

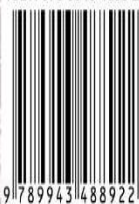


ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
АБДУЛЛА ҚОДИРИЙ НОМИДАГИ
ЖИЗЗАХ ДАВЛАТ ПЕДАГОГИКА
ИНСТИТУТИ

ФИЛОЛОГИЯНИНГ УМУМНАЗАРИЙ МАСАЛАЛАРИ

ХАЛҚАРО ИЛМИЙ-АМАЛИЙ
КОНФЕРЕНЦИЯ МАТЕРИАЛЛАРИ

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(1-5-шубалар)**

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Ushbu xatolarning bosh sababidan faqat kuchli insonlarga o'zlarini saqlay oladilar. Bu insonlarni xato qilishlariga yo'l ochib beradigan va oxirida o'zlarini pushaymon qildiradigan narsa inson xarakteridagi "g'azab"dir. Edip ham qanchalik fidoyi, aqilli, dono bo'lmasin, u ham o'z g'azabiga qarshi ish ko'ra olmaydi. Bu yerda insonning ichki ruhiy olamidagi kontrastlik aks etadi. Bir inson qalbida yaxshi va yomon xulq o'zaro "kurashda" bo'ladi. Hatto bashoratchi Teresey unga podshohni o'ldirganini aniq ko'rsatsa ham, tan olmay, g'azablanib, uni haydab yuboradi. Yana Edip o'sha chorrahada behuda g'azabini jilovlay olmagan uchun o'zini qoralaydi. Shunday qilib, kitobxon oldida bir savol tug'iladi: Edip jinoyatlarida kim aybdor? Edipning o'zimi yoki ilohiy taqdir? Aslida "aybdor" tushunchasi Layga munosib. Hech qaysi ilohga ishonib farzandini tashlab yuborishning xojati yo'q edi. O'g'lini go'dakligida o'limga yuborgan ota o'z taqdirini o'zi hal qildi, shu bilan Edip emas, balki ota o'z o'g'lining qo'llari bilan o'zini o'zi o'ldirdi.

"Shoh Edip" haqidagi afsona bilan, albatta, bugungi kun nazariyasidagi axloqiy qarashlar mos kelishi qiyin. Shu sababdan ham bu asar kuchli psixologizm bilan yozilgan asar hisoblanadi. Har bir kitobxon o'qigani sari o'zi uchun yangidan yangi xulosalar chiqaradi. "Shoh Edip" bu - taqdirning ilohiyligi va uning muqarrarligi haqidagi asrlar davomida sharaflangan haqiqatning so'nmas ifodasidir.

Sofokl juda kuchli mahoratga egaki, uning tragediyalarini o'qigan kishi asardagi syujet ichiga tushib qoladi, fojidadagi voqealar kitobxonni hislar girdobiga tashlaydi, fikr va tuyg'ulami poklashga, xayot haqida o'ylashga undaydi. "Shoh Edip" dagi voqealar qanchalik dahshatli bo'lsa ham, hamma vaqt kuchli, yorqin taassurot qoldirib, insoniyatning yangi davr sahnalaridan tushmaydi.

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HOW TO MOTIVATE YOUNG LEARNERS TO READ STORIES AND FAIRY-TALES?

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The important source for language learning is definitely listening because language learners start to acquire their learning skills while they hear words, phrases and expressions of desired language. On the other hand, the language learners come into contact with printed words very early so reading "becomes the main source of expanding and strengthening the language".

Through reading other language skills can be developed. Reading text can be a fine example for further writing tasks, dialogues from the books can enhance the

learner's vocabulary needed for speaking or inspire the discussion. Grammar, punctuation and vocabulary can be taught by using reading strategies.

Ellis and Brewster present several reading strategies that can be strengthened by reading mind working with books. They are metacognitive strategies, such as planning, comparing, guessing the meaning of new words, self-assessment and self-correction, cognitive strategies including sorting, classifying, repeating, working with dictionaries or predicting and socio affective strategies that are developed through group and pair work.

