICAL MOOD OF CHARACTERS IN THE “END OF
SOMETHING” BY E. HEMINGWAY

Iusupova Kandilatkhan
59-60

ORGANIZATION OF ENTREPRENEURSHIP EDUCATION IN
PROFESSIONAL EDUCATIONAL INSTITUTIONS

A Bakoyev
61-62

TEACHING ENGLISH THROUGH VARIOUS METHODS

Zafar Kholkhodjaevich Abdullaev
63-64

PROBLEMS OF GEOGRAPHY EDUCATION IN UZBEKISTAN

Abdimurotov Oybek Uralovich
65-69

CONFLICT OF TRADITIONAL VALUES AND MODERN REALITY IN JONATHAN FRANZEN'S NOVEL "CORRECTIONS"

Fayziyeva Nafisa Baxtiyorovna
70-71

TECHNOLOGY FOR THE DEVELOPMENT OF PIANO SKILLS IN SMALL CLASSES OF A CHILDREN'S MUSIC AND ART SCHOOL

Rakhimova Dilbar Rizokulovna
72-78

IMPROVEMENT OF COTTON SEED SORTING DEVICE

Rejabboev Soxibjon Tojimirzayevich
79-81

THE IMPORTANCE AND ROLE OF THE DEVELOPMENT OF THE ENGLISH LANGUAGE TODAY

Kodirberdiyev Sardor Kodirberdi Ugli
82-83

[PDF](#)

NEW ROCK PAINTINGS OF NURATA MOUNTAIN

Kholmatov Azbiddin, Hoshimov Hikmatillo
84-86

THE BEGINNING OF WORLD WAR REASONS FOR UZBEKISTAN TO PARTICIPATE IN THIS WAR

Shernazarov Khushnubek Sunnatillo Ugli
87-90

TREATMENT OF PURULENT DISEASES OF FINGERS IN AMBULATORY CONDITIONS

Latipov Orif Zaripovich
91-93

PROBLEMS IN THE TELECOMMUNICATION NETWORK AND WAYS TO SOLVE THEM

Hotamov Abdugafur, Zhurakulov Abdukhafiz Khasanovich
94-96

MAIN DIRECTIONS IN MODERN COGNITIVE LINGUISTICS

Ergasheva Sevara
97-98

THE PHENOMENON OF ACCULTURE IN THE MODERN WORLD

Yangiboeva Dildora Raxmon kizi
99-100

TO THE QUESTION OF IMPROVING THE ECONOMIC MECHANISMS OF USING DOMESTIC INVESTMENT IN THE NATIONAL ECONOMY

Aimukhammedova A.K.
101-102

THE ENGLISH LANGUAGE: STANDARD OR NON-STANDARD?

Sadikov Erkin Tursunovich
103-104

SEPARATION OF CHROME FROM WASTEWATER

Ergashev Shohjahon Erkin o'g'li
105-106

THE NEED TO FORM A VALUABLE COMMUNICATION CULTURE IN GENERAL SECONDARY SCHOOL STUDENTS

Berdieva Gulobod Shonazarovna
107-109

MECHANISM OF PROTECTION OF RIGHTS TO TRADEMARKS IN UZBEKISTAN

Rakhmonova Mohichehra Nodibek kizi, Veronika Bryliova
110-113

SPIRITUAL AND MORAL EDUCATION OF YOUNGER PUPILS

Khalilova Sh.T.
114-116

DIDACTIC OPPORTUNITIES FOR THE FORMATION OF A CONFLICT
CULTURE IN STUDENTS THROUGH THE SUBJECT "EDUCATION"

Khudaiberdiyev Oybek Gafurovich
117-121

PROSPECTS FOR THE DEVELOPMENT OF CHILDREN'S TOURISM IN
UZBEKISTAN

Ismatillayeva Sitora Sayfiddinovna
122-123

THE FATE OF MAN IN THE FIRE OF REVOLUTION AND CIVIL WAR

Zulfiya Karimova, Feruza Melieva
124-126

EDUCATION IN THE HERITAGE OF THE JADIDS OF TURKEY

Yusup Manzarov, Dilshod Ruziboev
127-131

PSYCHOLOGICAL READINESS OF STUDENTS FOR PEDAGOGICAL
PRACTICE

Allamberganova Nabira Boribay qizi
132-133

DIGITAL CUSTOMS: FOREIGN EXPERIENCE AND SOLUTION OF
EXISTING PROBLEMS IN UZBEKISTAN

Shaxzodbek Abdullayev
134-138

TECHNICAL EXPERTISE OF ECCENTRIC SHAFT DESTRUCTION AND
DEVELOPMENT OF THE TECHNOLOGICAL PROCESS FOR REPAIR OF
THE SHAFT OF THE SMD111 JAW CRUSHER

Kadirov Saidkosim Pulatkhon ugli
139-147

MYTHOLOGICAL BASIS OF HEROES IN UZBEK FAIRY TALES

Elbek Jumanov
148-150

THE ENGLISH LANGUAGE: STANDARD OR NON-STANDARD?

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Abstract

There have been a number of approaches to determine the term of “Instructed language learning” as a constituent part of SLA. Instructed language learning is a continuous process that detects different types of second language learning that may occur as a consequence of the teaching of the foreign language. This article deals information about the spread of Standard English and its developing steps in Uzbekistan.

According to Ellis (2005) instructed language learning must be a precise, productive and fruitful guide to implementing activities into the second language classroom. Subsequently, the author suggests ten specific principles on second language learning to guide educators in teaching English as a second language. He outlines the following vital strategies, such as progressing rule-based and formulaic based language, focus on meaning and form, developing explicit and implicit notion or knowledge, a comprehensible input and practical procedures, personal variations, and evaluating students’ proficiency and performance.

Another topic which must be investigated is World Englishes that has been a reflection and combination of different kinds of Englishes around the world. World Englishes are particularly exact differences of English that have developed in regions of Asia, Africa, Oceania, where there is stretched out backgrounds of English being commonly recognized in education, business, administration and tourism.

As it is already considered to be a global language we can illustrate some important factors in order to show its clear evidence. B. Kachru (1985) introduces three precise circles: inner, outer and extended to highlight the difference among the Englishes. Thus, we can emphasize that there is no correct English as it has diverse features.

As transforming identity and target cultural attachment performance are vital aspects in the language learning process, so today we will debate on the effects of learning English on the culture and identity change in Uzbek EFL learners.

The history of learning English in Uzbekistan goes back to many years ago. There have always been English teachers and English classes in Uzbekistan. However, the arrival of new technologies, for example, computers, the internet, cell-phones and other factors affected English learning in Uzbekistan like many other countries in the world.

These days, people feel an increasing need to learn English as they have more interactions with foreigners. Unfortunately, public schools have not been successful in helping Uzbek students to be proficient in English.

Consequently, a lot of private language centers are mushrooming. A lot of Uzbeks have become interested in going to such educational areas as they claim that by joining them anyone will be able to speak English in a few months. As learning English is becoming very common among Uzbek students, Western culture is catching their attentions too. Now there are a lot of Uzbek students who are familiar with the Western culture as much as, if not more than, the English language. Many of them listen to Western music, wear Western outfits, and even talk with Western styles.

As for me, when I commenced to learn English for the first time I realized it as a challenging task, while learning the language we had to know cultural identities of native speakers, their life standards, behavior and hobbies.

As a result, we were influenced by those factors and that brought us to imitate the native speakers. Fortunately, our teachers were professionals, they understood teaching and learning process mutually, therefore we were guided both mentally and psychologically.

Finally, I am inclined to believe that language is deeply related to individual's social identity. This transformation which is adopting a new identity can be demonstrated in the normal loss of universal cultural traits and imitation of a Western culture or in the creation of intercultural personality with various degrees of cultural, linguistic and communicative competence.

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