Burnett and Myers underline the fact that motivation for reading is usually seeking for information or achieving another similar aim. So gaining comprehension skills is another benefit of reading. Harmer differentiated these comprehension skills according to the purpose the text is read. Young learners can scan the text to gain a piece of information and there is no need for careful reading. Skimming the text is similar in the sense that young learners should not read the text properly but only to get a general idea of what is about. Other two skills require reading in depth. Reading for pleasure is a slow activity that involves the reader into the text. Young learners should concentrate on the text when they read for detailed strategies to be able to understand the text or notice the language. These strategies are necessary for the process of development of critical reading.

Harmer also claims that reading is not a passive skill and that young learners should work with texts actively. They need to understand the meaning of the words, think about the message of the text and be able to agree or disagree with it. The reading texts should be therefore realistic and entertaining.

The idea that young learners should read more is agreed by many teachers and parents. The idea is right but there should be certain conditions created to improve the situation. Young learners should be encouraged and educated "into the habit of reading", which is the basic precondition for careful and purposeful reading. The teachers and parents should show them that reading strategy is a useful and pleasurable activity, that there is always a purpose for reading even if it is a mere pleasure and that reading cannot only educate the learner but also satisfy their needs. It is connected with the principles of the new curriculum that expresses the idea that everything the learner acquires in the learning process should be practical and useful for life.

To avoid considering reading as a difficult and boring activity, the children should become familiar with reading from a very young age. Storytelling is the fine example how children can be introduced into reading because they simply like narratives and linking the reading activity with stories they enjoy can encourage them "to develop enthusiasm for reading". Carefully selected stories are motivating for young learners because they show them that reading can be a pleasurable experience and what books can offer them.

Ellis and Brewster claim that it is better to start with reading in English after the children's mother-tongue literacy is developed. However, it does not mean that the reading skill cannot be expanded. The young learners can find examples of written English in their environment, such as signs or advertisements. They can "read" them

and together with picture dictionaries or flashcards they create the pre-reading stage of language learning. Followed by specific tasks (read and draw, read and color, read and match and others) their reading strategies are developed.

McRae suggests introducing reading texts into the language learning process after a few lessons because every new text invites young learner to the world of fantasy, imagination and discovery. Using these texts regularly means that they will be a normal and pleasant part of the lesson with one great benefit - while the texts in the textbooks are sometimes not appealing to the pupils, the teacher can choose the reading texts that suit their learner's needs and interests. For young learners that are used to reading frequently the reading activity can become a part of their life. This can be also achieved through school extensive reading projects that support the young learners' independent reading and help them overcome the possible difficulties they can face.

So, the encouragement to the learners to read from a young age leads to their acceptance of reading as an enjoyable activity and their willingness to read outside the classroom.

Children's literature is a term that is used to describe such literary texts written primarily for children. It also consists of fairy tales and stories that were written for adults but now they are considered as children's.

There are several characteristics of children's literature. It was mentioned before that children's literary texts are written for children. That means the topic should be interesting for children, the expressions and language used there should be familiar with them and "based on real children's speech". As young readers do not like long complicated descriptions, the stories should be dynamic enough to hold their attention.

Young learners identify themselves with the characters so they should be attractive for them – like their friends or someone who is admirable - and the borderline between good and bad characters should be clear. Game is an activity that is typical of childhood and it uses children's imagination and fantasy and their sense of humor – these are qualities that children expect from their books too. "Children perceive the world mostly through pictures, noises, smells and touches, not through mere words. Therefore they want these sensual elements to be present in the texts as well. They like books full of concrete imagination, they like picture books and texts with funny graphics"

Narrative, the telling of a sequence of events, is an essential part of human experience and a dominant form of entertainment in many people's lives.

Children's literature is a valuable source for developing children's enthusiasm for reading. Young learners can identify themselves with characters, enjoy a humorous, adventurous or dramatic plot and gain unconsciously certain knowledge of language. These opportunities are accessible even to very young learners. The relevant texts for them should contain the illustrations or other visual clues, should be simply structured with an easily comprehensible plot.

Using children's literature is obviously a vital part of teaching English as a foreign language. It can help expand their vocabulary, strengthen the language and

adopt the positive attitude to reading. Young learners like listening to stories, fairy tales, nursery rhymes and therefore using such literature are highly motivating. Their motivation can be regarded as intrinsic, simply because of the children's interest in reading and listening stories written for them. Another benefit of using children's literature is that it enhances the young learners' imagination and fantasy. According to Halliwell the authentic literary texts play the important role not only in the process of developing language-learning skills but also in the children's lives: Young learners delight in imagination and fantasy.... It is more than simply a matter of enjoyment, however. In the primary school, children are very busy making sense of the world about them. They are identifying pattern and also deviation from the pattern.... In the language classroom this capacity for fantasy and imagination has a very constructive part to play.

Although teaching reading should be concerned with a real life, a teacher should be aware that the reality for young learners includes fantasy and imagination. The importance of imagination is that it stimulates children's usage of real language.

However, using literature in teaching reading depends on the teacher's knowledge and enthusiasm for it. The teacher, who is not familiar with children's literature, is not able to choose suitable text for young learners and use all opportunities the text offers. On the contrary, the teacher, who shows the children the own positive attitude to literature and reading, can promote reading as a satisfactory, enjoyable and involving activity that can be shared with others.

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**DINIY-AXLOQIY TARBIYA VA INSON RUHIY KAMOLOTI
(AHMAD LUTFIY QOZONCHINING "BIR VIJDON UYG'ONUR"
ASARI MISOLIDA)**

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"Bugun Allohning borligini va qudratini inkor qilish – ertaga insonni hisob va jazodan qaytarmaydi".

Ahmad Lutfiy Qozonchi

Ushbu asarda insonlarga dindand xabar beruvchi, diniy bilimning inson hayotida tutgan o'rnini va hayotimizning asosiy mazmuni kamolotga erishish ekani, ota-ona o'rtasidagi o'zaro munosabat va farzand tarbiyasining inson hayotida qanchalar muhim ekani ibratli voqealar asosida hikoya qilinadi. Asar bosh qahramoni Sururibey Allohning borligiga ishonmaydigan, dindand yiroq va undan nafratlanuvchi, umrini ichkilikvozklik bilan o'tkazadigan munofiq insondir. Uning turmush o'rtog'i Saodatxonim esa halol, pokiza, haqiqiy musulima ayol bo'lsa-da, o'z farzandiga tarbiya bera olmaydigan darajada ojiza edi. Sururibey o'zining gunohlari ko'pligiga qaramay, farzandini ham o'zi kabi dindand nafratlanuvchi, ichkilikni sevuvchi inson qilib tarbiya qiladi. Albatta, bunday holatning natijasi ijobiy bo'lmasligi ayni haqiqatdir. Buni Mahmudxo'ja Behbudiyning "Padarkush yoxud o'qimagan bolaning holi" dramasiidagi holat bilan solishtirish mumkin. Bu asarda ham otasi o'z o'g'lini o'qitishni, ilmi qilishni xohlamaydi. Farzandini o'qitishni maslahat bergan domlanning ham, ziyolining ham maslahatlariga quloq tutmaydi, o'z yo'lini tutadi. Quyida dramadan bir parchani keltirib o'tamiz:

Boy: Men o'g'lumni o'qutmoqg'a o'ylaganim yo'q.

Domulla: Ajoyib, sabab nedurki, o'qutmaysuz? Vaholanki, o'qumoq qarz va ilm sababi izzati dunyo va sharofati oxiratdur...

...Domulla: Shariat ilmi va zaruriyati diniyani bilmoq uchun boyvachchani o'qutmoq, albatta, sizg'a lozimdir.

Boy: Shariat ilmini o'qitmoqni lozim bilmayman, chunki ani mufti yo imom va muazzin qilmoqchi emasman, azbaski davlatim anga yetar" [2; 9].